GREENVILLE MIDDLE ACADEMY

Traditional & Global Studies

STRATEGIC PLAN & SCHOOL PORTFOLIO

2018-19 through 2022-23

Greenville County Schools

Nicky Andrews, Principal

W. Burke Royster, Superintendent

A Tradition of Excellence

Since 1938

SCHOOL NAME: GREENVILLE MIDDLE ACADEMY OF TRADITIONAL & GLOBAL STUDIES

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	*WBurke Royster*	4/26/2022
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Y.C. (Nicky) Andrews	*Y.C. Andrews*	4/26/2022
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek	*Roger D. Meek*	4/26/2022
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jason Burton	*Jason Burton*	4/26/2022
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Jody Allison	*Jody Allison*	4/26/2022
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: *339 Lowndes Avenue, Greenville, South Carolina 29607*

SCHOOL TELEPHONE: *(864) 355-5600*

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

POSITION	NAME
1. PRINCIPAL	Nicky Andrews
2. TEACHER	Dr. Anna Hasenkamp
3. PARENT/GUARDIAN	Jo Halmes
4. COMMUNITY MEMBER	Alonda Rollison
5. SCHOOL IMPROVEMENT COUNCIL	Jason Burton
6. Read to Succeed Reading Coach	Jody Allison
7. School Read to Succeed Literacy Leadership Team Lead	Nicky Andrews

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

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

POSITION	NAME
School Read to Succeed Literacy Leadership Team:	
Instructional Coach	Jody Allison
Program Coordinator	Susan Simpson
Teacher	Benjamin Sinnett
Teacher	Michelle Miles
Teacher	Hailey Caldwell
Teacher	Tami Uria
Teacher	Stacy Foster
Teacher	Taki Johnson
Student	Charlie Billig

*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.

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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COVER PAGE FOR SCHOOL PLANS

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS

ASSURANCES FOR SCHOOL PLANS

SECTION ONE: INTRODUCTION

The Greenville Middle Academy Strategic Plan was developed to guide our actions and document the changes and progress our school has made as we have sought to more effectively support student learning. It is our belief that the plan provides a vehicle for developing capacity, self-assessment, communication, and accountability that will lead to substantive school improvement. The plan is organized according to the standards set forth in Greenville County Schools Strategic Planning/Portfolio Checklist. It is our firm belief that the philosophies represented by the aforementioned guidelines will support Greenville Middle's efforts toward continuous school improvement.

An executive committee, consisting of the five Standards chairs, divided the stakeholders into subgroups to work in teams. The committees gathered data on Information and Communication/Values/Beliefs, Leadership, Curriculum and Instruction, Resources/Services, and Assessment/Data. As teams worked, they presented findings to the stakeholders in faculty and SIC meetings. The Committees used data to compile indicators for the Portfolio and AdvancED documents.

The Greenville County Portfolio process helped guide the AdvancED Self-Study. We analyzed data using Parent, Staff, Student Survey results, State Depart School Reports Cards, and ESEA Federal Accountability Ratings. The self-study was guided by State and District Technology Plans, National Professional Development Standards, the Greenville County Strategic Plan, and the Greenville County Portfolio process.

Greenville Middle School Academy is fully accredited by the South Carolina State Department of Education and AdvancED. We also meet all planning, implementation, evaluation and reporting requirements of the Educational Accountability Act and Act 135, and the Greenville County Strategic Plan.

Executive Committee members included chairs of each of the subcommittees. Each grade level team or the ELA, Math, Special Education, or Related Arts Department was represented. The committees included the following: Communication/Values/Beliefs, Leadership; Curriculum and Instruction, Resources/Services, and Assessment/Data.

AdvancED Groups

Standard 1 – Communication/Values/Beliefs
Jenny Brosseau & Benjamin Sinnett--Chair
Sarah Ballentine
Allison Berman
Laura Black
Jenna Connor
Randy Jenkins
Amy Knobel-Chester
Kylie McRae
Raegan Ramsey
Sonia Serrata

Standard 2 – Leadership
Hailey Caldwell & Graham Love—Chair

Hunter Allen
Brynn Anderson
Charlie Forrester
Stephan Hergatt
Ralph Mason
Dianna Painter
Natha Simmons
Jordan Sisic
Kim Townsend

Standard 3 – Curriculum and Instruction
Anna Hasenkamp & Hillary Looper--Chair

Nicky Andrews
Claire Aubert
Teka Bowens
Kathleen Carey
Clea Garner
Nick Hall
Robin LaRosa
Megan Miller
Susan Simpson
Lauren Vierling

Standard 4 -- Resources/Services
Stacy Foster & Taki Johnson--Chair

Pamela Cao
Megan Giordani
Debbie Goulart
Darrah Heinold
Gayle Howard
Janie Jones
Michelle Miles
Hunter Stockton
Heidi Templeton-Kellett
Katie West

Standard 5 – Assessment/Data
Jody Allison & Tara Grudzielanek--Chair

Kim Henderson
Kristen Gibson
Kelsey Harris
John Henikman
Sophie Krist
Caitlin McCaustland
Samantha Slover
Blaise Simonetti
Tom Wheat

SECTION TWO: EXECUTIVE SUMMARY OF NEEDS

Needs Assessment

In the area of *Student Achievement*, to raise the academic challenge and performance of each student in all minority groups has been our most significant challenge. Achievement is discussed in the Data Analysis for Goal 1. Greenville Middle needs to:
- Focus on maintaining school writing performance as measured by SC READY.
- Increase overall school ELA performance each year, as determined by school goals.
- Increase overall school Math performance each year, as determined by school goals.
- Increase overall school Science performance each year, as determined by school goals.
- Increase overall school Social Studies performance each year, as determined by school goals.
- Focus on raising minority student performance (African-Americans and Hispanics and Students with Disabilities) in all subject areas.

In the area of *Teacher/Administrative Quality*, goal two focuses on maintaining quality instructional and administrative personnel. We need to:

- Maintain in-house Professional Development to improve instruction in reading and writing across the curriculum and Global integrated studies.
- Incorporate innovative student-centered activities and increase student engagement.
- Continue reading/writing/vocabulary across the curriculum.
- Continue data analysis and incentives.

School Climate, goal three, addresses several delineated items regarding Greenville Middle: attendance; expulsion rate; and parent, student, and teacher survey results regarding learning environment and safety at school. Although survey results are generally high in all areas, several concerns were identified. We need to:

- Create and expand transition support from elementary school and to high school.
- Introduce schoolwide and classroom SEL (social and emotional) Program.
- Enhance Career Education Program.
- Initiate parent academy workshops during the year.

Academic Programs and Features

Greenville Middle School Academy of Traditional and Global Studies maintains an emphasis on reading, writing, and vocabulary development across the curriculum with a strong liberal arts interdisciplinary curriculum. Our program also includes a global focus which incorporates skills identified by the *Partnership for the 21st Century.* Because 21st Century Skills include "world languages," Greenville Middle will continue to expand our foreign language program. Our school currently offers Spanish and French for exploratory classes and high school credit. Our challenge is to maintain this high level of achievement.

Some features of Greenville Middle School, Academy of Traditional and Global Studies are:
- Magnet School for Traditional and Global Studies
- High School Credit Awarded for Algebra I, Geometry, Honors English I, Spanish I, French I and II and Computer Science
- Greenville County's Middle School French Immersion Program
- Global Studies Classes and Interdisciplinary School-Wide Curriculum Projects
- Latin/Greek Stems Vocabulary Development Program
- Library/Media Center—over 25,000 Titles for Student Check-out
- 1:1 Chromebooks for Students
- Related Arts Courses: Band, Strings, Chorus, Art, Yearbook, Creative Writing, Spanish, French, Physical Education, Global Studies, Google Technology, Media Literacy, Gateway to Technology, Peer Mentors
- Gifted and Talented Program
- National Junior Beta Club and National Junior Honor Society
- Interscholastic and Intramural Sport Teams

Greenville Middle Academy and its students receive district, state, and national recognition:

- Test Scores above District and State averages
     #1 Writing Middle School (SC READY 2019)
- Palmetto's Finest School
- Music Showcase Festival Superior Rating
- Multiple Award-Winning PTA
- Junior Scholars/Duke Tip
- Student Awards and Recognition Program
- Multiple State/National PTA Reflections Winners
- State Beta Club Officers and State Competition Winners
- National Award for Guidance and Career Exploration Programs
- National Board Certified Teachers
- District Teacher of the Year finalists for 2014, 2015, 2016, 2017, 2019, 2020, 2021
- Met State and National Adequate Yearly Progress Criteria

SECTION THREE: SCHOOL PROFILE

History

Greenville Middle School began in 1938 as Greenville Junior High School in the building that had been Greenville High School. It was located on Prospect Hill at the head of what is now known as McBee Avenue. Originally constructed in 1888, the facility was the first public school building in the city.

Greenville Junior High School served the community from 1938 until 1965 at this location. During this period, the 82 separate school districts in Greenville County were consolidated into one unified district. By 1949, the school's population had increased to 1600 students. In the fall of 1965, Greenville Junior High moved to the current facility. When the school district implemented the middle school concept, Greenville Junior High School became Greenville Middle School. Because of declining population, in 1997 Greenville Middle School became a Select School, Greenville Middle Academy, with a focus on reading, writing, and vocabulary across the curriculum.

Select School status impacts our school program in two major ways. As a Select School, we are allowed to recruit students from all attendance areas of the school district— students who are interested in our academic focus on "Reading, Writing, and Vocabulary Development across the Curriculum." Students have chosen to attend Greenville Middle Academy from approximately twenty other public and private middle schools. The school district also budgets extra funds to support Select School programs. Our budget has funded hardware and software for a Writing Lab, a lab manager/technology coordinator, a program coordinator, a journalism teacher, and instructional supplies to support our school-wide focus.

Beginning 2007-2008, Greenville Middle proposed a rebirth from "Traditional Studies" to "Traditional Studies: A Global Perspective." This new Renaissance for our "flat world" learner must include expanding our study of the English Language Arts of Reading, Writing, and Vocabulary across the Curriculum by including the other two Language Arts as defined in the state Standards—Listening/Speaking and Thinking. At the same time, we plan to expand our study of language to examine cultural norms, analyze ways of thinking and problem-solving, and explore global culture while at the same time, delve more deeply into our own complex and diverse cultures. Our recent School Portfolio process identified a need for focus on academic achievement for all students and for minority students in particular. In 2010, Greenville Middle met Adequate Yearly Progress as defined by the SC Department of Education. GMA was the first middle level school in the district to attain that goal. We are proud of our tradition of excellence.

Teacher and Administrator Quality

Greenville Middle Academy has a highly qualified staff. 50% of teachers have ten or more years' experience. 67% of staff members hold advanced degrees. Six teachers (12%) are National Board Certified.

School Leadership

Administrators

Our school is led by Nicky Andrews, our principal, who has been at Greenville Middle Academy for five years. We also have to assistant administrators, Debbie Goulart, assistant principal, and Randy Jenkins, administrative assistant, who comprise our administrative leadership team.

Teaching/Support Staff

We have a supportive team at Greenville Middle, comprised of:
55 teachers (core, related arts, and special education)
1 ESOL: Tami Uria
4 school counselors: Taki Johnson, Pamela Cao, Megan Giordani, Darrah Heinold
3 clerks for data, guidance, and attendance: Sherry Coleman, Sonya Sullivan, Nikki Thomas
Secretary/bookkeeper: Jill Foster
Program Director: Susan Simpson
Instructional Coach: Jody Allison

Our school PTA is routinely involved in the operation of our school. Without them, many of the efforts we initiate would not be possible. Currently, we send out a form at the beginning of the school year to determine the volunteer skills available. Parents, teachers, and administrators are very involved in our School Improvement Council. They meet quarterly and discuss opportunities to support our school. They are currently seeking ways to help our school maintain a high level of instruction.

Greenville Middle School currently has an Instructional Leadership Team made up of grade level team leaders, special area team leaders, and administrators. They meet with the principal frequently during the school year to share and discuss school-wide issues.

Instructional Leadership Team (ILT):
6th grade: Jenny Brosseau, Benjamin Sinnett
7th grade: Tara Grudzielanek, Michelle Miles
8th grade: Hailey Caldwell, Graham Love
Math: Jenna Bryant
Science: Caitlin McCaustland
Social Studies: Hillary Looper
English/Language Arts: Anna Hasenkamp
Special Education: Stacy Foster
Guidance: Taki Johnson
Related Arts: Tami Uria

Student Demographic Data

Greenville Middle is an inner-city school, located near Greenville's downtown. From 1988 to 1996 as families began to leave the downtown area and relocate in suburban areas, enrollment dropped from 832 students to 654. In 1996, Greenville Middle applied to become a "Select School" and in 1997 became Greenville Middle School Academy of Traditional Studies. The popularity and economic development of Greenville and the downtown area have contributed to a resurgence in surrounding neighborhoods. Currently, we serve 790 in-person, home-based and magnet students, who represent nearly every elementary school in the county.

	2017-18	2018-19	2019-2020	2020-2021	2021-2022	2022-2023
Enrollment	830	851	855	794	787	
Gender (M/F)	419/412	413/438	419/436	386/408	380/407	
Caucasian	54	73	50	51	398	
African-American	22	15	25	24	191	
Hispanic	15	8	17	17	138	
Other	9	4	8	9	60	
FARMS (Free & Reduced Only)	42%	46%	26%	33%	35%	
Special Education	13%	10%	13%	14%	10%	
Gifted @ Talented	35.8%	36%	36%	35%	36%	
Limited English Proficient	16.6%	17.4%	8.8%	6.8%	17.9%	

Magnet

The Greenville Middle Magnet Program (Traditional and Global Studies and French Immersion) currently has a district-determined ceiling in all three grades and maintains a waiting list of candidates.

Greenville Middle School Academy of Traditional and Global Studies maintains an emphasis on reading, writing, and vocabulary development across the curriculum with a strong liberal arts interdisciplinary curriculum. Our program also includes a global focus which incorporates skills identified by the *Partnership for the 21st Century*. Because 21st Century Skills include "world languages," Greenville Middle will continue to expand our foreign language program. Our school currently offers Spanish and French for exploratory classes and high school credit.

Some features of Greenville Middle School, Academy of Traditional and Global Studies are:

- Magnet School for Traditional and Global Studies
- High School Credit Awarded for Algebra I, Geometry, Honors English I, Google Basics/Multimedia, PE I, Spanish I, French I and II, and a French Immersion Program
- Global Studies Classes and Interdisciplinary School-Wide Curriculum Projects
- Latin/Greek Stems Vocabulary Development Program
- Library/Media Center—over 25,000 Titles for Student Check-out
- Media Literacy Computer Lab, 20 Station Research Lab, 10 Portable Chromebook Carts
- Related Arts Courses: Band, Strings, Chorus, Art, Yearbook, Media Literacy/Journalism, Spanish, French, Physical Education, Global Studies, Speech and Debate, Gateway to Technology, Google Basics
- National Junior Beta Club and National Junior Honor Society, Duke Tip, Junior Scholars
- State PTA Teacher of the Year, State PTA Principal of the Year, District Rising Principal of the Year, State Cooperating Teacher of the Year, GCS Spirit of Einstein Science Teacher
- MathCounts, International Club, Geography Bee, Quiz Bowl, Battle of the Books, Mock Trial, Robotics, Drama/Debate Club, Radio Broadcasting, Interscholastic and Intramural Sports Teams, Youth in Government, Drama Society, Ram Radio on iTunes
- Palmetto Gold Awards

SECTION FOUR: MISSION, VISION, BELIEFS

This comprehensive process to build consensus involved all school stakeholders: teachers, administrators, support staff, parents, students, the School Improvement Committee and the local PTA Board. A core group of faculty met to begin the process to clarify our values and beliefs, purpose, mission, vision, and goals. Study groups examined the school's current mission and vision statements. We then answered the following questions about Greenville Middle:

- What does GMA do very well? What are the most important things we want to communicate to the community?
- Is there anything we need to change about what we already do?
- What are several ways we can reach out to the community?

Values and Beliefs

We understand the necessity for preparing students for increasingly rigorous higher order thinking and performance, a mastery of 21st Century Skills, and our need to prepare them to compete in a global society. Our students will face career challenges and participate in a globally competitive workforce.

We believe...

- The student is the center of the educational process.
- Education is the shared responsibility of the student, home, school, and community.
- All students can progress.
- Each student is a valued individual with unique intellectual, physical, social, and emotional needs.
- Students learn best in a safe, orderly, and inviting environment that provides opportunities for success.
- Students learn best when they accept responsibility for being actively engaged with the teacher in the learning process.
- Positive relationships and mutual respect among and between students and staff enhance students' self-esteem.
- Students learn in different ways and should be provided with a variety of curricula, instructional approaches, activities, and assessments to support their learning.
- A unified focus with state and international standards should integrate international content through all subject areas.
- The school should provide career awareness and experiences for all students.
- Children need opportunities to connect with international communities.
- High expectations for all students and teachers should guide the development of curriculum and instructional strategies.
- Students should have opportunities to study one or more world languages.
- The school should provide educational experiences that actively engage students and enable them:

  to demonstrate understanding of essential knowledge and skills
  to communicate effectively
  to solve problems competently
  to think critically and creatively

  to act responsibly
  to apply learning in meaningful contexts
  to produce quality work.

Commitment to continuous improvement is critical for all students to achieve their maximum potential.

Mission

The mission of Greenville Middle Academy is to prepare adolescents to become self-directed, confident, lifelong learners who participate productively in a 21st century global society.

Our school tagline is: $E=MC_2$ (Education = Making Children Count).

Shared Vision

The following are the curriculum, instruction, assessment, and environmental strategies to support effective learning for Greenville Middle School students:

Curriculum
- Organize teaching to address state standards.
- Integrate standards into our Magnet School interdisciplinary focus.
- Provide a variety of instructional methods to accommodate learning styles.
- Emphasize reading and writing across the curriculum as a means of accessing, organizing, and communicating information in all disciplines.
- Focus on Latin and Greek stems to enhance vocabulary development.
- Teach specific Global Knowledge and Skills.
- Offer a capstone course devoted to global knowledge and skills.
- Provide a comprehensive career awareness program.
- Align instruction and assessment.
- Offer a challenging curriculum.

Instruction
- Employ current research-based methodology.
- Maintain high expectations for teachers and students.
- Vary expectations to address all learning styles and abilities.
- Provide hands-on, interactive, student-centered learning.
- Implement a technologically advanced communication and learning program. Allow flexibility in grouping students for instruction.
- Design lessons for students to learn to work cooperatively.
- Employ research-based methods that engage students in authentic learning experiences.
- Maintain a range of ages, experiences, and backgrounds of staff members.
- Group students and teachers to allow for teaming and time for team planning.
- Foster independent learning techniques in students.
- Focus staff development to address identified instructional needs.

Assessment
- Utilize district benchmarks (TE21) to make instructional decisions related to student learning.
- Use multiple assessment formats—portfolios, performances, rubrics, teacher created assessments, and student created self-assessments.
- Use assessments to identify areas for re-teaching.
- Vary assessments according to ability levels.
- Design objective and alternative types of assessments.

Environment
- Ensure an environment that is
  - safe
  - healthy
  - supportive
  - engaging
  - challenging.
- Maintain and consistently enforce a strong school-wide discipline plan.
- Maintain a comfortable temperature.
- Continue a strong and supportive PTA relationship.
- Maintain a supportive and visible administration.
- Value school, student, and teacher achievement.

Vision

Our vision is to be the best middle school in our state and provide the best middle school experience for ALL students in our school. We offer a strong Traditional and Global Studies program as a choice for Greenville County students. The academic program encompasses diverse, academically challenging opportunities focusing on reading, writing, and vocabulary development, acquiring 21st Century skills, and global understanding as a means of accessing, organizing, and communicating knowledge in all subject areas. The staff of GMA plans to prepare adolescents to become self-directed, confident, lifelong learners who participate productively in a 21st century global society.

We understand the necessity for preparing students for increasingly rigorous higher education coursework in order for them to compete in a global society. Our students will face career challenges and participate in a globally competitive workforce.

Goals

- **Goal l: Raise student achievement** - Raise student performance by offering an academically challenging curriculum focused on reading, writing, and vocabulary development in all curricular areas.
- **Goal 2: Ensure quality personnel in all positions** – Provide the best teaching candidates for our students.
- **Goal 3: Provide a school environment supportive of learning** - Support learning by ensuring our students have an environment where they are safe, healthy, supported, engaged, and challenged.

SECTION FIVE: DATA ANALYSIS/NEEDS ASSESSMENT

Student Achievement – Goal 1

Student Achievement Needs Assessment

For the needs assessment, the graphs below show SC READY and SC PASS by grade. Further, we looked at attendance data for students and staff. We also reviewed data collected from staff, students, and parents.

SC READY 2021

	SC READY ELA 2021 - All Students			
	Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%
All Students	116	47.8	127	52.2
	SC READY ELA 2021 – By Grade			
	Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%
Grade 8	108	36.1	166	63.9
Grade 7	95	40.2	141	59.7
Grade 6	116	47.8	127	52.2

	SC READY Math 2021 - All Students			
	Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%
All Students				
	SC READY Math 2021 – By Grade			
	Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%
Grade 8	67	26.3	121	47.5
Grade 7	68	28.9	99	42.3
Grade 6	70	28.3	103	43.5

SCPASS Science 2021

	SCPASS Science 2021 - By Grade			
	Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%
Grade 6	123	52.1	113	47.8

Analysis/Response

Test Data: SC READY and SCPASS Data from 2016 will establish a baseline for annual measurement for ELA and math and science and social studies.

Attendance: Attendance of both students and teachers is necessary for all students to achieve consistently. Both groups must be present for optimal academic achievement.

Response: Achievement data reflects a need for targeted interventions for students who are underperforming. Implementation of Professional Learning Communities will strengthen school teams and ensure effective student engagement and depth of content understanding. 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 Read 180/System 44 as well as Language Live 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.

Teacher and Administrator Quality – Goal 2

The second goal addresses in-house professional development at Greenville Middle Academy. Since the magnet focus at Greenville Middle is reading, writing, vocabulary across the curriculum and Global studies, professional development has been recursive covering these topics on a continuous basis.

Teachers are offered specific professional development weekly through Greenville Middle and the county. Monthly Curriculum Meetings focus on teaching skills in reading and writing for all teachers. Specific data analysis for individuals, grades, departments, and the whole school is implemented every fall in order to find strengths and weaknesses. Also, technology workshops are used to promote integration of new programs in the curriculum. Monthly afternoon workshops are offered to share expertise in various areas. Some teachers also attend conferences and other out of building offerings using professional development days offered by the district. The district encourages staff to visit other classrooms within the building as well as in other schools.

Offerings are often planned according to issues that arise during each year. Teachers are given opportunities to lead these workshops and to share ideas and worries in all gatherings.

The Professional Development Calendar lists all in-house PD for this year. Not listed are teacher classroom visits and attendance at conferences. The Professional Development calendar is listed below.

NEEDS ASSESSMENT

The preceding discussion identified the following needs:

- Continue opportunities for the use of technology and Personalized Learning implementation (SAM-R Model).
- Revisit 21st Century Skills and increasing student engagement.
- Revisit the teaching of reading, writing, and vocabulary across the curriculum yearly.
- Continue data analysis and incentives for growth/progress.

Passion Priority Project V2 - Pathways Grid

YOU DECIDE: Complete throughout the YEAR, QUARTER, or SEMESTER (not year long if you do NOT want it to be)

	Feedback Student Conferencing Goal Setting	Grading Assessment Learning Achieved	SEL Building Relationships Classroom Management	Disciplinary Literacy Schaffer Model
DISCOVER October 13th Faculty Meeting PD/Exchange HR	Complete Self- Assessment Analyze Results Name/ Resource to Padlet **Session # 174426**	Complete Self- Assessment Analyze Results Name/ Resource to Padlet **Session # 174426**	Complete Self- Assessment Analyze Results Name/ Resource to Padlet **Session # 174426**	Complete Self- Assessment Analyze Results Name/ Resource to Padlet **Session # 174426**
November (PD) Check-in/Data Dive	CHECK-IN / Data Dive #1 During week of 11/8 (sign-up schedule will be sent at the end of October) Be prepared to share resource for your pathway & discuss BM/Common Assessment Data. **Session #174480**			
INVESTIGATE November 30th= PD/Exchange HR **Session #174482**	#1 Read / Watch / Listen Select one from options below: • Option 1 (podcast/article) • Option 2 (blog/links) • Option 3 (article) Complete Form or Meet w/IC	#1 Read / Watch / Listen Select one from options below: • Option 1 (podcast/article) • Option 2 (video) • Option 3 (articles) Complete Form or Meet w/IC	#1 Read / Watch / Listen Select one from options below: • Option 1 (recorded webinar) • Option 2 (podcast) • Option 3 (article/links) Complete Form or Meet w/IC	#1 Schaffer Model • Review Slides • Schedule & complete an observation of ELA teacher teaching writing Complete Form or Meet w/IC
December 1st Faculty Mtg	CHECK-IN #2 Meet by Pathway During Faculty Meeting - PD/Exchange HR **Session #174485**			
January 31st = PD/Exchange HR **Session#174488**	# 2 Read / Watch / Listen Select one from options below: • Option 1 (podcast/article • Option 2 (blog/links) • Option 3 (article) Complete Form or Meet w/IC	# 2 Read / Watch / Listen Select one from options below: • Option 1 (podcast/article) • Option 2 (video) • Option 3 (articles) Complete Form or Meet w/IC	# 2 Read / Watch / Listen Select one from options below: • Option 1 (recorded webinar) • Option 2 (podcast) • Option 3 (article/links) Complete Form or Meet w/IC	#2 Disciplinary Literacy • Read Article • Answer prompt using Schaffer Model • Self-assess (Rubric) Email work to IC & Form
IMPLEMENT February 28th Data Dive (2/23)	Put what you have learned into practice. Implement your goal. Evidence due to GC assignment 1. **Session #174543**	Put what you have learned into practice. Implement your goal. Evidence due to GC assignment 1. **Session #174543**	Put what you have learned into practice. Implement your goal. Evidence due to GC assignment 1. **Session #174543**	Put what you have learned into practice. Implement your goal. Evidence due to GC assignment 1. **Session #174543**
March 31st = PD/Exchange HR	Reflect/Adjust & implement again. GC assignment 2. **Session #174544**	Reflect/Adjust & implement again. GC assignment 2. **Session #174544**	Reflect/Adjust & implement again. GC assignment 2. **Session #174544**	Reflect/Adjust & implement again. GC assignment 2. **Session #174544**
REFLECT April 30th= PD/Exchange HR Data Dive (3/30)	Personal Reflection Video / Form / Meet w/IC *Directions in form to submit video. **Session #174545**	Personal Reflection Video / Form / Meet w/IC *Directions in form to submit video. **Session #174545**	Personal Reflection Video / Form / Meet w/IC *Directions in form to submit video. **Session #174545**	Personal Reflection Video / Form / Meet w/IC *Directions in form to submit video. **Session #174545**
June 2nd (PD)	PPP Reflection by PATHWAY / Celebration - Choiceboard **Session # TBD**			

School Climate – Goal 3

The third goal, School Climate, concerns several delineated items regarding Greenville Middle: attendance; expulsion rate; and parent, student, and teacher survey results regarding learning environment and safety at school.

The state Report Card can be accessed here:

https://screportcards.com/overview/?q=eT0yMDIxJnQ9TSZzaWQ9MjMwMTA1OQ

Over the past five years, Greenville Middle has focused on increasing the number of student opportunities for Global experiences in order to improve several factors especially attendance and learning environment. Offerings include the following:

- Global Studies Exploratory Class for all grades and all students
- French Exploratory Class for all grades and all students
- Spanish I & French I
- International Club
- Student opportunities for summer World Travel (France, China, Costa Rica, Europe)
- French Immersion Classes
- Grade level Integrated Global Units
- French II
- Google Basics/Multimedia Basics
- Gateway to Technology

School Climate Needs Assessment

Student Behavior

Unduplicated Out-of-School Suspensions over Time

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Other Male	29	44	38	13	21		
Black Male	43	67	46	83	33		
Other Female	2	14	2	9	10		
Black Female	24	26	20	27	12		
TOTAL	98	151	106	132	76		

Support/Communication
Report Card survey results for students and teachers show a decrease in overall satisfaction with
the learning environment, the social/physical environment, and the home-school relations.
These results provide Greenville Middle with an opportunity for growth.

Survey Data from the Annual Report Card Survey

Survey Data from the Annual Report Card Survey – Teachers	2017	2018	2019	2020	2021	2022	2023
Satisfied with learning environment	100	81.6	91.1	N/A	96.7		
Satisfied with social and physical environment	100	79.6	97.7	N/A	96.7		
Satisfied with home-school relations	97.8	85.7	95.5	N/A	100		
Survey Data from the Annual Report Card Survey – Students	2017	2018	2019	2020	2021	2022	
Satisfied with learning environment	87.1	79	81	N/A	83		
Satisfied with social and physical environment	87.6	82.3	82.3	N/A	85.3		
Satisfied with home-school relations	93.3	87.9	85.8	N/A	87.6		
Survey Data from the Annual Report Card Survey – Parents	2017	2018	2019	2020	2021	2022	
Satisfied with learning environment	98.3	91.9	93.8	N/A	88.5		
Satisfied with social and physical environment	94.2	86.5	86.8	N/A	81.8		
Satisfied with home-school relations	78.5	78.1	79.9	N/A	75		

Attendance

Year	2017	2018	2019	2020	2021	2022	2023
Students	95.8	94.9	95.95	N/A	95.7		
Teachers	91.5	93.3	93	N/A	93.2		

NEEDS ASSESSMENT

From this discussion the staff has identified the following list of next steps.

- Revise our School-wide Expectations and revise RAM Card.
- Introduce SEL Program and Career Education Program.
- Utilize teacher leaders and Instructional Leadership Team (ILT) to solicit ideas and strategies to build school culture.
- Review Safety procedures throughout the year.

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

SC READY ELA

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 61.5% in 2016-17 to 70% in 2022-23.

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

SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN. |
| **INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2% annually. |

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE Website School Report Card	**60**% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Middle**	**60**	**62**	**64**	**66**	**68**
		School Actual Middle 58	**61**	**Waiver**	**59**		
SC READY ELA SDE Website 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**	**47**		

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at all levels while emphasizing growth mindset.					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	Instructional Coach, Administrators	0	N/A	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Continue implementation of magnet focus (reading, writing, vocabulary development) across the curriculum.	2018-2023	Instructional Coach, Magnet Coordinator	0	N/A	Copies of lesson plans and student work samples.
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, PLI/ Discovery Education, Summer Academy, Professional Development opportunities).	2018-2023	Instructional Coach, Principal	0	N/A	Attendance reports from school and district professional development offerings.

SC READY MATH

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 45.1% in 2016-17 to 70% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2% annually.

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SDE Website School Report Card	**43**% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Middle**	45	47	49	51	53
		School Actual Middle 43	50	Waiver	44		
SC READY Math SDE Website 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	35		

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core mathematics instruction to meet identified student needs.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement Carnegie Learning to strengthen rigor and mathematical concepts.	2018-2023	Instructional Coach, Principal	0	N/A	Observations, professional development, Coaching Cycles
2. Enhance student understanding of mathematical concepts through intentional and authentic use of learning targets and content vocabulary.	2018-2023	Instructional Coach	0	N/A	Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction
3. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2018-2023	Instructional Coach, Principal	0	N/A	Mastery Connect/TE21 Coaching Cycles

SC PASS SCIENCE

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 2% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SDE Website School Report Card	Baseline will be established in 2017-18 Grades 6 and 8 only	**School Projected Middle**	**60**	**62**	**64**	**66**	**68**
		School Actual Middle 58	**61**	**Waiver**	**48**		
SCPASS Science SDE Website School Report Card	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**	**46**		

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

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. Implement Professional Learning Community protocol through Science Department.	2018-2023	Instructional Coach, Science Department Chair	0	N/A	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Coaching Cycles.
2. Effectively use formative assessments to inform instruction at a rigorous level.	2018-2023	Instructional Coach, Administrators	0	N/A	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data

UNDERPERFORMING DEMOGRAPHIC 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: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each 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	**53**% Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	**40**	**41**	**42**	**43**	**44**
		School Actual Hispanic 39	**48**	**Waiver**	**45**		
SC READY ELA SC SDE Website	**33**% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 36**	**36**	**39**	**42**	**45**	**48**
		District Actual Hispanic 34	**40**	**Waiver**	**33**		
SC READY ELA SC SDE Website	**35**% Meets Expectations and Exceeds Expectations	**School Projected AA**	**24**	**26**	**28**	**30**	**32**

		School Actual AA 23	**26**	**Waiver**	**38**	
SC READY ELA SC SDE Website	**22**% Meets Expectations and Exceeds Expectations	**District Projected AA 25**	**25**	**28**	**31**	**34**	**37**
		District Actual AA 25	**31**	**Waiver**	**24**	
SC READY ELA SC SDE Website	**10**% Meets Expectations and Exceeds Expectations	**School Projected SWD**	**8**	**9**	**10**	**11**	**12**
		School Actual SWD 8	**8**	**Waiver**	**13**	
SC READY ELA SC SDE Website	**11**% Meets Expectations and Exceeds Expectations	**District Projected SWD**	**14**	**17**	**20**	**23**	**26**
		District Actual SWD 12	**21**	**Waiver**	**8**	
SC READY ELA SC SDE Website	**28**% Meets Expectations and Exceeds Expectations	**School Projected LEP**	**32**	**33**	**34**	**35**	**36**

		School Actual LEP 32	**40**	**Waiver**	**42**		
SC READY ELA SC SDE Website	**32**% Meets Expectations and Exceeds Expectations	**District Projected LEP**	**35**	**38**	**41**	**44**	**47**
		District Actual LEP 33	**44**	**Waiver**	**29**		
SC READY ELA SC SDE Website	**35**% Meets Expectations and Exceeds Expectations	**School Projected SIP**	**35**	**36**	**37**	**38**	**39**
		School Actual SIP 34	**40**	**Waiver**	**43**		
SC READY ELA SC SDE Website	**35**% Meets Expectations and Exceeds Expectations	**District Projected SIP 38**	**38**	**41**	**44**	**47**	**50**
		District Actual SIP 33	**45**	**Waiver**	**33**		
SC READY Math SC SDE Website	**29**% Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	**28**	**31**	**33**	**35**	**37**

SC READY Math SC SDE Website		**School Actual Hispanic 28**	**38**	**Waiver**	**34**		
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**	**22**		
SC READY Math SC SDE Website	**17**% Meets Expectations and Exceeds Expectations	**School Projected AA**	**11**	**13**	**15**	**17**	**19**
SC READY Math SC SDE Website		**School Actual AA 11**	**12**	**Waiver**	**18**		
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**	**11**		
SC READY Math SC SDE Website	**5**% Meets Expectations and Exceeds Expectations	**School Projected SWD**	**8**	**10**	**12**	**14**	**16**

SC READY Math SC SDE Website		**School Actual SWD 6**	**7**	**Waiver**	**8**		
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**	**5**		
SC READY Math SC SDE Website	**11**% Meets Expectations and Exceeds Expectations	**School Projected LEP**	**26**	**28**	**30**	**32**	**34**
SC READY Math SC SDE Website		**School Actual LEP 26**	**34**	**Waiver**	**37**		
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**	**22**		
SC READY Math SC SDE Website	**33**% Meets Expectations and Exceeds Expectations	**School Projected SIP**	**22**	**23**	**24**	**25**	**26**

READY Math SC SDE Website		**School Actual SIP 21**	**29**	**Waiver**	**30**		
SC READY Math SC SDE Website	**33**% Meets Expectations and Exceeds Expectations	**District Projected SIP 36**	**36**	**39**	**42**	**45**	**48**
SC READY Math SC SDE Website		**District Actual SIP 38**	**43**	**Waiver**	**20**		

ACTION PLAN FOR STRATEGY #1: Implement middle school-focused, emotional, and academic support systems to help students be successful					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Identify at- risk middle school students and provide early intervention supports.	2018-2023	School Counselors	TBD	TBD	GCSource to identify and track students and provide interventions.
2. Match mentors to students who need support.	2018-2023	School Counselors	TBD	TBD	Log and reflection sheets.

LITERACY INTERVENTION

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	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	100	**School Projected**	100	100	100	100	100
PowerSchool		**School Actual YES**	YES	YES	YES		
PowerSchool	50	**District Projected**	75	100	100	100	100
PowerSchool		**District Actual 89**	100	100	100		

ACTION PLAN FOR STRATEGY #1: Implement tiered intervention to support student learning.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide strategic interventions in reading to support students to perform at grade level.	2018-2023	Identified Teachers	TBD	TBD	Analysis of data using Language Live reports and R180/S44 reports.

QUALIFIED, DIVERSE TEACHERS

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):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	Baseline will be established at the end of the 2019-2020 school year	**School Projected**		**Maintain Teacher Diversity**	**Maintain Teacher Diversity**	**Maintain Teacher Diversity**	**Maintain Teacher Diversity**
		School Actual		**Gender Diversity Yes Ethnic Diversity Yes**	**Gender Diversity Yes Ethnic Diversity Yes**		
Employment report	Baseline will be established at the end of the 2017-2018 school year	**District Projected**	92	94	96	98	100
		District Actual	**Gender Div-96 Ethnic Div-91**	**Gender Div-99 Ethnic Div-96**	**Gender Div-100 Ethnic Div-97**		

ACTION PLAN FOR STRATEGY #1: Seek and support diverse candidates in teaching.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide opportunities for career exposure in the teaching field.	2018-2023	School counselors	TBD	TBD	Career Fairs
2. Create a plan to advocate within our counseling programs to encourage teaching as a profession	2018-2023	School counselors	TBD	N/A	Plan created

SDE SURVEY ON SAFETY

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	87	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 82	90.5	**Data point not available due to statewide closure on 3/17/2020**	92		
SC SDE School Report Card Survey	100	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 79	100	**Data point not available due to statewide closure on 3/17/2020**	100		
SC SDE School Report Card Survey	94	**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Parents 86	**89.8**	**Data point not available due to statewide closure on 3/17/2020**	**93**		
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 statewide closure on 3/17/2020**	**93**		
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 statewide closure on 3/17/2020**	**92**		
SC SDE School Report Card Survey	**97**	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Parents 88	**89**	**Data point not available due to statewide closure on 3/17/2020**	**98**		

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	Administration	0	N/A	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	School Counselors, Administration, Front Office	0	N/A	Tips received from multiple stakeholder groups

SAFE SCHOOL ENVIRONMENT

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report	0	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 0	0.7	0.6	0.5		
GCS Expulsion Report	0.7	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8	0.15	0.9	0.3		
DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**

GCS Expulsion Report	0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual 0	0	0	0		
GCS Expulsion Report	.04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual 0.4	1.5	0.9	0.3		

ACTION PLAN FOR STRATEGY #1: Identify consequences other than suspension for inappropriate behavior that is not a danger to others.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Cross train school personnel to support alternatives.	2018-2023	School Team	0	N/A	Non-traditional personnel are assisting with discipline (i.e. mental health counselor, school counselor, Star Aide)
2. Further develop peer mentoring programs to support students and develop empathy.	2018-2023	School Counselors	0	N/A	Peer mentoring in schools
3. Ensure every student connected with a caring adult.	2018-2023	School Counselors	0	N/A	Students connected with adults in school buildings or buses

CARING SCHOOL ENVIRONMENT

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):			2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Culture & Climate Surveys	Baseline established in 2017-2018	**School Projected**	**56**	**58**	**60**	**62**	**64**
		School Actual 54	**53**	**54**	Data point not available due to statewide school closure on 3/17/2020	Note: Cognia surveys have been discontinued	Note: Cognia surveys have been discontinued
Cognia Culture & Climate Surveys	Baseline established in 2017-2018	**District Projected**	**54**	**58**	**62**	**66**	**70**
		District Actual 52	**50**	**52**	Data point not available due to statewide school closure on 3/17/2020	Note: Cognia surveys have been discontinued	Note: Cognia surveys have been discontinued

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. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	School team Dir. of Leadership and Staff Dvp.	TBD	Local	Bus ride to communities Visit to community
2. Establish protocols among all adults to communicate positively with students (RAM Card, School-wide Expectations)	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

STUDENT ATTENDANCE

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
ESSA Federal Accountability and SDE School Report Card	95	**School Projected**	95	95	95	95	95
		School Actual 94.9	96	96	92		
ESSA Federal Accountability and SDE School Report Card	95	**District Projected**	95	95	95	95	95
		District Actual	95	96	92		

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 School Counselor	0	N/A	Attendance reports Review of attendance policies
2. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Coordinator Attendance Clerk Admin team	0	N/A	Students are identified and appropriate supports are assigned

ENVIRONMENT: MENTAL/SOCIAL/EMOTIONAL HEALTH

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Culture & Climate Surveys	Afraid – 5 Lonely – 10 Angry – 8	**School Projected**	**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**
		School Actual Afraid ≤ 6 Lonely ≤ 13 Angry ≤ 6	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 12**	**Afraid ≤ 6 Lonely ≤ 14 Angry ≤ 12**	**Data point not available due to statewide school closure on 3/17/2020**	**Note: Cognia surveys have been discontinued**	**Note: Cognia surveys have been discontinued**
Cognia Culture & Climate Surveys	Afraid – 7 Lonely – 14 Angry 15	**District Projected**	**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 Afraid ≤ 7 Lonely ≤ 14 Angry ≤ 14	**Afraid ≤ 7 Lonely ≤ 16 Angry ≤ 14**	**Afraid ≤ 7 Lonely ≤ 16 Angry ≤ 15**	**Data point not available due to statewide school closure on 3/17/2020**	**Note: Cognia surveys have been discontinued**	**Note: Cognia surveys have been discontinued**

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. Ensure every student connected with a caring adult.	2018-2023	School counselors	0	N/A	Students connected with adults in school buildings or buses
2. Promote extra-curricular activities to students in need of connection.	2018-2023	Teachers	0	N/A	More students participating in extracurricular activities
3.					