

2019-2024 RICHLAND ONE
STRATEGIC PLAN
HAND MIDDLE SCHOOL



RICHLAND ONE

ENGAGE • EDUCATE • EMPOWER

Dr. Craig Witherspoon

Superintendent



STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	Dr. Patrice T Green
2. TEACHER	Chavonna Starlings
3. PARENT/GUARDIAN	Esther Maldonado
4. COMMUNITY MEMBER	Dr. Sharon O'Keefe
5. SCHOOL IMPROVEMENT COUNCIL	Pamela Gilliam

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

<u>POSITION</u>	<u>NAME</u>
<u>Assistant Principal</u>	<u>Tara Mitchell</u>
<u>Curriculum Resource Teacher</u>	<u>Canisha Fletcher</u>
<u>Guidance Counselor</u>	<u>Bruce Davis</u>
<u>Media Specialist</u>	<u>Jennifer Pinckney</u>
<u>Teacher</u>	<u>Dorothy Adams</u>
<u>Teacher</u>	<u>Nina Cameron</u>
<u>Teacher</u>	<u>Joseph Cashman</u>
<u>Teacher</u>	<u>Jane Mason</u>
<u>Teacher</u>	<u>Lee Ann Griffin</u>
<u>Teacher</u>	<u>Rebecca Helms</u>
<u>Teacher</u>	<u>Teresa Jones</u>
<u>Teacher</u>	<u>Jesse George</u>
<u>Teacher</u>	<u>Emma Shealy</u>
<u>Teacher</u>	<u>Matt Owens</u>

Teacher Helen Schell

Teacher Tamara Briggman

School Secretary Debbie Wood

Parent/School Liaison B-Linda Rogers

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

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

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

By 2024, 82% of students in grades 6-8 will score approaches or above on the SC READY ELA assessment.

SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: Students in grades 6-8 will increase approaches or above on the SC READY ELA assessment by 1% point each year.

	AVERAGE BASELINE	2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s):	2017-2018 77%	78	79	80	81	82
	Projected Data					
	Actual Data					

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

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

By 2024, 73% of students in grades 6-8 will score approaches or above on the SC READY Mathematics assessment.

SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: Students in grades 6-8 will increase approaches or above on the SC READY Mathematics assessment by 1% point each year.

	AVERAGE BASELINE		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s):	2017-2018 68%	Projected Data	69	70	71	72	73
		Actual Data					

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

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

By 2024, 67% of students will earn a passing score of "B" or higher on the End of Course Examination Program assessment in Algebra I.

SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: Students in grades 7 and 8 will increase on the EOC Algebra I assessment by 3% point each year.

	AVERAGE BASELINE	2019-20	2020-21	2021-22	2022-23	2023-24	
DATA SOURCE(s): 2017-2018 EOC 52%		Projected Data	55	58	61	64	67
		Actual Data	*				

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

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

By 2024, 77% of students in grades 6 and 8 will score approaches or above on the SC PASS Science assessment.

SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: Students in grades 6 and 8 will increase approaches or above on the SC PASS Science assessment by 1% point each year.

	AVERAGE BASELINE	2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s):	2017-2018 72%	73	74	75	76	77
	Actual Data					

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

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

By 2024, 90% of teachers will implement at least one arts-infused interdisciplinary unit into specific content area.

SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percent of art-infused interdisciplinary units will increase by 15% points each year.

	AVERAGE BASELINE		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(S):	2017-2018 30%	Projected Data	45	60	75	90	90
		Actual Data					

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

PERFORMANCE GOAL: **By 2024, Hand will reduce the percent of teacher turnover to 14%.**
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percent of teacher turnover will decrease by 4% points each year.

	AVERAGE BASELINE	2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(S):	2017-2018 34%	30	26	22	18	14
	Projected Data					
	Actual Data					

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

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

By 2024, 100% of students and staff will be trained and will implement the four strands of Visible Learning.

SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN.

- **INTERIM PERFORMANCE GOAL:** By 2020, 100% of the staff will be trained on Strand 4: Inspired and Passionate Teachers with an emphasis on Relational Trust. Each year an additional strand will be a main focus of the professional learning opportunities.

	AVERAGE BASELINE	2018-19	2019-20	2020-21	2021-22	2022-23
DATA SOURCE(s):	2018-2019 0%	20	40	60	80	100
	Actual Data					

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

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*
 By 2024, 100% students will participate in a structured student advocacy program.

SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percent of participation in a structured student advocacy program will increase by 5% points each year.

	AVERAGE BASELINE	2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s):	2017-2018 75%	80	85	90	95	100
	Projected Data					
	Actual Data					

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

PERFORMANCE GOAL: *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*
 SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percent of participation will increase by 10% points each year with the satisfaction percentage increasing 1% point each year.

	AVERAGE BASELINE	2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s):	2017-2018 Return Rate: 30% Satisfaction Rate: 87%	Return Rate: 40% Satisfaction Rate: 88%	Return Rate: 50% Satisfaction Rate: 89%	Return Rate: 60% Satisfaction Rate: 90%	Return Rate: 70% Satisfaction Rate: 91%	Return Rate: 80% Satisfaction Rate: 92%
	Projected Data					
	Actual Data					

By 2024, 80% 8th grade parents will return the Annual Report Card survey with 92% being satisfied with the learning environment.



South Carolina Department of Education
Office of Early Learning and Literacy
Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
School Name: Hand Middle School

Section J: 2019–20 SMART Goals and Progress Toward Those Goals ¹	
<p>Goal #1:</p> <p>By Spring 2020, 80% of the students will earn or maintain Proficient or above level on the Spring administration of the district universal screener.</p>	<p>Progress:</p> <ul style="list-style-type: none"> • Progress is based on data from Winter 2020 administration due to state-wide school closure starting March 16, 2020. • 52% (401 out of 774) students earned Proficient or higher on the 2020 Winter universal screener (Reading Inventory).
<p>Goal #2:</p> <p>By Spring 2020, 80% of parents/guardians will be exposed to effective content literacy strategies.</p>	<p>Progress:</p> <ul style="list-style-type: none"> • Saturday, December 15 Hand in partnership with University of South Carolina hosted a Parent Engagement. 3 of the 10 sessions focused on Literacy especially for English Learners. 50 families participated in the event. • February 2020 Literacy Moment flyer which highlighted At-Home Vocabulary Strategies was received by 1029 parent/community members emails in our weekly email.
<p>Goal #3:</p> <p>During the 2019–2020 school year, 100% of 6-8 grade teachers will receive on-going Professional Learning Opportunities (PLOs) (minimum of 4) focused on using literacy data to plan, execute, and reflect upon daily instruction.</p>	<p>Progress:</p> <ul style="list-style-type: none"> • Teachers participated in three district sponsored Professional Learning Opportunities (August 2019, January 2020 and February 2020)

¹ If the data necessary to complete this section is unavailable by the April 30 deadline, please submit an update of your school's progress toward your 2019–20 goals no later than August 1.



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Read to Succeed Middle and Secondary Exemplary Literacy Reflection Tool
School Name: Hand Middle School

Section J: 2019–20 SMART Goals and Progress Toward Those Goals¹

- Teacher participated in three school-based Professional Learning Opportunities (September 2019, November 2019 and January 2020)

Section K: 2020–21 SMART Goals and Action Steps Based on Analysis of Data

Goal #1:

By Spring 2021, 80% of the students will meet or exceed growth target on the Spring administration of the district universal screener.

Action Steps:

- Administer the Universal Screening to all students in grades 6–8 three times a year (fall, winter and spring).
- Collaborate with students to set goals based on universal screening, formative assessment, and summative assessment results.
- Send home Universal Screening scores after each administration.
- Engage in daily use the disciplinary literacy approach instructional framework to engage students in meaningful reading and writing literacy experiences in all content areas.
- Engage in meaningful reading and writing experiences regularly.
- Explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas.
- Provide access to a variety of appropriate texts for students (genres, levels, and students' interests).
- Conduct a classroom library inventory to determine fiction, nonfiction, leveled text and culturally relevant types of texts needed.
- Increase students' use of independent reading strategies through teacher modeling of key cognitive and metacognitive strategies.
- Recognize and celebrate student growth after the Winter and Spring administration.



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Section K: 2020–21 SMART Goals and Action Steps Based on Analysis of Data

<p>Goal #2:</p> <p>By Spring 2021, 80% of parents/guardians will be exposed to effective content literacy strategies through quarterly events.</p>	<p>Action Steps:</p> <ul style="list-style-type: none">• Conduct a school-wide Content Night which highlights literacy strategies in all content areas• Post literacy strategies in the school email newsletter, on Social Media outlets and the school quarterly newsletter• Host Parent University at least two times during the school year (one at Hand and one at a location in the community) teaching strategies to reinforce what is learned at school.
<p>Goal #3:</p> <p>During the 2020-2021 school year, 100% of 6-8 grade teachers will receive on-going Professional Learning Opportunities (PLOs) (minimum of 4) focused on using literacy data to plan, execute, and reflect upon daily instruction.</p>	<p>Action Steps:</p> <ul style="list-style-type: none">• Provide extensive training to school-based Literacy support personnel (Reading Coach, Curriculum Resource Teacher, Assistant Principal of Instruction) to increase their capacity to effectively provide PLOs and support to teachers in the following area:<ul style="list-style-type: none">• Utilizing SC State Standards to explicitly teach the literacy skills and strategies of reading, writing, listening, and speaking to engage students in all content areas.• Developing disciplinary literacy inventory tool for data collection using <i>Disciplinary Literacy in Action</i> (Lent and Voigt, 2019) and <i>This is Disciplinary Literacy</i> (Lent, 2016).• Developing protocols to facilitate analysis of literacy gathered from the appropriate inventory tool.• Understanding authentic reading, writing, collaboration, and inquiry in all content classrooms