

Lakeview Middle

Nicole Puza

Principal

Greenville County School District

Dr. W. Burke Royster

Superintendent

Action Plan

2018-19 through 2022-23



Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Nicole Puza
2. Teacher	Josh Joseph
3. Parent/Guardian	Maria Arroyo
4. Community Member	Ed Einkler
5. Paraprofessional	Hope Moore
6. School Improvement Council Member	Norma Patricio
7. Read to Succeed Reading Coach	Jennifer Loftis
8. School Read To Succeed Literacy Leadership Team Lead	Katey Duty
9. School Read To Succeed Literacy Leadership Team Member	Kristin Six

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 RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

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

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

N/A Academic Assistance, PreK–3

The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

YES Academic Assistance, Grades 4–12

The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

YES Parent Involvement

The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

YES Staff Development

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

YES **Technology**

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

YES **Innovation**

The district funds innovative activities to improve student learning and accelerate the performance of all students.

YES **Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

N/A **Developmental Screening**

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

N/A **Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

N/A **Developmentally Appropriate Curriculum for PreK–3**

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

N/A **Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for

success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

N/A Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

YES Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.



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Introduction

At Lakeview Middle School (LMS), our school portfolio is created by our Administrative Team with input from the Department Chairs, Team Leaders, and the School Improvement Council. The following information provides a snapshot of what is currently happening at LMS. Teachers, staff members, parents, and community members have worked together examining many forms of data and analyzed their implications for student achievement.

At LMS, our stakeholders have been involved in the self-study process throughout this process. We have developed Professional Learning Communities and encourage staff members to collaborate to plan lessons, interpret data, address discipline, and develop solutions on how best to meet the broad needs of our students and families. We have held discussions about trends and strategies, root causes, and improvements. We have discussed research and how we can use it to improve. These teams are the backbone of our school's ongoing strategic planning efforts and help ensure that all members of the educational structures are engaged and informed.

It is our intent to take these findings and recommendations and use our action plan in a concerted effort to help raise student achievement.

Committee for the School Portfolio for 2020-2021 includes Mrs. Kathy Dobbins/Ms. Nicole Puza, Principal; Mr. Josh Joseph, Teacher; Ms. Maria Arroyo, Parent; Mr. Ed Winkler, Community Member; Ms. Hope Moore, Support Staff; Ms. Norma Patricio, SIC Member; Ms. Jennifer Loftis, Read to Succeed Reading Coach; Ms. Katey Duty, School Read to Succeed Literacy Leadership Team Lead; and Ms. Kristin Six, School Read to Succeed Literacy Leadership Team Member.

Executive Summary

Student Achievement

- SC Ready ELA Spring 2019: 20.4% of our students met or exceeded expectations
- SC Ready Math Spring 2019: 17.3% of our students met or exceeded expectations
- ACCESS for ELLs Spring 2019: 57 of 260 students met progress toward proficiency targets

Teacher and Administrator Quality

- Teachers engage in PLCs
- 75% of teachers stated that teachers effectively implement the State Curriculum Standards

School Climate

- 79% of students stated they are learning at school
- 52% of students stated that the teacher provide positive praise
- Students describe their teachers as fun (63%), honest (59%), and caring (54%)
- 90% of teachers report that the school grounds are kept clean
- 80% of teachers state that they feel safe at school
- 76.4% of parents are satisfied with the learning environment at LMS
- 83/6% of parents feel that teacher encourage their child to learn
- 80% of parents feel that LMS sets high expectations for student learning

Challenges

- 54% of the student population are EL
- 23% of the student population are special education students
- Nearly 80% of our students are not proficient in ELA
- Nearly 83% of our students are not proficient in Math
- Lack of parental involvement opportunities since COVID-19 pandemic began

School Profile

Lakeview Middle School is located in the Northwest area of Greenville County near Furman University. The two-story facility has ___ classrooms, a gymnasium, a cafeteria, a media center, six science labs, and four computer labs. The building was renovated in 2018, adding a two-story wing. All students have Chromebooks through GCS' one-to-one device initiative. All classrooms have Promethean boards and all teacher have access to Chromebook and iPad carts. Additionally, classrooms are equipped with extra laptops. LMS offers three high school credit classes: English I Honors, Algebra I, and Spanish I. Lakeview Middle School is part of OnTrack Greenville, an initiative funded by the Social Innovation Fund grant to address the unique needs of middle school students in this part of the county through a partnership with a variety of community agencies. The OnTrack services provide Lakeview teachers and staff members with a dashboard of real-time solutions for families to keep students focused on school. Furman University's Riley Institute also provided research and data analysis related to the implementation of these services. We continue to partner with the CURA Foundation, a local community organization who has provided support for our students and staff over the last two years.

School Personnel Data

Our faculty consists of 91 employees. We have 50 full time teachers. Additionally, we have four school administrators, four clerks, one secretary/bookkeeper, three- and one-half guidance counselors, an instructional coach, two part-time Title I instructional coaches, a full-time Title I literacy coach, a media specialist, three ESOL teachers, a guidance clerk, and a school nurse. We also have a School Resource Officer, a social worker, two mental health professionals, seven cafeteria employees, a plant engineer, and five members of the custodial staff.

The following table illustrates the experience level of our staff.

Number of Years' Experience	% of Staff
0 – 5 years	48%
6 – 10 years	21%
11 – 15 years	19%
16 – 20 years	7%
21 – 25 years	0%
26+ years	3%

As evidenced by the information above, our staff occupies all experience levels with many of them being at the beginning of their teaching careers.

Our staff is 2.6% African American, 3.9% Asian, 67.1% Caucasian, 1.3% Hispanic, 2.6% Latino, 2.6% Multiracial, and 2% Other. We have 12 male teachers and 39 female teachers.

Student Population

The LMS student population consists of 799 students. There are 294 sixth graders, 265 seventh graders, and 240 eighth graders. The student body is very diverse with 464 Hispanic students, 200 African American students, 96 Caucasian students, 32 students of two or more races, and 8 Native American or Indian students. 100% of our population receives Free and reduced lunch. There are 428 students who are identified as English Language Learners, 180 students who receive special education services, and 38 students who qualify as Gifted and Talented. Student attendance for the 2019-2020 school year was 94.72%.

Academic and Behavioral Features

LMS offers a variety of academic and behavioral opportunities for our entire student body. Teachers are encouraged to participate in professional development within their content area as well as AVID and technology integration in the classroom.

During the 2020-2021 school year, LMS began implementing AVID (advancement via individual determination) and offering AVID elective classes to 6th and 7th grade students. For the 2021-2022 school year, the AVID program will branch out to serve 8th grade students. Additionally, LMS will be the first school in South Carolina to offer AVID EXCEL, a branch of AVID that focuses on English Language Learners. Teachers attended AVID Summer Institute in Summer 2020 to learn strategies such as WICOR (writing, inquiry, collaboration, organization, and reading) as well as focused note-taking to support students in the classroom. All faculty will be attending AVID Virtual Summer Institute in June 2021 to further enhance their AVID skills.

In addition to the opportunities above, LMS also utilizes the following behavior and academic supports:

- Specialized Related Arts class that provide additional ELA and Math support for EL students
- OnTrack Greenville
- Before and after school Enrichment programs
- Mastery Connect
- Technology Integration
- AVID binders for all students
- Vetted licenses and software – noRedInk, MATHia, Pear Deck, Flocabulary, System 44, Read 180, National Geographic

Mission and Vision

Mission

To prepare every student to become independent, life-long learners and responsible, productive citizens

Vision

Students **INSPIRED**, **SUPPORTED**, and **PREPARED** for their next opportunities in life, education, and employment

Motto

... where character is developed with intellect.

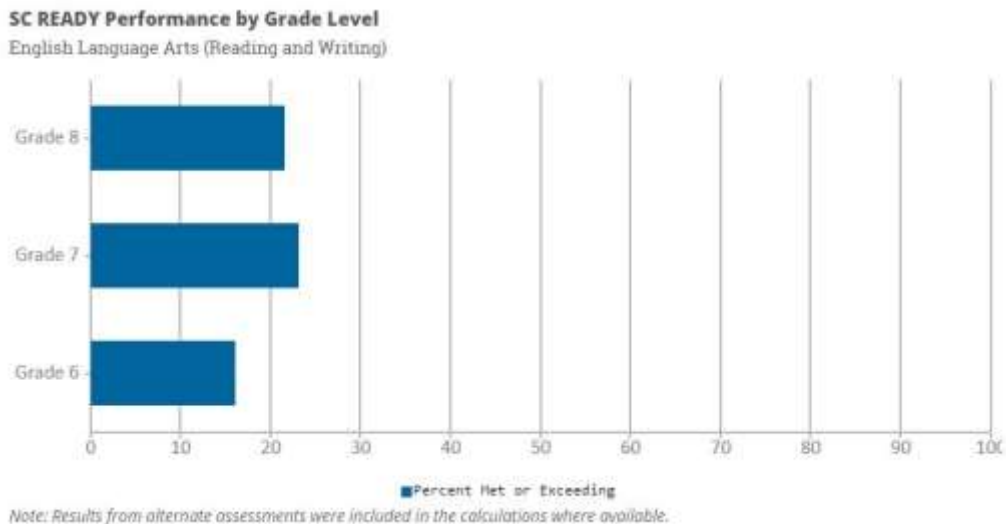
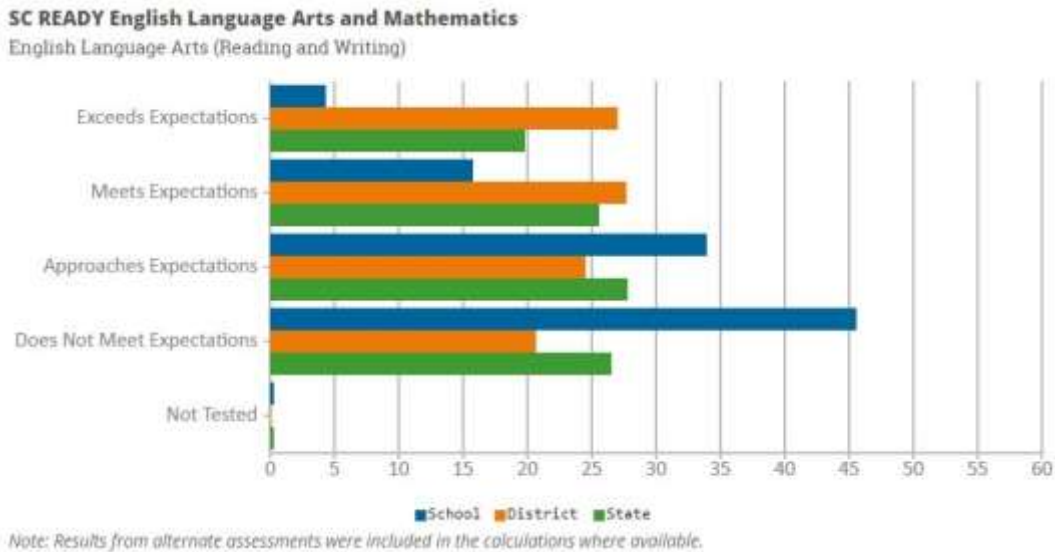
Data Analysis & Needs Assessment

SC Ready continues to be our state assessment for Math, ELA, and Writing. The SC PASS for Science and Social Studies also continues. **Due to the disruption caused by COVID-19, the South Carolina Department of Education did not administer assessments for the 2019 – 2020 school year.**

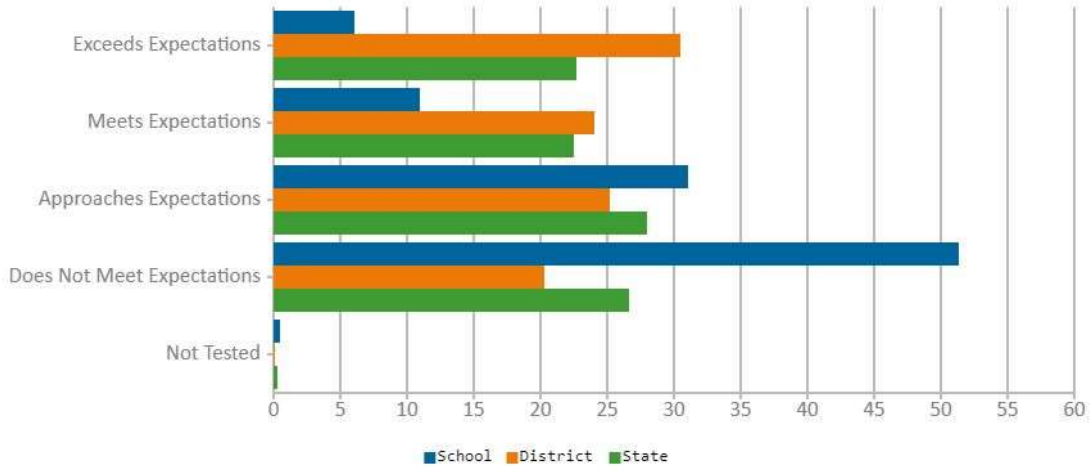
The following data is from the 2018 – 2019 school year.

Link to School Report Card

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9TSZzaWQ9MjMwMTA2Ng>

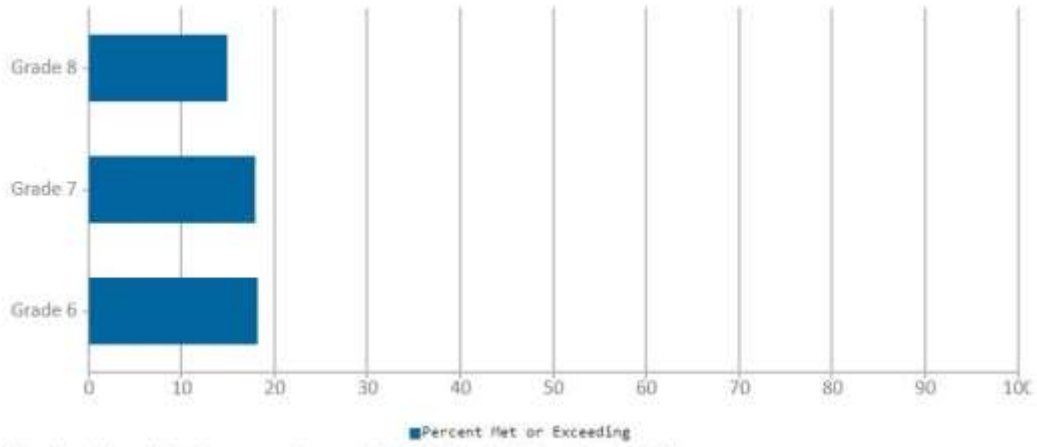


Mathematics



Note: Results from alternate assessments were included in the calculations where available.

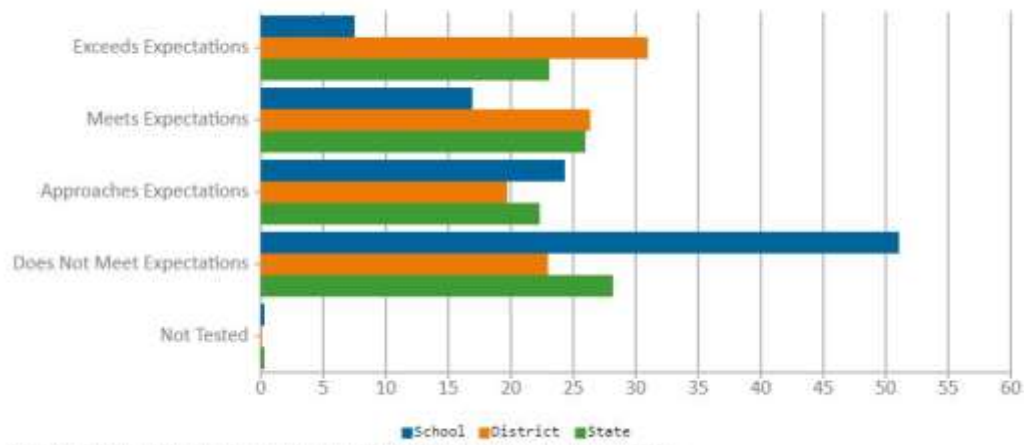
Mathematics



Note: Results from alternate assessments were included in the calculations where available.

SCPASS Science and Social Studies

Science

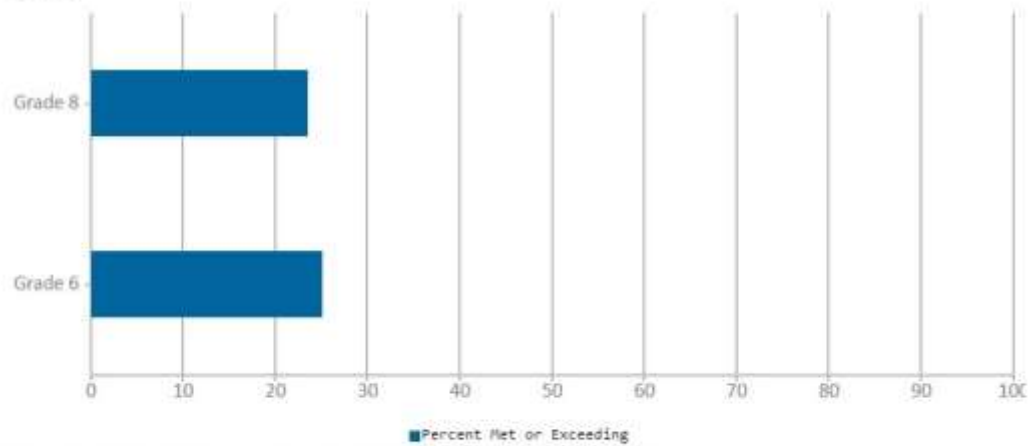


Note: Results from alternate assessments were included in the calculations where available.

School Level Details

SCPASS Performance by Grade Level

Science



Note: Results from alternate assessments were included in the calculations where available.

Teacher and Administrator Quality

All teachers at Lakeview Middle School are expected to use technology in their classroom. Multiple opportunities for professional development related to implementation of educational technology have been and will continue to be offered so that teachers can expand on their knowledge. In addition to the area of technology implementation, professional development related to implementation of instructional best practices has been provided. We will continue to provide professional development on AVID strategies and other research-based strategies.

We will also continue to collaborate through the use of Professional Learning Communities. LMS will provide special training related to PLCs in order to support teachers' development in collaboration and development of common assessments and lesson plans. LMS also has at least one content area representative at each district-level, content-specific professional development.

Professional Development Calendar

Date	Time of day	Title of Presentation	Presenter/ Participants
July 2020			
7-9	8:30-4:00	AVID Summer Institute: Digital XP	Admin/6th and 7th grade Content Teachers
August 2020			
25	Planning Periods	eleot Observation Instrument	Admin Team/Faculty
26	3:45-4:45	Principal's Cabinet	Admin/Leadership Team
September 2020			
1	Planning Periods	AVID: Focused Note-Taking	Dobbins/Faculty

3	Planning Periods	Admin PD: Classroom Management and Discipline Structures	APs/Faculty
8	Planning Periods	Tech Tuesday: AVID Digital Tools	Peek/Faculty
15	Planning Periods	ESOL: Using WIDA “Can Do” Descriptors to Differentiate	Franca/Faculty
15	3:45-4:45	Department Meetings	Department Chairs/Faculty
17	Planning Periods	SLOs	APs & IC/ Faculty
22	Planning Periods	Book Study: If You Can’t Manage Them, You Can’t Teach Them	IC/Faculty
23	3:45-4:45	Principal’s Cabinet	Admin/Leadership Team
29	Planning Periods	AVID: Focused Note-Taking	Dobbins/ Faculty
30	3:45-4:45	New Teacher Academy	Bayne/New Teachers
October 2020			
1	Planning Periods	Admin PD: Determining Best Grade Level Incentives	APs/Faculty
1	8:30-12:00 12:00-3:30	ESOL/6th grade Science Q2 Unit Planning	ESOL (12:00-3:30) and 6th grade Science Teachers (8:30-12:00)
6	Planning Periods	Tech Tuesday: PearDeck	Peek/Faculty

6	8:30-12:00 12:00-3:30	ELA Q2 Unit Planning Day 6th and 7th grade	8th (8:30-12:00) and 7th (12:00-3:30) grade ELA Teachers
7	8:30-12:00 12:00-3:30	ELA Q2 Unit Planning Day (8th grade) Math Q2 Unit Planning Day (6th grade)	6th grade ELA (12:00-3:30) and 6th grade Math Teachers (8:30-12:00)
8	8:30-12:00 12:00-3:30	Math Q2 Unit Planning 7th and 8th grade	7th (8:30-12:00) and 8th grade (12:00-3:30) Math Teachers
13	Planning Periods	Spec. Ed:	Vaughn/Faculty
13	3:30-4:30	Department Meetings	Dept. Chairs/Faculty
15	Planning Periods	Admin PD: SLOS--Beginning of Year Conferences	APs/Faculty
20	Planning Periods	AVID: "W" Strategies	Dobbins/Faculty
20	3:45-4:45	Principal's Cabinet	Admin/Leadership Team
27	Planning Periods	Book Study: If You Can't Manage Them, You Can't Teach Them	IC/Faculty
28	3:30-4:30	New Teacher Academy	Roman/New Teachers
November 2020			
5	Planning Periods	Admin PD: School Culture--Avidizing the School	APs/Faculty

10	Planning Periods	Tech Tuesday: Writing Digital Tools	Peek/Faculty
17	Planning Periods	Data Dive (Benchmark #1)	IC/Faculty
17	3:45-4:45	Department Meetings	Dept. Chairs/Faculty
19	3:45-4:45	Principal's Cabinet	Admin/Leadership Team
24	Planning Periods	Book Study: If You Can't Manage Them, You Can't Teach Them	IC/Faculty
December 2020			
1	Planning Periods	AVID: "I" Strategies	Dobbins/Faculty
2	3:45-4:45	New Teacher Academy	Duty/New Teachers
8	8:30-12:00 12:00-3:30	ELA Q3 Unit Planning Day 6th and 7th grade	6th (8:30-12:00) and 7th (12:00-3:30) grade ELA Teachers
9	8:30-12:00 12:00-3:30	ELA Q3 Unit Planning Day (8th grade) Math Q3 Unit Planning Day (6th grade)	8th grade ELA (12:00-3:30) and 6th grade Math Teachers (8:30-12:00)
10	8:30-12:00 12:00-3:30	Math Q3 Unit Planning 7th and 8th grade	7th (8:30-12:00) and 8th grade (12:00-3:30) Math Teachers
11	8:30-12:00 12:00-3:30	ESOL/6th grade Science Q3 Unit Planning	6th grade Science (8:30-12:00) Teachers/ESOL (12:00-3:30) teachers

January 2021			
5	Planning Periods	AVID: “C” Strategies	Dobbins/Faculty
7	Planning Periods	Admin PD: SLOs--Mid Year Conferences	APs/IC
12	Planning Periods	Tech Tuesday: Inquiry Digital Tools	Peek/Faculty
19	Planning Periods	ESOL: Accommodating and Modifying Assessments for ELs	Franca/Faculty
19	3:45-4:45	Department Meetings	Dept. Chairs/Faculty
26	Planning Periods	Book Study: If You Can’t Manage Them, You Can’t Teach Them	IC/Faculty
27	4:00-5:00	New Teacher Academy	Hampton/New Teachers
28	3:45-4:45	Principal’s Cabinet	Admin/Leadership Team
February 2021			
2	Planning Periods	AVID: “O” Strategies	Dobbins/Faculty
4	Planning Periods	Admin PD: AVID Strategies	APs/Faculty
9	Planning Periods	Tech Tuesday: Collaboration Digital Tools	Peek/Faculty

16	Planning Periods	Data Dive (Benchmark 2)	IC/Faculty
16	3:45-4:45	Department Meetings	Dept. Chairs/Faculty
24	3:45-4:45	New Teacher Academy	Mattison/New Teachers
25	3:45-4:45	Principal's Cabinet	Admin/Leadership Team
March 2021			
2	Planning Periods	AVID: "R" Strategies	Dobbins/Faculty
4	Planning Periods	Admin PD: Community Competition	APs/Faculty
9	Planning Periods	Tech Tuesday: Organization Digital Tools	Peek/Faculty
9	8:30-12:00 12:00-3:30	ELA Q4 Unit Planning Day 6th and 7th grade	6th (8:30-12:00) and 7th (12:00-3:30) grade ELA Teachers
10	8:30-12:00 12:00-3:30	ELA Q4 Unit Planning Day (8th grade) Math Q3 Unit Planning Day (6th grade)	8th grade ELA (12:00-3:30) and 6th grade Math Teachers (8:30-12:00)
11	8:30-12:00 12:00-3:30	Math Q4 Unit Planning 7th and 8th grade	7th (8:30-12:00) and 8th grade (12:00-3:30) Math Teachers
12	8:30-12:00 12:00-3:30	ESOL/6th grade Science Q4 Unit Planning	6th grade Science (8:30-12:00) Teachers/ESOL (12:00-3:30) teachers

16	Planning Periods	Spec. Ed:??	Vaughn/Faculty
16	3:45-4:45	Department Meetings	Dept. Chairs/ Faculty
23	Planning Periods	Book Study:If You Can't Manage Them, You Can't Teach Them	IC/Faculty
24	3:45-4:45	Principal's Cabinet	Admin/Leadership Team
30	Planning Periods	AVID: Test Prep Strategies	Dobbins/Faculty
31	3:45-4:45	New Teacher Academy	New Teachers/IC/Principal
April 2021			
1	Planning Periods	SLO: End of Year Conferences	APs/Faculty
13	Planning Periods	Tech Tuesday: Reading Digital Tools	Peek/Faculty
20	3:45-4:45	Department Meetings	Dept. Chairs/Faculty
20	Planning Periods	Data Dive (Benchmark #3)	IC/Faculty
22	Planning Periods	Kim Campbell Presents If You Can't Manage Them, You Can't Teach Them	Campbell/Faculty
27	Planning Periods	SC Ready/PASS Proctor Training Day #1	Faculty/Staff/Admin/STC
28	3:45-4:45	Principal's Cabinet	Admin/Leadership Team

29	Planning Periods	SC Ready/PASS Proctor Training Day #2	Faculty/Staff/Admin/STC
May 2021			
4	Planning Period	EOCEP Proctor Training	Algebra I Teacher/STC

School Climate

In regards to our school climate and the learning, social, and physical environment, there are areas of opportunity to develop a stronger relationship between home and school. The COVID-19 pandemic greatly affected our home and school relationship. The 2019 Student Engagement survey indicates that our parents feel a consistent and welcoming support from the principal. They also believe that our teachers care about their child as an individual. From this survey, 57% of students indicated that they were committed to engagement in school, which was 10 points higher than the previous year. 80.7% of teachers were satisfied with the learning, social, and physical environments.

Action Plan

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: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input 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 1: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 15% in 2016-17 to 32% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 4% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	15 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	22	22	24.2	28	32
		School Actual Middle 18.5	20.2	<i>Waiver</i>			
SC READY ELA SDE website and School Report Card	43% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Middle	46	49	52	55	58

		District Actual Middle 44	49	<i>Waiver</i>			
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ACTION PLAN FOR STRATEGY #1: Provide targeted reading and writing instruction for all students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
ESOL strategies and support planning days (3 days/4 subs needed)	2020 – 2021 SY	IC/Admin	\$2,000	2019 – 2020 CSI State	Completed lesson plans that reflect effective classroom strategies for ELL students
After school program to support ELA/Math remediation and enrichment (4 days per week/ 8 teachers)	2020 – 2021 SY	Admin/Teachers	\$84,600	2019 – 2020 CSI State	Student Benchmark performance data
Unit planning days (ELA content)	July 2020	IC/Admin	\$3,500	2019 – 2020 CSI State	Unit 1 complete lesson plans, activities, learning targets identified.
Young Adult Fiction and Nonfiction text sets for independent reading for each grade level	2020 – 2021 SY	IC/Admin/Teachers	\$17,875	2019 – 2020 CSI State	Students participating in reading during BIC and SAT times

ACTION PLAN FOR STRATEGY #1: Provide targeted reading and writing instruction for all students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Unit Planning Days – each grade level (3 days per teacher)	2020 – 2021 SY	IC/Admin/Teachers	\$14,000	2019 – 2020 CSI State	Lesson plans, activities, learning targets, completed plan for Q2 – Q4
NoRedInk Subscription	2021 – 2023	IC/Admin/Teachers	\$16,000	2020 – 2021 CSI State	Benchmark assessment data, state assessment data
Vertical Planning Days (ELA)	August 2021	IC/Admin	\$3,500	2020 – 2021 CSI State	Vertical articulation plans
Unit Planning Days (ELA)	2020 – 2021 SY	IC/Admin	\$5,000	2020 – 2021 CSI State	Lesson plans, activities, learning targets, completed plans for Q2 – Q4
Afterschool program – ELA remediation and enrichment	2021 – 2022 SY	Admin/Teachers			Benchmark data

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 1: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 15% in 2016-17 to 29% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 4% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	15 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	22	22	21	25	29
		School Actual Middle 18.1	17	<i>waiver</i>			
SC READY Math SDE website and School Report Card	40% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Middle	43	46	49	52	55

		District Actual Middle 43	44	<i>waiver</i>			
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ACTION PLAN FOR STRATEGY #1: Provide targeted Mathematics core instruction for all students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Unit Planning Days – each grade level (3 days per teacher)	2020 – 2021 SY; 2021 – 2022 SY	IC/Admin/Teachers	\$4,500/year	2019 – 2022 CSI State	Lesson plans, activities, learning targets, completed plan for Q2 – Q4
Before and after school math enrichment program	2020 – 2021 SY; 2021 – 2022 SY	IC/Admin/Teachers	\$30,000	2020 – 2022 CSI State	Benchmark assessment data and state assessment data
Vertical Planning Days (Math)	August 2021	IC/Admin	\$3,500	2020 – 2021 CSI State	Vertical articulation plans
Carnegie Coach Consultant for Leadership training	2021 – 2022 SY	Admin			

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* 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 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 4% annually.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	School Projected Middle	28	28	28	32	36
		School Actual Middle 24.3	24.3	<i>waiver</i>			
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	District Projected Middle	56	59	62	65	68

		District Actual Middle 53	53	<i>waiver</i>			
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ACTION PLAN FOR STRATEGY #1: Provide targeted science core instruction for all 6 th grade students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Instructional Technology: Document cameras, iPads, broadcast devices	2020 - 2021 SY	IC/Admin	\$63,000	2020 – 2021 CSI State	Benchmark assessment data and lesson plans
Vertical Planning Days (Math)	August 2021	IC/Admin	\$3,500	2020 – 2021 CSI State	Vertical articulation plans
6 th grade unit planning Q2, Q3, Q4 (Science)	2021 – 2022 SY	IC/Admin	\$4,500	2021 – 2022 CSI State	Lesson plans, complete unit plans

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 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).

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	13.8 % Meets Expectations and Exceeds Expectations	School Projected Hispanic	18	18	21	24	27
SC READY ELA SC SDE Website		School Actual Hispanic 14.5	17	<i>waiver</i>			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34	40	<i>waiver</i>			
SC READY ELA SC SDE Website	9.7 % Meets Expectations and Exceeds Expectations	School Projected AA	19	19	25	28	31
SC READY ELA SC SDE Website		School Actual AA 16.5	14	<i>waiver</i>			

SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31	<i>waiver</i>			
SC READY ELA SC SDE Website	0 % Meets Expectations and Exceeds Expectations	School Projected SWD	3	3	6	9	12
SC READY ELA SC SDE Website		School Actual SWD 0	1	<i>waiver</i>			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12	21	<i>waiver</i>			
SC READY ELA SC SDE Website	12.4 % Meets Expectations and Exceeds Expectations	School Projected LEP	15	15	18	21	24

SC READY ELA SC SDE Website		School Actual LEP 13.7	16	<i>waiver</i>			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33	44	<i>waiver</i>			
SC READY ELA SC SDE Website	14 % Meets Expectations and Exceeds Expectations	School Projected PIP	19	19	22	25	28
SC READY ELA SC SDE Website		School Actual PIP 17.1	19	<i>waiver</i>			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	<i>waiver</i>			

SC READY Math SC SDE Website	13.1 % Meets Expectations and Exceeds Expectations	School Projected Hispanic	19	19	22	25	28
SC READY Math SC SDE Website		School Actual Hispanic 17.7	15	<i>waiver</i>			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43	<i>waiver</i>			
SC READY Math SC SDE Website	9.3 % Meets Expectations and Exceeds Expectations	School Projected AA	12	12	15	18	21
SC READY Math SC SDE Website		School Actual AA 9	8	<i>waiver</i>			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39

SC READY Math SC SDE Website		District Actual AA 28	30	<i>waiver</i>			
SC READY Math SC SDE Website	.9 % Meets Expectations and Exceeds Expectations	School Projected SWD	3	3	6	9	12
SC READY Math SC SDE Website		School Actual SWD 1.6	2	<i>waiver</i>			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16	20	<i>waiver</i>			
SC READY Math SC SDE Website	12.8 % Meets Expectations and Exceeds Expectations	School Projected LEP	21	21	24	27	30
SC READY Math SC SDE Website		School Actual LEP 18.5	14	<i>waiver</i>			

SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	<i>waiver</i>			
SC READY Math SC SDE Website	12.6 % Meets Expectations and Exceeds Expectations	School Projected PIP	19	19	22	25	28
SC READY Math SC SDE Website		School Actual PIP 16.6	15	<i>waiver</i>			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual PIP 38	43	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1: Increase effectiveness of research-based instructional practices with students in all subgroups.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Video Review and Collaborative Tools	2020 – 2021 SY	IC/Admin/Teachers	\$12,600	2020 – 2021 CSI State	Coaching notes; evidence of student collaboration
Afterschool Spanish Tutor for teachers	2020 – 2022	IC/Admin	\$3,000	2020 – 2022 CSI State	Student assessment data
ESOL/SPED planning days (one per quarter)	2021 – 2022	IC/Admin	\$4,000	2021 – 2022	Lesson plans; accommodation implementation

<p>Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other</p>
<p>PERFORMANCE GOAL 5: 100% of middle schools will have targeted literacy intervention classes by 2023.</p>
<p>INTERIM PERFORMANCE GOAL: Meet annual targets below.</p>

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool		School Projected					
PowerSchool		School Actual Yes or No	Yes	Yes	Yes	Yes	Yes
PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual 89	100	100			

ACTION PLAN FOR STRATEGY #1: Provide targeted reading interventions aligned to student needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Implement Read 180	2018 – 2023	Admin	District Funded	Determined by school district	Master schedule; Read 180 Data
Implement System 44	2018 – 2023	Admin	District Funded	Determined by school district	Master schedule; System 44 Data
Implement National Geographic Curriculum	2020 – 2023	Admin	District Funded	Determined by school district	Master schedule; ACCESS assessment data

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

PERFORMANCE GOAL 1: The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes		
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity=100% Ethnic Diversity =100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity=100% Ethnic Diversity = 97%		

ACTION PLAN FOR STRATEGY #1: Increase opportunities to hire diverse teachers.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Hiring	2018 – 2023	Admin	\$0	N/A	Accreditation data, SIC report

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	78	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Students 91	x	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>			
SC SDE School Report Card Survey	82	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 60	x	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>			
SC SDE School Report Card Survey	78	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 81	x	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>			

SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>			
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			

ACTION PLAN FOR STRATEGY #1: Increase the percentage of parents, teachers, and students that feel safe during school hours and to effectively communicate safety measure with all stakeholders.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Sharing out the information about safety measures taken at the school and district level	2018 – 2023	Admin/Office Personnel	\$0	N/A	School messenger reporting data; emails

ACTION PLAN FOR STRATEGY #1: Increase the percentage of parents, teachers, and students that feel safe during school hours and to effectively communicate safety measure with all stakeholders.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Practice safety drills on a regular basis as scheduled and adjusted by safety admin in conjunction with district safety personnel.	2018 – 2023	Safety admin	\$0	N/A	Safety drills logged in ERIP system

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.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
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GCS Expulsion Report from Kent Owens	(2016-17) 1.39	School Projected	≤ 1.0	≤ 1.0	≤ 1.0	≤ 1.0	≤ 1.0
		School Actual .95	1.9%	1.8%			
GCS Expulsion Report from Kent Owens	(2016-17) 0.7	District Projected	≤ 1.0	≤ 1.0	≤ 1.0	≤ 1.0	≤ 1.0
		District Actual 0.8	1.5	0.9			

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) $\leq .07$	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$

		School Actual .001	.001	0.0			
GCS Expulsion Report from Kent Owens	(2016-17) 0.04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual .04	.10	.03			

ACTION PLAN FOR STRATEGY #1: Implement OnTrack in order to identify at-risk students for attendance, behavior, and course performance; Use GCSource to gather appropriate data; Provide support and intervention for identified students collaborating with guidance and mental health programs and services.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Communicate consequences of Level III infractions with students and families through student handbooks, websites, PTA, and other means.	2018 – 2023	Admin	\$0	N/A	Print and digital copies of shared information
Utilize In-School Suspension to keep students in school and provide	2018 – 2023	Admin/ISS Coordinator	\$0	N/A	ISS data

ACTION PLAN FOR STRATEGY #1: Implement OnTrack in order to identify at-risk students for attendance, behavior, and course performance; Use GCSource to gather appropriate data; Provide support and intervention for identified students collaborating with guidance and mental health programs and services.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
educational and reflection opportunities while placed in ISS					
EWRS – use to identify and support students flagging for behavior	2018 – 2023	Admin/EWRS Coordinator	\$0	OnTrack Greenville	EWRS meeting notes

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 Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	51	55	59	63	67
		School Actual 55	51	54	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	54	58	62	66	70
		District Actual 52	50	52	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		

ACTION PLAN FOR STRATEGY #1: Empower all students (teachers, custodians, bus drivers, resource officers, administrators, etc.) to establish a positive rapport with students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Jack Berckemeyer Consulting on teaming to conduct professional development with staff in whole group and at grade levels to continue professional development.	2021 – 2022 SY	Admin		2021 – 2022 CSI State	Professional development with staff in whole group and at grade levels to continue work on middle school teaming.

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 th day Attendance Report	(2016-17) 95.67	School Projected	95	95	95	95	95
		School Actual 94.22	94.14	93.85			
180 th day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95	95	96			

ACTION PLAN FOR STRATEGY #1: Increase attendance of students using EWRS as a support.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Establish protocols among all adults to communicate positively with students (Teaming).	2018 – 2023	Counselors/Admin	\$0	N/A	Communication documentation

ACTION PLAN FOR STRATEGY #1: Increase attendance of students using EWRS as a support.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
EWRS – identifying and supporting students who flag for attendance	2018 – 2023	Admin/EWRS Coordinator	\$0	OnTrack Greenville	EWRS meeting notes
Use of social worker to meet with parents of students with attendance issues	2018 – 2023	Admin/Social worker	\$0	N/A	Social Worker contact logs

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.

DATA SOURCE(s):		Baseline 2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤10 Lonely ≤16 Angry ≤12	Afraid ≤9 Lonely ≤15 Angry ≤11	Afraid ≤8 Lonely ≤14 Angry ≤10	Afraid ≤7 Lonely ≤13 Angry ≤10	Afraid ≤6 Lonely ≤10 Angry ≤10

		School Actual Afraid – 6% Lonely – 12% Angry – 15 %	Afraid ≤ 10 Lonely ≤ 17 Angry ≤ 12	Afraid ≤ 4 Lonely ≤ 13 Angry ≤ 15	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-1 pandemic.</i>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary Afraid – 7% Lonely – 14% Angry – 14%	Afraid – 7% Lonely – 16% Angry – 14%	Afraid ≤ 7% Lonely ≤ 16% Angry ≤ 15%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1: Identify at-risk students and provide needed support and intervention to create a positive learning environment for all students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Back to school boot camp	2019 – 2021	IC/Admin	\$7,000	CSI State	Lesson plans, student attendance information
Collect data about SEL needs through student surveys	2018 – 2023	Counselors	\$0	N/A	Survey data collected and analyzed

ACTION PLAN FOR STRATEGY #1: Identify at-risk students and provide needed support and intervention to create a positive learning environment for all students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
EWRS meetings to help identify and support students who are recommended by teacher or staff member	2018 – 2023	Admin/EWRS Coordinator	\$0	N/A	EWRS meeting notes