

**SCHOOL RENEWAL PLAN COVER PAGE**  
**SCHOOL INFORMATION AND REQUIRED SIGNATURES**

Georgetown Middle School SCHOOL Georgetown DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2022-2027 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 (*one year*)

**Assurances**

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

**CHAIRPERSON, BOARD OF TRUSTEES**

Arthur Lance		3/22/22
PRINTED NAME	SIGNATURE	DATE

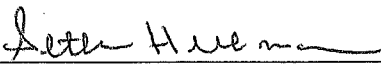
**SUPERINTENDENT**

Keith Price		3/16/22
PRINTED NAME	SIGNATURE	DATE

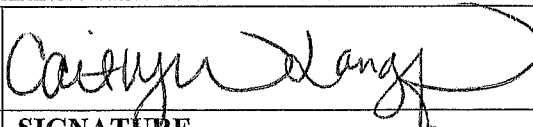
**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Chela Carter		3/16/22
PRINTED NAME	SIGNATURE	DATE

**PRINCIPAL**

Seth Hillman		3/11/22
PRINTED NAME	SIGNATURE	DATE

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

Caitlynn Langford		3/11/22
PRINTED NAME	SIGNATURE	DATE

**SCHOOL'S ADDRESS:** 2400 Anthuan Maybank Drive

Georgetown, South Carolina 29440

**SCHOOL'S TELEPHONE:** (843) 527-4495

**PRINCIPAL'S E-MAIL ADDRESS:** shillman@gcsd.k12.sc.

## 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.

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	<b>Academic Assistance, PreK–3</b> 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	<b>Academic Assistance, Grades 4–12</b> 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	<b>Parent Involvement</b> 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	<b>Staff Development</b> 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	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	<b>Collaboration</b> 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><b>Developmental Screening</b></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><b>Half-Day Child Development</b></p> <p>The school provides half-day child development programs for <b>four-year-olds</b> (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><b>Developmentally Appropriate Curriculum for PreK–3</b></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>
Yes	<p><b>Parenting and Family Literacy</b></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>
Yes	<p><b>Recruitment</b></p> <p>The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></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.

	<b>Position</b>	<b>Name</b>
1.	<b>Principal</b>	Seth Hillman
2.	<b>Teacher</b>	Carolyn Casselman
3.	<b>Parent/Guardian</b>	Jennifer Harrelson
4.	<b>Community Member</b>	Denise Chatman
5.	<b>Paraprofessional</b>	Patricia Jackson
6.	<b>School Improvement Council Member</b>	Chela Carter
7.	<b>Read to Succeed Reading Coach</b>	Caitlynn Langford
8.	<b>School Read To Succeed Literacy Leadership Team Lead</b>	Caitlynn Langford
9.	<b>School Read To Succeed Literacy Leadership Team Member</b>	Courtney Wilson
<b>OTHERS</b> (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 School Literacy Leadership Team for Read to Succeed		
	<b>Teacher</b>	Carrie Weaver
	<b>Teacher</b>	Al Barron
	<b>Teacher</b>	Kristen Seale
	<b>Teacher</b>	Jonathan Greene
	<b>Teacher</b>	Juston Johnson

## 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 (Include the SBE Regulation number to be waived)	
6. Other (Include the SBE Regulation number to be waived)	

# DISTRICT or SCHOOL PLAN

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## ASSURANCES FOR SCHOOL PLAN

### *Act 135 Assurances*

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

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#### **Academic Assistance, PreK–3**

The district 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).

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#### **X Academic Assistance, Grades 4–12**

The district 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).

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#### **X Parent Involvement**

The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

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#### **X Staff Development**

The district 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*.

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#### **X Technology**

The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

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#### **X Innovation**

The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

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#### **X Collaboration**

The district (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).

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#### **Developmental Screening**

The district 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.

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### **Half-Day Child Development**

The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

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### **Developmentally Appropriate Curriculum for PreK–3**

The district 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.

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### **Parenting and Family Literacy**

The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

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### **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

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### **X Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.



## 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 _____  | Seth Hillman _____       |
| 2. TEACHER _____  | Caitlynn Langford _____  |
| 3. PARENT/GUARDIAN _____  | Jennifer Harrelson _____ |
| 4. COMMUNITY MEMBER _____   | Denise Chatman _____     |
| 5. SCHOOL IMPROVEMENT COUNCIL _____   | Chela Carter _____       |
| 6. Read to Succeed Reading Coach _____  | Caitlynn Langford _____  |
| 7. School Read to Succeed Literacy Leadership Team Lead _____   | Lauren Prosser _____     |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) |                          |
| ** Must include the School Read to Succeed Literacy Leadership Team.  |                          |

<u>POSITION</u>	<u>NAME</u>
Assistant Principal _____	Courtney Wilson _____
Teacher _____	Carolyn Casselman _____
Teacher _____	Carrie Weaver _____
Teacher _____	Al Barron _____
Teacher _____	Kristen Seale _____
Teacher _____	Jonathan Greene _____
Teacher _____	Juston Johnson _____
_____	_____

**\*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 district's or school's most recent State Report Card:

<https://screportcards.com/overview/?q=eT0yMDIxJnQ9TSZzaWQ9MjIwMTAxMw>

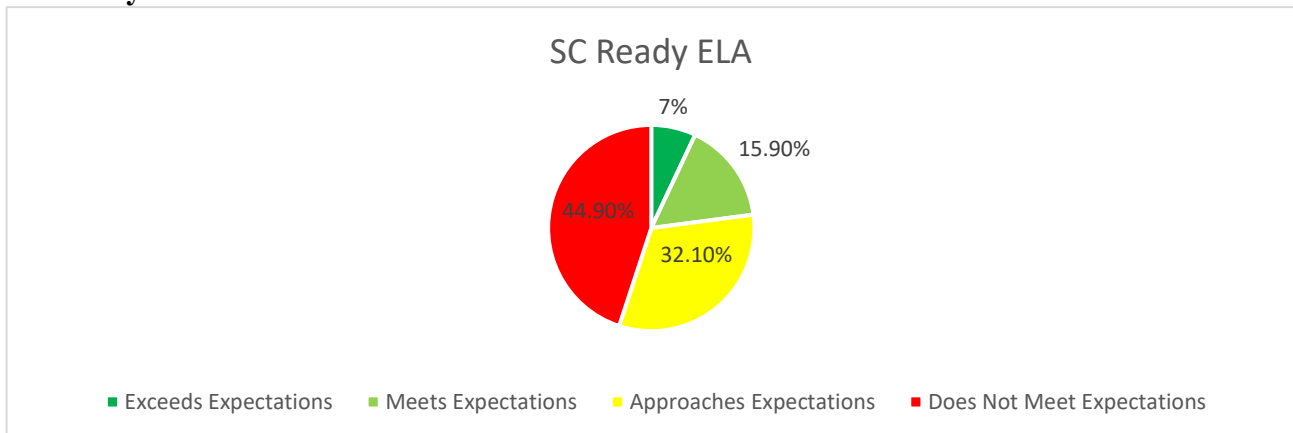
## Demographics

Georgetown Middle School is a Title I school that works with students in grades six through eight, and receives students from four separate feeder schools from around the district. This is a universal breakfast and lunch school, so all students are provided with free meals when they are on campus. With seven hundred forty eight (748) students enrolled this is the largest middle school in Georgetown County School District. Within those seven hundred forty eight students are the following demographics: three hundred seventy one (371) females and three hundred seventy seven (377) males; three hundred forty four (344) African-American students, two hundred ninety eight (298) Caucasian students, one hundred (100) Hispanic students, four (4) students that identify as two or more races, one (1) Asian-American student, and one (1) Hawaiian-Pacific Islander student. Additionally Georgetown Middle School serves ninety (90) English Language learners and 230 students qualify for special education services.

## Student Achievement

For the 2021 testing sessions six hundred ninety seven (697) students completed the SC Ready ELA test. The data for this test is as follows:

### SC Ready ELA

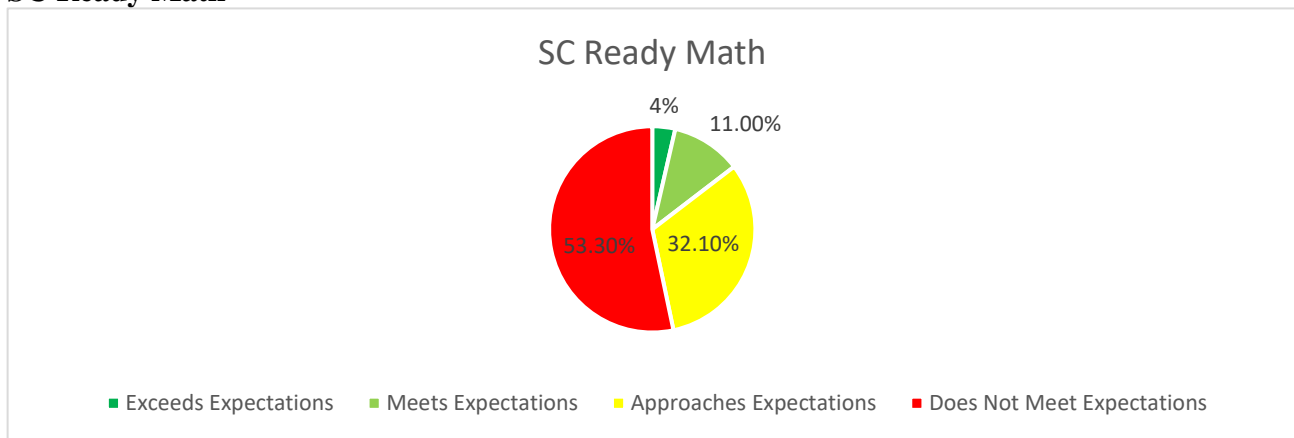


Additionally, here is the iReady testing data for the same content:

Placement	Fall	Winter	Spring
Mid or Above Grade Level	9%	13%	10%
Early on Grade Level	11%	12%	13%
One Grade Level Below	20%	17%	17%
Two Grade Levels Below	13%	9%	9%
Three or More Grade Levels Below	47%	50%	51%

Georgetown Middle School had seven hundred (700) students completed the SC Ready Math test. The data for this test is as follows:

### SC Ready Math

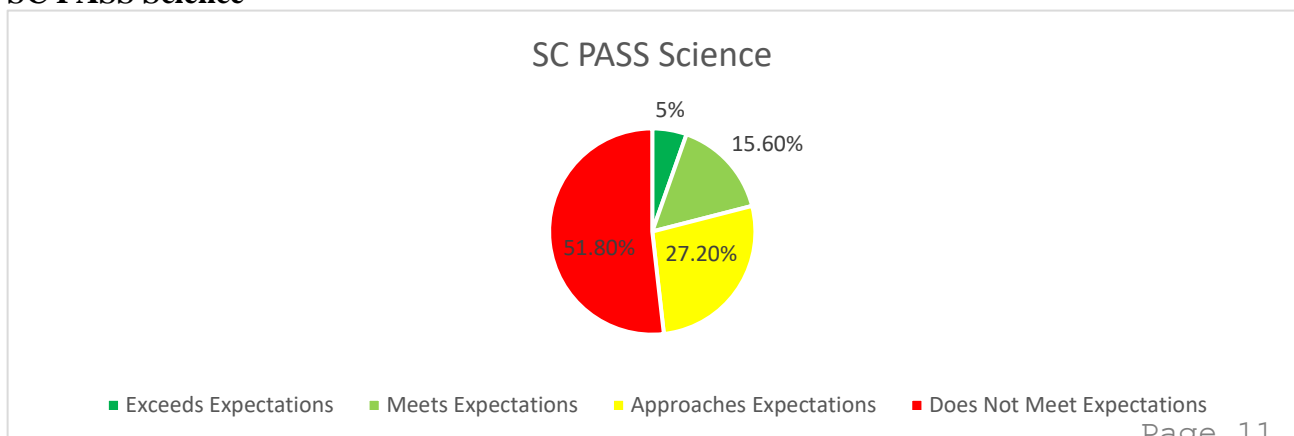


Additionally, here is the iReady testing data for the same content:

Placement	Fall	Winter	Spring
Mid or Above Grade Level	1%	5%	7%
Early on Grade Level	9%	14%	14%
One Grade Level Below	34%	24%	25%
Two Grade Levels Below	18%	13%	12%
Three or More Grade Levels Below	37%	44%	41%

Finally, in the 2021 session of the SC Pass Science test two hundred twenty four (224) students completed the test. The results from this test are below:

### SC PASS Science



The data outlined above is consistent with the trends we have seen for the last several years. Despite recent efforts there has been a continual widening of the skill gap between what students need to be successful in their grade level classes compared to where they currently are. An ongoing concern is the widening of the collection of students falling into the Does Not Meet Expectations category in both English and Math, but most significantly in Math. With more than eighty percent (80%) of students not meeting grade level expectations in this subject there is significant room growth. The Georgetown Middle School staff is currently focusing on smaller target areas within each of these tested content areas as a spring board to facilitate future growth. This also applies to the Science curriculum even though without iReady progress monitoring, there are fewer opportunities for progress monitoring.

Georgetown Middle School is seeing a significant deficiency in the area of Math over all other content areas, with more than eighty percent (80%) of students failing to meet grade level expectations. This has been an on-going concern for the last several years, but we have not made significant progress as of yet. The data from our building is similar to what we are seeing district-wide, but is still our most significant area of potential growth.

### **Teacher and Administrator Quality**

Georgetown Middle School is comprised of more than fifty (50) highly qualified, with zero (0) teachers teaching outside of their field. The retention rate for teachers has risen from eighty one percent (81%) to ninety one percent (91%), showing many teachers are happy in the building and in their profession. Throughout the school year a variety of professional development is offered both at the building and district level to advance the knowledge and capabilities of all teachers. Most recently, Georgetown Middle School teachers have been engaging in professional development focusing on iReady and closing skill gaps. Additionally we have been working on fine-tuning the PLC cycle of unpacking, planning, developing common formative assessments, and analyzing the data from these assessments. As we continue to adapt based on the needs of our students, we continue to cater our professional development around those needs and how to best support our teacher in these endeavors.

### **School Climate**

Georgetown Middle School, like most schools, holds regular parent engagement events throughout the school year to include all stakeholders in the learning of students. These events have included but are not limited to Open House, PTO Meetings, Parent Conferences, Curriculum Nights, and Report Card Pickups. In recent years we have made more of a concerted effort to make everyone feel welcome in all types of school settings, and have included parents in events like Family Movie Nights, Field Day, and Painting and Poetry Nights. The goal is to get parents on campus as often as possible and to foster positive relationships between school and home. Recently we have seen an increase in parent

involvement in these events with nearly fifty percent (50%) of families participating in our beginning of the year Open House, and nearly twenty five percent (25%) of families attending our most recent Curriculum Night.

Surveys are regularly conducted at the state level regarding the satisfaction of parents, teachers, and students regarding the performance of Georgetown Middle School in the areas of learning environment, school-home relations, and social/physical environment. Regularly the survey results show that all stakeholders are happy in each of the aforementioned areas. In the most recent administration of the survey fifty three (53) teachers, one hundred sixty three (163) students, and fifty six (56) parents completed the state department's survey. Of those surveyed, more than seventy three percent (73%) were satisfied with the learning environment, more than seventy percent (70%) were happy with the physical and social environment, and more than sixty five percent (65%) were satisfied with the school-home relations.

# 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

**Directions:** In the appropriate boxes, use district and school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

<b>Student Achievement, including sub-groups</b>
<i>Early Childhood/Primary (PK-2):</i>
<i>Elementary/Middle (3-8):</i> <p>Our data has consistently shown a steady decline in students meeting grade level standards over the past few years, with that gap widening most recently. Students are coming into our building two or more grade levels behind and continuing to struggle during their time with us. All of the data points we have compiled indicate that we must adapt our teaching methods to better meet the needs of our students while simultaneously incorporating family and community stakeholders into the process.</p> <p>ELA and math data from SCREADY and iReady both indicate that our students average well below gradelevel expectations and state performance, with math being a greater area of concern. As we continue to utilize the data and make adjustments to teaching methods we are hoping to see an increase in scores in the coming years. Of all middle schools in the district Georgetown Middle School has the highest Special Education numbers as well as the highest number of English Language Learners. We are continuing to work with these subgroups and their unique needs, and hope to see significant growth in each respective area.</p> <p>Science data from SCPASS and corresponding components from iReady again indicate a significant difference between Georgetown Middle School's performance and the average for the state of South Carolina. The data from these assessments indicate a need to focus on basic reading and vocabulary skills across all content areas in order to better access the texts and demonstrate content knowledge. Additionally we are seeing a need to incorporate hands-on learning in the Science classroom via STEM focused activities and learning.</p>
<i>High School (9-12):</i>
<b>Teacher/Administrator Quality</b>

Teacher retention continues to be an ongoing problem. With the number of teachers leaving the district and professional all together compiled with the demand of working at a high-poverty school, keeping the same teachers for long durations to time proves to be difficult. This then compiles the student achievement issues outlined above as it is difficult to carry out programs with fidelity when we are continually training new teachers to the building expectations. Teacher retention and student achievement go hand-in-hand and we are doing what we can to better our building to keep more teachers in place.

Targeted professional development that clearly aligns with the goals and vision of student learning are paramount for seeing student growth. By continually utilizing the available data, teachers are given a valuable tool in closing the student achievement gap. As we move forward we plan to utilize all the building and district resources to better meet the needs of our teachers and students in the educational process.

**School Climate**

Using the School Report Card data as well as Title 1 parent surveys we will continue to focus on parent involvement. Recently we have begun to rethink how we involve parents in the learning process and what kind of culture and climate we want to have at Georgetown Middle School, and have built our parent involvement programs around those needs. We have started to see a change in momentum based on those efforts and plan to continue working to make great strides.

All stakeholders are valuable in the education process, and we are doing what we can to involve them all and make everyone feel welcome. Growth in this area will have a trickle-down affect on all others and affect all areas of the building.

**Other (such as district and/or school priorities)**

**Gifted and Talented (*District Level Only*)**

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

(\* required)       District Priority

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*       Gifted and Talented: Academic       Gifted and Talented: Artistic       Gifted and Talented: Social and Emotional  
 Gifted and Talented: Other

**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.

By June 2027, the percentage of students whose scores meet or exceed expectations in Math as measured by the SCREADY Math assessment will increase to 50% for 6<sup>th</sup> grade, 44% for 7<sup>th</sup> grade, and 40% for 8<sup>th</sup> grade..

**INTERIM PERFORMANCE GOAL: Meet annual targets below.**

**Baseline Data & Projected Data:**

Data Source	Average Baseline: 21-22	22-23	23-24	24-25	25-26	26-27
6 <sup>th</sup> grade SCReady Math	20%	26%	32%	38%	44%	50%
	<b>Actual Data:</b>					
7 <sup>th</sup> grade SCReady Math	14.1%	20%	26%	32%	38%	44%
	<b>Actual Data:</b>					
8 <sup>th</sup> grade SCReady Math	9.7%	16%	22%	28%	34%	40%
	<b>Actual Data:</b>					



**ACTION PLAN FOR STRATEGY #1:** Provide data-driven support and training for math teachers in grades 6-8.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Review annual SC State Math Assessment data to identify strengths and challenges	2022 - 2027	Instructional Coach School Administration Math Teachers	N/A	N/A	PLT minutes Reflection Questions
2. Review/analyze iReady data to guide differentiation and better prepare students for SC Ready	2022 – 2027	Instructional Coach School Administration Math Teachers iReady Consultant	N/A	N/A	SLOs PLT minutes Reflection Questions
3. Use quarterly common assessment results to differentiate instruction, develop problem and solving skills.	2022 - 2027	Instructional Coach District Math Coach Math Teachers	N/A	N/A	Assessment Data Copies of Online Assessments PLT Minutes Lesson Plans
4. Implement real world multi-step problem solving.	2022 - 2027	Math Teachers Instructional Coach	N/A	N/A	Student Work Samples Lesson Plans PLT minutes

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Provide tutoring and enrichment opportunities to assist students who struggle academically. (Title 1 Programs.)	2022 – 2027	Math Teachers Instructional Coach	N/A	N/A	Student Work Attendance Sheets Lesson Plans iReady reports
6. Provide staff development on relevant issues, strategies, best practices and development of tests.	2022 - 2027	Administrators Instructional Coach District Math Coach Title 1 Coordinator	\$2,500.00	District Funding Title 1 Funding	Sign-In Sheets Notes Teacher Reflections
7. Develop Common Formative Assessments that model SC Ready test assessment questions and higher-level thinking skills.	2022 - 2027	Math Teachers Instructional Coach District Math Coach Math Consultant	\$2,500.00	Title 1 Funding	Assessments PLT Minutes
8. Utilize iReady during intervention time to assist in closing skill gaps and provide individualized tracks for students.	2022 – 2027	Instructional Coach School Administration	N/A	N/A	iReady Diagnostics iReady Reports Lesson Plans PLT Minutes

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
		Classroom Teachers			

**ACTION PLAN FOR STRATEGY #2:** Provide supplemental resources to support and strengthen Math classroom instruction.

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Utilize provided digital tools and software (iReady, USATestPrep) to assist with standards-based differentiated instruction based on student needs.	2022-2027	Math Teachers Interventionist Instructional Coach	\$2,500.00	Title 1 Funding	iReady Diagnostics iReady Reports Lesson Plans PLT Minutes
2. Provide teachers from each grade level the opportunity to attend Math conferences in order to gain content knowledge and instructional resources.	2022 - 2027	School Administration Title 1 Coordinator	\$3,000.00	District Funding  Title 1 Funding	Conference Registration Teacher Reflection Staff Meeting Agenda PLT Minutes

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Conduct teacher training of supplemental materials throughout the building.	2022 - 2027	District Math Coach Instructional Coach	N/A	N/A	PLT Minutes Reflection Questions Lesson Plans
4. Provide model lessons in the classroom utilizing implementation of high-level math strategies as well as supplemental material to support teachers and student growth.	2022 - 2027	District Math Coach Instructional Coach	N/A	N/A	PLT Minutes Reflection Questions Lesson Plans

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

(\* required)       District Priority

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*       Gifted and Talented: Academic       Gifted and Talented: Artistic       Gifted and Talented: Social and Emotional  
 Gifted and Talented: Other

**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.

By June 2027, the percentage of students who meets or exceed expectations in ELA as measured by the SCREADY ELA assessment will increase to 55% in 6<sup>th</sup> grade, 52% in 7<sup>th</sup> grade, and 52% in 8<sup>th</sup> grade.

**INTERIM PERFORMANCE GOAL: Meet annual targets below.**

**Baseline Data & Projected Data:**

Data Source	Average Baseline: 21-22	22-23	23-24	24-25	25-26	26-27
6 <sup>th</sup> grade SCReady ELA	25.3%	31%	37%	43%	49%	55%
	<b>Actual Data:</b>					
7 <sup>th</sup> grade SCReady ELA	21.8%	28%	34%	40%	46%	52%
	<b>Actual Data:</b>					
8 <sup>th</sup> grade SCReady ELA	21.9%	28%	34%	40%	46%	52%
	<b>Actual Data:</b>					

**ACTION PLAN FOR STRATEGY #1:** Incorporate a school-wide implementation of iReady

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional development related to iReady – utilizing diagnostic data, teaching mini lessons, and grouping/differentiating based on data.	2022 - 2027	Instructional Coach District ELA Coach iReady Consultant	\$5,000.00	District Funding	Sign-In Sheets PLT Minutes Reflection Questions Lesson Plans
2. Establish regular meetings to allow for data-driven discussions between grade level content teachers.	2022 - 2027	Instructional Coach District ELA Coach	N/A	N/A	Sign-In Sheets PLT Minutes Lesson Plans
3. Implementation of nonfiction reading strategies from iReady mini lessons for all content areas.	2022 - 2027	Classroom Teachers Instructional Coach District Coaches	N/A	N/A	PLT Minutes Lesson Plans Student Work Samples
4. Create an incentive program for consistent iReady use and regular iReady growth.	2022 - 2027	School Administration Title 1 Coordinator	\$5,000.00	Title 1 Funding	PLT Minutes Student Flyers Student Data Notebooks Data Walls

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Establish a parent information night for iReady advocating the importance and where to find information regarding iReady.	2022 - 2027	School Administration Title 1 Coordinator Classroom Teachers	\$1,500.00	Title 1 Funding	Sign-In Sheets Student Flyers Meeting Agenda

**ACTION PLAN FOR STRATEGY #2: Differentiate student learning experiences to increase achievement for all students in all content areas.**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use iReady data for instructional grouping to determine specific areas of need via targeted instruction.	2022 - 2027	Instructional Coach District ELA Coach	N/A	N/A	PLT Minutes Lesson Plans iReady Data
2. Conduct school-wide professional development on differentiating instruction across all content areas.	2022 - 2027	School Administration Instructional Coach Instructional Consultant	\$2,500.00	Title 1 Funding	PLT Minutes Lesson Plans Sign-In Sheets
3. Conduct classroom observations across all content areas to see examples of proficient differentiation happening within our building.	2022 - 2027	Instructional Coach Classroom Teachers	N/A	N/A	Observation Notes PLT Minutes Lesson Plans
4. Provide after school tutoring opportunities targeting students who show a need for improvement based on	2022 - 2027	ELA Teachers Instructional Coach	N/A	N/A	Student Work Attendance Sheets Student Work Samples iReady Data Reports



ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
iReady and SC State ELA assessments.					SCREADY Data Reports
5. Provide intervention and/or enrichment for student support based on iReady scores.	2022 - 2027	Interventionist ELA Teachers Instructional Coach	N/A	N/A	Student Work Samples iReady Data Reports Student Work Lesson Plans

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

(\* required)       District Priority

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*       Gifted and Talented: Academic       Gifted and Talented: Artistic       Gifted and Talented: Social and Emotional  
 Gifted and Talented: Other

**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.

By June 2027, the percentage of students in grade 6 whose scores meet or exceed expectations in Science as measured by the SCPASS Science assessment will increase to 46%.

**INTERIM PERFORMANCE GOAL: Meet annual targets below.**

**Baseline Data & Projected Data:**

Data Source	Average Baseline: 21-22	22-23	23-24	24-25	25-26	26-27
6 <sup>th</sup> grade SCPAS	21%	26%	31%	36%	41%	46%
	<b>Actual Data:</b>					

**ACTION PLAN FOR STRATEGY #1:** Incorporate School-wide implementation of data-driven instruction.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Incorporate a variety of differentiated teaching strategies as part of science curriculum, based on student data.	2022 - 2027	Instructional Coach District Science Coach	N/A	N/A	Lesson Plan Student work PLT Minutes
2. Provide teachers with instructional strategies to analyze iReady data as a resource to fill skill gaps.	2022 - 2027	Instructional Coach District ELA Coach iReady Consultant	\$5,000.00	District Funding	PLT Minutes Lesson Plans
3. Establish regular meetings to allow for Mastery Connect and Common Formative Assessment creation and data analysis.	2022 - 2027	Instructional Coach District Science Coach Science Teachers	N/A	N/A	Sign-In Sheets PLT Meetings Data Wall
4. Provide teachers with strategies related to consistent use of higher level thinking and questioning as per student data.	2022 - 2027	Instructional Coach District Science Coach	N/A	N/A	PLT Minutes Lesson Plans Student Work Samples

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Use iReady data to determine specific targeted skills that need remediation.	2022 - 2027	Instructional Coach iReady Consultant District Science Coach	N/A	N/A	PLT Minutes Lesson Plans iReady Data Reports Student Work Samples

**ACTION PLAN FOR STRATEGY #2:** Incorporate regular vocabulary instruction in the Science classroom.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Review annual SC PASS and Mastery Connect data to identify strengths and challenges.	2022 - 2027	Instructional Coach District Science Coach	N/A	N/A	PLT Minutes Reflection Questions Quarterly Benchmarks Data
2. Implement vocabulary best practices about all content areas including Science.	2022 - 2027	Instructional Coach District Science Coach District ELA Coach	N/A	N/A	PLT Minutes Lesson Plans Student Work Samples
3. Implement science and engineering practices (SEPs) throughout curriculum.	2022 - 2027	Instructional Coach District Science Coach	N/A	N/A	Lesson Plans Student Work Samples Reflection Questions
4. Establish monthly meetings to allow for vertical and horizontal collaboration between grade level science teachers.	2022 - 2027	Instructional Coach District Science Coach	N/A	N/A	PLT Minutes Sign-In Sheets

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
5. Develop Common Formative Assessments modeled after SCPASS questions with an emphasis on vocabulary.	2022 - 2027	Instructional Coach District Science Coach	N/A	N/A	Lesson Plans PLT Minutes Teacher-Created Assessments
6. Provide for staff/professional development for vocabulary strategies.	2022 - 2027	Instructional Coach District ELA Coach Instructional Consultant	\$2,500.00	Title 1 Funding	PLT Minutes Sign-In Sheets Lesson Plans
7. Incorporate vocabulary for real world examples of current issues and trends.	2022 - 2027	Instructional Coach Science Teachers	N/A	N/A	PLT Minutes Lesson Plans Student Work Samples
8. Increase hands-on vocabulary activities for increased vocabulary retention.	2022 - 2027	Instructional Coach Science Teachers	N/A	N/A	PLT Minutes Lesson Plans Student Work Samples

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

(\* required)

District Priority

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*

Gifted and Talented: Academic     Gifted and Talented: Artistic     Gifted and Talented: Social and Emotional

Gifted and Talented: Other

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## 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.

The percentage of teachers scoring proficient or higher on their SLO Growth Measures in SC Lead as measured by the administrative team at Georgetown Middle School will increase to 100% in 2026-2027.

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INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s):      SC Lead

Average Baseline:      The baseline data from the 2021 SLO cycle has 50% of teachers scoring proficient or higher on their SLO evaluation.

2022 – 23 – Projected Data:      In the 2022-2023 evaluation cycle, teacher scores will rise 10% to 60% proficient or higher on their SLO evaluation.

2022 – 23 – Actual Data:

2023 – 24 – Projected Data:      In the 2023-2024 evaluation cycle, teacher scores will rise 10% to 70% proficient or higher on their SLO evaluation.

2023 – 24 – Actual Data:

2024 – 25 – Projected Data:      In the 2024-2025 evaluation cycle, teacher scores will rise 10% to 80% proficient or higher on their SLO evaluation.

2024 – 25 – Actual Data:

2025 – 26 – Projected Data: In the 2025-2026 evaluation cycle, teacher scores will rise 10% to 90% proficient or higher on their SLO evaluation.  
2025 – 26 – Actual Data:

2026 – 27 – Projected Data: In the 2026-2027 evaluation cycle, teacher scores will rise 10% to 100% proficient or higher on their SLO evaluation.  
2026 – 27 – Actual Data:

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**ACTION PLAN FOR STRATEGY #1:** Teachers will conduct peer observations to help improve instructional practices.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will take a survey to determine areas of expertise and to better match teachers for observations.	2022-2027	Administrative Team Instructional Coach Classroom Teachers	n/a	n/a	Survey Completion PLT Minutes
2. Teachers will participate in professional development on observations skills.	2022-2027	Administrative Team Instructional Coach Classroom Teachers	n/a	n/a	PLT Minutes
3. Teachers will participate in two observations at the building level and/or district level.	2022-2027	Administrative Team Instructional Coach Classroom Teachers	n/a	n/a	Observation Forms Antidotal Notes
4. Teachers will complete reflections based on observations.	2022-2027	Administrative Team	n/a	n/a	PLT Minutes Teacher Reflections

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Instructional Coach Classroom Teachers			Meeting Agenda
5. Teachers will meet with observation teacher following the observation for reflection and feedback.	2022-2027	Administrative Team Instructional Coach Classroom Teachers	n/a	n/a	Observation Forms Antidotal Notes PLT Notes

**ACTION PLAN FOR STRATEGY #2:** Teachers will participate in professional development to improve instructional practices.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will complete a survey to determine professional development needs for the calendar school year.	2022-2027	Administrative Team Instructional Coach Classroom Teachers	n/a	n/a	Completed Surveys
2. Administrative team will use survey data to schedule various forms of professional development.	2022-2027	Administrative Team Instructional Coach	\$5000	Title I Funding District Funding	Survey Results Professional Development Plan
3. Teachers will participate in professional development throughout the year as outlined by the district.	2022-2027	Administrative Team Instructional Coach	n/a	n/a	Survey Results Professional Development Plan Sign In Sheets
4. Teachers will participate in monthly professional development, either during faculty meetings or PLT meetings.	2022-2027	Survey Results Professional Development Plan	n/a	n/a	Survey Results Professional Development Plan Sign In Sheets Observation Notes

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Teachers will attend professional conferences dedicated to improvement in instructional practices in their content/grade level area.	2022-2027	Administrative Team Instructional Coach	\$10,000	Title I Funding District Funding	PLT Minutes Professional Development Plan Sign In Sheets

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

(\* required)

District Priority

*Gifted and Talented Requires  
1 Academic Goal and 1 Additional  
Goal*

Gifted and Talented: Academic     Gifted and Talented: Artistic     Gifted and Talented: Social and Emotional

Gifted and Talented: Other

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## 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.

The percentage of parents/guardians attending school-wide parent meetings, attending school-sponsored events, and participating in school surveys will increase 10% by 2027.

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INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA Source(s):      <https://screportcards.com/overview/?q=eT0yMDIxJnQ9TSZzaWQ9MjIwMTAxMw>  
Event Sign-In Sheets

Average Baseline:      The baseline data from the 2021 school year has 24% of parents participating in school-sponsored events, surveys, and meetings as measured by State Report Card Data and school sign-in sheets.

2022 – 23 – Projected Data:    In the 2022-2023 school year, parent participation will rise 5% to 29% attendance rate as measured by State Report Card Data and school sign-in sheets.

2022 – 23 – Actual Data:

2023 – 24 – Projected Data:    In the 2023-2024 school year, parent participation will rise 5% to 34% attendance rate as measured by State Report Card Data and school sign-in sheets.

2023 – 24 – Actual Data:

2024 – 25 – Projected Data: In the 2024-2025 school year, parent participation will rise 5% to 39% attendance rate as measured by State Report Card Data and school sign-in sheets.

2024 – 25 – Actual Data:

2025 – 26 – Projected Data: In the 2025-2026 school year, parent participation will rise 5% to 44% attendance rate as measured by State Report Card Data and school sign-in sheets.

2025 – 26 – Actual Data:

2026 – 27 – Projected Data: In the 2026-2027 school year, parent participation will rise 5% to 49% attendance rate as measured by State Report Card Data and school sign-in sheets.

2026 – 27 – Actual Data:

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**ACTION PLAN FOR STRATEGY #1:** Provide incentives to increase parental involvement.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide incentives to students to encourage parent participation in school-wide events.	2022-2027	School Administrators Guidance Counselors	N/A	N/A	School Incentives Extra Recess Homeroom Competitions Student Ambassador Recognition
2. Utilize various mediums to invite parents and encourage attendance at parent meetings and school events.	2022-2027	School Administrators Instructional Coach Teachers Media Specialists	N/A	N/A	Newsletter Flyers Handwritten Invitations Social Media School Marquee Remind Texts Pre-recorded Phone Messages QR Code Drive-thru contact Sign-In Sheets
3. Provide incentives to parents to encourage attendance at conferences, school	2022-2027	School Administrators	\$3000.00	Title I Funding	Sign-In Sheets Stamp Cards Even Flyers

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
sponsored events, and participation in surveys.		Instructional Coach Title I Coordinator Teachers			



Schools will complete and upload the appropriate Exemplary Literacy Classroom Reflection Tool on the SCDE Read to Succeed Web page at <https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plans-state-district-and-school/> .

Refer to the *Directions for Completing District and School Reading Plans* for additional information on the SCDE Read to Succeed Web page at <https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plans-state-district-and-school/> .

For further Read to Succeed questions, please contact the Office of Early Learning and Literacy at 803-734-2577.