Ralph Chandler Middle

Jeff Jenkins
Principal

Greenville County School District

Dr. W. Burke Royster
Superintendent

Action Plan
2018-19 through 2022-23

SCHOOL NAME: Ralph Chandler Middle School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2020-2021 *(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

PRINTED NAME	SIGNATURE	DATE
Dr. W. Burke Royster	*[signature]*	4/13/2021

PRINCIPAL

PRINTED NAME	SIGNATURE	DATE
Mr. Jeff Jenkins	*[signature]*	2-26-21

CHAIRPERSON, BOARD OF TRUSTEES

PRINTED NAME	SIGNATURE	DATE
Mrs. Lynda Leventis-Wells	*[signature]*	4/13/2021

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

PRINTED NAME	SIGNATURE	DATE
Mrs. Lori Estadt	*[signature]*	3/2/21

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

PRINTED NAME	SIGNATURE	DATE
Mrs. Sara Ritchie	*[signature]*	2.26.21

SCHOOL ADDRESS: 4231 Fork Shoals Rd

SCHOOL TELEPHONE: (864) 452-0300

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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	Jeff Jenkins
2. Teacher	Holly Hill
3. Parent/Guardian	Lori Estadt
4. Community Member	Angie Prevatte
5. School Improvement Council	Jeff Jenkins

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	*NAME*
Assistant Principal	David Goff
Assistant Principal	Alexis Wilkins

*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

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

○ Yes
○ No
● N/A

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

● Yes
○ No
○ N/A

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

● Yes
○ No
○ N/A

Parent Involvement
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

● Yes
○ No
○ N/A

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

● Yes
○ No
○ N/A

Technology
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

● Yes
○ No
○ N/A

Innovation
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

● Yes
○ No
○ N/A

Collaboration
The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

○ Yes
○ No

Developmental Screening
The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

⦿ N/A		

○ Yes ○ No ⦿ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.	

○ Yes ○ No ⦿ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.	

○ Yes ○ No ⦿ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.	

○ Yes ○ No ⦿ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.	

⦿ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.	

Ralph Chandler Middle School Portfolio

2020-2021

Table of Contents

Introduction

Our school has been involved in the self-study process since inception. We have developed a Professional Learning Community and have encouraged collaboration among all staff members to plan effective lessons, work together to find solutions to gaps in academic achievement, implement advisory-based character education programs, and address discipline concerns. We have worked on enhancing formative and summative assessments, tailoring authentic student feedback, utilizing standardized test data to influence instruction and assessment, implementing student academic interventions, and mentoring at-risk students. Our latest ventures include going one-to-one with chrome books for all students, and targeting Professional Development to enhance literacy within all subjects.

<div style="border:1px solid black; text-align:center; font-weight:bold">
RCMS School Portfolio
Committees
</div>

Committee for the School Portfolio for 2020-2021 is: David Goff, Stacy Penninger, Joseph Miles, Sara Ritchie, and Nell Berkeley.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning

Standard 2: Governance/Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Executive Summary

<u>**2020-2021 Update:**</u>

Located in the southern part of Greenville County, Ralph Chandler Middle School serves approximately 750 middle school aged children in grades six through eight. The school's namesake, Ralph Chandler, believed that the residents of rural Greenville County deserved equal access to remarkable and memorable educational experiences just as their counterparts in more populated areas of the district. This institution honors that legacy by providing exemplary learning opportunities in a safe and clean environment where all students can be proficient learners and committed citizens. Ralph Chandler Middle School helps all students with the development of world-class skills and life and career characteristics, as outlined in the Profile of the South Carolina Graduate. We continue to provide a family-friendly environment focused on learning and student achievement. To that end, our staff works collaboratively to provide students with rigorous, hands-on learning experiences. Our students consistently meet or exceed district and state expectations on benchmark and state assessments.

In 2020 – 2021 school year, Ralph Chandler Middle was named Schools to Watch® by the National Forum to Accelerate Middle Grades Reform. The schools' emphasis on strong academics, sensitivity to young adolescents' needs and interests, and commitment to providing all students equal access to a high quality education resulted in this recognition. RCMS is recognized for a three-year period, at the end of which we must apply for re-designation and demonstrate that we are continuing to meet the National Forum's rigorous criteria.

- **Academically Excellent**. We challenge all students to use their minds well.
  - Expectations are clear for students and families
  - Students know what high quality work looks like
  - Students receive teacher feedback with an open mind and revise their work based upon that feedback
  - Curriculum and Instruction are standards aligned and make clear what students should be able to know and do
  - Students and their families know what they are learning and why: work is demanding and propels learning forward
  - Students are highly engaged with a variety of instructional strategies – simulation, hands-on, direct instruction, and technology integration.
  - Student learning is measured often and with real-world problems, connecting questions and tasks.
- **Developmentally Responsive**. We are sensitive to the unique developmental challenges of early adolescence.
  - The staff creates a personalized environment for students intellectual, ethical, social, and physical development.
  - The school is organized into teams for enhanced teaching and learning – relationships are the center of everything.
  - Every student has an advocate on staff and families have access to help when they need it most.
  - Teachers make learning relevant to real-life experiences.
  - Students have opportunities to develop their identity through exploration of possibilities – including future careers.
  - All students have an opportunity for voice – leadership, decision-making, input, clubs, and/or extra-curricular activities.
  - Staff develops alliances with families so parents are informed, included, and involved as partners in their children's learning experience in middle school.
- **Socially Equitable**. We are socially equitable, democratic, and fair. We provide every student with high-quality teachers, resources, learning opportunities, and supports. We keep positive options open for all students.
  - Students of all ability levels participate in classes with high academic and behavioral expectations.
  - All students have equal access to curriculum and high quality teaching that meets their needs.
  - All students use technology to do research and learn – students learn from more than textbooks.

- o The school community knows every student well.
  - o Students have opportunities to learn about and appreciate their own and others' cultures: multiple viewpoints are encouraged.
  - o The reward system is designed to honor and recognize the contributions of all students.
  - o The school rules are clear, fair, and consistently applied.
- **Organizational Structures & Processes**. We are a learning organization that establishes norms, structures, and organizational arrangements to support and sustain trajectory toward excellence.
  - o Shared, distributed, and sustained leadership propels the school forward and preserves its institutional memory and purpose.
  - o The principal has the responsibility and authority to hold the school-improvement enterprise together, including day-to-day know-how, coordination, strategic planning, and communication
  - o The school is a community of practice in which learning, experimentation, and time for reflection are the norm.
  - o Content-rich professional development aimed to increase student achievement is regularly offered.
  - o The school is not an island: community partnerships are important to us as a learning community.
  - o The school includes families and community members in the support of the schools mission and vision.

<center>**School Profile**</center>

Ralph Chandler Middle School understands our families, staff and community play an important role in actualizing our shared vision. We are committed to developing a variety of relationships within our community in order to benefit our students and our community at large.

Parental Involvement
The Parent Teacher Student Association (PTSA) at Ralph Chandler Middle School is very involved in the life of the school. The PTSA-sponsored "Spirit Week" is the school's biggest fundraiser and is now a tradition. Spirit Week included an array of entertaining activities for students and teachers alike. Funds raised from Spirit Week benefit the school in many ways, as well as contribute to the United Way. The PTSA has partnered with local businesses to have RCMS Spirit Nights where our school receives a percentage of the profits. In addition, the PTSA provides food for our faculty and staff several times annually. Additionally, the *Friends of Chandler* entity accepts donations of any amount. The PTSA has a school store open before school three days a week that sells school spirit wear, supplies, and snacks. They also sponsor school-wide dances, as well as the 8th grade dance at the end of the school year. The PTA also has purchased a snow cone machine that is used to sell snow cones during Panther Zone events and on other special occasions. Mini-grants in excess of $6,000 are traditionally provided to teachers and staff to assist towards purchases of instructional equipment. The PTSA sponsored the purchase of two new mobile *Chromebook* carts, as well as other items for the school.

Community Involvement
The School Improvement Council (SIC) is currently composed of parents, teachers, administration and members of the community. The variation of members serving on the council provides important, yet differentiated input. Discussions of the SIC have included school-wide academic progress, assessment data, improvements to the outdoor fields, and campus beautification. The SIC also regularly develops surveys to ask for input in ways in which our school might provide training, information, or services beneficial to the community.

RCMS, over time, has found many ways to be involved with the community:
- Coat drive to provide coats to needy children
- Curriculum Night
- Read to Succeed book drive
- Canned food drive
- Quarter drive to raise money for needy families within our community
- Hosting an open house and dedication to allow the community to see the facility and meet the faculty and staff
- United Way Fundraising Campaign
- The RCMS Beta Club has volunteered for the following organizations: Greenville Humane Society, Golden Strip Food Bank, and Monroe Mission House.
- Lunch with an Adolescent is a Partnership/Community Involvement activity in which parents and other community members came to RCMS during lunch to do the following: interact with our young adolescents; share their knowledge of the world of work with students; and encourage and inspire tomorrow's leaders.
- USC-Upstate practicum students and Clemson student teachers
- Trees Greenville: partnership for landscape improvement with Hillcrest High Agriculture

Department
- Relay for Life team of students and teachers
- School Health Index assessment and implementation with Greenville's *Live Well*
- Various fundraisers
- Christian Release Time one day a week (Wednesdays)

Several of our acquired partnerships are listed below.
- $3000 grant from the Alliance for Quality Education to purchase resources for the PLC initiative
- Discounted materials from Lowe's for campus beautification projects
- Supply donations from the local Simpsonville Lowe's
- Publix Partnership Cards has brought several hundred dollars just this year from families shopping at Publix
- $1000 grant from the Greater Greenville Master Gardner's Association to plant a Carolina Fence Garden on campus
- Target Field Trip Grant- $800.00
- PTSA Mini Grants- Provided in excess of $6,000.00 for teacher projects and purchases
- 3M Project Lead the Way reoccurring GTT grant for $10,000
- Best Buy Teaching Grant
- Teaching materials from the South Carolina Geographic Alliance
- Resources/workshops from the National Endowment for the Humanities
- Discounts on athletic equipment and supplies from First Team
- Baseball/Softball field materials provided by Burnett Lime Company
- 3M Grant for teacher to attend the 3M Keystone Science Institute in Colorado. The focus was environmental issues.
- $600.00 grant from Greater Greenville Masters Gardener Association to design and construct a courtyard garden
- $3500 from 3M Corporation for the purchase of math manipulative materials and art supplies
- Several businesses donated gifts for a drawing at the music department's concert including: Music and Arts, Great Bread Co., I Declare, and Lights for Life.
- Guest speakers in math and science classes for Engineering Day
- $6000.00 Green School Grant to develop the nature trail behind the school
- Career Day with local professional guest speakers
- Greenville Drive Reading All Stars program

Future community involvement
We will continue to welcome the involvement of our local community in the education and development of our students. We will also diligently strive to find ways for community members and organizations to share their time, talent, and resources with our students. In return, we will pursue ways the school can return the investment through resources that are beneficial to the community. In order to empower active citizens, students and faculty and staff will be encouraged to organize and participate in service activities that benefit the school and community. We have implemented an after school program for students that runs from 3:30 until 6:00 that we plan to continue to grow in the coming years.

Personnel

Our faculty consists of seven male and thirty-four female full time teachers. We have three school administrators, an instructional coach, three and one half guidance counselors, a media specialist, a part-time ESOL teacher, a guidance clerk and a school nurse. We also have an attendance clerk, a secretary, a media aide, and two front office staff members. Our cafeteria is staffed by six individuals, and we also have six members on the maintenance staff.

The table below illustrates the experience level of our faculty.

Years	# of staff	% of staff
0-5 years	10	24.3%
6-10 years	10	24.3%
11-15 years	8	19.5%
16-20 years	8	19.5%
21-25years	3	07.3%
26+ years	2	04.9%

The information below indicates the educational degree level of our faculty:

Degree	Number of staff	% of staff
B.A./B.S.	9	21.4%
B.A. +18	5	11.9%
Masters	21	51.2%
Masters +30	4	9.5%
Ed. S	2	4.9%

As evidenced by the above tables, our staff occupies all experience levels and many have completed additional coursework. Our staff continues to desire professional growth as demonstrated by the number of staff with advanced degrees. Paraprofessionals in our building are one of our greatest assets. The school would not be able to operate smoothly without their selfless contributions. Noteworthy is the fact that our Media Clerk, Ms. Cornish, was named the 2015 Media Paraprofessional of the Year by the South Carolina Association of School Librarians (SCASL).

Our staff is 89% Caucasian. Two of our faculty members are Nationally Board Certified.
Our teacher attendance rate was 95.7% during the 2019-2020 school year, which has fluctuated by a couple of percentage points from year to year.

Student Population

Our enrollment for previous academic years has averaged approximately 730 students, and we ended the 2019-2020 year with 741 students. We currently have 506 students attending in-person school and approximately 240 participating in the virtual school option with the district that would otherwise be in-person at Ralph Chandler if not for Covid. Our student attendance rate for the 2019-2020 school year was 96.5 %.

The demographic data concerning our 2020-2021 student population is found below:

Students by Ethnicity

Enrolled
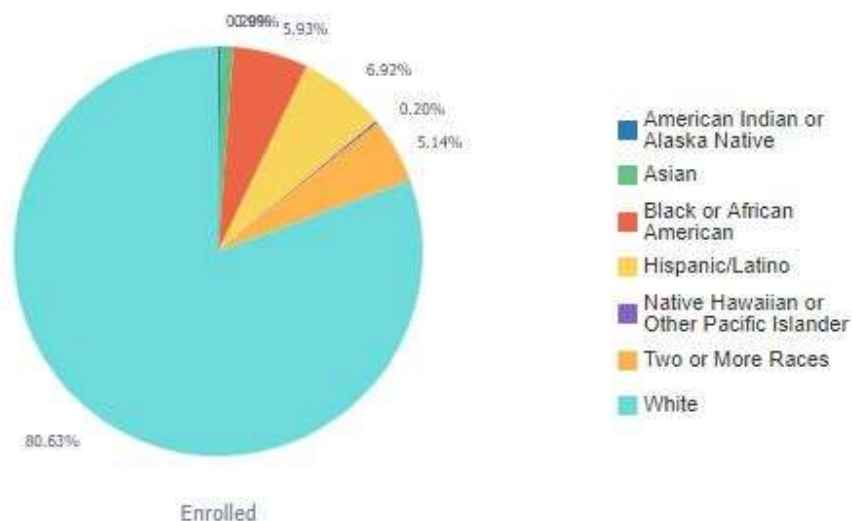
2020-2021 Total Student Population: 506			
Ethnicity	**6th Grade**	**7th Grade**	**8th Grade**
Black	8	12	10
Hispanic	14	11	10
White	127	138	143
Asian	3	1	1
American Indian / Alaskan	0	0	1
Pacific Islander	1	0	0
Two or More Races	10	6	10
Total	**163**	**168**	**175**

Student attendance for the 2019-2020 school year was 96.5%. This percentage exceeded the 94% objective for the state.

Academic and Behavioral Features

RCMS is proud to provide a myriad of academic and behavioral opportunities for our entire learning community. Teachers are encouraged and expected to participate in professional development within their content area(s) as well as technology for the classroom. This allows our teachers to remain current regarding educational initiatives.

Students' academic, behavioral, and emotional well-being are all fostered by the entire staff at RCMS. Students have tutors, mentors, and counselors at their disposal. RCMS also reaches out to parents by providing programs that maintain positive relationships.

Opportunities for our entire learning community are itemized as follows:

- RCMS provides students with a daily lab time which provides students with one extra period of each core class weekly.

- RCMS provides once weekly advisory time to improve student character, life skills and personal responsibility. This period allows students to develop a relationship with each other and their homeroom teacher.

- RCMS encourages writing across the curriculum which has remained fluid due to fluctuations in the state's writing assessment expectation.

- RCMS provides teachers and parents, time to schedule routine parent teacher conferences to strengthen the relationships between students, teachers, and parents.

- RCMS provides technology-integrated professional development to assist teachers in keeping students actively engaged.

- RCMS provides testing to assess students' individual strengths and weaknesses. Test results are used for teachers to adopt classroom teaching strategies and accommodations for students of all learning styles and abilities.

- RCMS provides Power Teacher training to assist teachers with student record keeping, running reports, and analyzing trends in grades.

- RCMS provides eclectic, job-embedded professional development opportunities for all certified staff. Professional learning is based on focal points developed by the Instructional Leadership Team.

- RCMS teachers have completed Promethean Board Training as a measure of maintaining student engagement while integrating technology. A minimum of 10 hours of training is required by the district.

- RCMS adheres to the state standards, and teachers are required to post the standards/indicators on the board for each individual lesson.

- RCMS provides collaborative opportunities for teachers, department heads, team leaders, and administration.

- RCMS provides teachers with team meeting times to allow teachers to communicate with each other in addressing teaching strategies, discipline, and parental concerns. Beginning in the 2015-2016 school year, academic and behavioral support interventions were embedded during this meeting time.

- RCMS provides mentoring (academic and behavioral) through a time of reflection during in-school suspension.

- RCMS teachers offer before and after school tutoring for students across grade levels.

- RCMS offers peer mediation to students in the Counseling Department in efforts to work out differences in a controlled environment.

- RCMS offers Beta Club to students who excel academically.

- RCMS offers Student Council to students to learn leadership qualities.

- RCMS offers additional support to at-risk male and female students through strategically designed mentoring programs.

- RCMS teachers provide weekly, systematic academic and behavior intervention services to students Mondays, Tuesday, Wednesday, and Thursday, while Fridays present students with valuable advisory lessons.

- RCMS provides a variety of high school level courses within core curriculum as well as the related arts' curriculum. These courses include: English 1, Algebra 1, Spanish 1, Google Basics, Desktop Publishing, and Geometry.

<div align="center">**Statements of Purpose**</div>

<u>Mission</u>
The mission of Ralph Chandler Middle School is to provide diverse educational opportunities that support Critical Thinking, Communication, Collaboration, and Creativity.

<u>Vision</u>
Preparing 21st Century Learners

<u>Beliefs</u>

We Believe:

- in honoring the legacy of Ralph Chandler.
- positive relationships play a critical role in student success.
- our students are the focus of our school community.
- in developing responsible digital citizens for the 21st century.
- a quality education embodies a passion for teaching and learning .
- a collaborative community empowers students to succeed.
- students should contribute to the community through service learning.
- developing good character is vital to our success.
- establishing a climate of mutual respect will promote a safe and orderly environment.
- in the development of the whole child through extra-curricular activities.

Data Analysis and Needs Assessment

Student Achievement

SC Ready continues to be our state assessment for Math, ELA, and Writing. The SC PASS for Science and Social Studies remains in place as well. We received the Palmetto Silver award from the state for improved performance in 2011 and a Gold award for improvement in January 2012, 2013, 2014, and 2015. For the 2018-2019 school year RCMS scored an overall rating of 'Good' with a 54 on the state report card which is only 2 points away from Excellent.

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.

The School District Of Greenville County | 2018-2019

Ralph Chandler Middle School

Academic Achievement

Details Student Performance across District and State

Good
17.70/ 35
Points earned

SC READY English Language Arts and Mathematics
English Language Arts (Reading and Writing)
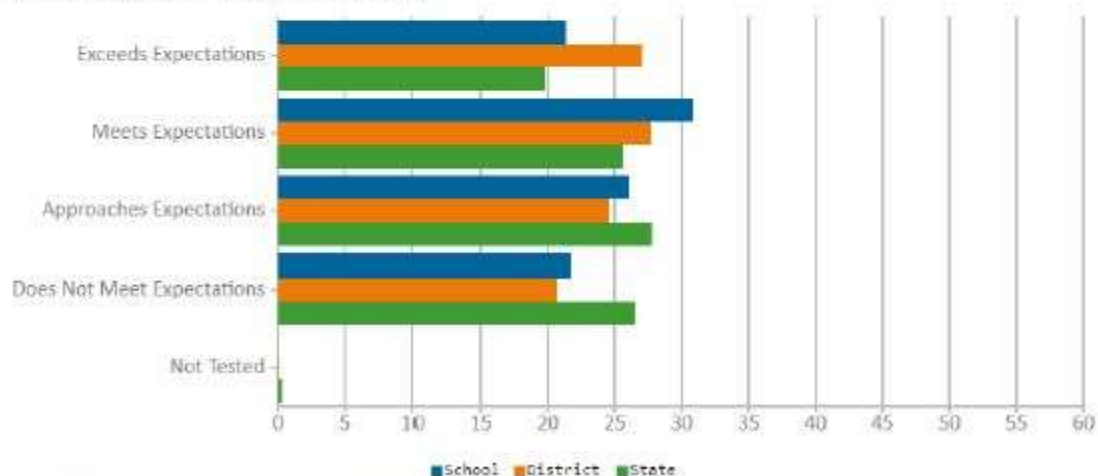
Note: Results from alternate assessments were included in the calculations where available.

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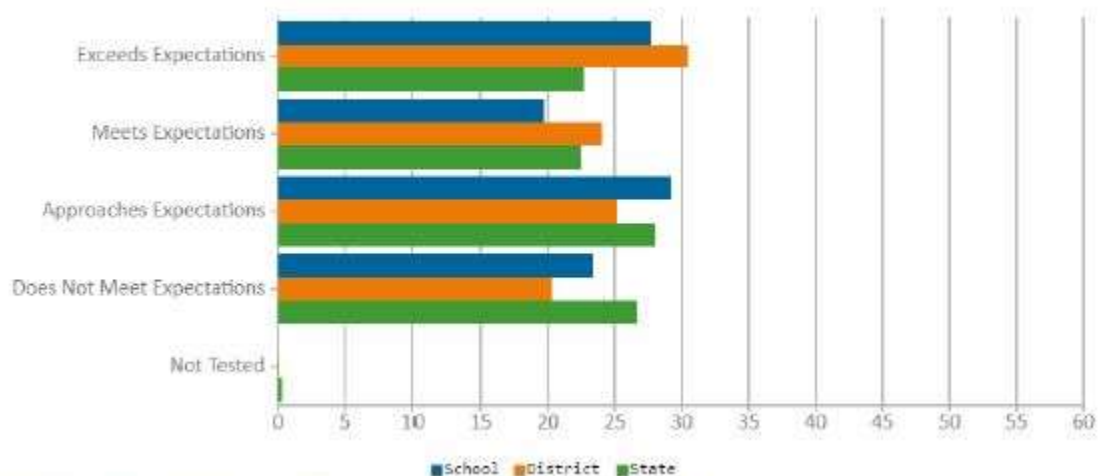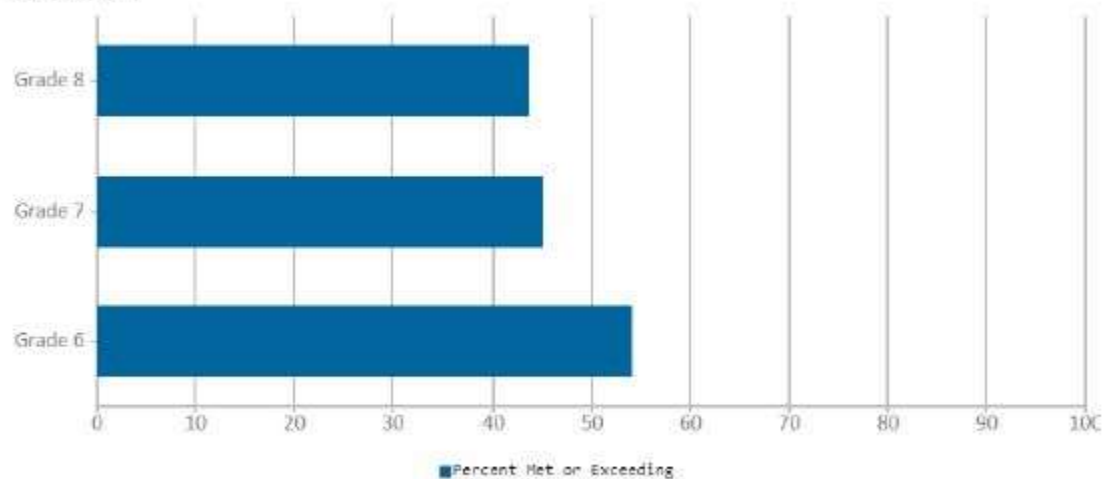
Note: Results from alternate assessments were included in the calculations where available.

School Level Details

SC READY Performance by Grade Level
English Language Arts (Reading and Writing)

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

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Mathematics

Percent Met or Exceeding

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

End of Course Testing

Test Score by Subject

Subject	Number Tested	Mean Score	Scored A (90-100)	Scored B (80-89)	Scored C (70-79)	Scored D (60-69)	Scored F (0-59)
Algebra	79	85.8	41.8%	26.6%	20.3%	7.6%	3.8%
English	94	85.8	43.6%	26.6%	22.3%	6.4%	1.1%

Teacher and Administrator Quality

All teachers at Ralph Chandler Middle School use technology in their classrooms, and the majority of teachers are technology proficient, as demonstrated through INTEL certification. Teachers who have yet to receive a professional teaching certificate are exempt from technology proficiency expectations. Technology proficiency is pursued upon completion of two years of teaching with successful formal evaluation cycles.

Our intent is to provide quality professional development in a variety of areas which will give our teachers more tools to create dynamic standards-based lessons and to more effectively manage their classrooms. We will continue to focus on research-based teaching strategies and on improving our collaboration through Professional Learning Communities. Such training is critical in maintaining a high degree of staff quality. Teachers consistently receive job-embedded professional development opportunities during grade level, team, and department meetings, as well as collaborative planning sessions. In addition, RCMS has at least one content area representative at each district-level, content-specific professional development.

We will also continue to encourage our staff to become highly qualified in all subjects in which they teach. Due to changes in student enrollment, some of our teachers work in two-person teams. As enrollment fluctuates from one grade to another, it may be necessary to move some staff to another grade level or content area. We will continue to work with these teachers in becoming highly qualified as these changes occur. We may also need to add additional staff and will make it a priority to select teachers who already possess the highly qualified credentials needed at that time.

Ralph Chandler Middle School
Professional Development Calendar 2020-2021

Jeff Jenkins – Principal

In addition to the Professional Learning opportunities listed in the table, our staff also regularly engages in the following:

1st Wednesday each month – *Team Leaders*

2nd Wednesday each month – *Department Meetings*

Weekly - *Collaborative Planning sessions on Thur (rotation by department)*

Weekly – *Team meetings on Tuesdays and Grade Level meetings on Thursdays*

Professional Development Plan 2020/2021

During the 20/21 school year, each academic content area team will participate in a Learning Cycle that will center around a goal or set of goals that the department creates for itself.

Each content area (ELA, Math, Science, and Social Studies) will meet once weekly over a four week learning cycle time frame. The first meeting will focus on goal-setting, exploring the what and why of our work, and looking toward the future. The second meeting, teachers will plan with the central goal in mind. During the third meeting, teachers will observe each other in a formal "instructional rounds: setting against the context of the unified goal created at the start of the cycle. Finally, the fourth meeting will include a debrief in which teachers can reflect and discuss the work of the cycle as well as plans for next steps.

This learning cycle is unique in that, during the four weeks of reflective work, the Instructional Coach alone embeds in classrooms completing co-teaching, observations, and coaching. During these cycles, administration is observing and providing feedback to the faculty members in the department who are not currently "in cycle."

Once the learning cycles for all academic departments ended at the close of October, teachers were asked to provide topics of interest they still had after the learning cycle. Unanimously, teachers provided a list of strategies they were interested in learning more about in order to reach our lower performing students. These topics include: launch strategies, brain breaks, lesson pacing, inquiry-based strategies, and project-based learning strategies. The focus strategies were addressed during Tuesday professional development times during planning periods for all instructional faculty, including related arts instructors.

Launching in January, all teachers participated in data analysis meetings to sharpen the focus as the final assessments for the school year approach. Using a standard format to guide thinking, content partners worked to determine focus standards of greatest academic need and strategies to address those needs directly in the

classroom. These conversations took place in small groups once per week and were followed by additional work with the Instructional Coach looking at effective implementation of impactful strategies through the close of the school year.

School Climate

	2018	2019	2020	2021	2022	2023
Teacher Attendance Rate	94.2	89.4	95.7			
Student Attendance Rate	95.5	96.5	96.2			
Suspension/Expulsion Rate	0.06	0.07	0.00			
Students Older than Usual for Grade						
Percent of Teachers Satisfied with Physical/Social Environment	82.4	89.6	93.2			
Percent of Students Satisfied with Physical/Social Environment	82.4	81.4	75.6			
Percent of Parents Satisfied with Physical/Social Environment	88.2	81.3	91.5			
Percent of Teachers Satisfied with Learning Environment	70.5	93.1	91.0			
Percent of Students Satisfied with Learning Environment	78.8	78.8	68.6			
Percent of Parents Satisfied with Learning Environment	92.1	83.5	95.1			
Percent of Teachers Satisfied with Home-School Relations	97	93.1	95.4			
Percent of Students Satisfied with Home-School Relations	86	84.4	82.0			
Percent of Parents Satisfied with Home-School Relations	66.3	76	73.4			

Patterns:
1. Teacher attendance rate reached expectations and is at a three year high.
2. Teachers are most satisfied with Home-School Relations but parents, once again, are not. This disconnect needs to be discussed with faculty, SIC, PTSA.
3. While parents are very satisfied with the learning environment at the school, teachers are not. There have been some teachers transitioning out of the building and multiple initiatives such as 1:1, Benchmark Testing, and other programs were introduced. Focus groups such as Department Chairs, Team Leaders, and School Leadership will review this disconnect further.

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

Action Plan:

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

PERFORMANCE GOAL 1: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from _46__% in 2016-17 to _61__% in 2022-23.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by __3_% annually.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE website and School Report Card	46 % Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Middle**	49	52	55	58	61
		School Actual Middle	49	*waiver*			
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	*waiver*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative assessments to inform instruction at a rigorous level.	2018-2023	Teacher/Admin. Oversight	$4,000	Flex baseline	Mastery Connect usage data (benchmarks and formatives). Teacher observation data; SLO data
2. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities).	2018-2023	Teacher/Admin. Oversight	Determined by district office	Determined by district office	Teacher PD portal, Observation Data, Lesson 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 2: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from __46_% in 2016-17 to __61_% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by __3_% annually.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SDE website and School Report Card	**46** % Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Middle**	**49**	**52**	**55**	**58**	**61**
		School Actual Middle	**44**	*waiver*			
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	*waiver*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Teacher/Instructional Coach/Admin. Oversight			Attendance reports from District PD offerings and school on-site offerings. Lesson Plans. Observation Data.
2. Effectively use formative assessments to inform instruction at a rigorous level.	2018-2023	Teacher/Instructional Coach/Admin. Oversight			Mastery Connect Usage and data reports. Teacher Observation Data; SLO 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 3: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by _3__% annually.

DATA SOURCE(s):		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**	**57**	**60**	**63**	**66**	**69**
		School Actual Middle 67	**57**	*waiver*			
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	*waiver*			

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Teacher/Instructional Coach/Admin. Oversight			Attendance reports from District PD offerings and school on-site offerings. Lesson Plans. Observation Data.
2. Effectively use formative assessments to inform instruction at a rigorous level.	2018-2023	Teacher/Instructional Coach/Admin. Oversight			Mastery Connect Usage and data reports. Teacher Observation Data; SLO 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 4: Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	**33** % Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	**36**	**39**	**42**	**45**	**48**
SC READY ELA SC SDE Website		**School Actual Hispanic**	**40**	*waiver*			
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	*waiver*			

SC READY ELA SC SDE Website	**27** % Meets Expectations and Exceeds Expectations	**School Projected AA**	**27**	**30**	**33**	**36**	**39**
SC READY ELA SC SDE Website		**School Actual AA 27**	**31**	*waiver*			
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	*waiver*			
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations	**School Projected SWD**	**5**	**8**	**11**	**14**	**17**
SC READY ELA SC SDE Website		**School Actual SWD 21**	**21**	*waiver*			
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	*waiver*			
SC READY ELA SC SDE Website	44 % Meets Expectations and Exceeds Expectations	School Projected LEP	**33**	**36**	**39**	**42**	**45**
SC READY ELA SC SDE Website		School Actual LEP 44	44	*waiver*			
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	*waiver*			
SC READY ELA SC SDE Website	**45** % Meets Expectations and Exceeds Expectations	School Projected PIP	**34**	**37**	**40**	**43**	**46**
SC READY ELA SC SDE Website		School Actual PIP 45	**45**	*waiver*			

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	*waiver*			
SC READY Math SC SDE Website	**43** % Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	**39**	**42**	**45**	**48**	**51**
SC READY Math SC SDE Website		**School Actual Hispanic** **43**	**43**	*waiver*			
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	*waiver*			
SC READY Math SC SDE Website	**27** % Meets Expectations and Exceeds Expectations	**School Projected AA**	**27**	**30**	**33**	**36**	**39**

SC READY Math SC SDE Website		**School Actual AA 30**	**30**	*waiver*			
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	*waiver*			
SC READY Math SC SDE Website	**20** % Meets Expectations and Exceeds Expectations	**School Projected SWD**	**14**	**17**	**20**	**23**	**26**
SC READY Math SC SDE Website		**School Actual SWD 20**	**20**	*waiver*			
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	*waiver*			

SC READY Math SC SDE Website	19 % Meets Expectations and Exceeds Expectations	**School Projected LEP**	**19**	**22**	**25**	**28**	**31**
SC READY Math SC SDE Website		**School Actual LEP**		*waiver*			
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	*waiver*			
SC READY Math SC SDE Website	**42** % Meets Expectations and Exceeds Expectations	**School Projected PIP**	**34**	**37**	**40**	**43**	**46**
SC READY Math SC SDE Website		**School Actual PIP 42**	**42**	*waiver*			
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	*waiver*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement Professional Learning Community support in schools	2018-2023	Administration	$0	N/A	Evidence of data driven conversations from PLC meetings (Team, SLO, Coaching cycle)
2. Provide strategy and content support for teachers	2018-2023	Administration / Instructional Coach	$0	N/A	District and school-based professional development offerings that provide strategies and content to teachers.
3. Schools will utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2023	School counselors, teacher teams, administration	$0	N/A	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

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: 100% of middle schools will have targeted literacy intervention classes by 2023.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
PowerSchool		**School Projected**					
PowerSchool		**School Actual Yes**	**Yes**	**Yes**			
PowerSchool	**50**	**District Projected**	**75**	**100**	**100**	**100**	**100**

PowerSchool		**District Actual 89**	100	100			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement Read 180	2018-2023	SPED Teachers	District Funded	Determined by School District	Master Schedule, Data from Read 180 Benchmark Assessment
2. Implement System 44	2018-2023	SPED Teachers	District Funded	Determined by School District	Master Schedule, Data from System 44 Benchmark Assessment
3. Implement Language Live	2018-2023	Designated instructor for program	District Funded	Determined by School district	Master Schedule, Data from Language Live Benchmark Assessment

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 = Maintain Ethnic Diversity = Maintain**	**Gender Diversity = Maintain Ethnic Diversity = Maintain**	**Gender Diversity = Maintain Ethnic Diversity = Maintain**
GCS Human Resources Department	Baseline established in 2019-2020	**School Actual**		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%			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Hiring	3/2021 – 8/2022	Administration	$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	90	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 84	84	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic*			
SC SDE School Report Card Survey	92	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Teachers 97	97	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			
SC SDE School Report Card Survey	**94**	**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 84	84	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			
SC SDE School Report Card Survey	**92**	**District Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	*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	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	89	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Take a proactive approach by periodically pushing out information about the safety measures that we take at each school	2018-2023	School Administration and office personnel	$0	NA	School Messenger reporting data

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Take an educational approach to safety drills. Drills are conducted on a regular basis as scheduled and adjusted by safety admin in conjunction with district safety personnel.	2018-2023	Safety Administrator	$0	NA	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.

Percent Recommended for Expulsion

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) <1	**School Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		School Actual 0.01	**0.01**	0.00			
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			

Annual Expulsion Rate

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) 0.01	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual 0.01	.01	.00			
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:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.	2018-2023	Administration Team	$0	NA	Information disseminated through various formats both print and digital.
2. Utilize In School Suspension (ISS) to keep students in school and provide educational and reflection opportunities while placed in ISS.	2018-2023	ISS Coordinator and School Administration	$35	General Fund	ISS data analysis
3.					

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**	**63**	**66**	**69**	**72**	**75**	
		School Actual 60	**66**	**68**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	**54**	**58**	**62**	**66**	**70**	

		District Actual 52	50	52	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*		

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Expand mentoring program for students	2018-2023	School Counselors	$0	NA	Students assigned to an adult at the school
2. Establish protocols among all adults to communicate positively with students (Teaming, Leader in Me, and Capturing Kids Heart).	2018-2023	School Team	Unknown	Various approval sources	Documentation of communicating protocol to school staff.

Performance Goal Area: ☐Student Achievement*   ☐Teacher/Administrator Quality*   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority *Gifted and Talented Requires*   ☐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
180th day Attendance Report	(2016-17) **95.5**	**School Projected**	95	95	95	95	95

		School Actual 95.6					
180th day Attendance Report	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
		District Actual 95	95	96			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Consistently monitor attendance trends.	2018-2023	Attendance Clerk, Admin Team, Social Worker	$0	NA	Attendance reports, Review of attendance policies.
2. Establish protocol for personal contacts to absent students.	2018-2023	School counselors, Teachers, Attendance clerk	$0	NA	Documented Contacts

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Coordinator, Social Worker, Attendance Clerk, Admin Team	$0	NA	Students are identified and appropriate supports are assigned

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):		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 ≤ 5%** **Lonely ≤ 5%** **Angry ≤ 9%**	**Afraid ≤ 5%** **Lonely ≤ 5%** **Angry ≤ 8%**	**Afraid ≤ 5%** **Lonely ≤ 5%** **Angry ≤ 8%**	**Afraid ≤ 4%** **Lonely ≤ 4%** **Angry ≤ 7%**	**Afraid ≤ 4%** **Lonely ≤ 4%** **Angry ≤ 6%**
		School Actual Afraid – 5% Lonely – 1% Angry – 9%	**Afraid ≤ 6%** **Lonely ≤ 15%** **Angry ≤ 11%**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	**Afraid ≤** **Lonely ≤** **Angry ≤**	**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%**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Collect data surrounding social-emotional needs through student surveys	2018-2023	School Counselors	$0	NA	Survey data collected and analyzed
2. Implement the OnTrack process in all schools in the district, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	School Counselors, Administration	$0	NA	Evidence demonstrating use of OnTrack with fidelity.

Appendix A

Our 2018-2019 School Report Card can be found at the following link:
https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9TSZzaWQ9MjMwMTExOA

Information about the ESEA waiver/Every Student Succeeds Act (ESSA)
is available at the following links:
ESEA: http://ed.sc.gov/data/report-cards/federal-accountability/esea/
ESSA: http://ed.sc.gov/educators/educator-effectiveness/essa-evaluation-changes/