

Hand Middle School Strategic Plan Overview 2024-2029

Mission

We are Richland One, a leader in transforming lives through education, empowering all students to achieve their potential and dreams.

Vision

Richland School District One, in collaboration with an engaged community, is committed to ensuring that each learner achieves their potential in a safe, caring, academically challenging, and diverse learning environment that will develop productive citizens for a changing world.

Core Values:

Collaboration – We believe everyone has a role to play in promoting student success, so we will embrace the diversity of our stakeholders by building an inclusive community to accomplish our goals.

Compassion – We respect all people by offering care and compassion with integrity. .

Courage – We make bold decisions and take informed and thoughtful actions to meet present and future challenges.

Equity – We are fair and just in providing opportunities for success for all.

Excellence – We provide excellent educational experiences that ensure expanded opportunities for learners and prosperity for our community.

Safety – We provide a culture and environment of emotional, intellectual, cyber, and physical safety.

Hand Middle SCHOOL RENEWAL PLAN

TABLE OF CONTENTS

School Renewal Plan Signature Page

Assurances for School Renewal Plans

Stakeholders Involvement for School Renewal Plan

District Requested Strategic/Renewal Plan Waiver

Needs Assessment Data

Executive Summary of Needs Assessment Data Findings

Performance Goals and Action Plans

Read to Succeed

School Renewal Plan Signature Page – provided by Dr. Miner or GEMS

Assurances for School Renewal Plans – provided by Dr. Miner

Stakeholders Involvement for School Renewal Plan – below

District Requested Strategic/Renewal Plan Waiver – provided by Dr. Miner

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 | Canisha Fletcher |
| 3. PARENT/GUARDIAN | Cassandra Eckstorm |
| 4. COMMUNITY MEMBER | Dr. Chris Burkett |
| 5. SCHOOL IMPROVEMENT COUNCIL | Eulela Flemming |
| OTHERS* (May include school board members, administrators, School Improvement Council members, scholars, PTO members, agency representatives, university partners, etc.) | |

| <u>POSITION</u> | <u>NAME</u> |
|------------------------------------|--------------------------|
| <u>Assistant Principal</u> | <u>Donald Butler</u> |
| <u>Curriculum Resource Teacher</u> | <u>Tamara Briggman</u> |
| <u>Guidance Counselor</u> | <u>Bruce Davis</u> |
| <u>Media Specialist</u> | <u>Jennifer Pinckney</u> |
| <u>Scholar</u> | <u>Mason Butler</u> |
| <u>Scholar</u> | <u>Ayden Holmes</u> |
| <u>Scholar</u> | <u>Eline Keller</u> |
| <u>Scholar</u> | <u>Jacob Shatz</u> |
| <u>Scholar</u> | <u>Ayden Williams</u> |
| <u>Teacher</u> | <u>Dorothy Adams</u> |
| <u>Teacher</u> | <u>Katherine Bryant</u> |
| <u>Teacher</u> | <u>Tara Carpenter</u> |
| <u>Teacher</u> | <u>Alphonso Choice</u> |
| <u>Teacher</u> | <u>Deborah Drotor</u> |
| <u>Teacher</u> | <u>Paul Gregory</u> |
| <u>Teacher</u> | <u>Teresa Jones</u> |
| <u>Teacher</u> | <u>Daljeet Modgil</u> |

Teacher **Kayla Stephens**

School Secretary **Carolyn Wilson**

Parent & Family Engagement Specialist **Ontaneque Ottrix**

***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.

NEEDS ASSESSMENT DATA

Provide the link to your school's most recent School Report Card:

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9TSZzaWQ9NDAwMTAzOQ>

Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

| DEMOGRAPHIC CHARACTERISTICS | Demographic Characteristics | | | | | | | |
|------------------------------------|---|------|------|------|------|------|---------|---------|
| | | 2019 | 2020 | 2021 | 2022 | 2023 | 2Yr Chg | 5Yr Chg |
| | 45-Day Avg. Daily Membership | 843 | 821 | 738 | 670 | 647 | -23 | -196 |
| | Teacher Attendance | 95.1 | 97.1 | 94.5 | 93.6 | 92.4 | -1.2 | -2.7 |
| | Student Attendance (Chronically Absent) | 16.1 | 7.7 | 22.3 | 28.6 | 27.5 | -1.1 | 11.4 |
| | Percent Ethnicity - Black | 54.6 | 57.8 | 61.9 | 60.5 | 57.1 | -3.4 | 2.5 |
| | Percent Ethnicity - White | 35.6 | 32.4 | 28.5 | 29.4 | 28.2 | -1.2 | -7.4 |
| | Percent Ethnicity - Other | 9.8 | 9.7 | 9.6 | 10.1 | 14.7 | 4.6 | 4.9 |
| | Percent Poverty Index | 60.4 | 62.5 | 65.8 | 65.6 | 67.4 | 1.8 | 7.0 |
| | Percent Special Education | 13.5 | 15.4 | 16.2 | 15.4 | 14.0 | -1.4 | 0.5 |
| Percent Limited English Proficient | 4.0 | 3.6 | 2.0 | 1.9 | 4.9 | 3.0 | 0.9 | |
| Suspension Rate | 28.0 | 25.0 | 5.3 | 24.1 | 24.3 | 0.2 | -3.7 | |

| SCHOOL REPORT CARD | | | | | |
|--------------------|------|------|------|------|---------|
| Measure | 2019 | 2020 | 2021 | 2022 | 2023 |
| Overall Rating | Good | NA | NA | Good | Average |

SC READY

Report Cards provide information about test performance, teacher qualifications, student safety, awards, parent involvement and more. Overall ratings are measured on a 5-point scale of Unsatisfactory, Below Average, Average, Good, and Excellent.

SC Ready student performance is classified into four categories and in 2023, ELA and Math were administered to students in grades 3-8. Science was administered in grades 4 and 6 only. Social

Studies was not administered. Percent by readiness levels are given below.

| Performance Level | 2019 | 2020 | 2021 | 2022 | 2023 | 2YR Chg | 5YR Chg |
|-------------------|------|------|------|------|------|---------|---------|
| English | | | | | | | |
| Does Not Meet | 27.1 | NA | 34.4 | 27.4 | 23.2 | -4.2 | -3.9 |

EOCEP

| | | | | | | |
|---------------|--------|----|------|------|------|------|
| Approaches | 26.4 | NA | 29.1 | 29.1 | 27.2 | -1.9 |
| | 25.0 | NA | 17.2 | 22.3 | 20.7 | -1.6 |
| Meets | | | | | | |
| Exceeds | 21.6 | NA | 19.3 | 21.2 | 29.0 | 7.8 |
| Math | 27.1NA | | | | | |
| Does Not Meet | 36.7 | NA | 45.2 | 40.9 | 44.4 | 3.5 |
| Approaches | 25.1 | NA | 26.0 | 25.3 | 25.0 | -0.3 |
| Meets | 14.7 | NA | 10.0 | 13.2 | 13.6 | 0.4 |
| Exceeds | 23.4 | NA | 18.8 | 20.7 | 16.9 | -3.8 |

HAND | 2023 MIDDLE SNAPSHOT

Richard One 2023

| Science ¹ | 2019 | 2020 | 2021 | 2022 | 2023 | 2YR Chg | 5YR Chg |
|----------------------|------|------|------|------|------|---------|---------|
| Does Not Meet | 32.0 | NA | 54.9 | 43.1 | 47.1 | - | - |
| Approaches | 19.3 | NA | 16.2 | 15.4 | 17.2 | - | - |
| Meets | 21.7 | NA | 15.0 | 18.1 | 16.7 | - | - |
| Exceeds | 27.0 | NA | 13.9 | 23.4 | 19.0 | - | - |

EOCEP (End of Course Examination Program) is mandated by the Education Accountability Act of 1998 which requires the development of end-of-course examinations in gateway or benchmark courses. Percent passing results are given below.

| Algebra I | | | | | | | |
|-----------|------|------|------|------|---------|---------|--|
| 2019 | 2020 | 2021 | 2022 | 2023 | 2YR Chg | 5YR Chg | |
| | | | | | | | |

| English I | | | | | | | |
|-----------|------|------|-------|------|---------|---------|--|
| 2019 | 2020 | 2021 | 2022 | 2023 | 2YR Chg | 5YR Chg | |
| 99.2 | NA | 93.9 | 100.0 | 97.4 | -2.6 | -1.8 | |
| 100.0 | NA | NA | NA | NA | NA | NA | |

| English II | | | | | | | |
|------------|------|------|------|------|---------|---------|--|
| 2019 | 2020 | 2021 | 2022 | 2023 | 2YR Chg | 5YR Chg | |
| NA | NA | NA | NA | NA | NA | NA | |

Hand Middle School serves approximately 724 scholars in grades 6-8. We have one of the most diverse student populations in Richland School District One (RSDO) consisting of 53% African American, 29% Caucasian, 18% Other and 12% of our scholars have an Individualized Education Plan (IEP). Because of our diverse demographics, and our goal, to serve every child, every day, our strategic plan will focus on the three core areas to increase student success: student achievement, teacher quality, and school climate.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

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, including sub-groups |
|---|
| <p><i>Elementary/Middle (3–8):</i></p> <p>Increasing Student Achievement is the foundation of teaching and learning at Hand Middle School; and, consistently, with the goal of high academic performance for all scholars, Hand Middle School achieved an Average Rating on the School Report Card, 2022-2023. In view of this, we are even more committed to achieving a level of excellence. After analyzing the data, we realize we must increase our interventions and supports, and address the needs of scholars who did not meet expectations in both ELA/Reading and Math; address needs of underrepresented populations who consistently score lower than their peers. Like district leadership, we feel the need to identify and support underrepresented populations who are academically gifted. Currently, only 24% of our underrepresented populations are represented in gifted and talented classes. We will work to educate our parents on the benefits of gifted and talented programs; collaborate regularly with our feeder elementary schools and high school to discuss interventions and supports they provide. In addition, we will collaborate with the District's Advanced Placement Office to provide parent universities communicating best practice strategies, as we work, simultaneously, to remove systemic barriers which may prevent underrepresented populations from participating in gifted and talented programs. As a part of our continuous improvement process, we are even more committed to meeting scholars' wholistic needs. Data reveals that 49.6% of our scholars did not meet expectations on the SC Ready ELA assessment, 30.5% did not meet expectations on the SC Ready Math assessment, and 35.7% of our scholars did not meet expectations on the SC Ready Science assessment. Therefore, we are committed to provide wrap around services for improved academic performance and wholistic success.</p> |
| Teacher/Administrator Quality |

Teacher Quality is essential for success in scholar growth and achievement. We are putting forth a concerted effort of not only recruiting but retaining teachers to provide quality teaching and learning to our scholars. Teacher retention is a challenge on the local, state and national level under normal circumstances. As a school, we are committed to providing a consistent and stable environment, increasing the level of visibility internally and externally, providing support, which will promote collegiality and directly impact teacher retention over time.

School Climate

Unfortunately, only a small percentage of the Hand Middle School 8th Grade parents returned the Annual Report Card Survey, 2022-2023; and, of those returned 70.3% indicated they were satisfied with the learning environment. We acknowledge that school climate is a complex concept, one affected by many variables. This led us to embark on a 2-year reflective journey, including all stakeholders, to pursue and named as a National School to Watch, school year '24-'25. This program promotes continuous school improvement and recognizes those diverse, high-performing, growth-oriented middle grade schools which demonstrate what all middle grade schools can achieve. Additionally, we will consistently use various methods of communication and outreach to engage all parents. We will also ensure that our expectations are clearly communicated, and that we consistently implement policies, practices and procedures that are authorized, attainable and realistic.

Other (such as district and/or school priorities)

Richland School District One continues to implement John Hattie's *Visible Learning* concept, which is a meta-analysis of student learning outcomes. This work is directly aligned to the district-wide One-to-one advocacy initiative ensuring that every scholar has an adult, a champion to connect with, be a voice for their success. Access, advocacy, and equity are at the core of this very important work, and it compels educators to reflect on their core beliefs about serving all children. Hand Middle School fully embraces this work, as we believe in meeting the individual needs of all scholars, establishing a collective set of beliefs about serving every child, every day, building authentic relationships to help scholars understand their *Why*, and to see their *Yet*, to reach their fullest potential. Therefore, Hand will continue our trajectory to excellence in our five A's: academics, arts, athletics, attendance, and attitude. We do this by having high expectations and ensuring that our scholars Hornet P.R.I.D.E. - Personal Responsibility, Respect, Individual Readiness, Demonstrated Learning and Effective Behaviors.

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| 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. SMART goal must include: WHO will do WHAT , as measured by HOW and WHEN . | Goal #1: By 2029, 60% of students in grades 6-8 will score meets/exceeds on the SC Ready ELA assessment . <ul style="list-style-type: none"> • Incremental increase of 2% every year for the next 5 years. • 2022-2023 data – baseline: 49.6% |
| Action Plan: <ol style="list-style-type: none"> 1. Read aloud regularly in all content areas. 2. Analyze the reading data at the beginning /mid/post of the school year and provide necessary interventions. 3. Implement a schoolwide novel read in which every student is given a copy of the book. The book is read in every class every day for a week and students will complete a culminating activity. 4. Implement a school-wide literacy/reading competition. Info from Parents (PTO): increase individual teacher communication through regular class emails or newsletter about topics being taught and class expectations; give an incentive for registering for Schoology; (idea from Fletcher) conduct How to Help sessions (Ms. Fitzpatrick did them when she taught her before); use entire class time effectively; send home basic skills practice assignments for all levels of students | |

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| Performance Goal Area: Student Achievement* Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) | |
| District Priority (* <i>required</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. SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN. | Goal #2: By 2029, 40% of students in grades 6-8 will score meets/exceeds on the SC Ready Math assessment. <ul style="list-style-type: none"> • Incremental increase of 2% every year for the next 5 years. • 2022-2023 data – baseline: 30.5% |
| Action Plan: 1. Examine previous grades’ STAR and SC Ready data and develop grade-specific math interventions with mid-range scoring students. Conduct mastery checks using Aleks, administer biweekly CFAs, and adjust the master schedule as needed. 2. Teachers will use a math problem of the day as a “Do Now/Bell Ringer” pulling questions from previous tests. 3. Facilitate collaborative meetings at the beginning of the year to encourage cross-curricular content support. 4. Provide incentives for students who improve their proficiency level or whose score increases by 30 points on the Star test. Info from Parents (PTO): increase individual teacher communication through regular class emails or newsletter about topics being taught and class expectations; give an incentive for registering for Schoology; (idea from Fletcher) conduct How to Help sessions (Ms. Fitzpatrick did them when she taught her before); use entire class time effectively; send home basic skills practice assignments for all levels of students | |

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| Performance Goal Area: Student Achievement* Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) | |
| District Priority (* <i>required</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. SMART goal must include: WHO will do WHAT , as measured by HOW and WHEN . | Goal #3: By 2029, 50% of students in grade 6 will score meets/exceeds on the SC Ready Science assessment. <ul style="list-style-type: none"> • Incremental increase of 3% every year for the next 5 years. • 2022-2023 data – baseline: 35.7% |
| Action Plan: <ol style="list-style-type: none"> 1. Consistently use student-centered strategies and resources to engage students in challenging assignments that develop a deeper understanding of science content skills. 2. Verbally state and post Learning Intentions and Success Criteria and address them throughout instruction. 3. Develop a school-wide framework to implement Science Fair participation. | |

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| Performance Goal Area: Student Achievement * Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) | |
| District Priority (* <i>required</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. SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN. | Goal #4. By 2029, 95% of 7th-grade students will earn a passing score of B or higher on the End of Course exam in Algebra I. <ul style="list-style-type: none"> • Incremental increase of 1% every year for the next 5 years. • 2022-2023 data – 7th grade baseline: 89% |
| Action Plan: <ol style="list-style-type: none"> 1. Analyze End of Course (EOCEP) data in English I at the beginning of the year and adjust classroom instruction and strategies to increase student learning. 2. Conduct a Common Formative Assessment within the first 10 of course and adhere to the state 10-day rule for withdrawing scholars for correct placement. 3. Analyze quarterly grades and work with a team to create individualized intervention or probation plans for students scoring below 77%. | |

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| Performance Goal Area: Student Achievement* Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) | |
| District Priority (* <i>required</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. SMART goal must include: WHO will do WHAT , as measured by HOW and WHEN . | Goal #5. By the end of the school year, 80% of our Striving Scholars (bottom 20%) of our student population in ELA and Math on SC READY will increase their scores by 5 points. <ul style="list-style-type: none"> • 2022-2023 data – ELA – 21% (137 out of 639) Math - 21% (136 out of 639) |
| Action Plan: 1. Ensure that academic intervention time is individualized, and data driven to provide effective teaching and learning and support services for scholars to promote student growth. 2. Consistently analyze data with teachers and admin. team, etc. to ensure PLCs are conducted, and CFAs are used with fidelity per district guidelines. 3. Conduct regular conferences with scholars to hold them accountable for their learning. | |

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| Performance Goal Area: Student Achievement Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.) | |
| District Priority (* <i>required</i>) | |
| Performance Goal: 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 . | Goal #6: By 2029, Hand will sustain teacher retention to an average of 85%. <ul style="list-style-type: none"> • Incremental increase by 2% each year. • Baseline data 2022 –2023: 90% retention for the 2023-2024 school year (SCDE report card) |
| Action Plan: <ol style="list-style-type: none"> 1. Teachers will select one “advocate” (administrator) who will be responsible for regular informal “check-ins” with the teacher/s who have listed them. 2. Analyze and implement teacher feedback from the People Bench Survey. 3. Continue to use our teacher leaders in our interview process for the hiring of new teachers. 4. Utilize social media as a tool to recruit and retain prospective candidates and to increase communication and awareness in the school. Parent Ideas (PTO): continue to enhance grade level administrative support; continue to support teachers to take academic risks and conduct creative assignments/projects (The parents didn’t share too many ideas because stated this is a site -based goal.) | |

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| Performance Goal Area: Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* District Priority (* <i>required</i>) | |
| Performance Goal: 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 . | Goal #7: By 2029, 80% of Hand families participate in school activities as measured by post-attendance surveys. <ul style="list-style-type: none"> • Incremental increase by 5% each year. |
| Action Plan: 1. Resume faculty/staff bus tour on a school based professional learning day to show visibility in scholars’ neighborhoods. 2. Continue an annual cluster event with feeder schools to increase parent engagement and to provide essential information to parents within the school cluster. 3. Host parent universities at least twice a year to educate, engage, and empower parents and guardians and ensure that our communication methods meet the needs of our diverse scholar population. Parent ideas (PTO): provide student/parent incentives for registering for Schoology; create quarterly School Chalk Assignments for all students and parents/guardians to complete- submit for a class/school incentive (goal is for students and parents to talk about school at home); create alternative assignments that parents/guardians can complete if unable to attend school events like Literacy nights, cluster events; (idea from Fletcher – monthly trivia contest for parents/guardians using info from The BUZZ –student/parent earn an incentive); (idea from Dr. Green – her daughter’s elementary school conducted mini-PTO meetings at the beginning of each school event/performance like concerts, honors assemblies – principal shared PTO info – captive audience) | |

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| Performance Goal Area: Student Achievement Teacher/Administrator Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) * | |
| District Priority (* <i>required</i>) | |
| Performance Goal: 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. | Goal #8: By 2029, we will increase the amount of time embedded in the school day for our advocacy initiatives. |
| Action Plan: 1. Scholars will be involved in schoolwide community service events throughout the school year. 2. Regularly evaluate the effectiveness of advocacy efforts and adjust as needed based on feedback from scholars, teachers, and other stakeholders. 3. Foster a positive and supportive school climate where students feel safe, valued, and respected by promoting empathy and kindness and celebrating diversity. | |