

SEVIER MIDDLE SCHOOL

SCHOOL RENEWAL PLAN

2023-24 through 2028-29

Chad Maguire, Principal

W. Burke Royster, Superintendent

GREENVILLE COUNTY SCHOOLS

Greenville, South Carolina

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Sevier Middle School

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 (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		5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Chad Maguire		5/1/24
PRINTED NAME	SIGNATURE	DATE

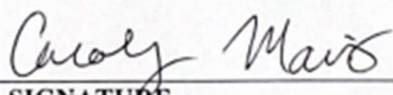
CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Brandon Coates		5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Ms. Carolyn Morris		5/1/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1000 Piedmont Park Road, Greenville, SC 29609

SCHOOL TELEPHONE: (864) 355 - 8200

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

Stakeholder Involvement for School Renewal

Position and Name

1. Principal: Chad Maguire
2. Teacher: Anne Frichtl, Representative. Full Faculty participated.
3. Parent/Guardian: Tammy Stone
4. Community Member: Timothy Berklich
5. Paraprofessional: Karen Hege
6. School Improvement Council Member: Brandon Coates
7. Read to Succeed Reading Coach: Carolyn Morris
8. School Read To Succeed Literacy Leadership Team Lead: N/A
9. School Read To Succeed Literacy Leadership Team Member: N/A

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**

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> 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="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> 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="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> 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="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> 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 type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> 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</p>

	delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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

Sevier Middle School Portfolio

The Sevier Middle School Portfolio documents 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. Each year the Sevier leadership teams and the School Improvement Council review our Action Plan and progress we are making toward our goals.

Sevier's Leadership teams, including Department Chairs and Team Leaders, meet monthly to discuss items that affect school-wide and long-term success and lead implementation among the staff.

Members of Leadership Team:

- Principal: Chad Maguire
- Assistant Principal: Brian Falls
- Administrative Assistant: Dana Swartzel
- Instructional Coach: Carolyn Morris
- Guidance Counselor: Darcy Storm
- Department Chairs: Brooke Childers (ELA), Sera Tanner (Math), Anne Bolin (Science), Brandon Smith (Social Studies), and Susan Moree (Special Education),
- Team Leaders: Terra Johns (Gr6), Anne Frichtl (Gr7), Brittany Harbin (Gr8), Angie Blakley (Related Arts)

The School Improvement Council provides input and discusses our progress each year.

Members of SIC include:

Principal: Chad Maguire

School Counselor: Kaelin Varner

Instructional Coach: Carolyn Morris

Staff Member: Karen Hege

Teacher: Brandon Coates

Parents: Tyler Watts, Meghan Fraga, Stephanie Lofnik, Tammy Stone.

This group meets to receive curricular and instructional updates, study school organizational changes, and build support for our school. They contributed to the development of Sevier's Vision, Mission and Motto.

The categories in this school portfolio are

- SDE Stakeholder Involvement and Assurances
- Introduction
- Executive Summary
- School Profile
- Mission, Vision, Beliefs
- Data Analysis and Needs Assessment
 - Student Achievement
 - Teacher and Administrator Quality
 - School Climate
- Action Plan
 - 5 Year Performance Goals
 - Annual Objectives
 - Strategies/Actions

This school portfolio is a living document that describes Sevier Middle School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome.

Please enjoy this story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the world of the future!

The Staff of Sevier Middle School

EXECUTIVE SUMMARY

STUDENT ACHIEVEMENT

The needs for our students to excel in a rigorous and innovative school curriculum along with the increasing demand for 21st Century skills, are challenges that the faculty and staff at Sevier Middle embrace. During the Covid-19 pandemic, Sevier experienced a decrease in student performance related to the disruption of traditional education. Since the pandemic, Sevier has seen an increase in student performance of 10% in ELA and Mathematics, and a 9% increase in Science. To continue on this positive trajectory, the Sevier Middle School faculty must continue to enhance their instruction and assessment practices, refining academic literacy strategies, applied learning experiences, and extended supports, to meet student needs and close learning gaps.

We continue to focus on academic literacy. Content area and grade level teachers plan lessons to include research, public presentation, and increased disciplinary literacy strategies, such as close/annotated reading, inquiry, discussion, and argumentative writing.

Curriculum mapping through the district's academic portal system provides scope and sequence for all subjects along with rich lessons, differentiated supports and assessment resources.

The Sevier Middle School faculty adopted a STEAM focus for the school-wide curriculum in 2013, raising student skills in critical thinking, collaboration, creativity, and communication, delivering increasingly rigorous and engaging learning experiences that incorporate the practices of science, technology, engineering, the arts/humanities, and mathematics. Project-based learning is used in classrooms as a means to deliver 21st century skills along with the STEAM focus.

Our educational support classes offer opportunities for special education and general education students to improve their literacy skills while using grade level content area text. During the 2023 - 2024 school year we have continued our Read 180 and System 44 reading supports that provide assistance to our students.

In 2013-14 we extended our school day by 10 minutes providing for an adjusted bell schedule. This allowed Sevier to create a 30-minute flex time class. When students need extra time or help, they work with teachers to improve understanding during flex time. Enrichment beyond the standard curriculum is available in 3-week cycles. The sessions offered in these cycles are focused on a special topic or experience, such as academic competition, service learning, or PBL opportunities. These sessions challenge students to their highest achievement, preparing them for success at the next level. During the 2023-2024 school year, we incorporated an SEL education program into this adjusted bell school.

In 2014-15, we began implementation of a 1 to 1 laptop initiative that transformed instruction and assessment while deepening our capacity for meaningful project-based learning. Devices for each child were in place by August of 2015. The Chromebooks that all students currently have allow teachers to provide differentiated instruction and personalized learning to all students. We have refreshed our 1 to 1 devices two times with support from our district.

TEACHER AND ADMINISTRATOR QUALITY

Content area teachers meet weekly to plan aligned, rigorous, and engaging units and lessons. Teachers meet in designated PLC teams for training to include STEAM/PBL, formative assessment, technology strategies, best practices for teaching our growing ML student population, inclusive practices, and best practice in student support and intervention. Related Art teachers also collaborate with content area teachers to design and implement cross-curricular projects. Google applications support cross-grade and cross-content collaboration in these professional learning communities. Our collaboration includes book studies, action research, data analysis, and inquiry.

SCHOOL CLIMATE

Sevier Middle School's vision, mission, and school structures are based on the National Middle School Association's "This We Believe" and the "Schools to Watch" criteria from the National Forum for Middle Level Reform. Our school climate is focused on establishing organizational structures and processes that support developmental responsiveness, social equity, and creating an environment in which academic excellence is achievable. Our climate is based on the core values of responsibility, respect, and integrity. The Sevier climate encourages innovative practice for individual student success.

Sevier faculty, parents, and community volunteers create opportunities for students to earn recognition, belong to a group, exercise choice, earn respect, fulfill their purpose, and affirm their sense of progress toward personal goals.

SIGNIFICANT CHALLENGES FROM THE PAST THREE YEARS

The most significant challenge Sevier has faced has been returning to and exceeding pre-pandemic expectations. Sevier has been successful in meeting this goal through, establishing strong PLC teams, focusing on solid tier I instruction, implementing targeted interventions for students below grade level, and creating a great middle school experience for students through a focus on building a strong school culture.

Sevier has seen an increase in multi-lingual students over the past three years. Particularly students with limited or interrupted formal education. Our ML population now represents 24% of our student population with our SLIFE students representing 4% of our student population. To meet this challenge, we have researched and implemented best practice to support ML students in the classroom. We have also developed support classes for ML students, hosted family events, and created field trips, specifically designed for ML students.

AWARDS, RESULTS, ACCOMPLISHMENTS

- VEX Robotics State Champions, 2018, 2020, 2021, 2022, & 2023. 7-time World Championship Qualifier.
- State Report Card Rating 2017 - 2023 – GOOD

- 2023 National Project Lead the Way Teacher of the Year
- Palmetto Silver Awards, 2008, 2010, 2011, 2012, 2014, 2017
- Palmetto Award, Closing the Gap, 2013
- Nationally Designated ASCA Model Program (RAMP) – School Counseling
- Multiple PSAT Junior Scholars, SAT Duke TIP Scholars and Grand Recognition Scholars
- Superior Rating: Orchestra; Excellent Rating: Chorus, Music Festival 2017, 2018, 2019, 2020, 2021, 2022 & 2023.
- PTA District and State Reflections Contest Winners
- Innovation Award and Design Award – State Gateway to Tech. Competition, USC
- SC Juried Art Show Winners
- Greenville County United Way Campaign Award of Excellence
- Youth in Government – Bills signed into Law in 2014, 2015, and 2016, 2019, 2021, 2022 & 2023
- State PTA Membership Award, Goals Award
- 6 National Board-Certified Teachers
- Top Ten Finalists, GC Teacher of the Year: Marilyn Murphy, Cheryl Cruell, Katherine King, Anna Nieto
- 2014 State PTA Support Staff Member of the Year – Chris Greggs
- 2015 Boys Soccer, Greenville County Middle School Champions
- 2016 8 Engineering Design students earn college credit from USC.
- 2017 4 Engineering Design students earn college credit from USC.
- 2016-2017 Boys Basketball Greenville County Middle School Champions
- 2017 Transform SC Designation by SC Council on Competiveness
- 6th Grade -- Winners of Flour Design Competition
- 2020 Designated by National Forum as a National School To Watch
- 2023 Re-designated by National Forum as a National School To Watch
- One of two schools in South Carolina to hold both RAMP and STW designations.
- Designated as one of U.S. News Best Public Middle Schools in South Carolina, 2022 - 2024

For a closer look...

For more in depth information on this school - including programs, course offerings, extra-curricular activities, and more - visit www.greenville.k12.sc.us/sevier/index.asp

If you would like information about the School Report Card rating visit the State Department of Education Website <https://ed.sc.gov/data/report-cards/>

or for more detailed testing information, visit <https://ed.sc.gov/data>

For more information call the district's INFOLine at 864-355-3100, log onto our website at www.greenville.k12.sc.us

SCHOOL PROFILE

SCHOOL COMMUNITY

Sevier Middle School is located in Greenville, South Carolina, and serves students in grades 6 through 8 in a suburban setting. The original junior high school was established in 1969, and was reorganized as a middle school in 1971. Our renovated and now state-of-the art facility opened in 2005.

Sevier was named for the World War I army training camp, located on the school site and surrounding area. Students learn about the history of the Sevier area. Each November Sevier hosts a special Veterans' Day program, and many armed service veterans participate. This event is well attended by the greater Greenville community.

Sevier has strong PTA and SIC representation and participation. Volunteer hours have increased tremendously over prior years and the presence of parents and community members is a regular part of school life. Numerous events are at standing-room-only and volunteer and visiting adults serve as models and mentors each day.

Sevier collaborates with community advisors through our School Counseling Advisory Group and STEAM Advisors. These groups provide invaluable insights into our program development and effective operation.

Sevier is working on developing stronger partnerships with the community. We have community volunteers from Girl Up Greenville who participate in Enrichment classes. We are enrolling volunteers to participate in our Lunch Bunch Program. We have also involved the community through service learning projects such as a school wide food drive to donate food to Loaves and Fishes, and a community service project to support Front Porch.

Each parent and community partner brings a unique perspective on educating our students in a real world context, expanding student understanding of the purpose of their education.

SCHOOL PERSONNEL DATA: 2023-24

Education Level of Professional Staff		
Bachelors	15 Staff	31%
Bachelors Plus 18	1 Staff	2%
Masters	24 Staff	49%
Masters Plus	9 Staff	18%

Staff by Gender		
Male	15 Staff	24%
Female	47 Staff	76%

Staff by Ethnicity		
African – American	5 Staff	7%
Hispanic	3 Staff	4%
White	65 Staff	89%

STUDENT POPULATION DATA: 2023-2024 On Campus Students

Students by race:

Asian	19 Students	2.8%
African-American	94 Students	13.9%
Hispanic	149 Students	22.1%
White	359 Students	53.3%
Two or More Races	43 Students	6.3%
Other	9 Students	1.3%
Total	673 Students	100%

Students with Disabilities

Primary Disability	Students	
Autism	6 Students	
Deaf and Hard of Hearing	2 Students	
Intellectual Disability	3 Students	
Multiple Disabilities	2 Students	
Other Health Impairment	15 Students	
Specific Learning Disability	81 Students	
Speech / Language	2 Students	
Traumatic Brain Injury	1 Student	
Visual Impairment	1 Student	
Total	113 Students	16.7%

Student with a 504 Plan

Students with 504 Plan	30 Students	4.5%
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Students by Service Type Summary

Students by Service		
Pupils in Poverty	377 Students	56.0%
Gifted & Talented	216 Students	
Multi-Lingual	170 Students	25.2%
Students with Disabilities	113 Students	16.7%
Students with 504 Plan	30 Students	4.5%

MAJOR ACADEMIC AND BEHAVIORAL FEATURES

- Active, STEAM-focused, with multi-content area Project Based Learning
- Technology integrated and personalized instruction; 1 to 1 Laptop Initiative
- H.S. Credit Opportunities – English I Honors, Algebra I Honors, Spanish I, Art I, Band I, Strings I, Chorus I, Creative Writing, Cyber Citizenship, Fundamentals of Computing.
- Engineering Design Program – Design & 3D Modeling; Robotics & Automation; Green Architecture; Energy & the Environment, Introduction to Engineering Design
- Fine Arts Program – Art, Digital Media, Band, Strings, Orchestra, Percussion, Chorus, Music and Theatre, and Electronic Music
- Inclusive Practices School – Stetson Model; Upstate Writing Project School
- Enrichment Program – Extra Time & Help, Academic Extension, and Special Interest
- Comprehensive School Counseling Model (RAMP) – Individual, Small Group and Academic Counseling, Career Interest/Awareness, and Individual Graduation Plans
- ABC monitoring and mentoring program – reducing course failure and disciplinary referrals
- Full service communications – Website, weekly phone messages, Facebook, Instagram, Twitter, Weekly media release, Remind messages
- Academic Competition – Youth in Government, National Geography Bee, VEX Robotic Teams, Science Clubs, Model U.N.
- Leadership Development -- Character and Academic awards, Student Council, Recycling, Outdoor Garden
- CATCH School – Wellness Break, Intramurals, Field Days
- Volleyball, Basketball, Soccer, Baseball, and Softball.
- Extensive Business and Community involvement – STEAM Advisors, Project Mentors, Club Sponsors, Lunch and Learn, & Career Exploration

Signature Events:

- “Return to Camp Sevier” Veterans Day celebration
- “Flight of the Falcon” – 5th grade Open House
- “Falcon Flight Planning” – Showcase and Curriculum Planning Event
- VEX Robotics Invitational
- Noche de Ciencias
- Career Fair with 76 community partners in 2024

Instruction follows the Learning Focused teaching model. Students attend 4 core academic classes of 60 minutes and 2 related arts classes of 50 minutes daily. Sevier students have a daily wellness break during their lunch block. Students and teachers walk our 1/4 mile track and find that this relatively unstructured time supports the strengthening of teacher-student relationships and meets an important need that young adolescents have to interact with their peers.

A continued emphasis on Reading and Language Arts is required through all grade levels and all subject areas in order to increase student achievement for all subgroups at Sevier. Our emphasis on academic literacy, grounded in the work of Mike Schmoker (*Focus*) includes content-based authentic literacy strategies -- content vocabulary, informational text, close reading with argumentative writing and discussion, along with the use of

interactive lecture. These priority strategies provide teachers with the tools to support student ability to attack and understand informational text. Grade level PLC's have developed common assessments which are correlated to standards taught and provide formative assessment feedback for re-teaching and reinforcement of standards.

Sevier is a full inclusion school and our services are expanding to provide more effective in-class and out of class supports under the Stetson Model. Each inclusion teacher has been developing their own classroom library with various reading levels for students' independent reading and for guided reading lessons.

Sevier has a focus on STEAM learning principles throughout our curriculum. STEAM education is an interdisciplinary approach to learning which integrates science, technology, engineering, the arts/humanities and mathematics into real world, relevant learning experiences for all students. Teachers emphasize the Project Based Learning model in their lessons so incorporate 21st century skills and develop soft skills such as perseverance, problem solving, communication and collaboration. In 2017-18 Sevier was invited to join the TransformSC network to establish partnerships and alliances focused on the Project Based Learning Model. In January 2023, Sevier was re-designated a School To Watch by the national Forum.

Sevier Middle School utilizes an Inclusion model where co-teachers (special educators and general educators) utilize planning time in their PLC's to collaboratively co-plan lessons. This allows teachers to deliver differentiated instruction to tailor to meet the needs of all students both general education and special education in order to raise student achievement as a whole. Special educators utilize the inclusion classes to deliver specially designed instruction to students with special needs. There are extensive supports to help students who need extra assistance including flight/flex time which includes pre-teaching and reteaching material to all students. This time period is focused on supporting our students in each of their classes including science and social studies where vocabulary is immense.

Mission, Vision & Beliefs

Sevier Middle School's vision, mission, and school structures are based on the National Middle School Association's "This We Believe" and the "Schools to Watch" criteria from the National Forum for Middle Level Reform.

Our commitment is to provide an academically excellent education that addresses the unique needs of adolescents, to provide equitable access to high levels of student achievement, and to foster a genuine community of learners.

In the Fall of 2020, we updated our Mission statement to reflect our daily practice and to be user friendly. This update was performed through a series of meetings with parents, community members, teachers, and student.

MISSION STATEMENT

Developing Innovative Leaders, One Student at a Time.

OUR VISION

Students focused, challenged, and prepared for their next opportunity in life, ready to serve as leaders in our community.

OUR BELIEFS

Academic Excellence

- Instruction has real-world relevance, and promotes higher level thinking and performance
- Assessments are meaningful measures of achievement and direction for future learning
- Students crave learning and share pride in their accomplishments

Developmental Responsiveness

- Adolescent needs and interests are high priority
- Students are supported and encouraged
- Instruction includes choice, creative expression, and real-world application

Social Equity

- All communities are actively engaged
- Students demonstrate learning in many ways
- Awareness respect for difference
- Classroom experiences that honor gender differences
- Enable access to all at the highest levels

Organizational Structures

- A purposeful and knowledgeable community of educators, support staff, parents, students, and business leaders
- Provision for student needs (academic, social, emotional, and personal),
- On-going growth and reflection

OUR MOTTO: Focus • Challenge • Prepare

Data Analysis and Needs Assessment

Goal area 1 | Student Achievement

Five Year Trend Data

	2018 - 2019	2019 - 2020	2020 – 2021	2021 - 2022	2022-2023
SC Ready ELA	48.0%	<i>Waiver</i>	48.6%	50.5%	57.8%
SC Ready Math	47.9%	<i>Waiver</i>	37.8%	42.4%	44.7%
SC Pass Science	62.2%	<i>Waiver</i>	52.7%	61.2%	61.4%

Goal Area 2 | Teacher and Administrator Quality

Sevier Middle School’s vision, mission, and school structures are based on the National Middle School Association’s “This We Believe” and the “Schools to Watch” criteria from the National Forum for Middle Level Reform.

Our commitment is to provide an academically excellent education that addresses the unique needs of adolescents, to provide equitable access to high levels of student achievement, and to foster a genuine community of learners.

Sevier continues to focus on exemplary practice with emphasis on clear alignment with SC Standards, academic literacy across the curriculum, advocacy for the best in each student, and attention to results. With that in mind, our school structure includes flexible scheduling for 27 Fridays to provide Extra Time and Help/Enrichment opportunities for our students. Students are assigned to ETH (Extra Time and Help) based on their understanding of core content material. These class assignments are dynamic, based on student achievement results in the classroom. Teachers have planned Enrichment classes as well to support academic content extension and special interest. Sevier has also developed a 30-minute flight period every Monday through Thursday to focus on student mastery and enrichment.

Professional Development supports the areas of emphasis indicated in the document that follows. Content area grade level teachers meet to plan the priorities of core instruction, rigor, STEAM, and assessment. Teachers meet in designated professional learning communities for training to include district initiatives, technology and best practices. They provide input into areas of study based on offerings such as text studies, action research, and inquiry.

[2023 – 2024 Professional Development Calendar](#)

[2024 – 2025 Professional Development Calendar](#)

Professional Development Funds have supported:

- Gateway To Technology training,
- Arts conferences for Band, Chorus, and Visual Arts
- School like us visits.
- Content Professional Conferences.
- Teacher led professional development.

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 <u>44.7%</u> in 2022-23 to <u>54.7%</u> in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by <u>2%</u> 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)	46.7%	48.7%	50.7%	52.7%	54.7%
	44.7%	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.					
Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	<ul style="list-style-type: none"> Principal Instructional Coach Math PLC's 	\$0	N/A	
Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> Principal Instructional Coach Math PLC's 	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"> PLC's Instructional Coach 	\$0	N/A	
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.					
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"> Teachers Instructional Coach 	\$0	N/A	
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"> District Academic Team Math Chairperson 	\$0	N/A	
Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> Teachers / PLC's 	\$0	N/A	
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"> Administration Instructional Coach Teachers District Team 	\$0	N/A	
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"> Administration ILT 	\$0	N/A	
Utilize 1st period for remediation and extension	2024 - 2029	Instructional Coach Core Teachers Math PLC	\$0	N/A	
Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
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 Coach Principal District Academic Team 	\$0	N/A	
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 Coach 	\$350	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"> Administration Instructional Coach 	\$0	N/A	
Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> Teachers Administration 	\$0	N/A	
Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> Teachers Administration SIC / PTA 	\$300	N/A	

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.)* <i>(* required)</i>
Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from <u>56</u> % in 2022-23 to <u>66</u> % in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by <u>2</u> % 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)	58%	60%	62%	64%	66%
	56%	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.					
Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> • Teachers • Instructional Coach 	\$0	N/A	
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"> • Teachers / PLC's 	\$0	N/A	
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 Coach • Principal • District Academic Team 	\$0	N/A	
Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> • Teachers / PLC's • ILT 	\$0	N/A	
Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> • Teachers / PLC's 	\$0	N/A	
Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> • ELA Department 	\$0	N/A	
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 Coach • Administration • PLC's • SPED 	\$0	N/A	
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.					
Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<ul style="list-style-type: none"> • PLC's • ILT 	\$0	N/A	
Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<ul style="list-style-type: none"> • ALL Faculty 	\$0	N/A	
Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> • Teachers • PLC's • SPED 	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> • PLC's • SPED • ILT 	\$0	N/A	
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"> • Administration • ILT • District Academic Teams • Teachers 	\$0	N/A	
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"> • Media Specialist • Teachers • District 	\$7,000	District	
Utilize 1st period for remediation and extension	2024 - 2029	Instructional Coach Core Teachers Math PLC	\$0	N/A	
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
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 Coach • ELA Teachers 	\$0	N/A	
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 Coach • ILT • District Academic Team • ELA Teachers 	\$0	N/A	
Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • Administration 	\$0	N/A	
Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<ul style="list-style-type: none"> • ELA Teachers/ PLC's • SPED 	\$0	N/A	
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 Coach 	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		<ul style="list-style-type: none"> District Academic Team 			

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.)* <i>(* required)</i>
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.					
Share with students and community members on pathways and alternative pathways to education.	2024-2029	<ul style="list-style-type: none"> Counseling Team Administration SIC 	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Noche de Ciencias, Student Teacher placements and other opportunities for a path to education.	2024-2029	<ul style="list-style-type: none"> Principal District Leadership 	\$500	Grants PTA	
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	<ul style="list-style-type: none"> Chad Maguire, Principal Jami Loftin, Counselor 	\$700	PTA	

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.)* <i>(* required)</i>
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)	9%	8.5%	8%	7.5%	7%
	2%	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					
Implement a strong mentor and buddy program for new faculty,	2024-2029	Instructional Coach Administration	\$200	Local Funds	
Support / increase staff morale to create a positive work environment	2024-2029	Administration PTA Teachers	\$1000	PTA Donations	

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.)* <i>(* required)</i>
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)	55.3%	53.3%	51.3%	49.3%	47.3%
	57.3%	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.					
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"> • Administration • Faculty Advisory Council • District Leadership 	\$0	N/A	
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"> • Administration • Faculty Advisory Team • Teachers 	\$0	N/A	
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"> • Administration • Faculty Advisory Team • Teachers • Counselors 	\$0	N/A	
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 Coach • Administration • Mentor Teachers 	\$0	N/A	
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"> • On Track Team • Counselors • Mental Health • Teachers • Administrators 	\$0	N/A	
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"> • Teachers • Counselors • Administrators 			
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
Make home-school relationships a priority through frequent connection and communication.	2024-2029	<ul style="list-style-type: none"> • Teachers • Administrators 	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	<ul style="list-style-type: none"> • Administrators • Teachers • Counselors 	\$0	N/A	
Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> • Teachers • Counselors • Administrators 	\$0	N/A	
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.					
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"> • Staff • Administration • District 	TBD based on need.	PTA Donations Sponsors	
Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> • Teachers • Administration 	\$0	N/A	
Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<ul style="list-style-type: none"> • Counselors • Administration • SIC • PTA 	\$0	N/A	
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.					
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 • Teachers 	\$0	N/A	
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"> • Administrators • Counselors 	\$0	N/A	
Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	<ul style="list-style-type: none"> • Administrators • Counselors • Teachers 	\$0	N/A	
Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> • Teachers • Counselors • Administration 	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"> Counselors Administrators Teachers 	\$0	N/A	

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.)* <i>(* required)</i>
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)	26.03%	24.03%	22.03%	20.03%	18.03%
	28.03%	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.					
Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<ul style="list-style-type: none"> Administration Attendance Clerk 	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Implement the model framework and ensure the implementation of strategies.	2024-2029	<ul style="list-style-type: none"> Administration Attendance Clerk 	\$0	N/A	
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<ul style="list-style-type: none"> Attendance Clerk 	\$0	N/A	
Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<ul style="list-style-type: none"> District Leadership 	\$0	N/A	
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<ul style="list-style-type: none"> Attendance Clerk Administration Counselors 	\$0	N/A	
Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<ul style="list-style-type: none"> Administration 	\$0	N/A	
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	<ul style="list-style-type: none"> Administration Nurse Attendance Clerk 	\$0	N/A	

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.)* <i>(* required)</i>
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.					
Increase parent and guardian utilization of Backpack	2024-2029	<ul style="list-style-type: none"> Counseling Department Administration 			
Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<ul style="list-style-type: none"> Principal SIC 			
Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<ul style="list-style-type: none"> Front Office Staff Media Center Principal 			
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.					
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"> Principal PTA SIC 			
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 Counselors 			
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"> All Faculty 			
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
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"> Teachers Administration Counselors 			
Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<ul style="list-style-type: none"> Administration Teachers 			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"> • SIC • Principal 			

