

Greer Middle School



*“Empowering Learners for a World Class
Education”*

3032 East Gap Creek Road, Greer, SC 29651
864-355-5800

School Portfolio 2023-24

Updated and Revised April 2024

Stephanie Lackey

Principal

Dr. Burke Royster

Superintendent

Greenville County Schools

Stakeholder Involvement for School Renewal

Position - Name

1. Principal - Stephanie Lackey
2. Teachers - Lee Alba, Kristy Crutchfield, Sydney Ford, Laurie Robison, Amanda Crider, Chris Sloan, Allison Rosemond
3. Parent/Guardian – Rebecca Lauriault
4. Community Member - Ivan Moreno
5. Paraprofessional - Terry Titus
6. School Improvement Council Member – Willie McCray
7. Read to Succeed Reading Coach - n/a
8. School Read To Succeed Literacy Leadership Team Lead - Thelma Williams
9. School Read To Succeed Literacy Leadership Team Member - Amanda Crider

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Academic Assistance, PreK–3</p> <p>The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Academic Assistance, Grades 4–12</p> <p>The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Parent Involvement</p> <p>The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Staff Development</p> <p>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Technology</p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Innovation</p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Collaboration</p> <p>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>

<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

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Introduction

The Greer Middle School portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a living document that describes Greer Middle School and includes evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of student demographics and needs. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome. Much of the narrative content came from discussions of the staff in the process of evaluating our work. Our School Improvement Council and members of our PTSA also contributed parent data and input to this process.

In 2023-24, Greer Middle School continues to experience growth in our student population, especially with our multilingual learners. With more students who speak languages other than English, providing adequate language support becomes essential. This includes hiring bilingual staff, offering language assistance programs, and ensuring that classroom instruction is accessible to all students. Our current curriculum may not fully reflect the diverse backgrounds of our new students. We need to adapt our teaching materials and curriculum to be more inclusive and culturally relevant, ensuring that all students see themselves represented in their education. Integrating multilingual students into our school community can be challenging. We must actively promote social inclusion and provide opportunities for these students to connect with their peers and feel like they belong. Increased diversity can sometimes lead to misunderstandings or conflicts if not managed properly. It's important to promote understanding, empathy, and respect among all members of our school community to prevent these issues. Through it all, we have continued to focus on the whole child through our Capturing Kids' Hearts Program, our prioritization of Social Emotional Learning, and by ensuring that our students have the tools and support they need to learn.

Executive Summary

Summary of needs assessment for student achievement:

- We are improving instruction in order to meet the following goals for SC Ready and SC PASS in 2024:
 - 50% of students score Meets or higher on SC READY ELA
 - 33% of students score Meets or higher on SC READY Math
 - 46.8% of students score Meets or higher on SC READY Science 6th Grade
- We are continuing the practice of teachers developing specific, purposeful, standards-based daily learning targets that are effectively shared with students.
- We are continuing to focus on ensuring all classes are providing appropriate rigor through a schoolwide Depth of Knowledge professional development focus.
- We are utilizing the GCS Instructional Protocol to identify characteristics of effective instruction.
- Through our analysis of Read to Succeed ratings and SC READY scores from 2023, we have implemented more teaching of literacy strategies in all subject areas.
- We continued our two-day per week remediation program after school to provide additional academic support to our students outside of the regular school day.
- We have multiple academic teachers on each grade level who provide tutoring in the mornings prior to school
- Utilization of advisory time for students to complete Mathia workspaces to improve understanding and achievement in mathematics.
- We have initiated a peer math tutoring program three days a week where students are paired with a peer to improve their math skills and work through Mathia workspaces.
- We are continuing to support at-risk students through On Track. On Track is a school-based community collaboration to align and leverage community interventions and resources to keep students on track towards high school graduation and post-secondary success.

Summary of needs assessment for teacher and administrator quality:

- We are increasing the number of teachers who have met the Read to Succeed literacy requirement.
- We are providing support in the use of tech tools
- We are continuing to provide support for our PLCs to focus on student learning, use of the GCS Instructional Protocol, writing effective learning targets, utilizing common assessments, and utilizing disciplinary literacy, based on data from PLC meetings.
- We collaborate with other district middle schools through monthly PLC meetings with common subject areas.
- We attend and present at several conferences through the course of the year, including Summer Academy, Upstate Technology Conference, SCAMLE, and SETESOL to learn best practices for instruction.

Summary of needs for school climate:

- We are better informing our stakeholders of school achievements, initiatives, and events through our website, social media, IGP conferences, and our School Improvement Council (SIC) Report to the Community.
- We are working to empower students to take responsibility for their educational and behavioral decisions through Capturing Kids' Hearts.

- We are increasing competence in Social Emotional Learning through use of the The Guide, which focuses on mental health literacy, during advisory time.
- Our counseling department maintains a Caring Closet to help meet students' basic needs with hygiene and clothing items. This is in addition to our already established Weekend Backpack Program to support students' food insecurity needs.
- Our Student Council has created a climate for students to share ideas and implement leadership opportunities to provide growth within the school.

Our school's significant challenges from the past 3 years:

- Student Absenteeism
- Continuous growth in our school community
- Effective teacher-parent communication.
- The need for more parent involvement.
- Adaptation to the changing instructional and social emotional needs of our students.

Highlights of our school's significant awards, results, and accomplishments:

- High School Credits Earned through English I, Algebra I, Spanish I, Virtual Classes (such as PE and Digital Citizenship)
- Junior Scholars Program
- 2023-34 Beta Club Recognitions:
 - 1st place state convention Two Dimensional Design
 - 1st place state convention Visual Arts - Drawing
 - 1st place state convention Performing Arts Solo Duo Trio
 - 2nd place state convention Living Literature
 - 3rd place state convention On Site Art - Drawing
- 2023-24 Chorus Recognitions
 - ACDA All-State Chorus - 4 students, 1 was selected as a soloist out of all the singers in the state
 - District Honor Choir - 19 students
 - Honor Choir Performing National Anthem for Greenville Drive Game
 - Tri-M Music Honor Society - 46 Members
 - 1 Student 1st Place Vocal at State Beta Convention
- 2023-24 Strings Recognitions
 - Winter 2023: GMS Chamber Strings Ensemble Christmas and Recruiting Concerts at Chandler Creek and Crestview Elementary Schools
 - Winter 2023: GMS Chamber Strings Ensemble performed a Christmas Concert at Brookdale Assisted Living Facility
 - Winter 2023: GMS Chamber Strings Ensemble invited to perform at the Greenville Winter Market at the Grand Bohemian Lodge
 - Winter 2024: 25 Select GMS String Orchestra Students - Pre SCMEA Orchestra Performance Assessment Concert at Blue Ridge Middle School
- 2023-24 Band Recognitions
 - Marching Band - 3A State Championship Finalists - 7th Place
 - Greenville County Honor Band - 8 Students Audition and Selected
 - SCBDA Region 1 Honor Band - 5 Students Audition and Selected
- 2022-23 Capturing Kids' Hearts National Showcase School
- 2020-21 Capturing Kids' Hearts National Showcase School
- 2020-21 Counselor named to "10 Educators Who Make A Difference" by *Upstate Parent Magazine*
- 2020-21 LiveWell Grant Recipient
- 2020-21 Five DonorsChoose Project Funded
- 2019-20 Highest giving Middle School to United Way of all GCS Middle Schools.
- 2019-20 GCS District Teacher of the Year
- 2019-20 Beta Club represented Greer Middle School at the South Carolina State Convention and earned 2nd Place Finish in Living Literature, qualifying for Nationals.
- 2019-20 Greater Greer Education Foundation awarded our school a \$1448.00 grant to create a Makerspace.
- 2019-20 Girls Volleyball Team was the Greenville County Runners-Up.
- 2019-20 Nine classroom projects were fully funded through Donors Choose
- 2019-20 Introduction to Scientific Research elective offered to 8th Grade students through a Public Education Partners Grant
- 2019-20 One faculty member served as a member of the Teach Better Team.
- 2019-20 Two faculty members served as state-wide trainers for the Upstate Writing Project.

- 2019-20 Highest giving Middle School to United Way of all GCS Middle Schools.
- 2019-20 Band had 15 students in All-County Band, 10 students in Region Band, and 3 students in All-State band.
- 2019-20 Greer Middle School hosted EdCamp Greenville for educators around the Upstate in February 2020.
- 2019-20 Honors Band earned Superior with Distinction at the state Concert Performance Assessment

School Profile

Description of School Community

- **History of Greer Middle:** Greer Middle School was built in 1971. It replaced Davenport Jr. High, which had burned. Davenport Jr. High was located in the former Greer High School facility on Church Street in downtown Greer. Greer Middle School was established as a modern facility with open classrooms. Students were assigned to learning communities within the school, based on the Piedmont Schools Project. The student population grew to over 1300 in the nineties making it necessary to use the little theater for a learning center. Many portable classrooms were brought in during the eighties to accommodate the rapidly growing community of Greer.

In the mid 1990s, the BMW plant was built on the outskirts of Greer, bringing with it hundreds of new families. This began an economic upswing that continues to have an impact on the schools in our area. The Greenville County School District Board of Trustees recognized the need for new schools in the Greer area. The plan included an additional school to handle the abundance of new Greer residents' children, thus the new Greer Middle and Riverside Middle Schools were built.

The 1998-99 school year was a challenge for Greer Middle staff and students. Renovations to the old Greer Middle building began in the spring of 1998 while the staff tried to finish the school year. The Chandler Road facility was totally evacuated two weeks after school was over for the year. Greer Middle had to move twice.

The first move divided the student body and staff. Sixth and seventh grades were housed at the old Greer High School on North Main Street and the eighth grade was housed on a second floor wing of the new Greer High School on East Gap Creek Road three miles away. The principal traveled between schools daily. Assistant principals were assigned to each facility to handle administrative duties. The second move reunited everyone at the current location.

The new Greer Middle School building is located on 3032 East Gap Creek Road and opened in the fall of 1999.

- **Facilities:** During the school day, visitors can only access the school through our main office entrance. Front office doors and all other remaining doors are locked throughout the day. Visitors can only enter the main office or other parts of the building after they are admitted by school personnel.

Greer Middle School and Greer High School have campuses that are right next to one another, which is unique in Greenville County Schools. This allows the schools to easily communicate with one another regarding academic and behavioral questions and concerns, athletics, after school programs and events, parental involvement, etc.

Due to the increased interest in band, a second band classroom was added in 2017-18. Additionally, orchestra, art, and chorus courses have their own classrooms. Greer Middle has nine science labs, three per grade level. All classrooms contain Interactive Promethean Boards. Our sports facilities consist of four tennis/basketball courts and baseball, softball, and soccer fields. The gym floor was replaced in Summer 2018. A Makerspace was added to the Media Center in February 2020, that will be able to be used again in the future.

- Leadership:

Our Principal, Mrs. Stephanie Lackey, began serving as principal in 2019-20 and has been a part of our administrative team since 2013. Originally from Upstate New York, Mrs. Lackey began her career in education teaching English Language Arts in Philadelphia as part of Teach for America.

Our Assistant Principal for the 6th grade, Ms. Bethany Cummings, has been a part of our administrative team since 2019. She has previously taught Math at JL Mann High School.

Our Administrative Assistant for the 7th grade, Mr. Willie McCray, has been a part of our administrative team since 2022. He has previously taught Science in Berkeley County School District.

Our Assistant Principal for the 8th grade, Mr. Justin Saul, has been a part of our administrative team since 2018. He has previously taught Math and Social Studies at Northwest Middle School.

Description of School Personnel

Currently, Greer Middle School faculty includes 60 certified staff in teaching positions, 3 administrators, 1 media specialist, 4.5 school counselors, 1 instructional coach, 1 math coach, and 6 aides. The percentage of teachers with an advanced degree is 63.3% (2023-24). The percentage of teachers on a continuing contract is 100%. The percentage of teachers returning from the 2022-23 school year was 84.2%. The teacher attendance is 92.3% (2023-24). Three faculty members hold National Board certification.

Description of Student Population

Greer Middle School has an enrollment of 1080 students. Our ethnic statistics reflected the following percentages: 24% Hispanic, 47% White, 21% African-American, 5% two or more races, 1% American Indian or Alaska Native, and 1% Asian. Currently our population is 49% male and 51% female. Pupils in Poverty is 73%. Our Gifted and Talented population is 17%. Our Special Education population is 20%. Our ML population is 24%.

Major Academic and Behavioral Features/Programs/Initiatives

Professional Learning Communities (PLC): Teachers meet weekly as a grade level, subject area PLC (for example, 6th grade Math). Once per month, PLC members attend a District PLC. Each PLC uses a shared PLC toolkit document that helped guide the teachers in working as an effective PLC and addressing the following four questions:

- What do we expect our students to learn?
- How will we know they are learning?
- How will we respond when our students do not learn?
- How will we respond if our students already know the content/excel at learning the content?

The use of a shared document that was also accessible by the school's leadership team promoted communication between teachers and the school's administrators, Instructional Coach, and Math Coach.

BuzzTime (Advisory): Students were guided through Goal Setting, Mathia/Take 5, Social Emotional Learning (SEL), missing work completion, career exploration activities through Schoolinks, and Literacy Time weekly to assist students through a variety of needs.

Academic Teaming: Students are grouped in academic teams at the 6th, 7th, and 8th grade levels. Each grade level has two-three academic teams made up of a Math, ELA, Science, and Social Studies teacher, one of whom was the Team Leader. Teams of teachers share the same students. Teachers meet weekly with their academic team. Each team used a shared team toolkit document that helped guide the teachers in working as an effective team, which included sections for the team to focus on the following:

- Time for team members to check in with one another.
- What opportunities exist for interdisciplinary connections (vocab, etc.), activities, and/or projects?
- Avoiding overlapping test dates and project due dates
- Which students are struggling in more than one subject area? What interventions are in place to help these students become successful? What additional interventions are needed at this time?
- What student, team, or teacher successes have occurred? How can we celebrate this success?
- What issues exist that affect student learning, safety, etc.? Classroom management concerns, hallway behavior, etc.
- What housekeeping needs to be addressed? Upcoming events, paperwork that needs to be completed, etc.

The use of a shared document that was also accessible by the school's leadership team promoted communication between teams and the school's administrators, Instructional Coach, and Math.

Capturing Kids' Hearts (CKH): Beginning in 2018-2019, all faculty and staff have been trained in the CKH model. A group of faculty members also serve as CKH Process Champions leaders. As a CKH school, we utilize the EXCEL (Engage, X-Plore, Communicate, Empower, Launch) model in classrooms and meetings, create social contracts for all classrooms, empower student ambassadors, greet all students at the door of each class, and utilize the CKH four questions to increase student reflection. In 2020-21, our school was named a CKH National Showcase School.

Mindfulness and Social-Emotional Learning: As part of our increased awareness of the importance of social emotional learning, we have a "mindfulness minute" daily on the morning announcements. Students take part in RethinkED social-emotional learning lessons weekly during BuzzTime (Advisory). We also have an SEL Team of faculty/staff members.

OnTrack: Beginning in 2019-20, we began conducting bi-weekly OnTrack meetings to better identify and serve the needs of students who are struggling in the areas of attendance, behavior, and/or course performance. As part of this process, teams identify and carry out interventions, name a student advocate, and follow up on student progress. We have continued OnTrack in 2020-21, utilizing the Google Meet platform.

Inter-School Vertical Meetings: In January 2024, all 8th Grade, Related Arts, Special Education, and ESOL teachers took part in an annual vertical meeting with the faculty of Greer High School. This vertical meeting focused on high school expectations, programs, and how middle school teachers can best work to prepare our students for the challenges and opportunities they will have at Greer High School. Counselors, administrators, and special education teachers met with our feeder elementary schools in order to meet the needs of our rising 6th grade students.

Department Meetings: Each department is led by a department chair who serves as an instructional leader and conducts monthly meetings. These meetings are an opportunity to discuss best practices, new initiatives, vertical alignment, grade-level expectations, and upcoming opportunities and requirements.

Personalized Learning (1 to 1): Beginning with the 2017-18 school year, all students at Greer Middle school have access to a Dell Chromebook while at school. In addition, students take their Chromebook home with them for evenings and weekends. Teachers had the opportunity to integrate technology into daily lessons. Use of Chromebooks allowed for greater differentiation in teaching, additional means of assessing students both formatively and summatively, and increased means of students being able to demonstrate their knowledge and creativity.

Curriculum Council: Curriculum Council is a group of teacher leaders that meets monthly to advise the principal and discuss important matters related to student learning, school climate, and school initiatives. The Curriculum Council is made up of all team leaders, department chairs, administrators, and instructional support staff.

Predictive Assessments via MasteryConnect: Beginning in 2017-2018, Greenville County Schools implemented common District Predictive Assessments for state-tested areas through MasteryConnect. All teachers at Greer Middle were trained by the Instructional Coach in using MasteryConnect to track student mastery of State Standards. For Quarters 1, 2, and 3, students took Benchmarks created by TE21 in tested areas. The district found these Benchmarks to be over 90% correlated with student results on state tests during the previous school year. Our teachers were able to use the Benchmark data they received from TE21 to inform student instruction.

Common Assessments via MasteryConnect: Beginning in 2020-2021, Greenville County Schools implemented Common Assessments for Social Studies and 7th and 8th Grade Science. These common assessments allow teachers to identify areas of strengths and weaknesses in student mastery of standards to inform instruction.

Mission, Vision, Beliefs

“Empowering Learners for a World Class Education”

Our mission, vision and beliefs are communicated annually to all stakeholders during annual student/parent orientation meetings, PTSA meetings, SIC meetings, on our school website, and in our Annual Report to the Community.

Mission

The mission of Greer Middle School is to empower students to become independent, productive learners who exemplify good character in an increasingly global society.

Vision

Greer Middle will become a model that all other schools in Greenville County will aspire to emulate. We will support our community and contribute to the quality of life of our families. We will become a school that teachers gladly support, students respect, and of which the community can be proud.

Beliefs

We believe our students should:

- give and be given respect.
- be constantly challenged with standards driven curriculum and instruction.
- share the accountability for education with parents, teachers, and the community.
- receive curriculum, instruction, and assessment aligned to meet their individual needs
- be able to communicate effectively and solve problems.
- feel safe both emotionally and physically in and out of the classroom.

Data Analysis and Needs Assessment

2022-23 School Report Card:

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9TSZzaWQ9MjMwMTA2MA>

English Language Arts – SC Ready

ELA	Does Not Meet	Approaches	Meets	Exceeds
6th	24.3	27.3	24.3	24.1
7th	29.1	26.1	27.3	17.5
8th	25.9	25.4	27.5	21.1

Mathematics – SC Ready

Math	Does Not Meet	Approaches	Meets	Exceeds
6th	30.6	33.2	23.7	12.5
7th	34.3	42.6	14.6	8.5
8th	35.6	37.4	13.6	13.4

Teacher and Administrator Quality

Greer Middle School Performance Goals

1. During the 2023-24 school year, the percentage of students (grade 6-8) Meeting/Exceeding Expectations on ELA SC Ready will increase from 47% in Spring 2023 to 49% in Spring 2024.
2. During the 2023-24 school year, the percentage of students (grade 6-8) Meeting/Exceeding Expectations on Math SC Ready will increase from 29% in Spring 2023 to 32% in Spring 2024.
3. If the principal coaches teachers during collaborative teams with what students do/do not know through the use of pretests and frequent formative assessments, facilitates the expectation of note-taking in the math classroom, and distinguishes best teaching practices using available resources,
Then the teachers will determine the prerequisites of math standards prior to starting new topics, model appropriate mathematical processes while providing students with notes using vocabulary and visuals, reflect on results of formative assessments to inform instructional decisions, and give explicit instruction with appropriate scaffolds,
Then the students will have access to focused math instruction through small groups, and be given opportunities to demonstrate growth and mastery of math standards through independent practice while collaborating using math academic discourse

School-Wide Goals

Additionally, our school aims to improve student learning and achievement at Greer Middle School through a focus on:

- There will be an increased percentage of students meeting or exceeding state ELA standards.
- The writing methods will be consistent throughout the ELA department.

- Common literacy skills will be taught across the disciplines.
- Lessons will be more aligned to the GCS Instructional Protocol and the ELA Framework and be consistently implemented.
- Common assessments for the grade level department will be developed and discussed. Students will be learning at appropriate levels of DOK.
- Students will have more ability to work both independently and collaboratively.
- The needs of the students will be met with responsive teaching practices, therefore the teachers will see a growth in test results on student cold reads.
- To improve our percentage of students who are meeting or exceeding our math state standards.
- Collaboration with other district math teachers regarding best implementation practices.
- To build consistency among teachers within our school and throughout the district.
- Increased number of students who successfully complete Mathia workspaces.

ANTICIPATED OUTCOMES:

- Teachers will create standards-based lessons with common pacing and common summative assessments that promote student engagement. Evidence of the following can be seen through walk throughs, formal observations, PLC conversations, PLC toolkit minutes, and weekly planners:
 - All students are communicating about what they know
 - Students are asking questions
 - Teachers are supporting students' ability to do for themselves
 - The vast majority of what students are writing involves summarizing, analyzing, evaluating, etc.
 - Students feel challenged by the learning process
 - Students can describe what they are learning to another person
- Teachers will use Chromebooks to increase student engagement and to gather data about mastery of the standards using standards-based formative and summative assessment. Evidence of this can be seen through walk throughs, formal observations, PLC conversations, and weekly planners.
- Teachers will work in collaborative groups and individually to look critically at student achievement on high-stakes tests as well as teacher-created formative and summative assessments. Analyzing available data, we will work in collaborative groups to develop effective instructional strategies that reach the needs of all of our students. Evidence of this will be shown through data analysis worksheets, data analysis, PLC conversations, PLC toolkit minutes, walk throughs, formal observations, and test scores (including formative and summative assessment, quarterly benchmarks, and state testing).

- Teachers will meet as academic teams to improve student outcomes. Evidence of the following will be seen through team meeting conversations, walk throughs, and observations:
 - opportunities for interdisciplinary connections
 - scheduling best practices
 - students who need support and how to offer support
 - successes
 - concerns that need to be addressed

PD Offerings by Month

<p>August</p> <ul style="list-style-type: none"> ● Full-day PLC work ● Academic Team Meetings ● Capturing Kids’ Hearts Refresh ● PowerTeacher Gradebook setup ● Carnegie Learning ● Google Sites ● New Teachers – Orientation to Greer Middle ● 504 Plan Training ● Department Meeting ● Curriculum Council ● Formative Assessment to Inform Instruction ● GATE Training ● Kami PD (with Lance Curry) 	<p>January</p> <ul style="list-style-type: none"> ● PLCs meet weekly ● PLCs meet once per month as a district ● Department Meeting ● Curriculum Council ● Grade-Level Meetings ● Faculty Meeting ● On Track ● New Teacher Meeting ● SLO Mid-Year ● RethinkED training (SEL) ● GATE Training
<p>September</p> <ul style="list-style-type: none"> ● PLCs meet weekly ● PLCs meet once per month as a district ● Department Meeting ● Curriculum Council ● Grade-Level Meetings ● Faculty Meeting ● On Track ● New Teacher Meeting ● GATE Training 	<p>February</p> <ul style="list-style-type: none"> ● PLCs meet weekly ● PLCs meet once per month as a district ● Department Meeting ● Curriculum Council ● Grade-Level Meetings ● Faculty Meeting ● On Track ● New Teacher Meeting ● GATE Training ● 2 AI Trainings (with Lance Curry)
<p>October</p> <ul style="list-style-type: none"> ● PLCs meet weekly ● PLCs meet once per month as a district 	<p>March</p> <ul style="list-style-type: none"> ● PLCs meet weekly ● PLCs meet once per month as a district

<ul style="list-style-type: none"> ● Department Meeting ● Curriculum Council ● Grade-Level Meetings ● Faculty Meeting ● On Track ● New Teacher Meeting ● SLO Meetings ● Ed Tech Conference ● Social Studies Conference ● Trauma-Informed Practices ● GATE Training 	<ul style="list-style-type: none"> ● Department Meeting ● Curriculum Council ● Grade-Level Meetings ● Faculty Meeting ● On Track ● New Teacher Meeting ● SCAMLE - Middle School Conference ● Benchmark Data Analysis ● NoRedInk PD ● GATE Training
<p>November</p> <ul style="list-style-type: none"> ● PLCs meet weekly ● PLCs meet once per month as a district ● Department Meeting ● Curriculum Council ● Grade-Level Meetings ● Faculty Meeting ● On Track ● New Teacher Meeting ● Data Analysis from Benchmark Testing ● GATE Training 	<p>April</p> <ul style="list-style-type: none"> ● PLCs meet weekly ● PLCs meet once per month as a district ● Department Meeting ● Curriculum Council ● Grade-Level Meetings ● Faculty Meeting ● On Track ● New Teacher Meeting ● SLO conferences ● State Testing Training ● Data Analysis from Benchmark Testing ● SHAPE America Conference (PE/Health) ● GATE Training
<p>December</p> <ul style="list-style-type: none"> ● PLCs meet weekly ● PLCs meet once per month as a district ● Department Meeting ● Curriculum Council ● Grade-Level Meetings ● Faculty Meeting ● On Track ● New Teacher Meeting ● RethinkED training (SEL) ● Text-Dependent Analysis (TDA) Scoring Calibration ● Crisis Response/Mandated Reporting ● GATE Training 	<p>May</p> <ul style="list-style-type: none"> ● PLCs meet weekly ● Department Meeting ● Curriculum Council ● Grade-Level Meetings ● Faculty Meeting ● On Track ● New Teacher Meeting ● GATE Training

PD Presenters/Facilitators

- Thelma Williams - Instructional Coach
- Trinice Bowens - Math Coach
- Shayla Read - ELA Secondary Specialist
- Kristy Crutchfield - Special Education Department Chair
- Sydney Ford - Math Department Chair
- Taylor Moore, Jen Branning, Chelsea Shepherd, Kelli Fowler, Abigail Moylan, & Allison Rosemond - Counselors
- Melissa Camacho, Liz Pedrick, Christopher Dean, Kristy Crutchfield - Capturing Kids' Hearts Process Champions
- Christopher Dean, Chris Sloan, Sydney Ford - New Teacher Team

School Climate Needs Assessment**Results of Teacher, Student, and Parent Opinion Surveys**

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	70	1048	34
Percent satisfied with learning environment	95.7%	82.3%	80.6%
Percent satisfied with social and physical environment	95.7%	82.2%	73.3%
Percent satisfied with school-home relations	94.3%	91.4%	65.2%

Action Plan

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 30.9% in 2022-23 to 44% in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (MS)	32%	35%	38%	41%	44%
	30.9%	TBD	Actual (MS)					
	40%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	n/a to school	TBD	
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	n/a to school	TBD	
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	n/a to school	District funds Goalbook; State funds Ellevation	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team 	n/a to school	GCS Academics	
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team 	n/a to school	GCS Academics	
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Instructional Support Staff 	n/a to school	TBD	
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Instructional Support Staff • GCS Academics 	n/a to school	TBD	
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • PLCs 	n/a to school	TBD	
Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team 	n/a to school	TBD	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	n/a to school	TBD	
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · PLCs 	n/a to school	TBD	
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	n/a to school	TBD	
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	n/a to school	TBD	

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 46.9% in 2022-23 to 57% in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (MS)	49%	51%	53%	55%	57%
	47.9%	TBD	Actual (MS)					
	57%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	n/a to school	TBD	
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · PLCs 	n/a to school	TBD	
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	n/a to school	TBD	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Progress monitors intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Instructional Support 	n/a to school	TBD	
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • PLCs 	n/a to school	TBD	
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Department Chairs • GCS Academics 	n/a to school	TBD	
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • PLCs • Instructional Support 	n/a to school	TBD	
Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • PLCs 	n/a to school	TBD	
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • PLCs 	n/a to school	TBD	
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • PLCs • Instructional Support Staff 	n/a to school	TBD	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · PLCs 	n/a to school	TBD	
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	n/a to school	TBD	
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	TBD	TBD	
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	n/a to school	TBD	
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Instructional Support Staff 	n/a to school	TBD	
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · PLCs 	n/a to school	TBD	
4. Monitor students' needs in order to determine and use the best	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	n/a to school	TBD	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
instructional practices to achieve mastery of ELA skills.					
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Instructional Support Staff 	n/a to school	TBD	

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	· Administration	n/a to school	TBD	
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	· Administration	n/a to school	TBD	
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Continue to expand with middle and high school students - early exposure to	2024-2029	· Counseling department · Administration	n/a to school	TBD	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
teaching as a career choice through internal and external programs.					

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	12.5%	12%	11.5%	11%	10.5%
	13%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Provide resources and support for new to school employees.					
1. Hold regular new staff meetings to provide important information on best instructional practices, classroom management, and time management.	2024-2029	<ul style="list-style-type: none"> · Instructional Coach · Administration · Mentors 	TBD	TBD	

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	59.55%	57.55%	55.55%	53.55%	51.55%
	61.55%	TBD	Actual (School)					

*On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team Department Chairs Team Leaders 	n/a to school	TBD	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Department Chairs • Team Leaders 	TBD	TBD	
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Counseling Department • All teachers 	TBD	TBD	
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Teacher Mentors • Department Chairs • Team Leaders 	TBD	TBD	
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	<ul style="list-style-type: none"> • Administration • Counseling Department 	TBD	TBD	
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership • Counseling Department • All teachers 	TBD	TBD	
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<ul style="list-style-type: none"> • Administration • Counseling Department 	TBD	TBD	
2. Ensure school employees exhibit understanding and appreciation of all	2024-2029	<ul style="list-style-type: none"> • Administration • Counseling Department 	TBD	TBD	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
students and families and use best-practice communication strategies to connect with those families.					
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> · Administration · Counseling Department 	TBD	TBD	
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<ul style="list-style-type: none"> · Administration 	TBD	TBD	
2. Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	TBD	TBD	
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<ul style="list-style-type: none"> · Administration · Counseling Department 	TBD	TBD	
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<ul style="list-style-type: none"> · Administration 	n/a to school	TBD	
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	<ul style="list-style-type: none"> · Administration · Counseling Department 	n/a to school	TBD	
3. Establish standard and reliable classroom practice and developmentally	2024-2029	<ul style="list-style-type: none"> · Administration · All teachers 	TBD	TBD	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.					
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> • Administration • All teachers • Counseling Department 	TBD	TBD	
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	<ul style="list-style-type: none"> • Administration • Counseling Department • Case Managers 	TBD	TBD	

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District)					
			Projected (School)	28.14%	26.14%	24.14%	22.14%	20.14%
	30.14%	TBD	Actual (School)					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	· Administration	n/a to school	TBD	
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	· Instructional Leadership Team	TBD	TBD	
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up	2024-2029	· TBD	TBD	TBD	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
on individual Attendance Intervention Plans.					
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· TBD	TBD	TBD	
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	· Attendance Clerk · Counseling Department · Administration	n/a to school	TBD	
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· Principal	TBD	TBD	
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	· Nurse · Administration	TBD	TBD	

GOAL AREA 3 – Performance Goal 3

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	· Administration	TBD	TBD	
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· Administration · Counseling Department	TBD	TBD	
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· Media Specialist · Administration	TBD	TBD	
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	<ul style="list-style-type: none"> • Administration • Counseling Department 	n/a to school	TBD	
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<ul style="list-style-type: none"> • Administration • Counseling Department 	TBD	TBD	
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<ul style="list-style-type: none"> • Administration • Counseling Department 	TBD	TBD	
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)	2024-2029	<ul style="list-style-type: none"> • Administration • Teachers 	TBD	TBD	
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<ul style="list-style-type: none"> • Administration 	TBD	TBD	
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<ul style="list-style-type: none"> • Principal 	TBD	TBD	