

North Middle High School

School Improvement Plan 2017-2022 2017 Update

Matt Schilit
Principal

Jesse Washington
Superintendent

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School Name:	North Middle High School
SIDN (BEDS code):	411510
Plan Submission:	<input checked="" type="checkbox"/> School utilizes SACS <input type="checkbox"/> School does not utilize SACS
Grade Range From:	6-12
District:	Orangeburg Consolidated School District 5
Address 1:	692 Cromer Avenue
Address 2:	
City:	North
Zip Code:	29112
School Renewal Plan Contact Person:	Matt Schilit
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Required Printed Names

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

Position	Name	Signature
Chairperson, District Board of Trustees	Mary Ulmer	
Superintendent	Jesse Washington	
Principal	Matt Schilit	
Chairperson, School Improvement Council	Brittany Livingston	

Assurances for School Renewal Plan

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

Yes	N/A	Assurances
		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).
X		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).
X		Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent 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.
X		Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the 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.
X		Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
	N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
X		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): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

Yes	N/A	Assurances
		<p>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).</p>
X		<p>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.</p>
X		<p>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, although they may be housed at locations with other grade levels or completely separate from schools.</p>
X		<p>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.</p>
X		<p>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 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-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.</p>
X		<p>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.</p>

Needs Assessment

SC Ready Data (Percentage of Students Scoring Met and Exemplary)			
Measure			2015-2016
Sixth Grade ELA	NA	NA	18%
Sixth Grade Math	NA	NA	0%
Seventh Grade ELA	NA	NA	0%
Seventh Grade Math	NA	NA	0%
Eighth Grade ELA	NA	NA	18%
Eighth Grade Math	NA	N	0%

Elementary PASS Data (Percentage of Students Scoring Met and Exemplary)			
Measure	2011-2012	2012-2013	2013-2014
Third Grade ELA	NA	NA	NA
Third Grade Math	NA	NA	NA
Third Grade Science	NA	NA	NA
Third Grade Social Studies	NA	NA	NA
Fourth Grade ELA	NA	NA	NA
Fourth Grade Math	NA	NA	NA
Fourth Grade Science	NA	NA	NA
Fourth Grade Social Studies	NA	NA	NA
Fifth Grade ELA	NA	NA	NA
Fifth Grade Math	NA	NA	NA
Fifth Grade Science	NA	NA	NA
Fifth Grade Social Studies	N/A	NA	NA
Sixth Grade ELA (Writing)	N/A	83.9%	61.9%

Elementary PASS Data (Percentage of Students Scoring Met and Exemplary)			
Measure	2011-2012	2012-2013	2013-2014
Sixth Grade ELA (Reading)	43.2%	77.4%	55.8%
Sixth Grade Math	64.9%	61.3%	25.6%
Sixth Grade Science	55.6%	75.0%	31.8%
Sixth Grade Social Studies	52.6%	93.3%	61.9%
Seventh Grade ELA (Writing)	N/A	66.7%	70.3%
Seventh Grade ELA (Reading)	44%	69.6%	73.7%
Seventh Grade Math	48%	56.5%	47.4%
Seventh Grade Science	60%	52.2%	52.6%
Seventh Grade Social Studies	59.2%	67.4%	76.3%
Eighth Grade ELA (Writing)	N/A	58.0%	61.0%
Eighth Grade ELA (Reading)	59%	44.9%	64.3%
Eighth Grade Math	46.2%	40.8%	66.7%
Eighth Grade Science	78.9%	54.2%	63.6%
Eighth Grade Social Studies	65%	72.0%	80.0%

High School Data				
Measure	2011-2012	2012-2013	2013-2014	2015-2016
On-Time Graduation Rate	85.4%	82.9%	80.0%	89.1%
First Attempt HSAP Combined Score Passage Rate	83.8%	76.7%	64.29%	N/A
First Attempt HSAP ELA Passage Rate	94.6%	89.4%	86.7%	N/A
First Attempt HSAP Math Passage Rate	83.8%	77.1%	60.9%	N/A

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High School Data				
Measure	2011-2012	2012-2013	2013-2014	2015-2016
Longitudinal Exit Exam Combined Passage Rate	92.9%	85.6%	83%	N/A
End-of-Course Algebra I	75%	74.0%	72%	70%
End-of-Course English I	48.5%	56.9%	59%	72.7%
End-of-Course Physical Science	N/A	N/A	N/A	N/A
End-of-Course Biology I	73.5%	75.6%	59%	78.8%
End-of-Course U.S. History and Constitution	56.3%	48.5%	42.5%	64.9%

Executive Summary of Needs Assessment (Summary of Conclusions)

North Middle/High School believes that an important measurement of effective leadership and effective instruction is that all students grow and thrive academically each academic year. However, the percentage of students in grades 6-8 meeting or exceeding expectations was 0% along with Algebra I declining over the last 4 years. In order to ensure students grow in these areas, there will be a strong focus on students meeting a year's growth with MAP. Students will be benchmark tested and progress monitored with USA Testprep in Mastery Connect. We will re-implement Accelerated Math as well as it was proven in the past to help monitor Algebra I student progress.

Although students performed a little better in reading they are still significantly below the target percentage. In order to improve reading, professional development will focus on literacy strategies across the curriculum. Students two grade levels below grade level will be identified and placed in Read 180. Read 180 is a program to improve student fluency and comprehension with a scripted curriculum. A school-wide initiative on reading will be implemented with incentives using Accelerated Reader as a monitoring and reward tool.

North Middle/High School believes that 100% of students should graduate from high school career or college ready. We have steadily improved in this area. IGPs will be geared toward ensuring all students are enrolled in career classes to become career school completers. Students will also be prepped for ACT and WorkKeys through scheduled classes to improve the over ACT scores of our students. There will be a goal for each grade level to take two college tours each year to expose students to college atmosphere. North Middle/High School believes that students should be taking the most rigorous courses available for them to take. In order to prepare students successfully for the Early College program, "super" courses will be created and implemented. Parents will be kept up-to-date with parent meetings.

Mission

OCSD5 exists to provide effective teaching and learning through equitable, high expectations and digital learning environments to ensure academic success for all students through collaborative partnerships.

Vision

The OCSD5 will graduate all students with life characteristics, world-class knowledge and skills, college and career ready.

Beliefs

- Orangeburg Consolidated School District 5 believes that.....
- Safe and secure learning environments are our primary focus
- All students shall receive quality instruction provided by effective teachers.
- Fostering positive relationships with parents, community members and stakeholders are essential to students' success.
- Creating critical thinkers, problem solvers and technologically advanced

students are imperative to success in a global society.

- Building positive character and lifelong learners are essential for success.
- Embracing change and diversity create environments for growth.
- All students will be provided opportunities for success
- Promoting inclusion and diversity are essential
- Proper resources shall be provided for all students

Action Plans

Performance Goal Area 1: ELA					
<input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority					
PERFORMANCE GOAL : (desired result of student learning)		By 2017-2022, 80% of the sixth, seventh and eighth grade students will meet or exceed standards in ELA, as measured by the SC Ready.			
INTERIM PERFORMANCE GOAL:		By 2017-2022, End of Course Examination Program testers meeting or exceeding standards in English 1 will increase from to 85%. By 2017-2018, Sixth, seventh and eighth grade students will meet or exceed standards in ELA with 15% growth, as measured by the SC Ready.			
DATA SOURCE(S):		PASS, EOCEP, HSAP, AP, SAT/ACT test data 2012-2013			
OVERALL MEASURES: * Projected Performance					
School Average 2015-2016 Baseline		2017-2018	2018-2019	2020-2021	2021-2022
Gr. 6	18.0	35	50	65	80%
Gr. 7	0	20	40	60	80%
Gr. 8	18.0	35	50	65	80%
EOCEP	77.8	80	82	84	85%
SAT-V	421	465	510	555	600
SAT-W	395	445	500	550	600
SAT-M	465	498	531	564	600
ACT-English	12.6	15	17	19	21
ACT-Reading	15.9	17	18	19	21

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
All ELA classes will complete a Daily Oral Language question each day.	SC Ready Data	To provide students with an opportunity to practice and build their vocabulary; thereby, increasing reading skills.	Increase in the number of students scoring level two or three in the conventions domain.	Principal Assistant Principals Teachers Literacy Coach	Lesson plans; Observations	Assessments; Benchmarks	District Teaching and Learning Framework; Daily Oral Language Workbook	Daily, at the beginning of each Middle School ELA class.
Students will complete a research paper on a subject related topic.	SC Ready Data	To provide students with an opportunity to practice their research skills prior to SC Ready testing.	Increase the number students scoring Met or Exemplary on SC Ready ELA	Principal Assistant Principals Teachers Literacy Coach	Lesson Plans; Student Research Papers	Classroom Observations	Computer lab; Media Center	Before April 2017
Students will attend English Language Arts Intervention classes to enhance their skills in English Language Arts and Writing every other day.	SC Ready Data	To enhance students' ability to read and comprehend complex reading material in every subject area; and, to improve their ability to convey information in written form and improve the form and format of their writing.	Students will be able to answer questions based on effective reading comprehension and address a writing prompt and meet the expectations of the rubric with at least a 3 in each of the graded categories.	Principal Assistant Principals Teachers Literacy Coach	Instructional team will analyze data and provide feedback on the best practices and re-teaching methods.	Teacher-created assessments; MAPP Data	Read 180; Writing Prompts; Rubrics; Compass Learning	Daily
All students will use accelerated reader to improve and increase their grade level reading capabilities.	SC Ready Data	To enhance students' ability to read and comprehend complex reading material in every subject area.	An increase in the number of students reaching "met" or "exemplary" on the SC Ready ELA test.	Media Specialist	STAR Reports	Assessments and Benchmarks	Accelerated Reader Program; Media Center	August-June
Work Keys								
Teachers will receive training in Professional Learning Community (PLC) groups on how to analyze district	MAP Data HSAP Data EOCEP Data	To ascertain the names and number of students who are not mastering standards/indicators.	Teachers of ELA will be able to analyze specific areas of students' gaps and	Principal Assistant Principals Teachers Literacy Coach	Instructional team will analyze data, provide feedback and	Benchmark Item Analysis; Plan for reteaching.	MasteryConnect	Thursday (weekly)

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
benchmark data and complete a data analysis form after each test.			weaknesses and develop a plan for reteaching and/or remediation as needed.		professional development on the best practices and re-teaching methods			
English III and IV classes will complete USA TestPrep test items.	EOCEP Data HSAP Data	To enhance student performance in language and writing, vocabulary, and reading skills.	Increase the number of students achieving success on the Work Keys assessment.	Principal Assistant Principals Teachers Literacy Coach	Lesson Plans; Observations	Assessments; mini-assessments	USA TestPrep	August-June
English I and II classes are completing a word of the day: definition, part of speech, ant/syn, and sentence	EOCEP Data	To provide students with an opportunity to practice and build their vocabulary; thereby, increasing reading skills.	Increase the number of students achieving success on the EOC test.	Principal Assistant Principals Teachers Literacy Coach	Lesson plans; Observations	Assessments; Benchmarks	District Teaching and Learning Framework Daily Oral Language Workbook	Daily, at the beginning of each ELA Class.
EOCEP								
Teachers will receive training in Professional Learning Community (PLC) groups on how to analyze district benchmark data and complete a data analysis form after each test.	EOCEP English 1 Data	To ascertain the names and number of students who are not mastering standards/indicators.	Teachers of ELA will be able to analyze specific areas of students' gaps and weaknesses and develop a plan for reteaching and/or remediation as needed.	Principal Assistant Principals Teachers Literacy Coach	Instructional team will analyze data, provide feedback and professional development on the best practices and re-teaching methods	Benchmark Item Analysis; Plan for reteaching.	MAP Data	Thursday (weekly)
All ELA classes will complete a Daily Oral	EOCEP English 1 Data	To provide students with an opportunity	Increase in the number of students	Principal Assistant	Lesson plans; Observations	Assessments; Benchmarks	District Teaching and	Daily, as the Closure

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Language question each day.		to practice and build their vocabulary; thereby, increasing reading skills.	scoring 70 and above on the EOCEP.	Principals Teachers Literacy Coach			Learning Framework; Daily Oral Language Workbook	activity of each English 1 class.
Students will complete a research paper on a subject related topic.	EOCEP English 1 Data	To provide students with an opportunity to practice their research skills prior to EOCEP testing.	Increase the number of students scoring 70 or above on the English 1 EOCEP.	Principal Assistant Principals Teachers Literacy Coach Media Specialist	Lesson Plans; Student Research Papers	Classroom Observations	Computer lab; Media Center	Before April 2017
All Assessments								
Continue the use of Compass Learning.	All school standardized test data	To provide teachers and students with a program that can be used for review, remediation.	An Increase in the number of students who meet or exceed expectations on standardized tests.	Principal Assistant Principals Teachers Literacy Coach	MAP reports	MAP Data	Compass Learning Computers	Entire School term.
Provide middle school students with an afterschool program, 21 st Century.	Middle school standardized test data	Provide extra assistance for students as well as hands on project participation	An Increase in the number of students who meet or exceed expectations on standardized tests, as well as an increase in student classroom performance.	Principal After School Program Coordinator	Program Attendance records	Student's grades Benchmark data(where applicable) Standardized test data(where applicable)	21 st Century Funding	Entire School term.

Performance Goal Area 2: Math						
<input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority						
PERFORMANCE GOAL : (desired result of student learning)		By 2017-2022, 80% of the sixth, seventh and eighth grade students will meet or exceed standards in Math, as measured by the SC Ready. By 2017-2022, End of Course Examination Program testers meeting or exceeding standards in Algebra 1 will increase to 80%.				
INTERIM PERFORMANCE GOAL:		By 2017-2018, 80% Sixth, seventh and eighth grade students will meet or exceed standards in Math with 16% growth as measured by the SC Ready. By 2017-2018, End of Course Examination Program testers meeting or exceeding standards in Algebra 1 will increase to 74%.				
DATA SOURCE(S):		PASS, EOCEP, HSAP, SAT/ACT test data 2013-2014				
OVERALL MEASURES: * Projected Performance						
School Average 2015-2016 Baseline		2016-2017	2017-2018	2018-2019	2020-2021	2021-2022
Gr. 6	0	16	32	48	64	80%
Gr. 7	0	16	32	48	64	80%
Gr. 8	0	16	32	48	64	80%
EOCEP	70	72	74	76	78	80%
SAT-M	404	444	484	524	564	600
ACT-Math	15.9	17	18	19	20	21

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
PASS								
Teachers will receive training in Professional Learning Community (PLC) groups on how to	MAP Data PASS Data	To ascertain the names and number of students who are not mastering standards/indicators.	Teachers of Math will be able to analyze specific areas of students' gaps	Principal Assistant Principals Teachers Literacy Coach	Instructional team will analyze data, provide feedback and professional	Benchmark Item Analysis; Plan for reteaching	PLC Form	Middle School Weekly

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
analyze district benchmark data and complete a data analysis form after each test.			and weaknesses and develop a plan for reteaching and/or remediation as needed.		development on the best practices and re-teaching methods			
All middle students will use Reflex Math to improve and increase their grade level math capabilities.	Reflex Math MAP Data	To improve student fluency in deciphering mathematical problems in all five domains.	Increase the number students scoring "Met" or "Exemplary" in all SC Ready math domains.	Principal Assistant Principals Teachers	Lesson plans; Observations; Reflex Math results	Assessments; Benchmarks	Reflex Math Software License	August-June
Students will attend Grade Level Math Intervention classes to enhance their skills in all math areas with an emphasis on critical thinking and problem solving every other day.	MAP Data	To improve student fluency in deciphering mathematical problems in all five domains.	Increase the number students scoring "Met" or "Exemplary" in all SC Ready math domains.	Principal Assistant Principals Teachers Literacy Coach	Lesson plans; Observations; Reflex Math results	Assessments; Benchmarks	Reflex Math Software License;	Daily
EOCEP								
Teachers will receive training in Professional Learning Community (PLC) groups on how to analyze district benchmark data and complete a data analysis form after each test.	EOCEP Data	To ascertain the names and number of students who are not mastering standards/indicators.	Teachers of Algebra 1 will be able to analyze specific areas of students' gaps and weaknesses and develop a plan for reteaching and/or remediation as	Principal Assistant Principals Teachers	Instructional team will analyze data, provide feedback and professional development on the best practices and re-teaching methods	Benchmark Item Analysis; Plan for reteaching	PLC Form MAP Data	Thursday (weekly)

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
			needed.					
All Assessments								
Continue the use of Compass Learning.	All school standardized test data	To provide teachers and students with a program that can be used for review, remediation.	An Increase in the number of students who meet or exceed expectations on standardized tests.	Principal Assistant Principals Teachers Literacy Coach	Weekly Compass Learning	Benchmark test data Standardized test data	Compass Learning Computers	Entire School term
Provide middle school students with an afterschool program, 21 st Century.	Middle school standardized test data	Provide extra assistance for students as well as hands on project participation	An Increase in the number of students who meet or exceed expectations on standardized tests, as well as an increase in student classroom performance.	Principal After School Program Coordinator	Program Attendance records	Student's grades Benchmark data(where applicable) Standardized test data(where applicable)	21 st Century Funding	Entire School term.

Performance Goal Area 3: Science						
<input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority						
PERFORMANCE GOAL : (desired result of student learning)		By 2017-2022, 80% of the sixth, seventh and eighth grade students will meet or exceed standards in Science, as measured by the Palmetto Assessment of State Standards. By 2017-2022, End of Course Examination Program testers meeting or exceeding standards in Biology will increase from to 80%.				
INTERIM PERFORMANCE GOAL:		By 2017-2018, Sixth, seventh and eighth grade students will meet or exceed standards in Science with 10% growth, as measured by the Palmetto Assessment of State Standards. By 2017-2018, End of Course Examination Program testers meeting or exceeding standards in Biology will increase from to 75%.				
DATA SOURCE(S):		PASS, EOCEP test data 2012-13				
OVERALL MEASURES: * Projected Performance						
School Average 2015-2016 Baseline		2016-2017	2017-2018	2018-2019	2020-2021	2021-2022
Gr. 6	42.2	50.2%	57.8%	65.4	73%	80%
Gr. 7	57.1	61.7	66.3	70.9	75.5	80%
Gr. 8	37.2	45.7	51.2	59.8	68.4	80%
EOCEP	72.7	73.5	75	76.5	78	80%
ACT-Science	15.3	16.5	17.7	18.9	20.1	21

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
PASS								
Teachers will receive training in Professional Learning Community (PLC) groups on how to analyze district	MAP Data PASS Data	To ascertain the names and number of students who are not mastering standards/indicators.	Teachers of Science will be able to analyze specific areas of students'	Principal Assistant Principals Teachers Literacy Coach	Instructional team will analyze data, provide feedback and	Benchmark Item Analysis; Plan for reteaching	PLC Form	Middle School Weekly

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
benchmark data and complete a data analysis form after each test.			gaps and weaknesses and develop a plan for reteaching and/or remediation as needed.		professional development on the best practices and re-teaching methods			
Utilize the 5 E's protocol weekly in Science classes. (Bi-weekly labs/experiments) Maintain a science journal as a record of lab experiences.	MAP Data PASS Data	To increase the performance level of all students on the PASS Assessment.	Improvement in student performance on PASS Science	Middle School Science Teachers	Lesson Plans; Student Journals	Classroom Observations; Assessment Analysis	District Teaching and Learning Framework	Daily in all Middle school Science classes
Students will participate in a class science project that will address an identified weakness and enter project submissions into the District Science Fair.	PASS Data	To increase the performance level of all students on the PASS Assessment.	Improvement in student performance on PASS Science	Middle School Science Teachers	Lesson Plans; Student Projects	Classroom Observations	Project Boards and Materials for class project	2016-2017 School Year
District Teaching and Learning Framework; Study Island	A/B Schedule August 2015 - May 2016							
EOCEP								
Teachers will receive training in Professional Learning Community (PLC) groups on how to analyze district benchmark data and complete a data analysis form after each test.	EOCEP Biology Data	To ascertain the names and number of students who are not mastering standards/indicators.	Teachers of Biology will be able to analyze specific areas of students' gaps and weaknesses and develop a	Principal Assistant Principals Teachers Literacy Coach	Instructional team will analyze data, provide feedback and professional development on the best	Benchmark Item Analysis; Plan for reteaching	Benchmark Item Analysis MAP data	Thursday (weekly)

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
			plan of for reteaching and/or remediation as needed.		practices and re-teaching methods			
Students will participate in a class science project that will address the scientific inquiry standards and enter project submissions into the District Science Fair.	EOCEP Biology Data	To increase the performance level of all students on the Biology EOCEP.	Improvement in student performance on the Biology EOCEP	Biology Teacher	Lesson Plans; Student Projects	Classroom Observations	Project Boards and Materials for class project	2016-2017 School Year
All Assessments								
Continue the use of Compass Learning	All school standardized test data	To provide teachers and students with a program that can be used for review, remediation.	An Increase in the number of students who meet or exceed expectations on standardized tests.	Principal Assistant Principals Teachers Literacy Coach	Compass Learning reports	Benchmark test data Standardized test data	Compass Learning	2016-2017 school term.

Performance Goal Area 4: Social Studies						
<input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority						
PERFORMANCE GOAL : (desired result of student learning)		By 2017-2022, 80%, of the sixth, seventh and eighth grade students will meet or exceed standards in Social Studies, as measured by the Palmetto Assessment of State Standards. By 2017-2022, End of Course Examination Program testers meeting or exceeding standards in US History will increase to 80%.				
INTERIM PERFORMANCE GOAL:		By 2017-2018, 75%, of the sixth, seventh and eighth grade students will meet or exceed standards in Social Studies, as measured by the Palmetto Assessment of State Standards.. By 2017-2018, End of Course Examination Program testers meeting or exceeding standards in US History will increase from 42.5% to 71%.				
DATA SOURCE(S):		PASS, EOCEP test data 2012-2013				
OVERALL MEASURES: * Projected Performance						
School Average 2015-2016 Baseline		2016-2017	2017-2018	2018-2019	2020-2021	2021-2022
Gr. 6	77.8	78.2	78.7	79	79.5	80%
Gr. 7	67.9	70.4	72.8	75.2	77.6	80%
Gr. 8	69.8	72	74	76	78	80%
EOCEP	64.9	68	71	74	77	80%

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
PASS								
Teachers will receive training in Professional Learning Community (PLC) groups on how to analyze district benchmark data and complete a data	PASS data MAP data	To ascertain the names and number of students who are not mastering standards/indicators.	Teachers of Social Studies will be able to analyze specific areas of students' gaps and weaknesses	Principal Assistant Principals Teachers Literacy Coach	Instructional team will analyze data, provide feedback and professional development on the best	Benchmark Item Analysis; Plan for reteaching	Benchmark Item Analysis MAP data	Thursday

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
analysis form after each test.			and develop a plan for reteaching and/or remediation as needed.		practices and re-teaching methods			
All Social Studies classes will complete an "On this Day in History" Fact, based on their subject each day.	PASS data MAP data	To provide students with an opportunity to hear and discuss additional subject based information.	Increase the number students scoring level two or three on the Social Studies PASS test.	Social Studies classroom teachers	Lesson plans; Observations	Assessments; Benchmarks	District Teaching and Learning Framework Historical Facts	Daily, at the beginning of each Social Studies class.
EOCEP								
Teachers will receive training in Professional Learning Community (PLC) groups on how to analyze district benchmark data and complete a data analysis form after each test.	EOC data	To ascertain the names and number of students who are not mastering standards/indicators.	Teachers of US History will be able to analyze specific areas of students' gaps and weaknesses and develop a plan for reteaching and/or remediation as needed.	Principal Assistant Principals Teachers Literacy Coach	Instructional team will analyze data, provide feedback and professional development on the best practices and re-teaching methods	Benchmark Item Analysis; Plan for reteaching	Benchmark Item Analysis MAP data	Thursday
Students will complete a special project on a subject related topic.	EOC data MAP data	To provide students with an opportunity to research an area of US History to increase their knowledge base in the subject area.	Increase the number students scoring 80 or above on the USHC EOCEP	USHC Teacher	Lesson Plans Student Research Papers	Classroom Observations	Computer lab; Media Center	Before January 2018

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
All Assessments								
Continue the use of Compass Learning.	All school standardized test data	To provide teachers and students with a program that can be used for review, remediation.	An Increase in the number of students who meet or exceed expectations on standardized tests.	Principal Assistant Principals Teachers Literacy Coach	Weekly Study Island usage reports	Benchmark test data Standardized test data	Compass Learning Site License Title One funds	As much as needed throughout the 2017-2018 school term.
Provide middle school students with an afterschool program, 21 st Century.	Middle school standardized test data	Provide extra assistance for students as well as hands on project participation	An Increase in the number of students who meet or exceed expectations on standardized tests, as well as an increase in student classroom performance.	Principal After School Program Coordinator	Program Attendance records	Student's grades Benchmark data(where applicable) Standardized test data(where applicable)	21 st Century Funding	Entire School term.

Performance Goal Area 5:						
<input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority						
PERFORMANCE GOAL : (desired result of student learning)	By 2017-2022, the on time graduation rate will increase to 95%.					
INTERIM PERFORMANCE GOAL:	By 2017-2018, the on time graduation rate will increase to 92%.					
DATA SOURCE(S):	2010-2011 Report Card on time graduation rate.					
OVERALL MEASURES: * Projected Performance						
School Average 2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022	
Graduation Rate	89.1%	91%	92%	93%	94%	95%

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Establish bi-weekly guidance counseling sessions for 9 th grade overage students.	Grad Rate	Identify at-risk and/or overage students entering high school and intervene to facilitate opportunities to graduate.	Increase the on time graduation rate and decrease the likelihood of these students becoming drop-outs.	Guidance Administration	Bi-weekly sign in sheets	Report cards and credits earned at the end of each school term	Student IGP'S	Every two weeks beginning November 2017
Establish a summer program that will allow students the	Grad Rate	Provide high school students with	Increase the on time graduation rate and decrease the	Guidance Administration	Guidance recommendations for students	Credits earned by the end of the summer	Compass Learning Certified Teacher Computer lab	June/July 2017

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
opportunity to regain credit for failed courses.		the opportunity to participate in a summer program for credit recovery.	likelihood of these students becoming drop-outs.		needing the program Sign-in sheets			

Performance Goal Area 6:						
<input type="checkbox"/> Student Achievement <input checked="" type="checkbox"/> Teacher/Administrator Quality <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority						
PERFORMANCE GOAL : (desired result of student learning)		By 2022, administrators and school leaders will monitor teacher implementation of nationally used research proven strategies that can be utilized to improve teaching and learning in each classroom and increase standardized assessment scores to 90% meeting proficiency through the use of the ELEOT by eventually earning an evident in all categories				
INTERIM PERFORMANCE GOAL:		By 2017-2018, administrators and school leaders will monitor teacher implementation of nationally used research proven strategies that can be utilized to improve teaching and learning in each classroom and increase standardized assessment scores to 90% meeting proficiency through the use of the ELEOT by eventually earning an 2.5 in each area.				
DATA SOURCE(S):		All state and standardized school test data.				
OVERALL MEASURES: * Projected Performance						
School Average 2015-2015 Baseline		2016-2017	2017-2018	2018-2019	2020-2021	2021-2022
Equitable Learning	1	2	2.5	3	4	4
High Expectations	1	2	2.5	3	4	4
Supportive Learning	1	2	2.5	3	4	4
Active Learning	1	2	2.5	3	4	4
Progress Monitoring and Feedback		2	2.5	3	4	4

Well-Managed Learning	1	2	2.5	3	4	4
Digital Learning	1	2	2.5	3	4	4

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Continue with the implementation of AVID at the Middle School Level	All State and National Standardized school test data.	To increase the knowledge based of teachers and administrators with research proven strategies utilized nationwide.	Improved opportunities for students as well as academic growth	Principal AVID Site Coordinator	Daily AVID Elective classes	AVID Elective Classes PD	Title One Funds	Daily
Continue to utilize and improve our teaching and student engagement with the ELEOT instrument	ELEOT results	To improve teacher instruction and student engagement	Improve student learning and student engagement	Principal Assistant Principals Teachers Literacy Coach	ELEOT evaluation data	Teacher observations with ELEOT	ELEOT instrument	Entire school year
Provide an opportunity for Administrators and Teachers to attend AVID Summer Institute	All school data	To increase the knowledge based of teachers and administrators with research proven strategies utilized nationwide.	Summer Institute attendees will conduct professional development with the middle school faculty and the faculty will implement the new strategies.	Conference Attendees	Conference materials Sign in sheet from faculty PD sessions	AVID Elective classes Lesson plans displaying the utilization of new strategies	Title One Funds	Summer 2017 and 2018

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Provide an opportunity for the Administrators to attend SCASA Summer Leadership	All State and National Standardized school test data.	To increase the knowledge based of teachers and administrators with research proven strategies utilized nationwide.	Conference attendees will conduct professional development with the school faculty and the faculty will implement the new strategies.	Conference Attendees	Conference materials Sign in sheet from faculty PD	PD	Title One Funds	June 2017 and 2018

Performance Goal Area 7:					
<input type="checkbox"/> Student Achievement <input type="checkbox"/> Teacher/Administrator Quality <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) <input type="checkbox"/> District Priority					
PERFORMANCE GOAL : (desired result of student learning)	By 2017-2022, the percentage teachers and parents satisfied with school/home communication will increase to 90%.				
INTERIM PERFORMANCE GOAL:	By 2017-2018, the percentage teachers and parents satisfied with school/home communication will increase to 73.4%.				
DATA SOURCE(S):	Report Card survey results.				
OVERALL MEASURES: * Projected Performance					
School Average 2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022
62.2	67.8	73.4	79	85	90%

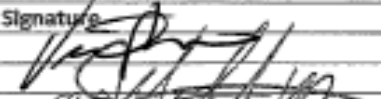
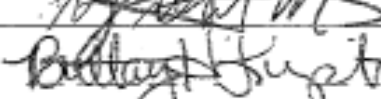

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Increase the number of school call outs to twice a week.	Data	To increase the percentage of parents satisfied with school home communication	An increase in the percentage of parents satisfied with school home communication.	Administration	Dates of call outs and messages sent.	Parent survey results.	Call out system List of school activities and announcements	Twice a week for the entire school term.
Host Parent Nights	Data	To keep parents involved with their child's education and aware of what is happening at the school.	An increase in the percentage of parents and teachers satisfied with school home communication.	Administration Teachers Guidance	Event Agenda Call outs publicizing each event	Parent and teacher survey results. Parent sign in sheets	Title One Funds	Throughout the 2017-2018 school term

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Publish a Bi-Monthly School Newsletter highlighting academic and extracurricular activities and accomplishments.	Data	To keep parents involved with their child's education and aware of what is happening at the school.	An increase in the percentage of parents and teachers satisfied with school home communication.	Media Specialist	Pre-determined Publishing Schedule; Editing and Review Process; Principal Approval	Parent and teacher survey results.	Title One Funds	Starting in September

 School Improvement Plan 2017-2022

Required Printed Names

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

Position	Name	Signature
Chairperson, District Board of Trustees	Mary Ulmer	
Superintendent	Jesse Washington	
Principal	Matt Schilit	
Chairperson, School Improvement Council	Brittany Livingston	