Hillcrest Middle School

William C. Price, Principal
Greenville County School District
W. Burke Royster, Superintendent

School Strategic Plan/Portfolio

Annual Update: March 31, 2019
Scope of Plan: 2018-19 through 2022-23

SCHOOL NAME: HILLCREST MIDDLE SCHOOL

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 *(one year)*

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

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

SUPERINTENDENT

Dr. W. Burke Royster	*W Burke Royster*	03/31/2019
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

William C. Price	*William C Price*	03/31/2019
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		03/31/2019
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kelly Clark		03/31/2019
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Michelle Meloon		03/31/2019
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 510 Garrison Road, Simpsonville 29681

SCHOOL TELEPHONE: (864) 355-6100

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN
(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION	*NAME*
1. PRINCIPAL	William C. Price
2. TEACHER	Sara Austin
3. PARENT/GUARDIAN	Kim Groome
4. COMMUNITY MEMBER	Traci Dunlap
5. SCHOOL IMPROVEMENT COUNCIL	Kelly Clark
6. Read to Succeed Reading Coach	
7. School Read to Succeed Literacy Leadership Team Lead	Michelle Meloon

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
** Must include the School Read to Succeed Literacy Leadership Team.

POSITION	*NAME*
Assistant Principal	Judy Mulkey
Assistant Principal	Michi Cortese
Assistant Principal	Donald Peake
PTA President	Kristi Gilbert
Dept Head-Social Studies	Christy Henson
Dept Head-Science	Molly Schulz
Dept Head-ELA	Catherine Adams
Dept Head-Math	Meri Heather Acton

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

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

⦿	N/A	

◯	Yes	**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.
◯	No	
⦿	N/A	

◯	Yes	**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.
◯	No	
⦿	N/A	

◯	Yes	**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.
◯	No	
⦿	N/A	

⦿	Yes	**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.
◯	No	
◯	N/A	

Hillcrest Middle School 2018-2019 Portfolio
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Introduction

As we near the end of the 2018-2019 school year, the Hillcrest Middle School faculty and staff are proud to have the opportunity to present our self-analysis of the educational environment of HMS through our 2018-2019 Hillcrest Middle School Portfolio. This portfolio presents student achievement data extracted from our state assessment tests as well as information from a school self-assessment process and survey data obtained from students, parents, and faculty. All of this information was used to create our action plan for the next five years (2019-2024). As time passes, our staff, administration, students, parents, and school partners have become more of a collaborative learning community sharing a vision for increased academic achievement and a plan that provides the means to reach our academic goals. Our action plan is flexible, and it will be examined yearly and revised when necessary during the five year scope of this plan. Our action plan was created and will continually be revised by our administrative team, our instructional coach, our PTA and SIC, content teachers, department chairs, and community partners.

The Strategic Education Plan for Greenville County School District defines the operational components that each school will follow in their own self-analysis and goal-setting processes. The overall goal is to merge data derived from research-based sources into SMART goals to transform the educational culture of our school. Following this process helps our school to:

- o Accurately describe the context of our school
- o Create instructional coherence and a school mission
- o Build an action plan to assist faculty in utilizing instructional programs/strategies that are rigorous, relevant, and researched-based
- o Establish a leadership structure that is aligned with the school vision (through the participation of all stakeholders)
- o Build community partnerships centered around student learning
- o Become an effective learning organization focusing on increasing student achievement by progressing toward implementation of the mission

We intend for this portfolio to be a "snapshot" of Hillcrest Middle School. Our portfolio process is intended to be an ongoing data-driven study through which we continually assess and revise our action plan strategies to verify that we are focusing on root causes of deficiencies hindering increased student achievement. We continually attempt to build a collaborative learning community so that we may together implement strategies bases on research and data.

Hillcrest Middle School—Executive Summary

STUDENT ACHIEVEMENT:

Hillcrest Middle School's current enrollment is 967 students. We have 226 (23.4%) African-Americans, 80 (8.2%) Hispanics, 589 (60.9%) Caucasians, 11 (1.1%) Asians, 4 (.4%) American Indian, and 57 (5.9%) students of two or more races. The median income of Simpsonville families is $59,201; however, we have almost 32.2% of our students on subsidized meals.

After studying our standardized testing data, we recognize that in 2017-2018, HMS students exceeded the state average (39.7%) scores in SC Ready in English with 49.8% and the state average score in mathematics (38.0%) with 47.4%. ELA scores grew on average 6.9% from 2017 to 2018, and math scores grew on average 7.7%. Our students demonstrated an increase in in SC PASS science of 7.5% and an increase in social studies of 6.6% from 2017 to 2018. While we are above the state average in both science and social studies, we are below the district average in science (district – 73.7%, HMS – 60%).

One area of concern based on standardized testing data is the achievement of gifted and talented students in ELA. The gifted population at Hillcrest Middle constitutes 31% of the total population yet these students are not growing at the same rate in ELA as other subgroups. Current eighth grade GT students only grew .3% from 2017 to 2018 (2017 – 82.7% met or exceeded; 2018 – 83% met or exceeded). Current ninth grade GT students only grew 3.5% from 2017 to 2018 (2017 – 79.5% met or exceeded; 2018 – 83% met or exceeded). In comparison, disabled students grew by 5% (4.7% to 9.7%) and LEP students grew by 7.9% (30.6% to 38.5%). While it is more difficult for students at the upper end of the scale to grow, only about 51% of GT students at Hillcrest Middle are scoring in the top category (exceeds) in ELA on the state achievement test. Based on the data above, we will need to make adjustments in our GT curriculum to meet the needs of affected students.

In an attempt to meet the academic needs of all students, HMS has focused on growing the effectiveness of our PLCs. We have worked closely with struggling PLCs to encourage them to not just plan together but also analyze data and adjust instruction based on that data. In addition, because we are now a one-to-one school, we have worked diligently to provide professional development that would assist teachers in integrating technology appropriately throughout all content areas and related arts classes.

Currently, on a daily basis, all of our students have math, English language arts, social studies, science, and two related arts classes. Our related arts choices consist of chorus, visual arts, band, orchestra, Gateway to Technology robotics, PE/health, broadcast journalism, virtual Google basics and Multimedia, virtual Spanish I, on-site Spanish I, beginning Spanish, and off-site faith-based Bible study classes. During this school year, all of our students were teamed in learning communities. Daily collaboration amongst teachers took place during grade-level common planning periods and after school. Each planning period has set expectations and protocols in place. Currently, each of our classes is 55 minutes. We also offer re-do opportunities and re-teaching times before and after school. Our school offers inclusive educational services in all grade levels, with a more intentional focus in ELA and math. In conjunction with our regular curriculum, Hillcrest Middle offers accelerated classes in which students can earn high school credits. These classes include Spanish I, Algebra I, Geometry, English I, Google Basics, Cyber Citizenship, Digital Desktop Publishing.

TEACHER/ADMINISTRATOR QUALITY:

Professional development is essential to meeting our school's goals of success for student academics, teacher quality, and school climate. Presently, our faculty is focused on research-based strategies for implementing the South Carolina State Standards, technology integration, literacy integration and professional learning community foundations. Teachers are involved in training that focuses on student-centered classrooms where student discovery, creativity, critical thinking and collaboration are facilitated in all content areas. Teachers are working on data analysis, instructional strategies, and common assessments through Mastery Connect during weekly content meetings, faculty meetings, collaboration meetings, and professional development days. Literacy implementation across the curriculum as well as preparation for the changes in the state testing are additional focuses.

Daily accountability has been a challenge our teachers face. We have improved teacher coaching as well as feedback on weekly observations and on weekly lesson plans. We have updated our lesson plan template, and have utilized our district academic specialists to assist our teachers. The specialists have provided new, rigorous strategies that incorporate higher levels of thinking. The school instructional coach focused on facilitating collaborative planning, teacher support and feedback through coaching cycles, observations, team-planning, and data analysis. She has focused on the development of effective professional learning communities within our school. Our IC provided guidance and professional development on creating student centered lesson plans that implement district curriculum pacing. All administrators, guidance counselors, and the instructional coach began meeting weekly to discuss academic expectations and verbiage so that we could share with our teachers. We provided technology professional development opportunities that our teachers needed. The administration created a professional learning community survey as well as other staff surveys asking for teacher needs in professional development and daily school support. We have used this feedback to add to our five-year plan as well as school-wide professional development plan.

All classes in 2018-2019 were taught by highly qualified teachers. All teachers will continue to be evaluated using the Greenville County School District's PAS-T evaluation system. All staff members and administrators are also evaluated using Greenville's evaluation system.

SCHOOL CLIMATE:

According to our state report card surveys as well as quarterly surveys sent to our parents by the principal, our students, faculty, and families are pleased with Hillcrest Middle School. This year, we recognized the need to improve admin/family communication, and we recognized the need to improve teacher/family communication. We have utilized weekly calls, weekly emails, and weekly updates on websites to families from the principal. Parents may call, email, text, or use Facebook messages to communicate. We have also mandated that teachers input grades on Parent Portal within five days of giving an assessment, and they must keep their teacher websites updated with Google assignment calendars. All faculty and staff must return calls or emails from stakeholders within 24 hours.

Hillcrest Middle School provides myriad incentives for our students. We celebrate student of the month and student of the quarter for all grade levels. We give Positive Referrals that are completed by teachers and administrators for students "caught" doing positive behaviors. HMS students enjoy "PAWS" awards for completing all homework, having a good attitude, and having good attendance in classes. We also recognize our related arts students of the month as well as athletes of the month. Creative student work is constantly on display to celebrate the academic abilities of our students. We celebrate our students on our morning news show, our morning announcements, the school website and our HMS Facebook page. Our students can enjoy 13 various afterschool monthly club meetings in clubs such as Movie Making, Drama, Craft Club, Club International, Wildcat Readers, and Sandlappers. We enjoy two HMS spirit weeks to celebrate our fall and winter sports and arts.

Incentives for faculty and staff are provided at Hillcrest Middle School. Attendance at school and extra-curricular events is rewarded monthly. We have implemented a Teacher-of-the-Month program in which peers recognize the instructional strategies of other teachers and "Applause for Teachers" cards where peers can say thank you to a fellow teacher for various actions. Our students celebrate "Teacher of the Week" on our WPAW morning news show. We do monthly "shout outs" to teachers at our faculty meetings. These shout-outs are results of semester positive peer observations in the classrooms. All teachers receive a minimum of one quarterly feedback conference from classroom observations, offering celebrations and suggestions from the administrative team and/or the instructional coach. All teachers have an opportunity to fill out surveys to provide feedback for school growth and all teachers have an interview with the principal at the beginning of the year as well as at the end-of-the year to give suggestions, locate weaknesses, and discuss celebrations. We understand the importance of showing our appreciation and support for the hard work and dedication of our teachers, and we thrive on their feedback to make certain Hillcrest Middle continues its growth.

Hillcrest Middle School offers many opportunities for stakeholders' involvement in school functions and activities. Numerous opportunities are available for two-way communication with stakeholders: telephone calls, School Messenger (each Sunday evening from the principal), HMS and Greenville County School District websites, HMS Facebook page, new HMS athletic website, athletic Facebook page, HMS Twitter account, student agendas, progress/report cards, parent/teacher conferences, transition nights, School Improvement Council/PTO meetings, Parent Portal, chaperone opportunities for field studies, classroom volunteer opportunities, quarterly newsletters, classroom "Open Door" policy, Mentor Greenville program, and Piedmont Mental Health Community program. We understand the idea that it takes a village to raise a child, and we welcome all of the support that we can get!

Hillcrest Middle School provides many activities that involve the community throughout the school year. Such activities include Relay for Life, Juvenile Diabetes Research Foundation, United Way, and Gracie's Closet. Additionally, local community members are involved in Career Lunch and Learns, Greenville Hospital and Piedmont Mental Health partnerships, job shadowing, Girls United Mentoring, fine arts concerts, sporting events, teacher cadets, Bullying Education visitors/program, Internet/Social Media safety sessions, Parent Lunch and Learns, community readers, awards days/promotion ceremonies, mock trials, and dances.

The greatest challenge Hillcrest Middle continues to face is the implementation of true professional learning communities. A new level of trust has had to be established for teachers to truly be able to share and professionally converse for the benefit of students. Faculty had to be open and honest as teachers worked to try new strategies and create common assessments. During the 2018-2019 school year, all grade levels had approximately 300 students each distributed across three, four-teacher teams. We want to continue to provide the proven structure of the middle school concept by establishing an environment most conducive for adolescent learning.

AWARDS:

Our school, over the past years has received the following awards: PTA National Parent Involvement School of Excellence, PTA State Parent Involvement School of Excellence, School of Promise, SC Drama Association Awards, Palmetto Silver Awards (2006-07, 2010-11, 2011-12, 2014-15). Our PTA earned a Bronze Organization Award and a 500 Member Award. Additionally, we have an award-winning teaching staff and custodial staff, and we have received multiple grants including over 100 Donors Choose Grants, Innovative Arts Grants, SC State Library Grant, MENSA Foundation Grant, Makerspace Grant, PTA grants others. HMS teachers have earned National Board recognition and have been named Golden Apple winners and region social studies teachers of the year as well as a top ten finalist for Greenville County Schools Teacher of the Year. Our

students have earned awards in art contests, music contests, and geography contests. We have multiple Duke Scholars and SC Junior Scholars in our student body.

School Profile

SCHOOL COMMUNITY:

Hillcrest Middle School (HMS) strives to provide a caring, safe, nurturing, and physically comfortable environment where student learning is the top priority and where student learning needs are the primary focus. The HMS building contains 64 classrooms, one band room, one strings room, one choral room, a cafetorium with stage, conference rooms, a gymnasium, a health room, a physical education health room/weight room, a media center, a special education mobile lab, two large athletic fields, and one large outdoor track. These facilities are maintained by a fantastic custodial staff. At the end of the 2013-14 school year, Promethean boards were placed in all content area classrooms previously bereft of this technology, and comprehensive Promethean board training was provided to teachers and other faculty members to maximize the effective use of this transformative technology.

Parental involvement is key to children's academic success, and HMS continuously fosters collaboration with parents and guardians. The school's Parent-Teacher Association (PTA) has been awarded the PTA National Parent Involvement School of Excellence distinction, and PTA participation has reached an all-time high for parents and 100% faculty membership. Our PTA has earned a Bronze Organization Award and a 500 Member Award. HMS faculty utilize numerous methods of disseminating information to parents, including 1) an up-to-date website with Google calendar, notifications of current and upcoming events, pictures of student activities and achievements, and other valuable resources; 2) Google classrooms; 3)quarterly printed newsletters distributed with report cards; 4) "phone blasts" from Principal Price (prerecorded messages informing parents of current and future events); 5) teacher websites updated each week with curricular resources and schedules of assignments and activities; 6) parent/teacher conferences conducted as needed or requested; 7) individual phone calls and emails as needed, conducted by teachers and administrators; 8) Open Houses; 9) HMS school YouTube channel, which contains videos of key HMS events such as athletic games and in-school activities; 10) school social media pages, including Facebook; 11) regular text message "blasts" via Remind101, another means of mass-sending reminders to parents and students; and 12) articles published in Simpsonville's *The Tribune*. The School Improvement Council, comprised of school faculty members, parents, and students, meets monthly to discuss and resolve all pertinent school-related issues and concerns. HMS faculty provide many opportunities for parents to witness their students' academic and extracurricular accomplishments, such as athletic events, music (chorus, band, and strings) performances, drama productions, and movie making club "Red Carpet Night," along with curricular-based activities such as the eighth-grade English language arts mock trials and debates.

HMS strives to collaborate with parents and other community members as often as possible in order to enhance the effectiveness of activities and provide real-world context for students' learning. HMS had more than 400 volunteers during the 2018-2019 school year, including the annual Career Day, a school-wide event that provides students the opportunity to learn about various interesting careers and how to accomplish them. HMS clubs partner with community organizations whenever possible: for example, the Wildcats for a Cause club organized a donation drive for Greenville County Animal Care and, later, volunteered at the facility to care for their animals and learn more about the organization's mission and efforts. Our Sandlapper club and BETA clubs volunteer regularly at a local nursing home. Additionally, our school participates in Backpack Blessings, providing food for students' families over the week-ends. We also collected hundreds of shoes for Shoes for Water. Multiple school-wide collection and fundraising drives have transpired throughout the school year. Additionally, HMS faculty facilitate collaboration with field experts for curricular activities: for example, a

Communications professor and several Communications students from Furman University worked with eighth-grade English language arts students to enhance their debate skills then judged the debates and provided feedback; also, two professional lawyers served in a similar role for eighth-grade students during their mock trial project.

SCHOOL PERSONNEL:

Hillcrest Middle School is comprised of a knowledgeable, hardworking faculty dedicated to enabling students to become confident, lifelong learners. The HMS faculty includes 57 teachers, two assistant principals, one administrative assistant, one principal, three guidance counselors, three clerks, one financial officer, one media specialist, one media center assistant, one career development coordinator, one instructional coach, one resource officer, and support operations and custodial staff and cafeteria staff. Within the teacher faculty, 77.8% possess advanced degrees (up from 74.5%), and five teachers are currently enrolled in masters and doctoral programs at area universities. 77.2% of teachers have continuing contracts. HMS has an above-average teacher retention rate of 89.8%, presumably due to the high level of teacher satisfaction with their work environment. Of the 78 teacher faculty and support staff, 87% are female, 13% are male, 91% are Caucasian, 1% are African American, and 1% are of other ethnicities.

The award-winning HMS faculty includes Golden Apple Award winners, a writing consultant for the Low Country Reading Project, a teacher consultant for the Upstate Writing Project, Who's Who Among America's Teachers, Greenville County Conservation Regional winner, a published illustrator, Distinguished Teachers of Reading, an Instructional Coach Institute participant, and multiple National Board Certified teachers. HMS teachers are active in professional organizations: one teacher serves as the middle-level coordinator on the board of the South Carolina Council for Teachers of English, and five teachers have recently presented at state and national conferences, such as the South Carolina Association for Middle Level Education and the National Council of Teachers of English.

All of our faculty members work daily in content Professional Learning Communities and grade level teams. Our administrative team, our instructional coach, and district content experts lead our PLCs as we work to become highly effective teams.

STUDENT POPULATION:

Our student population is made up of 967 students. Our diverse population includes 31.4% of students served by our gifted and talented program. Additionally, 51% of our students are in enrolled in one or more of our high school credit classes (Spanish I, Algebra I, Geometry, English I, Google Basics, Cyber Citizenship, Digital Desktop Publishing). 12.3% of our population is served through our special education programs. We utilize inclusive practices in all grade levels as well as educational support related arts classes. Our students' attendance rate for 2017-2018 was 95.0%, and our retention rate was down from 0.3% to 0.005%.

SCHOOL FEATURES:

Hillcrest Middle focuses on professional learning communities. Grade level content teachers work collaboratively to create common formative and summative assessments. The data is used specifically to monitor mastery of the standards, adjust instruction, and provide direct feedback to the students in real time. In 2018-2019 all of our grade levels enhanced their learning communities by implementing the teaming concept.

Mission, Vision, and Beliefs

Hillcrest Middle School Vision:

Caring, Committed, Connected

Hillcrest Middle School Mission:

The mission of Hillcrest Middle School is to build a collaborative learning community focused on student achievement.

Hillcrest Middle School Beliefs:

1. All students can learn.
2. A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
3. Students learn best when they are actively engaged in the learning process.
4. A safe and physically comfortable environment promotes student learning.
5. Students learn in different ways and should be provided with a variety of instructional approaches.
6. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
7. Teachers, administrators, parents, and the community share the responsibility for advancing the school mission.
8. Student learning is the chief priority for the school.
9. The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, life-long learners.
10. Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.

Hillcrest Middle School-Needs Assessment—Academics
2017-2018

SC READY **ELA** results: (percent meeting and exceeding)

	ALL Students	African American	Hispanic	Two or more races	White	Boys	Girls	LEP	Disabled	SIP	Non-SIP
Grade 6	54.3	29.1	41.9		61.3	48.8	60.0	37.5	13.9	33.1	67.6
Grade 7	48.5	28.6	40.0		57.8	38.9	59.2	38.1	7.0	29.5	63.5
Grade 8	46.1	24.2	44.1		50.5	41.4	52.2	40.0	8.3	32.4	53.4

SC READY **Mathematics** results: (percent meeting and exceeding)

	ALL Students	African American	Hispanic	Two or more races	White	Boys	Girls	LEP	Disabled	SIP	Non-SIP
Grade 6	54.9	36.4	51.6		58.3	54.7	55.2	58.3	8.3	36.2	66.7
Grade 7	38.8	13.0	33.3		49.1	35.7	42.3	38.1	7.0	28.0	47.3
Grade 8	47.6	30.6	44.1		51.5	47.5	47.8	44.0	5.6	29.6	57.2

SC PASS **Science** results: (percent meeting and exceeding)

	ALL Students	African American	Hispanic	Two or more races	White	Boys	Girls	LEP	Disabled	SIP	Non-SIP
Grade 6	62.6	36.4	48.4		70.0	62.8	62.4	45.8	22.2	43.1	74.9
Grade 8	57.7	27.4	61.8		63.6	59.1	55.9	52.0	19.4	36.1	69.2

SC PASS **Social Studies** results: (percent met or exemplary)

	ALL Students	African American	Hispanic	Two or more races	White	Boys	Girls	LEP	Disabled	SIP	Non-SIP
Grade 7	72.6	54.5	70.0		81.5	71.3	73.9	71.4	34.9	61.4	81.4

Two Consecutive Years SC Testing Data:

HILLCREST MIDDLE SCHOOL

SC READY English/Language Arts	SPRING 2017				SPRING 2018			
	DNM	Appr	Meets	Exceeds	DNM	Appr	Meets	Exceeds
Grade 6	20.3	39.0	27.0	13.7	14.2	31.5	30.6	23.7
Grade 7	19.9	42.1	24.4	13.5	21.1	30.4	28.1	20.4
Grade 8	22.3	27.9	30.1	19.7	21.8	32.2	28.1	18.0

SC READY Mathematics	SPRING 2017				SPRING 2018			
	DNM	Appr	Meets	Exceeds	DNM	Appr	Meets	Exceeds
Grade 6	23.6	31.9	22.9	21.6	16.6	28.5	27.6	27.3
Grade 7	23.2	39.0	18.4	19.4	25.1	36.1	22.7	16.1
Grade 8	25.5	37.7	19.9	16.8	24.3	28.1	25.6	22.1

SC PASS Science	SPRING 2017				SPRING 2018			
	DNM	Appr	Meets	Exceeds	DNM	Appr	Meets	Exceeds
Grade 6	24.9	24.3	27.2	23.6	21.7	15.7	24.9	37.7
Grade 8	23.3	25.8	31.4	19.6	18.3	24.0	30.0	27.8

SC PASS Social Studies	SPRING 2017			SPRING 2018		
	Not Met	Met	Exemplary	Not Met	Met	Exemplary
Grade 7	34.0	31.7	34.3	27.4	30.4	42.1

Link to South Carolina Report Card Data
Hillcrest Middle School 2018 Report Card

Clearly, there are gaps in achievement in all sub-groups. We will continue professional development to learn specific strategies for engaging students of different races/ethnicity. Consistency in classroom expectations and classroom management will be addressed. For the 2019-2020 school year, we will continue implementing teaming and content PLCs on all grade levels. We will utilize GCSource to track attendance, discipline, and academics for each of our students and continue using a tiered intervention system to address individual needs and concerns.

Hillcrest Middle School
Needs Assessment-Teacher and Administrator Quality

Hillcrest Middle School recognizes that having highly qualified and highly effective teachers in a stable environment are two of the greatest indicators of academic success for our students. Our goal is to continue to survey teachers to gain a greater insight into their wants and needs. We will continue to work to provide resources, professional development, empowerment, mentorships, and proper leadership to ensure that our teacher retention rate continues to remain high. We understand that a small percentage of teacher turnover is healthy and natural, but our goal is to continue to provide a supportive environment for teachers so that they can continue to reach and teach our diverse population.

Teacher Turnover Rate

Teachers Returning from Previous Year	
2018	89.8%
2017	92.2%
2016	94.1%

Teacher Professional Development Information

Year	Continuing Contract	Professional Dev. Days	Advanced Degrees	Classes taught by HQ teachers
2018	77.2%	10.0	76.6%	100%
2017	92.6%	9.4	77.8%	100%
2016	98.2%	10.8	74.5%	100%

NOTES:
1. HMS professional development opportunities continue to rise. All PD has been chosen based on our school vision as well as from feedback from teachers regarding specific needs as we move forward.
2. All teachers that teach our gifted and talented students have received proper certification for such classes.
3. Our instructional coach now meets monthly with all content teachers as well as weekly with our administrative team.
4. After data analysis by standard by the teachers, we must focus on:

   a. Incorporating literacy across the curriculum
   b. Collaboration among teachers--PLC continuing implementation
   c. Creating more student-centered, engaging, hands-on, rigorous activities for students
   d. Focusing on standards-based instruction, guided by district pacing guides
   e. Meeting specific needs of our diverse student population: increasing rigor for GT students, providing differentiation in the classroom, and continuing to implement targeted reading programs (System 44, Read 180)
   f. Utilizing student achievement data in real-time with Mastery Connect to target areas of weakness in the classroom
   g. Incorporating technology into the daily classroom

Hillcrest Middle School Professional Development Plan 2018-2019

PROPOSAL:
The intention of this professional development series is to improve student achievement at Hillcrest Middle School through the continued growth of highly-effective Professional Learning Communities and the implementation of best practices in student-centered instruction. Through general faculty meetings, planning period PD, afternoon workshops, grade-level PLC meetings, and content PLC-IC meetings, collaborative teams at HMS will explore and implement effective instructional strategies that will meet the needs of our diverse student population.

RATIONALE:
PLCs - Teachers at Hillcrest Middle have time during the school day to meet and plan collaboratively in content areas. Some PLCs work very effectively together while others are only at the beginning stages of collaboration. In order to grow our PLCs so that they reflect DuFour's ideas on professional learning communities, our teachers need more instruction on the basics of DuFour's theory. In addition, we need to align our planning and instruction with the district's focus on student-centered learning and use data to drive planning and individualized instruction based on student needs.
High Stakes Accountability tests - While student achievement at Hillcrest Middle School has made some gains over past years, our scores have room for improvement compared to schools like ours. Content PLCs have a wide range of achievement on these tests. Subgroups such as Learning Disabled and African American males are not mastering standards or showing evidence of growth. Teachers at our school need continued training in the use of MasteryConnect and instruction on using standards-based grading in the classroom.
Technology - Hillcrest Middle School moved to one-to-one Chromebooks this year. As a result, our teachers will need continuous training on the use of these devices in the classroom. Teachers will need instruction on how to make personalized learning a tool to support and enhance the instruction already occurring in the classroom.
Common Behavior Management - Hillcrest Middle School will begin using a behavior matrix that is common to all three grade levels. In the past, too often behavior management plans and consequences varied from class to class and grade level to grade level. Teachers need to be retrained on proven behavior management techniques so that student discipline across the school will improve and be consistent.

LEARNING TARGETS/ ESSENTIAL QUESTIONS:
- What do effective PLCs look like? What components are essential to their existence?
- How can we use MasteryConnect to help us move to standards-based grading?
- How can we use data to drive instructional planning?
- How can we engage students in the classroom with technology?

- How can technology transform traditional lessons to increase depth of knowledge levels in classrooms?
- What proven classroom management techniques will improve student behavior consistently across the school?

OUTCOMES ANTICIPATED:

- Teachers will work in collaborative groups to look critically at student achievement on high-stakes tests as well as teacher-created assessments. Using MasteryConnect teachers will be able to see very quickly which students have mastered a standard and which need more instruction. Analyzing available data, teachers will work in collaborative groups to develop effective instructional strategies that reach the needs of all students. (Will be measured by data analysis worksheets, MasteryConnect formative assessments and MasteryConnect benchmarks, and observations and standardized test scores showing evidence of improved instructional strategies)
- Teachers will collaborate to create effective, inclusive standards-based lessons that have common pacing, effective student-centered learning techniques, differentiated literacy strategies, and common formative and summative assessments. (Will be measured through observations, lesson plans, and student assessment samples)
- The SAMR model will be used to guide the use of technology in the classroom. (Will be measured through observations, lesson plans, student technology project samples)
- Teachers will use common methods to address student behaviors across the school. (Will be measured through classroom observations and student discipline referral data)

FOLLOW-UP and SUSTAINABILITY:
- Professional Development for the provided learning targets will occur during the 2018-19 school year through PD at monthly faculty meetings, planning group PD, optional afternoon workshops, grade-level collaboration meetings, and content PLC meetings during morning planning periods with the instructional coach and the administrative team.
- Large group instruction and small group learning activities will occur at the monthly faculty meetings.
- PLC challenges/homework will be given during morning PD sessions and content collaboration meetings with follow-up discussions occurring at the next meeting.
- Teachers will be given the opportunity to share their accomplishments, talents, skills with others during the optional afternoon workshops.
- Our Leadership Team will meet monthly to discuss celebrations and concerns as our faculty strives to become a highly effective professional learning community focused on literacy and student-centeredness.

- Additional professional development will continue into the 2019-20 school year, with reinforcement of these learning targets as well as new learning targets focusing on the development of effective, inclusive student-centered learning at Hillcrest Middle.
- New teachers will be assigned a mentor to help them understand the benefits of collaborative planning and student-centered instruction. Additionally, the instructional coach will meet regularly with them to reinforce their understanding and implementation of these concepts.

PROFESSIONAL LEARNING OPPORTUNITIES:

I.   Faculty/PD Meetings--3:45-5:00 pm; FOCUS- Classroom behavior, Technology

A.   August 13 - Behavior Management 101 Part 1
B.   August 14 - SAMR
C.   August 22 – Introduction to Chromebooks
D.   August 29 - Learning Targets
E.   October 3 - Chromebook Navigation
F.   October 17 – Chromebook Engagement Part 2
G.   November 7 – Collaboration Using Chromebooks Part 1
H.   November 28 – Collaboration Using Chromebooks Part 2
I.   January 9 – Assessments with Chromebooks Part 1
J.   January 23 - Assessments with Chromebooks Part 2
K.   February 6 - Flipped Classrooms Part 1
L.   February 01 – Flipped Classrooms Part 1
M.   March 13 – Student Projects with Chromebooks Part 1
N.   March 20 – Student Projects with Chromebooks Part 2
O.   April 24 – Preparing for State Testing

II.   Planning Group PD - Meetings with IC during AM planning periods twice monthly

A.   August 21 - Behavior Management 101 Part 2
B.   August 28 - MasteryConnect Training
C.   September 11 - SLO Training
D.   September 28 - Effective Schools
E.   October 2 - Differentiation
F.   October 16 - Chromebook Engagement Part 1
G.   October 30 - Chromebooks in the Classroom - Debbie Jarrett SCETV
H.   November 13 - Diffusing Misbehavior
I.   November 27 - Chromebooks in the Classroom - Debbie Jarrett SCETV
J.   December 11 - Chromebooks in the Classroom - Debbie Jarrett SCETV
K.   January 22 - Effective Teaching Part 1
L.   February 5 - Effective Teaching Part 2
M.   February 19 - Effective Teaching Part 3
N.   March 5 - Peer Observations
O.   March 19 - Peer Observations

P.   <u>April 23</u> - SC PASS/READY Training

III. Vertical Department Meetings-3:45-5:00 pm; FOCUS- LITERACY and Vertical Planning

Monthly vertical department meetings will focus on literacy strategies within the disciplines. Teachers will share the focus of the district-level meetings and other optional professional development they have attended. Contents such as math and ELA will also work toward a common vertical plan.

IV. Content PLC meetings (During Grade-Level Common Planning Periods on dates chosen by each group: FOCUS- PLC best practices, learning targets, common lesson plans

V. Instructional Coach Optional Workshops--3:45-5:00 pm: FOCUS- TEACHER-DRIVEN
Each month a variety of one-hour workshops will be offered. Topics for each session will be based on teacher needs and requests. Teachers who attend district and state professional developments are also encouraged to bring their learning back to HMS and share with other faculty members. For example, in the months of September and October teacher leaders led the following optional workshops:
- Google Classroom for Teachers
- Using Google Calendar on your Websites
- DonorsChoose

ROLES and RESPONSIBILITIES:
- The Principal, Administrative Assistant, Assistant Principals, and Instructional Coach will collaborate in planning whole faculty professional development sessions.
- The Principal, Assistant Principals, and Instructional Coach will lead whole faculty meetings.
- The Instructional Coach will plan and facilitate Grade-level and content PLC meetings.
- The Principal and Instructional Coach will communicate effective classroom practices and literacy strategies through emails, websites, newsletters, and folders on Google Drive.
- The Instructional Coach will support these initiatives through one-on-one coaching, observations, and small group conversations.
- Teachers will read suggested literature and work in collaborative groups to analyze common assessments and PLC best practices.

Hillcrest Middle School
Needs Assessment-School Climate; SC School Report Card

	2014	2015	2016	2017	2018
Teacher Attendance Rate	95.1%	95.3%	94.6%	93.3%	92.1%
Student Attendance Rate	95.9%	96.3%	96.2%	95.5%	95.0%
Suspension/Expulsion Rate	0.7%	1.4%	1.3%	0.0	
Students Older than Usual for Grade	2.6%	0.9%	0.8%	0.3%	
Percent of Teachers Satisfied with Physical/Social Environment	100%	98%	100%	91.3%	91.2%
Percent of Students Satisfied with Physical/Social Environment	75.8%	78%	83%	86.7%	77.2%
Percent of Parents Satisfied with Physical/Social Environment	83.6%	86%	91.4%	84.4%	83.3%
Percent of Teachers Satisfied with Learning Environment	100%	98%	98.5%	91.2%	94.1%
Percent of Students Satisfied with Learning Environment	75.1%	79%	81%	83.6%	71.5%
Percent of Parents Satisfied with Learning Environment	85.4%	83%	91.7%	89.9%	86.2%
Percent of Teachers Satisfied with Home-School Relations	100%	98%5	98.6%	87.7%	76.4%
Percent of Students Satisfied with Home-School Relations	87.5%	91%	86.6%	87.0%	85.9%
Percent of Parents Satisfied with Home-School Relations	74.7%	73%	80.1%	71.0%	67.5%

Patterns:
1. Overall, teachers are satisfied with HMS with high percentages of satisfaction in learning environment and social/physical environment
2. Home/school relations is the lowest percentage of satisfaction for all groups. Our administrators, teachers and counselors are constantly contacting families for conferences with the intention of working together for the success of the students.
3. Teachers are satisfied with the learning environment, but we are still finding achievement gaps within our student sub-groups.
4. Parents are the most critical of the school in home-school relations.
5. Students are the most critical of the school in learning environment.

AdvancEd Culture Climate Survey
Hillcrest Middle School
Benchmark Year
2018-2019

Based on a 4.0 Scale	Score
Highest Scoring Items	
I am safe at school.	3.68
I have the materials, supplies and technology to be successful in school.	3.66
I complete challenging work.	3.46
I complete assignments that meet my personal learning needs.	3.31
I actively participate in class discussions.	3.28
Lowest Scoring Items	
I use the services of the counseling office.	1.91
I work on real-life problems.	2.70
I explore and begin to plan for college and/or career opportunities.	2.72
I give class presentations or share my work with classmates.	2.75

Given twelve possible answers to choose from, students chose these as the top three.

In general, what do you think of your teachers?
- Caring   61%
- Honest   59%
- Fun   59%

Given ten possible answers to choose from, students chose these as the top three.

In general, which describe the interactions you have with adults at school?
- Respectful   72%
- Helpful   67%
- Supportive   52%

Given ten possible answers to choose from, students chose these as the top three.

Which words best describe, in general, the expectations for you as a student in your school?
- I am learning   73%
- I understand   61%
- I am expected to be good at some things   49%

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

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY **ELA** will increase from __43%__ in 2016-17 to __52.0%__ in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY **ELA** will increase by __1.5%__ annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	43% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Middle** 44.5%	**53%**	**54.5%**	**56%**	**57.5%**	**59%**
		School Actual Middle **50.8%**					
SC READY ELA SC READY test data file	43% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Middle** **44.5%**	**46**	**49**	**52**	**55**	**58**
		District Actual Middle **44%**					

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core reading instruction to meet the needs of all students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Differentiate instruction and assessments to meet the needs of all students while maintaining the expectation of grade level mastery.	2019-2024	Admin team, IC	$0	NA	Lesson planning, formative assessments (i.e. within Mastery Connect) teams and reflective practices.
2. Coach teachers in instructional best practices	2019-2024	Admin team, IC, District Specialists	$0	NA	Documentation of coaching cycles
3. Utilize Mastery Connect to create common assessments with grade level content PLCs	2019-2024	Core Teachers, Admin Team, IC	$0	NA	Lesson planning, Mastery Connect reports, PLC team meeting agendas/minutes
4. Utilize 1:1 technology to enhance the classroom experience	2019-2024	Core Teachers, Admin Team, IC	$0	NA	Lesson Plans, observations, sharing of best practices

	Performance Goal Area:	☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY **Math** will increase from __47.0%__ in 2017-18 to __50.0%__ in 2032-24.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY **Math** will increase by __1.67%__ annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	47% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Middle** 41.67%	**49.77%**	**51.44%**	**53.11%**	**54.78%**	**56.45%**
		School Actual Middle **48.10%**					
SC READY Math SC READY test data file	40% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Middle**	**43**	**46**	**49**	**52**	**55**
		District Actual Middle **43%**					

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ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core mathematics instruction to meet all students' needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement tasks that promote reasoning and problem solving	2019-2024	Admin Team, IC	$0	NA	Observations of problem solving and reasoning
2. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2019-2024	Admin Team, IC	$0	NA	Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction
3. Use the GCSD Instructional Protocol to guide instructional planning and delivery	2019-2024	Admin Team, IC for Math	$0	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement , sustainability
4. Incorporate real-world solving and critical thinking opportunities into daily instruction and assessment	2019-2024	Content Teachers. Admin Team, IC	$0	NA	Rigorous, aligned formative assessment Evidence of students independently persevering through problem solving. Effective and strategic use of mathematical tools. Evidence of contextual and conceptual reasoning.

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core mathematics instruction to meet all students' needs.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
5. Utilize Mastery Connect to create common assessments with grade level content PLCs	2019-2024	Admin Team, IC for Math	$0	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement , sustainability
6. Utilize 1:1 technology to enhance the classroom experience	2019-2024	Core Teachers, Admin Team, IC	$0	NA	Lesson Plans, observations, sharing of best practices

Performance Goal Area:	☒Student Achievement*	☐Teacher/Administrator Quality*	☐School Climate (Parent Involvement, Safe and Healthy

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

Gifted and Talented Requires Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic* ☐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 TBD% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 6 only	**School Projected Middle**	TBD	TBD	TBD	TBD	TBD
		School Actual Middle 64%					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 6 only	**District Projected Middle**	**56%**	**59%**	**62%**	**65%**	**68%**
		District Actual Middle 53%					

*Beginning in 2017-18, grades 4, 6, and 8 will take SCPASS Science.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 8 only	**School Projected Middle**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual Middle 58.7%					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 8 only	**District Projected Middle**	**56%**	**59%**	**62%**	**65%**	**68%**
		District Actual Middle 53%					

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core science instruction to meet the needs of all students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Differentiate instruction and assessments to meet the needs of all students while maintaining the expectation of grade level mastery.	2018-2023	Admin team, IC	$0	NA	Lesson planning, formative assessments (i.e. within Mastery Connect) teams and reflective practices.
2. Coach teachers in instructional best practices	2018-2023	Admin team, IC, District Specialists	$0	NA	Documentation of coaching cycles
3. Participate in the DLC to enhance technology in the classrooms.	2018-2019	DLC Team	$0	NA	Observations, sharing of best practices
4. Utilize Mastery Connect to create common assessments with grade level content PLCs	2018-2023	Core Teachers, Admin Team, IC	$0	NA	Lesson planning, Mastery Connect reports, PLC team meeting agendas/minutes
5. Utilize 1:1 technology to enhance the classroom experience.	2018-2023	Core Teachers, Admin Team, IC	$0	NA	Lesson Plans, observations, sharing of best practices

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 TBD% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**School Projected Middle**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual Middle 74.6%					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**District Projected Middle**	**74**	**77**	**80**	**83**	**86**
		District Actual Middle 71					

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

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core social studies instruction to meet the needs of all students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Differentiate instruction and assessments to meet the needs of all students while maintaining the expectation of grade level mastery.	2018-2023	Admin team, IC	$0	NA	Lesson planning, formative assessments (i.e. within Mastery Connect) teams and reflective practices.
2. Coach teachers in instructional best practices	2018-2023	Admin team, IC, District Specialists	$0	NA	Documentation of coaching cycles
3. Utilize Mastery Connect to create common assessments with grade level content PLCs	2018-2023	Core Teachers, Admin Team, IC	$0	NA	Lesson planning, Mastery Connect reports, PLC team meeting agendas/minutes
4. Utilize 1:1 technology to enhance the classroom experience	2018-2023	Core Teachers, Admin Team, IC	$0	NA	Lesson Plans, observations, sharing of best practices

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

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

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (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 READY test data file	43% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 44.5%**	46%	47.5%	49%	50.5%	52%
SC READY ELA SC READY test data file		**School Actual Hispanic 42.0%**					
SC READY ELA SC READY test data file	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 36%**	36%	39%	42%	45%	48%
SC READY ELA SC READY test data file		**District Actual Hispanic 34%**					

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SC READY ELA SC READY test data file	21% Meets Expectations and Exceeds Expectations	**School Projected AA 23.7%**	26.44%	29.16%	31.88%	34.60%	37.32%
SC READY ELA SC READY test data file		**School Actual AA 27.3%**					
SC READY ELA SC READY test data file	22% Meets Expectations and Exceeds Expectations	**District Projected AA 25%**	25%	28%	31%	34%	37%
SC READY ELA SC READY test data file		**District Actual AA 25%**					
SC READY ELA SC READY test data file	4% Meets Expectations and Exceeds Expectations	**School Projected SWD 7.67%**	11.34%	15.01%	18.68%	22.35%	26.02%
SC READY ELA SC READY test data file		**School Actual SWD 9.73%**					
SC READY ELA SC READY test data file	11% Meets Expectations and Exceeds Expectations	**District Projected SWD 14%**	14	17	20	23	26

SC READY ELA SC READY test data file		**District Actual SWD 12%**					
SC READY ELA SC READY test data file	16% Meets Expectations and Exceeds Expectations	**School Projected LEP 19%**	22%	25%	28%	31%	34%
SC READY ELA SC READY test data file		**School Actual LEP 38.5%**					
SC READY ELA SC READY test data file	32% Meets Expectations and Exceeds Expectations	**District Projected LEP 35%**	35%	38%	41%	44%	47%
SC READY ELA SC READY test data file		**District Actual LEP 33%**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations	**School Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SC READY ELA SC READY test data file		**School Actual SIP 31.6%**					

SC READY ELA SC READY test data file	35% Meets Expectations and Exceeds Expectations	**District Projected SIP 38%**	38%	41%	44%	47%	50%
SC READY ELA SC READY test data file		**District Actual SIP 33%**					
SC READY Math SC READY test data file	41% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 42.6%**	44.22%	45.83%	47.44%	49.05%	50.66%
SC READY Math SC READY test data file		**School Actual Hispanic 43%**					
SC READY Math SC READY test data file	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 39%**	39	42	45	48	51
SC READY Math SC READY test data file		**District Actual Hispanic 42%**					
SC READY Math SC READY test data file	21% Meets Expectations and Exceeds Expectations	**School Projected AA 23.72%**	26.44%	29.16%	31.88%	34.60%	37.32%

SC READY Math SC READY test data file		**School Actual AA 26.7%**					
SC READY Math SC READY test data file	24% Meets Expectations and Exceeds Expectations	**District Projected AA 27%**	27%	30%	33%	36%	39%
SC READY Math SC READY test data file		**District Actual AA 28%**					
SC READY Math SC READY test data file	5% Meets Expectations and Exceeds Expectations	**School Projected SWD 8.61%**	12.22%	15.83%	19.44%	23.05%	26.66%
SC READY Math SC READY test data file		**School Actual SWD 6.96%**					
SC READY Math SC READY test data file	15% Meets Expectations and Exceeds Expectations	**District Projected SWD 18%**	18%	21%	24%	27%	30%
SC READY Math SC READY test data file		**District Actual SWD 16%**					

SC READY Math SC READY test data file	17% Meets Expectations and Exceeds Expectations	**School Projected LEP 19.94%**	22.88%	25.82%	28.76%	31.70%	34.64%
SC READY Math SC READY test data file		**School Actual LEP 46.8%**					
SC READY Math SC READY test data file	37% Meets Expectations and Exceeds Expectations	**District Projected LEP 40%**	40%	43%	46%	49%	52%
SC READY Math SC READY test data file		**District Actual LEP 42%**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations	**School Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SC READY Math SC READY test data file		**School Actual SIP 31.2%**					
SC READY Math SC READY test data file	33% Meets Expectations and Exceeds Expectations	**District Projected SIP 36%**	36%	39%	42%	45%	48%

SC READY Math SC READY test data file		**District Actual SIP 38%**					

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted instruction to meet the needs of all students.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement System 44 and Read 180 with fidelity for all students qualifying for the instruction.	2018-2023	Admin Team, IC, Special Education Instructors	$0	NA	Quarterly reports, observations
2. Provide assistance for students with limited English proficient	2018-2023	Admin Team, IC, ESL Instructor	$0	NA	Observations, testing

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):	2016-2017	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	TBD	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
PowerSchool		**School Actual**					
PowerSchool	**50**	**District Projected**	**75**	**100**	**100**	**100**	**100**
PowerSchool		**District Actual 89**	**100**				

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 teachers in building capacity for consistent implementation of the GCS Secondary Literacy Framework.	2018-2023	Principal, IC	$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	2018-2023	Admin Team, IC, GCS Academics	$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	2018-2023	Admin Team, IC	$0	NA	Collaborative planning, data analysis, unit planning, protected daily planning times

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	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	Baseline will be established at the end of the 2018-2019 school year	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Employment report	Baseline will be established at the end of the 2018-2019 school year	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1: Identify diverse candidates early in the hiring process.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Work with HR to attend recruitment fairs at predominantly diverse colleges and universities.	2018-2023	Principal	$0	NA	Ongoing focus
2. Utilize diverse teachers within the building to recruit teachers.	2018-2023	Principal	$0	NA	Plans in place for schools
3. Work with HR to quality candidates who are diverse in the hiring process.	2018-2023	Principal	$0	NA	Ongoing identification of candidates

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-2017	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	90.9%	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students					
SC SDE School Report Card Survey	98.2%	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers					

SC SDE School Report Card Survey	90.9%	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents					
SC SDE School Report Card Survey	**92**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students 86					
SC SDE School Report Card Survey	**98**	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers 97					
SC SDE School Report Card Survey	**91**	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		District Actual Parents 88					

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, AP For Safety	$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 we take at each school	2018-2023	Principal	$0	NA		Phone blasts, webpage
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 or issues	2018-2023	Admin Team	$0	NA		Tips received from multiple stakeholder groups
4. Utilize "RU OK? Txt Me. (839863) or textme	2018-2023	Admin Team, Counselors, SRO	$0	NA		Text logs, 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 Goal and 1 Additional Goal	☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic* ☐Gifted and Talented: Other

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE (s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report	(2016-17) 0.0%	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
GCS Expulsion Report	(2016-17) 0.7%	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

		District Actual 0.8%					

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report	(2016-17) .04%	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) .04%	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual .04%					

ACTION PLAN FOR STRATEGY #1: : Increased community and student based education about Level III infractions and the criminal and disciplinary consequences					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize programs such as Juvenile Justice Jeopardy to educate students and parents about offenses that can also result in criminal charges.	2018-2023	Principal, SRO	$0	NA	Programs in use
2. After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.	2018-2023	Principal, Counselors, SRO	$0	NA	Students in need matched with services
3. Increase awareness of community based resources that families can reach out to for guidance and support.	2018-2023	Principal	$0	NA	Information disseminated and utilized

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

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

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of middle school students who describe their teacher as caring on the AdvancED 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
AdvancED Culture & Climate Surveys	**Baseline established in 2017-18**	**School Projected**	75	85	90	90	90
		School Actual 61%						
AdvancED Culture & Climate Surveys	**Baseline established in 2017-18**	**District Projected**	54	58	62	66	70

		District Actual 52%	50			

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	Admin team Counselors	$0	NA	Students assigned to an adult at the school.
2. Enhance professional development to increase staff awareness and understanding	2018-2023	Admin team Counselors	$0	NA	Documentation of communication, agenda
3. Establish protocols among all adults to communicate positively with students (Capturing Kids Heart, RAMP, PBIS, Leader In Me)	2018-2023	Principal	TBD	TBD	Documentation of communicating protocol to staff

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

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

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

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
180th day Attendance Report	(2016-17) 95.5%	**School Projected**	**95%**	**95%**	**95%**	**95%**	**95%**
		School Actual 95%					
180th day Attendance Report	(2016-17) **95%**	**District Projected**	**95%**	**95%**	**95%**	**95%**	**95%**
		District Actual 95%					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Create incentives for students to strive for perfect attendance.	2018-2023	Admin Team, PTA	$2,500 annually	PTA	Incentive rewards, increase in attendance
2. Utilize GCSource weekly to monitor attendance and potential truancy	2018-2023	Admin Team	$0	NA	Reports, notations in intervention connection
3. Utilize Truancy Officer and written plans to hold students and parents accountable for attendance	2018-2023	Principal, Attendance Clerk, Truancy Officer	$0	NA	Decrease in truancy

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	Baseline 2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	**School Projected**	**Afraid ≤ 5 Lonely ≤ 13 Angry ≤ 10**	**Afraid ≤ 5 Lonely ≤ 12 Angry ≤ 9**	**Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 8**	**Afraid ≤ 5 Lonely ≤ 10 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 6**
		School Actual Afraid – % Lonely – % Angry – %	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
AdvancED Culture & Climate Surveys	**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 – 4%**	**Afraid 7% Lonely 16% Angry 14%**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**

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. Collect data surrounding social-emotional needs through student surveys	2018-2023	Principal, Counselors	$0	NA	Survey data collected and analyzed
2. Implement the OnTrack process in all grade levels, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	Admin Team, EWRS Director	$0	NA	On Track data reports and analysis, Intervention Connection logs
3. Implement relationship-building programs/strategies in schools (e.g., PBIS, Capturing Kids' Hearts, Compassionate Schools, Love and Logic)	2018-2023	Principal	TBD	TBD	Programs implemented with fidelity
4. Develop and maintain a menu of support resources and provide to all students and parents	2018-2023	Admin Team, Counselors, Director On Track	$0	NA	Menu developed and distributed