

School Renewal Annual Update
Action Plan 2018-19 through 2022-2023

MAULDIN MIDDLE SCHOOL

1190 Holland Road
Simpsonville, SC 29681
Phone: (864) 355-6770

Greenville County Schools

Dr. Burke Royster, Superintendent

Christopher F. Kilian, Principal

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME:

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		
PRINTED NAME	SIGNATURE	DATE

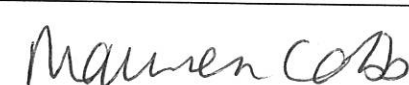
PRINCIPAL

Christopher Kilian		3/29/19
PRINTED NAME	SIGNATURE	DATE


CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Maureen Cobb		3/29/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Sandra Hunt		3/29/19
PRINTED NAME	SIGNATURE	DATE

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Stakeholder Involvement for School Renewal

<u>Position</u>	<u>Name</u>
1. Principal	Christopher F. Kilian
2. Teacher	Brian Harris
3. Parent/Guardian	April Day
4. Community Member	Matthew Atnip
5. Paraprofessional	Vonnie Leahey
6. School Improvement Council	Sandra M Hunt
7. Read to Succeed Reading Coach	Christy Batson
8. School Read To Succeed Literacy Leadership Team Lead	Sandra M Hunt
9. School Read To Succeed Literacy Leadership Team Member	Amy Pearson

OTHERS (May include school board members, district or school administrators, students, PTO... members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

** Must include the School Literacy Leadership Team for Read to Succeed

ASSURANCES FOR SCHOOL PLAN

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes No <input checked="" type="checkbox"/> N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="checkbox"/> 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).
<input checked="" type="checkbox"/> 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.
<input checked="" type="checkbox"/> 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.
<input checked="" type="checkbox"/> Yes No N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="checkbox"/> Yes No N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="checkbox"/> 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).
<input checked="" type="checkbox"/> 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.

<p>Yes No N/A</p>	<p>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.</p>
<p>Yes No N/A</p>	<p>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.</p>
<p>Yes No N/A</p>	<p>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.</p>
<p>Yes No N/A</p>	<p>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.</p>
<p>Yes No N/A</p>	<p>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.</p>

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Introduction-

Mauldin Middle School works to improve student achievement, to gain and develop resources, and to build and maintain a positive relationship with our community. Our stakeholders support our school and its programs by working with us to promote and clarify our school's mission and beliefs. Our greatest stakeholder asset is our parents, who are the business, religious, and political leaders in our community.

Developing our School Improvement Plan

Mauldin Middle staff are kept up to date with our school's improvement plans through faculty meetings, the principal's weekly update, phone blasts, and informal conversations. Various department heads are informed of the districts' goals and objectives and how they related to Mauldin Middle School. The final draft of our improvement plan will be made available to all stakeholders via our school website as well as hard copies being provided to the board of our PTA and all members of the School Improvement Council.

Our staff analyzed our current conditions and needs through participation in several survey processes during the year as well as analysis of state test data, district benchmark data, and formative assessment data. During student support meetings, teachers identified specific student needs, and developed and carried out action plans designed to increase student academic performance.

Executive Summary

Student Achievement

Mauldin Middle School student achievement scores on all state tests are among the six highest in the School District of Greenville County. Our deficits lie in the discrepancies between achievement levels in our subgroups. In ELA and Math SCReady tests, the passage rate for our African American population is near 20%, while the passage rate for our White student population is near 54%. In research and experience, we find that an effective way to improve this discrepancy is to build stronger, more positive relationships with our African American students and their families. We will research and work to find ways to foster a feeling of belonging among all of our students.

Teacher and Administrator Quality

Our faculty consists of 60 certified teachers, 4 administrators, and 22 support staff. eight of our teachers are National Board Certified. All of our teachers are Highly Qualified. Our administrators all hold advanced degrees in School Administration. Each administrator enhances their professional development by attending in-services, professional development conferences,

and professional readings throughout the school year. The administrative team meets each Monday morning informal meetings are held throughout the week as needed.

As of the 2016-2017 school year, core subject teachers have been provided with a class period each day in which to meet as professional learning teams. We are in the process of refining the effectiveness of these meetings by developing protocols and professional development options that target areas of need in subject area, developmental areas, and varying levels of teacher experience.

School Climate

The following information reflects the results of this year's school climate survey of 8th grade parents, 8th grade students, and the Mauldin Middle School Staff.

Teacher Perceptions

Teacher responses were in agreement to the following statements:

- 98.3% of teachers agree "I am satisfied with the learning environment."
- 100% of teachers agree "I am satisfied with social and physical environment."
- 94.9% of teachers agree "I am satisfied with school-home relations."

Student Perceptions

Student responses were in agreement with the following statements:

- 76.4% of students agree "I am satisfied with the learning environment."
- 86.3% of students agree "I am satisfied with social and physical environment."
- 88.1% of students agree "I am satisfied with school-home relations."

Parent Perceptions

Parent responses were in agreement to the following statements in descending order:

- 88.8% of parents agree "I am satisfied with the learning environment."
- 87.3% of parents agree "I am satisfied with social and physical environment."
- 71.1% of parents agree "I am satisfied with school-home relations."

Although only 23.6% of students indicate they are unsatisfied with the learning environment at Mauldin Middle we have taken steps and have plans for future steps to address this group of students. Mauldin Middle School is an environment, which not only provides

opportunities, but also encouragement and instruction in how to learn. For the 2018/2019 school year, teachers will have the opportunity to choose one of four focus areas of professional growth to better serve our whole student population. These areas are classroom management through restorative practices, fostering a growth mindset in diverse students, developing evidence based teaching strategies to close the achievement gap, and fostering healthy student-teacher relations.

Another area for growth in our school climate is with our parents' satisfaction of school-home relations. Again, a significant minority of 11.2% of the parents are unsatisfied in this area. One repeated parent complaint is that there are too many places to go to find information. Some teachers provide information on websites. Some use Google Classroom. Some use a Homework Application. Some only list announcements in the classroom, etc. In the coming year, we will focus on more effective and simpler methods of communicating with our parents. The staff will work together to determine one method of communication that all teachers will maintain. Parents will always be directed to these sources.

Challenges

Mauldin Middle School has faced several challenges over the past few years. In 2015, we went through an administrative transition as we welcomed a new principal. In 2016, Mauldin Middle School adjusted to a new school-wide schedule. Our biggest challenge is one shared with many schools. We have a minority of our student population who are not academically successful and do not feel as though our school provides them with an adequate learning environment.

Three years ago, Mauldin Middle School welcomed a new principal to replace the former principal who had been with us since the school's opening in 1999. This challenge brought with it a great opportunity for the school to take a close look at many of the policies and procedures that had become part of the school's culture over the past 14 years. While change always presents some difficulty, there were some practices that were no longer serving the needs of our students. There were also new insights into educational practices that were not being taken advantage of due to the structure of the school's organization.

For many years, our teachers struggled under a schedule that did not allow for adequate collegial collaboration and Professional Learning Communities. Teachers had one break during the teaching day. This break was often taken up with parent conferences, phone calls, paperwork, discipline issues, grading papers, website upkeep, and technology issues. In 2016, the administration recognized this challenge and, after much planning, research, and teacher input, a new schedule was put into place that allowed for one personal planning period and one PLC planning period for Mauldin Middle School's academic teachers. This adjustment has increased the amount and quality of teacher collaboration. We are still in the process of devising practices that help us to best use this time for student improvement.

With the students as our focus, our most pressing challenge is not new to educators. We are striving to reach all of our students and provide them with more than opportunities to succeed. We struggle to reach a small but significant group. We have seen an increase in Math test scores for our African American students from a 17% passage rate to a 20% passage rate over the past two years. ELA scores have remained consistent. We will be using our PLC planning time to research, collaborate, and develop plans to reach all of our students and narrow the achievement gap.

Accomplishments

In 2015 Mauldin Middle School was chosen to be part of Greenville County's pilot group of Discovery Education Digital Tech Corps. Over the course of the last three years, a core group of teachers and administrators at MMS have been trained in the best use of technology in class instruction. Discovery Education is a program that supports teacher and student incorporation of innovative technology and digital media in the classroom to enhance the learning environment. Professional development sessions were led by our instructional coach and our Digital Tech Corp teachers. They have trained the faculty in best practices of technology in the classroom. In the fall of 2016, MMS participated in the district's Personalized Learning initiative and each student received a Chromebook for academic use. We have successfully integrated technology and 21st Century skills into our curriculum and are continually looking for ways to improve our use of technology to promote the success of our students.

In 2016, Mauldin Middle School instituted a Flex class during the school's daily schedule. This class provides time for teachers to address students' individual needs outside of the regular class time constraints. Flex may be used by students for a variety of purposes including time to seek additional assistance in a subject, work with other students on group projects, or dig deeper into a topic of interest. A side benefit of Flex has been the relationship building that has been fostered between the teachers and students as they expand on the classroom lessons in a less formal setting.

Mauldin Middle school has eight teachers who have attained and maintained National Board certification. These teachers serve as official and unofficial mentors for their peers. They present PD sessions and provide encouragement and guidance to their colleagues, several of whom are in the process of pursuing National Board Certification.

School Awards

- National Beta School of Distinction
- 100% PTA Membership
- Athletic Team Awards
- Band Festival Awards
- Chorus Awards
- SC Junior Scholar
- Special Olympics Awards and Recognitions

- National Board Certified Teachers
- PTA Reflection Winners
- Duke Scholars Awards
- United Way Campaign Award

The Mauldin Mustangs, our collective athletic, academic and performing groups, continue to distinguish themselves in district, state and national competitions. In conjunction with our school PTA, each student is given multiple opportunities to enhance his or her self-awareness through Beta Club, Sandlapper Club, Girl's Science Club, Student Council, Service Learning Corps, Step Team, Band, Strings, Chorus, as well as our athletic and academic teams. Our drama students capped off the academic year with an extraordinary performance of "The Sound of Music." Our PTA, School Improvement Council, Band and Athletic Booster Clubs have joined our business partners, including Publix, Arby's, Chick-Fil-A and Sam's Wholesale Club, to provide both teachers and students with additional resources and assistance in the successes we have enjoyed this year. We are proud of what we have accomplished in each of our nineteen years and we look forward to being a leader in middle school education for many years to come.

Link to SCDE School Report Card: <https://www.greenville.k12.sc.us/Schools/profile.asp?schoolid=mauldinm>

School Profile

School Community

The Facility

Mauldin Middle School opened in Simpsonville, South Carolina, in the fall of 1999. The building is 137,000 square feet and has 50 permanent indoor teaching stations (classrooms), 9 science labs, 2 permanent computer labs with 30 student workstations, multiple offices, a cafetorium, a gymnasium, a well-equipped, up-to-date media center, and Promethean Boards in every classroom. The school has 4 basketball courts, a newly paved track, 2 softball/baseball fields, and a football/soccer field outdoors. Our track and fields have been upgraded with lights, additional storage, and new fencing. The school has three entrance/exits for cars and buses.

Safety, Cleanliness, and Adequacy of School Facilities

Mauldin Middle School and Greenville County School District are both committed to having a safe and clean school environment. At the site level, there is an emergency preparedness plan, and monthly fire and emergency drills are held. Planning and preparation for various potential emergencies are held in coordination with the district. Our school plans stress safety for the students as our top priority.

Learning Climate

Mauldin Middle School provides a disciplined, but stimulating, learning climate for students. The climate for learning at Mauldin Middle is enhanced by involved parents who are encouraged to become involved in school committees, to help with homework and tutoring after school, and to encourage and honor their child's successes. Student discipline is the responsibility of all Mauldin Middle staff members.

A major goal of Mauldin Middle School is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Mauldin Middle offers many opportunities for student participation and recognition. Each grade level recognizes those students who qualify for Principal's Honor Roll (all A's), Honor Roll (All A's and B's) which earns each student an achievement card for special recognition, and B.U.G. (Bringing Up Grades) Honor Roll (students whose grades improved over the last quarter and the Mustang Excellence Award.

Subject matter and courses are reviewed on a regular basis. Academic standards have been developed in alignment with State Academic Standards and local needs. Parents are encouraged and welcomed to be active participants in the process.

PTA

Mauldin Middle School has had 100% PTA membership ever since the school opened. Our PTA is active in the school both through volunteer work and fundraising activities. Volunteers help teachers in the classroom, tutor students who need additional academic help, work in our office and guidance departments, help to raise money for our school, run book fairs in the media center, sponsor school dances, and provide a variety of other services that assist in the day-to-day instruction at the school.

Partnerships

Mauldin Middle School values our community partners. The goal of partnerships is to increase student achievement through working together. Many members of the community share their professional experiences with our students during our annual Career Day. Holland Park Church collaborates with us to recognize teachers that exceed expectations. We recognize an outstanding faculty member each month with a Golden Horseshoe of the Month Award with a gift card provided by Holland Park Church.

School Leadership

Mauldin Middle School's core leadership team is comprised of one principal, two assistant principals, one administrative assistant, and an instructional coach. Our leadership team also includes grade-level chairs and department chairs who meet with the principal on a regular basis. These faculty leaders also submit agendas and minutes from their weekly meetings.

Administrators conduct regular classroom instructional observations of all teachers as part of the PAS-T evaluation model and the AdvanceED Eleot model. Teachers are observed as part of a schedule created by the administrative team based on the evaluative cycle of each teacher. The purpose of observations is to observe and provide feedback on the instructional effectiveness of our teachers.

School Personnel

Mauldin Middle School’s current teaching force consists of 60 classroom teachers, each one highly qualified in his/her teaching position. The current student to teacher ratio is twenty-five to one. There are four administrators in the school: one principal, two assistant principals, and one administrative assistant. Support staff include four guidance counselors, an instructional coach, a guidance clerk, a full-time media specialist, a full-time media clerk, a school secretary, an attendance clerk, a full-time office clerk, two half-time office clerks, one full-time and one half-time school nurses, a plant engineer with a staff of eight, and a cafeteria manager with a staff of seven. The demographic breakdown of the Mauldin Middle School staff, including certified support staff (administration, guidance counselors, media specialists), is shown below.

Male	Female		Caucasian	African American	Hispanic
13	57		59	8	3

The number of male staff employed compared to female staff has remained fairly constant for the last few years as has the number of Caucasian teachers compared to African-American teachers. Two of our Hispanic teachers are fluent in both English and Spanish.

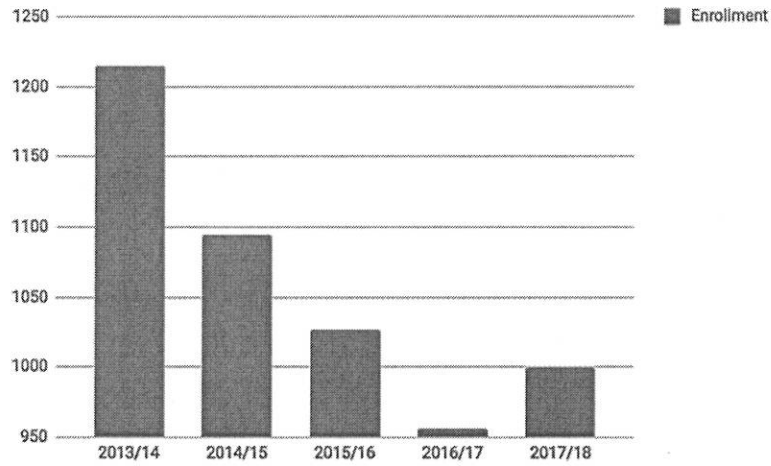
Sixty percent of the certified staff holds a Master’s Degree or higher. Many of our teachers are currently working on higher degrees. Sixty-six have 15 or more years of education experience. Thirteen of our staff are currently National Board certified, while other staff members are currently seeking National Board certification.

The staff turnover rate has remained low over the past five years. Our turnover rate has most recently been affected by district/state mandated excessing, teachers retiring, and teachers leaving to begin their families.

Student Population

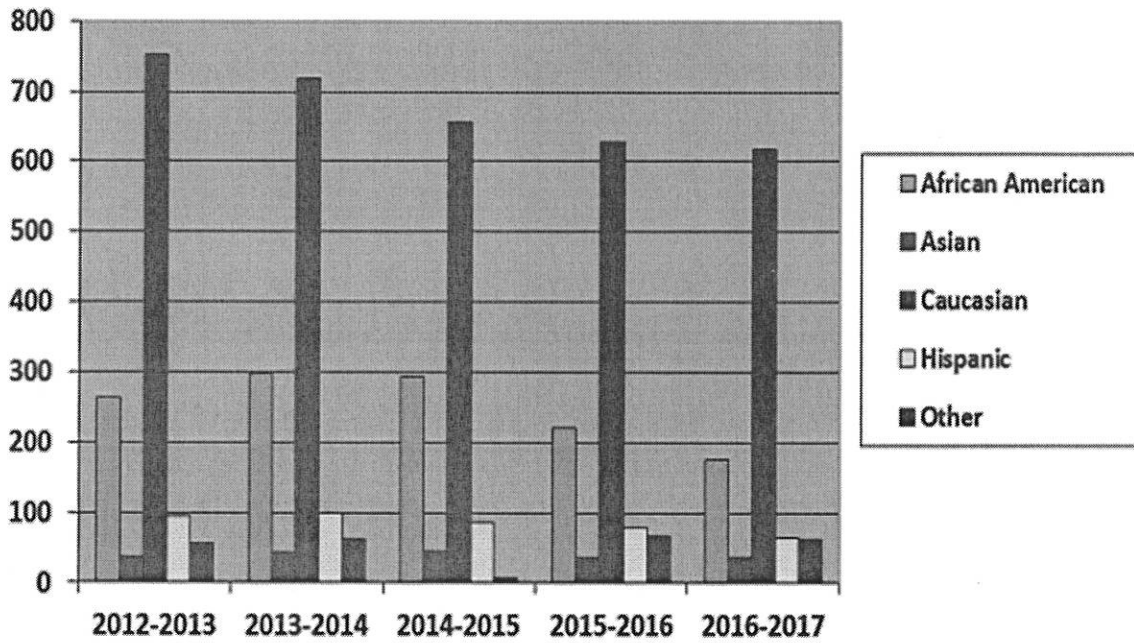
Mauldin Middle serves 1000 students as of May 2018. In 2014, Dr. Phinnize J. Fisher Middle School opened and accepted about one fifth of our student population due to rezoning. Our attendance has continued to increase since 2016 and we are projected to have another increase in enrollment next school year.

Student Population Over the Past Five Years



The majority of our students are Caucasian. Our population consists of 220 African-American students (21.3%), 629 Caucasian (60.8%), 80 Hispanic (7.7%), 54 Multi-Racial (5.2%), 38 Asian students (3.7%), and 13 students who classify themselves as “other” (1.3%). The most significant increase in our population has been with our Hispanic students. This subgroup has more than tripled in number since we first opened.

Student Demographic Data

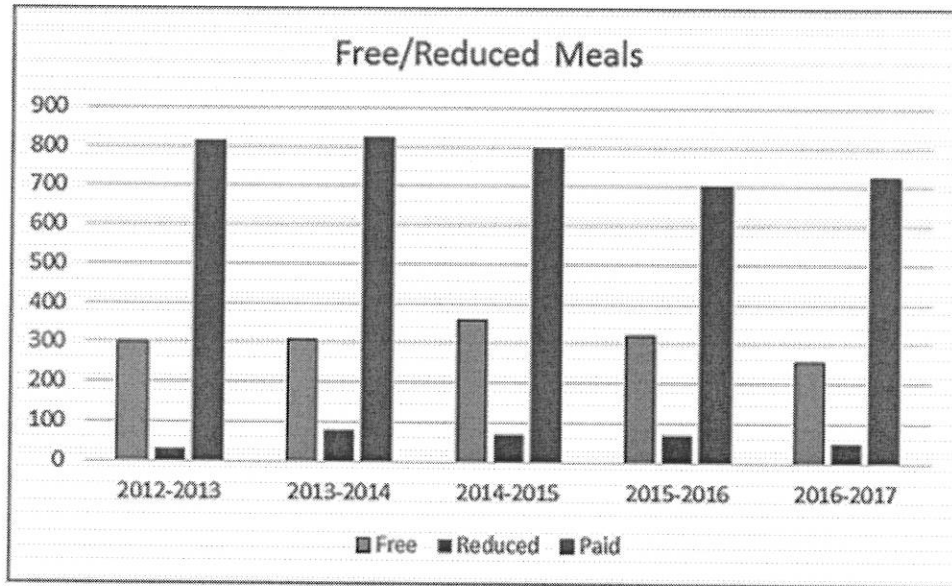


Our excellent student attendance rates at Mauldin Middle have mostly remained steady over the past few years. Mauldin Middle School ranks among the highest in the district for student attendance.

Student Attendance Over the Past Five Years

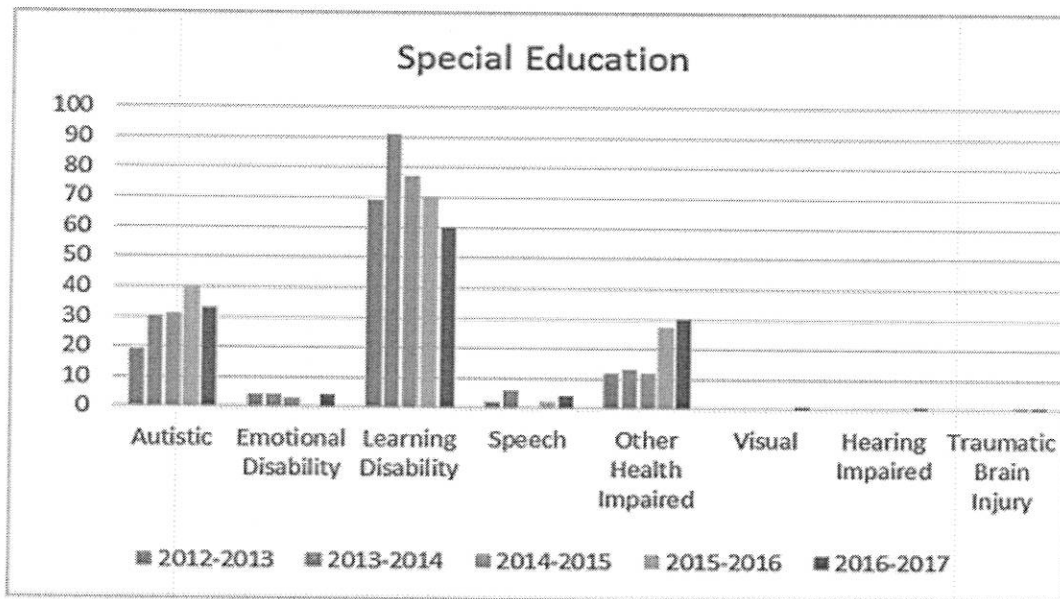
School Year	2013-14	2014-15	2015-16	2016-17	2017-18
Percent Attendance	96.5%	95.7%	96.5%	96.8%	95.2%

The total number of students receiving free or reduced meals has changed due to the reduction of our student population. The number of students receiving free and reduced meals has decreased to 29.47%. Our school also serves breakfast in the morning for these students as well as to students who would like to purchase breakfast before the beginning of the school day.



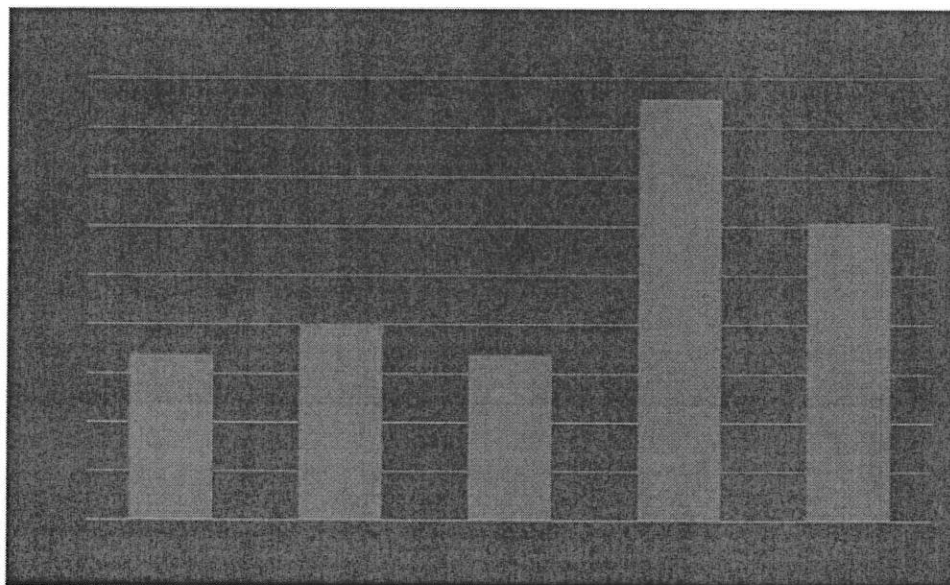
Within the past five years, the majority of students receiving special assistance were learning disabled, followed distantly by students in our autistic, other health impaired, and speech programs.

Special Education Services



The number of students qualifying as gifted and talented has increased from 2014 in spite of a decrease in student population. The current trend is upward with respect to gifted and talented enrollment.

Gifted Student Enrollment



Link to SCDE Report Card Opportunity page:

<https://ed.sc.gov/data/report-cards/state-report-cards/2017/opportunities/students/?d=2301&s=110&t=M&y=2017>

Academic and Behavioral Programs

Increasing the opportunity for each student to participate in courses that award high school credit in middle school has been a focus at Mauldin Middle School. Students can embark in a more rigorous course load by advancing to High school credit courses, Algebra I and Geometry, English 1 Honors, Spanish 1 and 2, US History, Google Basics, Multimedia Basics, and Cyber Citizenship. This provides students with the opportunity to take more AP courses once they enter high school.

Mauldin Middle School's sixth and seventh grades are scheduled into three teams each. In 2016, a common planning time was created in the schedule providing teachers a weekly team meetings where they work on integrating lesson content and teaching strategies. This time also allows opportunity for the teachers to plan for individual needs of their team of students. This team environment provides support for students and fosters a sense of belonging.

The Mustang Book Award is a school-wide reading initiative for 6th, 7th and 8th graders. Students read a minimum of five books from a list of twenty nominated books (chosen by the media specialists for their interest, age appropriateness, and Lexile levels) before the first week in May. Students who read the minimum number attend a free pizza party where they eat and vote for their favorite book from the list. In 2017/2018, 327 students participated in the program.

Other programs incorporated into our school are BrainPop, Flocabulary, and IXL math program. BrainPop and Flocabulary are technology programs including all subject areas for teachers in grades 6-8. They can be used for introducing new concepts as well as for reviewing or summarizing concepts that have already been taught. They appeal to student interest and reinforce concepts being taught in the classroom. IXL is an online math program which allows students the opportunity to complete math problems and receive immediate feedback. This program has increased our students' overall achievement.

Accelerated Reader is a program that encourages independent reading by students. Students choose a book to read, and then take a computer-generated test to check for comprehension.

In 2018, Mauldin Middle school began the Language Live program with ten sixth grade students. Language Live is a supplemental reading program designed to bring students up to the reading level of their grade level peers. In just one semester, all ten of our participating students made tremendous progress in their general ELA classes. Teachers reported that these students not only improved in their reading skills and grades, but they gained confidence and their participation and contributions in the classrooms increased in both frequency and quality. Next year, we have planned to have 20 seventh grade and 20 sixth grade students participate in this program.

Strategies to Increase Student Achievement

Even with the hard work of the Mauldin Middle School staff, we continue to encourage our students to become more successful academically. When we analyzed our students' standardized test scores, we noticed an opportunity for growth for improvement in differentiation among grade levels and gender in all the tests. Overall, the females seem to score slightly better in language arts and reading than the males, and there are noticeable gender differences in math as well. Staff members believe that improved achievement can result from several new approaches including:

- Learning Focused Strategies
- Brain-Based Learning
- Cooperative Learning
- Multiple Intelligences
- Learning Styles
- Differentiation
- Student Centered Learning

Student Support Systems

Recognizing that some students need support beyond that available in the classroom, Mauldin Middle School has worked with the district to provide a variety of special services.

- We have 4 resource/inclusion teachers to work with students with learning disabilities. These teachers work primarily in collaboration with classroom teachers and sometimes pull out students to work on skills. We also have two self-contained special education classes.

- When a teacher believes that a student has special needs that require attention, the teacher refers the students to the Assistance Team. The purpose of the team is to match students' needs with resources that are available through the school, district, or community.

- We have an ESOL teacher who facilitates English acquisition and provides extra help in other content areas as needed. She receives students based on teacher and guidance counselor recommendations.

- We are committed to make every effort to place students with limited English proficiency in classrooms with teachers who are certified to teach them.

- We have four full time guidance counselors and one full time guidance clerk. The counselors provide added assistance to students.

- Our sixth and seventh grader students enjoy the benefit of one team of teachers. The math, language arts, literature, science, and social studies teachers plan during the same period to discuss possible ways to help the students on their team.

- Our PTA provides parent volunteers who tutor students and provide demonstrations.

- Academic teachers and related arts teachers attended Focused Learning training. We plan our lessons and activities based on a system that has proven to increase student success.

- Mauldin Middle subscribes to BrainPop, Flocabulary, and IXL, websites that reinforces skills through videos, practice, and quizzes.

Extracurricular Activities

Students are afforded many opportunities to participate in extracurricular activities.

Clubs include:

- National Junior Beta Club (a nationally recognized academic club)

- Sandlapper Club (for 8th grade students who explore areas of South Carolina)

- Service Corps (students who do service projects for the school)
- Girl's Science Club (for any 6th or 7th grade level female student interested in after school science activities, experiments, and projects)
- Student Council (to promote school spirit and give a voice to the student body)
- Be A Fan Club
- Drama Club
- Running Club
- Chess/Gaming Club
- Coding Club
- Writers & Illustrators Club
- Youth in Government
- Mane Events News Show

Athletic teams include:

- Intramural programs for basketball and volleyball
- Basketball, softball, baseball, soccer, and volleyball

Opportunities in the arts include:

- Yearbook
- Annual school music/drama performance
- Band, strings, and choral competitions and concerts
- "Reflections" contest sponsored by the PTA

Mission

The mission of Mauldin Middle School is to prepare all students to succeed in becoming lifelong learners and responsible, productive citizens.

Vision

The vision of Mauldin Middle School is to develop 21st Century learners by creating a collaborative learning community. We will ensure life-long learners who are responsible, productive citizens by encouraging discovery and exploration through personalized learning.

School Beliefs

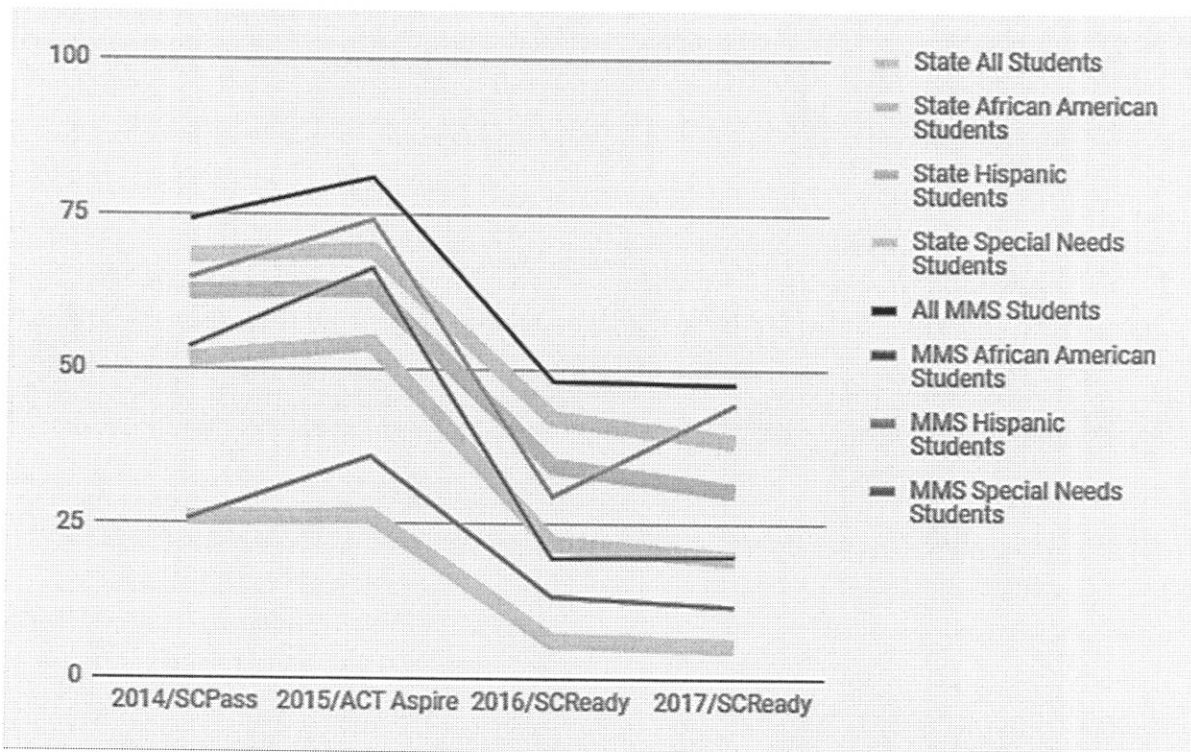
- All students can learn.
- Students are the center of the educational process.
- Students should be actively engaged in the learning process through the use of a variety of teaching and assessment strategies.
- Students should have equal access to educational opportunities.
- Students should learn in a safe, positive, and inviting environment.
- Education is the shared responsibility of home, school, and the community.
- Curriculum and instruction should meet the needs of all students.
- Curriculum should be based on the South Carolina Curriculum Standards

Data Analysis and Needs Assessment

Student Achievement

The main need identified from analysis of the state test scores for Mauldin Middle School students is the need to address the persistent achievement gap between demographic groups. These gaps are apparent in the following graphs.

Percent of Students Achieving Passing Scores on the South Carolina ELA Achievement Tests Over the Past Four Years: State and Mauldin Middle School by Demographics

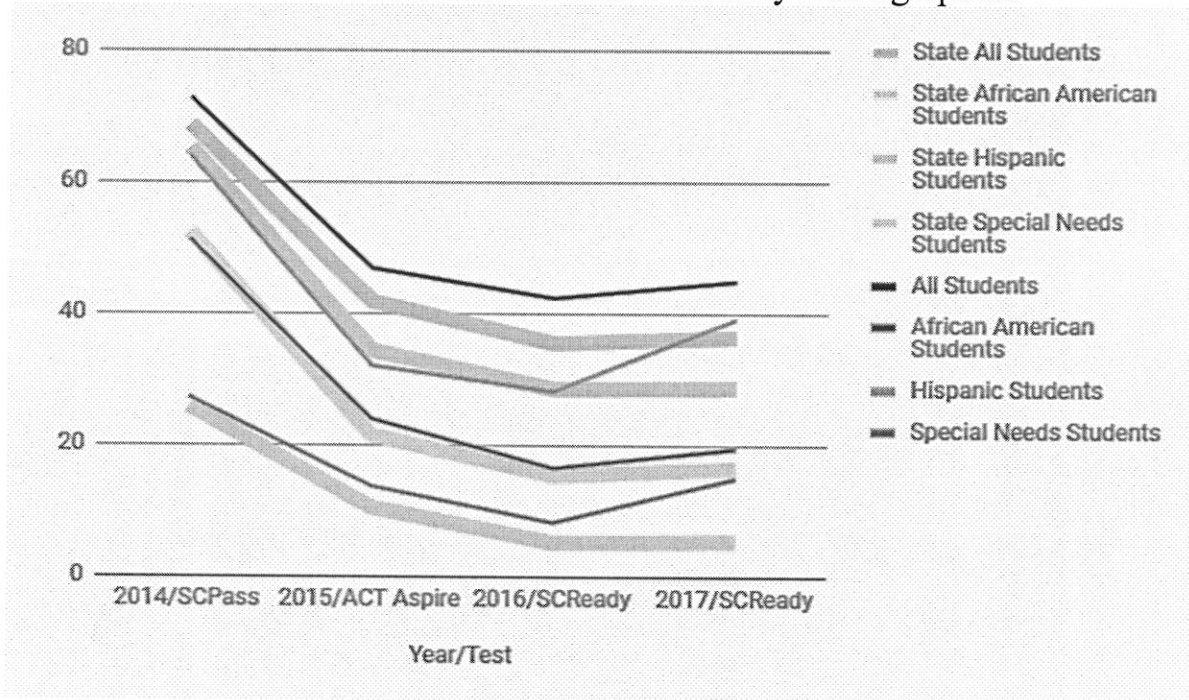


While the data presented here is collected from three different ELA assessments, clear patterns emerge when state scores are included and when scores are broken down by student subgroups. Student scores across the state and across most demographic groups fell in 2016 and 2017. Because these drops in scores can be seen statewide, it is likely that the declines were a reflection of the change in the content of the tests rather than an indication of a decline in student ability levels.

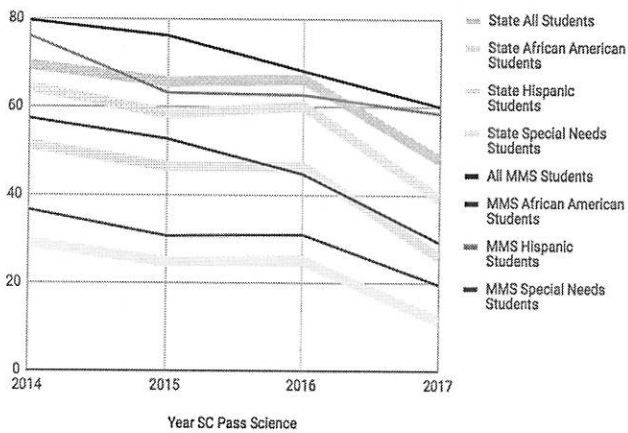
The data above shows a breakdown of the passage rates of Mauldin Middle School student groups on the SC standardized ELA tests over the past four years. The state passage rates of the same subgroups is shown in lighter relief. A considerable and persistent achievement gap among Mauldin Middle School students can be seen by comparing the scores of African American students to the average scores for all students. This trend holds for the *state* ELA scores as well. Unlike the state scores, there has been a significant narrowing of the achievement gap between our Hispanic students and the overall student scores.

Similar achievement trends can be seen in the Math, Science, and Social Studies assessment data below.

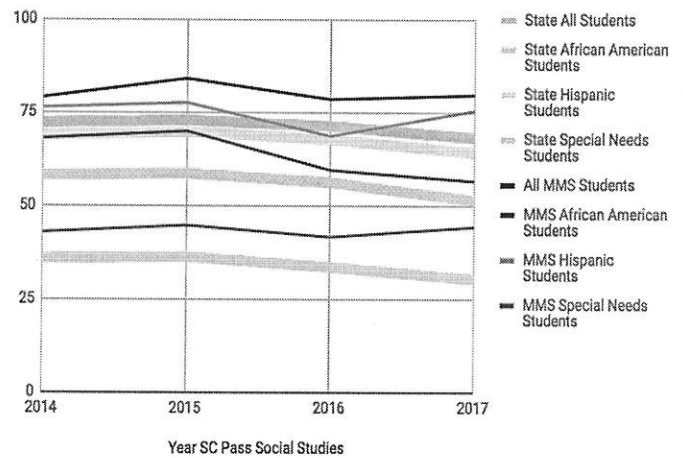
Percent of Students Achieving Passing Scores on the South Carolina Math Achievement Tests over the Past Four Years: State and Mauldin Middle School by Demographics



Percent of Student Achieving Passing Scores on the South Carolina Science Achievement Tests over the Past Four Years: State and Mauldin Middle School Students by Demographics



Percent of Student Achieving Passing Scores on the South Carolina Social Studies Achievement Tests over the Past Four Years: State and Mauldin Middle School Students by Demographics



Over the next five years, our staff will focus on narrowing the achievement gap of subgroups by working towards a more inclusive school community. We will research, implement, and practice teaching and management methods that support a learning environment where all students can thrive, not only academically, but socially and emotionally as well.

Link to SCDE school report card: <https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=M&d=2301&s=110>

Teacher and Administrator Quality

Professional Development

The focus of the 2018-2019 professional development program will be on unifying the teaching staff by providing opportunities for teachers to learn with and from each other. Each month, teachers will choose from six professional development options. In order to build relationships where teachers feel comfortable learning with and from each other, peer observations, mentoring groups, reading groups, and podcast groups will be part of each month's professional development options. The reading and podcast selections will focus on our schools' area of need, closing the achievement gap.

Link to Professional Development Plan/Calendar <https://docs.google.com/document/d/1g6kJSPWIAynH3GJR-RzXsEWvZHAJ3kPSXZQd70eIDYc/edit>

Mauldin Middle School has qualified, experienced teachers, many of whom are contributors to the district professional development community. Many of our teachers also assist with district wide professional leadership in the form of training, department organization, and curriculum development.

School Climate

Current Conditions

We are concerned that our male students are not achieving at the same level as other demographic groups. Plans have been developed to help raise all of our students' academic achievement. Academic, special education, and related arts teachers have, and will continue to receive, professional development to improve instructional strategies. These strategies will help teachers enhance learning in the classroom and engage students during the process.

ACTION PLAN for 2018-19 through 2022-23

Goal Area 1: Student Achievement

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 47.7% in 2016-17 to 61.4% in 2022-23.

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

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2.7% annually

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard in ELA as measured by SC READY.

	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
DATA SOURCE(s): ESSA Federal Accountability and SC SDE School Report Card	(2016-17)	School Projected 50.4%	53.2%	55.9%	58.7%	61.4%	64.1%
	49%	School Actual	49.5				
	(2016-17)	District Projected	46%	49%	52%	55%	58%
	43.0	District Actual	48.9				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Creation of two reading intervention classes, Language! Live, at each grade level	December 2017- August 2019	Christopher Kilian Ann-Marie Armstrong	\$0	NA	Power School rosters for Language! Live classes
2. All teachers Read to Succeed certified	Spring 2018- Fall 2023	Each Teacher	\$0	NA	State certification documents
3. Teacher training on integrating reading and writing across the curriculum.	Spring 2018- Fall 2023	Sandra M Hunt	\$0	NA	School Professional Development 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: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 45% in 2016-17 to 56% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2.2% annually.

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard in Mathematics as measured by SC READY.

	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE(s): ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 45%	School Projected 47.2%	49.4%	51.6%	53.8%	56%	58.2%
		School Actual 45.3%					
	(2016-17) 40.0%	District Projected	43%	46%	49%	52%	55%
		District Actual 52.5%					

ACTION PLAN FOR STRATEGY #2:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATE D COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Creation of two math intervention classes, at each grade level	August 2018- August 2023	Christopher Kilian Ann-Marie Armstrong	\$0	NA	Power School rosters for math intervention classes
2. Math teachers trained in Math Mindsets, based on book by Jo Boaler	Spring 2018- Fall 2023	Ashley Bentley Brian Harris Sandra M Hunt	\$90. to purchase books	Professional Development Funds	School Professional Development 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: 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 ____% annually.

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard in Science as measured by SCPASS.

	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): ESSA Federal Accountability and SC SDE School Report Card	Baseline will be established in 2017-18 Grades 6 and 8	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual 58.4%					
	Baseline will be established in 2017-18 Grades 6 and 8	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual 52.6%					

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

ACTION PLAN FOR STRATEGY #3:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Teacher training on integrating reading and writing into science curriculum.	Spring 2018-Fall 2023	Sandra M Hunt	\$0	NA	School Professional Development 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: 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 _____% annually.

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard in Social Studies as measured by SCPASS.

	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE(s): ESSA Federal Accountability and SC SDE School Report Card	Baseline will be established in 2017-18 Grade 7 only	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual 7.8%					
	Baseline will be established in 2017-18 Grade 7 only	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual 70.1%					

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

ACTION PLAN FOR STRATEGY #4:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Teacher training on integrating reading and writing into social studies curriculum.	Spring 2018- Fall 2023	Sandra M Hunt	\$0	NA	School Professional Development 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: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across math and English 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):	AVERAGE BASELINE	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) 44.5 Annual Increase =	Projected Hispanic					
	% Meets Expectations and Exceeds Expectations (2016-17) 34% Annual Increase =	Actual Hispanic 39%					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) 19.8 Annual Increase =	Projected AA					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) 21% Annual Increase =	Actual AA 25%					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) 11.7 Annual Increase =	Projected SWD					
	% Meets Expectations and Exceeds Expectations (2016-17) 12% Annual Increase =	Actual SWD 5%					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Projected LEP					
	% Meets Expectations and Exceeds Expectations (2016-17) 14% Annual Increase =	Actual LEP 37%					
SC READY ELA SC READY test data file SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Projected SIP					
	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Actual SIP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Projected Hispanic					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) 31% Annual Increase =	Actual Hispanic 31%					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Projected AA					
	% Meets Expectations and Exceeds Expectations (2016-17) 16% Annual Increase =	Actual AA 20%					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) 15% Annual Increase =	Projected SWD					
	% Meets Expectations and Exceeds Expectations (2016-17) 9% Annual Increase =	Actual SWD 9%					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Projected LEP					
	% Meets Expectations and Exceeds Expectations (2016-17) 17% Annual Increase =	Actual LEP 28%					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Projected SIP					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	Actual SIP					
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ACTION PLAN FOR STRATEGY #5:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Creation of two reading intervention classes, Language! Live, at each grade level	December 2017- August 2019	Christopher Kilian Ann-Marie Armstrong	\$0	NA	Power School rosters for Language! Live classes
2. Creation of two math intervention classes at each grade level	August 2018- August 2023	Christopher Kilian Ann-Marie Armstrong	\$0	NA	Power School rosters for Language! Live classes
3. Teacher training on integrating reading and writing across the curriculum.	Spring 2018- Fall 2023	Sandra M Hunt	\$0	NA	School Professional Development 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: 6 100% of middle schools will have targeted literacy intervention classes by 2023. Yes.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2017-18		2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	100	School Projected	100	100	100	100	100

PowerSchool		School Actual	100				
PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual					

ACTION PLAN FOR STRATEGY #6:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Creation of two reading intervention classes, Language! Live, at each grade level	December 2017- August 2019	Christopher Kilian Ann-Marie Armstrong	\$0	NA	Power School rosters for Language! Live classes

Goal Area 2: Teacher/Administrator Quality

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.

Teacher/Administrator quality strategies will revolve around recruiting and retaining qualified diverse teachers (gender and ethnicity), reduced teacher turnover, mentoring, and professional development.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23

Employment report	% of diverse teachers 33 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

% of diverse teachers = % of non-white and/or non-female teachers

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implementation of a mentoring team to work with new teachers	August 2018 -continuing	Sandra M Hunt	\$0	NA	Professional Development plan
2. Implementation of monthly new- teacher professional development sessions	August 2018 -continuing	Sandra M Hunt	\$0	NA	Professional Development plan
3. Implementation of small group professional development opportunities	August 2018 -continuing	Sandra M Hunt	\$0	NA	Professional Development plan

4. Creation of "Positive Learning Environment" school program aimed at encouraging teachers and improving teacher morale	August 2018 -continuing	Julie Carlson	\$0	NA	PLE Implementation and activity planning documents
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Goal Area 3: School Climate

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 2017-18		2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey		School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	82.4%	School Actual Students					
SC SDE School Report Card Survey		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	100%	School Actual Teachers					

SC SDE School Report Card Survey		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	8%	School Actual Parents					
SC SDE School Report Card Survey	91	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
SC SDE School Report Card Survey	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					
SC SDE School Report Card Survey	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Creation of “Total Kindness Option” School program aimed at encouraging students to be kind to each other.	August 2017 -continuing	Julie Carlson	\$0	NA	TKO Implementation and activity planning documents

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
 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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
	.73%	School Actual 1.01%					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected ≤ .07	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
	0%	School Actual 0%					

ESSA Federal Accountability and SDE School Report Card	(2016-17) .04	District Projected ≤ .07	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual					

ACTION PLAN FOR STRATEGY #2:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Creation of “Total Kindness Option” School program aimed at encouraging students to be kind to each other.	August 2017 -continuing	Julie Carlson	\$0	NA	TKO Implementation and activity planning documents
2. Teacher study of Response to Intervention (RTI) strategies.	August 2018- May 2019	Sandra M Hunt	\$40.00 for purchase of books	Professional Development budget	Professional Development 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: 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):	AVERAGE BASELINE 2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

AdvancED Culture & Climate Surveys		School Projected					
	61%	School Actual	IS				
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual					

ACTION PLAN FOR STRATEGY #3:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teacher study of evidence based classroom management strategies that improve teacher/student relationships	August 2018-continuing	Sandra M Hunt	\$0	NA	Professional Development plan
Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority					
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other					
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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and	(2016-17)	School Projected ≥95	≥95	≥95	≥95	≥95	≥95

SDE School Report Card		School Actual 95.4%					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

ACTION PLAN FOR STRATEGY #4:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teacher study of evidence based classroom management strategies that improve teacher/student relationships	August 2018 -continuing	Sandra M Hunt	\$0	NA	Professional Development plan
2. Creation of "Total Kindness Option" School program aimed at encouraging students to be kind to each other.	August 2017 -continuing	Julie Carlson	\$0	NA	TKO Implementation and activity planning documents

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 2017-18		2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	School 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
		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 #5:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teacher study of evidence based classroom management strategies that improve teacher/student relationships	August 2018 -continuing	Sandra M Hunt	\$0	NA	Professional Development plan
2. Creation of “Total Kindness Option” School program aimed at	August 2017 -continuing	Julie Carlson	\$0	NA	TKO Implementation and activity planning documents

encouraging students to be kind to each other.					
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