School Renewal Annual Update
2021/2022

MAULDIN MIDDLE SCHOOL

1190 Holland Road
Simpsonville, SC 29681
Phone: (864) 355-6770

Greenville County Schools
Dr. Burke Royster, Superintendent

Action Plan 2018-19 through 2022-2023

Karen Greene
2022 Update

SCHOOL NAME: Mauldin 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
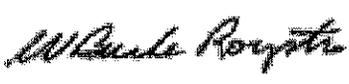
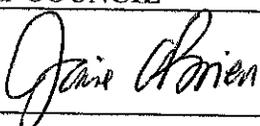| Dr. W. Burke Royster	*[signature]*	April 13, 2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Karen Greene	*[signature]*	3/15/22
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jaime O'Brien	*[signature]*	3-14-22
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD
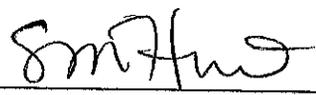
Sandra M. Hunt	*[signature]*	3-14-22
PRINTED NAME	SIGNATURE	DATE

SCHOOL Adrs: 1190 Holland Road Simpsonville, SC 29681
SCHOOL'S TELEPHONE: (864) 355-6770

Stakeholder Involvement for School Renewal

<u>Position</u>   <u>Name</u>

1.   Principal   Karen Greene

2.   Teacher   Brian Harris

3.   Parent/Guardian   Maureen Cobb

4.   Community Member   Matthew Atnip

5.   Paraprofessional   Kim Wylie

6.   School Improvement Council   Jaime O'Brien

7.   Read to Succeed Reading Coach   Christy Batson

8.   School Read to Succeed

       Literacy Leadership Team Lead   Sandra M. Hunt

9.   School Read to Succeed Literacy

       Leadership Team Member   Amy Cawthon

OTHERS (May include school board members, district or school administrators, students, PTO... members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

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

ASSURANCES FOR SCHOOL PLAN

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 **<mark>N/A</mark>**	**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 **<mark>N/A</mark>**	**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.
<mark>Yes</mark> 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.

Table of Contents

Introduction-

Mauldin Middle School works to improve student achievement, to gain and develop resources, and to build and maintain a positive relationship with our community. Our stakeholders support our school and its programs by working with us to promote and clarify our school's mission and beliefs. Our greatest stakeholder asset is our parents, who are the business, religious, and political leaders in our community.

Developing Our School Improvement Plan

Mauldin Middle staff are kept up to date with our school's improvement plans through faculty meetings, faculty leadership meetings, the principal's weekly update, phone blasts, and informal conversations. Department heads are informed of the districts' goals and objectives and how they relate to Mauldin Middle School. The final draft of our improvement plan will be made available to all stakeholders via our school website as well as hard copies being provided to the board of our PTA and all members of the School Improvement Council.

Our staff analyzed our current conditions and needs through participation in several survey processes during the year as well as analysis of state test data, district benchmark data, and formative assessment data. During Wednesday and Friday PLC meetings, teachers identified specific student needs, and developed and carried out action plans specific to the students they directly work with.

Executive Summary

Student Achievement

Mauldin Middle School student achievement scores on all state tests are among the six highest in the School District of Greenville County. Our deficits lie in the discrepancies between achievement levels in our subgroups. In ELA and Math SCReady tests, the passage rate for our African American population is near 25%, while the passage rate for our White student population is near 60%. In research and experience, we find that an effective way to improve this discrepancy is to build stronger, more positive relationships with our African American students and their families. We currently have several strategies in place to address this issue.

Teacher and Administrator Quality

Our faculty consists of 55 certified teachers, 4 administrators, and 26 support staff. Four of our teachers are National Board Certified. All of our teachers are Highly Qualified as defined by the No Child Left Behind Act. Our administrators all hold advanced degrees in School Administration. Each administrator enhances their professional development by attending in-services, professional development conferences, and professional readings throughout the school year. The administrative team meets each Monday; informal meetings are held throughout the week as needed.

As of the 2016-2017 school year, core subject teachers have been provided with a class period each day in which to meet as professional learning teams. These meetings are dedicated to planning, data analysis, cross curricular collaboration, professional development, and other activities to enhance student learning.

School Climate

Although the number of students who are unsatisfied with the learning environment at Mauldin Middle is a minority, it is a significant minority. We have taken steps and have plans for future steps to address this group of students and ensure that Mauldin Middle School is an environment that provides, not only opportunities, but encouragement and instruction in how to learn. Two initiatives we have initiated to address our less connected subgroups are our "Boys to Men" meetings and our "Blush" girls club, both of which promote self-value, leadership skills, and a sense of belonging to a Mauldin Middle School group.

Another area for growth in our school climate is with our parents' satisfaction of school-home relations. Again, a significant minority of parents are unsatisfied in this area. One repeated parent complaint is that there are too many places to go to find information and that these sources do not always agree. To address this issue, all teachers have worked to standardize their websites and Google Classroom organization so that information is much more accessible to parents and students. Last year, during the Covid crisis, each child was assigned an adult advocate who stayed in regular contact with the family. Another initiative we started this year is having first period teachers mail a postcard to a family each week. Over the past three years, surveys have shown that student and parent satisfaction with our school has been on a slow but steady increase from 70% satisfaction in 2019 to 73% satisfaction in 2021.

Challenges

With the students as our focus, our most pressing challenge is not new to educators. We are striving to reach all of our students and provide them with more than just the opportunity to succeed. We struggle to reach a small but significant group. Pre Covid we were seeing a slight increase in Math test scores for our African American students, from a 17% passage rate to a 20% passage rate from 2018 to 2019.   While all scores, except sixth grade African American ELA scores, declined from 2019 to 2021, the Gap between white and African American student achievement did not increase. We are confident that we will see improvement as school becomes less interrupted over the next year. This year, we have been using our PLC planning time to research, collaborate, and develop plans to reach all of our students and narrow the achievement gap. We are participating in professional development based on the book, *Teach Like a Champion*, by Doug Lemov, and we are working on incorporating teaching techniques from this book into our lessons.

Accomplishments

In 2015 Mauldin Middle School was chosen to be part of Greenville County's pilot group of Discovery Education Digital Tech Corps. Over the course of three years, a core group of teachers and administrators at MMS were trained in the best use of technology in class instruction. Discovery Education is a program that supports teacher and student incorporation of innovative technology and digital media in the classroom to enhance the learning environment. Professional development sessions were led by our instructional coach and our Digital Tech Corp teachers. They have trained the faculty in best practices of technology in the classroom. In the fall of 2016, MMS participated in the district's Personalized Learning initiative and each student received a Chromebook for academic use. We have successfully integrated technology and 21st Century skills into our curriculum and are continually looking for ways to improve our use of technology to promote the success of our students.

In 2016, Mauldin Middle School instituted a Flex class during the school's daily schedule. This class provides time for teachers to address students' individual needs outside of the regular class time constraints. Initially, flex time was used by students for a variety of purposes. Over time, it became apparent that this time could be put to better use if it were more structured. This year, each of the four academic classes rotate through Flex Mondays through Thursdays for enrichment and remediation activities. Fridays, Flex time is dedicated to SEL (social emotional learning).   A side benefit of Flex has been the relationship building that has been fostered between the teachers and students as they expand on the classroom lessons in a less formal setting.

School Awards

- Red Carpet School
- 100% PTA Membership
- Athletic Team Awards
- Band Outstanding Performance Award
- SC Junior Scholar
- Project Unify Grant Winner for Special Olympics
- National Board Certified Teachers
- Silver Closing the GAP Award
- PTA Reflection Winners
- Duke Scholars Awards
- United Way Campaign Award

The Mauldin Mustangs, our collective athletic, academic and performing groups, continue to distinguish themselves in district, state and national competitions. In conjunction with our school PTA, each student is given multiple opportunities to enhance his or her self-awareness through Beta Club, Band, Strings, Chorus, as well as our athletic and academic teams.

Link to SCDE School Report Card: https://www.greenville.k12.sc.us/Schools/profile.asp?schoolid=mauldinm

School Profile

School Community

The Facility

Mauldin Middle School opened as a new school in Simpsonville, South Carolina, in the fall of 1999. The building is 137,000 square feet and has 50 permanent indoor teaching stations (classrooms), 9 science labs, 1 Gateway to Technology lab, 1 permanent computer lab with 30 student workstations, 3 offices, a cafetorium, a gymnasium, a well-equipped, up-to-date media center (13,246 books with an average copyright date of 2005), and Promethean Boards in every classroom. The school has 4 basketball courts, a newly paved track, 2 softball/baseball fields, and a football/soccer field outdoors. Our track and fields have been upgraded with lights, additional storage, and new fencing. The school has three entrance/exits for cars and buses.

Safety, Cleanliness, and Adequacy of School Facilities

Mauldin Middle School and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan, and regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies and the district. Our school plans stress safety for the students first. At least one district coordinated drill is held yearly.

Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff of eight custodians performs basic cleaning operations in every classroom every day.

Other aspects of the school/district safety program include:

● District safety committee

● Bus evacuation drills

● Fire safety inspections

● Campus supervision

● Crisis Management Plan

Learning Climate

Mauldin Middle School provides a disciplined, but stimulating, learning climate for students. The climate for learning at Mauldin Middle is enhanced by involved parents who are encouraged to become involved in school committees, to help with homework and tutoring after school, and to encourage and honor their child's successes. Student discipline is the responsibility of all Mauldin Middle staff members.

A major goal of Mauldin Middle School is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Mauldin Middle offers many opportunities for student participation and recognition. Each grade level recognizes those students who qualify for Principal's Honor Roll (all A's), Honor Roll (All A's and B's), and B.U.G. (Bringing Up Grades) Honor Roll (students whose grades improved over the last quarter) and the Mustang Excellence Award. Extracurricular activities are discussed in the next section.

Subject matter and courses are reviewed on a regular basis. Academic Standards have been developed in alignment with State Academic Standards and local needs. Parents are encouraged and welcomed to be active participants in the process.

PTA

Mauldin Middle has had 100% PTA membership ever since the school opened. Our PTA is active in the school both through volunteer work and fundraising activities. In non-Covid years, volunteers help teachers in the classroom, tutor students who need additional academic help, work in our office and guidance departments, help to raise money for our school, run book fairs in the media center, sponsor school dances, and provide a variety of other services that assist in the day-to-day instruction at the school. In the second semester of 2021/2022, parents are returning to our building with involvement and support.

Partnerships

Mauldin Middle School has two official partners through the school district, Publix and Sam's Club. We have several unofficial partners in Chick-fil-A, Michelin, and Arby's. The goal of partnerships is to increase student achievement through working together. Holland Baptist Church partners with us to recognize teachers that exceed expectations.

School Leadership

Mauldin Middle School's core leadership team is composed of one principal, two assistant principals, one administrative assistant, and an instructional coach. Our leadership team also includes grade-level chairs and department chairs who meet with the principal monthly. These faculty leaders also submit agendas and minutes from their weekly meetings.

Administrators conduct regular classroom instructional observations of all teachers as part of the PAS-T evaluation model and the AdvanceED Eleot model. Teachers are observed as part of a schedule created by the administrative team based on the evaluative cycle of each teacher. The purpose of observations is to observe and provide feedback on the instructional effectiveness of our teachers.

School Personnel

Mauldin Middle School's current teaching force consists of 55 classroom teachers, each one highly qualified in his/her teaching position. The current student to teacher ratio is thirteen to one. There are four administrators in the school: one principal, two assistant principals, and one administrative assistant. Support staff include four guidance counselors, an instructional coach, a guidance clerk, a full-time media specialists, a full time media clerk, a school secretary, an attendance clerk, a full time office clerk, one full-time and one half-time school nurses, a plant engineer with a staff

of eight, and a cafeteria manager with a staff of seven. The demographic breakdown of the Mauldin Middle School staff, including certified support staff (administration, guidance counselors, media specialists), is shown below.

Male	Female		Caucasian	African American	Hispanic	Other
1 (11 classroom teachers)	61 (43 classroom teachers)		64 (44 classroom teachers)	10 (7 classroom teachers)	2 (2 classroom teachers)	2 (2 classroom teachers)

The number of males employed compared to females has remained fairly constant for the last few years as has the number of Caucasian teachers compared to African-American teachers. Two of our Hispanic teachers are fluent in both English and Spanish.

Sixty percent of the certified staff holds a Master's Degree or higher. Many of our teachers are currently working on higher degrees. Twenty-three have 15 or more years of education experience. Four of our staff are currently National Board certified, while other staff members are currently seeking National Board certification.

The staff turnover rate increased for 2021 as we had several teachers retiring, and teachers leaving to begin their families.

Student Population

Mauldin Middle serves 983 students as of March 2022. This is down from about 1000 students pre COVID. In 2014, Dr. Phinnize J. Fisher Middle School opened and took about one fifth of our student population due to rezoning. Our attendance is now on the rebound in normal years.

Student Population Over the Past Seven Years
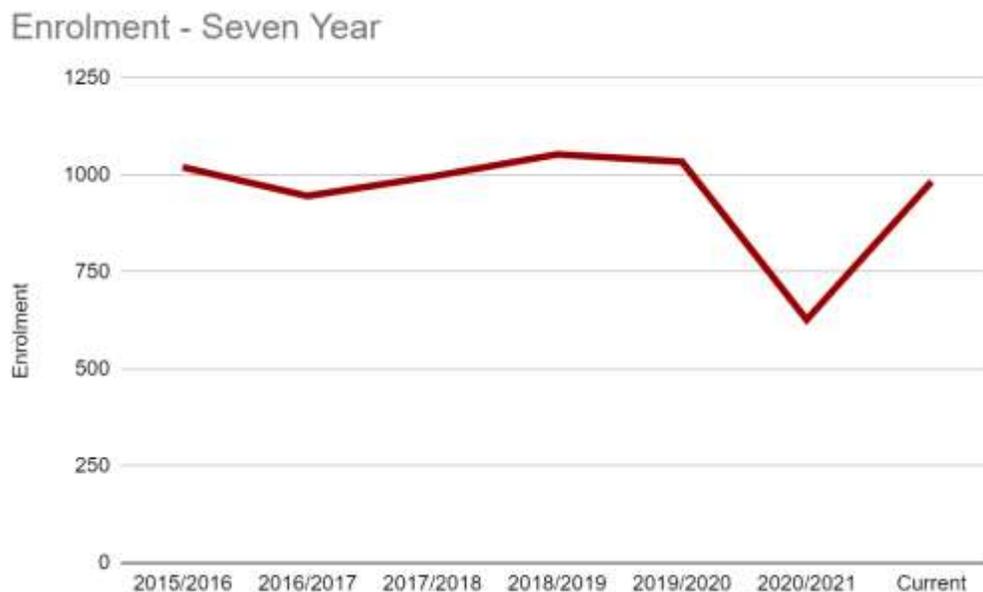
Student Demographic Data

The majority of our students are Caucasian. Our population consists of 273 African-American students (28%), 533 Caucasian (54%), 110 Hispanic (11%), 35 Multi-Racial (4%), 26 Asian students (3%), and 6 students in other classifications (1%). Both our African American and Hispanic student populations have seen a significant increase. The Hispanic subgroup has more than tripled in number since we first opened in 1999.

Population by Ethnicity

■ African American ■ Asian ■ Caucasion ■ Hispanic ■ Other
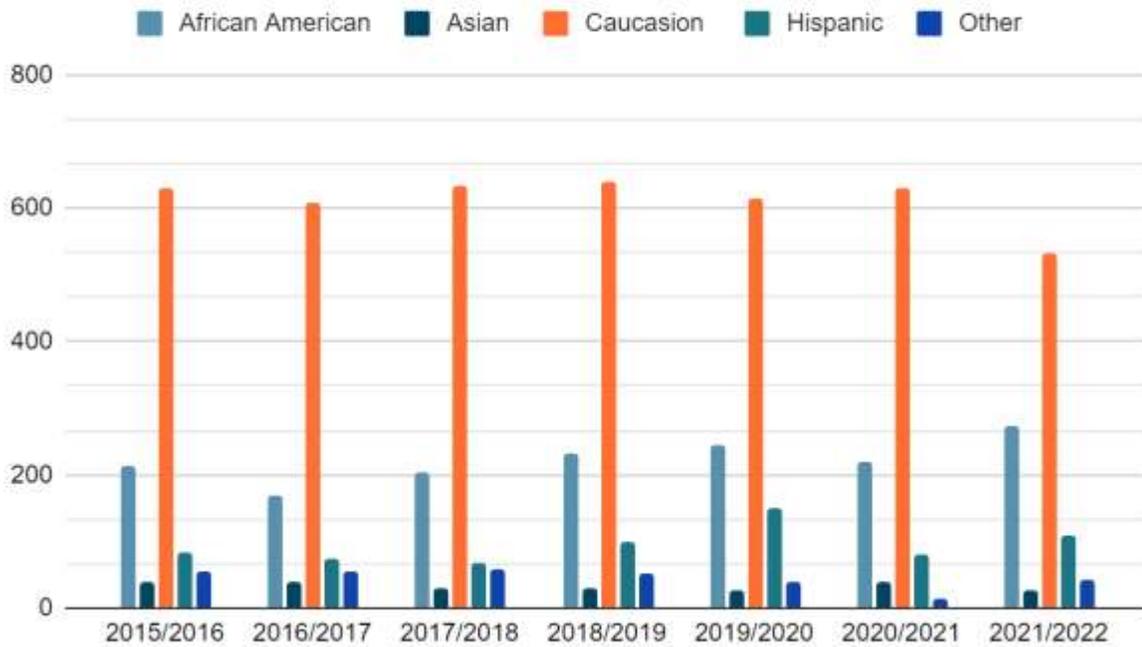
Student Attendance

School Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020/21
Percent Attendance	96.8%	96.4%	96.2%	95.8%	96.8%	93.7%

Attendance rates at Mauldin Middle have remained steady over the past few years. COVID related absences have greatly impact this data for the 2020/2021 school year. Mauldin Middle School ranks among the highest in the district for student attendance.

Students in Poverty

Over the past five years, the percentage of our students in poverty has increased significantly and has increased to 50% for the current year, 2021/2022.

Percent of Students in Poverty
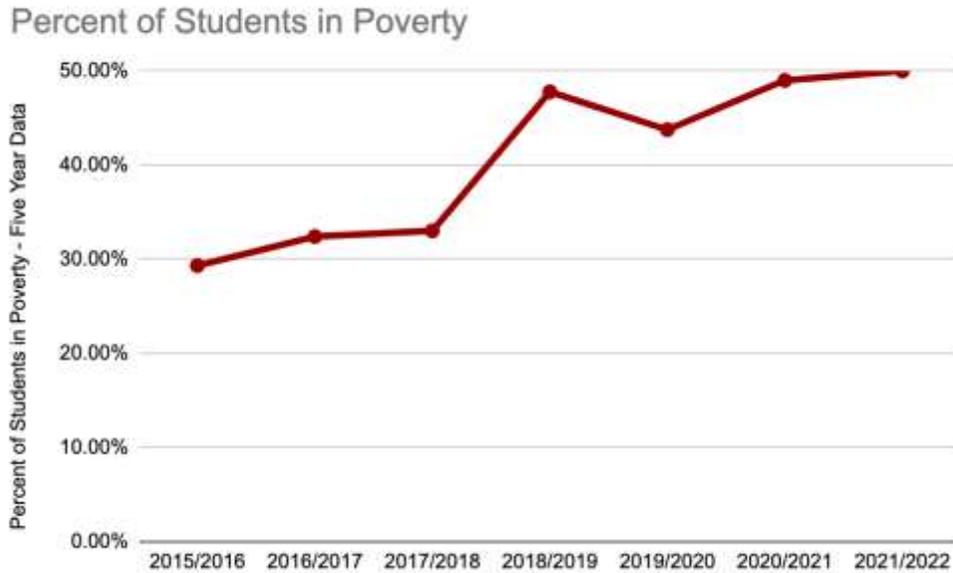
Special Education Services

Within the past five years, the majority of students receiving special assistance were learning disabled, followed by students identified as other health impared and autistic, and students needing speech services.

Gifted Student Enrollment

The number of students qualifying as gifted and talented was declining but has stabilized over the past three years.

Percent Gifted and Talented Enrolment

Link to SCDE Report Card website:
https://screportcards.ed.sc.gov/

Academic and Behavioral Programs

Increasing the opportunity for each student to participate in courses that award high school credit in middle school has been a focus at Mauldin Middle School. Students can embark on a more rigorous course load by advancing to high school credit courses, Algebra I, English 1 Honors, Spanish 1 and 2, Google Basics, Multimedia Basics, and Cyber Citizenship. This in turn allows students to take more AP courses once they enter high school if desired.

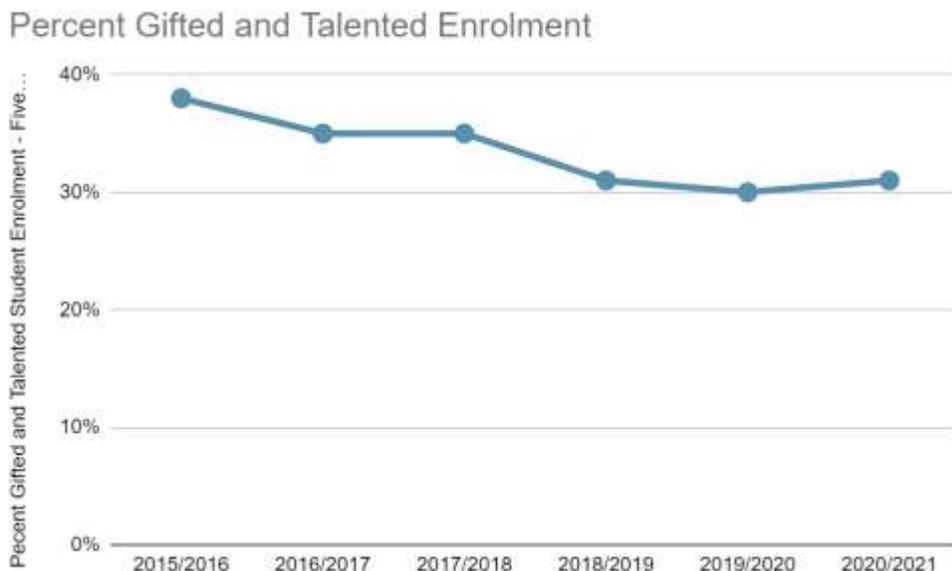Mauldin Middle School's sixth, seventh, and eighth grades are divided into three teams each. In 2016, a common planning time was created in the schedule, providing teachers daily opportunities for team meetings where they work on integrating lesson content and teaching strategies. This time also allows opportunity for the teachers to plan for individual needs of their team of students. This team environment provides support for students and fosters a sense of belonging.

Other programs incorporated into our school are PearDeck, Mathia, and Carnegie Learning math program. PearDeck is a technology program which includes all subject areas for teachers in grades 6-8. It can be used for introducing new concepts as well as for reviewing or summarizing concepts that have already been taught and allows teachers to create lessons that can be delivered to students inside or outside of the building, teacher guided or self-paced. These options have been invaluable this year due many students participating in at home learning during COVID quarantine. Mathia is an online math program which allows students the opportunity to complete math problems at their own pace with support when needed. Students receive immediate feedback and remediation. This program has increased our students' overall achievement.

Strategies to Increase Student Achievement

Even with the hard work of the Mauldin Middle School staff, we continue to push our students to become more successful academically. When we looked at our students' standardized test scores, we were struck by how much area was available for improvement in differentiation among grade levels, demographic subgroups, and gender in all the tests. Overall, the females seem to score slightly better in language arts and reading than the males, and there are noticeable gender differences in math as well. Staff members believe that improved achievement can result from several new approaches including:

● Learning Focused Strategies   ● Brain-Based Learning   ● Cooperative Learning

● Multiple Intelligences   ● Learning Styles   ● Differentiation

● Student Centered Learning

Student Support Systems

Recognizing that some students need support beyond that available in the classroom, Mauldin Middle School has worked with the district to provide a variety of special services.

● We have two resource/inclusion teachers who work with students with learning disabilities. These teachers work primarily in collaboration with classroom teachers and sometimes pull out students to work on skills. We also have two self-contained special education classes.

● When a teacher believes that a student has special needs that require attention, the teacher refers the students to the Assistance Team. The purpose of the team is to match students' needs with resources that are available through the school, district, or community.

● We have an ESOL teacher who facilitates English acquisition and provides extra help in other content areas as needed. She receives students based on teacher, guidance counselor recommendations, and national language test scores.

● We are committed to make every effort to place students with limited English proficiency in classrooms with teachers who are certified to teach them.

● We have four full time guidance counselors and one full time guidance clerk. The counselors provide added assistance to students.

● All three grade levels enjoy the benefit of teacher teams. The math, language arts, science, and social studies teachers plan during the same period to discuss possible ways to help the students on their team.

● Mauldin Middle School has 14 sections of literacy support classes utilizing System 44 and Read 180.

● During the first semester, Mauldin Middle School had six Math support classes, taught by an experienced teacher.

Extracurricular Activities

During Covid, many of our clubs and special programs were cut back. This year we were able to add back the following:

- National Junior Beta Club (a nationally recognized academic club)
- Student Council (to promote school spirit and give a voice to the student body)
- Robotics Club

Athletic teams include:

● Intramural programs for basketball and volleyball

● Basketball, softball, baseball, soccer, and volleyball

Opportunities in the arts include:

● Yearbook and newspaper journalism classes

● Annual school music/drama performance

● Band, strings, and choral competitions and concerts

● "Reflections" contest sponsored by the PTA

Mission

The mission of Mauldin Middle School is to prepare all students to succeed in becoming lifelong learners and responsible, productive citizens.

Vision

Mauldin Middle School is in partnership with our parents and community in order to respect and address each student's needs, gifts, learning styles, and cultures. We will provide our students a nurturing environment for learning through ongoing character education, responsible decision-making curriculum, and school sponsored organizations and programs. Through the cooperative efforts of home, school, and the community, we will prepare our students to become productive citizens.

School Beliefs

● All students can learn.

● Students are the center of the educational process.

● Students should be actively engaged in the learning process through the use of a variety of teaching and assessment strategies.

● Students should have equal access to educational opportunities.

● Students should learn in a safe, positive, and inviting environment.

● Education is the shared responsibility of home, school, and the community.

● Curriculum and instruction should meet the needs of all students.

● Curriculum should be based on the South Carolina Curriculum Standards

The original school beliefs were written when Mauldin Middle School first opened in the fall of 1999. These beliefs have been revisited and revised several times throughout our history. As a school, we review the beliefs to make sure all staff members knew and agreed with the school beliefs. The beliefs are evident in the daily practices of the school.

Data Analysis and Needs Assessment

Student Achievement

The main need identified from analysis of the state test scores for Mauldin Middle School students is the need to address the persistent achievement gap between demographic groups. These gaps are apparent in the following graphs.

Percent of Students Achieving Passing Scores on the South Carolina ELA Achievement Tests Over the Past Four Years: State and Mauldin Middle School by Demographics
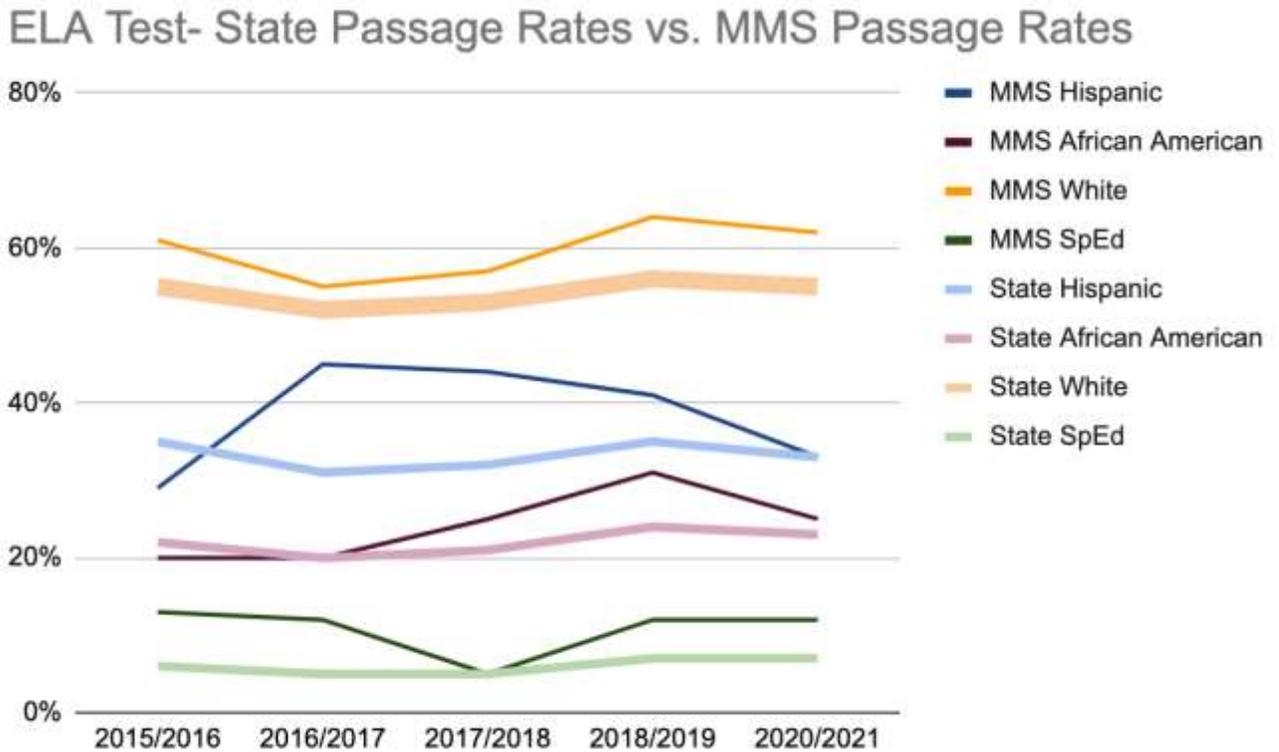
The data above shows a breakdown of the passage rates of Mauldin Middle School student groups on the SC standardized ELA tests over the past five years. The state passage rates of the same subgroups are shown in lighter relief. A considerable and persistent achievement gap among Mauldin Middle School students can be seen by comparing the scores of African American students to the average scores for white students. This trend holds for the *state* ELA scores as well.

Similar achievement trends can be seen in the Math assessment data below.

Math Test- State Passage Rates vs. MMS Passage Rates

Legend:
- MMS Hispanic
- MMS African American
- MMS White
- MMS SpEd
- State Hispanic
- State African American
- State White
- State SpEd

X-axis: 2015/2016, 2016/2017, 2017/2018, 2018/2019, 2020/2021
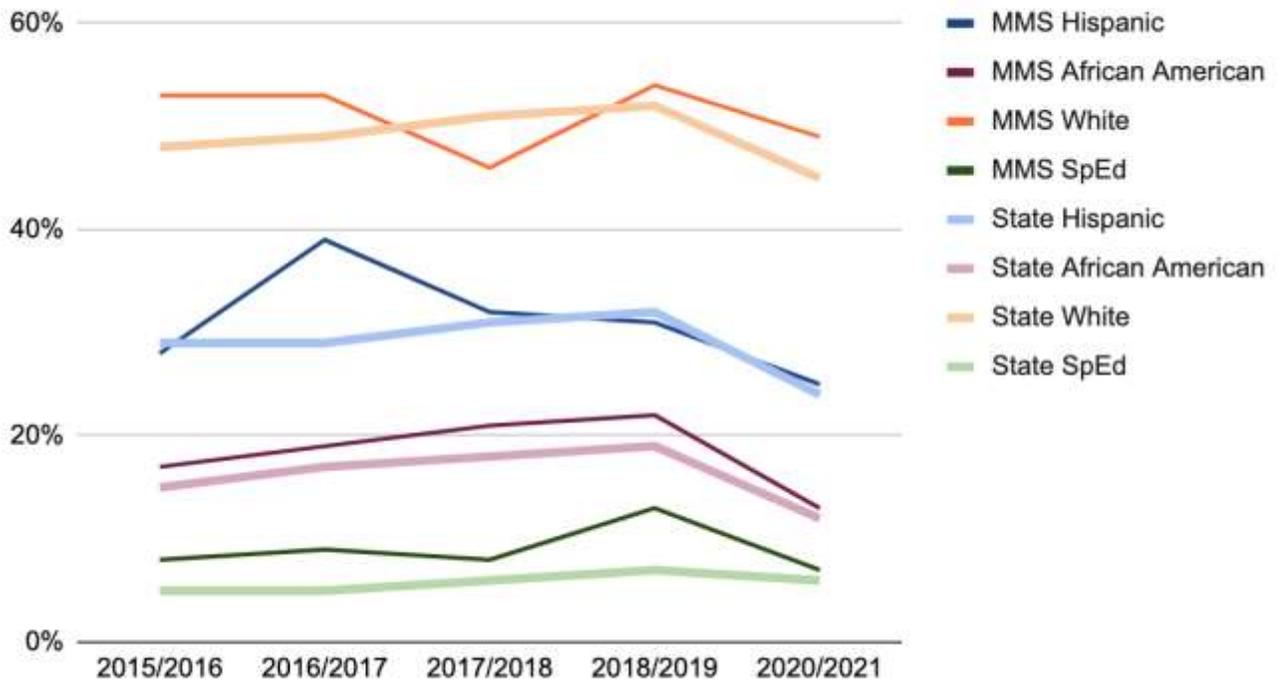
Over the past five years, the achievement gap between our African American population and the achievement of our non-African American students has not shown significant improvement. Over the next five years, our staff will focus on narrowing this gap by working towards a more inclusive school community. We will research, implement, and practice teaching and management methods that support a learning environment where all students can thrive, not only academically, but socially and emotionally as well.

Link to SCDE school report card:
https://screportcards.com/overview/?q=eT0yMDIxJnQ9TSZzaWQ9MjMwMTExMA

Teacher and Administrator Quality
Professional Development
Professional development for the 2020-2021 school year focused on technology supports and blended learning in order to help deal with the unique schooling situation due to COVID. This year, we have shifted our focus to catching students up while also considering the emotional well being of both the students and adults in this challenging year. We have worked on strengthening our professional learning communities in order to build relationships where teachers feel comfortable learning with and from each other.

Mauldin Middle School has a strong blend of experienced and new teachers. Many of our experienced teachers are contributors to the district professional development community. Our new teachers have been a gold mine of fresh ideas and technology support.

Teacher turnover at Mauldin Middle School has increased over the past few years as teachers and administrators who have been part of the Mauldin Middle family since the school opened in 1999 have approached retirement and faced changing family dynamics. Each year that teachers leave, we have wonderful, well qualified candidates seeking to fill the vacancies.

School Climate

Current Conditions

We are concerned that our male students, particularly black males, are not achieving at the same level as other demographic groups. Several plans have been implemented to help raise all students' achievement. We provide free tutoring sessions after school on Mondays and Tuesdays as well as specific help sessions during our morning Flex time.

In addition, academic, special education, and related arts teachers have participated in Universal Design Lesson (UDL) training which increase learning accessibility to all students. We will continue our study of UDL next year and we will be incorporating UDL principles into our PLC meetings and lesson planning.

Link to SCDE school report card:
https://screportcards.com/overview/?q=eT0yMDIxJnQ9TSZzaWQ9MjMwMTExMA

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 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);

ACTION PLAN for 2018-19 through 2022-23

Goal Area 1: Student Achievement

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 <u>Meets Expectations and Exceeds Expectations on SC READY **ELA will increase from 47.7% in 2016-17 to 64.1%**</u> 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.
<u>INTERIM PERFORMANCE GOAL:</u> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2.7% annually.
INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard in ELA as measured by SC READY.

DATA SOURCE(s):	AVERAGE BASELINE	2017–18	2018–19	2019–20	2020–21	2021–22	2022-23
ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 47.7%	**School Projected 50.4%**	**53.2%**	**55.9%**	**58.7%**	**61.4%**	64.1%
		School Actual 48.3%	54%	waiver	51.5%		
	(2016-17) **43.0**	**District Projected 46%**	**46%**	**49%**	**52%**	**55%**	58%
		District Actual 44%	**49%**	waiver	**47%**		

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% in 2016-17 to 58.2%** in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2.2% annually.

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard in Mathematics as measured by SC READY.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Creation of reading intervention classes, System 44 and Read 180, at each grade level	December 2017- August 2021	Karen Greene Ann-Marie Armstrong	$0	NA	**2020 Update**- Power School rosters for reading intervention classes
2. All teachers Read to Succeed certified	Spring 2018- Fall 2023	Each Teacher	$0	NA	State certification documents
3. Teacher training on integrating reading and writing across the curriculum.	Spring 2018- Fall 2023	Sandra M Hunt	$0	NA	School Professional Development plan

	AVERAGE BASELINE	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 45%	**School Projected 47.2%**	**49.4%**	**51.6%**	**53.8%**	**56%**	**58.2%**
		School Actual 45.3%	44.4%	waiver	38.6		
	(2016-17) **40.0%**	**District Projected 3%**	**43%**	**46%**	**49%**	**52%**	**55%**
		District Actual 43%	**44%**	waiver	**35%**		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Creation of two math intervention classes, at each grade level	August 2018- August 2023	Karen Greene Ann-Marie Armstrong	$0	NA	Power School rosters for math intervention classes
2. Math teachers trained in Carnegie Math curriculum	Spring 2018- Fall 2023	Ashley Bentley Brian Harris Sandra M Hunt	District Support	District	School Professional Development 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: 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.

INTERIM PERFORMANCE GOAL: Annually meet or exceed the standard in Science as measured by SCPASS.

		AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
DATA SOURCE(s): ESSA Federal Accountability and SC SDE School Report Card	Baseline will be established in 2017-18 Grades 6 only	**School Projected**			56%	59%	62%	65%
		School Actual 57.8%	53.9%	waiver	57.6%			
	Baseline will be established in 2017-18 Grades 6 only	**District Projected**	**56%**	**59%**	**62%**	**65%**	**68%**	
		District Actual 53%	**53%**	waiver	**46%**			

Beginning 2019/2020 only 6th grade middle school students will take the SCPass Science test.

ACTION PLAN FOR STRATEGY #1:	EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Teacher training on integrating reading and writing into science curriculum.	Spring 2018- Fall 2023	Sandra M Hunt	$0	NA	School Professional Development 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: 5   Annually **increase learning outcomes for traditionally underperforming student d**emographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17 Baseline	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	**34** % Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	42%	45%	48%	51%	54%
		School Actual Hispanic 39%	40.7%	waiver	33%		
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	**21** % Meets Expectations and Exceeds Expectations	**School Projected AA**	**28%**	**31%**	**34%**	**37%**	**40%**
		School Actual AA 25%	**31.43%**	waiver	**25%**		
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	**12** % Meets Expectations and Exceeds Expectations	**School Projected SWD**	**5%**	**8%**	**11%**	**14%**	**17%**
		School Actual SWD 5%	**12%**	waiver	12%		
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	**District Projected SWD 14%**	**14%**	**17%**	**20%**	**23%**	**26%**
		District Actual SWD 12%	21%	waiver	8%		
SC READY ELA SC SDE Website	**14** % Meets Expectations and Exceeds Expectations	**School Projected LEP**	**37%**	**40%**	**43%**	**46%**	**49%**

		School Actual LEP 37%	**37.43%**	waiver	37.5%		
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	**District Projected LEP 35**	**35**	**38**	**41**	**44**	**47**
		District Actual LEP 33%	44	waiver	29%		
SC READY ELA SC SDE Website	**28.1** % Meets Expectations and Exceeds Expectations	**School Projected PIP**	**30%**	**33%**	**36%**	**39%**	**42%**
		School Actual PIP 30.2%	**37.5%**	waiver	35.5%		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**District Projected PIP 38%**	**38**	**41**	**44**	**47**	**50**
		District Actual PIP 33%	45	waiver	44%		
SC READY Math SC SDE Website	**31** % Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	**31%**	**34%**	**37%**	**40%**	**43%**
		School Actual Hispanic 31%	**31.3**	waiver	24%		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 39%**	**39**	**42**	**45**	**48**	**51**

		District Actual Hispanic 42%	43	waiver	22%		
SC READY Math SC SDE Website	**16** % Meets Expectations and Exceeds Expectations	**School Projected AA**	**20%**	**23%**	**26%**	**29%**	**31%**
		School Actual AA 20%	**21.5%**	waiver	12%		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	**District Projected AA 27%**	**27**	**30**	**33**	**36**	**39**
		District Actual AA 28%	30	waiver	11%		
SC READY Math SC SDE Website	**15**% Meets Expectations and Exceeds Expectations	**School Projected SWD**	**9%**	**12%**	**15%**	**18%**	**21%**
		School Actual SWD 9%	**12.6%**	waiver	7%		
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	**District Projected SWD 18%**	**18**	**21**	**24**	**27**	**30**
		District Actual SWD 16%	20	waiver	5%		
SC READY Math SC SDE Website	**17**% Meets Expectations and Exceeds Expectations	**School Projected LEP**	**28%**	**31%**	**34%**	**37%**	**40%**

SC READY Math SC SDE Website		School Actual LEP 28%	39.8%	waiver	28.2%		
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40%	40	43	46	49	52
		District Actual LEP 42%	46	waiver	22%		
SC READY Math SC SDE Website	22.7 % Meets Expectations and Exceeds Expectations	School Projected PIP	23%	26%	29%	32%	35%
		School Actual PIP 23.3%	27%	waiver	23.4%		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48
		District Actual PIP 38	43	waiver	20%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Creation of two reading intervention classes,	December 2017- August 2019	Karen Greene Ann-Marie Armstrong	$0	NA	Power School rosters for Reading intervention classes

Language! Live, at each grade level					
2. Creation of two math intervention classes at each grade level	August 2018- August 2023	Karen Greene Ann-Marie Armstrong	$0	NA	Power School rosters for Math intervention classes
3. Teacher training on integrating reading and writing across the curriculum.	Spring 2018- Fall 2023	Sandra M Hunt	$0	NA	School Professional Development 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: 5 100% of middle schools will have targeted literacy intervention classes by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 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 #3:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Creation of two reading intervention classes at each grade level	December 2017-August 2019	Karen Greene Ann-Marie Armstrong	$0	NA	Power School rosters for reading intervention classes

Goal Area 2: Teacher/Administrator Quality

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

DATA SOURCE(s):	Baseline established in 2019-2020	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	Gender Diversity = yes Ethnic Diversity = yes	**School Actual**	Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = Increase Ethnic Diversity = Increase	Gender Diversity = Increase Ethnic Diversity = Increase		
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%		

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implementation of a mentoring team to work with new teachers	August 2018 -continuing	Sandra M Hunt	$0	NA	Professional Development plan
2. Implementation of monthly new-teacher professional development sessions	August 2018 -continuing	Sandra M Hunt	$0	NA	Professional Development plan

3. Implementation of small group professional development opportunities	August 2018 -continuing	Sandra M Hunt	$0	NA	Professional Development plan
4. Creation of school program aimed at encouraging teachers and improving teacher morale	August 2018 -continuing	Matthew Hurst	$0	NA	Implementation and activity planning documents

Goal Area 3: School Climate

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):	AVERAGE BASELINE 2017-18		2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey		**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students		*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	**90.7%**		
SC SDE School Report Card Survey		**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

	100%	**School Actual Teachers**	**97.7%**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	**100%**		
SC SDE School Report Card Survey		**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	86.9%	**School Actual Parents**	86.6%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	86.6%		
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.*	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 state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	92%		
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.*	98%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
School wide implementation of Social Emotional training and practices	*2019 -continuing	–Guidance Department -All Staff	$0	NA	Staff Training during faculty meeting (agenda) Student lessons through Flex

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):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual	0	0	0		
GCS Expulsion Report from Kent Owens	(2016-17) **0.7**	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

		District Actual 0.8	0.1	0.9	.3%		

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.8	**School Projected** ≤ .07	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual	0	0	0		
GCS Expulsion Report from Kent Owens	**(2016-17) 0.04**	**District Projected** ≤ .07	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual 0.04	0.1	0.03	.004		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
School wide implementation of Social Emotional training and practices	2019 -continuing	-Guidance Department -All Staff	$0	NA	Staff Training during faculty meeting (agenda) Student lessons through Flex

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):	AVERAGE BASELINE 2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	**School Projected**					
	School Actual			*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*
Cognia Climate & Culture Student Survey	**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.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Teacher study of evidence-based classroom management strategies that improve teacher/student relationships	August 2018- continuing	Sandra M Hunt	$0	NA	Professional Development 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: 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	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
180th day Attendance Report	**(2016-17) 95.2%**	**School Projected ≥95**	**≥95**	**≥95**	**≥95**	**≥95**	**≥95**
		School Actual 94.86%	**95.43%**	**95.62%**	**94%**		
180th day Attendance Report	**(2016-17) 95%**	**District Projected**	**95%**	**95%**	**95%**	**95%**	**95%**
		District Actual 95%	**95%**	**96%**	**92%**		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Teacher study of evidence-based classroom management strategies that improve teacher/student relationships	August 2018 -continuing	Sandra M Hunt	$0	NA	Professional Development plan
School wide implementation of Social Emotional training and practices	*2019 -continuing	-Guidance Department -All Staff	$0	NA	Staff Training during faculty meeting (agenda) Student lessons through Flex

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
	School Projected	Afraid ≤ 5 Lonely ≤ 9	Afraid ≤ 5 Lonely ≤ 9	Afraid ≤ 5 Lonely ≤ 8	Afraid ≤ 5 Lonely ≤ 8	Afraid ≤ 5 Lonely ≤ 7

Cognia Climate & Culture Student Survey		Angry ≤ 7	Angry ≤ 7	Angry ≤ 6	Angry ≤ 6	Angry ≤ 5
	School Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*
Cognia Climate & Culture Student Survey	**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 state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*