

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2021/22 to 2023/24
Upcoming School Year: 2023/24

School Name:	Beechwood Middle
SIDN:	3201071
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Lexington 1
Address 1:	1340 Highway 378
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Gloria Jenkinson
School Plan Contact Phone:	803-821-5701
School Plan E-mail Address:	gjenkinson@lexington1.net

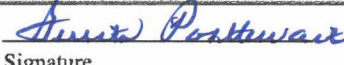
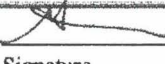
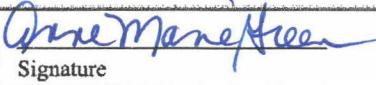
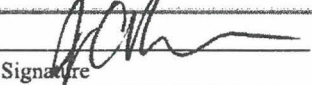
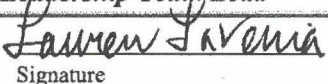
Required Signature Page

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.

Required Printed Names and Signatures

Superintendent		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>4-11-23</u> Date
Principal		
<u>Gloria Jenkinson</u> Printed Name	 Signature	<u>3/15/23</u> Date
Chairperson, District Board of Trustees		
<u>Anne Marie Green</u> Printed Name	 Signature	<u>4-11-23</u> Date
Chairperson, School Improvement Council		
<u>JoAnna Rodgers</u> Printed Name	 Signature	<u>3/15/23</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Lauren Lavenia</u> Printed Name	 Signature	<u>3-15-23</u> Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
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	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	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	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	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	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).

N/A	<p>Developmental Screening</p> <p>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.</p>
N/A	<p>Half-Day Child Development</p> <p>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.</p>
N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>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.</p>
Yes	<p>Parenting and Family Literacy</p> <p>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.</p>
Yes	<p>Recruitment</p> <p>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.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.</p>

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	Principal	Gloria Jenkinson
2.	Teacher	Lindsay Keith
3.	Parent/Guardian	Katie Barnhill
4.	Community Member	Katrina Ritchie
5.	Paraprofessional	Amanda Kyzer
6.	School Improvement Council Member	JoAnna Rodgers
7.	Read to Succeed Reading Coach	Lauren Lavenia
8.	School Read To Succeed Literacy Leadership Team Lead	Lauren Lavenia
9.	School Read To Succeed Literacy Leadership Team Member	Dupre Young
	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	

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (Include the SBE Regulation number to be waived)	Lexington County School District One received a waiver for SBE Regulations 43-231 (II), 43-232 (I), 43-234 (VI)(C)(1), 43-234 (II)(b), and 43-234 (VI)(C)(I) from the S.C. Department of Education, which gives our students enrolled in the Lexington One Online Learning Academy access to a flexible pathway to the next grade level that is not bound by pace, place, or time. This waiver empowers students to demonstrate mastery of standards through synchronous and asynchronous teaching and learning experiences.
6. Other (Include the SBE Regulation number to be waived)	



Beechwood Middle School
2018 - 2023 Strategic Plan

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Lexington District One Vision

Empower each child to design the future.



Lexington District One Mission

**Our mission is to cultivate
a caring community
where ALL learners
are extraordinary communicators,
collaborators, creators and critical thinkers.**






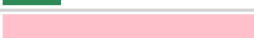














System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.


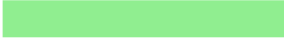














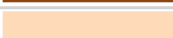










1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.
2. Teaching and learning develop power skills in all students.
3. Our schools are service-oriented centers of learning, committed to family and community partnerships.
4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Beechwood Middle School	Number of Students
ELA	21-22	All	All	60.7%	<div></div>	(612 / 1009)
		ELL	Not ELL	61.5%	<div></div>	(609 / 990)
			ELL	15.8%	<div></div>	(3 / 19)
		Gender	Female	63.4%	<div></div>	(317 / 500)
			Male	58.0%	<div></div>	(295 / 509)
		InstrSetting	Not Special Ed	65.6%	<div></div>	(603 / 919)
			Special Ed	10.0%	<div></div>	(9 / 90)
		Race	Black / Latinx	47.9%	<div></div>	(69 / 144)
			White / Other	62.8%	<div></div>	(543 / 865)
	20-21	All	All	58.2%	<div></div>	(548 / 942)
		ELL	Not ELL	59.0%	<div></div>	(546 / 925)
			ELL	11.8%	<div></div>	(2 / 17)
		Gender	Female	65.8%	<div></div>	(314 / 477)
			Male	50.3%	<div></div>	(234 / 465)
		InstrSetting	Not Special Ed	63.0%	<div></div>	(540 / 857)
			Special Ed	9.4%	<div></div>	(8 / 85)
		Race	Black / Latinx	36.9%	<div></div>	(52 / 141)
			White / Other	61.9%	<div></div>	(496 / 801)

	Year	Group	Subgroup	%	SC READY % Meets or Exceeds for Beechwood Middle School	Number of Students
Math	21-22	All	All	47.3%	<div></div>	(478 / 1010)
		ELL	Not ELL	47.9%	<div></div>	(475 / 991)
			ELL	15.8%	<div></div>	(3 / 19)
		Gender	Female	45.2%	<div></div>	(226 / 500)
			Male	49.4%	<div></div>	(252 / 510)
		InstrSetting	Not Special Ed	51.5%	<div></div>	(474 / 920)
			Special Ed	4.4%	<div></div>	(4 / 90)
		Race	Black / Latinx	34.5%	<div></div>	(50 / 145)
			White / Other	49.5%	<div></div>	(428 / 865)
	20-21	All	All	47.6%	<div></div>	(449 / 943)
		ELL	Not ELL	48.1%	<div></div>	(445 / 926)
			ELL	23.5%	<div></div>	(4 / 17)
		Gender	Female	48.3%	<div></div>	(231 / 478)
			Male	46.9%	<div></div>	(218 / 465)
		InstrSetting	Not Special Ed	51.6%	<div></div>	(443 / 858)
			Special Ed	7.1%	<div></div>	(6 / 85)
		Race	Black / Latinx	26.4%	<div></div>	(37 / 140)
			White / Other	51.3%	<div></div>	(412 / 803)


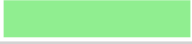
























	Year	Group	Subgroup	%	SCPASS % Meets or Exceeds for Beechwood Middle School	Number of Students
Science	21-22	All	All	68.8%		(234 / 340)
		ELL	Not ELL	70.0%		(233 / 333)
			ELL	14.3%		(1 / 7)
		Gender	Female	62.2%		(97 / 156)
			Male	74.5%		(137 / 184)
		InstrSetting	Not Special Ed	72.6%		(225 / 310)
			Special Ed	30.0%		(9 / 30)
		Race	Black / Latinx	64.1%		(25 / 39)
			White / Other	69.4%		(209 / 301)
	20-21	All	All	52.9%		(164 / 310)
		ELL	Not ELL	53.5%		(162 / 303)
			ELL	28.6%		(2 / 7)
		Gender	Female	56.4%		(92 / 163)
			Male	49.0%		(72 / 147)
		InstrSetting	Not Special Ed	57.3%		(160 / 279)
			Special Ed	12.9%		(4 / 31)
		Race	Black / Latinx	23.8%		(10 / 42)
			White / Other	57.5%		(154 / 268)



























	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for Beechwood Middle School	Number of Students
Algebra 1	21-22	All	All	97.1%		(136 / 140)
		ELL	Not ELL	97.1%		(136 / 140)
		Gender	Female	97.1%		(67 / 69)
			Male	97.2%		(69 / 71)
		InstrSetting	Not Special Ed	97.1%		(136 / 140)
		Race	Black / Latinx	92.9%		(13 / 14)
			White / Other	97.6%		(123 / 126)
	20-21	All	All	98.5%		(135 / 137)
		ELL	Not ELL	98.5%		(135 / 137)
		Gender	Female	98.7%		(76 / 77)
			Male	98.3%		(59 / 60)
		InstrSetting	Not Special Ed	98.5%		(133 / 135)
			Special Ed	100.0%		(2 / 2)
		Race	Black / Latinx	100.0%		(13 / 13)
			White / Other	98.4%		(122 / 124)


























	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Beechwood Middle School	Number of Students
Accelerated/ Eagles	21-22	All	All	39.7%		(426 / 1072)
		ELL	Not ELL	40.4%		(405 / 1002)
			ELL	30.0%		(21 / 70)
		Gender	Female	39.2%		(208 / 530)
			Male	40.2%		(218 / 542)
		InstrSetting	Not Special Ed	43.2%		(419 / 969)
			Special Ed	6.8%		(7 / 103)
		Race	Black / Latinx	31.4%		(61 / 194)
			White / Other	41.6%		(365 / 878)
	20-21	All	All	38.0%		(393 / 1035)
		ELL	Not ELL	38.4%		(370 / 964)
			ELL	32.4%		(23 / 71)
		Gender	Female	39.1%		(203 / 519)
			Male	36.8%		(190 / 516)
		InstrSetting	Not Special Ed	42.2%		(391 / 927)
			Special Ed	1.9%		(2 / 108)
		Race	Black / Latinx	24.2%		(45 / 186)
			White / Other	41.0%		(348 / 849)
	19-20	All	All	37.8%		(355 / 938)
		ELL	Not ELL	37.5%		(329 / 877)
			ELL	42.6%		(26 / 61)
		Gender	Female	40.8%		(184 / 451)
			Male	35.1%		(171 / 487)
		InstrSetting	Not Special Ed	41.3%		(353 / 855)
			Special Ed	2.4%		(2 / 83)
		Race	Black / Latinx	24.2%		(39 / 161)
			White / Other	40.7%		(316 / 777)

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level Beechwood Middle School	Number of Students
Honors	21-22	All	All	16.2%		(174 / 1072)
		ELL	Not ELL	16.0%		(160 / 1002)
			ELL	20.0%		(14 / 70)
		Gender	Female	17.0%		(90 / 530)
			Male	15.5%		(84 / 542)
		InstrSetting	Not Special Ed	18.0%		(174 / 969)
			Special Ed	0.0%		(0 / 103)
		Race	Black / Latinx	10.8%		(21 / 194)
			White / Other	17.4%		(153 / 878)
	20-21	All	All	17.2%		(178 / 1035)
		ELL	Not ELL	17.3%		(167 / 964)
			ELL	15.5%		(11 / 71)
		Gender	Female	19.7%		(102 / 519)
			Male	14.7%		(76 / 516)
		InstrSetting	Not Special Ed	18.9%		(175 / 927)
			Special Ed	2.8%		(3 / 108)
		Race	Black / Latinx	10.2%		(19 / 186)
			White / Other	18.7%		(159 / 849)
	19-20	All	All	14.3%		(134 / 938)
		ELL	Not ELL	14.5%		(127 / 877)
			ELL	11.5%		(7 / 61)
		Gender	Female	13.7%		(62 / 451)
			Male	14.8%		(72 / 487)
		InstrSetting	Not Special Ed	15.7%		(134 / 855)
			Special Ed	0.0%		(0 / 83)
		Race	Black / Latinx	9.3%		(15 / 161)
			White / Other	15.3%		(119 / 777)

	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for Beechwood Middle School	Number of Students
Chronic Absences	21-22	All	All	17.0%		(183 / 1079)
		ELL	Not ELL	17.0%		(176 / 1036)
			ELL	16.3%		(7 / 43)
		Gender	Female	15.5%		(83 / 534)
			Male	18.3%		(100 / 545)
		InstrSetting	Not Special Ed	15.9%		(155 / 973)
			Special Ed	26.4%		(28 / 106)
		Race	Black / Latinx	19.8%		(35 / 177)
			White / Other	16.4%		(148 / 902)
	20-21	All	All	21.7%		(225 / 1035)
		ELL	Not ELL	21.5%		(212 / 986)
			ELL	26.5%		(13 / 49)
		Gender	Female	21.8%		(113 / 519)
			Male	21.7%		(112 / 516)
		InstrSetting	Not Special Ed	20.5%		(190 / 927)
			Special Ed	32.4%		(35 / 108)
		Race	Black / Latinx	28.5%		(53 / 186)
			White / Other	20.3%		(172 / 849)
	19-20	All	All	9.2%		(86 / 938)
		ELL	Not ELL	8.9%		(82 / 921)
			ELL	23.5%		(4 / 17)
		Gender	Female	9.1%		(41 / 451)
			Male	9.2%		(45 / 487)
		InstrSetting	Not Special Ed	8.5%		(73 / 855)
			Special Ed	15.7%		(13 / 83)
		Race	Black / Latinx	8.7%		(14 / 161)
			White / Other	9.3%		(72 / 777)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Beechwood Middle School	Number of Students
Referrals	21-22	All	All	27.9%		(301 / 1079)
		ELL	Not ELL	27.4%		(284 / 1036)
			ELL	39.5%		(17 / 43)
		Gender	Female	19.1%		(102 / 534)
			Male	36.5%		(199 / 545)
		InstrSetting	Not Special Ed	26.9%		(262 / 973)
			Special Ed	36.8%		(39 / 106)
		Race	Black / Latinx	44.8%		(73 / 163)
			White / Other	24.9%		(228 / 916)
	20-21	All	All	11.5%		(119 / 1035)
		ELL	Not ELL	12.1%		(119 / 986)
			ELL	0.0%		(0 / 49)
		Gender	Female	7.1%		(37 / 519)
			Male	15.9%		(82 / 516)
		InstrSetting	Not Special Ed	10.9%		(101 / 927)
			Special Ed	16.7%		(18 / 108)
		Race	Black / Latinx	12.7%		(20 / 157)
			White / Other	11.3%		(99 / 878)
	19-20	All	All	17.7%		(166 / 938)
		ELL	Not ELL	18.0%		(160 / 890)
			ELL	12.5%		(6 / 48)
		Gender	Female	9.8%		(44 / 451)
			Male	25.1%		(122 / 487)
		InstrSetting	Not Special Ed	16.1%		(138 / 855)
			Special Ed	33.7%		(28 / 83)
		Race	Black / Latinx	22.0%		(31 / 141)
			White / Other	16.9%		(135 / 797)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Beechwood Middle School	Number of Students
In School Suspensions	21-22	All	All	12.1%		(131 / 1079)
		ELL	Not ELL	12.3%		(127 / 1036)
			ELL	9.3%		(4 / 43)
		Gender	Female	8.1%		(43 / 534)
			Male	16.1%		(88 / 545)
		InstrSetting	Not Special Ed	11.9%		(116 / 973)
			Special Ed	14.2%		(15 / 106)
		Race	Black / Latinx	21.5%		(35 / 163)
			White / Other	10.5%		(96 / 916)
	20-21	All	All	3.8%		(39 / 1035)
		ELL	Not ELL	4.0%		(39 / 986)
			ELL	0.0%		(0 / 49)
		Gender	Female	2.5%		(13 / 519)
			Male	5.0%		(26 / 516)
		InstrSetting	Not Special Ed	3.6%		(33 / 927)
			Special Ed	5.6%		(6 / 108)
		Race	Black / Latinx	3.2%		(5 / 157)
			White / Other	3.9%		(34 / 878)
	19-20	All	All	6.0%		(56 / 938)
		ELL	Not ELL	6.1%		(54 / 890)
			ELL	4.2%		(2 / 48)
		Gender	Female	3.8%		(17 / 451)
			Male	8.0%		(39 / 487)
		InstrSetting	Not Special Ed	4.8%		(41 / 855)
			Special Ed	18.1%		(15 / 83)
		Race	Black / Latinx	8.5%		(12 / 141)
			White / Other	5.5%		(44 / 797)

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for Beechwood Middle School	Number of Students
Out of School Suspensions	21-22	All	All	7.8%		(84 / 1079)
		ELL	Not ELL	7.7%		(80 / 1036)
			ELL	9.3%		(4 / 43)
		Gender	Female	3.6%		(19 / 534)
			Male	11.9%		(65 / 545)
		InstrSetting	Not Special Ed	7.1%		(69 / 973)
			Special Ed	14.2%		(15 / 106)
		Race	Black / Latinx	15.3%		(25 / 163)
			White / Other	6.4%		(59 / 916)
	20-21	All	All	3.5%		(36 / 1035)
		ELL	Not ELL	3.7%		(36 / 986)
			ELL	0.0%		(0 / 49)
		Gender	Female	2.1%		(11 / 519)
			Male	4.8%		(25 / 516)
		InstrSetting	Not Special Ed	3.5%		(32 / 927)
			Special Ed	3.7%		(4 / 108)
		Race	Black / Latinx	2.5%		(4 / 157)
			White / Other	3.6%		(32 / 878)
	19-20	All	All	3.1%		(29 / 938)
		ELL	Not ELL	3.3%		(29 / 890)
			ELL	0.0%		(0 / 48)
		Gender	Female	2.0%		(9 / 451)
			Male	4.1%		(20 / 487)
		InstrSetting	Not Special Ed	2.7%		(23 / 855)
			Special Ed	7.2%		(6 / 83)
		Race	Black / Latinx	3.5%		(5 / 141)
			White / Other	3.0%		(24 / 797)

SCDE Survey Results

0 - 74.9% Red

75 - 84.9% Yellow

85% plus Green

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
CURRENT WORKING CONDITIONS							
I have sufficient space in my classroom to meet the educational needs of my students.	20-21			53	96.2%		
	18-19						
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			53	100.0%		
	18-19						
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			71	100.0%		
	20-21			53	100.0%		
	18-19						
I feel supported by administrators at my school.	21-22			71	100.0%		
	20-21			53	98.1%		
	18-19						
The faculty and staff at my school have a shared vision.	21-22			71	100.0%		
	20-21			53	100.0%		
	18-19						
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			71	100.0%		
	20-21			53	100.0%		
	18-19						
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			71	98.5%		
	20-21			53	94.3%		
	18-19						
The school leadership makes a sustained effort to address teacher concerns.	21-22			71	100.0%		
	20-21			53	96.2%		
	18-19						
My decisions in areas such as instruction and student progress are supported.	21-22			71	98.5%		
	20-21			53	98.1%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My decisions in areas such as instruction and student learning are effective.	18-19						
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			71	100.0%		
	20-21			53	96.2%		
	18-19						
I feel comfortable raising issues and concerns that are important to me.	21-22			71	98.5%		
	20-21			53	96.2%		
	18-19						
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			71	100.0%		
	20-21			53	96.3%		
	18-19						
My class sizes allow me to meet the educational needs of my students.	21-22			71	98.6%		
	20-21			53	88.6%		
	18-19						
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			71	100.0%		
	20-21			53	98.2%		
	18-19						

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
HOME-SCHOOL RELATIONS							
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	21-22	833	92.8%			43	62.8%
	20-21	214	81.3%	53	100.0%	334	57.2%
	18-19						
My parent knows what I am expected to learn in school.	21-22	865	90.9%			49	51.0%
	20-21	214	70.6%			337	55.2%
	18-19						
My parent knows how well I am doing in school.	21-22	869	95.9%				
	20-21	213	88.2%				
	18-19						
My school informs parents about school programs and activities.	21-22	867	93.2%	71	100.0%		
	20-21	214	83.6%	53	98.1%		
	18-19						
Parents at my school know their children's homework assignments.	21-22	836	68.8%	71	97.2%		
	20-21	214	53.3%	53	96.2%		
	18-19						
My parent helps me with my homework when I need it.	21-22	853	88.1%				
	20-21	213	68.6%				
	18-19						
Parents are welcomed at my school.	21-22	825	91.5%				
	20-21	214	79.0%				
	18-19						
Parents volunteer and participate in activities at my school.	21-22	822	78.1%	63	95.2%		
	20-21	213	61.0%	53	64.1%		
	18-19						
My child's teachers contact me to say good things about my child.	21-22					49	24.5%
	20-21					337	80.7%
	18-19						
My child's teachers tell me how I can help my child learn.	21-22					45	33.3%
	20-21					330	33.0%
	18-19						

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My child's teachers invite me to visit my child's classrooms during the school day.	21-22					46	80.5%
	20-21					331	39.9%
	18-19						
My child's school returns my phone calls or e-mails promptly.	21-22					49	81.6%
	20-21					332	78.0%
	18-19						
Parents are involved in school decisions.	21-22			71	98.6%		
	20-21			53	88.7%	334	77.2%
	18-19						
My child's school considers changes based on what parents say.	21-22					47	80.9%
	20-21					337	39.8%
	18-19						
My child's school schedules activities at times that I can attend.	21-22					47	80.9%
	20-21					335	61.2%
	18-19						
My child's school treats all students fairly.	21-22					47	95.8%
	20-21					336	87.2%
	18-19						
The principal at my child's school is available and welcoming.	21-22					46	82.6%
	20-21					336	85.1%
	18-19						
Parents at my school are aware of school policies.	21-22			71	98.6%		
	20-21			53	100.0%		
	18-19						
Parents at my school understand the school's instructional programs.	21-22			71	98.6%		
	20-21			53	96.2%		
	18-19						
Parents at my school support instructional decisions regarding their children.	21-22			71	97.2%		
	20-21			53	96.2%		
	18-19						
Parents attend conferences requested by teachers at my school.	21-22			69	94.2%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
Parents attend conferences requested by teachers at my school.	20-21			53	98.1%		
	18-19						
Parents at my school cooperate regarding discipline problems.	21-22			71	95.7%		
	20-21			53	100.0%		
	18-19						
Parents attend school meetings and other school events.	21-22			67	98.5%		
	20-21			53	96.3%		
	18-19						

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
LEARNING ENVIRONMENT							
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	21-22	845	86.5%	71	100.0%	52	80.8%
	20-21	214	65.9%	53	98.1%	338	62.8%
	18-19						
My classes are challenging (not too easy; they make me think).	21-22	861	79.9%	71	100.0%	52	86.6%
	20-21	216	80.6%	53	100.0%	337	90.5%
	18-19						
My teachers want me to understand what I am learning, not just remember facts.	21-22	861	89.0%	71	100.0%		
	20-21	217	69.1%	53	98.1%		
	18-19						
My teachers expect students to learn.	21-22	870	98.2%	71	100.0%	52	82.7%
	20-21	217	90.4%	53	98.1%	338	84.3%
	18-19						
My teachers expect students to behave.	21-22	876	98.1%				
	20-21	215	92.1%				
	18-19						
My teachers spend enough time helping me learn.	21-22	859	87.7%	70	100.0%		
	20-21	217	70.9%	53	100.0%		
	18-19						
My teachers help students when they do not understand something.	21-22	867	89.6%	71	98.6%	45	75.6%
	20-21	217	75.1%	53	98.2%	337	78.7%
	18-19						
My teachers do a good job teaching me mathematics.	21-22	871	89.9%				
	20-21	217	65.9%				
	18-19						
My teachers do a good job teaching me English language arts.	21-22	875	95.0%				
	20-21	217	88.5%				
	18-19						
My teachers give tests on what I learn in class.	21-22	871	95.8%				
	20-21	217	93.1%				
	18-19						

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My teachers give homework assignments that help me learn better.	21-22	840	63.7%			49	73.5%
	20-21	215	55.3%			338	77.2%
	18-19						
My classes are interesting and fun.	21-22	857	62.2%				
	20-21	215	41.9%				
	18-19						
Students at my school believe they can do good work.	21-22	810	74.2%				
	20-21	215	50.7%				
	18-19						
My teachers praise students when they do good work.	21-22	833	74.1%				
	20-21	215	57.7%				
	18-19						
Work done by students can be seen on the walls of my school.	21-22	850	76.5%				
	20-21	215	55.8%				
	18-19						
The textbooks and workbooks I use at my school really help me to learn.	21-22	815	59.4%				
	20-21	215	42.3%				
	18-19						
The media center at my school has a good selection of books.	21-22	839	88.1%	71	100.0%		
	20-21	215	76.3%	53	98.1%		
	18-19						
I use computers and other technology at my school to help me learn.	21-22	871	98.1%	71	100.0%		
	20-21	215	90.7%	53	100.0%		
	18-19						
Teachers at my school effectively implement the State Curriculum Standards.	21-22			71	100.0%		
	20-21			53	100.0%		
	18-19						
Student assessment information is effectively used by teachers to plan instruction.	21-22			71	98.5%		
	20-21			53	98.1%		
	18-19						
My school offers effective programs for students with disabilities.	21-22			71	98.6%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My school offers effective programs for students with disabilities.	20-21			53	100.0%		
	18-19						
Instructional strategies are used to meet the needs of academically gifted students.	21-22			71	100.0%		
	20-21			53	100.0%		
	18-19						
The level of teacher and staff morale is high at my school.	21-22			70	98.6%		
	20-21			53	100.0%		
	18-19						
Teachers respect each other at my school.	21-22			71	100.0%		
	20-21			53	94.3%		
	18-19						
Teachers at my school are recognized and appreciated for good work.	21-22			70	100.0%		
	20-21			53	98.1%		
	18-19						
Students at my school are motivated and interested in learning.	21-22			71	95.8%		
	20-21			53	94.3%		
	18-19						
There are sufficient materials and supplies available for classroom and instructional use.	21-22			71	100.0%		
	20-21			53	100.0%		
	18-19						
Our school has sufficient computers for instructional use.	21-22			71	100.0%		
	20-21			53	100.0%		
	18-19						
There are relevant professional development opportunities offered to teachers at my school.	21-22			71	97.2%		
	20-21			53	96.2%		
	18-19						
The school administration communicates clear instructional goals for the school.	21-22			71	98.6%		
	20-21			53	100.0%		
	18-19						
The school administration sets high standards for students.	21-22			71	100.0%		
	20-21			53	96.3%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for c	18-19						
The school administration has high expectations for teacher performance.	21-22			71	98.6%		
	20-21			53	100.0%		
	18-19						
The school administration provides effective instructional leadership.	21-22			71	100.0%		
	20-21			53	100.0%		
	18-19						
Student assessment information is used to set goals and plan programs for my school.	21-22			70	100.0%		
	20-21			53	100.0%		
	18-19						
Teacher evaluation at my school focuses on instructional improvement.	21-22			70	98.5%		
	20-21			53	98.1%		
	18-19						
School administrators visit classrooms to observe instruction.	21-22			71	93.0%		
	20-21			53	96.2%		
	18-19						
The school administration arranges for collaborative planning and decision making.	21-22			71	98.6%		
	20-21			53	100.0%		
	18-19						

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
SOCIAL AND PHYSICAL ENVIRONMENT							
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	21-22	842	86.4%	71	98.6%	47	78.7%
	20-21	216	75.0%	53	96.2%	171	59.1%
	18-19						
The grounds around my school are kept clean.	21-22	868	89.9%	71	95.8%		
	20-21	214	88.8%	53	100.0%		
	18-19						
The hallways at my school are kept clean.	21-22	872	94.2%	71	91.6%	47	95.8%
	20-21	214	93.5%	53	100.0%	335	75.5%
	18-19						
The bathrooms at my school are kept clean.	21-22	857	62.2%	70	92.8%		
	20-21	216	74.1%	53	100.0%		
	18-19						
Broken things at my school get fixed.	21-22	856	78.3%	71	94.4%		
	20-21	215	85.1%	53	100.0%		
	18-19						
There is enough room for students to learn at my school.	21-22	868	96.4%	71	98.6%		
	20-21	217	88.4%	53	96.2%		
	18-19						
Students at my school behave well in class.	21-22	836	61.8%	71	97.2%		
	20-21	217	57.6%	53	96.2%	338	91.7%
	18-19						
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	829	56.6%	71	97.2%		
	20-21	217	53.9%	53	96.2%		
	18-19						
Students at my school know the rules and what happens when students break the rules.	21-22	852	87.2%	71	94.3%		
	20-21	217	79.3%	53	96.2%		
	18-19						
The rules about how students should behave in my school are fair.	21-22	848	84.9%	71	100.0%		
	20-21	217	73.2%	53	96.2%		
	18-19						

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The rules for behavior are enforced at my school.	21-22	854	92.8%	71	95.8%		
	20-21	214	81.8%	53	96.2%		
	18-19						
I feel safe at my school before and after school hours.	21-22	839	92.8%	71	100.0%		
	20-21	215	81.4%	53	100.0%		
	18-19						
I feel safe at my school during the school day.	21-22	852	92.1%	71	100.0%	47	83.0%
	20-21	216	81.5%	53	100.0%	336	47.0%
	18-19						
I feel safe going to or coming from my school.	21-22	852	95.1%	71	100.0%		
	20-21	215	87.4%	53	100.0%		
	18-19						
Students from different backgrounds get along well at my school.	21-22	840	84.2%	71	97.2%		
	20-21	216	73.7%	53	96.2%		
	18-19						
Teachers and students get along well with each other at my school.	21-22	854	87.0%	71	100.0%		
	20-21	216	72.6%	53	98.2%		
	18-19						
Teachers work together to help students at my school.	21-22	847	91.3%	71	98.6%		
	20-21	215	78.2%	53	100.0%		
	18-19						
**I have seen or know of another student being bullied.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	810	48.8%	71	14.1%		
	20-21	214	56.6%	53	0.0%		
	18-19						
**I have been bullied at the school during the school day.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	835	25.3%				
	20-21	215	25.6%				
	18-19						
**I have bullied another student at my school.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	840	7.2%	70	12.8%		
	20-21	215	12.1%	53	5.7%		
	18-19						

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
**I have been bullied while going to or from school.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	838	12.3%				
	20-21	215	17.2%				
	18-19						
**I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	835	13.7%				
	20-21	215	18.1%				
	18-19						
Adults at my school prevent bullying from happening.	21-22	836	73.5%	71	95.7%	38	52.7%
	20-21	213	58.7%	53	88.7%	335	48.9%
	18-19						
I can always go to adults at my school if I am being bullied.	21-22	822	79.3%				
	20-21	214	61.7%				
	18-19						
An adult at my school has talked to me about bullying.	21-22	821	67.5%				
	20-21	215	67.4%				
	18-19						
My child's teachers care about my child as an individual.	21-22					35	74.3%
	20-21					338	75.8%
	18-19						
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					35	74.3%
	20-21					337	75.4%
	18-19						
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21					170	62.4%
	18-19						
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21					168	63.7%
	18-19						
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21					330	54.5%
	18-19						

Executive Summary of Needs Assessment Data Findings

School Name: *Beechwood Middle School*

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

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.

State Report Card for districts and schools data:

<http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement	
Primary School (K - 2) Student	
Elementary/ Middle School (3 - 8) Student	<i>The overall percentage of Beechwood Middle School (BMS) students who scored exceeds expectations or meets expectations on SCReady in ELA was 59.6% in 2021-2022. This is 7.6% higher than the district and 13.0% higher than the state. The overall percentage of students who scored exceeds expectations or meets expectations on SCReady in Math was 46.8% in 2021-2022. This is 3.1% higher than the district and 7.9% higher than the state. This indicates that BMS students' mastery of the academic standards and preparation for the next grade level ELA and math standards as reported by 2021-2022 SCReady scores exceeds those of the district and state.</i>
High School (9 - 12) Student	<i>The percentage of sixth-grade students who scored exceeds expectations or meets expectations on SCPASS in Science was 68.2%. This is 18.6% higher than the district figures and 22.2% higher than the state figures. This indicates that BMS students' mastery of the academic standards and preparation for the next grade level in Science standards as reported by the 2021-2022 SCPass scores exceeds those of the district and state.</i>
	<i>The percentage of students identified in Tier 2 or Tier 3 Rtl has decreased from 6.4% for the 2021-2022 school year to 4.7% for the 2022-2023 school year. This is a decrease of 1.7%. The addition of a full-time interventionist has given us the ability to</i>

Executive Summary of Needs Assessment Data Findings

	<p><i>provide targeted interventions to our students. This has led to students exceeding growth targets and being exited from the RTI program.</i></p>
Teacher/Administrator Quality	<p><i>BMS prides itself on hiring and retaining highly qualified teachers who are dedicated to growing professionally. Based on the BMS SC School Report Card data, teacher attendance rate is 92.2% and teacher retention 78.7%. These figures indicate a decrease in both areas.</i></p> <p><i>Over the next three years, we will specifically focus on teacher engagement through professional learning opportunities and culture-building strategies.</i></p>
School Climate	<p><i>Based on the Teacher, Student, and Parent Opinion Surveys as reported in the BMS SC School Report Card, the following indicate a significant increase in satisfaction by all stakeholders in the areas of learning environment, social and physical environment, and home-school relations compared to previous years:</i></p> <ul style="list-style-type: none"> <i>• 100% of teachers, 86.5% of students, and 80.8% of parents were satisfied with the learning environment;</i> <i>• 98.6% of teachers, 86.5% of students and 78.7% of parents were satisfied with the social and physical environment;</i> <i>• 92.8% of students and 62.8% of parents were satisfied with home-school relations.</i> <p><i>Based on the BMS SC School Report Card and/or district accountability dashboard,</i></p> <ul style="list-style-type: none"> <i>• Student retention decreased by .2% from 2020-2021 to 2021-2022;</i> <i>• Chronic absenteeism rose by 5.1% from 2020-2021 to 2021-2022;</i> <i>• Students receiving one or more out-of-school suspensions or expulsions increased by 4.3% from 2020-2021 to 2021-2022.</i> <p><i>Over the next three years, we will specifically focus on student engagement, stamina-building strategies, and a sense of belonging for our students through our International Baccalaureate Middle Years and advocacy programs.</i></p>

System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.
2. Teaching and learning develop power skills in all students.
3. Our schools are service-oriented centers of learning, committed to family and community partnerships.
4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

Strategic Areas of Emphasis	South Carolina State Department of Education Required Goal Categories
<ul style="list-style-type: none">• Literacy and Numeracy• High Impact Teaching and Learning• Leadership Development• Opportunity and Access	<ul style="list-style-type: none">• Student Achievement• Teacher and Administrator Quality• School Climate• Gifted and Talented

Performance Goals

1. The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.
2. The district will implement strategies to improve equity in high level coursework.
3. The district will implement strategies to improve performance in high level coursework.
4. The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.
5. The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.
6. The district will implement strategies to improve customer service, parent engagement, and community involvement.

Performance Goal 1 : The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

System Commitment(s): 1

State Department Category: Student Achievement

Strategic Area of Emphasis: Literacy and numeracy, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% of students meeting or exceeding standard on SC READY ELA will increase annually by 2 points.	Grades 6-8	TBD			58.2%	60.2%	62.2%
			(Actual)			58.2%	60.7%	
	% of students meeting or exceeding standard on SC READY Math will increase annually by 2 points.	Grades 6-8	TBD			47.6%	49.6%	51.6%
			(Actual)			47.6%	47.3%	
	% of students in Tier 2 or Tier 3 interventions for math and/or reading will decrease annually by 0.5 points.	Grade 8	5.2%	4.7%	4.2%	3.7%	3.2%	2.7%
			(Actual)		5.2%	4.0%	3.1%	

Action Plan for Performance Goal 1:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2019 - June 2020	Principal	None	n/a	Tiered system of support matrix
2. With support from the district's central services, implement a research-based instructional model in mathematics and language arts that increases student success in literacy and numeracy.	May 2019 - June 2020	ELA Coordinator, Math Coordinator, ELA and Math Leadership Teams	None	n/a	Professional learning experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
3. Research the impact of time, space and place on student achievement and make recommendations for learner-centered scheduling decisions.	May 2019 - December 2019	Principal, Secondary Director, Elementary Director	None	n/a	Scheduling recommendations for 2019-2020
4. Expand intervention approaches for all students using varied methods of service.	May 2019 - June 2020	RTI Coordinator, Lead Interventionist, Special Education Coordinators, GT Coordinator	None	n/a	Scheduling recommendations for 2019-2020 Student achievement results measured by school-based data teams
5. Leverage the SC Teaching Standards 4.0 to empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills.	May 2019 - June 2021	Principal, Assistant Principals	None	n/a	Student engagement survey results, professional learning plans based upon observation data

Performance Goal 2 : The district will implement strategies to improve equity in high level coursework.

System Commitment(s): 1, 2

State Department Category: Gifted and Talented, Teacher and Administrator Quality, School Climate, Student Achievement

Strategic Area of Emphasis: Opportunity and Access, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	Accelerated/honors course enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	0.624	0.654	0.684	0.654	0.684	0.714
			(Actual)		0.624	0.566	0.749	

Action Plan for Performance Goal 2:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2019 - June 2020	Director of Assessment and Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2019 – August 2019	Director of Accountability, Principal	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skill sets needed to qualify for enrichment and accelerated coursework.	May 2019 - June 2020	Principal, ELA Coordinator, Math Coordinator, GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2020 - June 2021	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2019-2020 to 2020-2021, revised CUPs, revised assessments
5. Research and apply support structures for nontraditional students in order to increase the students' success rates and continued participation in accelerated coursework.	May 2020 - June 2021	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2019-2020 to 2020-2021.

Performance Goal 3 : The district will implement strategies to improve performance in high level coursework.

System Commitment(s): 1

State Department Category: Gifted and Talented, Student Achievement

Strategic Area of Emphasis: High Impact Teaching and Learning, Literacy and Numeracy

Reading Plan Goal: 4

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% scoring Exceeds on SC READY ELA subject test will increase by 1.5 points annually	Grades 6-8	TBD			26.1%	27.6%	29.1%
			(Actual)			26.1%	25.6%	
	% scoring Exceeds on SC READY Math subject test will increase by 1.5 points annually	Grades 6-8	TBD			18.7%	20.2%	21.6%
			(Actual)			18.7%	21.3%	
	% scoring Exceeds on SCPASS Science subject test will increase by 1.5 points annually	Grades 6-8	TBD			14.8%	16.3%	17.8%
			(Actual)			14.8%	29.1%	
	% scoring Exceeds on SCPASS Social Studies subject test will increase by 1.5 points annually	Grades 6-8	TBD					
			(Actual)					

Action Plan for Performance Goal 3:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2019 - June 2020	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2019 – August 2019	Principal, Director of Accountability	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skillsets needed to qualify for enrichment and accelerated coursework.	May 2019 – August 2019	Principal, ELA Coordinator, Math Coordinator, GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2020 - June 2021	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2019-2020 to 2020-2021, revised CUPs, revised assessments
5. Research and apply support structures for all students in order to increase all students' success rates and continued participation in accelerated	May 2020 - June 2021	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2019-2020

coursework.					to 2020-2021.
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Performance Goal 4 : The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

System Commitment(s): 1, 2, 4

State Department Category: School Climate, Teacher/Admin Quality

Strategic Area of Emphasis: Opportunities and Access, Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% of students chronically absent will decrease by 0.5 points annually.	Grades 6-8	9.2%	8.6%	8.1%	7.6%	7.1%	6.6%
			(Actual)		9.2%	21.7%	17.0%	
	% of students with 1 or more out-of-school suspensions or expulsions will decrease by 0.5 points annually.	Grades 6-8	3.1%	2.5%	2.0%	1.5%	1.0%	0.5%
			(Actual)		3.1%	3.5%	7.8%	
	SC READY equity indices for minority groups will increase by 0.03 annually.	Grades 6-8	TBD			0.599	0.629	0.658
			(Actual)			0.599	0.763	

Action Plan for Performance Goal 4:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2019 - June 2020	Principal, Director of Accountability, Elementary Director, Secondary Director, School Data Teams	None	n/a	Tiered system of support matrix
2. Establish a wellness team to support the physical, social, and emotional health of students and staff.	August 2019	Principal, Director of School Counseling, Lead Nurse	None	n/a	Wellness team orientation program, monthly monitoring of team records.
3. Utilize district Mental health resources, including counselors shared between schools, in order to provide service to students.	Fall of 2019 to Fall of 2020	Principal, Director of School Counseling			HR Records
4. Implement a system whereby each student is well known by an adult advocate who supports the student's social, emotional, and academic development.	August 2019- Ongoing	Principal, Director of School Counseling, Director of Elementary Schools, Director of Secondary Schools			Status updates from School Wellness Teams and school-level directors of school counseling
5. Student behavior policies will be reviewed and revised to ensure that appropriate interventions are used to support student success.	August 2019- Ongoing	Principal, Director of Student Services			Revision of current board policies.
6. Provide student-centered transition supports for students entering or leaving the school for any reason, including enrolling in or returning from alternative placement, home-based services, illness,	Fall of 2019	Principal, SLT, Director of Student Services, Director of School Counseling,			Status updates from School Wellness Teams and school-level directors of school counseling

suspension, etc.		Director of Elementary Schools, Director of Secondary Schools, District RTI Coordinator			
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Performance Goal 5 : The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

System Commitment(s): 4

State Department Category: Teacher/Admin Quality

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	Positive responses to the SCDE survey item "Sufficient resources are available to allow teachers to take advantage of professional development activities." will reach 98% by 2021		TBD			98.0%	98.0%	98.0%
			(Actual)			96.3%	100.0%	
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		TBD				98.0%	98.0%
			(Actual)			96.2%	100.0%	

Action Plan for Performance Goal 5:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2019 - June 2020	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Design a school professional learning plan aligned with system commitments and strategic areas of emphasis (opportunities and access, literacy and numeracy, high-impact teaching and learning, and leadership development)	May 2019 - December 2019	Principal, Director of Professional Learning and Leadership Development	\$22,400	General Budget	School Professional Learning Plan
3. Working with central services office of leadership development, implement a competency-based educational leadership system to develop and support teacher leaders, assistant principals, and aspiring principals.	May 2019 - June 2020	Principal, Director of Professional Learning and Leadership Development, Director of Human Resources	\$108,200	General Budget	Retention of high-performing employees, Transparency of development and hiring process at all leadership levels, Staff engagement and commitment to the development process, Increase in pool of prospective school leaders
4. Design or redesign structures that empower educator collaboration and professional learning opportunities to more effectively support student outcomes.	May 2019 – Nov. 2019	Principal, Elementary Director, Secondary Director, Teacher Leadership Council	None	n/a	Proposal for changes to collaborative planning, vertical planning opportunities and school-based PLCs presented to principals, November 2019
5. Create model classrooms and labsites for visible	2018-2019 PK-	ELA Coordinator,	None	n/a	Professional learning

implementation of workshop model in reading, writing, and math PK-8 and Student Engagement Model in 9-12	8 ELA and Math; 2019-2020 Secondary	Math Coordinator, ELA and Math Leadership Teams			experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
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Performance Goal 6 : The district will implement strategies to improve customer service, parent engagement, and community involvement.

System Commitment(s): 3

State Department Category: Teacher and Administrator Quality, School Climate

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Middle	% of positive student and parent responses on the state survey metric "I am satisfied with the social and physical environment at my school" will reach 95% by 2019-20.		TBD		95.0%		95.0%	95.0%
			(Actual)			68.0%	86.0%	
	% of positive student and parent responses on the state survey metric "I am satisfied with home/school relations at my school" will reach 95% by 2019-20.		TBD		95.0%	95.0%	95.0%	95.0%
			(Actual)			66.6%	91.3%	

Action Plan for Performance Goal 6:					Evaluation
1. Customer service efforts will be supported and monitored through the school’s ongoing improvement meetings with central services.	August 2019 - ongoing	Principal, Director of Elementary Schools, Director of Secondary Schools	None	n/a	Tiered system of support matrix
2. Define job-specific customer service skills for all employees as part of on-boarding and annual HR training.	August 2019	Principal, Director of Human Resources	None	n/a	HR training modules
3. Increase feedback opportunities for students and parents through on-site events, digital communication, and sampling tools.	August 2019 - ongoing	Principal,Director of Accountability	None	n/a	Customer Service/School-Home Relations data available on district dashboard