

**NORTHWOOD MIDDLE SCHOOL**  
**Greenville County Schools**  
*“Northwood: A Community of Learners”*

**NORTHWOOD MIDDLE SCHOOL**  
**SCHOOL PORTFOLIO**  
**Scope of Action Plan: 2018-2019 through 2022-2023**

**Greenville County Schools**  
**W. Burke Royster, Ph.D., Superintendent**  
**Mr. Treva Lee, Principal, Northwood Middle School**  
**<http://www.greenville.k12.sc.us/northwd/>**

**Absolute Rating.....Excellent**  
**Palmetto Gold.....2014-2015**



## SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Northwood Middle School

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2020-2021 (one year)

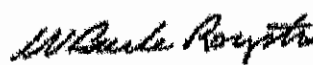
### Required Signature Page

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 assurances requirements including ACT 135 assurance pages.

### SUPERINTENDENT

|                      |  |                |
|----------------------|--|----------------|
| Dr. W. Burke Royster |  | April 13, 2021 |
| PRINTED NAME         | SIGNATURE  | DATE           |


### PRINCIPAL

|              |   |               |
|--------------|---|---------------|
| Treva Lee    |  | March 8, 2021 |
| PRINTED NAME | SIGNATURE   | DATE          |

### CHAIRPERSON, BOARD OF TRUSTEES

|                           |  |                |
|---------------------------|--|----------------|
| Mrs. Lynda Leventis-Wells |  | April 13, 2021 |
| PRINTED NAME              | SIGNATURE  | DATE           |

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

|              |  |               |
|--------------|--|---------------|
| Donald Spann |  | March 8, 2021 |
| PRINTED NAME | SIGNATURE  | DATE          |

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

|               |  |               |
|---------------|--|---------------|
| Kimberly Long |  | March 8, 2021 |
| PRINTED NAME  | SIGNATURE  | DATE          |

SCHOOL ADDRESS: 701 Ikes Road  
Taylors, SC 29607

SCHOOL TELEPHONE: (864) 355-7001

PRINCIPAL E-MAIL ADDRESS: tlee@greenville.k12.sc.us

## Stakeholder Involvement for School Renewal

|    | <b><u>Position</u></b>                                 | <b><u>Name</u></b>    |
|----|--|-----------------------|
| 1. | Principal  | Treva Lee             |
| 2. | Teacher  | Vicki Brown           |
| 3. | Parent/Guardian  | Meica Weiland         |
| 4. | Community Member                                       | Cameron McDowell      |
| 5. | Paraprofessional                                       | Susan Davis           |
| 6. | School Improvement Council Member                      | Donald Spann          |
| 7. | Read to Succeed Reading Coach                          | NA (elementary level) |
| 8. | School Read To Succeed Literacy Leadership Team Lead   | Kimberly Long         |
| 9. | School Read To Succeed Literacy Leadership Team Member | Jackson Smith         |

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

## Leadership Team

| <b><u>Position</u></b>      | <b><u>Name</u></b> |
|-----------------------------|--------------------|
| Principal                   | Treva Lee          |
| 8 <sup>th</sup> Grade Chair | Kristi Harris      |
| 7 <sup>th</sup> Grade Chair | Tracy Haltiwanger  |
| 6 <sup>th</sup> Grade Chair | Brook Patterson    |
| Social Studies Chair        | Kelly Young        |
| ELA Chair                   | Jackson Smith      |
| Science Chair               | Lauren Holman      |
| Math Chair                  | Vicki Brown        |
| Related Arts Chair          | Allison Muriithi   |
| Special Education Chair     | Sarah Wolford      |
| Assistant Principal         | Kendra Walker      |
| Administrative Assistant    | Kevin Duncan       |
| Instructional Coach         | Kimberly Long      |
| School Counselor            | Elizabeth Reed     |

**\*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.

## ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

### Early Childhood Development and Academic Assistance Act (Act 135) Assurances [S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)]

#### 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).

#### 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).

#### Parent Involvement

The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

#### 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*.

#### Technology

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

#### Innovation

The district funds innovative activities to improve student learning and accelerate the performance of all students.

#### Collaboration

The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

**Developmental Screening**

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

**Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

**Developmentally Appropriate Curriculum for PreK-3**

The district ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

**Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes 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; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

**Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

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

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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## Introduction

Northwood Middle School is a public middle school located in Taylors, South Carolina. We are a Greenville County school serving grades sixth through eighth. Northwood is one of nineteen middle schools in the district. It opened in 1965 as a combination elementary and middle school. In 1972, it became a middle school which, at one point, served over 1200 students. In January 2008, Northwood Middle School moved into a new state-of-the-art facility. We currently serve 861 students with a staff of 3 administrators, 53 teachers, and 17 support staff. In addition to our subject area teachers, we have an instructional coach, seven special education teachers, an ESOL teacher, three school counselors, a guidance clerk, a media specialist and a media clerk. We are also kept healthy and safe by a full-time Registered Nurse and a School Resource Officer, provided by the Greenville County Sheriff's Office. Our physical plant consists of 51 classrooms including seven fully-equipped science labs, a fully equipped Gateway to Technology lab, a fully-equipped computer lab, four Chromebook carts, a media center with a mini-lab and makerspace, art studio, chorus room, band and strings rooms, gymnasium with an exercise room and athletic fields, administrative offices, and guidance offices. We are a Personalized Learning school with each student utilizing their own school-issued DELL Chromebook. Teachers receive ongoing professional development through Learning Labs provided by content experts.

Northwood Middle has a proud history of successfully providing an outstanding education for our students. This accomplishment is reflected in the honors bestowed upon our school including the Palmetto Gold Award, Middle School Attendance Blitz Winner, Jostens Partnership in Excellence Yearbook Award, Black Heritage Bowl Winners, SC Red Carpet Award Winner, and State Silver Award Winner for Academic Achievement. Our parents are also highly involved in our school through the PTA and SIC. This positive relationship with the community enabled Northwood's PTA to achieve the National PTA Parent Involvement Award.

Northwood is fortunate to have the support of local businesses as well. Our students receive rewards throughout the year for various accomplishments. Numerous local companies participate in Northwood's rewards program. We truly are a community of learners at Northwood both within our walls and outside of them.

Our motto, "A Community of Learners", matches the rigorous, well-rounded education Northwood students receive. In addition to offering an education in science, math, English, and social studies we have several related arts classes that students may take. These classes include physical education, art, music and theatre, chorus, band, strings, keyboarding, Spanish, robotics, health, character education, and exploratory. Virtual classes allow our students to receive high school credit in Google Basics, Personal Finance, Virtual Physical Education, and Digital Desktop Publishing. Reading intervention is provided to students through System 44, Read 180, and Language Live. We offer students the opportunity to play volleyball, basketball, soccer, baseball, and softball as members of our school teams. Other programs/clubs offered at Northwood include Student Council, National Junior Honor Society, National Beta Club, Yearbook, Sports Club, National Art Honors Society, South Carolina Junior Scholars Program, Peer Tutoring, Mentor Program, and Career Day. These are examples of opportunities for our students to advance down the path of college and career readiness.

At Northwood, we are proud of the educational experiences we provide for our students. The information in this report will reflect the hard work being done at Northwood Middle. We have gathered stakeholders to examine and analyze data to find out the areas where we can improve student achievement. This is a difficult process. However, we strategically plan for ways to enhance teaching and learning. Reflection is a vital part of any organization, and we continuously do so to better our school.



### **School Portfolio Team Members:**

- Jackson Smith, ELA Department Chair
- Kelly Young, Social Studies Department Chair
- Vicki Brown, Math Department Chair
- Lauren Holman, Science Department Chair
- Sarah Wolford, Special Education Department Chair
- Elizabeth Reed, School Counselor Department Chair
- Brook Patterson, Sixth Grade Chair
- Tracy Haltiwanger, Seventh Grade Chair
- Kristi Harris, Eighth Grade Chair
- Kendra Walker, Assistant Principal
- Kevin Duncan, Administrative Assistant
- Kimberly Long, Instructional Coach

### **School Portfolio Stakeholders:**

- SIC: suggestions and feedback during the process
- PTA: suggestions and feedback during the process
- Faculty: suggestions and feedback during the process

## **Executive Summary**

During the process of our self-assessment work in the 2018-2019 school year, the faculty and staff recognized the importance of using data to guide our decision making in the areas of student achievement, teacher/administrator quality, and school climate. Our staff continues to see the benefits of using our data analysis to guide decision making at all levels. We have divided our needs assessment into several categories that are addressed below.

### **Needs Assessment for Student Achievement**

In analyzing our SCPASS, and SCReady results in 6<sup>th</sup> and 8<sup>th</sup> grade science, 7<sup>th</sup> grade social studies, and all grade levels of reading, writing, and math, we have noted areas in which we will continue to strive to increase student achievement. Improved student achievement can result from the following research-based approaches:

- Use of learning targets
- PLCs, professional learning communities, for teacher collaboration
- Rigorous instruction
- Technology integration for student engagement
- Differentiated learning
- Curriculum mapping
- Common planning
- Cross-curricular literacy skills
- T.E. 21 benchmark testing
- Common assessments through Mastery Connect

### Needs Assessment for Teacher/Administrator Quality

Northwood has a highly qualified and dedicated faculty. Since the 2014-2015 school year, the percentage of teachers at Northwood Middle that are “Highly Qualified” has remained at the 100% mark. The number of teachers with advanced degrees is at 70%. This is an increase from previous years. Six of our teachers and staff have National Board Certification. In addition, nearly 84% of teachers are returning teachers from the previous year. As we continue to implement the South Carolina State Standards, we would like to sustain the current level of highly qualified faculty and staff in order to successfully meet the needs of our students.

### Needs Assessment for School Climate

In 2018-2019 the faculty and portfolio committee reviewed the annual survey results from the South Carolina State Department of Education. The survey was given to eighth grade students and parents as well as to all teachers. In 2017-2018 there were responses from 25 teachers, 210 students, and 37 parents.

In the area of *learning environment* satisfaction was expressed by 80.0% of the teachers, 57.6% of the students, and 89.2% of the parents surveyed. In the area of *social and physical environment* satisfaction was expressed by 80.0% of the teachers, 61.9% of the students, and 67.6% of the parents surveyed. In the area of *school-home relations* satisfaction was expressed by 92.0% of the teachers, 72.4% of the students, and 76.4% of the parents surveyed.

After reviewing all 2017-2018 survey results there is a need for us to focus more closely on the areas of *school-home relations* and the *learning environment*. In the area of *learning environment*, the faculty has focused on more rigorous instruction, literacy skills, and higher-level thinking. In the area of home-school relations we continue to update teacher websites and monitor parent contact logs.

### Challenges for Northwood

- Increased poverty index each year over the past three years
- Increasing student achievement in all subgroups

### Significant awards, results, or accomplishments from past 3 years

- 2016 Gizmo School Leadership Award
- 2014-2015 Palmetto Gold Award
- Greenville County School District Top Ten Finalist *Teacher of the Year* 2017-2018
- Excellence award for United Way
- Invention Convention winners (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> place)
- National PTA Parent Involvement Award Winner
- Gilder Lehrman Institute of American History Affiliate School
- Jostens' Partnership in Excellence Yearbook Award

# **School Profile**

## **Description of Surrounding Community for Northwood Middle School**

The Taylors/Greer community has evolved from a mainly rural farming community to a predominantly residential area in the past 35 years. The last 5 years have seen even more growth in residential areas. Many new subdivisions have been developed in our attendance area. Older neighborhoods are now attracting younger families.

### **Community Population Descriptions**

Within a three-mile radius of Northwood Middle School, most of the student population live in single-family dwellings; the remaining student population lives in multi-family unit structures. New residential construction has begun to increase in our community.

During the decades of the 1970's and 1980's, the community saw new housing starts reach over 200 each year. In the 70's new housing was up 24.2% and in the 80's 29.3%. The major construction sites in the county today are in the southeastern section. Construction in the attendance zone has continued since 2000.

### **Community Economy**

The majority of the community would be considered middle class. Businesses in our community are still predominantly service companies. There are several new retail areas and some older ones that have been updated. New restaurants have been built within the last five years. The construction of the new Greenville Hospital office complex on the outskirts of our attendance area has created many jobs as well as relocated residents' workplaces to a much more convenient location.

### **Partnerships**

Numerous local companies participate in Northwood's rewards programs by donating food and coupons for restaurants and activities. Such companies include Papa John's Pizza, Chick-Fil-A on Wade Hampton, Wade Hampton (Bowling) Lanes, PDQ and Bojangles. Rewards are given to students achieving specific goals such as honor roll, perfect attendance, and Northwood Knights. Several business partners will donate a percentage of the purchase sales back to Northwood when cardholders link their store card to Northwood, one example is Publix grocery stores.

### **Parents**

Northwood is very fortunate to have an especially active and effective PTA which participates in events such as fundraisers, volunteering in the library, and tutoring students. Fundraising includes World's Best Chocolate sales and Coupon Book Sales. Portions of the resulting funds are used to offer teacher mini-grants, which support instructional programs in the classrooms. In addition, these PTA fundraisers are instrumental in helping supply necessary materials in the classroom.

### **History**

Northwood Middle School was opened in 1965 as a combination elementary and middle school. Each school had its own principal, but shared the office and library facilities. In February of 1970, the School District of Greenville County was required to integrate its schools under order of the Supreme Court. This was done through the movement of students to meet a racial quota. The student body and faculty changed as a result of this action. In the early seventies, the county's educational philosophy changed. The traditional junior high school with their competitive sports and clubs were changing. The movement toward a middle school concept

that emphasized experimentation, fewer competitive activities, and exposure to a variety of studies was being developed. By 1972, a middle school had been established.

In 1979, a program for gifted and talented students was introduced at Northwood. Students were invited to participate in the program based on their test scores, intelligence quotient, and teacher recommendation. Students who were to attend Greenville Middle, Sevier Middle, League Middle, and Northwood were eligible for this program. Smaller class size and a differentiated curriculum with an emphasis on academic achievement and creativity were the hallmarks of the program. This program continued into the early 1980's when it was disbanded and students returned to their home schools for a modified program based on the experimental model used at Northwood.

With the 1999 – 2000 school year, Northwood faced a major change when a second middle school opened in the area. The student body was reduced from over 1200 to about 900 students. Teachers were transferred and administrative and support staff was reduced.

Northwood Middle experienced a rebirth as the school moved into a new facility in January, 2008. The new school is equipped with state-of-the-art technology. An example of this is every classroom has a Promethean Board. Northwood went through the District *Refresh* Program in 2017. This provided each staff member with a new laptop and also provided new computers in the media center and labs. In addition, Northwood Middle became a personalized learning site in the 2016-2017 school year. Every student was issued a Google Chromebook and this district initiative continued through the 2017-2018 school year. Teachers utilize the Chromebooks to tailor individual student learning in order to help them meet South Carolina state curriculum standards.

### **Physical Description of the Building**

The main building has two floors. The upper floor houses the sixth-grade classrooms, the related arts wing, the media center, the gym, the administrative offices and the cafeteria. The bottom floor contains the 7<sup>th</sup> and 8<sup>th</sup> grade classrooms, as well as three self-contained special education classrooms. The school contains 119,000 square feet. The school contains 51 classrooms and the gymnasium. The average size of a classroom is 1,200 square feet. The cafeteria is located at the front of the building and contains three serving lines and a stage area.

The administrative area contains office space for the principal, instructional coach, secretary, clerks, nurse, and the guidance department. The building contains three teacher workrooms and an office for the School's Resource Officer. Restroom facilities and storage areas are situated throughout the building. Each classroom wing contains restrooms for students. There are also student restrooms near the cafeteria and in the health room. There are numerous restrooms designated for teachers and staff. Located outside the building are several sports areas for the use of the physical education department. There is a six-lane track surrounding a soccer field. There is a pony league size baseball field, a softball field, and tennis courts.

On the east side of the building is the bus loading area that has a covered walkway. Parents drop off car riders in the front of the building under another covered walkway. Faculty, staff and visitor parking are provided on both sides of the building.

### **Administration**

Our administrative staff is composed of Mr. Treva Lee, Principal; Mrs. Kendra Walker, Assistant Principal; Mrs. Julie Carlson, Assistant Principal; and Mr. Adam Devlin, Administrative Assistant.

Mr. Treva Lee came to Northwood in 2013 as a first-year principal. He has previously held positions as Assistant Principal and Teacher. He has served in Greenville County for 18 years.

## **School Portfolio Leadership**

Our current School Portfolio Leadership Team includes:

- Treva Lee, Principal
- Kendra Walker, Assistant Principal
- Kevin Duncan, Administrative Assistant
- Kimberly Long, Instructional Coach
- Kelly Young, Social Studies Department Chair
- Vicki Brown, Math Department Chair
- Lauren Holman, Science Department Chair
- Jackson Smith, ELA Department Chair
- Brook Patterson, 6<sup>th</sup> Grade-Level Chair
- Tracy Haltiwanger, 7<sup>th</sup> Grade-Level Chair
- Kristi Harris, 8<sup>th</sup> Grade-Level Chair
- Sarah Wolford, Special Education Chair
- Elizabeth Reed, Head Guidance Counselor
- Allison Muriithi, Related Arts Department Chair

The Northwood Leadership Team assists with the development of the School Portfolio.

For the 2018-2019 school year, the Leadership Team was composed of the Administration Team, Instructional Coach, one School Counselor, grade-level chairs from 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades, academic department chairs, Related Arts department chair and the Special Education department chair.

All faculty and staff members have input into the School Portfolio process through Google Forms, Leadership meetings, and department meetings.

This diverse Leadership Team provides improved communication to all members of the school and works toward the implementation of our shared values.

### **Current School Meetings: 2018-2019**

Leadership meets after school on the first Wednesday of each month. During these meetings, an emphasis is placed on strategies for student-centered learning for all students. The information is then taken back to the representative's given department and disseminated out.

Every Tuesday morning planning period is dedicated to professional development training with the Instructional Coach. Each Thursday and Friday morning during morning planning, teachers have grade-level content planning meetings. In these meetings teachers not only plan and collaborate on pacing, curriculum, and lesson plans, but they also utilize student data, assessments, and work to determine next steps for students who have not yet attained mastery of the standards and those who need enrichment to advance their mastery. An administrator or the instructional coach is present for each meeting to help in facilitating and assisting in the process.

Wednesday morning planning are designated for grade-level meetings. These meetings are used to look at whole grade-level strategies for increasing student achievement, including positive reinforcement, field trips, scheduling conferences, and grade-level concerns. Administrators, the instructional coach, and the grade-level guidance counselor attend as well.

Whole staff meetings take place the second Wednesday of each month and department meetings are the third Wednesday of each month. Weekly newsletters from both the principal and the instructional coach are sent out to help disseminate information pertinent to the teachers and staff. Along with this, there is a high emphasis of digital communication between staff and administration.

## **Administrative Duties: 2018-2019**

### **PRINCIPAL'S MAJOR RESPONSIBILITIES--Mr. Lee**

1. Serves as the administrative head of Northwood Middle School.
2. Has responsibility for coordination of the total resources of the school.
3. Has responsibility for coordination of the general supervision of all school activities, safety and welfare.
4. Develops a program of satisfactory conduct among students at Northwood and takes necessary actions, within the policies of the Board of Trustees, to correct and improve the conduct of students.
5. Maintains high morale among staff members.
6. Maintains sound human and professional relationships with the school family.
7. Consults with teachers, students, parents and other parts of the school community on a regular planned basis.
8. Carries on a program for the continuous improvement of instruction at Northwood Middle School.
9. Special Permission

### **ASSISTANT PRINCIPALS**

1. Discipline: 6<sup>th</sup> Grade and 8<sup>th</sup> Grade
2. Patrolling Building
3. Cafeteria Supervision
4. Buses and Bus Referrals
5. Bus evacuation
6. Honor Roll Lists
7. EEDA Administrator
8. Emergency Management: Fire/Tornado/Earthquake/Lockdown Drills
9. PAS-T Observations
10. Observations and Evaluations of Staff
11. Student Teacher Contact
12. Business Education Partnership Contact
13. Christian Release Time Program
14. Special Education Meeting Administrator
15. Attendance Intervention Administrator
16. Other duties as assigned by the principal
17. SRS Administrator
18. Student ID Cards
19. OSHA/Workman's Comp Contract

### **ADMINISTRATIVE ASSISTANT**

1. Discipline: 7<sup>th</sup> Grade
2. Patrolling Building
3. Cafeteria supervision
4. Lockers
5. SmartFind Express/Substitutes

6. Absentee Forms
7. Sex Ed. Scheduling
8. Textbooks
9. Pictures
10. PAS-T Observations
11. Observations and Evaluations of Staff
12. Other duties as assigned by the principal
13. Observation Schedule
14. Supervision of car rider arrival and dismissal

## Analysis and Narrative of School Personnel Data 2019-2020

### Northwood Middle Faculty and Staff

| 6 <sup>th</sup><br>Grade | 7 <sup>th</sup><br>Grade | 8 <sup>th</sup><br>Grade | Multiple<br>Grades | Special<br>Education | Related<br>Arts/P.E. |
|--------------------------|--------------------------|--------------------------|--------------------|----------------------|----------------------|
| 12                       | 11                       | 10                       | 2                  | 7                    | 12                   |

### Professional Preparation

All staff members are “highly qualified.” All teachers are certified by the state of South Carolina.

The table below gives a review of Northwood’s teachers and their current educational degrees and educational status.

| Degrees | BA/BS | BA/BS +18 | Masters | Masters +30 | Doctorate |
|---------|-------|-----------|---------|-------------|-----------|
|         | 14    | 3         | 30      | 7           | 0         |

The table below gives a review of the faculty over the last three years:

| School Year      | 2017-2018 | 2018-2019 | 2019-2020 |
|------------------|-----------|-----------|-----------|
| Female Faculty   | 40        | 42        | 43        |
| Male Faculty     | 13        | 12        | 11        |
| Caucasian        | 49        | 50        | 51        |
| African-American | 4         | 4         | 3         |
| Hispanic         | 0         | 0         | 0         |

### Faculty and Staff Attendance Rates

| 2016-2017 | 2017-2018 | 2018-2019 |
|-----------|-----------|-----------|
| 94.4%     | 95.6%     | 95.4%     |

### Faculty and Staff Retention Data

| 2016-2017 | 2017-2018 | 2018-2019 |
|-----------|-----------|-----------|
| 83.6%     | 78.6%     | 90%       |

Teachers with advanced degrees: 67%

Number of teachers with National Board Certification: 6

## Analysis and Narrative of Northwood Student Population Data

### Enrollment

Our school serves 900 students in grades 6, 7 and 8. The enrollment is projected to increase over the next couple of years based on high enrollments in our elementary feeder schools. Attendance boundaries are from Old Spartanburg Road and Wade Hampton Boulevard in the north to Suber Road and Alexander Road in the east. The southern boundary is Pelham Road, across I-85 including Batesville Road to Highway 14. The western boundary is Hudson Road off of Pelham. Included also is the area between Edwards Road, East Lee Road, Wade Hampton and Watson Road. A small area off of Laurens Road, between Roosevelt and Clark Streets is also part of the Northwood attendance area.

Northwood continued to accept students requesting special permission during the 2019-2020 school year.

### Student Attendance Rate

| 2016-2017 | 2017-2018 | 2018-2019 |
|-----------|-----------|-----------|
| 95%       | 95.1%     | 95.5%     |

### Student Ethnicity

|           | Caucasian | African-American | Hispanic | Other |
|-----------|-----------|------------------|----------|-------|
| 2016-2017 | 58.0%     | 19.0%            | 15.0%    | 8.0%  |
| 2017-2018 | 53.0%     | 23.0%            | 17.0%    | 7.0%  |
| 2018-2019 | 53.0%     | 21.0%            | 16.0%    | 10.0% |

Current data analysis is centered on disaggregating achievement scores and classroom performance across the various ethnic groups represented on our campus.

### Student Retention by Grade

| Year      | Grade 6 | Grade 7 | Grade 8 |
|-----------|---------|---------|---------|
| 2016-2017 | 2       | 3       | 0       |
| 2017-2018 | 3       | 0       | 0       |
| 2018-2019 | 3       | 1       | 0       |

### Student Languages

As of the 135<sup>th</sup> day of 2019-2020, Northwood MS had 89 students (actively enrolled) with an SC English Proficiency code of 1-7 or A-D which the SDE uses for the LEP subgroup.



### **Lunch Status**

At the beginning of each academic year, in homeroom or upon registration, students are given a form for parents who wish to be considered for reduced meals. Students whose families qualify under the financial requirements are notified of their approval into the program.

| <b>Poverty Index</b> |                  |                  |
|----------------------|------------------|------------------|
| <b>2016-2017</b>     | <b>2017-2018</b> | <b>2018-2019</b> |
| 45.7%                | 50.3%            | 51.2%            |

### **Students with Disabilities**

Each of these students is tested and placed in a learning environment designed to maximize his or her potential.

| <b>2016-2017</b> | <b>2017-2018</b> | <b>2018-2019</b> |
|------------------|------------------|------------------|
| 13.6%            | 13.8%            | 16.0%            |

### **Gifted and Talented**

Students identified for placement in the Gifted and Talented program at Northwood Middle School are challenged through a rigorous curriculum. Gifted and talented teachers take additional coursework designed to prepare them for working with these students. The identification process begins in second grade and students are enrolled in the program during the fall of third grade once test scores have been received. Students may qualify into the program after third grade depending on standardized test scores and grades.

| <b>2016-2017</b> | <b>2017-2018</b> | <b>2018-2019</b> |
|------------------|------------------|------------------|
| 29.6%            | 29%              | 27.6%            |

### **Measures of Academic Progress (MAP)**

Computer adaptive (MAP) tests are given to eighth grade students in Math and Reading during the winter of each year. RIT scores are used along with NWEA resources to assist in planning differentiated instruction.

### **Classroom Walk-Through Observations**

Walk-through observations are conducted on a regular basis by administrators and the instructional coach. Teachers are provided with feedback. The walk-through provides a snapshot of what is taking place in the areas of curriculum, instruction, and assessment.

### **Career Exploration**

The career-development program at Northwood Middle is multi-faceted. In the fall, we begin with the introduction of the sixteen career clusters for all students in a classroom setting. Students explore their top career clusters using the results from Naviance assessments. These assessments guide our eighth-grade individual graduation plan conferences, which begin in first semester. During these conferences, we also discuss important high school information including high school graduation and college admissions

requirements, South Carolina Education Lottery Scholarships, and calculating GPA using the uniform grading scale. At the conclusion of the conference, students choose a career cluster and career goal in which he or she is interested in pursuing.

All students use Naviance to complete district appointed career related tasks. Tasks include Transition to Middle School survey, RoadTrip Nation, Game Plan Survey, Resume Building, and SMART Goals. Throughout the year we hold several “Lunch and Learns” for which students sign up to spend their lunch period listening to a career speaker, who represents one of the sixteen career clusters. Seventh grade students attend a district-wide career fair to learn about the career pathways. They are also given the opportunity to participate in job shadowing in a career field of their choice. Eighth grade students visit Bonds Career Center to learn about high school course options and majors. Eighth grade career day gives students the opportunity to hear presentations from professionals who work in various occupations.

The teachers at Northwood are an integral part of the career-development process by incorporating career exploration activities into their classroom curriculum. All Northwood counselors are certified Global Career Development Facilitators, a certification that requires comprehensive knowledge of career-development standards and resources. Counselors must find ways to collaborate with community members to foster student-career development.

### High School Courses Offered

Northwood Middle offers a variety of high school courses to students in 7<sup>th</sup> and 8<sup>th</sup> grades to accommodate academic needs.

- Algebra I Honors
- English I Honors
- Geometry I Honors
- Spanish I CP
- Art 1 CP
- Virtual Desktop Publishing CP
- Virtual Google Basics & Multimedia Basics CP
- Virtual Personal Finance CP
- Virtual Physical Education CP

### Media Center

In 2018-2019, the Media Center continued many of its popular programs from past years as well as some updates. The Media Center continued to host a summer reading program, lunch time book clubs and reading incentive programs. One highlight is a Harry Potter Reading Club that met monthly with record participation—90 students reading the books and participating in lunch time meetings. Another highlight is annual Northwood READS! Challenge. Students and teachers are encouraged to read books from this list to earn prizes all throughout the year.

In addition to reading promotion, the Media Center collaborated with classroom teachers and the guidance department in standards-based lessons throughout the year. Some examples of these lessons are building paper circuit cards with 6<sup>th</sup> grade science classes in the Media Center’s makerspace, hosting Leslie Lambert from GCS Information Securities Department to discuss internet safety and cyberbullying, and working with 7<sup>th</sup> grade ELA teachers to address all Inquiry Standards. This year 30% of teachers have worked with the media specialist or used materials from the media center to enhance instruction. Students and teachers have used media center resources for lessons on citations, note taking, and locating appropriate sources.

# MISSION/VISION/BELIEFS

## Mission

The mission of Northwood Middle School is to develop lifelong learners by partnering with families to provide meaningful learning experiences, in order to develop responsible, productive citizens.

## Beliefs

We believe:

- The school should provide be a safe, caring environment in which student-centered, standards-driven learning takes place.
- The home, community, student, and school share responsibility in the learning process.
- Learning is a continuous and life-long process.
- The school will promote respect, responsibility and integrity.
- The inclusion of cultural diversity enriches the learning environment.

## Shared Vision

Northwood Middle School will continue to produce students who can communicate effectively, solve problems competently, think critically, act responsibly, and recognize and respect the right of individual differences.

Students will be lifelong learners who are technologically literate and who are able to succeed in a diverse global society.

Our goal will be accomplished through positive instruction with appropriate assessment by a fully trained staff, up-to-date facilities and resources, parental involvement and collaboration with business and community.

Students, faculty, staff, and parents agree that a positive learning environment exists at Northwood and effective communication is the norm among these groups. Teachers and administrators implement and support effective classroom management strategies. Students are aware of how their behavior affects others and student behavior does not interfere with the teaching and learning process. Faculty and staff have ample materials needed for effective teaching and learning. As a community, we celebrate success and all areas of giftedness while facilitating the transition to and from the middle school years.

The following key points are the 1) curriculum, 2) assessment, 3) instruction, and 4) environmental factors that support our vision for Northwood Middle students:

### Curriculum

- Aligned to district, state and national standards or competencies
- Interdisciplinary/Cross-curricular units
- Linked to the community/real-world
- Vertically teamed
- Mapping
- Written and communicated to every teacher
- Integrates technology where appropriate
- Utilization of District Curriculum on Portal

### Assessment

- Emphasis on authentic assessment
- Projects are linked to instruction
- Effective utilization of rubrics
- Use of formal and informal assessment
- Students reflect on their own performance
- Utilization of MAP results to guide instruction and assessment
- District and state-wide testing
- *Understanding by Design* Process (begins with the end in mind)

### Instruction

- Adheres to sound rigorous instructional practices
- Responsive to student population and needs
- Learning Focused Strategies utilized
- Builds experiences for students prior to new information
- Integrates technology

### Learning Environment

- Effective communication through print, phone, school website, email and messenger system
- Effective classroom management strategies implemented
- Successful transition from elementary to middle school and middle to high school
- Successes and achievements celebrated throughout school year
- Desired behavior is modeled by adults throughout the learning community to create a safe and respectful environment
- High school course offerings (Art I, Spanish I, Geometry, Algebra I, English I, and various virtual classes)

## DATA ANALYSIS AND NEEDS ASSESSMENT

### Student Achievement Needs Assessment:

#### SCREADY 2019 by Grade Level (Percentage)

| English     | Exceeds Expectations | Meets Expectations | Approaching Expectations | Does Not Meet Expectations |
|-------------|----------------------|--------------------|--------------------------|----------------------------|
| Grade 6     | 23.7                 | 22.0               | 30.5                     | 23.1                       |
| Grade 7     | 29.2                 | 28.9               | 22.2                     | 19.7                       |
| Grade 8     | 21.2                 | 35.0               | 25.9                     | 17.8                       |
| Mathematics |                      |                    |                          |                            |
| Grade 6     | 35.0                 | 26.5               | 25.2                     | 13.3                       |
| Grade 7     | 31.7                 | 22.2               | 25.7                     | 20.4                       |
| Grade 8     | 36.5                 | 20.7               | 30.1                     | 12.7                       |

#### SCPASS 2019 by Grade Level (Percentage)

| Science | Exceeds Expectations | Meets Expectations | Approaching Expectations | Does Not Meet Expectations |
|---------|----------------------|--------------------|--------------------------|----------------------------|
| Grade 6 | 29.8                 | 29.1               | 15.2                     | 25.9                       |
| Grade 8 | 34.0                 | 24.9               | 21.9                     | 19.2                       |

| Social Studies | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
|----------------|----------------------|--------------------|----------------------------|
| Grade 7        | 57.0                 | 19.8               | 23.2                       |

#### 2018 EOC Data of Percentage Passing

|           |     |           |     |
|-----------|-----|-----------|-----|
| English 1 | 100 | Algebra 1 | 100 |
|-----------|-----|-----------|-----|

### Analysis/Response:

The test data from 2019 shows an overall increase in student performance on the SCREADY and SCPASS from 2018. Our passing rate on EOC in both Algebra 1 and English 1 remained consistent at 100%.

While there is an increase, this data reflects the need for continual growth in the areas of planning, instruction, assessment, differentiation, and intervention with all students. The implementation of Mastery Connect this school year allowed teachers to monitor student mastery in order to differentiate instruction and collaboration among students. The integration of personalized learning into our classrooms continues and technology learning labs are providing opportunities for teachers to learn from one another.

## Teacher and Administrative Quality:

All teachers at Northwood are involved in staff development opportunities provided by the district as well as those conducted on site. Teachers in all subject areas have attended many sessions related to the teaching of the South Carolina State Standards. Our instructional coach has led staff development focusing on data analysis, formative and summative assessments, and rigorous instruction. Staff development aligned with our mission, vision, and school goals is planned for all grade levels on most Tuesdays during the school year and is facilitated by the instructional coach. Northwood Middle is a *Community of Learners*.

### Professional Development and Training Calendar 2020-2021

| Month            | Professional Development Opportunities   |
|------------------|--|
| <b>August</b>    | <ul style="list-style-type: none"><li>• New Teacher Orientation</li><li>• PowerTeacher Pro, Setup, and Usage</li><li>• 2020-2021 Academics</li></ul>   |
| <b>September</b> | <ul style="list-style-type: none"><li>• Mastery Connect: Refresher/New Teachers</li><li>• 504 Refresher</li><li>• Working Smarter, Not Harder in 2020</li><li>• Technology PD: Learning Explorer</li></ul>   |
| <b>October</b>   | <ul style="list-style-type: none"><li>• Disciplinary Literacy: Review and Self-check</li><li>• eLearning Instructional Strategies</li><li>• Student Retention of Material</li><li>• Technology PD</li></ul>  |
| <b>November</b>  | <ul style="list-style-type: none"><li>• Disciplinary Literacy: Next Steps</li><li>• Quarter 1 Data Conferences: Plan of Action</li><li>• MAP Testing Refresher</li><li>• Technology PD</li></ul>   |
| <b>December</b>  | <ul style="list-style-type: none"><li>• Technology PD</li></ul>  |
| <b>January</b>   | <ul style="list-style-type: none"><li>• Assessment and Feedback: Differentiation</li><li>• Technology PD</li></ul>   |
| <b>February</b>  | <ul style="list-style-type: none"><li>• Disciplinary Literacy: Moving Forward</li><li>• Student registrations process and identification</li><li>• Technology PD: TBD based on survey results</li></ul>  |
| <b>March</b>     | <ul style="list-style-type: none"><li>• Content Integration: Introduction</li><li>• Technology PD</li></ul>  |
| <b>April</b>     | <ul style="list-style-type: none"><li>• Content Integration: Looking Ahead</li><li>• Quarter 3 Benchmark Analysis: Plan of Action</li><li>• Quarter 3 Data Conferences (Ongoing throughout the month of April)</li><li>• Spring Testing Training</li><li>• SLO Conferences</li><li>• Technology PD</li></ul> |
| <b>May</b>       | (Limited due to testing)   |

#### Analysis/Response:

The Northwood faculty has had a wide variety of professional development opportunities over the past three years. These opportunities were based on school performance levels, needs assessment, and district initiatives. Professional development has addressed such areas as Learning Focus strategies, backward design (unit planning), Bloom's revised taxonomy, data disaggregation, rigorous instruction, South Carolina State Standards, and integration of technology. We were selected to participate in the Digital Leader Corps three-year initiative for technology and to serve as a pilot school for the district Personalized Learning Initiative.

In addition to school-wide learning opportunities faculty members attend district workshops and state conferences. All professional development is grounded in research-based models.

The professional development plan for the upcoming school year is currently being developed. Professional development for both school and district initiatives will continue.

### **School Climate Needs Assessment:**

#### **Survey Data from the Annual Report Card Survey**

| <b>Survey Data from Annual Report Card Survey—Teachers</b> |             |             |             |
|--|-------------|-------------|-------------|
|  | <b>2017</b> | <b>2018</b> | <b>2019</b> |
| Satisfied with learning environment                        | 95.5        | 80.0        | 90.7        |
| Satisfied with social and physical environment             | 90.9        | 80.0        | 93.8        |
| Satisfied with home-school relations                       | 86.4        | 92.0        | 87.5        |

| <b>Survey Data from Annual Report Card Survey—Students</b> |             |             |             |
|--|-------------|-------------|-------------|
|  | <b>2017</b> | <b>2018</b> | <b>2019</b> |
| Satisfied with learning environment                        | 72          | 57.6        | 66.4        |
| Satisfied with social and physical environment             | 74.7        | 61.9        | 70.6        |
| Satisfied with home-school relations                       | 84.8        | 72.4        | 87.9        |

| <b>Survey Data from Annual Report Card Survey—Parents</b> |             |             |             |
|---|-------------|-------------|-------------|
|   | <b>2017</b> | <b>2018</b> | <b>2019</b> |
| Satisfied with learning environment                       | 83.6        | 89.2        | 83.0        |
| Satisfied with social and physical environment            | 80          | 67.6        | 77.0        |
| Satisfied with home-school relations                      | 63.9        | 76.4        | 67.3        |

### **Analysis/Response:**

The school report card survey results from the last three years show an overall decline in the satisfaction of the learning environment and the social and physical environment.

In response to the survey results, we will continue to move forward with making it a priority to connect with our students and parents through differentiated and individualized instruction, more effective and improved parent communication, and in recognizing the accomplishments and achievements of our students. We will also work with fidelity to incorporate the district's Social/Emotional Learning Protocol to ensure we are reaching not only the academic needs of our students but their social and emotional needs as well.

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

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

**PERFORMANCE GOAL: 1** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 40 % in 2016-17 to 50.02 % in 2022-23.

*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.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1.67 % annually.

| DATA SOURCE(s):                      | AVERAGE BASELINE  | 2017-18                              | 2018-19      | 2019-20       | 2020-21      | 2021-22      | 2022-23      |
|--------------------------------------|---|--------------------------------------|--------------|---------------|--------------|--------------|--------------|
| SC READY ELA SC READY test data file | 40% Meets Expectations and Exceeds Expectations (2016-17) | <b>School Projected Middle 41.67</b> | <b>43.34</b> | <b>45.01</b>  | <b>46.68</b> | <b>48.35</b> | <b>50.02</b> |
|                                      |   | <b>School Actual Middle 47.8</b>     | <b>54.1</b>  | <b>waiver</b> |              |              |              |
| SC READY ELA SC READY test data file | 43% Meets Expectations and Exceeds Expectations (2016-17) | <b>District Projected Middle</b>     | <b>46</b>    | <b>49</b>     | <b>52</b>    | <b>55</b>    | <b>58</b>    |
|                                      |   | <b>District Actual Middle 44</b>     | <b>49</b>    | <b>waiver</b> |              |              |              |



| <b>ACTION PLAN FOR STRATEGY #1:</b> Increase rigor and expectations in both instruction and assessment in ELA to improve student achievement. |  |  |                       |                       | <b>EVALUATION</b>   |
|---|--|--|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>  | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>   |
| Effectively use formative assessments to inform instruction at a rigorous level   | 2018-2023                                | ELA Teachers   | NA                    | NA                    | MasteryConnect usage data (benchmarks and formatives).<br>Teacher Observation Data; SLO Data                  |
| Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor            | 2018-2020                                | Academic Specialists<br>School Administration<br>Instructional Coach | NA                    | NA                    | Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds |
| Implement coaching cycles to improve common planning and instruction  | 2018-2020                                | Academic Specialists<br>School Administration<br>Instructional Coach | NA                    | NA                    | Coaching Cycle artifacts and coaching cycle schedule from schools   |
| Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.                                   | 2018-2023                                | ELA Teachers<br>School Administration<br>Instructional Coach         | NA                    | NA                    | MasteryConnect Reports  |
| Use formative assessments to inform planning, instruction, remediation, and enrichment for the purpose of increasing DOK.                     | 2018-2023                                | Academic Specialists<br>School Administration<br>Instructional Coach | NA                    | NA                    | Mastery Connect/TE21<br>Coaching Cycles   |

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

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

**PERFORMANCE GOAL: 2** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 44% in 2016-17 to 52.64% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1.44 % annually.

| DATA SOURCE(s):                             | AVERAGE BASELINE  | 2017-18  | 2018-19      | 2019-20       | 2020-21      | 2021-22     | 2022-23      |
|---|---|--|--------------|---------------|--------------|-------------|--------------|
| SC READY Math<br>SC READY test<br>data file | 44% Meets<br>Expectations and<br>Exceeds<br>Expectations<br>(2016-17) | <b>School<br/>Projected<br/>Middle<br/>45.44</b> | <b>46.88</b> | <b>48.32</b>  | <b>49.76</b> | <b>51.2</b> | <b>52.64</b> |
|   |   | <b>School Actual<br/>Middle<br/>53.8</b>         | <b>59.5</b>  | <b>waiver</b> |              |             |              |
| SC READY Math<br>SC READY test<br>data file | 40% Meets<br>Expectations and<br>Exceeds<br>Expectations<br>(2016-17) | <b>District<br/>Projected<br/>Middle</b>         | <b>43</b>    | <b>46</b>     | <b>49</b>    | <b>52</b>   | <b>55</b>    |
|   |   | <b>District Actual<br/>Middle<br/>43</b>         | <b>44</b>    | <b>waiver</b> |              |             |              |

| <b>ACTION PLAN FOR STRATEGY #1:</b> Increase rigor and expectations in both instruction and assessment in Mathematics to improve student achievement. |  |  |                       |                       | <b>EVALUATION</b>   |
|---|--|--|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>  | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>   |
| Effectively use formative assessments to inform instruction at a rigorous level   | 2018-2023                                | Math Teachers  | NA                    | NA                    | MasteryConnect usage data (benchmarks and formatives).<br>Teacher Observation Data; SLO Data                  |
| Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor                    | 2018-2020                                | Academic Specialists<br>School Administration<br>Instructional Coach | NA                    | NA                    | Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds |
| Implement coaching cycles to improve common planning and instruction  | 2018-2020                                | Academic Specialists<br>School Administration<br>Instructional Coach | NA                    | NA                    | Coaching Cycle artifacts and coaching cycle schedule from schools   |
| Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.   | 2018-2023                                | Math Teachers<br>School Administration<br>Instructional Coach        | NA                    | NA                    | MasteryConnect Reports  |
| Use formative assessments to inform planning, instruction, remediation, and enrichment for the purpose of increasing DOK.                             | 2018-2023                                | Academic Specialists<br>School Administration<br>Instructional Coach | NA                    | NA                    | Mastery Connect/TE21<br>Coaching Cycles   |

| <b>ACTION PLAN FOR STRATEGY #2:</b> Build metacognitive awareness with texts valued in mathematics (such as graphs, charts, and real-world word problems). |  |   |                       |                       | <b>EVALUATION</b>   |
|--|--|---|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>   | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>   |
| Scaffold student thinking through modeling and think alouds to support independence as mathematicians who are conceptual and critical thinkers.            | 2018-2023                                | Academic Specialists for Math<br>Instructional Coach<br>Math Teachers         | NA                    | NA                    | Intentional collaborative planning based on student data<br><br>Evidence of teacher modeling and think alouds<br><br>Evidence of students engaged in collaborative conversations and independent problem solving                        |
| Incorporate real-world problem solving and critical thinking opportunities into daily instruction and assessment   | 2018-2023                                | Academic Specialists for Math<br>School Administration<br>Instructional Coach | NA                    | NA                    | Rigorous, aligned formative assessment<br><br>Evidence of students independently persevering through problem solving.<br><br>Effective and strategic use of mathematical tools.<br><br>Evidence of contextual and conceptual reasoning. |

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

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

**PERFORMANCE GOAL: 3** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by \_\_\_\_3\_% annually.

| DATA SOURCE(s):                                   |  | 2017-18                          | 2018-19     | 2019-20       | 2020-21   | 2021-22   | 2022-23   |
|---|--|----------------------------------|-------------|---------------|-----------|-----------|-----------|
| SCPASS Science SDE website and School Report Card | Baseline will be established in 2017-18 Grade 6 only | <b>School Projected Middle</b>   | <b>59</b>   | <b>62</b>     | <b>65</b> | <b>68</b> | <b>71</b> |
|   |  | <b>School Actual Middle 56</b>   | <b>58.9</b> | <b>waiver</b> |           |           |           |
| SCPASS Science SDE website and School Report Card | Baseline will be established in 2017-18 Grade 6 only | <b>District Projected Middle</b> | <b>56</b>   | <b>59</b>     | <b>62</b> | <b>65</b> | <b>68</b> |
|   |  | <b>District Actual Middle 53</b> | <b>53</b>   | <b>waiver</b> |           |           |           |

\*Beginning in 2019, grade 6 will be administered SCPASS Science.

| <b>ACTION PLAN FOR STRATEGY #1:</b> Increase rigor and expectations in both instruction and assessment in Science to improve student achievement. |  |  |                       |                       | <b>EVALUATION</b>   |
|---|--|--|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>  | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>   |
| Effectively use formative assessments to inform instruction at a rigorous level   | 2018-2023                                | Science Teachers   | NA                    | NA                    | MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data                     |
| Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor                | 2018-2020                                | Academic Specialists<br>School Administration<br>Instructional Coach | NA                    | NA                    | Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds |
| Implement coaching cycles to improve common planning and instruction  | 2018-2020                                | Academic Specialists<br>School Administration<br>Instructional Coach | NA                    | NA                    | Coaching Cycle artifacts and coaching cycle schedule from schools   |
| Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.                                       | 2018-2023                                | Science Teachers<br>School Administration<br>Instructional Coach     | NA                    | NA                    | MasteryConnect Reports  |
| Use formative assessments to inform planning, instruction, remediation, and enrichment for the purpose of increasing DOK.                         | 2018-2023                                | Academic Specialists<br>School Administration<br>Instructional Coach | NA                    | NA                    | Mastery Connect/TE21<br>Coaching Cycles   |

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

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

**PERFORMANCE GOAL: 4** Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

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

| DATA SOURCE(s):                      | 2016-17  | 2017-18  | 2018-19 | 2019-20       | 2020-21 | 2021-22 | 2022-23 |
|--------------------------------------|--|--|---------|---------------|---------|---------|---------|
| SC READY<br>ELA<br>SC SDE<br>Website | 32% Meets<br>Expectations<br>and Exceeds<br>Expectations | <b>School<br/>Projected<br/>Hispanic<br/>34.11</b> | 36.22   | 38.33         | 40.44   | 42.55   | 44.66   |
| SC READY<br>ELA<br>SC SDE<br>Website |  | <b>School Actual<br/>Hispanic<br/>32.5</b>         | 47.0    | <b>waiver</b> |         |         |         |
| SC READY<br>ELA<br>SC SDE<br>Website | 33% Meets<br>Expectations<br>and Exceeds<br>Expectations | <b>District<br/>Projected<br/>Hispanic<br/>36</b>  | 36      | 39            | 42      | 45      | 48      |
| SC READY<br>ELA<br>SC SDE<br>Website |  | <b>District Actual<br/>Hispanic<br/>34</b>         | 40      | <b>waiver</b> |         |         |         |

|                                      |  |  |       |               |       |       |       |
|--------------------------------------|--|--|-------|---------------|-------|-------|-------|
| SC READY<br>ELA<br>SC SDE<br>Website | 17% Meets<br>Expectations<br>and Exceeds<br>Expectations | <b>School<br/>Projected AA<br/>19.94</b>     | 22.88 | 25.82         | 28.76 | 31.7  | 34.64 |
| SC READY<br>ELA<br>SC SDE<br>Website |  | <b>School Actual<br/>AA<br/>23.4</b>         | 26.5  |               |       |       |       |
| SC READY<br>ELA<br>SC SDE<br>Website | 22% Meets<br>Expectations<br>and Exceeds<br>Expectations | <b>District<br/>Projected AA<br/>25</b>      | 25    | 28            | 31    | 34    | 37    |
| SC READY<br>ELA<br>SC SDE<br>Website |  | <b>District Actual<br/>AA<br/>25</b>         | 31    | <b>waiver</b> |       |       |       |
| SC READY<br>ELA<br>SC SDE<br>Website | 5% Meets<br>Expectations<br>and Exceeds<br>Expectations  | <b>School<br/>Projected<br/>SWD<br/>8.61</b> | 13.22 | 15.83         | 19.44 | 23.05 | 26.66 |
| SC READY<br>ELA<br>SC SDE<br>Website |  | <b>School Actual<br/>SWD<br/>6.4</b>         | 11.1  | <b>waiver</b> |       |       |       |
| SC READY<br>ELA<br>SC SDE<br>Website | 11% Meets<br>Expectations<br>and Exceeds<br>Expectations | <b>District<br/>Projected<br/>SWD<br/>14</b> | 14    | 17            | 20    | 23    | 26    |



|                                      |  |   |       |               |       |      |       |
|--------------------------------------|--|---|-------|---------------|-------|------|-------|
| SC READY<br>ELA<br>SC SDE<br>Website |  | <b>District Actual<br/>SWD<br/>12</b>     | 21    | <b>waiver</b> |       |      |       |
| SC READY<br>ELA<br>SC SDE<br>Website | 20% Meets<br>Expectations<br>and Exceeds<br>Expectations | <b>School<br/>Projected LEP<br/>22.78</b> | 25.56 | 28.34         | 31.12 | 33.9 | 36.68 |
| SC READY<br>ELA<br>SC SDE<br>Website |  | <b>School Actual<br/>LEP<br/>32.7</b>     | 45.6  | <b>waiver</b> |       |      |       |
| SC READY<br>ELA<br>SC SDE<br>Website | 32% Meets<br>Expectations<br>and Exceeds<br>Expectations | <b>District<br/>Projected LEP<br/>35</b>  | 35    | 38            | 41    | 44   | 47    |
| SC READY<br>ELA<br>SC SDE<br>Website |  | <b>District Actual<br/>LEP<br/>33</b>     | 44    | <b>waiver</b> |       |      |       |
| SC READY<br>ELA<br>SC SDE<br>Website | 26% Meets<br>Expectations<br>and Exceeds<br>Expectations | <b>School<br/>Projected PIP<br/>29</b>    | 32    | 35            | 38    | 41   | 44    |
| SC READY<br>ELA<br>SC SDE<br>Website |  | <b>School Actual<br/>PIP<br/>31.5</b>     | 39    | <b>waiver</b> |       |      |       |

|                                       |  |  |       |               |       |       |       |
|---------------------------------------|--|--|-------|---------------|-------|-------|-------|
| SC READY<br>ELA<br>SC SDE<br>Website  | 35% Meets<br>Expectations<br>and Exceeds<br>Expectations | <b>District<br/>Projected PIP<br/>38</b>           | 38    | 41            | 44    | 47    | 50    |
| SC READY<br>ELA<br>SC SDE<br>Website  |  | <b>District Actual<br/>PIP<br/>33</b>              | 45    | <b>waiver</b> |       |       |       |
| SC READY<br>Math<br>SC SDE<br>Website | 31% Meets<br>Expectations<br>and Exceeds<br>Expectations | <b>School<br/>Projected<br/>Hispanic<br/>33.17</b> | 35.34 | 37.51         | 39.68 | 41.85 | 44.02 |
| SC READY<br>Math<br>SC SDE<br>Website |  | <b>School Actual<br/>Hispanic<br/>47.2</b>         | 56.2  | <b>waiver</b> |       |       |       |
| SC READY<br>Math<br>SC SDE<br>Website | 36% Meets<br>Expectations<br>and Exceeds<br>Expectations | <b>District<br/>Projected<br/>Hispanic<br/>39</b>  | 39    | 42            | 45    | 48    | 51    |
| SC READY<br>Math<br>SC SDE<br>Website |  | <b>District Actual<br/>Hispanic<br/>42</b>         | 43    | <b>waiver</b> |       |       |       |
| SC READY<br>Math<br>SC SDE<br>Website | 15% Meets<br>Expectations<br>and Exceeds<br>Expectations | <b>School<br/>Projected AA<br/>18.06</b>           | 21.12 | 24.18         | 27.24 | 30.3  | 33.36 |

|                                       |  |  |       |               |       |       |       |
|---------------------------------------|--|--|-------|---------------|-------|-------|-------|
| SC READY<br>Math<br>SC SDE<br>Website |  | <b>School Actual<br/>AA<br/>23.8</b>         | 26.5  | <b>waiver</b> |       |       |       |
| SC READY<br>Math<br>SC SDE<br>Website | 24% Meets<br>Expectations<br>and Exceeds<br>Expectations | District<br>Projected AA<br><b>27</b>        | 27    | 30            | 33    | 36    | 39    |
| SC READY<br>Math<br>SC SDE<br>Website |  | <b>District Actual<br/>AA<br/>28</b>         | 30    | <b>waiver</b> |       |       |       |
| SC READY<br>Math<br>SC SDE<br>Website | 6% Meets<br>Expectations<br>and Exceeds<br>Expectations  | <b>School<br/>Projected<br/>SWD<br/>9.56</b> | 13.12 | 16.68         | 20.24 | 23.80 | 27.36 |
| SC READY<br>Math<br>SC SDE<br>Website |  | <b>School Actual<br/>SWD<br/>10.9</b>        | 13.8  | <b>waiver</b> |       |       |       |
| SC READY<br>Math<br>SC SDE<br>Website | 15% Meets<br>Expectations<br>and Exceeds<br>Expectations | District<br>Projected SWD<br><b>18</b>       | 18    | 21            | 24    | 27    | 30    |
| SC READY<br>Math<br>SC SDE<br>Website |  | <b>District Actual<br/>SWD<br/>16</b>        | 20    | <b>waiver</b> |       |       |       |

|                                       |   |   |       |               |       |       |       |
|---------------------------------------|---|---|-------|---------------|-------|-------|-------|
| SC READY<br>Math<br>SC SDE<br>Website | 24% Meets<br>Expectations<br>and Exceeds<br>Expectations    | <b>School<br/>Projected LEP<br/>26.56</b> | 29.12 | 31.68         | 34.24 | 36.80 | 39.36 |
| SC READY<br>Math<br>SC SDE<br>Website |   | <b>School Actual<br/>LEP<br/>51.3</b>     | 56.9  | <b>waiver</b> |       |       |       |
| SC READY<br>Math<br>SC SDE<br>Website | 37% Meets<br>Expectations<br>and Exceeds<br>Expectations    | <b>District<br/>Projected LEP<br/>40</b>  | 40    | 43            | 46    | 49    | 52    |
| SC READY<br>Math<br>SC SDE<br>Website |   | <b>District Actual<br/>LEP<br/>42</b>     | 46    | <b>waiver</b> |       |       |       |
| SC READY<br>Math<br>SC SDE<br>Website | 27.9 % Meets<br>Expectations<br>and Exceeds<br>Expectations | <b>School<br/>Projected PIP<br/>31</b>    | 34    | 37            | 40    | 43    | 46    |
| SC READY<br>Math<br>SC SDE<br>Website |   | <b>School Actual<br/>PIP<br/>36.13</b>    | 41.2  | <b>waiver</b> |       |       |       |
| SC READY<br>Math<br>SC SDE<br>Website | 33% Meets<br>Expectations<br>and Exceeds<br>Expectations    | <b>District<br/>Projected PIP<br/>36</b>  | 36    | 39            | 42    | 45    | 48    |

|                                       |  |                              |    |        |  |  |  |
|---------------------------------------|--|------------------------------|----|--------|--|--|--|
| SC READY<br>Math<br>SC SDE<br>Website |  | District Actual<br>PIP<br>38 | 43 | waiver |  |  |  |
|---------------------------------------|--|------------------------------|----|--------|--|--|--|

| <b>ACTION PLAN FOR STRATEGY #1:</b> Increase the effectiveness of data-based core instruction.  |  |  |                       |                       | <b>EVALUATION</b>   |
|---|--|--|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>  | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>   |
| Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data). | 2018-2023                                | School Administration<br>Instructional Coach                         | NA                    | NA                    | Evidence of data driven conversations from school meetings  |
| Provide strategy and content support for teachers   | 2018-2023                                | Instructional Coach<br>District Specialists                          | NA                    | NA                    | Professional development offerings that provide best practice strategies and content to teachers  |
| Provide professional learning opportunities for instructional strategies for diverse learners   | 2018-2023                                | Academic Specs.<br>Coord. Of ELL<br>Sped Dept<br>Instructional Coach | NA                    | NA                    | Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds<br><br>Professional Development offerings on diverse learner strategies. |

| <b>ACTION PLAN FOR STRATEGY #2:</b> Improve use of Multi-Tiered Systems of Support (MTSS).  |  |                           |                       |                       | <b>EVALUATION</b>  |
|---|--|---------------------------|-----------------------|-----------------------|--|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>  |
| Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support. | 2018-2023                                | School Team               | NA                    | NA                    | Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team |
| Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.           | 2018-2020                                | School Team               | NA                    | NA                    | Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team |

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

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

**PERFORMANCE GOAL: 5** 100% of middle schools will have targeted literacy intervention classes by 2023.

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

| DATA SOURCE(s): | 2016-17 | 2017-18                 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-----------------|---------|-------------------------|---------|---------|---------|---------|---------|
| PowerSchool     | Yes     | School Projected<br>Yes | Yes     | Yes     | Yes     | Yes     | Yes     |
| PowerSchool     |         | School Actual<br>Yes    | Yes     | Yes     |         |         |         |
| PowerSchool     | 50      | District Projected      | 75      | 100     | 100     | 100     | 100     |
| PowerSchool     |         | District Actual<br>89   | 100     | 100     |         |         |         |



| <b>ACTION PLAN FOR STRATEGY #1:</b> Provide consistent targeted core reading instruction to meet identified student needs.  |  |  |                       |                       | <b>EVALUATION</b>   |
|---|--|--|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>  | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>   |
| Implementation of the GCS Secondary Literacy Framework.   | 2018-2023                                | Acad. Specs.<br>School Administration<br>Instructional Coach<br>Classroom Teachers | NA                    | NA                    | Observations, anecdotal notes, and lesson plans.  |
| Intentional unit and lesson planning reflective of responsive to student needs  | 2018-2023                                | Classroom Teachers<br>School Administration<br>Instructional Coach                 | NA                    | NA                    | Collaborative planning, data analysis, unit planning, protected daily planning times                |
| Differentiate instruction and assessments to meet students' needs while maintaining the expectation of grade-level mastery. | 2018-23                                  | Classroom Teachers<br>School Administration<br>Instructional Coach                 | NA                    | NA                    | Lesson planning, formative assessments (i.e. within MasteryConnect) teams and reflective practices. |

| <b>ACTION PLAN FOR STRATEGY #2:</b> Provide targeted reading interventions aligned to student needs as identified through evidence-based assessment |  |                           |                       |                       | <b>EVALUATION</b>  |
|---|--|---------------------------|-----------------------|-----------------------|--|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>  |
| Track students in intervention to determine the most effective strategies for increasing student success  | 2018-2023                                | School Team               | NA                    | NA                    | Intervention strategies documented in GCSOURCE   |
| Implement the MTSS framework intervention guidelines with fidelity  | 2018-2023                                | School Team               | NA                    | NA                    | Formative and summative assessments to inform about the focus, duration, and effectiveness of the intervention |

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

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

**PERFORMANCE GOAL: 1** The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

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

| DATA SOURCE(s):                | BASELINE                          | 2017-18  | 2018-19  | 2019-20  | 2020-21  | 2021-22  | 2022-23  |
|--------------------------------|-----------------------------------|--|--|--|--|--|--|
| Employment report              |                                   | <b>School Projected</b>  |  | Gender Diversity = Increase or Maintain<br>Ethnic Diversity = Increase or Maintain | Gender Diversity = Increase or Maintain<br>Ethnic Diversity = Increase or Maintain | Gender Diversity = Increase or Maintain<br>Ethnic Diversity = Increase or Maintain | Gender Diversity = Increase or Maintain<br>Ethnic Diversity = Increase or Maintain |
| GCS Human Resources Department | Baseline established in 2019-2020 | <b>School Actual</b>   |  | Gender Diversity = Yes<br>Ethnic Diversity = Yes                                   |  |  |  |
| Employment report              |                                   | <b>District Projected</b>  | Gender Diversity = 92%<br>Ethnic Diversity = 92% | Gender Diversity = 94%<br>Ethnic Diversity = 94%                                   | Gender Diversity = 96%<br>Ethnic Diversity = 96%                                   | Gender Diversity = 98%<br>Ethnic Diversity = 98%                                   | Gender Diversity = 100%<br>Ethnic Diversity = 100%                                 |
| GCS Human Resources Department | Baseline established in 2017-2018 | <b>District Actual</b><br>Gender Diversity = 99%<br>Ethnic Diversity = 90% | Gender Diversity = 96%<br>Ethnic Diversity = 91% | Gender Diversity = 99%<br>Ethnic Diversity = 96%                                   | Gender Diversity = 100%<br>Ethnic Diversity = 97%                                  |  |  |

| <b>ACTION PLAN FOR STRATEGY #1:</b> Recognizing the limited availability of diverse candidates, create a plan to equip teachers to work with diverse student populations. |  |                                 |                       |                       | <b>EVALUATION</b>   |
|---|--|---------------------------------|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>       | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>                                 |
| Develop training opportunities for schools to help existing teachers work with diverse students.  | 2018-2023                                | District<br>Instructional Coach | TBD                   | TBD                   | Professional Development opportunities targeting student diversity. |

| <b>ACTION PLAN FOR STRATEGY #2:</b> Promote education as a career option for all demographics. |  |                           |                       |                       | <b>EVALUATION</b>                   |
|--|--|---------------------------|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| Advocate within our counseling program to encourage teaching as a profession                   | 2018-2023                                | Guidance                  | NA                    | NA                    | IGP                                 |

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

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

**PERFORMANCE GOAL: 1** Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they feel safe during the school day on the South Carolina Department of Education Survey.

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

| DATA SOURCE(s):                  | 2016-17 | 2017-18                       | 2018-19 | 2019-20   | 2020-21 | 2021-22 | 2022-23 |
|----------------------------------|---------|-------------------------------|---------|---|---------|---------|---------|
| SC SDE School Report Card Survey | 85.4    | School Projected Students     | ≥ 90    | ≥ 90  | ≥ 90    | ≥ 90    | ≥ 90    |
|                                  |         | School Actual Students<br>94  | 94      | Data point not available due to state-wide school closures on March 17, 2020 COVID-19 pandemic. |         |         |         |
| SC SDE School Report Card Survey | 100     | School Projected Teachers     | ≥ 90    | ≥ 90  | ≥ 90    | ≥ 90    | ≥ 90    |
|                                  |         | School Actual Teachers<br>100 | 100     | Data point not available due to state-wide school closures on March 17, 2020 COVID-19 pandemic. |         |         |         |
| SC SDE School Report Card Survey | 89.7    | School Projected Parents      | ≥ 90    | ≥ 90  | ≥ 90    | ≥ 90    | ≥ 90    |

|                                  |           |   |             |   |             |             |             |
|----------------------------------|-----------|---|-------------|---|-------------|-------------|-------------|
|                                  |           | <b>School Actual<br/>Parents<br/>78</b> | 80.8        | Data point not available due to state-wide school closures on March 17, 2020 COVID-19 pandemic. |             |             |             |
| SC SDE School Report Card Survey | <b>92</b> | <b>District Projected Students</b>      | <b>≥ 90</b> | <b>≥ 90</b>   | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> |
|                                  |           | <b>District Actual Students<br/>86</b>  | 89          | Data point not available due to state-wide school closures on March 17, 2020 COVID-19 pandemic. |             |             |             |
| SC SDE School Report Card Survey | <b>98</b> | <b>District Projected Teachers</b>      | <b>≥ 90</b> | <b>≥ 90</b>   | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> |
|                                  |           | <b>District Actual Teachers<br/>97</b>  | 97          | Data point not available due to state-wide school closures on March 17, 2020 COVID-19 pandemic. |             |             |             |
| SC SDE School Report Card Survey | <b>91</b> | <b>District Projected Parents</b>       | <b>≥ 90</b> | <b>≥ 90</b>   | <b>≥ 90</b> | <b>≥ 90</b> | <b>≥ 90</b> |
|                                  |           | <b>District Actual Parents<br/>88</b>   | 89          | Data point not available due to state-wide school closures on March 17, 2020 COVID-19 pandemic. |             |             |             |

| <b>ACTION PLAN FOR STRATEGY #1:</b> Enhance lines of communication between the school and stakeholders regarding existing safety measures.  |  |                           |                       |                       | <b>EVALUATION</b>                                    |
|---|--|---------------------------|-----------------------|-----------------------|--|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>                  |
| Communicate clearly and effectively with all stakeholders that school-wide emergency response plans are in place and include explanations of the training and drills that take place at each location | 2018-2023                                | Principals                | NA                    | NA                    | Newsletters, Social Media Posts, SIC and PTA Agendas |
| Take a proactive approach by periodically pushing out information about the safety measures that we take at school  | 2018-2023                                | Principals                | NA                    | NA                    | Safety stories on web, social media, etc.            |

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*) ☐ District Priority  
*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 2** The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

**PERFORMANCE GOAL: 3** The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

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

Percent Recommended for Expulsion

| DATA SOURCE(s):      | 2016-17          | 2017-18                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|----------------------|------------------|------------------------|---------|---------|---------|---------|---------|
| GCS Expulsion Report | (2016-17)<br>1   | School Projected       | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    |
|                      |                  | School Actual<br>1     | 1.1%    |         |         |         |         |
| GCS Expulsion Report | (2016-17)<br>0.7 | District Projected     | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    | ≤1.0    |
|                      |                  | District Actual<br>0.8 | 105     | 0.9     |         |         |         |



Annual Expulsion Rate

| <b>DATA<br/>SOURCE(s):</b>                 | <b>2016-17</b>          | <b>2017-18</b>                       | <b>2018-19</b> | <b>2019-20</b> | <b>2020-21</b> | <b>2021-22</b> | <b>2022-23</b> |
|--|-------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| GCS Expulsion<br>Report                    | (2016-17)<br><b>0</b>   | <b>School<br/>Projected</b>          | $\leq .07$     | $\leq .07$     | $\leq .07$     | $\leq .07$     | $\leq .07$     |
|  |                         | <b>School Actual</b><br><b>0</b>     | 0              |                |                |                |                |
| GCS Expulsion<br>Report from<br>Kent Owens | (2016-17)<br><b>.04</b> | <b>District<br/>Projected</b>        | $\leq .07$     | $\leq .07$     | $\leq .07$     | $\leq .07$     | $\leq .07$     |
|  |                         | <b>District Actual</b><br><b>.04</b> | .10            | .03            |                |                |                |

| <b>ACTION PLAN FOR STRATEGY #1:</b> Increased community and student based education about Level III infractions and the criminal and disciplinary consequences |  |                           |                       |                       | <b>EVALUATION</b>                                |
|--|--|---------------------------|-----------------------|-----------------------|--|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b> | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>              |
| Increase awareness of community based resources that families can reach out to for guidance and support.   | 2018-2023                                | Guidance                  | NA                    | NA                    | Information disseminated and utilized            |
| Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.              | 2018-2023                                | School Administration     | NA                    | NA                    | Information disseminated through various formats |

| <b>ACTION PLAN FOR STRATEGY #2:</b> Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive school environment. |  |                                   |                       |                       | <b>EVALUATION</b>                                    |
|--|--|-----------------------------------|-----------------------|-----------------------|--|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>         | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>                  |
| Expand and enhance the utilization of Early Warning Systems to proactively intervene with students to limit expellable offenses.   | 2018-2023                                | School Teams                      | NA                    | NA                    | GCSources and interventions used throughout district |
| Further develop peer mentoring programs to support students and develop empathy.   | 2018-2023                                | School Administration<br>Guidance | Na                    | NA                    | Peer mentoring in schools                            |

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

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

**PERFORMANCE GOAL: 4** The school will demonstrate a caring environment as indicated by an increase in the percent of middle school students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

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

| DATA SOURCE(s):                           |                                 | 2017-18                      | 2018-19 | 2019-20 | 2020-21   | 2021-22 | 2022-23 |
|---|---------------------------------|------------------------------|---------|---------|---|---------|---------|
| AdvancED Climate & Culture Student Survey | Baseline established in 2017-18 | <b>School Projected</b>      | 58      | 62      | 66  | 70      | 74      |
|   |                                 | <b>School Actual</b><br>54   | 54      | 59      | Data point not available due to state-wide school closures on March 17, 2020 COVID-19 pandemic. |         |         |
| AdvancED Climate & Culture Student Survey | Baseline established in 2017-18 | <b>District Projected</b>    | 54      | 58      | 62  | 66      | 70      |
|   |                                 | <b>District Actual</b><br>52 | 50      | 52      | Data point not available due to state-wide school closures on March 17, 2020 COVID-19 pandemic. |         |         |

| <b>ACTION PLAN FOR STRATEGY #1:</b> Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students. |  |                                   |                       |                       | <b>EVALUATION</b>   |
|---|--|-----------------------------------|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>         | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>                               |
| Expand mentoring program for students   | 2018-2023                                | School Administration<br>Guidance | TBD                   | Local                 | Students assigned to an adult at the school.                      |
| Enhance professional development to increase staff awareness and understanding of community being served  | 2018-2023                                | School Administration             | TBD                   | Local                 | Bus ride to communities<br>Visit to community                     |
| Provide opportunities for support staff to be inclusive in school culture.  | 2018-2023                                | School Administration<br>PTA      | NA                    | NA                    | Support staff included in decision making and support of students |

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

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

**PERFORMANCE GOAL: 5** Achieve and maintain a student attendance rate of 95% or higher.

**INTERIM PERFORMANCE GOAL:** Maintain an annual student attendance rate of 95% or higher.

| DATA SOURCE(s):  | AVERAGE BASELINE | 2017-18                  | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|------------------|--------------------------|---------|---------|---------|---------|---------|
| ESSA Federal Accountability and SDE School Report Card | (2016-17)<br>95  | School Projected<br>95   | 95      | 95      | 95      | 95      | 95      |
|  |                  | School Actual<br>96      | 96      |         |         |         |         |
| ESSA Federal Accountability and SDE School Report Card | (2016-17)<br>95  | District Projected<br>95 | 95      | 95      | 95      | 95      | 95      |
|  |                  | District Actual<br>95    | 95      | 96      |         |         |         |

| <b>ACTION PLAN FOR STRATEGY #1:</b> Develop system to respond to attendance trends        |  |  |                       |                       | <b>EVALUATION</b>   |
|---|--|--|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>                                | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>                           |
| Consistently monitor attendance trends  | 2018-2023                                | Attendance Clerk<br>School Administration                | NA                    | NA                    | Attendance reports<br>Review of attendance policies           |
| Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students | 2018-2023                                | School Team<br>Attendance Clerk<br>School Administration | NA                    | NA                    | Students are identified and appropriate supports are assigned |

| <b>ACTION PLAN FOR STRATEGY #2:</b> Implement and maintain a proactive attendance program    |  |  |                       |                       | <b>EVALUATION</b>                           |
|--|--|--|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>                                | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>         |
| Promote attendance with students and parents as an important component of school success     | 2018-2023                                | School team  | NA                    | NA                    | Teacher/school direct contact with parents. |
| Continue to increase hands-on, real world learning experiences to enhance student engagement | 2018-23                                  | Teachers<br>School Administration<br>Instructional Coach | NA                    | NA                    | More real-world learning                    |

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

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

**PERFORMANCE GOAL: 6** The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of middle school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

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

| DATA SOURCE(s):                           |                                 | Baseline 2017-18   | 2018–19                                    | 2019–20                                    | 2020–21   | 2021–22                                 | 2022–23                                 |
|---|---------------------------------|--|--|--|---|---|---|
| AdvancED Climate & Culture Student Survey | Baseline established in 2017-18 | <b>School Projected</b>  | Afraid ≤ 5<br>Lonely ≤ 9<br>Angry ≤ 7      | Afraid ≤ 5<br>Lonely ≤ 9<br>Angry ≤ 7      | Afraid ≤ 5<br>Lonely ≤ 8<br>Angry ≤ 6   | Afraid ≤ 5<br>Lonely ≤ 8<br>Angry ≤ 6   | Afraid ≤ 5<br>Lonely ≤ 7<br>Angry ≤ 5   |
|   |                                 | <b>School Actual</b><br>Afraid – 5%<br>Lonely – 10%<br>Angry – 8%              | Afraid-8%<br>Lonely-15%<br>Angry-14%       | Afraid-7%<br>Lonely-14%<br>Angry-11%       | Data point not available due to state-wide school closures on March 17, 2020 COVID-19 pandemic. | Afraid ≤<br>Lonely ≤<br>Angry ≤         | Afraid ≤<br>Lonely ≤<br>Angry ≤         |
| AdvancED Climate & Culture Student Survey | Baseline established in 2017-18 | <b>District Projected Secondary</b>  | Afraid ≤ 7<br>Lonely ≤ 13<br>Angry ≤ 14    | Afraid ≤ 7<br>Lonely ≤ 13<br>Angry ≤ 14    | Afraid ≤ 6<br>Lonely ≤ 12<br>Angry ≤ 13   | Afraid ≤ 6<br>Lonely ≤ 12<br>Angry ≤ 13 | Afraid ≤ 5<br>Lonely ≤ 11<br>Angry ≤ 12 |
|   |                                 | <b>District Actual Secondary</b><br>Afraid – 7%<br>Lonely – 16%<br>Angry – 14% | Afraid – 7%<br>Lonely – 16%<br>Angry – 14% | Afraid ≤ 7%<br>Lonely ≤ 16%<br>Angry ≤ 15% | Data point not available due to state-wide school closures on March 17, 2020 COVID-19 pandemic. | Afraid ≤<br>Lonely ≤<br>Angry ≤         | Afraid ≤<br>Lonely ≤<br>Angry ≤         |

| <b>ACTION PLAN FOR STRATEGY #1:</b> Improve understanding of students' social-emotional needs. |  |                                   |                       |                       | <b>EVALUATION</b>                   |
|--|--|-----------------------------------|-----------------------|-----------------------|-------------------------------------|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>         | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b> |
| Implement relationship-building programs/strategies  | 2018-2023                                | Guidance<br>School Administration | NA                    | NA                    | Programs implemented with fidelity  |
| Develop and maintain a menu of support resources   | 2018-2023                                | Guidance<br>School Administration | \$0                   | NA                    | Menu developed and distributed      |

| <b>ACTION PLAN FOR STRATEGY #2:</b> Increase connectivity to health and wellness services. |  |                              |                       |                       | <b>EVALUATION</b>                                     |
|--|--|------------------------------|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>  | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>    | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>                   |
| Achieve RAMP-certification (Recognized ASCA Model Program)                                 | 2018-2023                                | Guidance                     | TBD                   | TBD                   | RAMP certification                                    |
| Provide an annual community resource fair at the school level for staff and parents        | 2018-2023                                | School Teams                 | TBD                   | Local                 | Fair takes place                                      |
| Integrate physical activity into Extended Day program                                      | 2018-2023                                | EDP Director<br>EDP Teachers | NA                    | NA                    | Opportunities for activity included in daily schedule |



| <b>ACTION PLAN FOR STRATEGY #3:</b> Reduce incidents of bullying through awareness training and promotion of healthy relationships. |  |   |                       |                       | <b>EVALUATION</b>   |
|---|--|---|-----------------------|-----------------------|---|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>                               | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>                               |
| Train staff and students on the anonymous reporting process   | 2018-2023                                | School Administration                                   | NA                    | NA                    | Students and staff aware and able to report                       |
| Educate students on appropriate vs. inappropriate behaviors and the impact of their choices   | 2018-2023                                | School Administration<br>Guidance<br>Teachers           | NA                    | NA                    | Discipline consequences highlighted in materials for distribution |
| Include education of bullying behaviors during character education program  | 2018-2023                                | School Administration<br>Guidance<br>Classroom Teachers | NA                    | NA                    | Appropriate programs utilized by school                           |

| <b>ACTION PLAN FOR STRATEGY #4:</b> Establish a classroom environment that promotes social, emotional and intellectual well-being |  |   |                       |                       | <b>EVALUATION</b>  |
|---|--|---|-----------------------|-----------------------|--|
| <b>ACTIVITY</b>   | <b>TIMELINE</b><br>(Start and End Dates) | <b>PERSON RESPONSIBLE</b>   | <b>ESTIMATED COST</b> | <b>FUNDING SOURCE</b> | <b>INDICATORS OF IMPLEMENTATION</b>  |
| Build a positive learning community supportive of all students  | 2018-2023                                | Assoc. Supt. for Academics<br>Asst. Supts. for School Leadership<br>Academic Specialists<br>School Principals | NA                    | NA                    | Evidence of: <ul style="list-style-type: none"> <li>classroom conversations and reflections to support problem solving occur across the school day.</li> <li>classroom conversations and reflections occur across the components of the GCS Secondary Literacy Framework.</li> <li>established classroom norms, expectations, and procedures.</li> <li>students exercising autonomy and respect for peers and adults.</li> </ul> |

Report Card 2018-2019: <https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9TSZaWQ9MjMwMTA3NA>