

School Renewal Plan Cover Page

Renewal Plan for 5 Year Cycle: 2021/22 to 2025/26

School Name:	Hemingway MB Lee Middle
SIDN:	4501025
Plan Submission:	School utilizes Cognia
Grade Span:	6 To 8
District:	Williamsburg
Address 1:	400 South Main Street
Address 2:	PO Box 1509
City:	Hemingway, SC
Zip Code:	29554
School Renewal Plan Contact Person:	Donna Palmer Lewis
School Plan Contact Phone:	843-558-2721
School Plan E-mail Address:	dplewis@wcsd.k12.sc.us


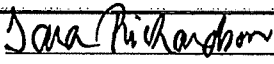
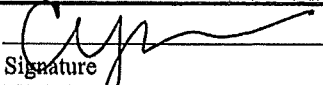
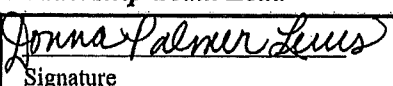
Required Signature Page

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 (BAA) (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 BAA 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 assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
<u>Rose H. Wilder</u> Printed Name	 Signature	<u>4/15/2021</u> Date
Principal		
<u>Tara Richardson</u> Printed Name	 Signature	<u>4/14/2021</u> Date
Chairperson, District Board of Trustees		
<u>Inactive</u> Printed Name	_____ Signature	_____ Date
Chairperson, School Improvement Council		
<u>Chakendra Pressley</u> Printed Name	 Signature	<u>4/14/2021</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Donna Palmer Lewis</u> Printed Name	 Signature	<u>4/14/2021</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.
Yes	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).

Yes	<p>Developmental Screening 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 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 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>Parenting and Family Literacy 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 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 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	Tara Richardson
2.	Teacher	Tarika Dhawan
3.	Parent/Guardian	Chakendra Pressley
4.	Community Member	Tressa Scott
5.	Paraprofessional	Shontasia Mitchum
6.	School Improvement Council Member	Devin Wilson
7.	Read to Succeed Reading Coach	N/A
8.	School Read To Succeed Literacy Leadership Team Lead	Donna Palmer Lewis
9.	School Read To Succeed Literacy Leadership Team Member	Kim Avant
	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 School Literacy Leadership Team for Read to Succeed	

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/>

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>)	Not applicable
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>)	The School District of Williamsburg County requests The State Board of Education to waive compliance from Regulations 43-205 (A)(1)(a) and 43-205 (A)(1)(b) for Hemingway M B Lee Middle School. This regulation interferes with the Teacher Administrator Quality goal set forth in the School Renewal Plan.
5. Other (Include the SBE Regulation number to be waived)	The School District of Williamsburg County requests The State Board of Education to waive compliance from Regulations 43-231(II), 43-234 (VI)(C)(2), and 43-234(II)(B) for all schools. These regulations interfere with the Teacher Administrator Quality and the Student Achievement goals set forth in the School Renewal plan. We anticipate that the operation of a Virtual Learning Program will require flexibility in the length of the school day and the seat-time requirements to obtain course credits. We will focus on the quality of instruction provided rather than of the length of the day.
6. Other (Include the SBE Regulation number to be waived)	

DISTRICT OR SCHOOL PLAN

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NEEDS ASSESSMENT DATA

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

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9TSZzaWQ9NDUwMTAyNQ>

Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning, **especially if any performance goals are using data not found in the state report card.**

MAP Projected Growth Goals : 2020-2021

Mathematics

Grade	Percent Met	Percent Not Met
6	32	68
7	42	58
8	40	60

Reading

Grade	Percent Met	Percent Not Met
6	40	60
7	34	64
8	30	70

School Climate

Discipline Data		
	2018-2019	2019-2020
Total Disciplinary Incidents	77.0%	65.7%
Out-of-School Suspensions	53.6%	57.5%
Expulsions	0.0%	0.0%

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 school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

The 2021-22 Needs Assessment for Hemingway M.B. Lee Middle School Include the following:

- to increase reading, writing, and math proficiency;
- to hire a reading interventionist and a math coach;
- to increase academic rigor;
- to focus on the critical analysis of informational texts in all content areas;
- to increase instructional time devoted to writing;
- to enhance ALEKS and Vocabulary For Success, computer-assisted instruction to targeted students
- to hire highly-qualified, certified teachers; and
- to provide one-to-one, student access to available technology.

Student Achievement, including sub-groups

Early Childhood/Primary (PK–2):

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Elementary/Middle (3–8):

In order to prepare students for college, careers, and citizenship readiness upon graduation, student performance is the main focus at Hemingway M B. Lee Middle School. The MAP Mathematics administration results indicate that 32% of all Grade 6 students, 42% of Grade 7 students, and 40% of Grade 8 students met their growth goals for the 2020-2021 school year. Additionally, the MAP Reading administration results indicate that 40% of all Grade 6 students, 34% of all Grade 7 students, and 32% of all Grade 8 students met their growth goals for the 2020-2021 school year. The major concern is the low student performance results across formative and summative assessments, particularly English Language Arts and Mathematics. Too many of our students are not meeting their growth targets and are not performing at acceptable levels on state assessments. Another area of concern is the discrepancy in male versus female performance results. Our females outperform males in English/Language Arts across all grade levels: Grade 6 (by 4.4%), Grade 7 (by 20.7%), and Grade 8 (by 12.1%). In Mathematics, females outperform males in Grade 7 (by 12.0%) and in Grade 8 (by 18.0%). The only instance where males outperform females is in Grade 6 Mathematics (by 16.7%). To address the areas of concern, Hemingway M.B. Lee Middle School will provide professional development to teachers based on classroom observations, administer the MAP Assessment at least twice per year, continue to implement tiered instruction to all students to improve student academic outcomes, and help to close the gender gaps across grade levels and content areas. The targeted goal is for all students to meet academic proficiency by increasing MAP projected growth goals by 5% in ELA and Mathematics, annually.

High School (9–12):

Teacher/Administrator Quality

The Administrative Team of Hemingway M.B. Lee Middle School and available research acknowledge a direct correlation exists between an effective teacher and student achievement. According to 2018-2019 School Report Card data, 36.4% of all teachers at Hemingway M. B. Lee Middle School are Continuing Contract teachers. Additionally, the percent of teachers returning from the previous year is 87.5%. Additionally, the percent of out-of-field teachers teaching in core classes is 3.7%, and the percentage of teacher vacancies for more than nine weeks is 5.3. While many teachers are developing their pedagogy, they remain committed to the school. However, based on MAP Data, there is a need to provide activities that help teachers increase student achievement results and close gender gaps across grade levels and subject areas. Hemingway M. B. Lee Middle School, in support of the priority goal for increasing student achievement, will deliver effective instruction using The WCSD Curriculum and provide teacher support based on the results of district-created formative and summative assessment results. The goal is to implement the district curriculum to improve student academic performance as measured by an increase of 5% in the percentage of students meeting projected growth goals on the MAP Assessment, annually.

School Climate

Hemingway M. B. Lee Middle School recognizes that all students need to feel safe, protected, and nurtured. A positive school climate increases student achievement, improves teacher retention, and reduces disciplinary infractions. During the 2019-2020 School Year, PowerSchool incident management reports show that the out-of-school suspension rate was 57.5%. Student discipline incidents at this level negatively impact the learning environment, decrease teacher satisfaction, and undermine the right of all students to learn in a safe environment. In order to create a positive school climate where all students feel valued and safe, Hemingway M. B. Lee Middle School will implement a school-wide Multi-Tiered Systems of Support (MTSS) Behavior-Social-Emotional Plan, support the plan through the use of a behavior specialist, and monitor and report MTSS behavior-social-emotional data and PowerSchool data to all stakeholders. The goal is to decrease the out-of-school suspension rate by 2% annually from 57.5%, as measured by PowerSchool incident management reports.

Other (such as district and/or school priorities)

Gifted and Talented (District Only)

PERFORMANCE GOAL AREA: (* required)

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal **(Districts only)**

- Student Achievement*** Teacher/Administrator Quality*
- School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* District Priority
- Gifted and Talented: Academic Gifted and Talented: Social and Emotional
- Gifted and Talented: Artistic 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.

Goal: By 2026, all Hemingway M. B. Lee Middle School students will demonstrate academic proficiency by increasing MAP projected growth goals by 5% in ELA and Mathematics, annually.

MAP Projected Growth Goals: 2020-2021

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):

NWEA MAP

AVERAGE BASELINE:

Mathematics	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Projected Data	Grade 6 37% Grade 7 47% Grade 8 45%	Grade 6 42% Grade 7 52% Grade 8 50%	Grade 6 47% Grade 7 57% Grade 8 55%	Grade 6 52% Grade 7 62% Grade 8 60%	Grade 6 57% Grade 7 67% Grade 8 65%
Actual Data					
Reading	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Projected Data	Grade 6 45% Grade 7 39% Grade 8 35%	Grade 6 50% Grade 7 44% Grade 8 40%	Grade 6 55% Grade 7 49% Grade 8 45%	Grade 6 69% Grade 7 54% Grade 8 50%	Grade 6 74% Grade 7 59% Grade 8 55%

Actual Data					
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Action Plan for Strategy 1: Hemingway M. B. Lee Middle School will provide professional development opportunities to all teachers.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Create a professional development plan	2021-2026 Ongoing	Principal Instructional Coach	\$2,500	Title I General Fund	Agendas, Meeting Minutes, Sign- in Sheets, Professional Development Plan
2. Implement professional development plan	2021-2026 Ongoing	Principal Instructional Coach	\$7,500	Title I General Fund	Professional Development Applications
3. Monitor implementation of professional development plan	2021-2026 Ongoing	Principal Instructional Coach	\$500	Title I General Fund	Certificates of Attendance, Session Agendas
4. Assess the implementation of professional development plan	2021-2026 Ongoing	Principal Instructional Coach	\$500	Title I General Fund	Review of Professional Development Applications, Certificates of Attendance, and Session Agendas
5. Revise/refine professional development plan	2021-2026 Ongoing	Principal Instructional Coach	\$2,500	Title I General Fund	Revised/Refined Professional Development Plan, Agendas, Meeting Minutes, Sign-in Sheets

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Action Plan for Strategy 2: Hemingway M. B. Lee Middle School will use MAP Benchmark data to inform instruction.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Administer MAP assessment	2021-2026 Fall, Winter, Spring	Assistant Principals Teachers	\$1,500	Title I	MAP Benchmark
2. Analyze MAP data to determine trends	2021-2026 Ongoing	Instructional Coach	\$500	Title I	MAP Benchmark Results
3. Provide professional development based on MAP results	2021-2026 Ongoing	Principal Instructional Coach	\$1,500	Title I	Agendas, Sign-in Sheets, Minutes, Certificates of Attendance
4. Monitor the implementation of professional development activities	2021-2026 Ongoing	Principal Instructional Coach	\$500	Title I	Lesson Plans, Classroom Observations, Feedback to Teachers

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Action Plan for Strategy 3: Hemingway M. B. Lee Middle School will implement the MTSS Academic plan to address the needs of all students.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Implement the MTSS Academic plan	2021-2026 Ongoing	Principal Assistant Principals Instructional Coach	\$500	General Fund	Professional Development Agenda, MTSS Plan, Sign-in Sheets, Meeting Minutes
2. Monitor implementation of MTSS Academic plan	2021-2026 Ongoing	Principal Assistant Principals Instructional Coach	\$500	General Fund	Classroom Observations, Master Schedule, Results of Tiered Instruction, Team Meeting Agendas, Meeting Minutes, Sign- in Sheets
3. Assess effectiveness of MTSS Academic plan	2021-2026 Ongoing	Principal Assistant Principals Instructional Coach Guidance Counselor	\$500	General Fund	Evidence binder, Assessment Results
4. Revise/Refine MTSS Academic plan	2021-2026 Ongoing	Principal Assistant Principals Instructional Coach Guidance Counselor	\$2,500	General Fund	Revised/Refined MTSS Academic plan, Agendas, Meeting Minutes, Sign-in Sheets

To add a row, go to the last box and press the tab button.

PERFORMANCE GOAL AREA: (* required)

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal **(Districts only)**

- Student Achievement* **Teacher/Administrator Quality***
- School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* District Priority
- Gifted and Talented: Academic Gifted and Talented: Social and Emotional
- Gifted and Talented: Artistic 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.

Goal: By 2026, Hemingway M. B. Lee Middle School will implement the district curriculum to improve student academic performance as measured by an increase of 5% in the percentage of students meeting projected growth goals on The MAP Assessment, annually.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):

NWEA MAP

AVERAGE BASELINE:

Mathematics	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Projected Data	Grade 6 37%	Grade 6 42%	Grade 6 47%	Grade 6 52%	Grade 6 57%
	Grade 7 47%	Grade 7 52%	Grade 7 57%	Grade 7 62%	Grade 7 67%
	Grade 8 45%	Grade 8 50%	Grade 8 55%	Grade 8 60%	Grade 8 65%
Actual Data					
Reading	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Projected Data	Grade 6 45%	Grade 6 50%	Grade 6 55%	Grade 6 69%	Grade 6 74%
	Grade 7 39%	Grade 7 44%	Grade 7 49%	Grade 7 54%	Grade 7 59%
	Grade 8 35%	Grade 8 40%	Grade 8 45%	Grade 8 50%	Grade 8 55%
Actual Data					

Action Plan for Strategy 1: Hemingway M. B. Lee Middle School will implement the district curriculum.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide common planning for core content teachers	2021-2026 Ongoing	Principal	\$500	Title I General Fund	Master Schedule
2. Create a teacher observation schedule to monitor curriculum implementation	2021-2026 Ongoing	Principal Instructional Coach	\$500	Title I General Fund	Teacher Observation Schedule
3. Provide timely feedback to teachers following classroom observations and walkthroughs	2021-2026 Ongoing	Principal Observers	\$500	Title I General Fund	Teacher Observation Forms, Teacher Signatures, Surveys
4. Assign teacher leaders to induction and annual contract teachers	2021-2026 Ongoing	Principal	\$2,500	General Fund	Teacher Leader Logs, Surveys
5. Provide targeted professional development to teachers based on observation results	2021-2026	Principal Instructional Coach	\$5,000	Title I General Fund	Agendas, Sign-in Sheets, Certificates of Attendance

To add a row, go to the last box and press the tab button.

Action Plan for Strategy 2: Hemingway M. B. Lee Middle School will provide teacher support based on results of district-created formative and summative assessments.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Model evidence-based instructional strategies that increase student academic achievement.	2021-26 Ongoing	Instructional Coach Lead Teachers	\$1,000	Title I General Fund	Surveys, Teacher Reflections
2. Create a peer observation schedule that pairs less effective teachers with highly effective teachers at the building level.	2021-2026 Ongoing	Principal Instructional Coach	\$5,000	Title I General Fund	Peer Observation Schedule, Teacher Reflections
3. Provide professional development to targeted teachers based on formative and summative assessment results.	2021-2026 Ongoing	Principal Instructional Coach	\$5,000	Title I	Agendas, Sign-in Sheets, Certificates of Attendance

To add a row, go to the last box and press the tab button.

PERFORMANCE GOAL AREA: (* required)

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal (**Districts only**)

- Student Achievement* Teacher/Administrator Quality*
- X School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* District Priority
- Gifted and Talented: Academic Gifted and Talented: Social and Emotional
- Gifted and Talented: Artistic 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.

Goal: By 2026, the out-of-school suspension rate will decrease by 6% annually from 57.5% as measured by PowerSchool incident management reports.

PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):

PowerSchool

AVERAGE BASELINE:

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Projected Data	51.5%	45.5%	39.5%	33.5%	27.5%
Actual Data					

Action Plan for Strategy 1: Hemingway M. B. Lee Middle School will implement a school-wide MTSS Behavioral Social-Emotional Plan.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Develop a school-wide Behavior-Social-Emotional plan	2021-2026 Ongoing	Principal Assistant Principals	\$2,500	Title I General Fund	School-wide Behavior-Social-Emotional Plan, Agendas, Meeting Minutes, Sign-in Sheets
2. Prepare for implementation of the plan through professional development activities with all stakeholders	2021-2026 Ongoing	Principal Assistant Principals	\$1,000	Title I General Fund	Agenda, Meeting Minutes, Sign-in Sheets
3. Implement the plan	2021-2026 Ongoing	Principal Assistant Principals	\$5,000	Title I General Fund	Observations Records, Data Collection
4. Monitor and assess implementation of the plan	2021-2026 Ongoing	Principal Assistant Principals	\$2,000	Title I General Fund	MTSS artifacts, Evidence Binder, Surveys
5. Revise/Refine the plan	2021-2026 Ongoing	Principal Assistant Principals	\$2,500	Title I General Fund	Revised/Refined Behavior-Social-Emotional Plan, Agendas, Meeting Minutes, Sign-in Sheets

To add a row, go to the last box and press the tab button.

Action Plan for Strategy 2: Hemingway M. B. Lee Middle School will support the Behavioral Social Emotional Plan through the use of a Behavior Specialist.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Employ a Behavior Specialist	2021-2026 Ongoing	Principal	\$60,000	Title I General Fund	Contract
2. Require attendance at all district-level professional development opportunities designed to support MTSS Behavioral Social Emotional Plan	2021-2026 Ongoing	Principal	\$5,000	General Fund	Agendas, Sign-in Sheets, Certificates of Attendance, Reflection Notes
3. Provide supplies and materials needed to implement the MTSS Behavioral Social Emotional Plan	2021-2026 Ongoing	Principal Guidance Counselor	\$15,000	General Fund	Supplies and Materials, Invoices, Accounts Payable Documentation

To add a row, go to the last box and press the tab button.

Action Plan for Strategy 3: Hemingway M. B. Lee Middle School will monitor and report MTSS Behavioral Social-Emotional Data and PowerSchool Data to all stakeholders.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Develop a school-wide plan to monitor MTSS Behavioral Social Emotional data and PowerSchool Reports	2021-2026 Ongoing	Principal Behavior Specialist	\$2,500	General Fund	Completed Plan
2. Pull and monitor MTSS data and PowerSchool Reports	2021-2026 Ongoing	Principal Behavior Specialist	\$1,000	General Fund	Progress Report
3. Report results of monitoring to all stakeholders	2021-2026 Ongoing	Behavior Specialist	\$1,000	General Fund	Brochure, Agendas, Meeting Minutes, Sign-in Sheets, Reflection Surveys
4. Revise/Refine the school-wide MTSS Behavioral Social Emotional Monitoring Plan	2021-2026 Ongoing	Principal Behavior Specialist Guidance	\$1,000	General Fund	Revised/Refined Monitoring Plan, Agendas, Meeting Minutes, Sign-in Sheets

To add a row, go to the last box and press the tab button.