

# Hillcrest Middle School

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

## **School Strategic Plan/Portfolio**

**Annual Update:** March 31, 2021  
**Scope of Plan:** 2018-19 through 2022-23

## SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: *Hillcrest Middle School*

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 (*one year*)

### Required Signature Page

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

### Assurances for the School Renewal Plans

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


### SUPERINTENDENT

Dr. W. Burke Royster		April 13, 2021
PRINTED NAME	SIGNATURE	DATE


### PRINCIPAL

William Price		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

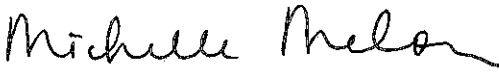
### CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kim Groome		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Michelle Meloon		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 510 Garrison Rd, Simpsonville, SC

SCHOOL TELEPHONE: (864) 355-6100

PRINCIPAL E-MAIL ADDRESS: [wcprice@greenville.k12.sc.us](mailto:wcprice@greenville.k12.sc.us)

# STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

## POSITION

## NAME

1. PRINCIPAL William C. Price
2. TEACHER Monti Galloway-Smith
3. PARENT/GUARDIAN Sam Jones
4. COMMUNITY MEMBER Michi Cortese
5. SCHOOL IMPROVEMENT COUNCIL Kim Groome
6. Read to Succeed Reading Coach \_\_\_\_\_
7. School Read to Succeed Literacy Leadership Team Lead Michelle Meloon
8. OTHERS\* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)  
 \*\* Must include the School Read to Succeed Literacy Leadership Team.

## POSITION

## NAME

Assistant Principal	Judy Mulkey
Assistant Principal	Michi Cortese
Assistant Principal	Donald Peake
PTA President	Jamie Mogle
Dept Head-Social Studies	Crystal Greenway
Dept Head-Science	Allison Wilder
Dept Head-ELA	Catherine Adams
Dept Head-Math	Lynsey Coon

# **Early Childhood Development and Academic Assistance Act (Act 135) Assurances**

(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<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).
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<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.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<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.

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<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.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<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.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<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.

## Hillcrest Middle School 2020-2021 Portfolio

### Table of Contents

Introduction	7
Executive Summary	8

School Profile	10
Mission, Vision, and Beliefs	13
Data Analysis and Needs Assessment:	
Academics	14
Teacher/Administrator Quality	16
School Climate	19
Action Plan	
Goal Area 1: Student Achievement	21
Goal Area 2: Teacher/Administrator Quality	37
Goal Area 3: School Climate	39

**Introduction**

As we near the end of the 2020-2021 school year, the Hillcrest Middle School faculty and staff are proud to have the opportunity to present our self-analysis of the educational environment of HMS through our 2020-2021 Hillcrest Middle School Portfolio. This portfolio presents student achievement data extracted from our state assessment tests as well as information from a school self-assessment process and survey data obtained from students, parents, and faculty. All of this information was used to create our action plan for the next five years (2019-2024). As time passes, our staff, administration, students, parents, and school partners have become more of a collaborative learning community sharing a vision for increased academic achievement and a plan that

provides the means to reach our academic goals. Our action plan is flexible, and it will be examined yearly and revised when necessary during the five year scope of this plan. Our action plan was created and will continually be revised by our administrative team, our instructional coach, our PTA and SIC, content teachers, department chairs, and community partners.

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

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

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

## **Hillcrest Middle School—Executive Summary**

### **STUDENT ACHIEVEMENT:**

Hillcrest Middle School’s current enrollment is 1000 students (including virtual students). We have 250 (25%) African-Americans, 128 (12.8%) Hispanics, 575 (57.5%) Caucasians, 8 (.8%) Asians, 1 (.1%) native Hawaiian or other Pacific Islander, and 38 (3.8%) students of two or more races. The median income of Simpsonville families is \$71,990.

*\*\*No standardized tests were administered in the spring of 2020, so all data analysis is based on the school year 2018-2019.*

After studying our standardized testing data, we recognize that in 2018-2019, HMS students exceeded the state average (45.4%) scores in SC READY in English with 52.3%. HMS was slightly below the state average score in mathematics (45.1%) with 42.7%. ELA scores grew on average 2.5% from 2018 to 2019 while math scores decreased on average 4.7%. In science, our sixth graders were above the state average (49.1%) with 50.4%.

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

Currently, on a daily basis, all of our students have math, English language arts, social studies, science, and two related arts classes. Our related arts choices consist of chorus, visual arts, band, orchestra, Gateway to Technology robotics, PE/health, broadcast journalism, virtual Google basics and Multimedia, virtual Spanish I, on-site Spanish I, and beginning Spanish. During this school year, all of our students are teamed in learning communities. Daily collaboration amongst teachers takes place during grade-level common planning periods and after school. Each planning period has set expectations and protocols in place. Currently, each of our classes is 50 minutes. We also have 40 minutes set aside during each day to address social and emotional learning and to offer time for remediation and enrichment. Our school offers inclusive educational services in all grade levels, with a more intentional focus in ELA and math. In conjunction with our regular curriculum, Hillcrest Middle offers accelerated classes in which students can earn high school credits. These classes include Spanish I, Algebra I, Geometry, English I, Google Basics, Cyber Citizenship, and Digital Desktop Publishing.

### **TEACHER/ADMINISTRATOR QUALITY:**

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

Growing teachers professionally is an ongoing goal. We have worked to provide teacher coaching as well as feedback on weekly observations and on weekly lesson plans. We have updated our lesson plan template, and have utilized our district academic specialists to assist our teachers. The specialists have provided new, rigorous strategies that incorporate higher levels of thinking. The school instructional coach has focused on facilitating collaborative planning, teacher support and feedback through coaching cycles, observations, team-planning, and data analysis. She has focused on the development of effective professional learning communities within our school. Our IC has provided guidance and professional development on creating student centered lesson plans that implement district curriculum pacing. All administrators, guidance counselors, and the instructional coach have met weekly to discuss academic expectations and verbiage so that we can share with our teachers. We have provided technology professional development opportunities that our teachers needed. The administration created a professional learning community survey as well as other staff surveys asking for teacher needs in professional



development and daily school support. We have used this feedback to add to our five-year plan as well as school-wide professional development plan.

All classes in 2020-2021 were taught by highly qualified teachers. All teachers will continue to be evaluated using the Greenville County School District's PAS-T evaluation system. All staff members and administrators are also evaluated using Greenville's evaluation system.

### **SCHOOL CLIMATE:**

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

Hillcrest Middle School provides myriad incentives for our students. We celebrate student of the month and student of the quarter for all grade levels. We give Positive Referrals that are completed by teachers and administrators for students "caught" doing positive behaviors. HMS students enjoy "PAWS" awards for completing all homework, having a good attitude, and having good attendance in classes. In addition, we also celebrate good character by giving out character coupons that can be redeemed from our HMS WOW Wagon. Creative student work is constantly on display to celebrate the academic abilities of our students. We celebrate our students on our morning news show, our morning announcements, the school website and our HMS Facebook page.

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

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

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

The greatest challenge Hillcrest Middle continues to face is the implementation of true professional learning communities. A new level of trust has had to be established for teachers to truly be able to share and professionally converse for the benefit of students. Faculty have to be open and honest as teachers work to try new strategies and create common assessments. During the 2020-2021 school year, all grade levels had approximately 200 students each distributed across two, four-teacher teams. We want to continue to provide the proven structure of the middle school concept by establishing an environment most conducive for adolescent learning.

### **AWARDS:**

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

## **School Profile**

### **SCHOOL COMMUNITY:**

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

Parental involvement is key to children's academic success, and HMS continuously fosters collaboration with parents and guardians. The school's Parent-Teacher Association (PTA) has been awarded the PTA National Parent Involvement School of Excellence distinction, and PTA participation has reached an all-time high for parents and 100% faculty membership. Our PTA has earned a Bronze Organization Award and a 500 Member Award. HMS faculty utilize numerous methods of disseminating information to parents, including 1) an up-to-date website with Google calendar, notifications of current and upcoming events, pictures of student activities and achievements, and other valuable resources; 2) Google classrooms; 3) quarterly printed newsletters distributed with report cards; 4) "phone blasts" from Principal Price (prerecorded messages informing parents of current and

future events); 5) teacher websites updated each week with curricular resources and schedules of assignments and activities; 6) parent/teacher conferences conducted as needed or requested; 7) individual phone calls and emails as needed, conducted by teachers and administrators; 8) Open Houses; 9) HMS school YouTube channel, which contains videos of key HMS events such as athletic games and in-school activities; 10) school social media pages, including Facebook; 11) regular text message “blasts” via Remind101, another means of mass-sending reminders to parents and students; and 12) articles published in Simpsonville’s *The Tribune*. The School Improvement Council, comprised of school faculty members, parents, and students, meets monthly to discuss and resolve all pertinent school-related issues and concerns. HMS faculty provide many opportunities for parents to witness their students’ academic and extracurricular accomplishments, such as athletic events, music (chorus, band, and strings) performances, drama productions, and movie making club “Red Carpet Night,” along with curricular-based activities such as the eighth-grade English language arts mock trials and debates.

During a normal, non-COVID school year, HMS strives to collaborate with parents and other community members as often as possible in order to enhance the effectiveness of activities and provide real-world context for students’ learning. HMS had more than 400 volunteers during the 2019-2020 school year. HMS clubs partner with community organizations whenever possible: for example, the Wildcats for a Cause club organized a donation drive for Greenville County Animal Care and, later, volunteered at the facility to care for their animals and learn more about the organization’s mission and efforts. Our Sandlapper club and BETA clubs volunteer regularly at a local nursing home. Additionally, our school participates in Backpack Blessings, providing food for students’ families over the week-ends. We also collected hundreds of shoes for Shoes for Water. Multiple school-wide collection and fundraising drives have transpired throughout the school year. Additionally, HMS faculty facilitate collaboration with field experts for curricular activities: for example, a Communications professor and several Communications students from Furman University worked with eighth-grade English language arts students to enhance their debate skills then judged the debates and provided feedback; also, two professional lawyers served in a similar role for eighth-grade students during their mock trial project.

### **SCHOOL PERSONNEL:**

Hillcrest Middle School consists of a knowledgeable, hardworking faculty dedicated to enabling students to become confident, lifelong learners. The HMS faculty includes 43 teachers, three assistant principals, one principal, five guidance counselors, three clerks, one financial officer, one media specialist, one media center assistant, one ESOL teacher, one instructional coach, one resource officer, and support operations and custodial staff and cafeteria staff. Within the teacher faculty, 68.1% possess advanced degrees, and four teachers are currently enrolled in masters and doctoral programs at area universities. 75% of teachers have continuing contracts. HMS has an above average teacher retention rate of 95.5% presumably due to the high level of teacher satisfaction with their work environment. Of the 55 teachers, administrators, and professional support staff, 85.4% are female, 14.5% are male, 92.7% are Caucasian, and 7.2% are African American.

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

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

### **STUDENT POPULATION:**

Our student population is made up of 1000 students. Our diverse population includes 26.1% of students served by our gifted and talented program. Additionally, 51% of our students are enrolled in one or more of our high school credit classes (Spanish I, Algebra I, Geometry, English I, Google Basics, Cyber Citizenship, Digital Desktop Publishing). 7.4% of our population is served through our special education programs. We utilize inclusive practices in all grade levels as well as educational support related arts classes. Our students' attendance rate for 2019-2020 was 96%, and our retention rate was down from 0.3% to 0.0%.

### **SCHOOL FEATURES:**

Hillcrest Middle focuses on professional learning communities. Grade level content teachers work collaboratively to create common formative and summative assessments. The data is used specifically to monitor mastery of the standards, adjust instruction, and provide direct feedback to the students in real time. In 2020-2021 all of our grade levels consisted of two teams of learning communities.

## **Mission, Vision, and Beliefs**

### **Hillcrest Middle School Vision:**

Caring, Committed, Connected

### **Hillcrest Middle School Mission:**

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

### **Hillcrest Middle School Beliefs:**

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

### **Hillcrest Middle School-Needs Assessment—Academics 2018-2019**

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

	<b>ALL Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>Two or more races</b>	<b>White</b>	<b>Boys</b>	<b>Girls</b>	<b>LEP</b>	<b>Disab led</b>	<b>SIP</b>	<b>Non- SIP</b>
Grade 6	46.5	30.9	46.9		52.7	37.6	55.3	28.6	5.1	32.7	61.1
Grade 7	59.2	30.6	54.8		69.3	50.6	68.2	42.9	21.6	39.4	72.3

Grade 8	46.8	32.1	41.9		53.9	37.8	56.7	36.0	5.0	31.6	57.6
---------	------	------	------	--	------	------	------	------	-----	------	------

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

	ALL Students	African American	Hispanic	Two or more races	White	Boys	Girls	LEP	Disab led	SIP	Non-SIP
Grade 6	43.1	25.0	34.4		50.0	42.3	44.0	33.3	2.6	29.9	56.4
Grade 7	45.5	23.6	35.5		51.8	44.4	45.7	28.6	8.1	27.0	57.3
Grade 8	37.5	20.0	29.0		46.1	33.5	41.7	20.0	2.4	22.4	48.6

**SCPASS Science results: (percent meeting and exceeding)**

	ALL Students	African American	Hispanic	Two or more races	White	Boys	Girls	LEP	Disab led	SIP	Non-SIP
Grade 6	50.2	32.4	31.3		60.4	47.0	53.3	31.8	10.3	36.7	63.8

**SCPASS Social Studies results: (percent met or exemplary)**

	ALL Students	African American	Hispanic	Two or more races	White	Boys	Girls	LEP	Disab led	SIP	Non-SIP
Grade 7	81.6	62.5	74.2		89.0	81.7	81.5	73.9	48.6	66.4	92.0

**Two Consecutive Years SC Testing Data:**

**HILLCREST MIDDLE SCHOOL**

SC READY English/Language Arts	SPRING 2018				SPRING 2019			
	DNM	Appr	Meets	Exceeds	DNM	Appr	Meets	Exceeds
Grade 6	14.2	31.5	30.6	23.7	21.1	32.4	27.8	18.7
Grade 7	21.1	30.4	28.1	20.4	15.9	24.9	31.2	28.0
Grade 8	21.8	32.2	28.1	18.0	25.8	27.4	25.8	21.0

SC READY Mathematics	SPRING 2018				SPRING 2019			
	DNM	Appr	Meets	Exceeds	DNM	Appr	Meets	Exceeds
Grade 6	16.6	28.5	27.6	27.3	23.1	33.8	21.4	21.7
Grade 7	25.1	36.1	22.7	16.1	24.1	30.9	21.2	23.8
Grade 8	24.3	28.1	25.6	22.1	33.0	29.5	19.7	17.8

SCPASS Science	SPRING 2018				SPRING 2019			
	DNM	Appr	Meets	Exceeds	DNM	Appr	Meets	Exceeds
Grade 6	21.7	15.7	24.9	37.7	27.8	22.1	19.7	30.4
Grade 8	18.3	24.0	30.0	27.8	26.7	23.5	23.5	26.3

SCPASS Social Studies	SPRING 2018			SPRING 2019		
	Not Met	Met	Exemplary	Not Met	Met	Exemplary
Grade 7	27.4	30.4	42.1	18.4	23.2	58.4

### Link to South Carolina Report Card Data

[Hillcrest Middle School 2018 Report Card](#)

Clearly, there are gaps in achievement in all sub-groups. We will continue professional development to learn specific strategies for engaging students of different races/ethnicities. Consistency in classroom expectations and classroom management continues to be emphasized. For the 2020-2021 school year, we continued implementing teaming and content PLCs on all grade levels. We also utilized GCSource to track attendance, discipline, and academics for each of our students and continued using a tiered intervention system to address individual needs and concerns.

### Hillcrest Middle School Needs Assessment-Teacher and Administrator Quality

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

## Teacher Turnover Rate

Teachers Returning from Previous Year	
2020	95.5%
2019	85.1%
2018	89.8%
2017	92.2%

## Teacher Professional Development Information

Year	Continuing Contract	Professional Dev. Days	Advanced Degrees	Classes taught by HQ teachers
2020	75%	10.0	68.1%	100%
2019	73.6%	10.0	72.4%	100%
2018	77.2%	10.0	76.6%	100%
2017	92.6%	9.4	77.8%	100%

### NOTES:

1. HMS professional development opportunities continue to rise. All PD has been chosen based on our school vision as well as from feedback from teachers regarding specific needs as we move forward.
2. All teachers that teach our gifted and talented students have received proper certification for such classes.
3. Our instructional coach meets often with all content teachers as well as weekly with our administrative team.
4. After data analysis by standard by the teachers, we must focus on:
  - a. Incorporating literacy across the curriculum
  - b. Collaboration among teachers--PLC continuing implementation
  - c. Creating more student-centered, engaging, hands-on, rigorous activities for students
  - d. Focusing on standards-based instruction, guided by district pacing guides
  - e. Meeting specific needs of our diverse student population: increasing rigor for GT students, providing differentiation in the classroom, and continuing to implement targeted reading programs (System 44, Read 180)
  - f. Utilizing student achievement data in real-time with Mastery Connect to target areas of weakness in the classroom
  - g. Incorporating technology into the daily classroom

## Hillcrest Middle School Professional Development Plan 2019-2020

### PROPOSAL:

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

### RATIONALE:

PLCs - Teachers at Hillcrest Middle have time during the school day to meet and plan collaboratively in content areas. Some PLCs work very effectively together while others are only at the beginning stages of collaboration.



In order to grow our PLCs so that they reflect DuFour's ideas on professional learning communities, our teachers need more instruction on the basics of DuFour's theory. In addition, we need to align our planning and instruction with the district's focus on student-centered learning and use data to drive planning and individualized instruction based on student needs.

High Stakes Accountability tests - While student achievement at Hillcrest Middle School has made some gains over past years, our scores have room for improvement compared to schools like ours. Content PLCs have a wide range of achievement on these tests. Subgroups such as Learning Disabled, Gifted and Talented, and African American males are not mastering standards or showing evidence of growth. Teachers at our school need continued training in the use of MasteryConnect and instruction on using standards-based grading in the classroom.

### **LEARNING TARGETS/ ESSENTIAL QUESTIONS:**

- What do effective PLCs look like? What components are essential to their existence?
- How can we use MasteryConnect to help us move to standards-based grading?
- How can we use data to drive instructional planning?
- How can we engage students in the classroom with technology?
- How can technology transform traditional lessons to increase depth of knowledge levels in classrooms?
- How can we give more effective feedback that encourages mastery of content?
- What strategies should we be using to meet the educational needs of subgroups such as learning disabled, gifted and talented, and African American males?

### **OUTCOMES ANTICIPATED:**

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

### **FOLLOW-UP and SUSTAINABILITY:**

- Professional Development for the provided learning targets will occur during the 2020-21 school year through PD at monthly faculty meetings, planning group PD, optional afternoon workshops, grade-level collaboration meetings, and content PLC meetings during morning planning periods with the instructional coach and the administrative team.
- PLC challenges/homework will be given during morning PD sessions and content collaboration meetings with follow-up discussions occurring at the next meeting.
- Teachers will be given the opportunity to share their accomplishments, talents, skills with others during the optional afternoon workshops.

- Additional professional development will continue into the 2021-22 school year, with reinforcement of these learning targets as well as new learning targets focusing on the development of effective, inclusive student-centered learning at Hillcrest Middle.
- New teachers will be assigned a mentor to help them understand the benefits of collaborative planning and student-centered instruction. Additionally, the instructional coach will meet regularly with them to reinforce their understanding and implementation of these concepts.

### **PROFESSIONAL LEARNING OPPORTUNITIES:**

Each month a variety of one-hour workshops will be offered. Topics for each session will be based on teacher needs and requests. Teachers who attend district and state professional developments are also encouraged to bring their learning back to HMS and share with other faculty members.

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

Content PLC meetings (during grade-level common planning periods) will focus on PLC best practices, learning targets, effective feedback, and common lesson plans.

### **ROLES and RESPONSIBILITIES:**

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

### **Hillcrest Middle School Needs Assessment-School Climate; SC School Report Card** *\*This survey was not given during the 2020-2021 school year.*

	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Teacher Attendance Rate	95.3%	94.6%	93.3%	92.1%	90.5%
Student Attendance Rate	96.3%	96.2%	95.5%	95.0%	94.5%
Suspension/Expulsion Rate	1.4%	1.3%	0.0		
Students Older than Usual for Grade	0.9%	0.8%	0.3%		
Percent of Teachers Satisfied with Physical/Social Environment	98%	100%	91.3%	91.2%	75.1%
Percent of Students Satisfied with Physical/Social Environment	78%	83%	86.7%	77.2%	67.9%

Percent of Parents Satisfied with Physical/Social Environment	86%	91.4%	84.4%	83.3%	80.4%
Percent of Teachers Satisfied with Learning Environment	98%	98.5%	91.2%	94.1%	75.1%
Percent of Students Satisfied with Learning Environment	79%	81%	83.6%	71.5%	67.9%
Percent of Parents Satisfied with Learning Environment	83%	91.7%	89.9%	86.2%	80.4%
Percent of Teachers Satisfied with Home-School Relations	98%5	98.6%	87.7%	76.4%	89.6%
Percent of Students Satisfied with Home-School Relations	91%	86.6%	87.0%	85.9%	81%
Percent of Parents Satisfied with Home-School Relations	73%	80.1%	71.0%	67.5%	67.6%

Patterns:

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

**Cognia Culture Climate Survey  
Hillcrest Middle School**

Benchmark Year  
2018-2019

*\*This survey was not given during the 2020-2021 school year.*

Based on a 4.0 Scale	Score
<b>Highest Scoring Items</b>	
I am safe at school.	3.68
I have the materials, supplies and technology to be successful in school.	3.66
I complete challenging work.	3.46
I complete assignments that meet my personal learning needs.	3.31

I actively participate in class discussions.	3.28
<b>Lowest Scoring Items</b>	
I use the services of the counseling office.	1.91
I work on real-life problems.	2.70
I explore and begin to plan for college and/or career opportunities.	2.72
I give class presentations or share my work with classmates.	2.75

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

In general, what do you think of your teachers?

- Caring 61%
- Honest 59%
- Fun 59%

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

In general, which describe the interactions you have with adults at school?

- Respectful 72%
- Helpful 67%
- Supportive 52%

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

Which words best describe, in general, the expectations for you as a student in your school?

- I am learning 73%
- I understand 61%
- I am expected to be good at some things 49%

### **Impact of COVID-19:**

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators

- (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

**Performance Goal Area:**   ☒ 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 43% in 2016-17 to 59.0% in 2022-23.

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY **ELA** will increase by 1.5% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	43% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Middle 44.5</b>	<b>53</b>	<b>54.5</b>	<b>56</b>	<b>57.5</b>	<b>59</b>
		<b>School Actual Middle 49.8</b>	<b>50.83</b>	<b>Waiver</b>			
SC READY ELA SDE website and School Report Card	43% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Middle 44.5</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>	<b>58</b>

		<b>District Actual Middle 44</b>	<b>49</b>	<b>Waiver</b>			
<b>ACTION PLAN FOR STRATEGY #1:</b> Provide consistent targeted core reading instruction to meet the needs of all students.							<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. Differentiate instruction and assessments to meet the needs of all students while maintaining the expectation of grade level mastery.	2019-2024	Admin team, IC	\$0	NA	Lesson planning, formative assessments (i.e. within Mastery Connect) teams and reflective practices.		
2. Coach teachers in instructional best practices	2019-2024	Admin team, IC, District Specialists	\$0	NA	Documentation of coaching cycles		
3. Utilize Mastery Connect to create common assessments with grade level content PLCs	2019-2024	Core Teachers, Admin Team, IC	\$0	NA	Lesson planning, Mastery Connect reports, PLC team meeting agendas/minutes		
4. Utilize 1:1 technology to enhance the classroom experience	2019-2024	Core Teachers, Admin Team, IC	\$0	NA	Lesson Plans, observations, sharing of best practices		

**Performance Goal Area:**   ☒ Student Achievement\*   ☐ Teacher/Administrator Quality\*   ☐ School Climate (Parent Involvement, Safe and Healthy 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 percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY **Math** will increase from 47.0% in 2016-17 to 56.45% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY **Math** will increase by 1.67% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	47% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Middle</b> 41.67	<b>49.77</b>	<b>51.44</b>	<b>53.11</b>	<b>54.78</b>	<b>56.45</b>
		<b>School Actual Middle</b> 47.4	41.86	Waiver			
SC READY Math SDE website and School Report Card	40% Meets Expectations and Exceeds Expectations (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</b> 43	44	Waiver			



<b>ACTION PLAN FOR STRATEGY #1:</b> Provide consistent targeted core mathematics instruction to meet all students' needs.					<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. Implement tasks that promote reasoning and problem solving	2019-2024	Admin Team, IC	\$0	NA	Observations of problem solving and reasoning
2. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2019-2024	Admin Team, IC	\$0	NA	Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction
3. Use the GCSD Instructional Protocol to guide instructional planning and delivery	2019-2024	Admin Team, IC for Math	\$0	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement , sustainability
4. Incorporate real-world solving and critical thinking opportunities into daily instruction and assessment	2019-2024	Content Teachers. Admin Team, IC	\$0	NA	Rigorous, aligned formative assessment  Evidence of students independently persevering through problem solving.

					<p>Effective and strategic use of mathematical tools.</p> <p>Evidence of contextual and conceptual reasoning.</p>
5. Utilize Mastery Connect to create common assessments with grade level content PLCs	2019-2024	Admin Team, IC for Math	\$0	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement , sustainability
6. Utilize 1:1 technology to enhance the classroom experience	2019-2024	Core Teachers, Admin Team, IC	\$0	NA	Lesson Plans, observations, sharing of best practices

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

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	<b>School Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>School Actual Middle 64</b>	50.2	Waiver			
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 6 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>	53	Waiver			

\*Beginning in 2019-20, grades 6 will be administered SCPASS Science.

<b>ACTION PLAN FOR STRATEGY #1:</b> Provide consistent targeted core science instruction to meet the needs of all students.	<b>EVALUATION</b>
---	-------------------

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

**Performance Goal Area:**   ☒ Student Achievement\*   ☐ Teacher/Administrator Quality\*   ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*)   ☐ 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							
<b>PERFORMANCE GOAL: 4</b> 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).							
<b>INTERIM PERFORMANCE GOAL:</b> 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	43% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic 44.5</b>	46	47.5	49	50.5	52
SC READY ELA SC SDE Website		<b>School Actual Hispanic 42.0</b>	47.8	Waiver			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 36</b>	36	39	42	45	48
SC READY ELA SC SDE Website		<b>District Actual Hispanic 34</b>	40	Waiver			

SC READY ELA SC SDE Website	21% Meets Expectations and Exceeds Expectations	<b>School Projected AA 23.7</b>	26.44	29.16	31.88	34.60	37.32
SC READY ELA SC SDE Website		<b>School Actual AA 27.3</b>	31.2	Waiver			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA 25</b>	25	28	31	34	37
SC READY ELA SC SDE Website		<b>District Actual AA 25</b>	31	Waiver			
SC READY ELA SC SDE Website	4% Meets Expectations and Exceeds Expectations	<b>School Projected SWD 7.67</b>	11.34	15.01	18.68	22.35	26.02
SC READY ELA SC SDE Website		<b>School Actual SWD 9.73</b>	10.56	Waiver			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 14</b>	14	17	20	23	26

SC READY ELA SC SDE Website		<b>District Actual SWD 12</b>	21	Waiver			
SC READY ELA SC SDE Website	16% Meets Expectations and Exceeds Expectations	<b>School Projected LEP 19</b>	22	25	28	31	34
SC READY ELA SC SDE Website		<b>School Actual LEP 38.5</b>	35.8	Waiver			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 35</b>	35	38	41	44	47
SC READY ELA SC SDE Website		<b>District Actual LEP 33</b>	44	Waiver			
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations	<b>School Projected SIP</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SC READY ELA SC SDE Website		<b>School Actual SIP 31.6</b>	34.56	Waiver			

SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Projected SIP 38</b>	38	41	44	47	50
SC READY ELA SC SDE Website		<b>District Actual SIP 33</b>	45	Waiver			
SC READY Math SC SDE Website	41% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic 42.6</b>	44.22	45.83	47.44	49.05	50.66
SC READY Math SC SDE Website		<b>School Actual Hispanic 43</b>	32.96	Waiver			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 39</b>	39	42	45	48	51
SC READY Math SC SDE Website		<b>District Actual Hispanic 42</b>	43	Waiver			
SC READY Math SC SDE Website	21% Meets Expectations and Exceeds Expectations	<b>School Projected AA 23.72</b>	26.44	29.16	31.88	34.60	37.32



SC READY Math SC SDE Website		<b>School Actual AA 26.7</b>	22.86	Waiver			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA 27</b>	27	30	33	36	39
SC READY Math SC SDE Website		<b>District Actual AA 28</b>	30	Waiver			
SC READY Math SC SDE Website	5% Meets Expectations and Exceeds Expectations	<b>School Projected SWD 8.61</b>	12.22	15.83	19.44	23.0	26.66
SC READY Math SC SDE Website		<b>School Actual SWD 6.96</b>	4.36	Waiver			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 18</b>	18	21	24	27	30
SC READY Math SC SDE Website		<b>District Actual SWD 16</b>	20	Waiver			

SC READY Math SC SDE Website	17% Meets Expectations and Exceeds Expectations	<b>School Projected LEP 19.94</b>	22.88	25.82	28.76	31.70	34.64
SC READY Math SC SDE Website		<b>School Actual LEP 46.8</b>	27.3	Waiver			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 40</b>	40	43	46	49	52
SC READY Math SC SDE Website		<b>District Actual LEP 42</b>	46	Waiver			
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations	<b>School Projected SIP</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SC READY Math SC SDE Website		<b>School Actual SIP 31.2</b>	26.43	Waiver			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected SIP 36</b>	36	39	42	45	48

SC READY Math SC SDE Website		<b>District Actual SIP 38</b>	43	Waiver			
------------------------------------	--	---------------------------------------	----	--------	--	--	--

<b>ACTION PLAN FOR STRATEGY #1:</b> Provide consistent targeted instruction to meet the needs of all students.					<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. Implement System 44 and Read 180 with fidelity for all students qualifying for the instruction.	2018-2023	Admin Team, IC, Special Education Instructors	\$0	NA	Quarterly reports, observations
2. Provide assistance for students with limited English proficient	2018-2023	Admin Team, IC, ESL Instructor	\$0	NA	Observations, testing
3. Designate Tuesdays and Thursdays during advisory period as math and ELA content days focusing on remediation and acceleration	2019-2023	Admin Team, IC, Content Teachers	\$0	NA	Observations

**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 5:** 100% of middle schools will have targeted literacy intervention classes by 2023.

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

DATA SOURCE(s):	2016-2017	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool		School Projected					

PowerSchool		<b>School Actual Yes</b>	Yes	Yes			
PowerSchool	<b>50</b>	<b>District Projected</b>	<b>75</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
PowerSchool		<b>District Actual 89</b>	<b>100</b>	<b>100</b>			

<b>ACTION PLAN FOR STRATEGY #1:</b> Provide consistent targeted core reading instruction to meet identified student needs.					<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. Implement a professional learning plan to support teachers in building capacity for consistent implementation of the GCS Secondary Literacy Framework.	2018-2023	Principal, IC	\$0	NA	Observations, anecdotal notes, and lesson plans.
2. Organize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning	2018-2023	Admin Team, IC, GCS Academics	\$0	NA	Documentation of ongoing instructional rounds including implications for instructional growth

3. Support intentional unit and lesson planning reflective of responsive to student needs	2018-2023	Admin Team, IC	\$0	NA	Collaborative planning, data analysis, unit planning, protected daily planning times
---	-----------	----------------	-----	----	--

<b>Performance Goal Area:</b> Student Achievement* X Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) District Priority				
<i>Gifted and Talented Requires</i> Gifted and Talented: Academic    Gifted and Talented: Artistic    Gifted and Talented: Social and Emotional    / <i>Academic Goal and 1 Additional Goal</i> Gifted and Talented: Other				
<b>PERFORMANCE GOAL 1:</b> The school will have qualified, diverse teachers (gender and ethnicity) by 2023.				
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.				

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain

GCS Human Resources Department	Baseline established in 2019-2020	<b>School Actual</b>	Yes	Gender Diversity Yes Ethnic Diversity Yes	Yes		
Employment report		<b>District Projected</b>	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	<b>District Actual</b>	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%		

<b>ACTION PLAN FOR STRATEGY #1:</b> Identify diverse candidates early in the hiring process.					<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. Work with HR to attend recruitment fairs at predominantly diverse colleges and universities.	2018-2023	Principal	\$0	NA	Ongoing focus
2. Utilize diverse teachers within the building to recruit teachers.	2018-2023	Principal	\$0	NA	Plans in place for schools

3. Work with HR to quality candidates who are diverse in the hiring process.	2018-2023	Principal	\$0	NA	Ongoing identification of candidates
--	-----------	-----------	-----	----	--------------------------------------

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

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional / *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.



<b>DATA SOURCE(s):</b>	<b>2016-2017</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>
SC SDE School Report Card Survey	90.9	<b>School Projected Students</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>School Actual Students</b>	84.3	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.</i>			
SC SDE School Report Card Survey	98.2	<b>School Projected Teachers</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>School Actual Teachers</b>	95.9	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.</i>			
SC SDE School Report Card Survey	90.9%	<b>School Projected Parents</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>School Actual Parents</b>	80.2	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.</i>			

SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86		Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97		Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88		Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			

<b>ACTION PLAN FOR STRATEGY #1:</b> Enhance lines of communication between the school and stakeholders regarding existing safety measures	<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.Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Principal, AP For Safety	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2.Take a proactive approach by periodically pushing out information about the safety measures that we take at each school	2018-2023	Principal	\$0	NA	Phone blasts, webpage
3.Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	Admin Team	\$0	NA	Tips received from multiple stakeholder groups
4. Utilize “RU OK? Txt Me. (839863) or textme	2018-2023	Admin Team, Counselors, SRO	\$0	NA	Text logs, reports

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

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

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

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

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

Percent Recommended for Expulsion

DATA SOURCE (s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report	(2016-17) 0.0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual	.001	.008			
GCS Expulsion Report	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

		<b>District Actual 0.8</b>	1.5	0.9			
--	--	--------------------------------	-----	-----	--	--	--

Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
GCS Expulsion Report from Kent Owens	(2016-17) <b>0.04</b>	<b>School Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>School Actual</b>	.001				
GCS Expulsion Report from Kent Owens	(2016-17) <b>0.04</b>	<b>District Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>District Actual 0.04</b>	.10	.03			

<b>ACTION PLAN FOR STRATEGY #1: : Increased community and student based education about Level III infractions and the criminal and disciplinary consequences</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.Utilize programs such as Juvenile Justice Jeopardy to educate students and parents about offenses that can also result in criminal charges.	2018-2023	Principal, SRO	\$0	NA	Programs in use
2.After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.	2018-2023	Principal, Counselors, SRO	\$0	NA	Students in need matched with services
3.Increase awareness of community based resources that families can reach out to for guidance and support.	2018-2023	Principal	\$0	NA	Information disseminated and utilized

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

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

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

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Culture & Climate Surveys	Baseline established in 2017-18	School Projected	75	85	90	90	90
		School Actual 61			Data point not available due to state-wide school closures on March 17, 2020 - COVID-19		
Cogina Culture & Climate Surveys	Baseline established in 2017-18	District Projected	54	58	62	66	70

		<b>District Actual 52</b>	50	52	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>		
--	--	-------------------------------	----	----	--	--	--

<b>ACTION PLAN FOR STRATEGY #1:</b> Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					<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. Expand mentoring program for students	2018-2023	Admin team Counselors	\$0	NA	Students assigned to an adult at the school.
2. Enhance professional development to increase staff awareness and understanding	2018-2023	Admin team Counselors	\$0	NA	Documentation of communication, agenda
3. Establish protocols among all adults to communicate positively with students (Character Strong)	2019-2023	Admin team	\$4000.00	Local Funds	Documentation of communicating protocol to staff
4. Use the advisory period to reinforce character education and build relationships with students.	2019-2023	Admin, Teachers	\$0	NA	Observation



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

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

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
180 <sup>th</sup> day Attendance Report	(2016-17) 95.5	School Projected	95	95	95	95	95
		School Actual 95	94.5				
180 <sup>th</sup> day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95

		<b>District Actual 95</b>	95	96			
--	--	-------------------------------	----	----	--	--	--

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

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	Baseline 2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Culture & Climate Surveys	Baseline established in 2017-18	School Projected	Afraid ≤ 5 Lonely ≤ 13 Angry ≤ 10	Afraid ≤ 5 Lonely ≤ 12 Angry ≤ 9	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 8	Afraid ≤ 5 Lonely ≤ 10 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 6
		School Actual Afraid – 11% Lonely – 11 % Angry – 8%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Culture & Climate Surveys	Baseline established in 2017-18	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12

		<b>District Actual Secondary Afraid – 7% Lonely – 14% Angry – 14%</b>	<b>Afraid 7% Lonely 16% Angry 14%</b>	Afraid ≤ 7% Lonely ≤ 16% Angry ≤ 15%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

<b>ACTION PLAN FOR STRATEGY #1:</b> Improve understanding of students' social-emotional needs.						<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. Collect data surrounding social-emotional needs through student surveys	2018-2023	Principal, Counselors	\$0	NA	Survey data collected and analyzed	
2. Implement the OnTrack process in all grade levels, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	Admin Team, EWRS Director	\$0	NA	On Track data reports and analysis, Intervention Connection logs	
3. Implement relationship-building programs/strategies in schools (Character Strong, student clubs)	2018-2023	Principal	\$4000.00	Local Funds	Programs implemented with fidelity	
4. School counselors will create and meet with small groups of students to provide support for SEL	2018-2023	School Counselors	\$0	NA	Regular meetings with small groups	
5. Develop and maintain a menu of support resources and provide to all students and parents	2018-2023	Admin Team, Counselors, Director On Track.	\$0	NA	Menu developed and distributed	

		Mental Health Counselor			
--	--	----------------------------	--	--	--