

***Woodmont Middle School
Jennifer Couch, Principal***



Greenville County School District

Dr. W. Burke Royster, Superintendent

2018-19 through 2022-2023

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Woodmont 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

Jennifer Couch		3-7-22
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Towers Rice		3-7-22
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Katherine E. Cord		3-7-22
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 325 North Flat Rock Rd. Piedmont, SC 29673

SCHOOL TELEPHONE: (864) 355-8500

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Jennifer Couch
2. Teacher	Amy Schrader
3. Parent/Guardian	Francie Panzetta
4. Community Member	Ron Young
5. Paraprofessional	Billy Gibson
6. School Improvement Council Member	Jessica Spurgeon
7. Read to Succeed Reading Coach	NA
8. School Read To Succeed Literacy Leadership Team Lead	Dr. Katherine Cord
9. School Read To Succeed Literacy Leadership Team Members:	Katherine Cord, Towers Rice, Tonya Woods, Jennifer Fuller, and Chris Lawrence.

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**

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

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

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Woodmont Middle School Portfolio

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INTRODUCTION

The Woodmont 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. Each year, the Woodmont staff and community review our Action Plan and progress we are making toward our goals.

Woodmont Middle School wants to improve student achievement, to gain and develop resources, and to build and maintain positive relationships with our community. Our stakeholders support our school and its programs by working with us to promote our school's mission and beliefs.

Committees

Student Achievement Needs Assessment Committee: Reviewed achievement data such as SC READY, SC PASS, EOCE, MAP, benchmark, classroom assessments etc.

ELA

Farah Loveless
Melissa Price
Amy Schrader
Angelia Armstrong
Katherine Bowers
Cherie Campbell
Ryan Dafforn
Rachel Grimsley

Math

Debra Horton
Jackie Averett
Tamela Boeckman
Nicole Phibbs
Teneka Brown
Angela Schwieger
Ashlee Ayers
Brenda Elmore
Samaria Hannah

Science

Jennifer Olson
Emily Tyler
Sheralyn Smith
Michelle Watson
Debra Horton
Samaria Hannah
Elizabeth Schatzkin
Carl Bennett

Social Studies

Sarah Real
Chris Lawrence
Angelia Armstrong
David Bagwell
Penny Boswell
Cherie Campbell
Gibson White
Jarrod Hermann

The School Leadership Team as well as the School Improvement Council reviewed data and the portfolio to determine areas that needed further work as well as areas of significant improvement. Other committees reviewed information and gathered data as needed. The Portfolio committees included:

School Profile ---- School Personnel: Reviewed certification and years of experience data.

Jennifer Couch
Katherine Cord

School Profile ---- Student Population: Provided student demographic (45 Day) information.

Racquel McCrary
Jennifer Couch
Gale Sopko
Alex Koszeghy
Nicole Genova
Lillian Johnson

School Profile---- Academic and Behavior Features / Programs / Initiatives: Reviewed discipline data, surveys, data regarding Rookie Camp, teaming, and STEAM initiatives.

Administration

Action Plan ---- School Administration: Developed Goals and Action Plans.

Administration
Jennifer Couch
Katherine Cord

Executive Summary

Summary of Needs Assessment for Student Achievement

In the spring of 2019, SC Ready AND PASS scores show that while the many of Woodmont Middle School students are improving their performance, not all are performing at high levels.

In response to data, the following initiatives have been determined:

- Continued implementation of STEAM/PBL to increase student engagement and academic rigor
- Continued use of grade-level, subject-area common major assessments using the district assessment system
- Refinement of inclusion with co-teaching models of instruction
- Academic assistance opportunities through System 44 and Read 180
- Use of differentiation to target instruction and improve student understanding of standards-based instruction
- Analysis of assessment data followed by collaboration and use of data in planning instruction and remediation
- Professional development focused on Social Emotional Learning, differentiation, disciplinary literacy, and instructional technology

Summary of Needs Assessment for Teacher and Administrator Quality

Needs assessments indicated that teachers desire and need continued professional development to maximize their growth. Due to the various strengths and needs of teachers, there is a need for a more personalized approach to professional development. A plan of development will offer more choice for teachers and is determined based on school initiatives and staff needs to include inclusive strategies with co-teaching models, literacy strategies, data-driven differentiation, understanding and responding to students' social/emotional needs, connecting with diverse groups, and student engagement in the STEAM/PBL classroom. There is also a need to further increase collegial conversations and peer support.

In response to data, the following initiatives have been determined:

- Leverage digital tools (KYTE Learning, a digital learning platform) to promote self-selected and self-paced PD for teachers
- Continuing to provide more professional development opportunities for teachers to promote choice
- Promoting teacher leadership in facilitating professional development opportunities (once a month, we host a series of teacher-led workshops and allow staff to “choose their own adventure”)
- Continuing to develop professional development in response to teacher input
- Promoting more opportunities for professional growth through Professional Learning Communities (PLCs)
- Research and implement methods of personalizing professional development in order to meet

specific needs of teachers and promote a growth mindset.

Summary of Needs Assessment for School Climate

The 2021 Upbeat Data Report survey revealed a 91% satisfaction rate for teachers, this was up 6.4% from the 2020 year survey rating of 84.6%.

This same survey also highlighted two other strengths, a rating of 97% in equity, an increase of 2.6% from the 2020 year, and a rating of 95% for Instructional Leadership an increase of 4.8% from the 2020 survey results using the same Upbeat survey instrument.

Areas of improvement include Compensation and Career Path which was up 8.9% with an overall 64% rating, which was tied with Diversity also with a 64% rating which was down by 3% from the results of the 2020 survey.

The 2019 Report Card Survey revealed an increase by **57%** in teacher satisfaction with the learning environment; student and parent satisfaction with the learning environment was largely consistent with 2018 report card results.

The same survey revealed an increase by **53%** in teacher satisfaction with the social and physical environment, and an increase by **20%** in parent satisfaction with the social and physical environment; student satisfaction with the social and physical environment increased slightly from 2018.

The same survey showed a **27% increase** in teacher satisfaction with home/school relations; student satisfaction with home/school relations fell slightly from 2018; parent satisfaction rose slightly from 2018.

Significant Challenges in the Last Three Years

- Far-reaching impacts of COVID-19 pandemic.
- Strengthening teacher Professional Learning Communities where teachers collaborate, build standards-based common assessments, and analyze data to drive instruction
- Developing an academic assistance program to meet the needs of learners
- Implementation of STEAM/PBL and increasing inquiry and literacy experiences for students
- Transition to 1:1 learning, managing a Chromebook classroom, and using Chromebooks along with programs, applications, and internet sites effectively for increased student learning opportunities
- Transition to Learning Targets and Implementation of the GCS Instructional Protocol

Significant Accomplishments in the Last Three Years

- Increase in SC Ready ELA scores, and SC PASS Social Studies and Science scores
- Drastic increases in student, teacher, and parent satisfaction on most metrics of the School Report Cards survey (as well as district Upbeat survey.)
- Establishment of teacher PLCs
- Rookie Camp implementation
- Expansion of Michelin mentoring program
- Expanded PTA
- ABC Arts Grant Recipient
- Woodmont Royals (PBIS) established

- Implementation of quarterly awards days

School Profile

School Community

Woodmont Middle School is a sixth through eighth grade public school located in a rural setting in southern Greenville County. The school opened in 1982 and later was totally renovated and reopened in January 2008 with the capacity to accommodate 1000 students.

With the renovation and expansions, Woodmont Middle School has an area for each grade level. Each grade level area is color-coded and has storage spaces for books and teaching supplies, science labs, planning areas, restrooms, and an administrative office.

All classrooms are equipped with telephones, Promethean Boards and new laptop computers with docking stations for each teacher. As of 2019, the school is 1:1 and all students are issued Chromebooks at the beginning of the year.

Since the opening of the Southern Connector in 2001, more industrial and commercial development has occurred. Within the last few years, several strip malls and fast food restaurants have opened in the community.

In addition, numerous housing developments have opened and other housing communities are in the process of being developed.

Though many of the parents work during the school day, we have a dedicated core of parents who are able to volunteer their time in a “normal” year (the 2020-21 year was, of course, an exception to this due to the COVID-19 pandemic). Parents operate a school store, provide refreshments for the faculty and furnish meals for athletic teams.

Michelin, one of our business partners, provides mentors at lunchtime for our students and teacher grants.

School Personnel

The staff is comprised of a principal, one assistant principal, one administrative assistant, an instructional coach and part-time instructional specialist, three guidance counselors, a Media Specialist, an ESOL teacher, 5.5 special education teachers, 12 related arts teachers, and 37 regular education teachers. There are 4.5 clerical staff members, an in-school suspension teacher and a classroom aide. Agency partners housed on campus include a resource officer and a mental health counselor.

For 2020-21 year, teacher attendance was 94.3%; 60.0% of teachers held advanced degrees; and teachers returning from the previous year were 82.1%.

Of the professional staff, 44 are female and 9 are male. 6 are African-American; one is Hispanic and 38 are white. The experience levels of the professional staff are detailed below:

Years of Experience of Professional Staff 2021-22

0-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years	30+ years
19	9	9	2	9	5	3

Our principal, Ms. Jennifer Couch, has over 20 years of experience as a teacher and administrator. This is her fourth year as principal of Woodmont. Mr. Towers Rice, our administrative assistant, is in his fourth year at Woodmont Middle School and has been in education for over 10 years. Ms. Tonya Woods, our assistant principal, is in her eighth year at Woodmont Middle and has been in education for over twenty years. Dr. Katherine Cord is in her first year as Instructional Coach at Woodmont and has been in education for over thirty years.

Student Population Data

As of March 28, 2019, Woodmont Middle School had an enrollment of 814 students. This marks an increase of 101 students from the 2017-18 school year when the enrollment was 713.

The current population as of February 23, 2022 consists of 845 students the numbers demographically are 373 (46%) White, 300 (35%) African American/ Black, 102 (12%) Hispanic/Latino, and 60 (7%) two or more races.

425 / 50% of the student population is male; 420 / 50% is female.

The student attendance percentage as of February 25, 2022 is 99% this is an increase of 6% from two years ago. This is especially interesting to note that only 4 of the 22 students absent were truly absent. The other 19 were OSS.

Currently as of March 2022, students with Special Educational needs are numbered at 160.

The student attendance percentage as of March 28, 2022 is 96%. This is an increase from March of 2020. Efforts to improve attendance and increase awareness include the use of daily announcements,

posted charts, various incentives, intervention conferences and parent communication using the School Messenger. These efforts have been successful.

March 2020 finds WMS with one hundred and nine students identified as having special learning needs. They are served through self-contained classes, inclusion classes, and tutorial classes.

Special education students are served in an inclusion model with tutorials as needed. Three special education teachers serve in the classroom as co-teachers. Two teachers serve students in targeted reading intervention courses. Students with ED classification are served in a self-contained classroom. There are two multi-categorical classes that are self-contained.

Ninety-three (94) students are identified as Gifted and Talented. They are served in GT or Honors ELA classes.

Currently 69.1% of the students receive free or reduced priced meals (up from 66.5%.)

No students were retained during the 2018-19, 2019-20, 2020-21, and including the 2021-22 school year.

Major Academic and Behavioral Features

The organizational structure for Woodmont Middle School centers on teacher and student learning teams. A team of teachers typically consists of about 4 teachers who teach a group of about 100- 120 students that they commonly instruct. The teachers on the team teach all the core academic subjects and share common blocks of time for all collaborative and independent planning. This time is also used for in-service training, curriculum mapping, creation and monitoring of pacing guides, horizontal curriculum planning, parent conferences, and individual student conferences. Students receive four periods of academic instruction and two periods of related arts classes. Vertical teaming with other grades is achieved through academic departmental meetings among teachers.

Mission, Vision, and Beliefs

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about school and how we think it should operate.

We believe curriculum at Woodmont Middle should be:

- 1 Based on State standards

- 2 Meaningful, engaging and challenging
- 3 Relevant to real life
- 4 Infused with a wide variety of related arts
- 5 Complemented by updated materials and textbooks
- 6 Developmentally and socially responsible to the whole child
- 7 Inclusive of technology and research skills
- 8 In-depth and concise
- 9 Replete with thinking skills
- 10 Inclusive of Community and Service opportunities

Instruction at Woodmont Middle should be:

- 1 Connected to previous knowledge and learning
- 2 Articulated with an interdisciplinary focus
- 3 Woven together using best practices such as cooperative learning, Learning Focused, team teaching, and technology
- 4 Provided by highly qualified teachers
- 5 Complemented by logical scheduling
- 6 Delivered in classes with a low student-teacher ratio
- 7 Aligned with state and district expectations
- 8 Varied in teaching approaches and interesting to generate curiosity
- 9 Consistent with IEP or student learning goals
- 10 Delivered to meet individual student needs
- 11 Infused with critical thinking skills, inquiry-based projects, active learning strategies, and direct instruction
- 12 Able to enhance individual learning styles
- 13 Inclusive of high expectations for all students

Assessment at Woodmont Middle should:

- 1 Demonstrate student progress
- 2 Include peer assessments
- 3 Utilize both traditional and alternative, performance-based assessments
- 4 Be aligned with state and district objectives
- 5 Be aligned with state and district assessment criteria
- 6 Be fair, authentic, and reflective
- 7 Reveal acquisition and application of knowledge
- 8 Be aligned with state tests
- 9 Use a variety of formats, structures, and outcomes
- 10 Utilize focused learning
- 11 Include pre and post assessments
- 12 Display student strengths

The school environment at Woodmont Middle should:

- 1 Be supportive of a rigorous curriculum
- 2 Provide opportunities for success
- 3 Include extra-curricular activities for students
- 4 Encourage a diverse faculty
- 5 Provide an inviting, nurturing, comfortable, safe, and clean school
- 6 Be accepting of differences
- 7 Provide consistence links to real life expectations
- 8 Be orderly and organized
- 9 Celebrate diversity

Purpose

The purpose of Woodmont Middle School is to prepare our students both academically and socially, to create an atmosphere of inquiry, and to foster a love of learning.

Mission

The mission serves to unify an organization's efforts. An effective mission must stretch and challenge the organization, yet be achievable. It is tangible, value-driven, energizing, highly focused, and will move Woodmont Middle School forward. A mission has a finish line for its achievement and is proactive. A mission should walk the boundary between the possible and impossible.

Our mission statement is:

Woodmont Middle School will prepare students academically and socially to become responsible, productive citizens of a global society.

Shared Vision

Our vision is a specific description of what Woodmont Middle School will be like when the mission is achieved.

The following are the curriculum, instruction, assessment, and environment factors that support effective learning for Woodmont Middle School students:

Curriculum must be up-to-date, aligned with state curriculum standards and IB aims and objectives, and designed to help students meet achievement goals. Therefore, curriculum will be:

- Meaningful, engaging and challenging
- Coordinated with state standards
- Combined with appropriate materials, textbooks and technology
- Infused with technology and research skills
- Reflective of cross curricular connections

Instruction will be tailored to student needs in such a way as to ensure active participation by all.

Instruction will include;

- A connection to previous knowledge and learning
- Best practices such as cooperative learning, focused learning, team teaching, Critical thinking skills, active learning strategies, and direct instruction
- A knowledge and appreciation of individual learning styles
- High expectations for all students

Assessment will be varied, and aligned with material taught. Assessments will be:

- Both traditional and alternative
- Performance-based
- Designed to demonstrate student progress
- Fair, authentic and reflective
- Aligned with state tests assessment and standards criteria

The learning environment will provide a safe and nurturing atmosphere where differences are celebrated.

The environment will include:

- Support for a rigorous curriculum
- Opportunities for success
- A stimulating, positive, congenial and cooperative atmosphere
- An inviting, nurturing, comfortable, safe and clean school
- Low student-teacher ratio

Vision Narrative

When Woodmont Middle's vision is realized, students will be actively involved in learning. The learning environment for students will be positive, safe, inviting and focused. Students will leave Woodmont Middle with the necessary academic and social skills to successfully meet their personal goals while moving forward to the next level in their educational experience.

Woodmont Middle teachers and administrators will work together to provide a safe and nurturing environment in which all students may experience success. Teachers will use professional development obtained from conferences, university classes and /or work with consultants to learn effective ways of teaching and becoming a resource for each other. Parent and community partnerships will be an invaluable asset for improving student achievement. Testing will encompass a broad spectrum of real-life, authentic, and performance based assessments. Pride in our accomplishments, paired with public recognition of a job well done at award programs, will enable us to celebrate our success.

Data Analysis and Needs Assessment

Student Achievement

SC READY 2017/2018/2019/2020/2021 by Grade Level (Percentage)

English	Meets and Exceeds Expectations	Does Not Meet and Approaches
Grade 6	2017: 22.1 2018: 25.9 2019: 37 2020: No testing 2021: 30.2	2017: 77.9 2018: 74.1 2019: 63 2020: No Testing 2021: 69.8
Grade 7	2017: 18.1 2018: 26.3 2019: 34 2020: No Testing 2021: 34.5	2017: 81.9 2018: 73.77 2019: 66 2020: No Testing 2021: 65.5
Grade 8	2017: 27.6 2018: 25.1 2019: 37 2020: No Testing 2021: 31.2	2017: 81.9 2018: 74.9 2019: 63 2020: No Testing 2021: 68.8
Mathematics	Meets and Exceeds Expectations	Does Not Meet and Approaches

Grade 6	2017: 27 2018: 25.7 2019: 25 2020: No Testing 2021: 23	2017: 73 2018: 74.3 2019: 75 2020: No Testing 2021: 77
Grade 7	2017: 16.1 2018: 19.3 2019: 16 2020: No Testing 2021: 21	2017: 83.9 2018: 80.7 2019: 84 2020: No Testing 2021: 79
Grade 8	2017: 18.7 2018: 25.5 2019: 19 2020: No Testing 2021: 16.5	2017: 81.3 2018: 74.3 2019: 81 2020: No Testing 2021: 83.5

SC PASS Science – Grades 6 & 8 (Grade 6 only in 2021)

	2018	2019	2020	2021
Exceeds Expectations	13.4	15	n/a	14.5
Meets Expectations	24.2	25	n/a	20.8
Approaches	26.4	19	n/a	18.4
Does Not Meet	35.5	40	n/a	46.4

SC PASS Social Studies–Grade 7 as of 2021-22No longer tested

	2018	2019	2020	2021
Exemplary	22.5	34	n/a	n/a
Met	25	30	n/a	n/a
Not Met	52.5	39	n/a	n/a

Due to the loss of instructional time in the Covid year with no State Testing, we did see a distinct drop in most scores for our 2020-21 school year. However, when compared with the District overall our school was found to have one of the least impacted learning drops of all the Greenville County middle schools.

Achievement data for 2018-19 shows a marginal but nonetheless considerable growth from 2017-18 in all core content areas except math. 2018-19 was the first year of full implementation of the Carnegie Learning math curriculum, which was accompanied by some “growing pains” for students and staff alike.

A full inclusion model with co-teaching components has been implemented and will be refined to address grade-level standards-based instruction with special education students using appropriate differentiation strategies and accommodations. Systematic intervention including academic assistance and literacy instruction will structure clear expectations and opportunities for the success for all students. A continuation of common planning, common assessments, and collaborative analysis will strengthen classroom instruction.

An afterschool program has been established. Student participation is in large part determined by performance on end of year testing. In 2019, an Ed. Support position was created to provide additional math supports to students in the “Approaches” band across all three grade levels.

Teacher/Administrator Quality

The following table reveals teacher quality as defined by the School Report Card:

Teachers	2013	2014	2015	2016	2017	2018	2019	2020	2021
Teacher with advanced degrees	56.1%	51.3%	44.7%	52.5%	48.8%	50.0%	60%	50%	50%
Continuing contract teachers	N/A	82.1%	78.9%	82.5%	78.8%	72.7%	62.2%	58.8%	65%
Teachers returning from previous year	86.9%	85.2%	84.9%	86.5%	87.9%	82.9%	82.1%	87.9%	65.1%

Teacher attendance	94.5%	94.5%	94.7%	94.8%	93.5%	94.2%	94.3%	94%	92.9%
Professional development days/teacher	16.8 days	15.8 days	17 days	.9 days	5.4 days	8.3 days	9.4 days	10.1 days	11 days

Classes Not Taught by Highly Qualified Teachers

Year	Percent
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2013	4.8%
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2014	0%
------	----

2015	0%
------	----

2016	0%
------	----

2017	0%
------	----

2018	0%
------	----

2019	0%
------	----

2020	0%
------	----

2021	0%
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All teachers are certified. All continuing contract teachers have technology proficiency endorsement. The percent of classes not taught by highly qualified teachers remained at 0% for 2014, 2015, 2016, 2017, 2018, 2019, and 2020.

PROFESSIONAL DEVELOPMENT FOR 2020-21

Staff Development 2020-21

Professional Learning Communities Meetings

Our professional learning communities (PLCs) took on a new look for the 2020-21 school year. SQUADS stands for **S**upport, **Q**uestion, **U**nderstand, **A**nalyze, **D**evelop. This defines the overall purpose and goal for each group.

Z-SQUAD HoriZontal PLC – all teachers by grade level or area
C-SQUAD Content PLC - all content area teachers by grade level
V-SQUAD Vertical PLC – all teachers by department

Z-SQUADS will meet formally once a week (determined by grade level administrator) and submit minutes to their administrator if he/she is not in attendance. Grade level counselors will attend these meetings.

C-SQUADS will meet formally once a week on the following schedule. An administrator or designee will be in attendance for each meeting.

Wednesday 1st Plan ELA & Inclusion

Wednesday 2nd Plan Science

Thursday 1st Plan Math & Inclusion

Thursday 2nd Plan Social Studies

The SPED and counseling departments are asked to schedule parent conferences, IEP/504 meetings, etc., outside of this schedule unless approved by an administrator.

District Professional Development Areas of Emphasis for 2020-21:

ELA

- Disciplinary Literacy
- GCSD Secondary Literacy Framework
- Text Complexity
- Opinion/Argument writing
- Informational writing
- Narrative writing
- Constructing performance assessments
- Formative assessments (with an emphasis on speaking, listening, and questioning)
- Literacy
- Standards and Assessments

Science

- Scientific inquiry/inquiry-based learning
- Informational writing
- Constructive performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

- Literacy
- Standards and Assessments

Social Studies

- Adapting to new inquiry-based standards
- Designing and implementing inquiry-based unit and lesson plans.
- Opinion/argument writing using primary sources, secondary sources and DBQ's
- Informational writing
- Constructing performance assessments
- Formative assessments (with an emphasis on speaking, listening, and questioning)
- Literacy
- Standards and Assessments

Mathematics

- Carnegie Learning math curriculum
- Constructing performance assessments
- Literacy
- Standards and Assessments

World Languages

- Overview of the World Language standards and curriculum
- Linking the communication modes and culture to assessment
- Proficiency levels and the impact on assessment

PE/Health

- Cross curricular connections
- Technology for PE teachers and students
- Promoting fitness
- SPARK-CATCH training

Visual and Performing Arts

- CCSS implications for Visual and Performing Arts
- Arts integration strategies
- Arts education for the 21st Century

ESOL/RTI/GT/SPED

- Preparing all students for CCSS curriculum/instruction/assessment
- Meeting the needs of the exceptional student
- Strategies for collaboration between exceptional educators and regular educators

School Climate

Results of the South Carolina Annual School Report Card for 2020 Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	36	273	19
Percent satisfied with learning environment	83.3%	85.7%	89.4%
Percent satisfied with social and physical environment	88.9%	85.3%	84.2%
Percent satisfied with school-home relations	69.4%	85.2%	89.5%

The State of South Carolina Annual School Report Card for 2019 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	Teachers	Students	Parents
Percent satisfied with learning environment	77.8%	56.2%	80.0%
Percent satisfied with social and physical environment	83.3%	60.0%	75.8%
Percent satisfied with school-home relations	38.9%	69.8%	57.7%

The State of South Carolina Annual School Report Card for 2018 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	Teachers	Students	Parents
Percent satisfied with the learning environment	20.90%	58.20%	80.00%
Percent satisfied with the social and physical environment	33.30%	59.40%	55.00%
Percent satisfied with school-home relations	12.50%	76.30%	50.00%

The State of South Carolina Annual School Report Card for 2017 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	Teachers	Students	Parents
Percent satisfied with the learning environment	50.0%	70.2%	71.5%
Percent satisfied with the social and physical environment	70.0%	70.2%	80.5%
Percent satisfied with school-home relations	33.3%	84/2%	59.%

The State of South Carolina Annual School Report Card for 2016 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	Teachers	Students	Parents
Percent satisfied with the learning environment	61.4%	74.9%	89.3%
Percent satisfied with the social and physical environment	75%	80.8%	81.4%
Percent satisfied with school-home relations	40.9%	81.1%	55.9%

The State of South Carolina Annual School Report Card for 2015 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	Teachers	Students	Parents
Percent satisfied with the learning environment	78%	71%	75%
Percent satisfied with the social and physical environment	93%	69%	79%
Percent satisfied with school-home relations	51%	82%	44%

The School Climate data reveals a gradual trend upward in satisfaction over time, evidence that some of the school's programs are effective, particularly on teacher satisfaction. Data continues to reveal a need to better implement Social Emotional Learning structures and strategies, and to improve home/school relations.

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

Action Plan

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 28% in 2016-17 to 44% 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 4% 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	28% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	30	34	37	40	44
		School Actual Middle 25.8%	36	waiver	38		

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		

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Principal Instructional Coach	See District Plan	General Fund	Mastery Connect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Principal Instructional Coach	See District Plan	General Fund	School surveys and observations

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Principal Instructional Coach	See District Plan	General Fund	Attendance reports from district professional development offerings including summer courses.

ACTION PLAN FOR STRATEGY #2: Increase rigor and expectations in instruction to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2019-2020	Academic Specialists School Principals Instructional Coach	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds

ACTION PLAN FOR STRATEGY #2: Increase rigor and expectations in instruction to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Implement coaching cycles to improve common planning and instruction	2018-2020	Academic Specialists School Principals Instructional Coach	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
3. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2019-2023	Academic Specialists School Principals Instructional Coach	\$0	NA	Mastery Connect Reports

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 22% in 2016-17 to 38.2% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 5% 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	22% Meets Expectations and Exceeds Expectations	School Projected Middle	28	33	38	43	48
		School Actual Middle 23	20	<i>waiver</i>	20		

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		

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Principal Instructional Coach	See District Plan	General Fund	Mastery Connect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Principal Instructional Coach	See District Plan	General Fund	School surveys and observations

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Principal Instructional Coach	See District Plan	General Fund	Attendance reports from district professional development offerings including summer courses.

ACTION PLAN FOR STRATEGY #2: Increase rigor and expectations in both instruction to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2019-2020	Academic Specialists Principal Instructional Coach	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds

ACTION PLAN FOR STRATEGY #2: Increase rigor and expectations in both instruction to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Implement coaching cycles to improve common planning and instruction	2018-2020	Academic Specialists Principal Instructional Coach	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
3. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2019-2023	Academic Specialists Principal Instructional Coach	\$0	NA	Mastery Connect Reports

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
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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 Grades 6 and 8 only	School Projected Middle	40	43	46	49	52
		School Actual Middle 37	40	<i>waiver</i>	35		
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	District Projected Middle	56	59	62	65	68
		District Actual Middle 53	53	<i>waiver</i>	46		

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Principal Instructional Coach	See District Plan	General Fund	Mastery Connect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Principal Instructional Coach	See District Plan	General Fund	School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Principal Instructional Coach	See District Plan	General Fund	Attendance reports from district professional development offerings including summer courses.

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

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

PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 7% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 7 only	School Projected Middle	54	61	68	75	82
		School Actual Middle 47	64	<i>waiver</i>	n/a	n/a	n/a

SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 7 only	District Projected Middle	74	77	80	83	86
		District Actual Middle 71		<i>waiver</i>	n/a	n/a	n/a

*Beginning in 2017-18, grades 5 and 7 will take SCPASS Social Studies

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Principal Instructional Coach	See District Plan	General Fund	Mastery Connect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Principal Instructional Coach	See District Plan	General Fund	School surveys and observations

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Principal Instructional Coach	See District Plan	General Fund	Attendance reports from district professional development offerings including summer courses.

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 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 Mat (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	32 % Meets Expectations and Exceeds Expectations	School Projected Hispanic	29	32	35	38	41
SC READY ELA SC SDE Website		School Actual Hispanic 26%	39	waiver	45		
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34	40	waiver	33		
SC READY ELA SC SDE Website	20 % Meets Expectations and Exceeds Expectations	School Projected AA	24	27	30	33	36

SC READY ELA SC SDE Website		School Actual AA 21	28	<i>waiver</i>	28		
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		
SC READY ELA SC SDE Website	1 % Meets Expectations and Exceeds Expectations	School Projected SWD	8	11	14	17	20
SC READY ELA SC SDE Website		School Actual SWD 5	5	<i>waiver</i>	2		
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>	20		

SC READY ELA SC SDE Website	20 % Meets Expectations and Exceeds Expectations	School Projected LEP	22	25	28	31	34
SC READY ELA SC SDE Website		School Actual LEP 19	30	<i>waiver</i>	37		
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		
SC READY ELA SC SDE Website	20% Meets Expectations and Exceeds Expectations	School Projected PIP	24	27	30	33	36
SC READY ELA SC SDE Website		School Actual PIP 21	31	<i>waiver</i>	34		
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 PP 33	45	<i>waiver</i>	44		
SC READY Math SC SDE Website	22 % Meets Expectations and Exceeds Expectations	School Projected Hispanic	33	36	39	42	45
SC READY Math SC SDE Website		School Actual Hispanic 30	23	<i>waiver</i>	24		
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		
SC READY Math SC SDE Website	14 % Meets Expectations and Exceeds Expectations	School Projected AA	20	23	26	29	32
SC READY Math SC SDE Website		School Actual AA 17	15	<i>waiver</i>	14		

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		
SC READY Math SC SDE Website	1 % Meets Expectations and Exceeds Expectations	School Projected SWD	7	10	13	16	19
SC READY Math SC SDE Website		School Actual SWD 4	3	<i>waiver</i>	2		
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	16% Meets Expectations and Exceeds Expectations	School Projected LEP	24	27	30	33	36

SC READY Math SC SDE Website		School Actual LEP 21	18	<i>waiver</i>	20		
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		
SC READY Math SC SDE Website	19% Meets Expectations and Exceeds Expectations	School Projected PIP	23	26	29	32	35
SC READY Math SC SDE Website		School Actual PIP 20	16	<i>waiver</i>	16		
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		

ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Principal Instructional Coach			Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, etc.)
2. Provide strategy and content support for teachers	2018-2023	Principal Instructional Coach			Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Principal Instructional Coach			Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17		2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	TBD	School Projected	YES	YES	YES	YES	YES
PowerSchool		School Actual YES	YES	YES	YES		
PowerSchool	50	District Projected	75	100	100	100	100

PowerSchool		District Actual 89	100	100			
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ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core reading instruction to meet identified student needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement a professional learning plan to support school leadership teams (administrators and instructional coaches) in building capacity for consistent implementation of the GCS Secondary Literacy Framework.	2018-23	Principal Instructional Coach	\$0	NA	Observations, anecdotal notes, and lesson plans.
2. Organize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning	2018-23	Principal Instructional Coach	\$0	NA	Documentation of ongoing instructional rounds including implications for instructional growth
3. Support intentional unit and lesson planning reflective of responsive to student needs	2018-23	Principal Instructional Coach	\$0	NA	Collaborative planning, data analysis, unit planning, protected daily planning times

4. Differentiate instruction and assessments to meet students' needs while maintaining the expectation of grade-level mastery.	2018-23	Principal Instructional Coach	\$0	NA	Lesson planning, formative assessments (i.e. within Mastery Connect) teams and reflective practices.
5. Coach teachers in instructional best practices	2018-23	Principal Instructional Coach	\$0	NA	Documentation of coaching cycles provided by members of school

Performance Goal Area: 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							
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):		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 =No Ethnic Diversity = No	Gender Diversity=100 YES Ethnic Diversity=97 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%	

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.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
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SC SDE School Report Card Survey	81	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 54	61.3	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	90.4		
SC SDE School Report Card Survey	93.4	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 71	97.3	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	97.3		
SC SDE School Report Card Survey	83	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 50	79.3	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	84.2		
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	<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	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.</i>	98		

ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Principal	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Take a proactive approach by periodically pushing out information about the safety measures that are taken at the school.	2018-2023	Principal	\$0	NA	Safety stories on web, social media, etc.
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns	2018-2023	Principal Media Specialist	\$0	NA	Tips received from multiple stakeholder groups

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

<p>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.</p> <p>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 %.</p>
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
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.6	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 0.7	0	0	0		
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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.4	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		School Actual 0.3	0	0	0		
ESSA Federal Accountability and SDE School Report Card	(2016-17) .04	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		District Actual .04	.10	.03	.004		

ACTION PLAN FOR STRATEGY #1: Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive school environment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Further develop peer mentoring programs to support students and develop empathy.	2018-2023	School Counselor Principal	TBD	General Fund	Peer mentoring in schools
2. Ensure every student connected with a caring adult.	2018-2023	School Counselor Principal	TBD	TBD	Students connected with adults in school buildings or buses

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
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Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of middle school students who describe their teacher as caring on the Cognia Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):			2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	School Projected	45	50	55	60	65
		School Actual 38	24	54	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued	Note: Cognia surveys have been discontinued
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	District Projected	54	58	62	66	70
		District Actual 52	50	52	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued	Note: Cognia surveys have been discontinued

ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand mentoring program for students	2018-2023	Principal School counselors	TBD	NA	Students assigned to an adult at the school.
2. Establish protocols among all adults to communicate positively with students (PBIS)	2018-2023	School team	\$0	NA	Documentation of communicating protocol to staff
3. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School team/PTA	\$0	NA	Support staff included in decision making and support of students

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

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

PERFORMANCE GOAL: 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
180 th day Attendance Report	(2016-17) 94	School Projected	95	95	95	95	95
		School Actual 95	94	95	96		
180 th day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95

		District Actual 95	95	96	92		
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ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends					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 Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Attendance Clerk Admin team	\$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	\$0	NA	Students are identified and appropriate supports are assigned

ACTION PLAN FOR STRATEGY #1: Implement and maintain a proactive attendance program.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Promote attendance with students and parents as an important component of school success	2018-2023	Attendance Clerk	\$0	\$0	Teacher/school direct contact with parents.
2. Hold Attendance Awareness Week Activities	2018-2023	Attendance Clerk	\$0	\$0	List of Activities Attendance Data
3. Attendance Clerk will encourage students with poor attendance practices by checking in with them weekly.	2018-2023	Attendance Clerk	\$0	\$0	Increased student attendance and record of contacts.

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

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

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of middle school students who, on the Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		Baseline 2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Culture & Climate Surveys	Baseline established in 2017-18	School Projected	Afraid ≤ 8 Lonely ≤ 14 Angry ≤ 21	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 20	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 19	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 18	Afraid ≤ 5 Lonely ≤ 10 Angry ≤ 17

		School Actual Afraid – 9% Lonely – 15% Angry – 22%	Afraid 4% Lonely 28% Angry 30%	Afraid 9% Lonely 16% Angry 20%	<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 Culture & Climate Surveys	Baseline established in 2017-18	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		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: Improve understanding of students' social-emotional needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement relationship-building programs/strategies in schools	2018-2023	Principal	\$0	NA	Programs implemented with fidelity
2. Develop and maintain a menu of support resources and provide to all guidance counselors and social workers	2018-2023	Dir. of Guidance	\$0	NA	Menu developed and distributed

