Woodmont Middle School
Jennifer Couch, Principal

Greenville County School District

Dr. W. Burke Royster, Superintendent

2018-19 through 2022-2023

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Woodmont Middle School

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

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

Required Signature Page

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

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

PRINCIPAL

Jennifer Couch	*[signature]*	3-1-21
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Tonya Woods	*[signature]*	4/13/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

J. Towers Rice, IV	*[signature]*	4/13/2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 325 N. Flatrock Rd. Piedmont, SC 29673

SCHOOL TELEPHONE: (864) – 355 – 8500

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

Stakeholder Involvement for School Renewal

Position   Name

1.   **Principal** Jennifer Couch

2.   **Teacher** Amy Schrader

3.   **Parent/Guardian** Fancie Panzetta

4.   **Community Member** Ron Young

5.   **Paraprofessional** Billy Gibson

6.   **School Improvement Council Member** Janet Schumpert

7.   **Read to Succeed Reading Coach** NA

8.   **School Read To Succeed Literacy Leadership Team Lead** J. Towers Rice

9.   School Read To Succeed Literacy Leadership Team Members: Towers Rice, Tonya Woods, Jennifer Fuller, Adrienne Sellars, Chris Lawrence, and Anna Candler

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

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

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Woodmont Middle School Portfolio

INTRODUCTION

The Woodmont Middle School portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability. Each year, the Woodmont staff and community review our Action Plan and progress we are making toward our goals.

Woodmont Middle School wants to improve student achievement, to gain and develop resources, and to build and maintain positive relationships with our community. Our stakeholders support our school and its programs by working with us to promote our school's mission and beliefs.

Committees

Student Achievement Needs Assessment Committee: Reviewed achievement data such as SC READY, SC PASS, EOCE, MAP, benchmark, classroom assessments etc. (*Denotes virtual teachers for the 2020-21 school year.)

ELA

Adrienne Sellars
Farah Loveless
Melissa Price*
Amy Schrader
Ryan Dafforn
Katherine Bowers

Math

Mary Matthew*
Bill Hudson
Jackie Averett*
Loretta Garrett*
Angela Schwieger
Jarrod Hermann
Ashlee Ayers
Brenda Elmore
Nicole Phibbs

Science

Jennifer Olson*
Emily Tyler
Albert Moore
Susan Serig
Amy Schrader

Social Studies

Sarah Real
Chris Lawrence
Lisa Bondy*
Sheralyn Smith*
David Bagwell*
Penny Boswell*
Cheryl Campbell

The School Leadership Team as well as the School Improvement Council reviewed data and the portfolio to determine areas that needed further work as well as areas of significant improvement. Other committees reviewed information and gathered data as needed. The Portfolio committees included:

School Profile ---- School Personnel: Reviewed certification and years of experience data.

Jennifer Couch
Towers Rice

School Profile ---- Student Population: Provided student demographic (45 Day) information.

Racquel McCrary
Jennifer Couch
Gale Sopko
Alex Koszeghy
Nicole Genova
Lillian Johnson

School Profile---- Academic and Behavior Features / Programs / Initiatives: Reviewed discipline data, surveys, data regarding Rookie Camp, teaming, and STEAM initiatives.

Administration

Action Plan ---- School Administration: Developed Goals and Action Plans.

Administration
Towers Rice

<center>**Executive Summary**</center>

Summary of Needs Assessment for Student Achievement
In the spring of 2019, SC Ready AND PASS scores show that while the many of Woodmont Middle School students are improving their performance, not all are performing at high levels.

In response to data, the following initiatives have been determined:
- Continued implementation of STEAM/PBL to increase student engagement and academic rigor
- Continued use of grade-level, subject-area common major assessments using the district assessment system
- Refinement of inclusion with co-teaching models of instruction
- Academic assistance opportunities through System 44 and Read 180
- Use of differentiation to target instruction and improve student understanding of standards-based instruction
- Analysis of assessment data followed by collaboration and use of data in planning instruction and remediation
- Professional development focused on Social Emotional Learning, differentiation, disciplinary literacy, and instructional technology

Summary of Needs Assessment for Teacher and Administrator Quality
Needs assessments indicated that teachers desire and need continued professional development to maximize their growth. Due to the various strengths and needs of teachers, there is a need for a more personalized approach to professional development. A plan of development will offer more choice for teachers and is determined based on school initiatives and staff needs to include inclusive strategies with co-teaching models, literacy strategies, data-driven differentiation, understanding and responding to students' social/emotional needs, connecting with diverse groups, and student engagement in the STEAM/PBL classroom. There is also a need to further increase collegial conversations and peer support.

In response to data, the following initiatives have been determined:
- Leverage digital tools (Kyte Learning, a digital learning platform) to promote self-selected and self-paced PD for teachers
- Continuing to provide more professional development opportunities for teachers to promote choice
- Promoting teacher leadership in facilitating professional development opportunities (once a month, we host a series of teacher-led workshops and allow staff to "choose their own adventure")
- Continuing to develop professional development in response to teacher input
- Promoting more opportunities for professional growth through Professional Learning Communities (PLCs)
- Research and implement methods of personalizing professional development in order to meet specific needs of teachers and promote a growth mindset.

Summary of Needs Assessment for School Climate
The 2019 Report Card Survey revealed an increase by **57%** in teacher satisfaction with the learning environment; student and parent satisfaction with the learning environment was largely consistent with 2018 report card results.

The same survey revealed an increase by **53%** in teacher satisfaction with the social and physical environment, and an increase by **20%** in parent satisfaction with the social and physical environment; student satisfaction with the social and physical environment increased slightly from 2018.

The same survey showed a **27% increase** in teacher satisfaction with home/school relations; student satisfaction with home/school relations fell slightly from 2018; parent satisfaction rose slightly from 2018.

<center>9</center>

Significant Challenges in the Last Three Years
- Far-reaching impacts of COVID-19 pandemic.
- Strengthening teacher Professional Learning Communities where teachers collaborate, build standards-based common assessments, and analyze data to drive instruction
- Developing an academic assistance program to meet the needs of learners
- Implementation of STEAM/PBL and increasing inquiry and literacy experiences for students
- Transition to 1:1 devices, managing a Chromebook classroom, and using Chromebooks along with programs, applications, and internet sites effectively for increased student learning opportunities
- Transition to Learning Targets and Implementation of the GCS Instructional Protocol

Significant Accomplishments in the Last Three Years
- Increase in SC Ready ELA scores, and SC PASS Social Studies and Science scores
- Drastic increases in student, teacher, and parent satisfaction on most metrics of the School Report Cards survey (as well as district Upbeat survey.)
- Establishment of teacher PLCs
- Rookie Camp implementation
- Expansion of Michelin mentoring program
- Expanded PTA
- ABC Arts Grant Recipient
- Woodmont Royals established
- Implementation of quarterly awards days

School Community

Woodmont Middle School is a sixth through eighth grade public school located in a rural setting in southern Greenville County. The school opened in 1982 and later was totally renovated and reopened in January 2008 with the capacity to accommodate 1000 students.

With the renovation and expansions, Woodmont Middle School has an area for each grade level. Each grade level area is color-coded and has storage spaces for books and teaching supplies, science labs, planning areas, restrooms, and an administrative office.

All classrooms are equipped with telephones, Promethean Boards and new laptop computers with docking stations for each teacher. As of 2019, the school is 1:1 and all students are issued Chromebooks at the beginning of the year.

Since the opening of the Southern Connector in 2001, more industrial and commercial development has occurred. Within the last few years, several strip malls and fast food restaurants have opened in the community.

In addition, numerous housing developments have opened and other housing communities are in the process of being developed.

Though many of the parents work during the school day, we have a dedicated core of parents who are able to volunteer their time in a "normal" year (the 2020-21 year was, of course, an exception to this due to the COVID-19 pandemic). Parents operate a school store, provide refreshments for the faculty and furnish meals for athletic teams.

Michelin, one of our business partners, provides mentors at lunchtime for our students and teacher grants.

School Personnel

The staff is comprised of a principal, one assistant principal, one administrative assistant, an instructional coach and part-time instructional specialist, three guidance counselors, a Media Specialist, an ESOL teacher, 5.5 special education teachers, 10 related arts teachers, and 35 regular education teachers. There are 4.5 clerical staff members, an in school suspension teacher and a classroom aide. Agency partners housed on campus include a resource officer and a mental health counselor.

For 2018-19, teacher attendance was **94.3%**; **60.0%** of teachers held advanced degrees**;** and teachers returning from the previous year were **82.1%**.

Of the professional staff, 48 are female and 14 are male. Eight are African-American; one is Hispanic and 39 are white. The experience levels of the professional staff are detailed below:

Years of Experience of Professional Staff 2018-2019

0-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years	30+ years
21	10	6	7	2	2	7

Our principal, Ms. Jennifer Couch, has over 20 years of experience as a teacher and administrator. This is her third year as principal of Woodmont. Mr. Paul Laches, our administrative assistant, is in his first year at Woodmont Middle School and has been in education for seven years. Ms. Tonya Woods, our assistant principal, is in her seventh year at Woodmont Middle and has been in education for over twenty years. Mr. Towers Rice is in his third year as Instructional Coach at Woodmont and has been in education for over ten years.

Student Population Data

As of March 28, 2019, Woodmont Middle School had an enrollment of 814 students. This marks an increase of 101 students from the 2017-18 school year when the enrollment was 713.

The current population consists of 45% White, 39.5% African American/ Black, 8.4% Hispanic/Latino, and 6.1% two or more races. 51% of the student population is male; 49% is female.

The student attendance percentage as of March 28, 2019 is 93.60%. This is a decrease of around 1% from the previous year. Efforts to improve attendance and increase awareness include the use of daily announcements, posted charts, various incentives, intervention conferences and parent communication using the School Messenger.

As of March 2020, one hundred and nine students were identified as having special learning needs. They are served through self-contained classes, inclusion classes, and tutorial classes.

Special education students are served in an inclusion model with tutorials as needed. Three special education teachers serve in the classroom as co-teachers. Two teachers serve students in targeted reading intervention courses. Students with ED classification are served in a self-contained classroom. There are two multi-categorical classes that are self-contained.

Ninety-three (94) students are identified as Gifted and Talented. They are served in GT or Honors ELA classes.

Currently 69.1% of the students receive free or reduced priced meals (up from 66.5%.)

No students were retained during the 2018-19 school year.

Major Academic and Behavioral Features

The organizational structure for Woodmont Middle School centers on teacher and student learning teams. A team of teachers typically consists of about 4 teachers who teach a group of about 100- 120 students that they commonly instruct. The teachers on the team teach all the core academic subjects and share common blocks of time for all collaborative and independent planning. This time is also used for in-service training, curriculum mapping, creation and monitoring of pacing guides, horizontal curriculum planning, parent conferences, and individual student conferences. Students receive four periods of academic instruction and two periods of related arts classes. Vertical teaming with other grades is achieved through academic departmental meetings among teachers.

Mission, Vision, and Beliefs

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about school and how we think it should operate.

We believe curriculum at Woodmont Middle should be:

1 Based on State standards

2 Meaningful, engaging and challenging

3 Relevant to real life

4 Infused with a wide variety of related arts

5 Complemented by updated materials and textbooks

6 Developmentally and socially responsible to the whole child

7 Inclusive of technology and research skills

8 In-depth and concise

9 Replete with thinking skills

10 Inclusive of Community and Service opportunities

Instruction at Woodmont Middle should be:

1 Connected to previous knowledge and learning

2 Articulated with an interdisciplinary focus

3 Woven together using best practices such as cooperative learning, Learning Focused, team teaching, and technology

4 Provided by highly qualified teachers

5 Complemented by logical scheduling

6 Delivered in classes with a low student-teacher ratio

7 Aligned with state and district expectations

8 Varied in approaches to teaching and interesting to create curiosity

9 Consistent with IEP or student learning goals

10 Delivered so that every student gets what he/she needs

11 Infused with critical thinking skills, inquiry based projects, active learning strategies, and direct instruction

12 Able to enhance individual learning styles

13 Inclusive of high expectations for all students

Assessment at Woodmont Middle should:

1 Demonstrate student progress

2 Include peer assessments

3 Utilize both traditional and alternative, performance-based assessments

4 Be aligned with state and district and objectives

5 Be aligned with state and district assessment criteria

6 Be fair, authentic, and reflective

7 Reveal acquisition and application of knowledge

8 Be aligned with state tests

9 Use a variety of formats, structures, and outcomes

10 Utilize focused learning

11 Include pre and post assessments

12 Display student strengths

The school environment at Woodmont Middle should:

1 Be supportive of a rigorous curriculum

2 Provide opportunities for success

3 Include extra-curricular activities for students

4 Encourage a diverse faculty

5 Provide an inviting, nurturing, comfortable, safe, and clean school

6 Be accepting of differences

7 Provide consistence links to real life expectations

8 Be orderly and organized

9 Celebrate diversity

Purpose

The purpose of Woodmont Middle School is to prepare our students both academically and socially, to create an atmosphere of inquiry, and to foster a love of learning.

Mission

The mission serves to unify an organization's efforts. An effective mission must stretch and challenge the organization, yet be achievable. It is tangible, value-driven, energizing, highly focused, and will move Woodmont Middle School forward. A mission has a finish line for its achievement and is proactive. A mission should walk the boundary between the possible and impossible.

Our mission statement is:

Woodmont Middle School will prepare students academically and socially to become responsible, productive citizens of a global society.

Shared Vision

Our vision is a specific description of what Woodmont Middle School will be like when the mission is achieved.

The following are the curriculum, instruction, assessment, and environment factors that support effective learning for Woodmont Middle School students:

Curriculum must be up-to-date, aligned with state curriculum standards and IB aims and objectives, and designed to help students meet achievement goals. Therefore, curriculum will be:

- Meaningful, engaging and challenging

- Coordinated with state standards

- Combined with appropriate materials, textbooks and technology

- Suffused with technology and research skills

- Reflective of cross curricular connections

Instruction will be tailored to student needs in such a way as to ensure active participation by all. Instruction will include;

- A connection to previous knowledge and learning

- Best practices such as cooperative learning, focused learning, team teaching, Critical thinking skills, active learning strategies, and direct instruction

- A knowledge and appreciation of individual learning styles

- High expectations for all students

Assessment will be varied, and aligned with material taught. Assessments will be:

- Both traditional and alternative

- Performance-based

- Designed to demonstrate student progress

- Fair, authentic and reflective

- Aligned with state tests assessment and standards criteria

The learning environment will provide a safe and nurturing atmosphere where differences are celebrated. The environment will include:

- Support for a rigorous curriculum

- Opportunities for success

- A stimulating, positive, congenial and cooperative atmosphere

- An inviting, nurturing, comfortable, safe and clean school

- Low student-teacher ratio

Vision Narrative

When Woodmont Middle's vision is realized, students will be actively involved in learning. The learning environment for students will be positive, safe, inviting and focused. Students will leave Woodmont Middle with the necessary academic and social skills to successfully meet their personal goals while moving forward to the next level in their educational experience.

Woodmont Middle teachers and administrators will work together to provide a safe and nurturing environment in which all students may experience success. Teachers will use professional development obtained from conferences, university classes and /or work with consultants to learn effective ways of teaching and becoming a resource for each other. Parent and community partnerships will be an invaluable asset for improving student achievement. Testing will encompass a broad

spectrum of real-life, authentic, and performance based assessments. Pride in our accomplishments, paired with public recognition of a job well done at award programs, will enable us to celebrate our success.

<p align="center">Data Analysis and Needs Assessment</p>

Student Achievement

<p align="center">SC READY 2017/2018/2019 by Grade Level (Percentage)</p>

English	Meets and Exceeds Expectations	Does Not Meet and Approaches
Grade 6	**2017:** 22.1 **2018:** 25.9 **2019:** 37	**2017:** 77.9 **2018:** 74.1 **2019:** 63
Grade 7	**2017:** 18.1 **2018:** 26.3 **2019:** 34	**2017:** 81.9 **2018:** 73.77 **2019:** 66
Grade 8	**2017:** 27.6 **2018:** 25.1 **2019:** 37	**2017:** 81.9 **2018:** 74.9 **2019:** 63
Mathematics	**Meets and Exceeds Expectations**	**Does Not Meet and Approaches**
Grade 6	**2017:** 27 **2018:** 25.7 **2019:** 25	**2017:** 73 **2018:** 74.3 **2019:** 75
Grade 7	**2017:** 16.1 **2018:** 19.3 **2019:** 16	**2017:** 83.9 **2018:** 80.7 **2019:** 84
Grade 8	**2017:** 18.7 **2018:** 25.5 **2019:** 19	**2017:** 81.3 **2018:** 74.3 **2019:** 81

<p align="center">SC PASS Science – Grades 6 & 8</p>

	2018	2019
Exceeds Expectations	13.4	15
Meets Expectations	24.2	25
Approaches	26.4	19
Does Not Meet	35.5	40

<p align="center">SC PASS Social Studies–Grade 7</p>

	2018	2019
Exemplary	22.5	34
Met	25	30
Not Met	52.5	39

Achievement data for 2018-19 shows a marginal but nonetheless considerable growth from 2017-18 in all core content areas except math. 2018-19 was the first year of full implementation of the Carnegie Learning math curriculum, which was accompanied by some "growing pains" for students and staff alike.

A full inclusion model with co-teaching components has been implemented and will be refined to address grade-level standards-based instruction with special education students using appropriate differentiation strategies and accommodations. Systematic intervention including academic assistance and literacy instruction will structure clear expectations and opportunities for the success for all students. A continuation of common planning, common assessments, and collaborative analysis will strengthen classroom instruction.

An afterschool program has been established. Student participation is in large part determined by performance on end of year testing. In 2019, an Ed. Support position was created to provide additional math supports to students in the "Approaches" band across all three grade levels.

Teacher/Administrator Quality

The following table reveals teacher quality as defined by the School Report Card:

Teachers	2013	2014	2015	2016	2017	2018	2019	2020
Teacher with advanced degrees	56.1%	51.3%	44.7%	52.5%	48.8%	50.0%	60%	50%
Continuing contract teachers	N/A	82.1%	78.9%	82.5%	78.8%	72.7%	62.2%	58.8%
Teachers returning from previous year	86.9%	85.2%	84.9%	86.5%	87.9%	82.9%	82.1%	87.9%
Teacher attendance	94.5%	94.5%	94.7%	94.8%	93.5%	94.2%	94.3%	94%

Professional development days/teacher	16.8 days	15.8 days	17 days	.9 days	5.4 days	8.3 days	9.4 days	10.1 days

Classes Not Taught by Highly Qualified Teachers

Year	Percent
2013	4.8%
2014	0%
2015	0%
2016	0%
2017	0%
2018	0%
2019	0%
2020	0%

All teachers are certified. All continuing contract teachers have technology proficiency endorsement. The percent of classes not taught by highly qualified teachers remained at 0% for 2014, 2015, 2016, 2017, 2018, 2019, and 2020.

PROFESSIONAL DEVELOPMENT FOR 2020-21

Staff Development 2020-21

Professional Learning Communities Meetings

Our professional learning communities (PLCs) took on a new look for the 2020-21 school year. SQUADs stands for **S**upport, **Q**uestion, **U**nderstand, **A**nalyze, **D**evelop. This defines the overall purpose and goal for each group.
Z-SQUAD   HoriZontal PLC – all teachers by grade level or area
C-SQUAD   Content PLC - all content area teachers by grade level
V-SQUAD   Vertical PLC – all teachers by department

Z-SQUADS will meet formally once a week (determined by grade level administrator) and submit minutes to their administrator if he/she is not in attendance. Grade level counselors will attend these meetings.
C-SQUADs will meet formally once a week on the following schedule. An administrator or designee will be in attendance for each meeting.

Wednesday 1st Plan   ELA & Inclusion
Wednesday 2nd Plan   Science
Thursday 1st Plan   Math & Inclusion
Thursday 2nd Plan   Social Studies

The SPED and counseling departments are asked to schedule parent conferences, IEP/504 meetings, etc., outside of this schedule unless approved by an administrator.

District Professional Development Areas of Emphasis for 2020-21:

ELA

- Disciplinary Literacy
- GCSD Secondary Literacy Framework
- Text Complexity
- Opinion/Argument writing
- Informational writing
- Narrative writing
- Constructing performance assessments
- Formative assessments (with an emphasis on speaking, listening, and questioning
- Literacy
- Standards and Assessments

Science

- Scientific inquiry/inquiry-based learning
- Informational writing
- Constructive performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)
- Literacy
- Standards and Assessments

Social Studies

- Adapting to new inquiry-based standards
- Designing and implementing inquiry-based unit and lesson plans.
- Opinion/argument writing using primary sources, secondary sources and DBQ's
- Informational writing
- Constructing performance assessments
- Formative assessments (with an emphasis on speaking, listening, and questioning)
- Literacy
- Standards and Assessments

Mathematics

- Carnegie Learning math curriculum
- Constructing performance assessments
- Literacy
- Standards and Assessments

World Languages

- Overview of the World Language standards and curriculum
- Linking the communication modes and culture to assessment
- Proficiency levels and the impact on assessment

PE/Health
- Cross curricular connections
- Technology for PE teachers and students
- Promoting fitness
- SPARK-CATCH training

Visual and Performing Arts
- CCSS implications for Visual and Performing Arts
- Arts integration strategies
- Arts education for the 21st Century

ESOL/RTI/GT/SPED
- Preparing all students for CCSS curriculum/instruction/assessment
- Meeting the needs of the exceptional student
- Strategies for collaboration between exceptional educators and regular educators

School Climate

The State of South Carolina Annual School Report Card for 2019 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	Teachers	Students	Parents
Percent satisfied with learning environment	77.8%	56.2%	80.0%
Percent satisfied with social and physical environment	83.3%	60.0%	75.8%
Percent satisfied with school-home relations	38.9%	69.8%	57.7%

The State of South Carolina Annual School Report Card for 2018 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	Teachers	Students	Parents
Percent satisfied with the learning environment	20.90%	58.20%	80.00%
Percent satisfied with the social and physical environment	33.30%	59.40%	55.00%
Percent satisfied with school-home relations	12.50%	76.30%	50.00%

The State of South Carolina Annual School Report Card for 2017 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	Teachers	Students	Parents
Percent satisfied with the learning environment	50.0%	70.2%	71.5%
Percent satisfied with the social and physical environment	70.0%	70.2%	80.5%
Percent satisfied with school-home relations	33.3%	84/2%	59.%

The State of South Carolina Annual School Report Card for 2016 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	Teachers	Students	Parents
Percent satisfied with the learning environment	61.4%	74.9%	89.3%
Percent satisfied with the social and physical environment	75%	80.8%	81.4%
Percent satisfied with school-home relations	40.9%	81.1%	55.9%

The State of South Carolina Annual School Report Card for 2015 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	Teachers	Students	Parents
Percent satisfied with the learning environment	78%	71%	75%
Percent satisfied with the social and physical environment	93%	69%	79%
Percent satisfied with school-home relations	51%	82%	44%

The School Climate data reveals a gradual trend upward in satisfaction over time, evidence that some of the school's programs are effective, particularly on teacher satisfaction. Data continues to reveal a need to better implement Social Emotional Learning structures and strategies, and to improve home/school relations.

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 28% in 2016-17 to 44% 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 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	**28**% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Middle**	**30**	**34**	**37**	**40**	**44**
		School Actual Middle 25.8%	**36**	*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: Increase content and skills mastery learning while emphasizing GRIT (growth, resilience, integrity, and tenacity).					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	Principal Instructional Coach	See District Plan	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Principal Instructional Coach	See District Plan	General Fund	School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Principal Instructional Coach	See District Plan	General Fund	Attendance reports from district professional development offerings including summer courses.

ACTION PLAN FOR STRATEGY #2: Increase rigor and expectations in both instruction to improve student achievement.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2019-2020	Academic Specialists School Principals Instructional Coach	$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Implement coaching cycles to improve common planning and instruction	2018-2020	Academic Specialists School Principals Instructional Coach	$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
3. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2019-2023	Academic Specialists School Principals Instructional Coach	$0	NA	MasteryConnect Reports

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 22% in 2016-17 to 38.2% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 5% 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	22% Meets Expectations and Exceeds Expectations	**School Projected Middle**	**28**	**33**	**38**	**43**	**48**
		School Actual Middle 23	**20**	*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: Increase content and skills mastery learning at while emphasizing GRIT (growth, resilience, integrity, and tenacity).					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	Principal Instructional Coach	See District Plan	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Principal Instructional Coach	See District Plan	General Fund	School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Principal Instructional Coach	See District Plan	General Fund	Attendance reports from district professional development offerings including summer courses.

ACTION PLAN FOR STRATEGY #2: Increase rigor and expectations in both instruction to improve student achievement.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2019-2020	Academic Specialists Principal Instructional Coach	$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Implement coaching cycles to improve common planning and instruction	2018-2020	Academic Specialists Principal Instructional Coach	$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
3. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2019-2023	Academic Specialists Principal Instructional Coach	$0	NA	Mastery Connect Reports

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

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

PERFORMANCE GOAL: 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 Grades 6 and 8 only	**School Projected Middle**	**40**	**43**	**46**	**49**	**52**
		School Actual Middle 37	40	*waiver*			
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**District Projected Middle**	**56**	**59**	**62**	**65**	**68**
		District Actual Middle 53	53	*waiver*			

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at while emphasizing GRIT (growth, resilience, integrity, and tenacity).					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	Principal Instructional Coach	See District Plan	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Principal Instructional Coach	See District Plan	General Fund	School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Principal Instructional Coach	See District Plan	General Fund	Attendance reports from district professional development offerings including summer courses.

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

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

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

PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 7% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 7 only	**School Projected Middle**	**54**	**61**	**68**	**75**	**82**
		School Actual Middle 47	64	*waiver*			
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 7 only	**District Projected Middle**	**74**	**77**	**80**	**83**	**86**
		District Actual Middle 71		*waiver*			

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

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at while emphasizing GRIT (growth, resilience, integrity, and tenacity).					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	Principal Instructional Coach	See District Plan	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Principal Instructional Coach	See District Plan	General Fund	School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Principal Instructional Coach	See District Plan	General Fund	Attendance reports from district professional development offerings including summer courses.

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

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

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for 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	**32** % Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	29	32	35	38	41
SC READY ELA SC SDE Website		**School Actual Hispanic 26%**	**39**	*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	**20** % Meets Expectations and Exceeds Expectations	**School Projected AA**	**24**	**27**	**30**	**33**	**36**
SC READY ELA SC SDE Website		**School Actual AA 21**	**28**	*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	**1** % Meets Expectations and Exceeds Expectations	**School Projected SWD**	**8**	**11**	**14**	**17**	**20**
SC READY ELA SC SDE Website		**School Actual SWD 5**	5	*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	**20** % Meets Expectations and Exceeds Expectations	**School Projected LEP**	**22**	**25**	**28**	**31**	**34**
SC READY ELA SC SDE Website		**School Actual LEP** **19**	30	*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	**20**% Meets Expectations and Exceeds Expectations	**School Projected PIP**	**24**	**27**	**30**	**33**	**36**
SC READY ELA SC SDE Website		**School Actual PIP** **21**	31	*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 PP** **33**	45	*waiver*			
SC READY Math SC SDE Website	**22** % Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	**33**	**36**	**39**	**42**	**45**
SC READY Math SC SDE Website		**School Actual Hispanic** **30**	23	*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	**14** % Meets Expectations and Exceeds Expectations	**School Projected AA**	**20**	**23**	**26**	**29**	**32**

SC READY Math SC SDE Website		**School Actual AA 17**	15	*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	**1** % Meets Expectations and Exceeds Expectations	**School Projected SWD**	**7**	**10**	**13**	**16**	**19**
SC READY Math SC SDE Website		**School Actual SWD 4**	3	*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	**16**% Meets Expectations and Exceeds Expectations	**School Projected LEP**	**24**	**27**	**30**	**33**	**36**
SC READY Math SC SDE Website		**School Actual LEP 21**	18	*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	**19**% Meets Expectations and Exceeds Expectations	**School Projected PIP**	**23**	**26**	**29**	**32**	**35**
SC READY Math SC SDE Website		**School Actual PIP 20**	16	*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: Increase the effectiveness of data-based core instruction.					EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Principal Instructional Coach			Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, etc.)
2. Provide strategy and content support for teachers	2018-2023	Principal Instructional Coach			Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Principal Instructional Coach			Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	TBD	**School Projected**	**YES**	**YES**	**YES**	**YES**	**YES**
PowerSchool		**School Actual YES**					
PowerSchool	**50**	**District Projected**	**75**	**100**	**100**	**100**	**100**
PowerSchool		**District Actual 89**	**100**	**100**			

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ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core reading instruction to meet identified student needs.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement a professional learning plan to support school leadership teams (administrators and instructional coaches) in building capacity for consistent implementation of the GCS Secondary Literacy Framework.	2018-23	Principal Instructional Coach	$0	NA	Observations, anecdotal notes, and lesson plans.
2. Organize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning	2018-23	Principal Instructional Coach	$0	NA	Documentation of ongoing instructional rounds including implications for instructional growth
3. Support intentional unit and lesson planning reflective of responsive to student needs	2018-23	Principal Instructional Coach	$0	NA	Collaborative planning, data analysis, unit planning, protected daily planning times
4. Differentiate instruction and assessments to meet students' needs while maintaining the expectation of grade-level mastery.	2018-23	Principal Instructional Coach	$0	NA	Lesson planning, formative assessments (i.e. within MasteryConnect) teams and reflective practices.
5. Coach teachers in instructional best practices	2018-23	Principal Instructional Coach	$0	NA	Documentation of coaching cycles provided by members of school

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):		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 =No Ethnic Diversity = No			
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%		

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.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	81	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students 54	**61.3**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			
SC SDE School Report Card Survey	93.4	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers 71	**97.3**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			

SC SDE School Report Card Survey	83	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 50	79.3	*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: Enhance lines of communication between the school and stakeholders regarding existing safety measures.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Principal	$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Take a proactive approach by periodically pushing out information about the safety measures that are taken at the school.	2018-2023	Principal	$0	NA	Safety stories on web, social media, etc.
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns	2018-2023	Principal Media Specialist	$0	NA	Tips received from multiple stakeholder groups

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
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.6	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 0.7	0				
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.7**	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

		District Actual 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
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.4	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual 0.3	0				
ESSA Federal Accountability and SDE School Report Card	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual .04	.10	.03			

ACTION PLAN FOR STRATEGY #1: Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive school environment.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Further develop peer mentoring programs to support students and develop empathy.	2018-2023	School Counselor Principal	TBD	General Fund	Peer mentoring in schools
2. Ensure every student connected with a caring adult.	2018-2023	School Counselor Principal	TBD	TBD	Students connected with adults in school buildings or buses

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):			2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	**Baseline established in 2017-18**	**School Projected**	**45**	**50**	**55**	**60**	**65**
		School Actual 38	**24**	**54**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*		
AdvancED Culture & Climate Surveys	**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.*		

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ACTION PLAN FOR STRATEGY #1: Empower all adults (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**
1. Expand mentoring program for students	2018-2023	Principal School counselors	TBD	NA	Students assigned to an adult at the school.
2. Establish protocols among all adults to communicate positively with students (PBIS)	2018-2023	School team	$0	NA	Documentation of communicating protocol to staff
3. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School team/PTA	$0	NA	Support staff included in decision making and support of students

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
180th day Attendance Report	(2016-17) 94	**School Projected**	**95**	**95**	**95**	**95**	**95**
		School Actual 95	94	95			
180th day Attendance Report	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
		District Actual 95	95	96			

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ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends					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	$0	NA	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Attendance Clerk Admin team	$0	NA	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	Attendance Clerk Admin team	$0	NA	Students are identified and appropriate supports are assigned

ACTION PLAN FOR STRATEGY #1: Implement and maintain a proactive attendance program.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Promote attendance with students and parents as an important component of school success	2018-2023	Attendance Clerk	$0	$0	Teacher/school direct contact with parents.
2. Hold Attendance Awareness Week Activities	2018-2023	Attendance Clerk	$0	$0	List of Activities Attendance Data

ACTION PLAN FOR STRATEGY #1: Implement and maintain a proactive attendance program.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. Attendance Clerk will encourage students with poor attendance practices by checking in with them weekly.	2018-2023	Attendance Clerk	$0	$0	Increased student attendance and record of contacts.

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 Culture & Climate Surveys	Baseline established in 2017-18	School Projected	Afraid ≤ 8 Lonely ≤ 14 Angry ≤ 21	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 20	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 19	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 18	Afraid ≤ 5 Lonely ≤ 10 Angry ≤ 17
		School Actual Afraid – 9% Lonely – 15% Angry – 22%	Afraid 4% Lonely 28% Angry 30%	Afraid 9% Lonely 16% Angry 20%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Culture & Climate Surveys	Baseline established in 2017-18	District Projected Secondary	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual Secondary Afraid-7% Lonely – 14% Angry – 14%	Afraid 7% Lonely 16% Angry 14%	Afraid 7% Lonely 16% Angry 15%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement relationship-building programs/strategies in schools	2018-2023	Principal	$0	NA	Programs implemented with fidelity
2. Develop and maintain a menu of support resources and provide to all guidance counselors and social workers	2018-2023	Dir. of Guidance	$0	NA	Menu developed and distributed