

# Blue Ridge Middle School

2423 E. Tyger Bridge Road

Greer, SC 29651

864-355-1900



Mrs. Karen Bullard, Principal

Greenville County Schools

Dr. W. Burke Royster, Superintendent

School Portfolio

2018-2019 through 2022-2023

**SCHOOL RENEWAL PLAN COVER PAGE**

**SCHOOL NAME: Blue Ridge Middle School**

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR 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**

<b>Dr. W. Burke Royster</b>		<b>3/27/2019</b>
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

<b>Karen Bullard</b>		<b>3/27/2019</b>
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, BOARD OF TRUSTEES**

<b>Mr. Charles J. Saylor</b>		<b>3/27/2019</b>
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

<b>Jim Barbare</b>		<b>3/27/2019</b>
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

<b>Charlie Kendrick</b>		<b>3/27/2019</b>
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<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL ADDRESS: 2423 E. Tyger Bridge Road, Greer, SC, 29651

SCHOOL TELEPHONE: (864) 355-1900

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

**Stakeholder Involvement for School Renewal**

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

\*\* 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 *et seq.* (Supp. 2004))

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

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

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# Introduction

At Blue Ridge Middle School we create our Portfolio using the Professional Learning Community (PLC) Model. Each member of the faculty is assigned to a committee, and these committees are responsible for gathering and disaggregating the information for their section of the Portfolio. These committees serve as the backbone of our school’s ongoing strategic planning efforts and help ensure that all members of the educational structure at BRMS are engaged and informed.

Each committee updated a section of the portfolio to reflect the most recent test data, student honors, professional development, and Blue Ridge’s strategies for the 2018-2023 Action Plan. They collaborated to make sure all areas of the standards were included. Upon completion of the narrative review, each committee shares its findings with the entire faculty, the School Improvement Council, and the PTSA Board.

## Blue Ridge Middle School Portfolio Committees

<p><b><u>School Profile</u></b>            JoHannah Joines – chair            Ginger Barbare            Jill Brown            Sarah Jackson            Brooke Prince            Beverly Wilbanks            Julie Wilson            Donna Burgess</p> <p><b><u>Data Analysis</u></b>            Mott Altman - chair            Amanda Ellison            Berly Esbenshade            Scott Forster            Patty Howell            Sally Jordan            Jennifer Ross            Lorelle Schnatterly            J.R. Adkins</p> <p><b><u>Mission, Vision and Beliefs</u></b>            Nicole Sullivan - chair            Sara Broome            Page West-Lundeen            Ben Riddle            Cheryl Herman            Jan McLaughlin            Nancy Rutledge</p>	<p><b><u>Action Plan</u></b>            John Marks - chair            Angel Capps            Mindy Falls            Paul Glattli            Bridgett Ivery            Angie Jarecki            Peggy Johnson            Lauren McCarthy            Anna Sobieski            Susan Randall            Brad Christy</p> <p><b><u>Culture and Climate</u></b>            Kellie Johnson - chair            Kelley Schmidt            Kelli Bechtel            Jeanette Berry            Dana Smith</p>	<p><b><u>Executive Summary</u></b>            Karen Bullard - chair            Sheila Earley            Don Kauffman            Sandy Taylor</p> <p><b><u>Fine Arts Committee</u></b>            Kristin Gill - chair            Lauren Hightower            Katelyn Lowe            Mark Robinson</p> <p><b><u>Health and Wellness Committee</u></b>            Kathie Smith - chair            Ken Hanna            Lisa Loftis            Dylan McDowell            Donna Odom            Karyn Bigger</p>	<p><b><u>Read to Succeed</u></b>            Charlie Kendrick - chair            Tanya Harris            Esther Hutcheson            Amy Verga</p> <p><b><u>Clubs and Organizations</u></b>            Will Snipes - chair            Katie Adams            Tasha Epley            Tammy Thompson            Kate Johnson</p> <p><b><u>Organization and Compilation</u></b>            Jeremy Barnette- chair            Tanya Harris</p>
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## **Section Two: Executive Summary**

### **Summary of Needs Assessment for Student Achievement**

In the spring of 2018 SC READY and SCPASS scores show that while almost 50% of Blue Ridge Middle School students are performing in the Meets Expectation and Exceeds Expectation categories, not all are groups are performing at high levels. In response to the data, the following initiatives have been determined:

- Use of common assessment tools, such as Mastery Connect and USA Test Prep
- Grade-level subject-area common major assessments
- Inclusion with co-teaching models of instruction
- Academic assistance opportunities through Skill Building
- Reading assistance opportunities through district initiatives, such as Language Live, System 44, and Read 180
- Scaffolding and differentiated instruction
- Subject area data teams - PLCs

### **Summary of Needs Assessment for Teacher and Administrator Quality**

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

### **Summary of Needs Assessment for School Climate**

The State Report Card Survey has indicated that students' and parents' satisfaction increased from the previous year with teacher satisfaction declining. As a result, we continue with the strategies to support students but will address teacher satisfaction as well.

### **Focus strategies**

- Provide support for teachers
- Protect collaborative planning time
- Supporting transition from elementary school to middle school
- Use the House System to build a positive school climate
- Build leadership with the teacher assistant initiative program
- Support common assessments and analyzing data to drive instruction
- Provide academic assistance for struggling students
- Provide inclusion model of instruction

### **Significant Accomplishments in the Last Three Years**

- Started mentoring program with Mentor Upstate
- One to one initiative
- Established an enrichment program to increase student achievement and to provide additional opportunities for support
- Added additional Gateway to Technology Classes with 7 different course offerings
- Held a 5K and Wellness Day to promote healthy choices and lifestyles
- Added an additional counselor

### Section Three: School Profile

#### Community

Blue Ridge Middle School is a sixth, seventh, and eighth grade middle school located in the northwestern corner of South Carolina. It is part of the Greenville County School District. The 2017 census estimated the population at approximately 506,837 people with median household income of \$53,739. Blue Ridge Middle has the largest geographical attendance area that currently serves 897 students. The school principal is Karen Bullard and Shelia Earley serves as the assistant principal with Don Kauffman and Sandra Taylor as administrative assistants.

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

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

Blue Ridge Middle is in its 31st year, and the current site is the location of the original Blue Ridge High school built in 1954. The building was completely renovated in 2001; however, the original auditorium, stage, seats and gym floor are still in use. The facility is one story equipped with four classroom wings, including nine science labs, two GTT labs, spacious media center, open cafeteria, gym, locker and weight rooms. Also on the site are two state of the art baseball and softball fields, a track and soccer field, along with outdoor basketball and tennis courts.

#### Teacher Data

There are currently 91 employees at Blue Ridge Middle School with 59 full time teachers. On our staff we have an attendance clerk, guidance clerk, two office clerks, career development facilitator, a full time and part time nursing position, and one secretary. The custodial staff is made up of seven positions with one plant engineer. The cafeteria has a total of nine positions with one of those being held by the cafeteria manager. Blue Ridge Middle has four administrators, one instructional coach, and one school resource officer. The media center is staffed with one media clerk and one media specialist.

Gender	Male	Female
Administrators	1	3
Teachers	14	40
Certified Support Staff	1	4

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

<u><b>Certification Subject</b></u>	ELA	Math	Science	Social Studies	Special Education	Other
Sixth Grade	4	4	3	3	1	3
Seventh Grade	4	3	4	4	0	1
Eighth Grade	3	4	3	4	0	0
Special Education	0	1	0	0	6	3
Related Arts	2	3	1	0	0	9
Certified Support Staff	1	0	1	0	0	4

### Attendance Rates

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Teachers	95.12	96.0			
Students	96.0	95.0			

## Student Population

### Total Enrollment, May 2018

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Sixth Grade	301	356			
Seventh Grade	325	290			
Eighth Grade	270	341			
Total Enrollment	896	987			

### Enrollment by Gender, May 2018

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Male	447	496			
Female	449	488			

### Special Education (EH, Autistic, OHI), May 2018

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Sixth Grade	13	16			
Seventh Grade	4	14			
Eighth Grade	5	10			
Total Enrollment	22	40			

### Special Education (LD), May 2018

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Sixth Grade	26	34			
Seventh Grade	32	21			
Eighth Grade	20	38			
Total Enrollment	78	93			

**Special Education (multi-handicapped ), May 2018**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Sixth Grade	7	3			
Seventh Grade	12	6			
Eighth Grade	4	3			
Total Enrollment	23	12			

(Two or more disabilities- LD, OH, Autism, Educable Mild, Speech)

One student is speech only and one student is hearing impaired (they are not counted on this chart)

**Ethnicity, May 2018**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
African American	3.5%	4.1%			
Caucasian	86.6%	85.4%			
Hispanic	6.3%	7.0%			
Other	3.6%	3.45%			

**Free and Reduced Lunch, May 2018**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Paid	64.7%	66.66%			
Free/Reduced	35.3%	33.33%			

**Gifted and Talented, May 2018**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Academic Gifted	28.6%	20.3%			
Not Gifted	71.4%	79.7%			

## **School-wide Academic and Behavioral Programs, Features and Initiatives**

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

### **Advanced Academic Course Offerings**

Blue Ridge Middle School provides opportunities for students to take courses that offer high school credit (Carnegie Units.) Advanced class offerings are available in language arts and math through the Gifted and Talented Program as well.

### **High School Credit Courses**

Honors Algebra I  
Geometry  
Honors English I  
Spanish I  
Art I  
Physical Education I  
Google Basics / Multimedia Basics

### **Academic Programs / Initiatives**

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

- Writing Across the Curriculum
- Teaming
- Literacy Emphasis
- Read to Succeed Initiatives
- Google Classroom
- Discovery Learning Education
- Intervention such as Lunchtime Reading
- Skill Building
- SC Junior Book Award Reading Program
- Book Fair (Media Center)

### **Fine Arts**

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

- **Courses**
  - Band
  - Chorus
  - Strings
  - Art and Advanced Art (8<sup>th</sup> graders) course offerings
  - Drama Enrichment

- **Awards and Recognitions**

#### **Orchestra:**

- Carowinds Festival of Music 2018: 7th & 8th Grade Orchestra - Excellent Rating
- 1 Student Participated in 2019 District All-County Orchestra
- 2 Students Participate in the auditioned district ARMES Orchestra program
- 6 Students Participate in the auditioned Greenville County Youth Orchestra after school program
- 17 students will participate in the SCBDA Solo and Ensemble Performance Assessment on May 4th, 2019
- Received a good rating at the 2019 Concert Performance Assessment
- Participating in the 2019 Carowinds Festival of Music on May 2<sup>nd</sup> and 3rd

**Chorus:**

- Spring Sing 2018 - 22 students participated on March 27th, 2018
- Spring Sing 2019 - 21 students participating on April 9th, 2019
- Participating in the 2019 Carowinds Festival of Music on May 2<sup>nd</sup> and 3rd

**Band:**

- Carowinds Festival of Music 2018: 6<sup>th</sup> grade band – superior rating
- Carowinds Festival of Music 2018: 7<sup>th</sup> grade Band – Superior rating
- 6 students participated in 2019 Greenville All-County Band
- 5 students participated in 2019 SCBDA Region One Band
- 35 students will participate in the SCBDA Solo and Ensemble Performance Assessment on May 4, 2019
- Received a superior rating at the 2019 SCBDA Concert Performance Assessment
- 20 students received a superior rating and 11 students received an excellent rating at the 2018 SCBDA Solo and Ensemble Performance Assessment
- Participating in the 2019 Carowinds Festival of Music on May 2<sup>nd</sup> and 3rd

**Art:**

- Elizabeth Mays – Received first place in the state at the 2019 Beta Club Convention in Painting.
- Kenna Bunnell – Received first place in the state at the 2019 Beta Club Convention in Mixed Media
- Eva Shin – Received second place in the state at the 2019 Beta Club Convention in Recyclable Art
- Hannah Guerrero – Received third place in the state at the 2019 Beta Club Convention in Drawing
- Campbell Kemp - 1st place at 2018 district art show - Digital Media - Art 1
- Ella Woford - 1st place at 2018 district art show - Drawing - 6th grade
- Ashley Kull - 2nd place at 2018 district art show - Drawing - 7th grade
- Maria Gilstrap - 2nd place at 2018 district art show - Painting - Art 1
- Lorelei Fowler - 3rd place at 2018 district art show - Painting - Art 1
- Multiple students participating in April at the 2019 Greenville County Art Show

**Business Education/ STEAM Courses**

Students are offered many different opportunities to learn and explore different career areas in our Business and STEAM courses.

- Yearbook Class (7<sup>th</sup> and 8<sup>th</sup> graders)
- Project Lead the Way
  - Design and Modeling
  - Computer Science for Innovators and Makers
  - Magic of Electrons
  - Green Architecture
  - Medical Detectives
  - Automation and Robotics
  - Science of Technology
- Personal Finance

**Clubs and Organizations**

Students at Blue Ridge Middle School are offered a wide array of after school clubs and organizations in which they can become involved. From the arts to academics to sports' playing fields, students have opportunities to hone their skills and discover new areas in which they can excel.

**Beta Club** - Based on the key characteristics of achievement, character, leadership, and service, the Blue Ridge Middle School chapter of the National Junior Beta Club provides students with opportunities to lead and serve in their community. Service hours are required and members are frequently called upon to volunteer for various after school events such as orientation and PTA sponsored activities. Students attend the state convention in January, where they compete in a wide variety of academic and artistic competitions. 8th grade students that have maintained a 90 average in all classes (core and related arts) are invited to join the Junior Beta Club. These students will then work within the community and the school with the attributes of leadership, character, achievement, and service. Students that are a part of the BETA Club participate in the Special Olympics, Pennies for Patients, Ronald McDonald House, and each member must complete 10 hours of service.

**Drama Enrichment Program** - The Drama Enrichment Program begins in October of each year and runs through February. The students put on a production each year for the school, families, and friends. They also perform during school hours for the enjoyment of the student body.

**MathCounts** - MathCounts is a competition math program where students meet weekly to build problem-solving skills by working on challenging math problems. Students prepare throughout the fall and winter for a regional competition in February involving over 20 upstate middle schools.

**Science Enrichment Program** - The Science Enrichment Program (Science Club) is student driven, where students are able to explore science topics further or topics of their choosing using available resources and participating teachers take on more of a mentor role. Activities, labs, projects, etc... are planned as topics are uncovered and explored by students.

**Student Council** - Student Council seeks to promote student participation in the school and community, to encourage the development of ideas that may create cohesiveness between the students and school, to develop school pride and a positive school atmosphere, and to promote responsibility and healthy living styles for middle school students.

**Vex Robotics Teams** - Design, Build and Program robots from Vex materials to compete in local, regional, state, and national competitions. 100% of teams received an invitation to the Vex State Competition. Two teams won Tournament Champions and one team won the Excellence Award at JI Mann High School; and one team won the Design Award at the Electric City Tournament.

### **Athletic Teams**

**Seventh and eighth grade students have the opportunity to participate in the following sports offered at the middle school level:**

- volleyball
- basketball
- baseball
- softball
- soccer

**Sports offered at the high school are also available for seventh and eighth graders. These include:**

- football
- tennis
- golf
- track/cross country
- cheerleading



- wrestling

### **Activities and Events**

At Blue Ridge Middle, we provide numerous activities and events to build the culture and positive climate at our school.

- 5k: Students and staff can sign up to run in the 5k race. The 5k is organized by the Health and Wellness teacher committee.
- Mother/Daughter Painting night: The art teacher hosted a mother daughter paint night in the evening. The art teacher led the group in painting a picture and they all enjoyed beverages and chocolate while painting.
- School Dances/Carnival: Every school year, Student Council and PTSA plan a Glow-in-the-Dark dance in the Fall, Winter Dance in December, a Carnival in the Spring, End of the Year celebration, and End of Year 8th grade Dance.
- Shopping at the Ridge: PTA sponsors shopping events for the community. Vendors are able to purchase a spot to sell their goods.
- Pep rally: Three times a year students come together to recognize the season's athletes. Cheerleaders are leading cheers and band members are playing.
- Ambassadors: Students are hand selected by Dr. Earley to mentor students in the 6th and 7th grade. The mentoring includes helping students who maybe having difficulty academically in a subject. Providing the new students with a tour of the school and being a sounding board if they have questions.
- Maker Spaces: In order to foster creativity and problem solving, we offer Maker Spaces. The following have been offered: Greeting card making at which students used supplies to create a Valentine or two. The second activity allowed students to make anime style images using plastic beads following a pattern. Others may include jewelry making, cross stitch, crochet and knitting. A rotating selection of Maker Space activities to foster student creativity, problem solving and perseverance.
- Extended Day Program (EDP): Used as a way for parents who are unable to pick up after school or do not want their child left at home alone. Students are able to complete homework and receive tutoring. Once students have completed assignments they are able to play in the school gym or outside on the soccer field/track.
- PTA Reflections: Students have the opportunity to participate in the PTA Reflections' contest through the following areas: literature, music competition, dance, film production, photography, and visual arts. Students will use their chosen areas to represent the yearly theme.
- Talent Show: Students showcase a wide variety of talents in the spring with the school and community.

### **Community and Parental Involvement**

- Parent Teacher Association (PTA)
- School Improvement Council (SIC)

### **Behavioral Programs**

Blue Ridge Middle has a school wide behavior expectation. Posters of the expectations are posted in all classrooms along with the Discipline Plan. School wide expectations are posted using the acronym **ROAR: Respect, Organization, Attitude, and Responsibility.**

### **2018-2019 Behavior Interventions**

Team Disciplinary Process Level 1:

- Offense 1 – Student Warning
- Offense 2 – Student Conference/Parent Contact by Teacher
- Offense 3 – Team Conference/Parent Conference with Administration/Team Consequence (Lunch Detention/Team Detention/Other as determined by Team)
- Offense 4 – Referral to Admin/Parent Contact/Follow Consequences in Matrix
- Offense 5 - Referral to Admin/Follow Matrix
- Offense 6 - Referral to Admin/Follow Matrix
- Offense 7 - Referral to Admin/Follow Matrix /Behavior Contract and Parent Conference

*(All Decisions Regarding Discipline are up to principal discretion.)*

### **Mentoring and Character Education**

#### **Mentoring Program**

Blue Ridge Middle School started its mentoring program for the 2018-19 school year. It is under the umbrella of the The Mentor Upstate program and is designed to support as many students as possible through positive, one on one interactions. The mentor coordinator works with the teachers and counselors to identify students who are in need of this interaction. Once the students have been identified, the parents must approve their child's involvement. The mentor coordinator also works in the community to recruit and train mentors to be a part of the program. A connection between student and mentor is made when parent permission forms are returned and mentors have received all appropriate clearance. The student and mentor meet once a week during breakfast or lunch to share and encourage one another. In the short six months that this program has existed at BRMS, we have seen self-esteem growth, attendance consistency and grade improvement.

#### **Career Education**

Blue Ridge Middle School has a Career Development Facilitator on staff that coordinates many opportunities for career exploration in addition to those built into the curriculum.

- *Career Day* – Teachers and community members speak to the students about various career fields and occupations.
- *Women at Work* – Selected female students meet with female industry and business professionals to learn about various careers,
- *Job Shadowing* - 8th grade students spend a day shadowing someone at their place of employment. Students are required to write reflections about their experiences as well as “Thank you letters” to those that allowed them to shadow.

<b><u>Blue Ridge Middle School 2018 School Report Card</u></b>	<b>Our School</b>	<b>Change from last year</b>
<b><u>Students (n = 911)</u></b>		
% of students in poverty (TANF, Medicaid, SNAP, foster child or homeless)	41.8	Up from 41.3
Percent of Students (7th and 8th grade) enrolled in high school credit courses	31	Up from 17
Attendance rate	96	Up from 94.4
With disabilities	12.0	Up from 10.9
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2	No change
Percentage of students served by gifted and talented program	27.7	Up from 26
Percentage of students retained	0.0	No change
Annual Dropout Rate	0.0	No change
<b><u>Teachers (n = 52)</u></b>		
Percentage of teachers with advanced degrees	61.1	Down from 63.5
Percentage of teachers on continuing contract	88.9	Up from 88.5
Teachers returning from previous year	93.6	Up from 93.1
Teacher attendance rate	91.4	Down from 91.5
Average teacher salary	\$52,824	Up from \$51,896
Professional development days/teacher	0.2	Down from 1.1
Percentage of teacher vacancies for more than 9 weeks	0.0	No change
<b><u>School</u></b>		
Principal's/Superintendent's/Director's years at school/district	1	Down from 10

Student-teacher ratio in core subjects	22.8 to 1	Down from 25.4 to 1
Prime instructional time	86.6.	Up from 85.9
Opportunities in the arts	Excellent	Up from Good
Opportunities in foreign languages	Poor	No change
AdvancED (SACS) accreditation	Yes	No change
Parents attending conferences	99.9	Down from 100.0
Character development program	Good	No change
Average age of books / electronic media in the school library	11.0	Up from 10.0
Number of resources available per student in the school library media center	14.1	Down from 17.0
Percent of classrooms with wireless access	100%	No change
Percent of students served by 1:1 learning	100%	Up from 31%-40%
Number of devices dedicated for student use	1 to 1	Up from 250
Percentage of classes not taught by highly qualified teachers	2.7%	N/A
Dollars spent per pupil	N/AV	N/A
Percent of expenditures for instruction	N/AV	N/A
Percent of expenditures for teacher salaries	N/AV	N/A
Number of online or blended (50% online) courses offered	N/AV	N/A

<b><u>Evaluations by Teachers, Students, and Parents</u></b>			
	Teachers	Students*	Parents*
Number of surveys returned	52	246	144
Percent satisfied with learning environment	88.5%	86.1%	86.8%
Percent satisfied with social and physical environment	98.1%	89.1%	88.9%
Percent satisfied with school-home relations	96.1%	80.3%	67.8%

### **Section Four: Mission, Vision, and Beliefs**

**Motto:** We are BR! Hear us ROAR!

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

**Vision:** We are BR! Where positive attitudes and understanding hearts make a great school community.

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



## Section Five: Data Analysis and Needs Assessment Student Achievement

### Student Achievement Needs Assessment

#### Achievement

For the needs assessment, the tables below show SC READY and SC PASS scores by grade level. Further, we looked at attendance data for students and staff. Finally, qualitative data was collected from staff, students, and parents.

SC Ready 2018 by Grade Level (Percentage)

<b>English</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Does Not Meet Expectations</b>
Sixth Grade	19.6%	30.1%	36.8%	13.5%
Seventh Grade	16.4%	29.0%	34.9%	19.8%
Eighth Grade	22.7%	29.4%	32.3%	15.6%
<b>Math</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Does Not Meet Expectations</b>
Sixth Grade	31.4%	29.4%	26.7%	12.5%
Seventh Grade	17.3%	25.6%	33.6%	23.5%
Eighth Grade	27.9%	22.3%	34.2%	15.6%

SC Ready 2017 by Grade Level (Percentage)

<b>English</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Does Not Meet Expectations</b>
Sixth Grade	13	33.9	38.5	14.6
Seventh Grade	13.7	34.6	37.3	14.4
Eighth Grade	17.4	31.8	35.2	15.6
<b>Math</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Does Not Meet Expectations</b>
Sixth Grade	27.9	30.2	30.6	11.3

Seventh Grade	20.2	23.6	42.6	13.7
Eighth Grade	16.8	24.6	38.	19.9

SC PASS 2018 by Grade Level (Percentage)

<b>Science</b>	<b>Meets or Exceeds Expectations</b>	<b>Approaching or Does Not Meet Expectations</b>
Sixth Grade	62	38
Seventh Grade	n/a	n/a
Eighth Grade	65.8	34.2
<b>Social Studies</b>	<b>Meets or Exceeds Expectations</b>	<b>Does Not Meet Expectations</b>
Sixth Grade	n/a	n/a
Seventh Grade	76.3	24.7
Eighth Grade	n/a	n/a

SC PASS 2017 by Grade Level (Percentage)

<b>Science</b>	<b>Meets or Exceeds Expectations</b>	<b>Approaching or Does Not Meet Expectations</b>
Sixth Grade	61.8	38.2
Seventh Grade	65.0	35.0
Eighth Grade	62.9	37.1
<b>Social Studies</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>
Sixth Grade	85.4	14.6
Seventh Grade	77.9	22.1
Eighth Grade	84.7	15.3

2018 EOC Data of Percentage Passing

English I	100	Algebra I	100
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2017 EOC Data of Percentage Passing

English I	100	Algebra I	100
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**Attendance**

Year	Students	Teachers
2015-2016	95.8	91.3
2016-2017	95.7	91.5
2017-2018	96.0	95.12
2018-2019		
2019-2020		

**Analysis/Response**

**Test Data:** SC Ready ELA data from 2017 to 2018 shows an average increase in all grades of 1% in the student performance area of Exceed/Meet Expectations. The SC Ready Math data from 2017 to 2018 shows an average increase in all grades of 3.4% in the student performance area of Exceed/Meet Expectations. For SC PASS Science in grades 6 and 8 from 2017 to 2018, there was an average increase of 1.5% in the area of Exceed/Meet Expectations. The SC Pass Social Studies data for the 7th grade from 2017 to 2018, reflects there was a decrease in the number of students demonstrating mastery.

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

**Attendance:** Regular attendance by both students and teachers is critical for all students to achieve at the highest levels. During the 2017-18 school year, attendance for students increased from 95.7% to 96%. Attendance for teachers increased from 91.5% to 95.1% during the same period. As of this writing, attendance for students stands at 94% year-to-date. Attendance for all staff (including teachers) is 95.7% year-to-date.

**Response:** Attendance by students is essentially unchanged for the past three full academic years. For this time period, we are well above the percentage required by the state (94.4%) as calculated by being present for 170 out of 180 days. However, it is of concern that the YTD attendance for students currently stands at 94%.

Potential Causes for Decrease in Student Attendance Rate

- Increased early dismissals
- Students who are car riders are not being brought to school on time
- Enhanced communication with parents/students regarding absences and tardies



These and other potential factors should be investigated to determine the root causes of the decrease in the attendance rate by students.

Teacher attendance showed a strong increase over the past two full academic years (from 91.5% to 95.1%). While this is moving in the right direction, we are still falling short of the district target of 98% teacher attendance. However, it should be noted that absences occurring when teachers are attending professional development due count against the attendance rate.

### **Teacher and Administrative Quality**

Blue Ridge Middle School Professional Development Plan for 2018-19 was been developed to support the needs of our school, teachers, and students, including district initiatives.

#### **2018-2019 Professional Development Opportunities at BRMS**

- Using Swivl 03/29/19
- Using Hyperdocs 03/19/19
- Using USA Test Prep Interactive Online Features 03/18/19
- Learning Walks 03/14/19
- Literature Circles with Technology 3/14/19
- Integration of Literacy Skills 02/26/19
- Engagement in the Classroom 02/12/19
- Collaborative Student Centered Problem Solving Team 02/05/19
- Using Mastery Connect Data 01/15/19
- Data Dive 01/08/19
- Quarter 1 Benchmark Data 12/11/18
- ESOL Learners PD 12/04/18
- Map testing basics 11/27/18
- This We Believe Discussion 10/30/18
- Department PLC Meetings (Wednesdays) 10/17/18
- Technology Training Tuesdays 10/09/18
- Instructional Protocol 10/02/18
- Instructional Protocol 09/25/18
- Department PLC Meetings (Wednesdays) 09/19/18
- Instructional Protocol 09/18/18
- House System 09/12/18
- School Initiative 09/11/18
- Back to School Info Meeting 09/04/18
- Blue Ridge Middle School Google Classroom Jr. Nominee Book Collaboration 08/31/18

### **Response**

The professional development plan for 2019-2020 will include the following initiatives:

- Learning Targets
- Response to Intervention
- Literacy strategies, including strategies for ELLs
- Math strategies, including Carnegie and Mathia implementation
- Continued Technology Integration
- Continued Data-driven PLCs
- Strengthening the inclusion co-teaching model

## School Climate Needs Assessment

Student Behavior	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Inappropriate Behavior	16	17			
Confrontation/Altercation	8	8			
Fighting	7	8			
Bullying	6	7			
Disrupting Class	6	5			
Other	28	26			
Total	71	71			

## Out of School Suspensions

Student behavior at Blue Ridge Middle School is overall good. Total incidents for 2017-2018 was limited to seven percent of the population. Blue Ridge Middle School maintains a low number of infractions due to our school climate and high expectations of students.

## **Support/Communication**

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

## Survey Data from Annual Report Card Survey

Survey Data from the Annual Report Card Survey - Teachers					
	2017	2018	2019	2020	2021
Satisfied with learning environment	98.1	88.5			
Satisfied with social and physical environment	96.2	98.1			
Satisfied with home-school relations	96.1	96.1			

I feel safe at my school during the school day.	96.1	94.2			
<b>Survey Data from the Annual Report Card Survey - Students</b>					
	2017	2018	2019	2020	2021
Satisfied with learning environment	79.6	86.1			
Satisfied with social and physical environment	82.6	89.1			
Satisfied with home-school relations	82.9	80.3			
I feel safe at my school during the school day.	93.1	87.8			
<b>Survey Data from the Annual Report Card Survey - Parents</b>					
	2017	2018	2019	2020	2021
Satisfied with learning environment	81.8	86.8			
Satisfied with social and physical environment	75	88.9			
Satisfied with home-school relations	64.3	67.8			
My child feels safe at school.	83.7	63.4			

### Response/Next Steps

- Behavior – Continue using the “Step” and “House” system to establish clear expectations and to provide positive incentives for students.
- Support/Communication – Provide transition support for rising 6<sup>th</sup> graders. Continued use of newsletters, email, school website, and social media.

## Section Six: School Renewal Plan

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

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

**PERFORMANCE GOAL: 1** The percentage of students scoring Meets Expectations and Exceeds Expectations on **SC READY ELA** will increase from 48% in 2016-17 to 63% in 2022-23.

*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>48</b> (2016-17)	<b>School Projected Middle</b>	<b>51</b>	<b>54</b>	<b>57</b>	<b>60</b>	<b>63</b>
		<b>School Actual Middle</b> <b>49%</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>43</b> (2016-17)	<b>District Projected Middle</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>	<b>58</b>
		<b>District Actual Middle</b> <b>44%</b>					

					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Workshop Attendance on the integration of reading and writing strategies	2018-2023	Administration	\$0	NA	Meeting Agendas / PD Report
2. Conduct Classroom Observations to look for effective reading and writing strategies	2018-2023	Administration	\$0	NA	Observations logs will allow administrators to assess instruction for essential questions, standards, relevance, and rigor with an emphasis on learning focused strategies. 1. Written observations with feedback are provided to teachers along with verbal feedback. 2. Completed observation logs and forms are filed.
3. Assess student progress using district benchmarks	2018-2023	Administration	\$0	NA	Quarterly benchmark assessments will allow individual item analysis to guide re-teaching and remediation.  1. Content area level benchmark test, benchmark test analysis that indicate standards that need to be re-taught and areas for remediation for students.  2. Results will be reported and analyzed by entire faculty, IC, and Administration.

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

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

**PERFORMANCE GOAL: 2** The percentage of students scoring Meets Expectations and Exceeds Expectations on **SC READY Math** will increase from 47% in 2016-17 to 59% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 44 (2016-17)	<b>School Projected Middle</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>
		<b>School Actual Middle 49%</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 40 (2016-17)	<b>District Projected Middle</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>
		<b>District Actual Middle 43%</b>					

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

					<p>for remediation for students.</p> <p>2. Results will be reported and analyzed by entire faculty, IC, and Administration.</p>
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**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6	<b>School Projected Middle</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>	<b>67</b>
		<b>School Actual Middle</b> <b>52.4</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6	<b>District Projected Middle</b>	<b>56</b>	<b>59</b>	<b>62</b>	<b>65</b>	<b>68</b>
		<b>District Actual Middle</b> <b>53.5</b>					

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

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-2018</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 8	<b>School Projected Middle</b>	<b>63</b>	<b>66</b>	<b>69</b>	<b>72</b>	<b>75</b>
		<b>School Actual Middle 60.5</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 8 only	<b>District Projected Middle</b>	<b>56</b>	<b>59</b>	<b>62</b>	<b>65</b>	<b>68</b>
		<b>District Actual Middle 53</b>					

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

					2. Results will be reported and analyzed by entire faculty, IC, and Administration.
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**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 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		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	<b>School Projected Middle</b>	<b>78</b>	<b>81</b>	<b>84</b>	<b>87</b>	<b>90</b>
		<b>School Actual Middle 75.3</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7	<b>District Projected Middle</b>	<b>74</b>	<b>77</b>	<b>80</b>	<b>83</b>	<b>86</b>
		<b>District Actual Middle 71</b>					

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

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

					<p>for students.</p> <p>2. Results will be reported and analyzed by entire faculty, IC, and Administration.</p>
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**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 SDE Website	27 % Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>	33	36	39	41	44
SC READY ELA SC SDE Website		<b>School Actual Hispanic</b> 30					
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic</b> 36	36	39	42	45	48
SC READY ELA SC SDE Website		<b>District Actual Hispanic</b> 34					
SC READY ELA SC SDE Website	14 % Meets Expectations and Exceeds Expectations	<b>School Projected AA</b>	23	26	29	32	35



SC READY ELA SC SDE Website		<b>School Actual AA 20</b>					
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA 25</b>	<b>25</b>	<b>28</b>	<b>31</b>	<b>34</b>	<b>37</b>
SC READY ELA SC SDE Website		<b>District Actual AA 25</b>					
SC READY ELA SC SDE Website	<b>4 %</b> Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	<b>13</b>	<b>16</b>	<b>19</b>	<b>22</b>	<b>25</b>
SC READY ELA SC SDE Website		<b>School Actual SWD 10</b>					
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 14</b>	<b>14</b>	<b>17</b>	<b>20</b>	<b>23</b>	<b>26</b>
SC READY ELA SC SDE Website		<b>District Actual SWD 12</b>					
SC READY ELA SC SDE Website	<b>9 %</b> Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>

SC READY ELA SC SDE Website		<b>School Actual LEP 24</b>					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 35</b>	<b>35</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>
SC READY ELA SC SDE Website		<b>District Actual LEP 33</b>					
SC READY ELA SC SDE Website	<b>NA%</b> Meets Expectations and Exceeds Expectations	<b>School Projected SIP</b>	<b>37</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>
SC READY ELA SC SDE Website		<b>School Actual SIP 34</b>					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Projected SIP 38</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>	<b>50</b>
SC READY ELA SC SDE Website		<b>District Actual SIP 33</b>					
SC READY Math SC SDE Website	<b>27 %</b> Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>	<b>50</b>
SC READY Math SC SDE Website		<b>School Actual Hispanic 35</b>					

SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 39</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>	<b>51</b>
SC READY Math SC SDE Website		<b>District Actual Hispanic 42</b>					
SC READY Math SC SDE Website	14% Meets Expectations and Exceeds Expectations	<b>School Projected AA</b>	<b>26</b>	<b>29</b>	<b>32</b>	<b>35</b>	<b>38</b>
SC READY Math SC SDE Website		<b>School Actual AA 23</b>					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA 27</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>
SC READY Math SC SDE Website		<b>District Actual AA 28</b>					
SC READY Math SC SDE Website	4 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	<b>11</b>	<b>14</b>	<b>17</b>	<b>20</b>	<b>23</b>
SC READY Math SC SDE Website		<b>School Actual SWD 8</b>					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 18</b>	<b>18</b>	<b>21</b>	<b>24</b>	<b>27</b>	<b>30</b>

SC READY Math SC SDE Website		<b>District Actual SWD 16</b>					
SC READY Math SC SDE Website	<b>25 % Meets Expectations and Exceeds Expectations</b>	<b>School Projected LEP</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
SC READY Math SC SDE Website		<b>School Actual LEP 33</b>					
SC READY Math SC SDE Website	<b>37% Meets Expectations and Exceeds Expectations</b>	<b>District Projected LEP 40</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>
SC READY Math SC SDE Website		<b>District Actual LEP 42</b>					
SC READY Math SC SDE Website	<b>NA % Meets Expectations and Exceeds Expectations</b>	<b>School Projected SIP</b>	<b>44</b>	<b>47</b>	<b>50</b>	<b>53</b>	<b>56</b>
SC READY Math SC SDE Website		<b>School Actual SIP 41</b>					
SC READY Math SC SDE Website	<b>33% Meets Expectations and Exceeds Expectations</b>	<b>District Projected SIP 36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>

SC READY Math SC SDE Website		<b>District Actual SIP 38</b>					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Data analysis of scores and professional development teacher surveys will be used to identify specific areas where staff development will be offered to improve instructional strategies and best practices.	2018-2023	Administration	\$0	NA	1. MAP, State Test, School Benchmarks, and EOC scores 2. Teacher PD Survey 3. School Visits
2. Provide reading time in the mornings before school.	2018-2023	Administration	\$0	NA	Beginning with 6 <sup>th</sup> grade students, students who arrived at school from 7:30 to 8:15 can read. Some students will participate in book groups.
3. Incorporate Reading Strategies across the curriculum, subject areas and related arts classes	2018-2023	Administration	\$0	NA	Students will read relevant topics, incorporating basic concepts applicable to grade level standards.

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
PowerSchool	100	School Actual 100					
PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Maintain Language Live, System 44, and Read 180	18-19	Instructional Coach, SPED, Administration	\$0	District Provided	Classes populated by students
2. Training for the above initiatives	18-23	See above	\$0	District Provided	Training credentials; successful completion



**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):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	<b>School Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
	.01% Ethnic 24% Male	<b>School Actual</b> .03 Ethic 24% Male					
Employment report	% of diverse teachers 2017-18	<b>District Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Attend district and state job fairs to seek additional teacher	18-19	Administrati on	\$0	NA	Hiring of additional teaching staff
2. Retain highly qualified teachers	18-19	Administrati on	\$0	NA	Teacher Retention Rate

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey		School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	93.1 (2017)	School Actual Students 93.9					
SC SDE School Report Card Survey		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	96.1 (2017)	School Actual Teachers 94.2					
SC SDE School Report Card Survey		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

	83.7 (2017)	<b>School Actual Parents 86.1</b>					
SC SDE School Report Card Survey	<b>91</b>	<b>District Projected Students</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Students</b>					
SC SDE School Report Card Survey	<b>94</b>	<b>District Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Teachers</b>					
SC SDE School Report Card Survey	<b>88</b>	<b>District Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Parents</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Establish effective communication of safety	18-19	Administrati on, Faculty,	\$0	NA	Team Newsletters,

drills and procedures to parents via Newsletters, Website, and Social Media		Media Team			Social Media Posts, Phone Blasts, Feedback
2. SRO to provide presentations at parental meetings such as PTA, SIC, etc.	18-19	SRO	\$0	NA	Presentations to Parents, Feedback

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

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

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

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

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

**Percent Recommended for Expulsion**

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0	<b>School Projected</b>	<b>≤1.0</b>	<b>≤1.0</b>	<b>≤1.0</b>	<b>≤1.0</b>	<b>≤1.0</b>

	.2	<b>School Actual</b>					
ESSA Federal Accountability and SDE School Report Card	(2016-17) <b>0.7</b>	<b>District Projected</b>	<b>≤1.0</b>	<b>≤1.0</b>	<b>≤1.0</b>	<b>≤1.0</b>	<b>≤1.0</b>
		<b>District Actual</b>					

Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0	<b>School Projected</b>	<b>≤ .07</b>	<b>≤ .07</b>	<b>≤ .07</b>	<b>≤ .07</b>	<b>≤ .07</b>
	.1	<b>School Actual</b>					
ESSA Federal Accountability and SDE School Report Card	(2016-17) <b>.04</b>	<b>District Projected</b>	<b>≤ .07</b>	<b>≤ .07</b>	<b>≤ .07</b>	<b>≤ .07</b>	<b>≤ .07</b>
		<b>District Actual</b>					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. A consistent school-wide discipline plan will be to ensure fair consequences across grade levels and create an environment conducive to learning	18-19	Administration with Faculty input	\$0	NA	Increase in positive behavior
2. House system to provide positive reinforcement for desired behaviors	18-19	House Committee	\$1500	Fundraisers	Increase in positive behavior
3. Guidance intervention for students needing additional support and attention	18-19	Guidance	\$0	NA	Increase in positive behavior

<p><b>Performance Goal Area:</b> <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</p> <p><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>							
<p><b>PERFORMANCE GOAL: 4</b> The school will demonstrate a caring environment as indicated by an increase in the percent of middle school students who describe their teacher as caring on the AdvancED Culture and Climate Survey.</p>							
<p><b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.</p>							
<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>

AdvancED Culture & Climate Surveys		<b>School Projected</b>					
	<b>Baseline will be established 18-19</b>	<b>School Actual</b>					
AdvancED Culture & Climate Surveys	<b>89</b>	<b>District Projected</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Activities will be developed after baseline is established					



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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	<b>School Projected</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
	95.7	<b>School Actual 96</b>					
ESSA Federal Accountability and SDE School Report Card	(2016-17) <b>95</b>	<b>District Projected</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Continue to maintain the goal of 95% or higher	18-19	Administrati on	\$0	NA	Student Attendance
2. Incentives for high attendance for individual students	18-19	Administrati on	\$1000	“Comfy Days”	Student Attendance
3. Guidance intervention for students who are frequently absent	18-19	Guidance	\$0	NA	Student Attendance

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	School Projected	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
	Baseline will be established in the 18-19 year	School Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	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	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Activities will be developed after baseline is established					