

Portfolio 2024-25 through 2028-29

Northwest Middle School
Achieving Excellence Together!



 **Northwest Middle School**

Mr. Daniel Greene, Principal

The School District of

Greenville County



Dr. Burke Royster, Superintendent

2024-25 through 2028-29

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Northwest Middle School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 (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.

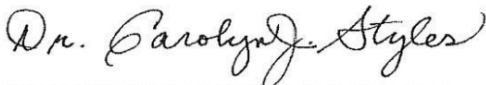
SUPERINTENDENT

| | | |
|----------------------|--|----------|
| Dr. W. Burke Royster |  | 4/8/2025 |
| PRINTED NAME | SIGNATURE | DATE |

PRINCIPAL

| | | |
|---------------|--|---------|
| Daniel Greene |  | 3-12-25 |
| PRINTED NAME | SIGNATURE | DATE |

CHAIRPERSON, BOARD OF TRUSTEES

| | | |
|--------------------|--|----------|
| Dr. Carolyn Styles |  | 4/8/2025 |
| PRINTED NAME | SIGNATURE | DATE |

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

| | | |
|---------------|--|---------|
| Michele Allen |  | 3-12-25 |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

| | | |
|-------------------|--|---------|
| Addison Smallwood |  | 3-12-25 |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL ADDRESS: 1606 Geer Hwy Travelers Rest SC 29690

SCHOOL TELEPHONE: (864) 355-6900

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

Stakeholder Involvement for School Renewal

Position and Name

- 1. Principal Mr. Daniel Greene**
- 2. Teacher Ms. Addison Smallwood**
- 3. Parent/Guardian Mr. Vanessa McFarland**
- 4. Community Member Ms. Teresa Lightle**
- 5. Paraprofessional N/A**
- 6. School Improvement Council Member Ms. Tasha Cisson**
- 7. Read to Succeed Reading Coach Ms. Angela Bruce**
- 8. School Read To Succeed Literacy Leadership Team Lead Ms. Angela Bruce**
- 9. School Read To Succeed Literacy Leadership Team Member Ms. Addison Smallwood**

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**

Assurances

| Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004)) | |
|---|--|
| <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A | 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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 |

| | |
|--|---|
| | <p>programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p> |
| <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A | <p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p> |
| <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A | <p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p> |

| | |
|--|---|
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | <p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p> |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | <p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p> |

TABLE OF CONTENTS

| | |
|--|----------|
| Title Page | p. 1 |
| 24-25 SC SDE Cover Page | p. 2 |
| 24-25 SC SDE Stakeholders Involvement Page | p. 3 |
| 24-25 Assurances | p. 4-6 |
| Table of Contents | p. 8 |
| Introduction to Northwest Middle School | p. 9 |
| Executive Summary Northwest Middle School | p. 10 |
| School Profile | p. 11-16 |
| Mission Vision and Beliefs | p. 17 |
| Data Analysis and Needs Assessment | p. 18 |
| Teacher and Administrator Quality- PD Calendar | p. 18-19 |
| School and Climate Needs Assessment and link | p. 19 |
| Action Plan | p. 20-35 |

Introduction

Following the Greenville County Portfolio process, Northwest Middle School formed committees responsible for updating our strategic plan. The committees gathered data on the following: Information and Communication, Values and Beliefs, Leadership, Curriculum and Instruction, Resources and Services, Assessment. As teams worked, they periodically presented their findings to stakeholders. The committees used data to compile indicators for the Portfolio and AdvancED documents. The Greenville County Portfolio process helped guide the AdvancED Self-Study. We analyzed data from Parent, Staff, and Student Survey results, State Department School Reports Cards, and ESEA Federal Accountability Rating. The self-study was guided by State and District Technology Plans, National Professional Development Standards, the Greenville County Strategic Plan, and the Greenville County Portfolio process.

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

The school portfolio committee members included chairs of each of the subcommittees and the school portfolio facilitators and we used the 4 domains/pillars of the School To Watch Organization to drive this process. The committees are listed below.

| Academic Excellence | Developmental Responsiveness | Social Equity | Organizational Structures and Processes |
|----------------------------|-------------------------------------|----------------------|--|
| Strivelli | Batson | Murphy | Sitzler |
| Mahon | Ouzts | Hicks | Ramey |
| Brundridge | Smallwood | Mills | Rank |
| Poag | Epps | Warfuel | Vance |
| Vance | Barnes | Buchanan | Sawdaye |
| Blackwelder | Staton | Kuss | Moon |
| Bruce | Beavers | Morgan | Sanchez |
| McKay | Shepherd | Creel | Rizk |
| Self | Harrison | Stein | Giordano |
| Haney | Barnes | Nelson | Whitman |
| Lamb | C.Williams | Moore | Terry |
| Greer | Greene | Newton | Gregg |

EXECUTIVE SUMMARY

Student Achievement- to raise the academic challenge and performance of each student with disabilities has been our most significant challenge. We need to:

- Increase school writing performance as measured by state assessment. increase overall school ELA and Math performance by 1.5 percent each year.

- Focus on raising students with disabilities performance in both Math and ELA

Teacher/Administrator Quality- goal two focuses on maintaining quality instructional and administrative personnel. We need to:

- Maintain access to Professional Development to improve instruction across the curriculum and increase academic literacy.
- Revisit 21st Century skills and college and career readiness .
- Continue reading/writing/vocabulary across the curriculum.
- Continue data analysis and incentives.

School Climate- we have 3 main areas we are addressing. We need to:

- Increase positive school attitude and safety and decrease disciplinary referrals.
- Continue implementation of Professional Learning Communities.
- Communicate this work with parents, students, and teachers positively, and respectfully.

Our schools challenges over the last 3 years-

- Connecting with our school with our community so parents know all are welcome and businesses know we need their support as well.
- Continuing to remediate students who are underperforming in Math and ELA

Our schools awards and achievements-

- We are a newly redesignated National Schools to Watch 23-24
- We were awarded by our district as middle school with the highest growth in both Math and ELA on SC Ready 22-23 in Greenville County
- For 3 years in a row 21-24 we have had a teacher be in the Top 10 finalist for Teacher of the Year in Greenville County
- We have successfully gained The Cliffs as our community partner and they fund special projects at our school.

School Profile

Description of the School Community

Northwest Middle School is a middle grades public school for grades six through eight. Originally built in 1973, it is located just north of the city of Travelers Rest, South Carolina. Northwest Middle opened as an open classroom school. In 1998 Northwest Middle School benefited from a multi-million dollar renovation project which gave the interior and exterior a new look. The entire school was restructured to be a state of the art educational facility. The facilities at Northwest Middle consist of forty-six classrooms, a cafeteria and kitchen, a small and large gymnasium, media center, a computer technology classroom, three computer labs, teacher workrooms, and a Professional Development room. All classrooms are connected to the Internet and we also have wireless overlay with access points. Students may bring their own devices for classroom use as well. Many classrooms also have document cameras and there are twenty-six security cameras throughout the school's hallways.

The residents of Travelers Rest, Marietta, and Slater in Northern Greenville County continue to support the mission and vision of Northwest Middle School. Travelers Rest is a growing community with a small town atmosphere. It is undergoing a major downtown development centered on the Swamp Rabbit Trail. With a population just over 4,000 people, Travelers Rest hosts a number of industries including: area restaurants, textile, brass works, wood works, and a galvanizing plant and has hopes of drawing more business and commerce to the area. Travelers Rest has experienced a “big box” development with the opening of its own Wal-Mart. Many new businesses have opened recently and are experiencing great success. Several housing developments are either being planned or under construction. As a result, Travelers Rest is poised to experience substantial population growth within the next few years. Gateway Elementary and Heritage Elementary are located in Travelers Rest and Furman University was recently annexed into the city of Travelers Rest.

Northwest Middle School students matriculate from Slater-Marietta Elementary, Heritage Elementary, Gateway Elementary, and Duncan-Chapel Elementary. Most students at Slater-Marietta, Heritage, and Gateway attend Northwest Middle. Only a small portion of Duncan-Chapel Elementary students attend Northwest. Slater-Marietta is a rural community, just north of Travelers Rest, with a population of about 2,200. Heritage Elementary and Gateway Elementary are located in Travelers Rest. Duncan-Chapel Elementary School is located near Furman University in Greenville.

Our community is very involved in our school and is a major reason for our success. Through the years many people have worked extremely hard to help us achieve the present status of our school. Members of the community are often willing to serve as resources for our teachers and students. The SIC and PTSA groups continue to support our teachers and students in their quest for excellence in all they do. We are a proud community with great educational expectations for our students. In December 2023 we were granted Redesignation as a National School to Watch, still one of only 24 middle schools in our state to be a National School To Watch.

Northwest Middle School is helping all students develop world class skills and life and career characteristics of the Profile of the Graduate by incorporating 21st century learning opportunities for all students. During the 2022-2023 school year, we continued to offer a variety of educational experiences and support to our students. We believe middle school should be a time of academic exploration and Northwest strived to expose students to a variety of different experiences to help students grow academically and personally. With one-to-one technology, and virtual learning options, Northwest students had a wealth of opportunity for exposure to technology through a variety of instructional experiences. We also believe it is important to immerse students into our related arts and fine arts where they can see the academics in motion.

Northwest was strategic in providing a robust collection of support to help students be successful. Northwest expanded our course offerings to include Strings, Ag Science, Spanish and strategic support classes for students who needed substantial academic intervention. In addition to in-class instruction and one-on-one tutoring opportunities with teachers, students were able to attend our Panther Success after school tutoring program to gain extra help and support. Numerous supports related to financial assistance were provided to reduce the impact of disadvantages some students experience.

We were recognized by the South Carolina Department of Education and the National Forum to Accelerate Middle-Grades Reform as a 2021 National School to Watch due to our commitment to academic excellence, developmental responsiveness, social equity, and organizational structure for our students. In 2024 we were redesignated as a National School to watch this honor distinguishes Northwest as a premier middle school not just in the upstate but in all of the United States. We are proud of what we accomplished this past year and we look forward to the continued success of our students next year and years to come.

Administration

The administrative leaders of our school are: Mr. Daniel Greene, Mr. Corey Ramey, Dr. Sharon Newton, Ms. Rachel Moon, Mrs. Angela Bruce.

Our Principal, Mr. Daniel Greene, is in his 10th year at Northwest. He graduated from Clemson University with a B.S. in Mathematics-Education and earned a M.Ed. in Administration and Supervision from Clemson University. Mr. Greene was a classroom teacher for ten years, having taught mathematics and physics, and two years as an ADEPT lead teacher. He is married and has a 5 year old daughter that keeps him busy.

Our Assistant Principal's Mr. Corey Ramey. This is Mr. Ramey's 5th year at Northwest Middle School where he serves as the primary AP for the 7th Grade and the Special Education Department. Prior to moving to Northwest, Mr. Ramey served as a French teacher at the high school level for 8 years. Mr. Ramey has taught all levels of French and he has served in various leadership capacities at the middle school, high school, and district level. Mr. Ramey received his Bachelor of Science in International Business and French from Winthrop University, and he has a Master of Education in Administration and Supervision from Anderson University. In his spare time, Mr. Ramey enjoys spending time with his family and his Airedale, Andi.

The Administrative Assistant (AA) is Ms. Rachel Moon. 24-25 will be her 2nd year as an AA at Northwest. Ms. Rachel Moon, is Northwest's newest administrator with six years of experience at our school. Formerly a counselor for five years, this is her first year as an administrative assistant. She holds a Bachelor's in Social Work from the University of Georgia and advanced degrees in Counselor Education and Educational Leadership from Clemson University.

Our Assistant Principal, Dr. Sharon Newton. This is Dr. Newton's 4th year at Northwest Middle School. Prior to moving to Northwest, Dr. Newton served as an International Baccalaureate Middle Years Programme and STEM coordinator in Richland School District One for over eight years. With over 17 years in education, she has a range of Project Lead the Way from Computer Science to Medical Detectives. She graduated with a B.S. in Business from Coker University, Master Degree from Gardner-Webb in Administration and Leadership, and her Ed.D in Higher Educational Leadership from Argosy University.

Our Instructional Coach is Mrs. Angela Bruce. This is Ms. Bruce's 12th year at Northwest Middle School where she serves as the Instructional Coach. Prior to moving to Northwest, Mrs. Bruce served as a teacher at both the middle school and high school for over twelve years. She has taught biology, physical science, applied biology, 7th grade science and served as a reading specialist for 3 years. She graduated with a B.S. in Business from Charleston Southern University, and has a Master Degree from The Citadel in Teaching with emphasis in Biology. Mrs. Bruce is a National Board Certified teacher of early adolescence Science.

School Personnel Data

Northwest Middle School's instructional faculty totals fifty six members which include: eleven teachers on three sixth grade teams, eleven teachers on three seventh grade teams, and eleven teachers on 3 eighth grade teams. There are three inclusion teachers, one at each grade level. Additionally, two multi-categorical teachers, and three special education aides. The Related Arts team includes eleven teachers. These eleven include: Computer Technology teacher, Spanish teacher, Strings teacher, Ag Science teacher, two Physical Education teachers, a Band director, a Chorus director, one Rti teacher (who are also spec ed certified), one creative writing teacher and one Art teacher. There is one Media Specialist and one Media Center clerk. Three Guidance Counselors, one part time guidance counselor, a Guidance clerk, Mental Health Counselor and an In-School Suspension aide who also serve our student population. Administrative faculty includes one

Principal, one Assistant Principal, two Administrative Assistants (who carry on the role of an Assistant Principal), and an Instructional Coach. Support staff includes a school Secretary, an Attendance clerk, guidance clerk, receptionist, a Plant Engineer, and custodial staff of five including a groundskeeper. In addition, Northwest Middle has a School Resource Officer, a nurse, Cafeteria Manager and staff, as well as bus drivers. Other support personnel available to assist in meeting the needs of Northwest Middle students include the district psychologist, part time ESOL teacher, a speech and language specialist, Greenville mental health counselor, and behavior specialist and network computer technicians. Of the instructional and administrative faculty members, nineteen have Master degrees, four have Master's plus 30 hours, one has an Educational Specialist (Ed.S) degree, and two have Ph.Ds. The ethnicity of the faculty includes fifty one Caucasians, two African Americans, two hispanics. Forty-four are females and eleven are males.

Our teachers have been selected three years in a row as one of the top 10 finalists for Teacher of the Year for all of Greenville County Schools. Two members have National Board certification in their areas of instruction.

Student Population Data

Our student population at Northwest Middle is a diverse mix of cultural, socio-economic, and ethnic groups drawn from a wide geographic area in northern Greenville County. We had approximately 206 students opt to attend virtual school due to covid concerns, however they are still our students according to powerschool enrollment.

Northwest's 2024-25 enrollment by grade level is as follows:

Grade 6 Total 250 Boys 133/Girls 117

Grade 7 Total 285 Boys 135/Girls 150

Grade 8 Total 277 Boys 151/Girls 126

Total 812

The breakdown by gender is: 419 males and 393 females. The racial/ethnic breakdown is: 607 white, 106 African American, 7 Asian, 2 Pacific Islanders/Hawaiian, 57 Hispanic and 33 two or more races. Of the total student population, 155 (18.59%) qualify for special education services and an additional 36 (4.32%) qualify for 504 services. Thirty-four students are classified as Limited English Proficient. All students receive free breakfast and lunch daily.

As reported in the 2024 School Report Card, the retention rate for 2023 was 0.0%. The student attendance rate was 93.9%. This was a decrease of .3%. The percentage of the student population that was served by the gifted and talented program was 22%, an increase of .9%.

Northwest's Major Academic and Behavioral Features, Programs, and Initiatives

Our school year is 180 days for students and 190 days for teachers. Our school hours are 8:30 A.M. - 3:15 P.M.

All grade levels are divided into heterogeneously grouped teams. The 6th, 7th and 8th grade have 2 four-teacher teams and 1 two teacher team and 1 inclusion teacher per grade level. Educational support classes and inclusion are provided for identified students. On Tuesday and Thursday afternoons students are

offered the opportunity for structured extra assistance and remediation through our Panther Success Program. Transportation home from Panther Success is provided to low income neighborhoods. All teachers give an additional 1 ½ hours each week for before and/or after-school tutoring. We use Hall Pass- an electronic system to keep track of students exiting the classroom for restrooms and any other reason. This will help to create a calmer hallway environment with all grade levels and all staff in the hallways at the changing of classes and allow us to enforce tardiness. There is a school-wide grading policy which conforms to the state and district grading scale. All grades/subjects must have a determined number of major and minor grades. All teachers are following district guidelines. There is consistency in disciplining students in teams, grade level, and school wide. All teachers have their own website where they showcase their classes and provide important information including homework, class activities, and dates in order to foster communication with parents and students.

Students go to related arts classes back to back each day. Sixth grade has related arts 6th and 7th period. Seventh grade has related arts 4th and 5th period. Eighth grade has related arts 2nd and 3rd period. This allows teachers in each grade level to have a larger block of time to plan. Collaborative and individual planning, for meetings, and for holding parent-teacher conferences and professional development.

Northwest Middle School's educational models are guided by our State mandated Standards Based Instruction. The standards have been aligned with national standards and the state's College and Career Readiness Standards.

Northwest Middle is a support base in the housing of active after-school programs that serve many of the students attending the school. Panther Success which is free of charge to students 2 days a week for help with any school related work, or academic needs students may have. After-school events offer students a variety of activities such as Chorus, Band, Junior Beta Club, bike club, art club, robotics, yearbook, volleyball, basketball, baseball, softball, soccer, and sports offered through the high school including wrestling, tennis, football, track, and drama club.

Northwest Middle provides a disciplined, stimulating, learning climate for students. The climate for learning at Northwest Middle is enhanced by involved parents. Parents are encouraged to be active participants in their student's education through conferences, telephone calls, information in agendas, notes home, emails, and special programs. Parents serve in organizations/committees such as SIC, PTSA, and volunteering. Student discipline is the responsibility of all our staff members and students. Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed and discussed on a regular basis. We encourage parents to work with us to support appropriate behavior, also.

Students at Northwest Middle receive a high level of support services from the guidance department. Career testing and counseling are offered to our students. Counselors regularly visit the classrooms for guidance lessons on subjects such as the dangers of smoking, bullying, careers, peer pressure, eating disorders, and other topics. Over the last three years, we have been fortunate to have a mental health counselor on site to help students in dealing with issues that they are struggling with. Counselors meet on a regular basis with students who are struggling academically and provide one-on-one support for these students. They monitor their grades, homework assignments, and behavior. They also work with them on organizational skills. Each year our counselors work to expose students to a wide variety of career topics. One of the events includes Career Day. Some students are invited to participate in job shadowing, as well. Guidance counselors help to make sure that students are signed up for the correct classes each year. A curriculum night is held each February. Rising ninth graders and parents meet with a counselor during the second semester to begin working on their IGP's and to discuss schedules and the transition from middle school to high school.

Working on vertical articulation with our feeder elementary schools, Duncan Chapel Elementary, Gateway Elementary, Heritage Elementary, and Slater-Marietta Elementary, and our articulated high school, Travelers Rest High School, has been a priority over the last three years. Our goal is to make the transitions from elementary to middle school and middle to high school to be as smooth of a process as possible for students and parents. The articulation also provides us with the opportunity to best meet the needs of our students as they come to us and as we prepare them for their next level of education.

We continue to try to increase SC Ready met and exceed scores.

Here at Northwest, we are using a variety of strategies to increase test scores. Teachers meet weekly in grade level groups. This provides structured time for collaboration. We have scheduled weekly meetings by department to discuss curriculum, common assessments, strategies, ideas, etc. We have a school wide incentive program deemed Movin On UP to reward students who increase their score from one benchmark to the next. We also have a cumulative winner for the program and the winning grade level receives ice cream and sits where they want to at lunch for one day. All students who go up on both Math and ELA also receive a full size candy or drink of their choice. Students who go up on either Math or ELA are rewarded with outside time on Reward day. Our students are responding positively to being recognized for their achievement on benchmarks.

For the 8th year, quarterly benchmark tests are administered by all teachers in all core academic subjects. This is our 8th year with a district benchmark system platform MasteryConnect at our school. These benchmark tests are cumulative and are closely aligned to the SC College and Career standards and the SC Ready. All students take the benchmark tests. Data is collected by the teachers and analyzed to guide instruction. This data is used to target weak areas to improve learning and better prepare students for end of the year state assessments.

All teachers use a combination of ADEPT standards and differentiated instruction strategies to meet children where they are and to address all learning styles. In the past, our faculty has had extensive in-service addressing reading in the content areas. We continue to stress the importance of reading skills in all subjects. Teachers have attended all district professional development for the college and career readiness standards. Teachers are implementing a variety of these strategies in all curriculum areas. By using these strategies, our goal is to improve student achievement.

Northwest Middle School is dedicated to the empowerment of students through innovative teaching and learning experiences. Providing our students with access to technology in each classroom as well as specialized learning labs continues to be our priority. We are a 1:1 school where every student is issued their own chromebook computer.

Northwest Middle School is a place where we are a commintiy, everyone is valued and growing and that vision is evidenced not just by our student achievement data but also by our practices to continually enhance the learning experience we provide our students. Our educational models are guided by our State's mandated Standards Based Instruction. The standards have been aligned with the State's College and Career Readiness Standards and reflect how we are building a better graduate in Greenville County. We offer a rigorous curriculum across all subject areas including high school credit classes and honors classes in all grade levels. Northwest is located in the upper most part of South Carolina, and we are a community-based school that is well known for our art and chorus programs.

Northwest Middle transforms our students into lifelong learners through extensive enrichment activities in the classroom. Each quarter our students set goals and have conferences with their advisor, and after report cards are issued they follow up with the advisor to reflect on their goals and make adjustments to the plan to ensure

student success. We educate our students and staff monthly on SEL's (social emotional learning), and guidance lessons also help us educate the whole child. We follow up/remediate students during advisory as needed. Our OnTrack program is used to target students with academic concerns and create interventions to help students in addition to our school wide make up policy. Also teachers provide extra help time of 1 hour a week that is optional for all students. The Panther Success Program, available twice a week, is after school to give further assistance in all primary curriculum areas. Teachers from multiple disciplines serve as mentors and facilitators to provide scaffolding for greater student independence and academic growth. With best practices in the classroom, every teacher has a learning target for the day's lesson posted to assist students in focusing on each day's lesson outcome.

The teachers at Northwest Middle school incorporate a variety of instructional strategies and assessments to support all types of learners at our school. Daily instruction includes but is not limited to direct teacher-led instruction, small group learning, student-led cooperative learning, the flipped classroom model, hands-on activities, and differentiated instruction including inclusion classes that are co-taught with a special education teacher. Each grade level has two inclusion math classes and two inclusion ELA classes that are co-taught by a general education and a special education teacher. This model gives our special education students extra support in the high-needs subject areas while allowing them the least restrictive environment. Most of our special education students are also in an elective class in which they complete programs to help with reading skills that they struggle with. Our self-contained special education classes, which consist of not just math and ELA but also science and social studies classes, include a special education teacher and teacher aides to assist all students. Quarterly benchmark data is used to drive instruction and remediate concepts that students have not mastered. We have a data wall to keep track of how we are doing in terms of meeting our school goal in Math, ELA, Social Studies and Science. This is disaggregated by the teacher and team. This model holds us all accountable for our students' success and celebrates the accomplishments of our students and identifies areas of growth for our school.

We strive to offer our students a wide variety of opportunities to explore, connect, and get involved both through coursework and academically-related extracurricular activities. Northwest offers many high school level courses, including Algebra 1, Art 1, Band 1, Chorus 1, English 1, Fundamentals of Computing, and Spanish 1. We also provide numerous academically-related experiences such as Career Day, Junior Achievement Day, Job Shadowing Day, and field trips such as to Roper Mountain Science Center, Washington, D.C, Charleston SC, and Asheville NC.

The teachers at Northwest Middle School participate in weekly professional learning communities with their grade level content teachers. These weekly meetings allow the teachers time to collaborate with each other and create their lessons as well as common assessments that are uniform across the grade level. The special education teacher for each grade level is also present in these meetings to offer ideas about how we can plan our lessons appropriately and offer accommodations and modifications for our special education students.

Northwest Middle teachers and staff support one another in order to build trust, relationships and a positive learning community. Cross-curricular collaboration in order to provide on-going opportunities to integrate knowledge and skills is evident in ELA and social studies common planning for instruction. The media specialist provides support and strategies to integrate and assist students with research, technology and literacy.

Well-defined mentoring programs are in place for first year teachers, teachers new to the school, and for teachers needing extra support. Mentors not only provide information and resources, but also guidance and a safe-space for reflection and personal growth. The mentor program also allows teachers to be able to observe their peers and receive feedback on their own instruction. Additionally, we provide two to three hours of support per teacher per week to our first-year teachers through a First Year Teacher Coach who is an instructional coach from outside of Northwest who invests into our teachers. This investment is in conjunction with the assistance we provide these teachers already through our mentors and instructional coach inside the building. These programs and applications give students and staff a greater sense of community and trust in the educational structure and have contributed to the success of our teachers and students. Lastly we are working on

Mission, Vision and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel here at Northwest Middle School. These values and beliefs reflect what is important to us. They describe what we think about our academic work with students and how we think it should operate. All staff members have been involved in developing our core beliefs concerning curriculum, instruction, and assessment and the impact of those key areas on our students' learning. Northwest Middle is a place where everyone is valued and growing.

Mission

Our mission statement: **We're Building a Better Graduate**

Vision

Northwest Middle School's vision is to offer a strong academic program where everyone is valued and growing. The educational 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 Northwest Middle plans to prepare adolescents to become motivated, self-directed, confident, life-long learners. Our staff believes that improved student achievement can result from several approaches including:

- Instructional Protocol Feedback
- Differentiated Learning
- 21st Century Skills
- Literacy Integration
- Project Based Instruction/Learning
- College and Career Readiness
- ADEPT portfolio

Beliefs We believe...

- All students can learn.
- Students are the center of the educational process.
- Students learn best in a safe environment nurtured by caring, supportive teachers, administrators, and staff.
- Students have the right of equal access to educational opportunities.
- Instruction and assessment should be provided consistent with the needs of all students.
- Education is the shared responsibility of the home, school, and community.

Data Analysis and Needs Assessment

- Student Achievement Needs Assessment
 - **MS- (Middle School)**
 - SDE School Report Card- website= <https://scoreportcards.com> and <https://ed.sc.gov/data/test-scores/>
 - SC READY Math and ELA- by grade level by performance level
- Teacher and Administrator Quality-
 - **Professional Development Calendar for 25-26**

25-26 NWMS- AMPLIFY Offerings by Month

| | |
|--|---|
| August/Sept <ul style="list-style-type: none"> • Aug 20- GradeBook set up with Ms Bruce • Aug 27- Mastery Connect with Ms Bruce • Aug 28- Anchor with Greene- LiveSchool • Sept 24- SLO's Q & A with Bruce • Sept 25- Anchor Session- with Greene Teacher **United Way | February <ul style="list-style-type: none"> • Feb 4th- Brittany for Orientation- Promethean Teacher presenter- Ms Stein with Mastery Connect and Progress Learning • Feb 18- Ms. Michele Stein Progress Learning and Mastery connect with Ai teacher tools • Feb 26th -Anchor Session - with Mr. Greene |
| October <ul style="list-style-type: none"> • October 1st- Teacher presenter (Ms. Mullinnix- All things Data) • October 14th- Teacher workday & finalize SLO with your admin • October 30th Anchor Session- Ms. Amidon(Math specialist) and Ms. Read (ELA Specialist) | March <ul style="list-style-type: none"> • March 4th- Teacher Asynchronous learning PD in Progress Learning • March 11th- Asynchronous Learning • March 26th- Anchor Session REQUIRED State Testing with Ramey and Moon • |
| Nov/December <ul style="list-style-type: none"> • Nov 11th- Datadive with Ms. Bruce • Nov 12th- Teacher presenters Ms. Staton and Ms. Black • Nov 20- Anchor Session with Mr. Greene choice • Dec 10- admin present Ramey/Newton • No Anchor Session in Dec | April/ May <ul style="list-style-type: none"> • April 8th- Small groups Q & A for State Testing with Ramey • amplify q & a SLO finalize with admin Bruce to give point • April 15- finalize SLO with admin • April 23rd- Anchor Session with Mr. Greene • Apr 29th- |

January

- January 14th- Teacher presenter- Ms. Smallwood
- January 28th- Lance Curry-New AI stuff Magic School
- January 29th Anchor- with Mr. Greene choice. Mills and Nelson on test taking strategies co-presenters.

May

- May 6th-End of year checklist with Ms. Dr. Newton, Mr Ramey and Ms.Moon
- May- SLO goals wrap up if needed

• School Climate Needs Assessment-

- Student Behavior data- 1449 referrals written, Top 4 reasons- Truant- 351 referrals, Refusal to Obey 105 referrals, Inappropriate Language 102, Inappropriate Behavior 99. 3788 hours spent in ISS (473 days), OSS days 902, 20 Bus suspension days.

■ OSS Referral Demographics

| Gender & Ethnicity | # Students with Any Referral | OSS Days |
|---|------------------------------|----------|
| F Asian | 1 | 0 |
| F Black or African American | 32 | 107 |
| F Hispanic/Latino | 20 | 13 |
| F Native Hawaiian or Other Pacific Islander | 2 | 0 |
| F Two or More Races | 10 | 10 |
| F White | 141 | 175 |
| M American Indian or Alaska Native | 2 | 0 |
| M Asian | 2 | 0 |
| M Black or African American | 60 | 235 |
| M Hispanic/Latino | 17 | 31 |
| M Native Hawaiian or Other Pacific Islander | 1 | 4 |
| M Two or More Races | 18 | 38 |
| M White | 182 | 289 |
| Grand Total | 488 | 902 |

- Attendance, absenteeism, and truancy- 92.57% Attendance rate, 90 students absenteeism completed, 8 students completed for truancy.
- Parent/teacher conferences- weekly parent teacher conferences all grade levels as needed
- Volunteer Hours- 18 hours a week, approximately 76 hours per month, approximately 684 hours a calendar school year.
- Backpack accounts/logins- 82.55% or 634 parents have a parent account through packback, 20.05% or 159 parents do not have a parent backpack account.

■ ***<https://scoreportcards.com/overview/?q=eT0yMDIzJnQ9TSZzaWQ9MjMwMTA3>

Action Plan

GOAL AREA 1 – Performance Goal 1

| |
|---|
| Performance Goal Area: <input 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 34.3% in 2022-23 to 41.8% in 2028-29. |
| Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1.5% 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) | 35.8% | 37.3% | 38.8% | 40.3% | 41.8% |
| | 34.3% | 34.8% | 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 | <input type="checkbox"/> Daniel Greene | 0 | 0 | C |
| 2. Design individualized school, teacher, and student goals based on growth and achievement. | 2024-2029 | <input type="checkbox"/> Daniel Greene | 0 | 0 | C |
| 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 | <input type="checkbox"/> Corey Ramey | 0 | 0 | C |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|---|-------------------|-------------------|---|
| Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework. | | | | | |
| 1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms. | 2024-2029 | <input type="checkbox"/> Academics | 0 | 0 | C |
| 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 | <input type="checkbox"/> Academics | 0 | 0 | C |
| 3. Utilize formative and predictive assessment data to design differentiated instruction for all students. | 2024-2029 | <input type="checkbox"/> ALL PLC's and Angela Bruce | 0 | 0 | C |
| 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 | <input type="checkbox"/> Admin Team | 0 | 0 | C |
| 5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching. | 2024-2029 | <input type="checkbox"/> Corey Ramey | 0 | 0 | C |
| 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 | <input type="checkbox"/> Daniel Greene | 0 | 0 | C |
| 2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback. | 2024-2029 | <input type="checkbox"/> Angela Bruce | 3000.00 | PD money | C |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|--|-------------------|-------------------|---|
| 3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity. | 2024-2029 | <input type="checkbox"/> Corey Ramey | 0 | 0 | C |
| 4. Foster a collaborative relationship between schools and parents. | 2024-2029 | <input type="checkbox"/> Daniel Greene | 400.00 | General Funds | C |
| 5. Provide resources and workshops to help parents support their children's mathematical development at home. | 2024-2029 | <input type="checkbox"/> Corey Ramey | 250.00 | General Funds | C |

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 52.9% in 2022-23 to 5% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1.5% 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) | 54.4% | 55.9% | 57.4% | 58.9% | 60.4% |
| | 52.9% | 52.0% | 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 | <input type="checkbox"/> Smallwood, Angela Bruce and Admin Team | 0 | 0 | C |
| 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 | <input type="checkbox"/> Angela Bruce | 0 | 0 | C |
| 3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data). | 2024-2029 | <input type="checkbox"/> Angela Bruce | 0 | 0 | C |
| 4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success. | 2024-2029 | <input type="checkbox"/> Corey Ramey | 0 | 0 | C |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|---|----------------|----------------|---|
| 5. Implement a range of assessment methods that measure student understanding. | 2024-2029 | <input type="checkbox"/> Angela Bruce | 0 | 0 | C |
| 6. Ensure vertical articulation of grade level content and practices. | 2024-2029 | <input type="checkbox"/> Corey Ramey | 0 | 0 | C |
| 7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs. | 2024-2029 | <input type="checkbox"/> Angela Bruce | 0 | 0 | C |
| 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 | <input type="checkbox"/> Angela Bruce | 0 | 0 | C |
| 2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas. | 2024-2029 | <input type="checkbox"/> Angela Bruce | 0 | 0 | C |
| 3. Utilize resources for differentiated support and acceleration for all students. | 2024-2029 | <input type="checkbox"/> Corey Ramey | 0 | 0 | C |
| 4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery. | 2024-2029 | <input type="checkbox"/> ELA PLC teacher teams & Angela Bruce | 0 | 0 | C |
| 5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations. | 2024-2029 | <input type="checkbox"/> Admin Team | 0 | 0 | C |
| 6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles. | 2024-2029 | <input type="checkbox"/> Lori Rizk | 0 | 0 | C |
| 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 | 2024-2029 | <input type="checkbox"/> Angela Bruce | 0 | 0 | C |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|--|-------------------|-------------------|---|
| students in building necessary reading skills. | | | | | |
| 2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success. | 2024-2029 | <input type="checkbox"/> Angela Bruce | 0 | 0 | C |
| 3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework. | 2024-2029 | <input type="checkbox"/> Sharon Newton | 0 | 0 | C |
| 4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills. | 2024-2029 | <input type="checkbox"/> Corey Ramey | 0 | 0 | C |
| 5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework. | 2024-2029 | <input type="checkbox"/> Corey Ramey | 0 | 0 | C |

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 | <input type="checkbox"/> Daniel Greene | 0 | 0 | C |
| 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 | <input type="checkbox"/> Guidance Counselors & Angela Bruce | 0 | 0 | C |
| 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 | <input type="checkbox"/> Guidance Counselors | 0 | 0 | C |

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) | 11.60% | 11.10% | 10.60% | 10.10% | 9.60% |
| | 10.4% | 10.1% | Actual (District) | | | | | |
| | | | Projected (School) | 1.5% | 1% | 1% | 1% | 1% |
| | 2% | 6% | Actual (School) | | | | | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|--------------------------|-------------------|-------------------|---|
| Action Plan for Strategy #1: Provide School Leadership meetings each quarter | | | | | |
| 1. Meet Sept, Nov, Feb and March | 2024-2029 | Daniel Greene | 0 | 0 | C |

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% | 64.1% | Actual (District) | | | | | |
| | | | Projected (School) | 60% | 58% | 56% | 54% | 52% |
| | 62.99% | 65.47% | 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 | <input type="checkbox"/> Admin Team | 0 | 0 | C |
| 2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing | 2024-2029 | <input type="checkbox"/> Admin Team | 0 | 0 | C |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|---------------------------------------|----------------|----------------|---|
| custom, school-based programming to meet this goal. | | | | | |
| 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 | <input type="checkbox"/> Admin Team | 0 | 0 | C |
| 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 | <input type="checkbox"/> Angela Bruce | 300.00 | General Funds | C |
| 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 | <input type="checkbox"/> Admin Team | 0 | 0 | C |
| 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 | <input type="checkbox"/> Admin Team | 0 | 0 | C |
| 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 | <input type="checkbox"/> Admin Team | 500.00 | General Funds | C |
| 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 | <input type="checkbox"/> Admin Team | 0 | 0 | C |
| 3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences. | 2024-2029 | <input type="checkbox"/> Admin Team | 0 | 0 | C |

| 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: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty. | | | | | |
| 1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc. | 2024-2029 | <input type="checkbox"/> Admin Team | 1000.00 | General Funds | C |
| 2. Increase leadership opportunities within the school during the school day. | 2024-2029 | <input type="checkbox"/> Admin Team | 0 | 0 | C |
| 3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students. | 2024-2029 | <input type="checkbox"/> Guidance Dept | 500.00 | General Funds | C |
| 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 | <input type="checkbox"/> Admin Team | 0 | 0 | C |
| 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 | <input type="checkbox"/> Admin Team | 0 | 0 | C |
| 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 | <input type="checkbox"/> Admin Team | 0 | 0 | C |
| 4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives. | 2024-2029 | <input type="checkbox"/> Guidance Team | 0 | 0 | C |
| 5. Provide student-centered interventions and resources for students who repeat | 2024-2029 | <input type="checkbox"/> Guidance Team | 0 | 0 | C |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|----------|--------------------------|-------------------|-------------------|---|
| detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills. | | | | | |

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) | 40.67% | 38.67% | 36.67% | 34.67% | 32.67% |
| | 42.67% | 31.31% | 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 | <input type="checkbox"/> Corey Ramey | 0 | 0 | C |
| 2. Implement the model framework and ensure the implementation of strategies. | 2024-2029 | <input type="checkbox"/> Corey Ramey | 0 | 0 | C |
| 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 | <input type="checkbox"/> Tiffany Hill | 0 | 0 | C |
| 2. Provide ongoing training for Attendance Clerks or Interventionists. | 2024-2029 | <input type="checkbox"/> District Office | 0 | 0 | C |

| 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 | <input type="checkbox"/> Daniel Greene and Tiffany Hill | 0 | 0 | C |
| 2. Engage community partners to share the message and help address barriers for families, including increased access to services and support. | 2024-2029 | <input type="checkbox"/> Guidance Dept | 0 | 0 | C |
| 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 | <input type="checkbox"/> Daniel Greene | 0 | 0 | C |

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) | 2,062 | 2,123 | 2,186 | 2,251 | 2,318 |
| | | 2,002 | 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 | <input type="checkbox"/> Guidance Dept | 0 | 0 | C |
| 2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students. | 2024-2025 | <input type="checkbox"/> Guidance Dept | 0 | 0 | C |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|-------------------------------|----------------|----------------|---|
| 3. Provide ongoing access to technology and support to parents and guardians at school locations. | 2024-2029 | ☐ Lori Rizk, Media Specialist | 0 | 0 | C |
| 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) to encourage and promote parent and community involvement in schools. | 2024-2029 | ☐ Kristen Hicks | 150.00 | General Funds | C |
| 2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities. | 2024-2029 | ☐ Kristen Hicks | 150.00 | General Funds | |
| 3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships. | 2024-2029 | ☐ Kristen Hicks | 150.00 | General Funds | |
| 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 | ☐ Corey Ramey | 0 | 0 | C |
| 2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events. | 2024-2029 | ☐ Corey Ramey | 0 | 0 | C |
| 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 | ☐ Daniel Greene | 0 | 0 | C |