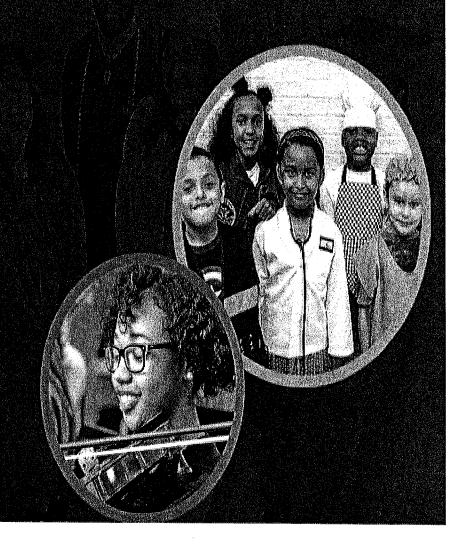
### 2019-2024 RICHLAND ONE STEVATEGES PLAN HAND MIDDLE SCHOOL



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

Teacher	Helen Schell
Teacher	Tamara Briggman
School Secretary	Debbie Wood
Parent/School Liaison	B-Linda Rogers

<sup>\*</sup>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.

ministrator Quality*	ent Achievement* Teacher/Admirict Priority  mance goals, written in five-year ajor areas of discrepancy found in the strict and school report cards.  W and WHEN.  ents in grades 6-8 will incre-	SOAL:  43-261, measurable perfordeveloped to address the micely areas reported in the disclude:  WHAT, as measured by HC  AVERAGE BASELINE  Pro  2017-2018	Performance Goal Area:  (* required)  PERFORMANCE GOAL: Per SBE Regulation 43-261, me increments, shall be developed to needs assessment in key areas resonant in clude: WHO will do WHAT, as 1  INTERIM PERFORMANCE point each year.  AVEL BASH DATA SOURCE(s):  2017
PRE RE	1 1 50 0 1 1		Ea:  Student Achievement*  □ Teacher/Administrator Quality* □ Teacher/Day Of Teacher □ Teacher/Day Of T

Performance Goal Area:		⊠Student Achievement* □District Priority	Teacher/Administrator Quality*	ator Quality*	School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*	nvolvement, Safe and F	Tealthy Schools, etc.)*
PERFORMANCE GOAL: Per SBE Regulation 43-261, increments, shall be develop needs assessment in key are	OAL: 8-261, measurable weloped to addres y areas reported i	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.	n in five-year pancy found in the port cards.	By 2024, 73% above on the S	By 2024, 73% of students in grades 6-8 will score approaches or above on the SC READY Mathematics assessment.	des 6-8 will score matics assessmer	e approaches or nt.
SMART goal must include: WHO will do WHAT	lude: HAT, as measured	RT goal must include: WHO will do WHAT, as measured by HOW and WHEN.					
INTERIM PERFORMANCE by 1% point each year.	MANCE GOAL: 1 year.	Students in grades (	5-8 will increase	approaches o	INTERIM PERFORMANCE GOAL: Students in grades 6-8 will increase approaches or above on the SC READY Mathematics assessment by 1% point each year.	EADY Mathemat	ics assessment
	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					
•							

52%	DATA SOURCE(s): 2017-2018 EOC	AVERAGE BASELINE	INTERIM PERFORMANCE GOAL:	SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	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.	Performance Goal Area:
Actual Data	Projected Data		Students in grades 7 and 8 will increase on the EO	1 by HOW and WHEN.	e performance goals, written ss the major areas of discrep in the district and school rep	⊠Student Achievement* □District Priority
	55	2019-20	7 and 8 will inco		in five-year ancy found in the ort cards.	□Teacher/Administrator Quality*
	58	2020-21	rease on the EOC		By 2024, 67% chigher on the En Algebra I.	
	61	2021-22	Algebra I asses		of students will end of Course Exa	hool Climate (Parent I
	64	2022-23	C Algebra I assessment by 3% point each year.		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.	nvolvement, Safe and
	67	2023-24	nt each year.		re of "B" or m assessment in	School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*

Performance Goal Area: (* required)		Student Achievement* District Priority	Teacher/Administrator Quality*		School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*	nvolvement, Safe and l	Healthy Schools, etc.)*
PERFORMANCE GOAL: Per SBE Regulation 43-261, increments, shall be develop needs assessment in key area	OAL: 8-261, measurable weloped to address y areas reported in	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.	in five-year vancy found in the vort cards.	By 2024, 77% or above on th	By 2024, 77% of students in grades 6 and 8 will score approaches or above on the SC PASS Science assessment.	des 6 and 8 will se assessment.	score approaches
SMART goal must include: WHO will do WHAT	lude: HAT, as measured	RT goal must include: WHO will do WHAT, as measured by HOW and WHEN.					
INTERIM PERFORMANCE GOAL: 1% point each year.	MANCE GOAL:	Students in grades 6 and 8 will increase approaches or above on the SC PASS Science assessment by	6 and 8 will incr	ease approache	s or above on the S	SC PASS Science	e assessment by
	AVERAGE BASELINE		2019-20	2020-21	2021-22	2022-23	2023-24
DATA SOURCE(s):	2017-2018 72%	Projected Data	73	74	75	76	77
		Actual Data					

y*   School Climate (Pa 24, 90% of teachers v interdisciplinary un will increase by 15% po 0-21   2021-22 75	ar d in the 9-20	Student Achievement* [District Priority] [District Priority] [The major areas of discrepanine district and school reporting HOW and WHEN. [The percent of art-infus] [The percent Data] [Projected Data]
	y* □School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*  4, 90% of teachers will implement at least one arts- interdisciplinary unit into specific content area.  will increase by 15% points each year.  -21 2021-22 2022-23 2023-24  -35 90 90	By 2024, 90% infused interced in the din the 2020-21  9-20 2020-21  15 60
ar d in the rdisciplinar	Student Achievement*  [District Priority]  Projected Data    Actual Data	
Performance Goal Area:    Student Achievement*   Teacher/Administrator Quality	AVERAGE BASELINE  AVERAGE BASELINE  ACtual Data  Projected Data  Actual Data	al Area:  SOAL: 13-261, measurable pheveloped to address to clude: WHAT, as measured b  MANCE GOAL:  AVERAGE BASELINE  2017-2018 30%

Performance Goal Area:	☐Student Achievement* ☐Teacher/Administrator Quality* ☐District Priority	strator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* required)		
PERFORMANCE GOAL: Per SBE Regulation 43-261, measu increments, shall be developed to a needs assessment in key areas repo	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, Hand will reduce the percent of teacher turnover to 14%.
SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	asured by HOW and WHEN.	
INTERIM PERFORMANCE GO	INTERIM PERFORMANCE GOAL: The percent of teacher turnover will decrease by 4% points each year	ecrease by 4% points each year.

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

Performance Goal Area: ⊠Student Achievement* ⊠Teacher/Administrator Quality*	rator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
(* 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 Passionat on Relational Trust. Each year an additional strand will be a main focus of the professional learning opportunities	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.

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

Actual Data	DATA         Projected Data         80         85         90         95         100           SOURCE(s):         75%         75%         85         90         95         100	AVERAGE 2019-20 2020-21 2021-22 2023-24 BASELINE	INTERIM PERFORMANCE GOAL: The percent of participation in a structured student advocacy program will increase by 5% points each year.	SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	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.	Performance Goal Area:  □Student Achievement* □Teacher/Administrator Quality* □District Priority □School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
	100	2023-24	nts each year.		uctured student	d Healthy Schools, etc.

Performance Goal Area:	Student Achievement*	strator Quality*
(* required)		
PERFORMANCE GOAL: Per SBE Regulation 43-261, measur increments, shall be developed to ac	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	By 2024, 80% 8th grade parents will return the Annual Report Card survey with 92% being satisfied with the learning
SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	swred by HOW and WHEN.	
NTERIM PERFORMANCE GO	AL: The percent of participation will increa	INTERIM PERFORMANCE GOAL: The percent of participation will increase by 10% points each year with the satisfaction percentage increasing 1%

point each year.

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



# 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

<ul> <li>Teachers participated in three district sponsored Professional Learning Opportunities (August 2019, January 2020 and February 2020)</li> </ul>	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.
Progress:	Goal #3:
<ul> <li>February 2020 Literacy Moment flyer which highlighted At- Home Vocabulary Strategies was received by 1029 parent/community members emails in our weekly email.</li> </ul>	
• 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.	By Spring 2020, 80% of parents/guardians will be exposed to effective content literacy strategies.
Progress:	Goal #2:
<ul> <li>Progress is based on data from Winter 2020 administration due to state-wide school closure starting March 16, 2020.</li> <li>52% (401 out of 774) students earned Proficient or higher on the 2020 Winter universal screener (Reading Inventory).</li> </ul>	By Spring 2020, 80% of the students will earn or maintain Proficient or above level on the Spring administration of the district universal screener.
Progress:	Section J: 2019-20 SMART Goals and Progress Toward Those Goals <sup>1</sup> Goal #1:

<sup>&</sup>lt;sup>1</sup> 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.



# 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 <sup>1</sup>	
	<ul> <li>Teacher participated in three school-based Professional</li> </ul>
	Learning Opportunities (September 2019, November 2019 and
	January 2020)

Goal #1:	Action Steps:
	• Administer the Universal Screening to all students in grades 6-8
By Spring 2021, 80% of the students will meet or exceed growth target on	three times a year (fall, winter and spring).
the Spring administration of the district universal screener.	<ul> <li>Collaborate with students to set goals based on universal screening,</li> </ul>
	formative assessment, and summative assessment results.
	<ul> <li>Send home Universal Screening scores after each administration.</li> </ul>
	Engage in daily use the disciplinarian literacy approach instructional framework to approach entire in magningful reading and writing.
	literacy experiences in all content areas.
	<ul> <li>Engage in meaningful reading and writing experiences regularly.</li> </ul>
	• Explicitly teach the literacy skills and strategies of reading, writing,
	<ul> <li>Provide access to a variety of appropriate texts for students (genres,</li> </ul>
	levels, and students' interests).
	<ul> <li>Conduct a classroom library inventory to determine fiction,</li> <li>nonfiction leveled text and culturally relevant types of texts needed</li> </ul>
	<ul> <li>Increase students' use of independent reading strategies through</li> </ul>
	teacher modeling of key cognitive and metacognitive strategies.
	<ul> <li>Recognize and celebrate student growth after the Winter and Spring</li> </ul>



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

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.	Goal #3:	Goal #2:  By Spring 2021, 80% of parents/guardians will be exposed to effective content literacy strategies through quarterly events.	Section K: 2020–21 SMART Goals and Action Steps Based on Analysis of Data
<ul> <li>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:</li> <li>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.</li> <li>Developing disciplinary literacy inventory tool for data collection using Disciplinary Literary in Action (Lent and Voigt, 2019) and This is Disciplinary Literacy (Lent, 2016).</li> <li>Developing protocols to facilitate analysis of literacy gathered from the appropriate inventory tool.</li> <li>Understanding authentic reading, writing, collaboration, and inquiry in all content classrooms</li> </ul>	Action Steps:	<ul> <li>Action Steps:</li> <li>Conduct a school-wide Content Night which highlights literacy strategies in all content areas</li> <li>Post literacy strategies in the school email newsletter, on Social Media outlets and the school quarterly newsletter</li> <li>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.</li> </ul>	ata