

GREENVILLE MIDDLE ACADEMY

Traditional & Global Studies

**STRATEGIC PLAN &
SCHOOL PORTFOLIO**

2024-2025 through 2028-29

Greenville County Schools

Edgar Henson, Principal

W. Burke Royster, Superintendent

A Tradition of Excellence

Since 1938

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: GREENVILLE MIDDLE ACADEMY OF TRADITIONAL & GLOBAL STUDIES

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2025-2026 (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		3/13/2025
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Edgar Henson		3/13/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		3/13/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jason Burton		3/13/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kristen Garrett		3/13/2025
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 339 Lowndes Avenue, Greenville, South Carolina 29607

SCHOOL TELEPHONE: (864) 355-5600

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	<u>Edgar Henson</u>
2. TEACHER	<u>Tami Uria</u>
3. PARENT/GUARDIAN	<u>Lura Godfrey</u>
4. COMMUNITY MEMBER	<u>Andrew Gouge</u>
5. SCHOOL IMPROVEMENT COUNCIL	<u>Denise Osteen</u>
6. Read to Succeed Reading Coach	<u>Kristen Garrett</u>
7. School Read to Succeed Literacy Leadership Team Lead	<u>Edgar Henson</u>
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	
** Must include the School Read to Succeed Literacy Leadership Team.	

<u>POSITION</u>	<u>NAME</u>
School Read to Succeed Literacy Leadership Team:	
Instructional Coach	Kristen Garrett
Program Coordinator	Teka Bowens
Teacher,	Benjamin Sinnett
Teacher,	Michelle Miles
Teacher	Hailey Caldwell
Teacher	Katie West
Teacher	Nolan Boulineau
School Counselor	Megan Giordani
Student	Paul Godfrey

***REMINDER:**

If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

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="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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SECTION ONE: INTRODUCTION

The Greenville Middle Academy Strategic Plan was developed to guide our actions and document the changes and progress our school has made as we have sought to more effectively advance student learning. It is our belief that the plan provides a vehicle for developing capacity, self-assessment, communication, and accountability that will lead to substantive school improvement. The plan is organized according to the standards set forth in Greenville County Schools Strategic Planning/Portfolio Checklist. It is our firm belief that the philosophies represented by the aforementioned guidelines will support Greenville Middle's efforts toward continuous school improvement.

An executive committee, consisting of the five Standards chairs, divided the stakeholders into subgroups to work in teams. The committees gathered data on Information and Communication/Values/Beliefs, Leadership, Curriculum and Instruction, Resources/Services, and Assessment/Data. As teams worked, they presented findings to the stakeholders in faculty and SIC meetings. The Committees used data to compile indicators for the Portfolio and Cognia Accreditation documents.

The Greenville County Portfolio process helped guide the accreditation process. We analyzed data using Parent, Staff, Student Survey results, State Department School Reports Cards, and ESEA Federal Accountability Ratings. The School Portfolio was guided by State and District Technology Plans, National Professional Development Standards, the Greenville County Strategic Plan, and the Greenville County Portfolio process.

Greenville Middle School Academy is fully accredited by the South Carolina State Department of Education and Cognia. We also meet all planning, implementation, evaluation and reporting requirements of the Educational Accountability Act and Act 135, and the Greenville County Strategic Plan.

Executive Committee members included chairs of each of the subcommittees. Each grade level team or the ELA, Math, Special Education, or Related Arts Department was represented. The committees included the following: Communication/Values/Beliefs, Leadership; Curriculum and Instruction, Resources/Services, and Assessment/Data.

Cognia Accreditation Groups

Standard 1 – Communication/Values/Beliefs

Michelle Miles & Benjamin Sinnett--Chair

Sarah Ballentine

Amy Knobel-Chester

Laura Giacalone

Jenna Morrison

Beth Snow

Standard 2 – Leadership

Hailey Caldwell & Graham Love—Chair

Hunter Allen
Brynn Anderson
Charlie Forrester
Jo Hanna
Ralph Mason
Amanda Rosebraugh
Jordan Sisic
Kim Townsend

Standard 5 – Assessment/Data

Kristen Garrett & Tara Grudzielanek--Chair

Nolan Boulineau
Alejandra Flores
Kelsey Harris
John Henikman
Sophie Krist
Tonya Ralston
Samantha Slover
Tom Wheat

Standard 3 – Curriculum and Instruction

Hunter Stockton & Edgar Henson--Chair

Stephan Hergatt
Teka Bowens
Kathleen Carey
Clea Garner
Nick Hall
Robin LaRosa
Megan Miller
Julie Moody
Kim Pillman
Teka Bowens

Standard 4 -- Resources/Services

Darrah Heinold & Megan Giordani--Chair

Pamela Cao
Johanna Funderburg
DeAnna Dixon
Carson Barrett
Michelle Miles
Melinda Smith
Heidi Templeton-Kellett
Katie West

SECTION TWO: EXECUTIVE SUMMARY OF NEEDS

Needs Assessment

In the area of *Student Achievement*, to raise the academic challenge and performance of each student in all minority groups has been our most significant challenge. Achievement is discussed in the Data Analysis for Goal 1. Greenville Middle needs to:

- Focus on maintaining school writing performance as measured by SC READY.
- Increase overall school ELA performance each year, as determined by school goals.
- Increase overall school Math performance each year, as determined by school goals.
- Increase overall school Science performance each year, as determined by school goals.
- Increase overall school Social Studies performance each year, as determined by school goals.
- Focus on raising minority student performance (African-Americans and Hispanics) in all subject areas.
- Focus on raising Students with Disabilities performance and growth in all subject areas.
- Focus on raising our Multilingual student performance in all subject areas.

In the area of *Teacher/Administrative Quality*, goal two focuses on maintaining quality instructional and administrative personnel. We need to:

- Maintain in-house Professional Development to improve instruction in reading and writing across the curriculum and Global integrated studies.
- Incorporate innovative student-centered activities and increase student engagement.
- Continue reading/writing/vocabulary across the curriculum.
- Continue data analysis and incentives.
- Build PLC strength and practice.

School Climate, goal three, addresses several delineated items regarding Greenville Middle: attendance; expulsion rate; and parent, student, and teacher survey results regarding learning environment and safety at school. Although survey results are generally high in all areas, several concerns were identified. We need to:

- Create and expand transition support from elementary school and to high school.
- Introduce schoolwide and classroom SEL (social and emotional) Program.
- Enhance Career Education Program.
- Initiate parent academy workshops during the year.

Academic Programs and Features

Greenville Middle School Academy of Traditional and Global Studies maintains an emphasis on reading, writing, and vocabulary development across the curriculum with a strong liberal arts interdisciplinary curriculum. Our program also includes a global focus which incorporates skills identified by the *Partnership for the 21st Century*. Because 21st Century Skills include “world languages,” Greenville Middle will continue to expand our World Language program. Our school currently offers Spanish and French for exploratory classes and high school credit. Our challenge is to maintain this high level of achievement and exposure to academically rich courses.

Some features of Greenville Middle School, Academy of Traditional and Global Studies are:

- Magnet School for Traditional and Global Studies
- High School Credit Awarded for Algebra I, English I, Spanish I, French I and II and Band I, Orchestra I, Art I
- Greenville County's Middle School French Immersion Program
- Global Studies Classes and Interdisciplinary School-Wide Curriculum Projects
- Schaffer Writing Model
- Library/Media Center—over 25,000 Titles for Student Check-out
- 1:1 Chromebooks for Students and Promethean Boards in Classrooms
- Related Arts Courses: Band, Orchestra, Chorus, Art, Yearbook, Spanish, French, Physical Education, Unified Physical Education, Global Studies, Google Technology, Gateway to Technology, Peer Mentors
- Gifted and Talented Program
- National Junior Beta Club and National Junior Honor Society, Duke Tip, Junior Scholars
- Interscholastic and Intramural Sport Teams
- Drama Club, Dungeons & Dragons, Chess club, Board Game club, Art club
- Palmetto Gold Awards

Greenville Middle Academy and its students receive district, state, and national recognition:

- A National Forum Schools to Watch
- An Excellent State Report Card Rating
- Test Scores above District and State averages
- Palmetto's Finest School
- Music Showcase Festival Superior Rating
- Multiple Award-Winning PTA
- Junior Scholars/Duke Tip
- Student Awards and Recognition Program
- Multiple State/National PTA Reflections Winners
- State Beta Club Officers and State Competition Winners
- National Award for Guidance and Career Exploration Programs
- National Board-Certified Teachers
- District Teacher of the Year finalists for 2014, 2015, 2016, 2017, 2019, 2020, 2021 State PTA Teacher of the Year, State PTA Principal of the Year, District Rising Principal of the Year, State Cooperating Teacher of the Year, GCS Spirit of Einstein Science Teacher

SECTION THREE: SCHOOL PROFILE

History

Greenville Middle School began in 1938 as Greenville Junior High School in the building that had been Greenville High School. It was located on Prospect Hill at the head of what is now known as McBee Avenue. Originally constructed in 1888, the facility was the first public school building in the city.

Greenville Junior High School served the community from 1938 until 1965 at this location. During this period, the 82 separate school districts in Greenville County were consolidated into one unified district. By 1949, the school's population had increased to 1600 students. In the fall of 1965, Greenville Junior High moved to the current facility. When the school district implemented the middle school concept, Greenville Junior High School became Greenville Middle School. Because of declining population, in 1997 Greenville Middle School became a Select School, Greenville Middle Academy, with a focus on reading, writing, and vocabulary across the curriculum.

Select School status impacts our school program in two major ways. As a Select School, we are permitted to recruit students from all attendance areas within the school district – students who are interested in our academic focus on "Reading, Writing, and Vocabulary Development across the Curriculum." Students have chosen to attend Greenville Middle Academy from approximately twenty other public and private middle schools. The school district also budgets extra funds to support Select School programs. Our budget has funded a program coordinator as well as French Immersion teachers and our Global Studies teacher, and instructional supplies to support our school-wide focus.

Beginning 2007-2008, Greenville Middle proposed a rebirth from "Traditional Studies" to "Traditional and Global Studies." This new Renaissance for our "flat world" learner must include expanding our study of the English Language Arts of Reading, Writing, and Vocabulary across the Curriculum by including the other two Language Arts as defined in the state Standards—Listening/Speaking and Thinking. At the same time, we expanded our study of language to examine cultural norms, analyze ways of thinking and problem-solving, and explore global culture while at the same time, delve more deeply into our own complex and diverse cultures. Our recent School Portfolio process identified a need for focus on academic achievement for all students and for minority students and students with disabilities. For the past few years, Greenville Middle Academy has maintained an Excellent rating on the South Carolina Department of Education School Report Card. We are proud of our tradition of excellence.

Teacher and Administrator Quality

Greenville Middle Academy has a highly qualified staff, comprised of traditionally-trained educators, second career educators, and alternatively-trained educators. The diversity among our staff is considered a strength for our school, as our teachers, administrators, and staff bring their skill set to GMA daily.

60% of teachers have ten or more years' experience. 50% of staff members hold advanced degrees or additional certifications that support them in reaching the needs of our diverse student population.

School Leadership

Administrators

Our school is led by Edgar Henson, our principal, who took this leadership position for 24-25 school year as a new Principal. We also have two assistant administrators, DeAnna Dixon, assistant principal, and Carson Barrett, administrative assistant, who comprise our administrative leadership team who is all new to Greenville Middle Academy for 24-25 school year.

Teaching/Support Staff

We have a supportive team at Greenville Middle, comprised of:

50 teachers (core, related arts, and special education)

1 ESOL: Tami Uria

4 school counselors: Pamela Cao, Megan Giordani, Darrah Heinold, Julie Moody (part-time)

3 clerks for data, guidance, and attendance: Samantha Bowen, Shane Hawk, Tori Salas

1 Secretary/bookkeeper: Jill Foster

1 Program Director: Teka Bowens

1 Instructional Coach

1 Media Specialist: Kathleen Carey

1 Media Center Clerk: Craig Blackshire

1 School Nurse: Kaila Lell

1 School Resource Officer: John Prain

Instructional Leadership Team

Greenville Middle School currently has an Instructional Leadership Team made up of grade level team leaders, special area team leaders, and administrators. They meet with the principal frequently during the school year to share and discuss school-wide issues.

Instructional Leadership Team (ILT):

6th grade: Benjamin Sinnett, Hunter Stockton

7th grade: Brynn Anderson, Michelle Miles

8th grade: Hailey Caldwell, Graham Love

Math: Tara Grudzielanek

Science: Stephan Hergatt

Social Studies: Sophie Krist

English/Language Arts: Katie West

Special Education: Kelsey Harris

Guidance: Megan Giordani

Related Arts: Teka Bowens

Parent Teacher Association

Our school PTA is routinely involved in the operation of our school. Without them, many of the efforts we initiate would not be possible. Currently, we send out various forms of communication at the beginning of the school year to solicit volunteers. Parents, teachers, and administrators are very involved in our School Improvement Council. The board meets six times per year and present school updates and celebrate school successes throughout the school year. The board continues to seek ways to develop connections between home, school, and the community.

Student Demographic Data

Greenville Middle is an inner-city school, located near Greenville's downtown. From 1988 to 1996 as families began to leave the downtown area and relocate in suburban areas, enrollment dropped from 832 students to 654. In 1996, Greenville Middle applied to become a "Select School" and in 1997 became Greenville Middle School, Academy of Traditional Studies and has since changed to add the global studies component, Greenville Middle Academy of Traditional and Global Studies. The popularity and economic development of Greenville and the downtown area have contributed to a resurgence in surrounding neighborhoods. Currently, we serve 770 in-person, home-based and magnet students, who represent nearly every elementary school in the county.

	2017-18	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Enrollment	830	851	855	794	787	775	757
Gender (M/F)	419/412	413/438	419/436	386/408	380/407	376/399	360/397
Caucasian	54	73	50	51	398	386	374
African-American	22	15	25	24	191	198	191
Hispanic	15	8	17	17	138	117	137
Other	9	4	8	9	60	64	55
FARMS (Free & Reduced Only)	42%	46%	26%	33%	35%	56%	57%
Special Education	13%	10%	13%	14%	10%	15%	15%
Gifted @ Talented	35.8%	36%	36%	35%	36%	36%	36%
Limited English Proficient	16.6%	17.4%	8.8%	6.8%	17.9%	13%	16%

Magnet Program

The Greenville Middle Magnet Program (Traditional and Global Studies and French Immersion) currently has a district-determined ceiling in all three grades and maintains a waiting list of candidates.

Greenville Middle School Academy of Traditional and Global Studies maintains an emphasis on reading, writing, and vocabulary development across the curriculum with a strong liberal arts interdisciplinary curriculum. Our program also includes a global focus which incorporates skills identified by the *Partnership for the 21st Century*. Because 21st Century Skills include World Languages, Greenville Middle continues to expand our world language program. Our school currently offers Spanish and French for exploratory classes and high school credit.

SECTION FOUR: MISSION, VISION, BELIEFS

This comprehensive process to build consensus involved all school stakeholders: teachers, administrators, support staff, parents, students, the School Improvement Committee and the local PTA Board. A core group of faculty met to begin the process to clarify our values and beliefs, purpose, mission, vision, and goals. Study groups examined the school's current mission and vision statements. We then answered the following questions about Greenville Middle:

- What does GMA do very well? What are the most important things we want to communicate to the community?
- Is there anything we need to change about what we already do?
- What are several ways we can reach out to the community?

Values and Beliefs

We understand the necessity for preparing students for increasingly rigorous higher order thinking and performance, a mastery of 21st Century Skills, and our need to prepare them to compete in a global society. Our students will face career challenges and participate in a globally competitive workforce.

We believe...

- The student is the center of the educational process.
- Education is the shared responsibility of the student, home, school, and community.
- All students can progress.
- Each student is a valued individual with unique intellectual, physical, social, and emotional needs.
- Students learn best in a safe, orderly, and inviting environment that provides opportunities for success.
- Students learn best when they accept responsibility for being actively engaged with the teacher in the learning process.
- Positive relationships and mutual respect among and between students and staff enhance students' self-esteem.
- Students learn in different ways and should be provided with a variety of curricula, instructional approaches, activities, and assessments to support their learning.
- A unified focus with state and international standards should integrate international content through all subject areas.
- The school should provide career awareness and experiences for all students.
- Students need opportunities to connect with international communities.
- High expectations for all students and teachers should guide the development of curriculum and instructional strategies.
- Students should have opportunities to study one or more world languages.
- The school should provide educational experiences that actively engage students and enable them:
 - to demonstrate understanding of essential knowledge and skills
 - to communicate effectively
 - to solve problems competently
 - to think critically and creatively
 - to act responsibly
 - to apply learning in meaningful contexts
 - to produce quality work.

Commitment to continuous improvement is critical for all students to achieve their maximum potential.

Mission

The mission of Greenville Middle Academy is to prepare adolescents to become self-directed, confident, lifelong learners who participate productively in a 21st century global society.

Our school tagline is: #LoveWhereYouLearn

Shared Vision

The following are the curriculum, instruction, assessment, and environmental strategies to support effective learning for Greenville Middle School students:

Curriculum

- Organize teaching to address state standards.
- Integrate standards into our Magnet School interdisciplinary focus.
- Provide a variety of instructional methods to accommodate learning styles.
- Emphasize reading and writing across the curriculum as a means of accessing, organizing, and communicating information in all disciplines.
- Focus on vocabulary development.
- Teach specific Global Knowledge and Skills.
- Provide a comprehensive career awareness program.
- Align instruction and assessment.
- Offer a challenging curriculum.

Instruction

- Employ current research-based methodology.
- Maintain high expectations for teachers and students.
- Vary expectations to address all learning styles and abilities.
- Provide hands-on, interactive, student-centered learning.
- Implement a technologically advanced communication and learning program. Allow flexibility in grouping students for instruction.
- Design lessons for students to learn to work cooperatively.
- Employ research-based methods that engage students in authentic learning experiences.
- Maintain a range of ages, experiences, and backgrounds of staff members.
- Group students and teachers to allow for teaming and time for team planning.
- Foster independent learning techniques in students.
- Focus staff development to address identified instructional needs.

Assessment

- Utilize district benchmarks (TE21) to make instructional decisions related to student learning.
- Use multiple assessment formats—portfolios, performances, rubrics, teacher created assessments, and student created self-assessments.
- Use assessments to identify areas for re-teaching.
- Vary assessments according to ability levels.
- Design objective and alternative types of assessments.

Environment

- Ensure an environment that is
 - safe
 - healthy
 - supportive
 - engaging
 - challenging.
- Maintain and consistently enforce a strong school-wide discipline plan.
- Continue a strong and supportive PTA relationship.
- Maintain a supportive and visible administration.
- Value school, student, and teacher achievement.

Vision

Our vision is to be the best middle school in our state and provide the best middle school experience for ALL students in our school. We offer a strong Traditional and Global Studies program as a choice for Greenville County students. The academic program encompasses diverse, academically challenging opportunities focusing on reading, writing, and vocabulary development, acquiring 21st Century skills, and global understanding as a means of accessing, organizing, and communicating knowledge in all subject areas. The staff of GMA plans to prepare adolescents to become self-directed, confident, lifelong learners who participate productively in a 21st century global society.

We understand the necessity for preparing students for increasingly rigorous coursework in order for them to compete in a global society. Our students will face career challenges and participate in a globally competitive workforce.

Goals

- **Goal 1: Raise student achievement** - Raise student performance by offering an academically challenging curriculum focused on reading, writing, and vocabulary development in all curricular areas.
- **Goal 2: Ensure quality personnel in all positions** – Provide the best teaching candidates for our students.
- **Goal 3: Provide a school environment supportive of learning** - Support learning by ensuring our students have an environment where they are safe, healthy, supported, engaged, and challenged.

SECTION FIVE: DATA ANALYSIS/NEEDS ASSESSMENT

Student Achievement Needs Assessment

For the needs assessment, the graphs below show SC READY and SC PASS by grade. Further, we looked at attendance data for students and staff. We also reviewed data collected from staff, students, and parents.

SC Ready 2024

	SC READY ELA 2024 - All Students			
	Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%
All Students	265	33.5	513	66.5
	SC READY ELA 2024– By Grade			
	Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%
Grade 8	90	35	163	64.40
Grade 7	91	35.30	167	64.70
Grade 6	107	40.0	160	59.90

	SC READY Math 2024 - All Students			
	Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%
All Students	389	49.8	389	50.2
	SC READY Math 2024 – By Grade			
	Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%
Grade 8	143	52	122	48
Grade 7	134	47.7	118	52.3
Grade 6	128	48.9	111	51.1

SC READY 2023

	SC READY ELA 2023 - All Students			
	Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%
All Students	267	35	495	65
	SC READY ELA 2023 – By Grade			
	Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%
Grade 8	90	35	167	65
Grade 7	86	33	171	67
Grade 6	91	37	157	63

	SC READY Math 2023 - All Students			
	Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%
All Students	392	51	370	49
	SC READY Math 2023 – By Grade			
	Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%
Grade 8	128	50	129	50
Grade 7	141	55	116	45
Grade 6	123	50	125	50

SCPASS Science 2023

	SCPASS Science 2023 - By Grade			
Grade 6	Does Not Meet and Approaches		Meets and Exceeds	
	Count	%	Count	%
	121	49	127	51

Analysis/Response

Test Data: SC READY Data from 2023 will establish a baseline for annual measurement for ELA and math and science and social studies.

Attendance: Attendance of both students and teachers is necessary for all students to achieve consistently. Both groups must be present for optimal academic achievement.

Response: Achievement data reflects a need for targeted interventions for students who are underperforming. Implementation of Professional Learning Communities will strengthen school teams and ensure effective student engagement and depth of content understanding. A full inclusion model with co- teaching components has been implemented and will be refined to address grade-level standards-based instruction with special education students and multi-language learners using appropriate differentiation strategies and accommodations. Systematic intervention including Read 180/System 44 as well as literacy instruction will structure clear expectations and opportunities for the success for all students. A continuation of common planning, common assessments, and collaborative analysis will strengthen current practice.

Teacher and Administrator Quality – Goal 2

The second goal addresses professional development at Greenville Middle Academy. Teachers are offered specific professional development that supports and enhances student learning. Teachers meet weekly with their content partner(s) to participate in Professional Learning Communities. Specific data analysis for individuals, grade levels, and departments occur after district Predictive Assessments in order to identify strengths and weaknesses. Additionally, technology sessions are scheduled to promote integration of new platforms and programs. Some teachers also attend conferences and other out of building offerings using professional development days offered by the district. As a school, we encourage staff to visit other classrooms within the building to support teacher growth.

Offerings are planned according to identified challenges or needs. Teachers are given opportunities to lead and to share ideas in all gatherings. With a new incoming principal and administrative team, the 2024-2025 Professional Development Plan will be developed during the summer of 2024 and updated in the School Portfolio.

NEEDS ASSESSMENT

The preceding discussion identified the following needs:

- Continue opportunities for the use of technology and Personalized Learning implementation (SAM-R Model).
- Revisit 21st Century Skills and increasing student engagement.
- Revisit the teaching of reading, writing, and vocabulary across the curriculum yearly.
- Continue data analysis and incentives for growth/progress.

Greenville Middle Academy Professional Development Plan 2024-2025

Link to our PD plan:

<https://docs.google.com/document/d/1NrxXFgULBcjAhMxsxICwULomOPk81Z3A9E9NJqcbN2I/edit?usp=sharing>

Teacher Turnover Rate

The teacher turnover rate reflects 5 teachers not returning (out of 57), reflecting a 9% turnover rate.

School Climate – Goal 3

The third goal, School Climate, focuses on several delineated items regarding Greenville Middle: attendance; student discipline; and parent, student, and teacher survey results regarding learning environment and safety at school.

The state Report Card can be accessed here:

<https://screportcards.com/overview/?q=eT0yMDI0JnQ9TSZaWQ9MjMwMTA1OQ>

Over the past several years, Greenville Middle has focused on increasing the number of student opportunities in order to improve several factors especially attendance and learning environment. Offerings include the following:

- Global Studies Exploratory Class for all grades and all students
- French and Spanish Exploratory Classes for all grades and all students
- Spanish I & French I
- French II
- International Club
- French Immersion Classes
- Grade level Integrated Global Units
- Google Basics/Multimedia Basics
- Gateway to Technology

School Climate Needs Assessment

Student Behavior

Academic Year	Location	#students	1+referral	2+referrals	Percentage of students with at least 1 referral receiving 2 or more referrals
2023-2024	Greenville Middle Academy (205)	831	260	168	64.2

Unduplicated Out-of-School Suspensions over Time

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-2024
Other Male	29	44	38	13	21	187	145	137
Black Male	43	67	46	83	33	161	93	74
Other Female	2	14	2	9	10	107	139	123
Black Female	24	26	20	27	12	84	87	81
TOTAL	98	151	106	132	76	539	464	415

Support/Communication

Report Card survey results for teachers indicate a slight increase in all three areas listed below, with results in the low to mid 90s. Survey results for students indicate an increase in all three areas, with the highest category in home-school relations. For parents, survey results indicate a decrease in learning environment. The results from these annual surveys provide an opportunity for our school to delve deeper, identify needs, and celebrate growth.

Survey Data from the Annual Report Card Survey

Survey Data from the Annual Report Card Survey – Teachers							
	2017	2018	2019	2020	2021	2022	2023
Satisfied with learning environment	100	81.6	91.1	N/A	96.7	92.3	91.1
Satisfied with social and physical environment	100	79.6	97.7	N/A	96.7	94.2	94.6
Satisfied with home-school relations	97.8	85.7	95.5	N/A	100	90.3	91.1
Survey Data from the Annual Report Card Survey – Students							
	2017	2018	2019	2020	2021	2022	2023
Satisfied with learning environment	87.1	79	81	N/A	83	80.5	82.1
Satisfied with social and physical environment	87.6	82.3	82.3	N/A	85.3	78.7	81
Satisfied with home-school relations	93.3	87.9	85.8	N/A	87.6	90.7	93.4
Survey Data from the Annual Report Card Survey – Parents							
	2017	2018	2019	2020	2021	2022	2023
Satisfied with learning environment	98.3	91.9	93.8	N/A	88.5	93.5	82.8
Satisfied with social and physical environment	94.2	86.5	86.8	N/A	81.8	83.9	87.5
Satisfied with home-school relations	78.5	78.1	79.9	N/A	75	77	83.8

Volunteer Hours

We have support parents and volunteers at Greenville Middle Academy. They spend countless hours mentoring students, supporting functions and events, and volunteering in various capacities at our school. Typically, Volunteer Hours are between 650-750 hours per year.

Backpack Account Log-ins

A backpack for parents account provides parents, guardians, or contacts with a central place to sign in to view their student's information including demographics, attendance, classes, grades, lunch balances, and test scores. Approximately, 44% of our parents have a Parent Backpack account.

Attendance

Attendance among both students and teachers are typically in the low to mid 90s. Administration addresses concerns related to teacher or staff attendance. Our school's Attendance Clerk works with school counselors, administrators, and district staff to schedule meetings for students who are truant. The percentage of students with Chronic Absenteeism is 21.4%.

Year	2017	2018	2019	2020	2021	2022	2023
Students	95.8	94.9	95.9	N/A	95.7	93.9	94.5
Teachers	91.5	93.3	93	N/A	93.2	92.9	93.3

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ 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 48.6% in 2022-23 to 54.6% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1.6% 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)	50.6%	51.6%	52.6%	53.6%	54.6%
	48.6%	50.2%	Actual (MS)					
	40.2%	42.1%	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"> Administration Team Instructional Coach Department Leads 	None		<i>C=Continue</i>
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> Administration Team Instructional Coach Department Leads 	None		<i>C=Continue</i>
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 Coach Department Leads 	None		<i>C=Continue</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	2024-2029	<ul style="list-style-type: none"> District Academics 	None		<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.					
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"> • District Academics • Department Leads 	None		<i>C=Continue</i>
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • Department Leads • Teachers 	None		<i>C=Continue</i>
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"> • Administration Team • Instructional Coach 	None		<i>C=Continue</i>
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"> • Administration Team • Instructional Coach 	None		<i>C=Continue</i>
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"> • Administration Team • Instructional Coach 	None		<i>C=Continue</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"> • Administration Team • Instructional Coach 	None		<i>C=Continue</i>
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"> • Administration Team • Instructional Coach • Lead Teachers • Teachers 	None		<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> Administration Team Teachers Staff 	\$500	General Fund	<i>C=Continue</i>
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> School Counselors 	\$250	General Fund	<i>C=Continue</i>

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ 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 65.0% in 2022-23 to 70.0% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1.0% 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)	66%	67%	68%	69%	70%
	65.0%	66.5%	Actual (MS)					
	56.9%	56.3%	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"> Administration Team Instructional Coach Department Leads 	None		<i>C=Continue</i>
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"> Administration Team Instructional Coach Department Leads 	None		<i>C=Continue</i>
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"> District Academics Administration Team Instructional Coach 	None		<i>C=Continue</i>
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> Administration Team Instructional Coach 	None		<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		• Teachers			
5. Implement a range of assessment methods that measure student understanding.	2024-2029	• Teachers • Instructional Coach	None		<i>C=Continue</i>
6. Ensure vertical articulation of grade level content and practices.	2024-2029	• Instructional Coach • Department Leads • Teacher	None		<i>C=Continue</i>
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	• Instructional Coach • Teachers	None		<i>C=Continue</i>
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	• Administration Team • Instructional Coach • Teachers	None		<i>C=Continue</i>
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	• Instructional Coach • ELA Department	None		<i>C=Continue</i>
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	• Administration Team • Instructional Coach • Teachers	None		<i>C=Continue</i>
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	• Instructional Coach • Teacher	None		<i>C=Continue</i>
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	• Administration Team • Instructional Coach • Department Leads	None		<i>C=Continue</i>
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	• Administration Team • Instructional Coach • Department Leads	None		<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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"> Administration Team Instructional Coach 	None		<i>C=Continue</i>
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 Coach Department Leads 	None		<i>C=Continue</i>
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> Instructional Coach ELA Department 	None		<i>C=Continue</i>
4. 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"> Instructional Coach Teachers 	None		<i>C=Continue</i>
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"> Administration Team Instructional Coach Special Education Department 	None		<i>C=Continue</i>

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: ☐ Student Achievement* ☒ Teacher/Administrator Quality* ☐ 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%	100%	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	100%	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	<ul style="list-style-type: none"> GCS Human Resources Department Greenville MS Media 	None		<i>C=Continue</i>
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	<ul style="list-style-type: none"> Magnet Coordinator 	None		<i>C=Continue</i>
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 teaching as a career choice through internal and external programs.	2024-2029	<ul style="list-style-type: none"> School Counselors 	None		<i>C=Continue</i>

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: ☐ Student Achievement* ☒ Teacher/Administrator Quality* ☐ 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)	11.6%	11.1%	10.6%	10.1%	9.6%
	10.4%	10.1%	Actual (District)					
			Projected (School)	5.0%	5.0%	5.0%	5.0%	5.0%
	3.0%	5.0%	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: Utilize the Upbeat Teacher Survey to monitor areas directly related to teacher morale in order to support a positive work environment.					
1. Increase the percentage of teachers who report Principal/Teacher trust.	2024-2029	· Administration Team	None		<i>C=Continue</i>
2. Increase the percentage of teachers who report School Safety/Order.	2024-2029	· Administration Team	None		<i>C=Continue</i>
2. Increase the percentage of teachers who report Teacher Voice and Leadership.	2024-2029	· Administration Team	None		<i>C=Continue</i>
2. Increase the percentage of teachers who report Appreciation.	2024-2029	· Administration Team · PTA	None		<i>C=Continue</i>

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ 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*	61.5%	54.1%	Actual (District)					
			Projected (School)	67.7%	65.7%	63.7%	61.7%	59.7%
	69.7%	64.6%	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"> Administration Team School Counselors Team Lead 	None		<i>C=Continue</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"> Administration Team School Counselors Teachers 	None		<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	• All Staff	None		<i>C=Continue</i>
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	• All Staff	None		<i>C=Continue</i>
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	• Administration Team • School Counselors	None		<i>C=Continue</i>
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	• School Counselors • Teachers • Staff	None		<i>C=Continue</i>
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	• School Counselors • Teachers	None		<i>C=Continue</i>
2. 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	• All Staff	None		<i>C=Continue</i>
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	• School Counselors	None		<i>C=Continue</i>
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	2024-2029	• Teachers	None		<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
transportation, scholarships for fees/trips, etc.					
2. Increase leadership opportunities within the school during the school day.	2024-2029	• School Counselors	None		<i>C=Continue</i>
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	• School Counselors • Magnet Coordinator	None		<i>C=Continue</i>
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	• Administration Team • School Counselors • Teachers	None		<i>C=Continue</i>
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	• Administration Team • School Counselors • Team Leads	None		<i>C=Continue</i>
3. 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	• Administration Team • School Counselors	None		<i>C=Continue</i>
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	• School Counselors	None		<i>C=Continue</i>
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	• Administration Team • School Counselors	None		<i>C=Continue</i>

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ 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%
	24.2%	23.9%	Actual (District)					
			Projected (School)	19.4%	17.4%	15.4%	13.4%	11.4%
	21.4%	17.9%	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 Team	None		<i>C=Continue</i>
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	· All Staff	None		<i>C=Continue</i>
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 on individual Attendance Intervention Plans.	2024-2029	· Administration Team · On-Track Team	None		<i>C=Continue</i>
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· District Attendance Services	None		<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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	<ul style="list-style-type: none"> Attendance Clerk Administration Team 	None		<i>C=Continue</i>
2. 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"> Director of Attendance Services 	None		<i>C=Continue</i>
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	<ul style="list-style-type: none"> Attendance Clerk Administration Team All Staff Nurse 	None		<i>C=Continue</i>

GOAL AREA 3 – Performance Goal 3

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

Performance Goal 3: Increase the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.

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
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	1,699	1,749	1,801	1,855	1,910
		1,650	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: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	<ul style="list-style-type: none"> Front Office Staff All Staff 	None		<i>C=Continue</i>
2. 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"> Administration Team Front Office Staff 	None		<i>C=Continue</i>
3. 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 	None		<i>C=Continue</i>
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.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations)	2024-2029	<ul style="list-style-type: none"> Magnet Coordinator 	None		<i>C=Continue</i>

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
to encourage and promote parent and community involvement in schools.					
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 Team School Counselors Teachers 	None		<i>C=Continue</i>
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 Team School Counselors Teachers 	None		<i>C=Continue</i>
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 Team School Counselors Teachers 	None		<i>C=Continue</i>
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 Team School Counselors Teachers 	None		<i>C=Continue</i>
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"> Administration Team School Counselors Teachers 	None		<i>C=Continue</i>