



Mid-Carolina Middle School

School Strategic Plan 2023-2028 Spring 2024 Update

6794 US Highway 76
Prosperity, SC 29127

(803) 364-3634
(803)364-4877

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Read to Succeed	



Mid-Carolina Middle School

MISSION

To create a safe and engaging learning environment
that challenges all scholars.

VISION

To empower our scholars to maintain a growth
mindset as they face future challenges.

School Renewal Plan Cover Page

**Renewal Plan for 5 Year Cycle: 2023/24 to 2027/28
Upcoming School Year: 2024/25**

School Name:	Mid-Carolina Middle
SIDN:	3601019
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Newberry
Address 1:	6794 US Highway 76
Address 2:	
City:	Prosperity, SC
Zip Code:	29127
School Renewal Plan Contact Person:	Paul Dobyns
School Plan Contact Phone:	803-364-3634
School Plan E-mail Address:	pdobyns@sdnc.org

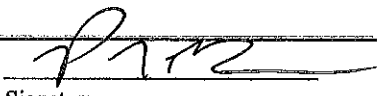
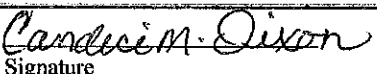
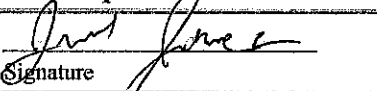
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurance requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

<i>Superintendent</i>		
<u>Alvin Pressley</u> Printed Name	 Signature	 Date
<i>Principal</i>		
<u>Paul Dobyns</u> Printed Name	 Signature	<u>3/28/24</u> Date
<i>Chairperson, District Board of Trustees</i>		
<u>Lucy Anne Meetze</u> Printed Name	 Signature	 Date
<i>Chairperson, School Improvement Council</i>		
<u>Candice Dixon</u> Printed Name	 Signature	<u>3-28-24</u> Date
<i>School Read To Succeed Literacy Leadership Team Lead</i>		
<u>Jared Jones</u> Printed Name	 Signature	<u>3-28-24</u> Date

Assurances for School Renewal Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

N/A	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
N/A	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
N/A	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

Stakeholder Involvement for School Renewal Plan

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

	Position	Name
1.	Principal	Paul Dobyms
2.	Teacher	Lori Frampton
3.	Parent/Guardian	Whitney Mitchell
4.	Community Member	Gretchen Haskett
5.	Paraprofessional	Mary Williams
6.	School Improvement Council Member	Candice Dixon
7.	Read to Succeed Reading Coach	NA
8.	School Read To Succeed Literacy Leadership Team Lead	Jared Jones
9.	School Read To Succeed Literacy Leadership Team Member	Janna Richardson
OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the Literacy Leadership Team for Read to Succeed		
	Assistant Principal	Eric Thompson
	Assistant Principal	Katie Joiner

District Requested Strategic/Renewal Plan Waiver

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

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

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

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

Not Applicable

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans (<i>SBE Regulation 43-261</i>)	
2. Teachers teaching more than 1500 minutes (<i>SBE Regulation 43-205</i>)	
3. Teachers teaching more than 4 preps (<i>SBE Regulation 43-205</i>)	
4. High School Principal over two schools or grades more than 9-12 (<i>SBE Regulation 43-205</i>)	
5. Other (<i>Include the SBE Regulation number to be waived</i>)	
6. Other (<i>Include the SBE Regulation number to be waived</i>)	

Mid-Carolina Middle School Needs Assessment Data Strategic Plan 2023-2028

Quick Links:

[Original Data - Spring 2023](#)

[Renewal #1 Data - Spring 2024](#)

Renewal #1 Data - Spring 2024

SC State Report Card Link- 2022-2023:

<https://screportcards.com/overview/?q=eToyMDIzJnQ9TSZzaWQ9MzYwMTAxOQ>

School Climate

1. The percentage of parents and students that are satisfied with the learning environment will increase.

School Climate survey for the 2022-2023 school report card was not administered by the principal, Paul Dobyns. Data for the Teachers and Students are

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	4	6	80
Percent satisfied with learning environment	100.0%	80.0%	89.7%
Percent satisfied with social and physical environment	100.0%	80.0%	90.5%
Percent satisfied with school-home relations	100.0%	80.0%	92.4%

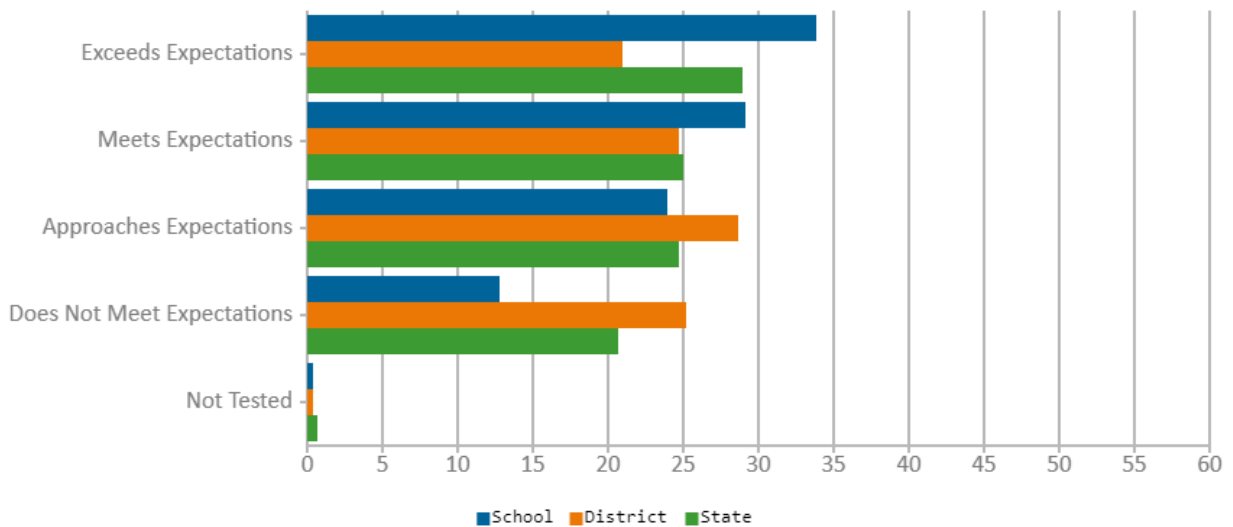
Student Achievement

1. The percentage of students scoring Meets or Exceeds on SCREADY will increase.
 - a. SC Ready ELA Data from 2022-2023
 - i. School - 62.8
 - ii. 6th - 61.1
 - iii. 7th - 60.5
 - iv. 8th - 67.7
 - b. SC Ready Math Data from 2022-2023
 - i. School - 38.7
 - ii. 6th - 44.6
 - iii. 7th - 35.2
 - iv. 8th - 36.5
 - c. SC Ready Science Data from 2022-2023
 - i. School - 53.4
 - ii. 6th - 53.7

2. The percentage of students scoring Meets or Exceeds on SCREADY will increase. (adjusted Goals)
 - a. SC Ready ELA Data from 2022-2023
 - i. School - 62.5
 - ii. 6th - 62.0
 - iii. 7th - 63.0
 - iv. 8th - 62.0
 - b. SC Ready Math Data from 2022-2023
 - i. School - 45.5
 - ii. 6th - 45.0
 - iii. 7th - 45.0
 - iv. 8th - 45.0
 - c. SC Ready Science Data from 2022-2023
 - i. School - 53.4
 - ii. 6th - 53.7

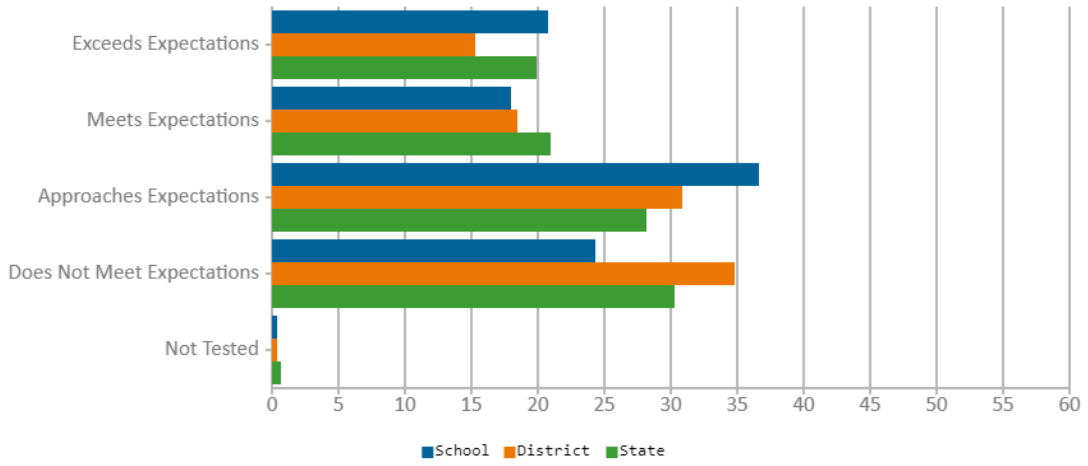
SC READY English Language Arts and Mathematics

English Language Arts (Reading and Writing)



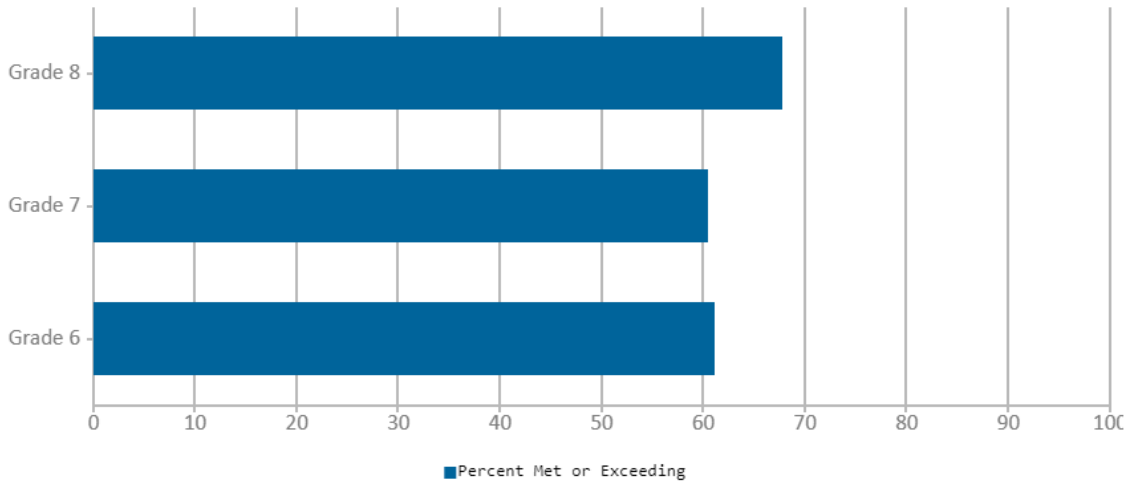
Needs Assessment Data - MCMS School Renewal Plan 2023-2028

Mathematics

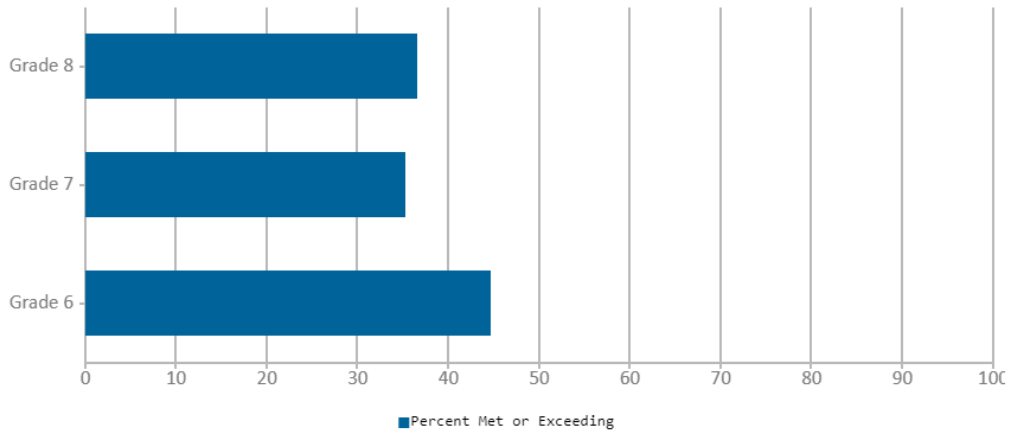


SC READY Performance by Grade Level

English Language Arts (Reading and Writing)

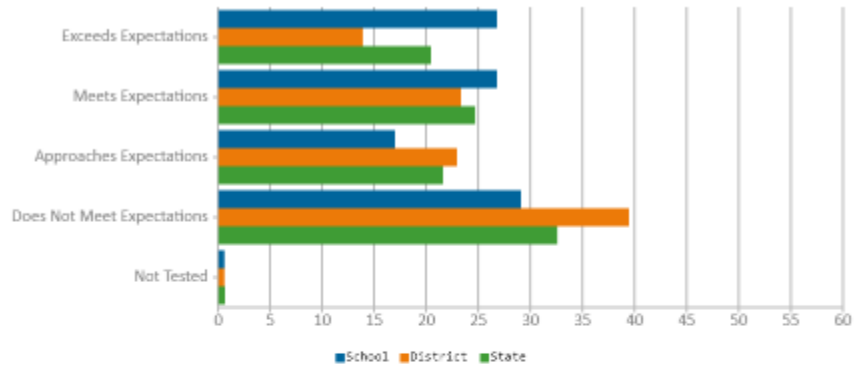


Mathematics



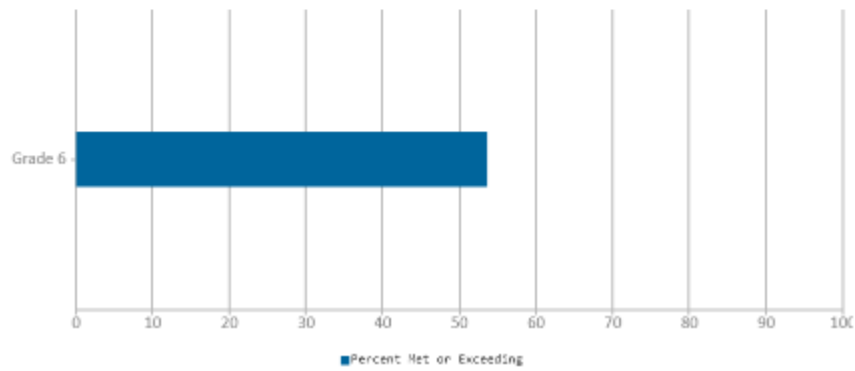
Needs Assessment Data - MCMS School Renewal Plan 2023-2028

SCPASS Science Science



School Level Details

SCPASS Performance by Grade Level Science

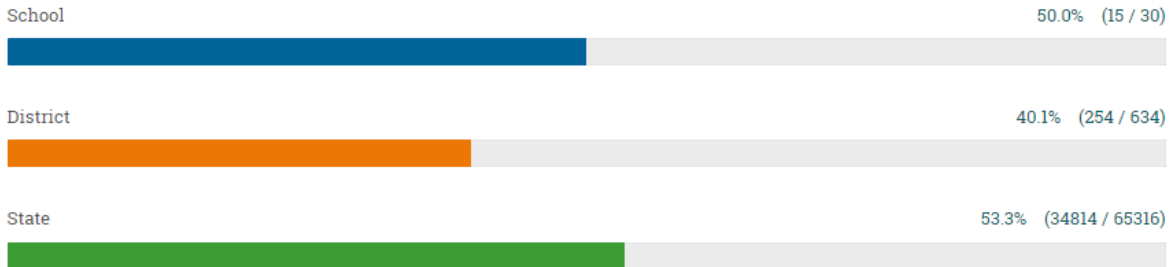


Needs Assessment Data - MCMS School Renewal Plan 2023-2028

Multilingual Learners – ML

The goal is that students who are learning the English language will become proficient in English within at least five years of their initial enrollment in public schools.

Percent of ML Students who met progress toward proficiency target



Percent of ML Students who Met Progress Toward Proficiency Target	50.0
Number of ML Students who Met Progress Toward Proficiency Target	15
Number of ML Students Assessed	30
Number of ML Students in ML Subgroup	31

Teacher/Administrator Quality

1. The percentage of teachers returning from the previous year will increase to 90% by 2028

Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	42	Down from 47
Percent of teachers with advanced degrees	59.5	Up from 57.4
Teacher attendance rate	90.2	Down from 95.1
Average teacher salary	\$54,459	Up from \$52,165
Percent of teachers on continuing contract	97.6	Up from 95.7
Percent of teachers returning from previous year - current year	82.2	Up from 80.9
Percent of teachers returning from previous year - three year average	86.0	Down from 88.7
Percent of teacher vacancies for more than 9 weeks	2.4	Up from 0.0
Prime instructional time	83.2	Down from 89.5
Student-teacher ratio in core subjects	19.1 to 1	No change
Percent of inexperienced teachers	8.7	Down from 17
Number of inexperienced teachers	4	Down from 8
Percent of out-of-field teachers	13.0	Up from 10.6
Number of out-of-field teachers	6	Up from 5
Percent of inexperienced school leaders	0.0	No change
Number of inexperienced school leaders	0	No change

Original Data - Spring 2023

SC State Report Card Link- 2021-2022:

<https://screportcards.com/overview/?q=eToyMDIyJnQ9TSZzaWQ9MzYwMTAxOQ>

School Climate

- The percentage of parents and students that are satisfied with the learning environment will increase.

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	48	497	82
Percent satisfied with learning environment	97.9%	83.8%	84.2%
Percent satisfied with social and physical environment	100.0%	87.4%	88.7%
Percent satisfied with school-home relations	Data N/A	92.2%	89.2%

Student Achievement

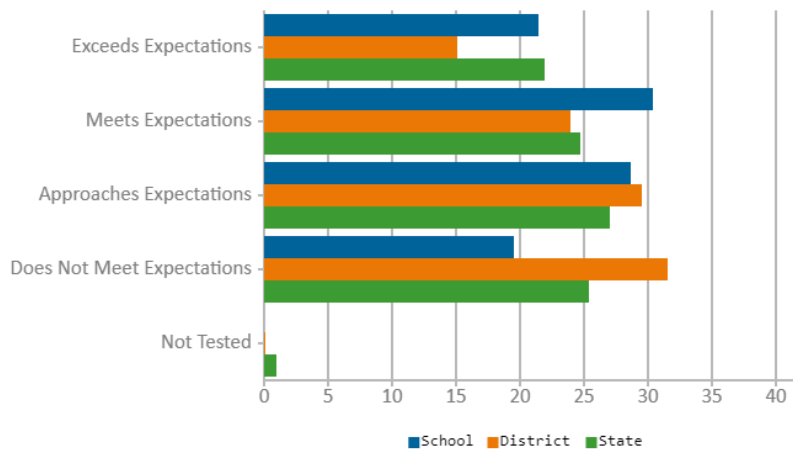
- The percentage of students scoring Meets or Exceeds on SCREADY will increase.

Academic Achievement ⓘ

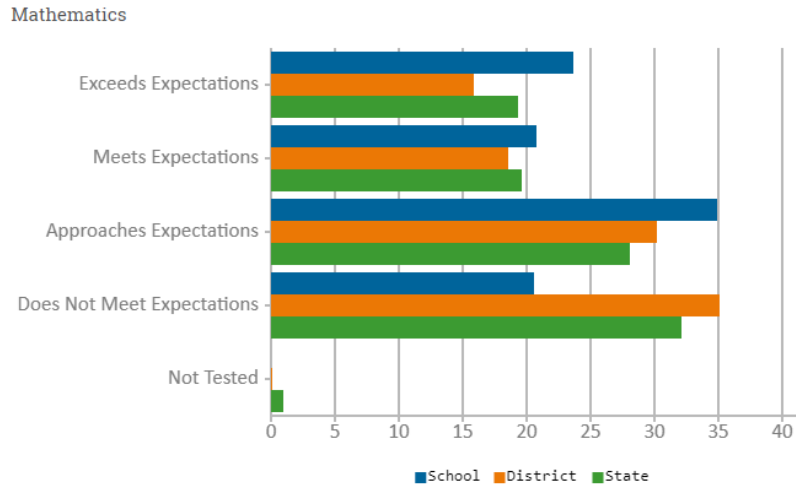
Details Student Performance across District and State

SC READY English Language Arts and Mathematics

English Language Arts (Reading and Writing)

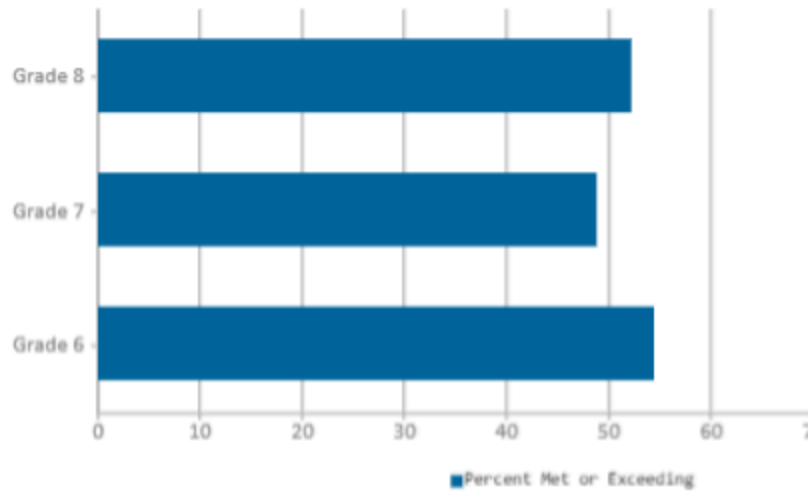


Needs Assessment Data - MCMS School Renewal Plan 2023-2028



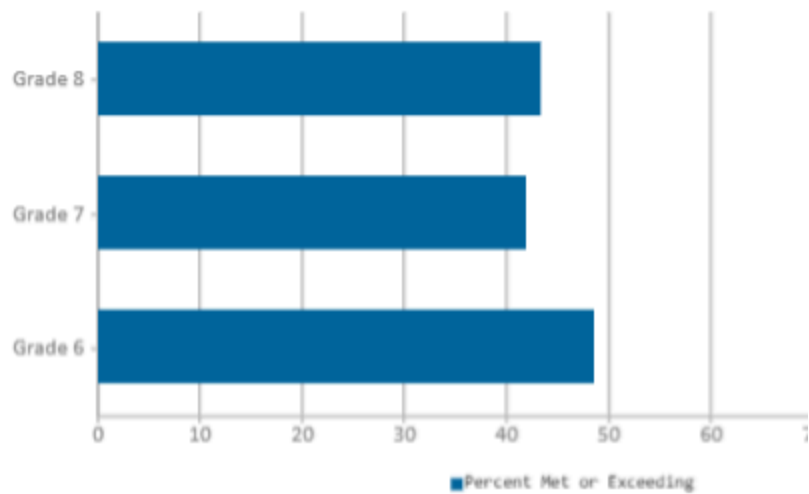
Needs Assessment Data - MCMS School Renewal Plan 2023-2028

SC READY Performance by Grade Level English Language Arts (Reading and Writing)



Note: Results from alternate assessments were included in the calculations where available.

Mathematics

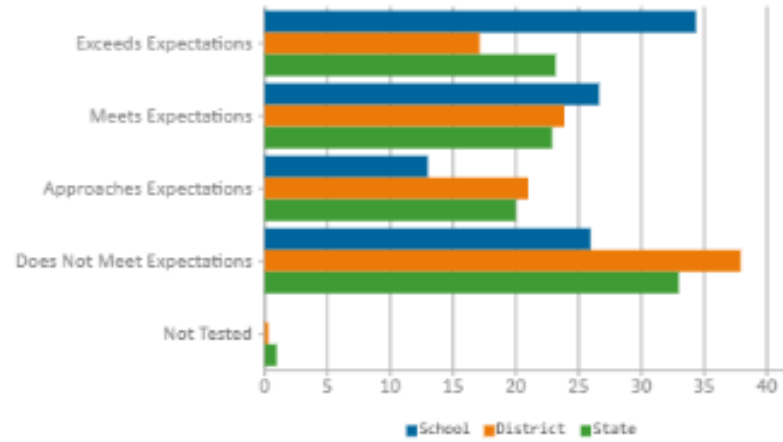


Preparing for Success

Details Student Performance across District and State

SCPASS Science

Science

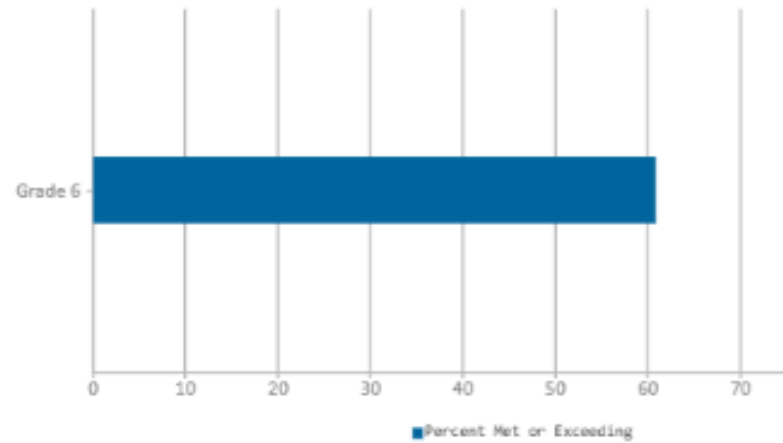


Note: Results from alternate assessments were included in the calculations where available.

School Level Details

SCPASS Performance by Grade Level

Science

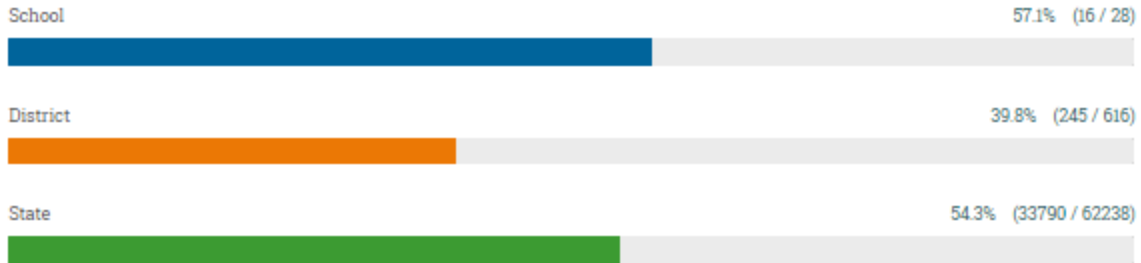


English Learners' Progress

English Learners - EL

The goal is that students who are learning the English language will become proficient in English within at least five years of their initial enrollment in public schools.

Percent of EL Students who met progress toward proficiency target



Percent of EL Students who Met Progress Toward Proficiency Target	57.1
Number of EL Students who Met Progress Toward Proficiency Target	16
Number of EL Students included in Accountability Calculation	28
Number of EL Students in EL Subgroup	28

Teacher/Administrator Quality

- The percentage of teachers returning from the previous year will increase to 90% by 2028

Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	47	No change
Percent of teachers with advanced degrees	57.4	Down from 70.2
<u>Teacher attendance rate</u>	95.1	Up from 93.8
Average teacher salary	\$52,165	Up from \$51,450
Percent of teachers on continuing contract	95.7	Down from 100.0
Percent of teachers returning from previous year - current year	80.9	Down from 95
Percent of teachers returning from previous year - three year average	88.7	Down from 89.4
Percent of teacher vacancies for more than 9 weeks	0.0	No change
<u>Prime instructional time</u>	89.5	Up from 88.6
<u>Student-teacher ratio in core subjects</u>	19.1 to 1	Down from 19.7 to 1
Percent of inexperienced teachers teaching in core classes	8.7	Up from 4.2
Number of inexperienced teachers teaching in core classes	2	Up from 1
Percent of out-of-field teachers teaching in core classes	4.3	Up from 4.2
Number of out-of-field teachers teaching in core classes	1	No change

FSSA regulations require states to post on their report cards information about teachers with emergency or provisional credentials. South

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	
Elementary/Middle School (3 - 8)	
1.	<p>MCMS Report Card: https://screportcards.com/overview/?q=eT0yMDIzJnQ9TSZzaWQ9MzYwMTAxOQ</p> <p>Currently, Mid-Carolina Middle School serves 512 students in grades six through eight, with fifty-five faculty and staff members. One hundred percent of our staff is highly qualified. The student population remained consistent from the previous school year at 66.6% white, 18.9% African-American, 10.9% Hispanic, and 2.9% two or more races. 21.2% of students at Mid-Carolina Middle School meet the criteria for students with disabilities. Mid-Carolina Middle School has continued the teaming concept in the areas of ELA, math, science, and social studies.</p> <p>Through a shared mission and vision, as well as an overall positive school climate, Mid-Carolina Middle School has pursued excellence. The mission of MCMS is to create a safe and engaging learning environment that challenges all scholars. The vision of MCMS is to empower our scholars to maintain a growth mindset as they face future challenges. The teaming concept has further enhanced unity among the students and staff. MCMS continuously analyzes school data to seek areas of need and improvement.</p> <p>After reviewing the data for a needs assessment, overall student growth in Math is a primary area of focus. ELA and Science showed positive growth in SC Ready results but continue to be an area we will target. To foster student growth in Math and continued growth in ELA and Science, the following interventions were identified:</p> <ul style="list-style-type: none"> Read 180 Curriculum- led by a certified special education teacher familiar with struggling underperforming students, using a blended learning environment. After taking their initial Scholastic Reading Inventory (SRI), the students are taught on an individualized level via computer-based instruction, independent reading, and teacher-led instruction. -READY Time (Read, Enrich, And Do what You need)- offered prior to homeroom for all students (bus riders and early arriving car riders) to help with homework and to promote mastery of standards and expectations. -Enrichment Time- daily time during the school schedule that is targeted for academic assistance for students based on individual need. -Catch-Up Cafe- offered during lunch to help with homework and to promote mastery of standards and expectations. -After-School Tutoring- each teacher has a day each week after-school to help with homework and to promote mastery of standards and expectations. -Mentor Programs-mentor programs meet weekly to monthly and bring in community members to share their stories of encouragement and work with small groups. -Classroom equipped with digital tools to enhance learning like i-Ready, Flocabulary, Read & Write -Finally, through the teaming concept, team data analysis will aid with evaluating major and minor assessments, parent and student conferences, parent contact, and grade level progress. Teams are also able to discuss a child's social-emotional status with administration and school counselors to get the whole picture on this and other groups of struggling students.
Teacher/Administrator Quality	
2.	<p>MCMS Report Card: https://screportcards.com/overview/?q=eT0yMDIzJnQ9TSZzaWQ9MzYwMTAxOQ</p> <p>When viewing our Teacher/Administrator Quality information, MCMS attempted to analyze teacher survey results from the state report card. Due to ineffective administration of the teacher survey for the 2022-2023 school climate survey, no conclusions can be determined from this data.</p>
School Climate	

3. MCMS Report Card: <https://screportcards.com/overview/?q=eT0yMDIzJnQ9TSZzaWQ9MzYwMTAxOQ>
When viewing our school climate goals, MCMS has analyzed parent survey results from previous years and sought input from parents, especially the MCMS School Improvement Council (SIC), and the community to improve home-school communication and relations. Our SIC has chosen the following goals to help build relationships with our teachers and our parents: 1. Increased Parental Involvement in School Climate Survey and 2. Increased Parent/School Communication related to student academic success.

Other (such as district and/or school priorities)

4. The needs assessment highlighted two areas of improvement for Mid-Carolina Middle School. First, for the 2022-2023 school report card, the teacher and student school climate survey was not provided to the majority of the school. Ineffective administration of the school climate survey to students and teachers had a significant impact on the school report card rating for Mid-Carolina Middle School. Secondly, math scores from the 2022-2023 school report card were under the state scores. Improvement with math instruction, student support, and data monitoring are areas to help address this problem.

Performance Goal

Performance Goal Area:	School Climate * (Parent Involvement, Safe and Healthy Schools, etc.)					
Performance Goal: SMART goal must include: WHO will do WHAT , as measured by HOW and WHEN .	The percentage of parents and students that are satisfied with the learning environment will increase as listed by the targets below.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Annual student survey results from SCDE.	83.8	Projected Data: 84.5	86	87.5	89	90
		Actual Data: Inaccurate Data due to low numbers				
Annual parent survey results from SCDE.	84.2	Projected Data: 90	90.5	91.0	91.5	92.0
		Actual Data: 89.7				

Action Plan

Strategy #1: Provide a variety of opportunities for students and parents to engage with the school					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Incorporate events that strengthen positive relationships between home, school and community (Veterans Day, Angel Tree, Thanksgiving Lunch, Black History Month, Hispanic Heritage Month, Women's History Month, Career Day, Job Shadowing Day, Transition Nights, Parent Institutes, etc.)	July 2023-June 2028	Principal, Assistant Principals, Curriculum Coordinator, Teachers, SIC, Community	0	NA	Monthly Newsletter, School Communications, Programs/Agendas, Marquee
2. Maintain school webpage to provide families with needed information	July 2023-June 2028	Principal, Assistant Principals, Curriculum Coordinator, Media Specialist	0	NA	Webpage
3. Continue a monthly school newsletter to keep families updated on all school events.	July 2023-June 2028	Principal and support staff	0	NA	Monthly Digital Newsletter
4. Provide consistent communication between teachers/staff and families	July 2023-June 2028	All Staff	0	NA	Email and Phone System
5. Teachers will send Good News Cards to all students	July 2023-June 2028	All Staff	\$600.00	Local Funds	Postcards, School Rosters Checklist/Stickers
6. Maintain social media accounts with current information	July 2023-June 2028	All Staff	0	NA	Facebook and Twitter
7. Utilize Level One Discipline as communication tool to maintain consistency	July 2023-June 2028	Principal, Assistant Principals, Teachers, Students, and Parents	0	NA	Parent Contact Documentation, PS Log Entries, Grade Level Communication Log

8. We will show the WCMC Morning News Show each day to provide daily announcements, reminders, and recognition.	July 2023-June 2028	Media Specialist, Students	0	NA	News Programs and Announcements
9. Conduct Parent Institutes as informational and training sessions	August 2023-May 2028	Principal, Assistant Principal, Curriculum Coordinator, School Counselors, Teachers	0	NA	Parent Registrations, Parent Sign-In Sheets, Electronic Presentations, Handouts
Strategy #2: Provide initiatives and programs for improvement in social emotional and physical well-being of stakeholders					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue and expand mentoring programs within the school and community	July 2023-June 2028	Principal, Assistant Principals, Curriculum Coordinator, Teachers, Community	0	NA	Mentoring Meetings
2. Include healthy activities with the 7 Mindset Curriculum	July 2023-June 2028	Principal, Assistant Principals, Teachers, Students	Varies	Local and Grants	Lesson Plans and school activities/events
3. Implement healthy strategies in classrooms and around campus (water bottle refill stations, Club days, etc.)	July 2023-June 2028	Principal, Assistant Principals Teachers, Students, School Nurse, School Counselors, Cafeteria Staff	Varies	Local and Grants	Lesson Plans, Healthy Information to students and staff

Performance Goal

Performance Goal Area:	Student Achievement *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	The percentage of students scoring Meets or Exceeds on SCREADY will increase as listed by the targets below.					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
SCREADY ELA	School: 51.8 6th: 54.4 7th: 48.8 8th: 52.2	Projected Data: School: 62.5 6th: 62.0 7th: 63.0 8th: 62.0	School: 66.1 6th: 64.1 7th: 63.5 8th: 70.7	School: 71.1 6th: 69.1 7th: 68.5 8th: 75.7	School: 76.1 6th: 74.1 7th: 73.5 8th: 80.7	School: 81.1 6th: 79.1 7th: 78.5 8th: 85.7
		Actual Data: School: 62.8 6th: 61.1 7th: 60.5 8th: 67.7				
SCREADY Math	School: 44.5 6th: 48.5 7th: 41.9 8th: 43.3	Projected Data: School: 45.0 6th: 45.0 7th: 45.0 8th: 45.0	School: 43.7 6th: 49.6 7th: 40.2 8th: 41.5	School: 48.7 6th: 54.6 7th: 45.2 8th: 46.5	School: 53.7 6th: 59.6 7th: 50.2 8th: 51.5	School: 58.7 6th: 64.6 7th: 55.2 8th: 56.5
		Actual Data: School: 38.7 6th: 44.6 7th: 35.2 8th: 36.5				
SCREADY Science	6th- 60.9	Projected Data: 6th- 60.0	6th- 58.7	6th- 63.7	6th- 68.7	6th- 73.7

		Actual Data: 6th- 53.7			
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Action Plan

Strategy #1: Utilize data to improve instruction and student achievement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Analyze student performance on state and district mandated assessments annually by identifying areas of strength and areas of growth.	July 2023-June 2028	Principal, Assistant Principals, Curriculum Coordinator, School Content Leads, Teachers, and Students	0	NA	Data Spreadsheet, School Report Card, Student Report Card, iReady scores, Teacher SLO
2. Establish goal setting conferences for individual student and teacher growth.	July 2023-June 2028	Principal, Assistant Principals, Curriculum Coordinator, Teachers, Students	0	NA	Student Conferences, SLO Documentation, Parent-Teacher Conferences
3. Develop and use strategies to respond to student data.	July 2023-June 2028	Principal, Assistant Principals, Curriculum Coordinator, School Content Leads, Teachers	0	NA	iReady Data Analysis, Team Meetings, Professional Learning Plan, Data Spreadsheet, Teacher SLO

Performance Goal

Performance Goal Area:	Teacher/Administrator Quality *					
Performance Goal: SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.	The percentage of teachers returning from the previous year will increase to 90% by 2028					
Interim Performance Goal: Meet annual targets below.						
Data Source(s)'	Average Baseline	2023/24	2024/25	2025/26	2026/27	2027/28
Annual results from the SCDE school report card	80.9	Projected Data: 85	75	80	85	90
		Actual Data: 82.9				

Action Plan

Strategy #1: Utilize Professional Learning Sessions to Support Teachers					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide Professional Learning opportunities based on teacher needs	July 2023-June 2028	Principal, Assistant Principals, Curriculum Coordinator, Teachers, District Staff	0	NA	Professional Learning Plan, Presentations
2. Send staff to Professional Learning Opportunities outside of our school	July 2023-June 2028	Principal, Assistant Principals, Curriculum Coordinator, Teachers, District Staff	Varies	District, Local, and Grants	Conference Registrations, School Site Visits, District Meetings
3. Provide teachers with individual coaching conversations throughout the school year.	July 2023-June 2028	Principal, Assistant Principals, Curriculum Coordinator, School Content Leads	0	NA	Walk-Through Observation schedule, Coaching Conversation Documentation in Classroom Mosaic
4. School-based surveys given each semester to determine staff attitudes toward school climate, administrator support, communication, curriculum suggestions, and professional learning opportunities.	July 2023-June 2028	Principal, Assistant Principals, Curriculum Coordinator, Media Specialist	0	NA	Results from surveys, Response rates from surveys.
5. Establish a support network for new teachers who are new to teaching and new to our school by developing a year long support program for all	July 2023-June 2028	Principal, Assistant Principals, Curriculum Coordinator, school level content leads	NA	0	New to MCMS Meeting Agendas, School level faculty Mentors, co-teaching sessions