

SEVIER MIDDLE SCHOOL

SCHOOL RENEWAL PLAN

2023-24 through 2028-29

Chad Maguire, Principal

W. Burke Royster, Superintendent

GREENVILLE COUNTY SCHOOLS

Greenville, South Carolina

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Sevier Middle

SCHOOL 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

Mr. Chad Maguire		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

Mrs. Tammy Stone		3-12-25
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Ms. Carolyn Morris		3/12/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1000 Piedmont Park Road, Greenville, SC 29681

SCHOOL TELEPHONE: (864) 355-8200

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

Stakeholder Involvement for School Renewal

Position and Name

1. Principal: Chad Maguire
2. Teacher: Terra Johns, Brandon Soemer, Brittany Harbin, and FAC
3. Parent/Guardian: Jason Brooks
4. Community Member: Timothy Berklich
5. Paraprofessional: Karen Hege
6. School Improvement Council Member: Tammy Stone
7. Read to Succeed Reading Coach: Carolyn Morris
8. School Read To Succeed Literacy Leadership Team Lead: N/A
9. School Read To Succeed Literacy Leadership Team Member: N/A

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

**** Must include the School Literacy Leadership Team for Read to Succeed**

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	<p>Academic Assistance, PreK–3</p> <p>The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
Yes	<p>Academic Assistance, Grades 4–12</p> <p>The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
Yes	<p>Parent Involvement</p> <p>The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.</p>
Yes	<p>Staff Development</p> <p>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.</p>
Yes	<p>Technology</p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>

Yes	<p>Innovation</p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
Yes	<p>Collaboration</p> <p>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
Yes	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
N/A	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
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>

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>
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>
Yes	<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	1
SC SDE Cover Page	2
SC SDE Stakeholder Page	3
SC SDE Assurances	4 - 6
Table of Contents	7
Introduction	8-9
Executive Summary	10 - 12
School Profile	13 - 16
Mission, Vision, & Beliefs	18
Data Analysis & Needs Assessment	19
Action Plan	21 - 42

INTRODUCTION

Sevier Middle School Portfolio

The Sevier Middle School Portfolio documents the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability. Each year the Sevier leadership teams and the School Improvement Council review our Action Plan and progress we are making toward our goals.

Sevier's Leadership teams meet weekly. These teams include the Instructional Leadership Team (ILT), Administrative Team, and the Faculty Advisory Council (FAC). The members of these teams meet with their constituents weekly to assure a cohesive school community working towards a common vision.

Members of Leadership Team:

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

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

Members of SIC include:

Principal: Chad Maguire

School Counselor: Kaelin Varner

Instructional Coach: Carolyn Morris

Staff Member: Karen Hege

Teacher: Brandon Coates

Parents: Jason Brooks, Tammy Stone.

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

The categories in this school portfolio are

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

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

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

The Staff of Sevier Middle School

EXECUTIVE SUMMARY

STUDENT ACHIEVEMENT

The needs for our students to excel in a rigorous and innovative school curriculum along with the increasing demand for 21st Century skills, are challenges that the faculty and staff at Sevier Middle embrace. Over the past three school years, Sevier has achieved significant academic growth, with student performance rising by 8% in ELA, 10% in Mathematics, and 5% in Science. To continue on this positive trajectory, the Sevier Middle School faculty must continue to enhance their instruction and assessment practices, refining academic literacy strategies, applied learning experiences, and extended supports, to meet student needs and close learning gaps.

At Sevier Middle School, we remain committed to academic literacy as a foundation for student success. Our content area and grade-level teachers integrate research, public presentation, and advanced disciplinary literacy strategies—such as close and annotated reading, inquiry, discussion, and argumentative writing—into their lessons. To support this, we have implemented a common literacy model across all content areas, featuring standardized annotations and writing frameworks.

Curriculum mapping through the district’s academic portal provides a clear scope and sequence for all subjects, along with comprehensive lesson plans, differentiated support, and assessment resources.

Since adopting a STEAM focus schoolwide in 2013, we have strengthened student skills in critical thinking, collaboration, creativity, and communication. Our rigorous and engaging learning experiences integrate science, technology, engineering, the arts/humanities, and mathematics. Project-based learning plays a key role in developing 21st-century skills while reinforcing our STEAM emphasis.

Our educational support classes provide targeted opportunities for both special education and general education students to strengthen literacy skills using grade-level content. For the 2024-2025 school year, we continue to offer Read 180 reading interventions, ensuring students receive the support they need.

In 2013-14, we extended the school day by 10 minutes, allowing for an adjusted bell schedule and the creation of a 30-minute flex time period. This dedicated time enables students to work closely with teachers for additional support, while also offering enrichment opportunities beyond the standard curriculum. These three-week enrichment cycles focus on specialized topics such as academic competitions, service learning, and project-based learning, challenging students to reach their highest potential and preparing them for future success.

Technology has also played a transformative role in our instructional approach. In 2014-15, we launched a 1:1 laptop initiative, equipping every student with a device by August 2015. This shift revolutionized instruction and assessment, expanding opportunities for personalized learning and project-based engagement. Thanks to continued district support, we have refreshed our 1:1 devices

twice, ensuring our students and teachers have access to the latest technology for enhanced learning experiences.

TEACHER AND ADMINISTRATOR QUALITY

Content area teachers collaborate weekly to design rigorous, engaging, and standards-aligned units and lessons. Within their designated PLC teams, teachers participate in ongoing professional development focused on STEAM/PBL, formative assessment, technology integration, inclusive teaching practices, strategies for supporting our growing ML student population, and effective student intervention.

In addition, Related Arts teachers work closely with content area teachers to develop and implement cross-curricular projects that enhance student learning. Google applications facilitate seamless collaboration across grade levels and subject areas, strengthening our professional learning communities. Our collaborative efforts also include book studies, action research, data analysis, and inquiry-based exploration, all aimed at refining instructional practices and driving student success.

SCHOOL CLIMATE

Sevier Middle School's vision, mission, and structures are rooted in the principles of the National Middle School Association's *This We Believe* and the *Schools to Watch* criteria from the National Forum for Middle Level Reform. Our school climate is built on a foundation of developmental responsiveness, social equity, and a commitment to academic excellence, ensuring that every student has the support needed to succeed.

Guided by the core values of responsibility, respect, and integrity, we foster an environment that encourages innovation and personalized learning for student success. Sevier's faculty, parents, and community volunteers work collaboratively to create meaningful opportunities for students to be recognized, feel a sense of belonging, make choices, earn respect, discover their purpose, and track their progress toward personal goals.

SIGNIFICANT CHALLENGES FROM THE PAST THREE YEARS

One of Sevier's greatest challenges has been not only returning to pre-pandemic expectations but exceeding them. We have successfully met this goal by strengthening our PLC teams, prioritizing high-quality Tier I instruction, implementing targeted interventions for students below grade level, and fostering a vibrant middle school experience through a strong, student-centered school culture.

Over the past three years, Sevier has also experienced a significant increase in our multilingual learner (ML) population, particularly among students with limited or interrupted formal education (SLIFE). ML students now make up 24% of our student body, with SLIFE students comprising 4%. To address this growing need, we have researched and implemented best practices for supporting ML students in the classroom. Additionally, we have developed specialized support classes, organized family engagement events, and created field trip experiences tailored to enrich and empower our ML students.

AWARDS, RESULTS, ACCOMPLISHMENTS

- VEX Robotics State Champions, 2018, 2020, 2021, 2022, 2023, & 2025. 8-time World Championship Qualifier.
- State Report Card Rating 2017 - 2024 – GOOD
- 2023 National Project Lead the Way Teacher of the Year, Christine Plumier
- Palmetto Silver Awards, 2008, 2010, 2011, 2012, 2014, 2017,
- Palmetto Award, Closing the Gap, 2013
- Nationally Designated ASCA Model Program (RAMP) – School Counseling, 2nd redesignation 2025
- Multiple PSAT Junior Scholars, SAT Duke TIP Scholars and Grand Recognition Scholars
- Superior Rating: Orchestra; Excellent Rating: Chorus, Music Festival 2017, 2018, 2019, 2020, 2021, 2022, 2023, & 2024
- PTA District and State Reflections Contest Winners
- Innovation Award and Design Award – State Gateway to Tech. Competition, USC
- SC Juried Art Show Winners
- Greenville County United Way Campaign Award of Excellence
- Youth in Government – Bills signed into Law in 2014, 2015, 2016, 2019, 2021, 2022, 2023 & 2024
- State PTA Membership Award, Goals Award
- 6 National Board-Certified Teachers
- Top Ten Finalists, GC Teacher of the Year: Marilyn Murphy, Cheryl Cruell, Katherine King, Anna Nieto
- 2014 State PTA Support Staff Member of the Year – Chris Greggs
- 2015 Boys Soccer, Greenville County Middle School Champions
- 2016 8 Engineering Design students earn college credit from USC.
- 2017 4 Engineering Design students earn college credit from USC.
- 2016-2017 Boys Basketball Greenville County Middle School Champions
- 2017 Transform SC Designation by SC Council on Competitiveness
- 6th Grade -- Winners of Flour Design Competition
- 2020 Designated by National Forum as a National School To Watch
- 2023 Re-designated by National Forum as a National School To Watch
- One of two schools in South Carolina to hold both RAMP and STW designations.
- Designated as one of U.S. News Best Public Middle Schools in South Carolina, 2022 – 2024
- Innovative Educator Award from SCAMLE 2025 – Tera Johns & Monica Fite

For a closer look...

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

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

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

SCHOOL PROFILE

SCHOOL COMMUNITY

Sevier Middle School, located in Greenville, South Carolina, serves students in grades 6 through 8 in a vibrant suburban setting. Originally established as a junior high school in 1969, Sevier transitioned to a middle school in 1971. Our state-of-the-art facility, renovated and reopened in 2005, provides a dynamic learning environment designed to support student success.

Named after the World War I army training camp once located on and around the school site, Sevier takes pride in preserving its rich history. Students learn about the area's historical significance, and each November, we honor our nation's heroes with a special Veterans Day program featuring participation from local service members. This widely attended event connects our school with the greater Greenville community in a meaningful way.

Sevier benefits from strong engagement with parents and the community, with active participation in our PTA and School Improvement Council (SIC). Volunteerism has grown tremendously, and the presence of parents and community members is an integral part of daily school life. Many of our events are standing-room-only, and volunteers serve as role models and mentors, enriching students' experiences beyond the classroom.

We also collaborate with local professionals through our School Counseling Advisory Group and STEAM Advisory Board, whose insights help shape our programs and ensure their effectiveness. In our ongoing efforts to strengthen community partnerships, we have expanded volunteer opportunities, including our *Lunch Bunch* mentoring program. Additionally, Sevier engages students in service-learning projects, such as our schoolwide food drive supporting Loaves and Fishes and a community service initiative benefiting Heifer International.

Each parent, volunteer, and community partner brings a valuable perspective, helping to connect students' education to real-world applications. Through these partnerships, we expand students' understanding of the purpose and impact of their learning, preparing them for success beyond the classroom.

SCHOOL PERSONNEL DATA: 2024-25

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

Staff by Gender		
Male	18 Staff	26%
Female	52 Staff	74%

Staff by Ethnicity		
African – American	2 Staff	3%
Hispanic	4 Staff	6%
White	64 Staff	91%

STUDENT POPULATION DATA: 2024-2025 On Campus Students

Students by race:

Asian	17 Students	2.6%
African-American	90 Students	14%
Hispanic	131 Students	20.4%
White	350 Students	54.5%
Two or More Races	48 Students	7.4%
Other	6 Students	0.9%
Total	642 Students	100%

Students with Disabilities

Primary Disability	Students	
Autism	7 Students	
Deaf and Hard of Hearing	1 Students	
Intellectual Disability	1 Students	
Multiple Disabilities	0 Students	
Other Health Impairment	15 Students	
Specific Learning Disability	75 Students	
Speech / Language	2 Students	
Traumatic Brain Injury	1 Student	
Visual Impairment	0 Students	
Total	102 Students	15.8%

Student with a 504 Plan

Students with 504 Plan	34 Students	5.3%
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Students by Service Type Summary

Students by Service		
Pupils in Poverty	352 Students	54.8%
Gifted & Talented	207 Students	32.2%
Multi-Lingual	159 Students	24.8%
Students with Disabilities	102 Students	15.8%
Students with 504 Plan	34 Students	5.3%

MAJOR ACADEMIC AND BEHAVIORAL FEATURES

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

Signature Events:

- “Return to Camp Sevier” Veterans Day celebration
- “Flight of the Falcon” – 5th grade Open House
- “Falcon Flight Planning” – Showcase and Curriculum Planning Event
- VEX Robotics Invitational
- Noche de Ciencias
- Career Fair with 60 community partners in 2025

Sevier Middle School follows the Learning-Focused Teaching Model, ensuring that instruction is structured, engaging, and effective. Students participate in four core academic classes (58 minutes each) and two related arts classes (48 minutes each) daily. To support student well-being, all students have a daily wellness break during their lunch block. This time allows students and teachers to walk our ¼-mile track, fostering stronger teacher-student relationships while addressing the critical adolescent need for social interaction.

Academic Literacy & Instructional Strategies

A strong emphasis on reading and language arts is embedded across all grade levels and subject areas to enhance achievement for all student subgroups. Our academic literacy approach, rooted in Mike Schmoker’s *Focus*, prioritizes authentic literacy strategies such as:

- Content-based vocabulary development
- Close reading of informational text
- Argumentative writing and discussion
- Interactive lecture techniques

These strategies equip students with the skills necessary to analyze and comprehend complex informational texts. Additionally, grade-level PLCs have developed common assessments aligned to standards, providing essential formative feedback for reteaching and reinforcing key concepts.

Inclusion & Student Support

Sevier is a full-inclusion school, continuously expanding its services to provide both in-class and out-of-class supports under the Stetson Model. Co-teachers (special and general educators) collaborate in their PLCs to co-plan lessons, ensuring differentiated instruction tailored to meet the diverse needs of all learners. Special educators use inclusion classrooms to deliver specially designed instruction (SDI) for students with special needs.

To further support students requiring additional assistance, Sevier offers Flight/Flex Time, a dedicated period for:

- Pre-teaching and reteaching key concepts
- Targeted academic support in all subjects, including vocabulary-intensive courses like science and social studies

Inclusion teachers have also been developing classroom libraries with a variety of reading levels to support both independent and guided reading instruction.

STEAM & Project-Based Learning

Sevier is committed to STEAM education, integrating science, technology, engineering, the arts/humanities, and mathematics into real-world, relevant learning experiences. Teachers incorporate Project-Based Learning (PBL) to emphasize:

- 21st-century skills, including perseverance, problem-solving, communication, and collaboration
- Hands-on, inquiry-driven lessons that connect academic content to practical applications

Recognizing our dedication to innovative instruction, Sevier was invited to join the TransformSC network in 2017-18, strengthening partnerships focused on Project-Based Learning. In January 2023, Sevier was re-designated as a School to Watch by the National Forum, reaffirming our commitment to excellence.

Through a student-centered approach, strong instructional strategies, and a culture of collaboration, Sevier continues to provide a rigorous and supportive learning environment that prepares all students for success.

Mission, Vision & Beliefs

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

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

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

MISSION STATEMENT

Developing Innovative Leaders, One Student at a Time.

OUR VISION

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

OUR BELIEFS

Academic Excellence

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

Developmental Responsiveness

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

Social Equity

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

Organizational Structures

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

- On-going growth and reflection

OUR MOTTO: ***Focus • Challenge • Prepare***

Data Analysis and Needs Assessment

Goal area 1 | Student Achievement

Five Year Trend Data

	2019 - 2020	2020 – 2021	2021 - 2022	2022-2023	2023-2024
SC Ready ELA	<i>Waiver</i>	48.6%	50.5%	57.8%	59%
SC Ready Math	<i>Waiver</i>	37.8%	42.4%	44.7%	48%
SC Pass Science	<i>Waiver</i>	52.7%	61.2%	61.4%	57%

Goal Area 2 | Teacher and Administrator Quality

Sevier Middle School’s vision, mission, and structures are deeply rooted in the National Middle School Association’s *This We Believe* and the *Schools to Watch* criteria from the National Forum for Middle Level Reform.

Our commitment is to deliver an academically excellent education that meets the unique needs of adolescents, ensures equitable access to high levels of student achievement, and fosters a genuine community of learners.

Sevier maintains a continued focus on exemplary practice, aligning with South Carolina Standards, promoting academic literacy across all disciplines, advocating for the potential of every student, and prioritizing data-driven results.

To support these goals, our school structure includes flexible scheduling for 27 Fridays each year, offering Extra Time and Help (ETH) and Enrichment opportunities. Students are assigned to ETH sessions based on their mastery of core content, and these assignments are flexible, adapting to student achievement levels. Enrichment classes, designed to extend academic content and explore special interests, are also offered to provide further support. Additionally, Sevier has implemented a 30-minute Flight period every Monday through Thursday, dedicated to reinforcing student mastery and providing enrichment opportunities.

Professional development at Sevier aligns with our core priorities, including instructional rigor, STEAM education, **and** assessment practices. Teachers collaborate in grade-level content area teams to plan and refine core instruction. In designated professional learning communities (PLCs), educators participate in ongoing training on district initiatives, technology integration, and best practices. They also contribute to areas of study through offerings like text studies, action research, and inquiry-based learning.

[2023 – 2024 Professional Development Calendar](#)

[2024 – 2025 Professional Development Calendar](#)

Professional Development Funds have supported:

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

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 44.7% in 2022-23 to 57% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (MS)	46.7%	48.7%	50.7%	52.7%	54.7%
	44.7%	47.0%	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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	<ul style="list-style-type: none"> Principal Instructional Coach Math PLC's 	\$0	N/A	Continue
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<ul style="list-style-type: none"> Principal Instructional Coach Math PLC's 	\$0	N/A	Continue
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"> PLC's Instructional Coach 	\$0	N/A	Continue
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<ul style="list-style-type: none"> Teachers Instructional Coach 	\$0	N/A	Continue
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 Academic Team Math Chairperson 	\$0	N/A	Continue
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> Teachers / PLC's 	\$0	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</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 Instructional Coach Teachers District Team 	\$0	N/A	Continue
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 ILT 	\$0	N/A	Continue
Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<ul style="list-style-type: none"> Instructional Coach Principal District Academic Team 	\$0	N/A	Continue
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<ul style="list-style-type: none"> Instructional Coach 	\$350	PD Plan	Continue
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 Instructional Coach 	\$0	N/A	Continue
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> Teachers Administration 	\$0	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</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"> • Teachers • Administration • SIC / PTA 	\$300	N/A	Continue

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 56% in 2022-23 to 66% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (MS)	58%	60%	62%	64%	66%
	56%	57%	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"> Teachers Instructional Coach 	\$0	N/A	Continue
2. Identify the areas of strengths and areas of growth each year from summative	2024-2029	<ul style="list-style-type: none"> Teachers / PLC's 	\$0	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
assessments to ensure curriculum maps and resources fully support student success.					
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • Principal • District Academic Team 	\$0	N/A	Continue
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> • Teachers / PLC's • ILT 	\$0	N/A	Continue
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> • Teachers / PLC's 	\$0	N/A	Continue
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> • ELA Department 	\$0	N/A	Continue
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • Administration • PLC's • SPED 	\$0	N/A	Continue
Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<ul style="list-style-type: none"> • PLC's • ILT 	\$0	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	ALL Faculty	\$0	N/A	Continue
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<ul style="list-style-type: none"> Teachers PLC's SPED 	\$0	N/A	Continue
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<ul style="list-style-type: none"> PLC's SPED ILT 	\$0	N/A	Continue
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<ul style="list-style-type: none"> Administration ILT District Academic Teams Teachers 	\$0	N/A	Continue
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<ul style="list-style-type: none"> Media Specialist Teachers District 	\$7,000	District	Continue
7. Utilize 1st period for remediation and extension	2024 - 2029	<ul style="list-style-type: none"> Instructional Coach Core Teachers ELA PLC 	\$0	N/A	Continue
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<ul style="list-style-type: none"> Instructional Coach ELA Teachers 	\$0	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</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 • ILT • District Academic Team • ELA Teachers 	\$0	N/A	Continue
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • Administration 	\$0	N/A	Continue
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"> • ELA Teachers/ PLC's • SPED 	\$0	N/A	Continue
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • District Academic Team 	\$0	N/A	Continue

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"> Counseling Team Administration SIC 	\$0	N/A	Continue
2. If applicable, partner with Clemson University on an ongoing basis to host the	2024-2029	<ul style="list-style-type: none"> Principal District Leadership 	\$500	Grants	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.				PTA	
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"> • Chad Maguire, Principal • Jami Loftin, Counselor 	\$700	PTA	Continue

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)	4%	4%	4%	4%	4%
	2%	4%	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:					
1. Implement a strong mentor and buddy program for new faculty,	2024-2029	Instructional Coach Administration	\$200	Local Funds	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Support / increase staff morale to create a positive work environment	2024-2029	Administration PTA Teachers	\$1000	PTA Donations	Continue

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)	55.3%	53.3%	51.3%	49.3%	47.3%
	57.3%	64.4%	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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
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 • Faculty Advisory Council • District Leadership 	\$0	N/A	Continue
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 • Faculty Advisory Team • Teachers 	\$0	N/A	Continue
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	<ul style="list-style-type: none"> • Administration • Faculty Advisory Team • Teachers • Counselors 	\$0	N/A	Continue
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	<ul style="list-style-type: none"> • Instructional Coach • Administration • Mentor Teachers 	\$0	N/A	Continue
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	<ul style="list-style-type: none"> • On Track Team • Counselors • Mental Health • Teachers • Administrators 	\$0	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</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	<ul style="list-style-type: none"> Teachers Counselors Administrators 			Continue
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<ul style="list-style-type: none"> Teachers Administrators 	\$0	N/A	Continue
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	<ul style="list-style-type: none"> Administrators Teachers Counselors 	\$0	N/A	Continue
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> Teachers Counselors Administrators 	\$0	N/A	Continue
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<ul style="list-style-type: none"> Staff Administration District 	TBD based on need.	PTA Donations Sponsors	Continue
2. Increase leadership opportunities within the school during the school day.	2024-2029	<ul style="list-style-type: none"> Teachers Administration 	\$0	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<ul style="list-style-type: none"> • Counselors • Administration • SIC • PTA 	\$0	N/A	Continue
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<ul style="list-style-type: none"> • Administration • Teachers 	\$0	N/A	Continue
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	<ul style="list-style-type: none"> • Administrators • Counselors 	\$0	N/A	Continue
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	<ul style="list-style-type: none"> • Administrators • Counselors • Teachers 	\$0	N/A	Continue
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> • Teachers • Counselors • Administration 	\$0	N/A	Continue
5. Provide student-centered interventions and resources for students who repeat	2024-2029	<ul style="list-style-type: none"> • Counselors • Administrators 	\$0	N/A	Continue

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.		<ul style="list-style-type: none"> Teachers 			

GOAL AREA 3 – Performance Goal 2

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District)					
			Projected (School)	26.3%	24.3%	22.3%	20.3%	18.3%
	28.3%	26%	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	2024-2029	<ul style="list-style-type: none"> Administration Attendance Clerk 	\$0	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
of disciplinary consequences on the chronic absenteeism rate.					
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<ul style="list-style-type: none"> Administration Attendance Clerk 	\$0	N/A	Continue
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	<ul style="list-style-type: none"> Attendance Clerk 	\$0	N/A	Continue
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<ul style="list-style-type: none"> District Leadership 	\$0	N/A	Continue
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 Counselors 	\$0	N/A	Continue
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"> Administration 	\$0	N/A	Continue
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"> Administration Nurse Attendance Clerk 	\$0	N/A	Continue

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)	1,659	1,708	1,759	1,811	1,865
		1,611	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"> Counseling Department Administration 	\$0	N/A	Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</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"> Principal SIC 	\$0	N/A	Continue
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 Media Center Principal 	\$0	N/A	Continue
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	<ul style="list-style-type: none"> Principal PTA SIC 	\$0	N/A	Continue
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 Counselors 	\$0	N/A	Continue
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"> All Faculty 	\$0	N/A	Continue
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"> Teachers Administration Counselors 	\$0	N/A	Continue

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