

# **Strategic Education Plan & Portfolio**

## **Northwest Middle School**

**Dr. Patrick Jarrett, Principal**

**The School District of  
Greenville County**

**Dr. Burke Royster, Superintendent**

**2018-2023**

**SCHOOL RENEWAL PLAN COVER PAGE**

**SCHOOL NAME:**            **NORTHWEST MIDDLE SCHOOL**

**SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)**

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 (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		4/23/19
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

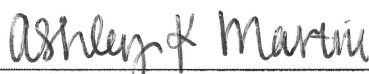
**PRINCIPAL**

Patrick Jarrett		3.11.19
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, BOARD OF TRUSTEES**

Mr. Charles J. Saylor		4/23/19
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Ashley Martin		3/11/19
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

Angela Bruce		3/11/19
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SCHOOL ADDRESS:**    **1606 Geer Highway Travelers Rest, South Carolina 29690**

**SCHOOL TELEPHONE:** (864)                    **355-6400**

**PRINCIPAL E-MAIL ADDRESS:**            [piarrett@greenville.k12.sc.us](mailto:piarrett@greenville.k12.sc.us)

## Stakeholder Involvement for School Renewal

	<u>Position</u>	<u>Name</u>
1.	Principal	<u>Dr. Patrick Jarrett</u>
2.	Teacher	<u>Ms. Teresa Ford- Read to Succeed Literacy Team</u>
3.	Teacher	<u>Mr. David James- Read to Succeed Literacy Team</u>
4.	Teacher	<u>Ms. Monica Sawdaye- Read to Succeed Literacy Team</u>
5.	Teacher	<u>Ms. Mindy Miller- Read to Succeed Literacy Team</u>
3.	Parent/Guardian	<u>Michaelena Law</u>
4.	Community Member	<u>Dana Lang</u>
5.	Paraprofessional	<u>N/A</u>
6.	School Improvement Council Member	<u>Ms. Jenny Epps</u>
7.	Read to Succeed Reading Coach	<u>N/A</u>
8.	School Read To Succeed Literacy Leadership Team Lead	<u>Ms. Angela Bruce</u>
9.	School Read To Succeed Literacy Leadership Team Member	<u>Ms. Ingrid Huggins</u>

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

## Assurances of School Plan

### Act 135 Assurances

Assurances, checked by principal, attest that the district complies with all applicable Act 135 requirements.

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, Grades 4–12</b> The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Developmental Screening</b> The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input type="radio"/> Yes	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-

<input type="radio"/> No <input checked="" type="radio"/> N/A	<p>day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Developmentally Appropriate Curriculum for PreK–3</b>  The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><b>Parenting and Family Literacy</b>  The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><b>Recruitment</b>  The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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 type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b>  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>

## DISTRICT STRATEGIC PLAN

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## 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. The committees are listed below.

<b>Portfolio Facilitators</b>	<b>Introduction Mission, Vision, Beliefs Appendix A</b>	<b>Data Analysis &amp; Needs Assessment</b>	<b>Action Plan</b>	<b>Executive Summary</b>	<b>School Profile</b>
Brockman (Chair)	Greene (Chair)	Huggins (Chair)	Nelson (Chair)	Grimley (Chair)	White (Chair)
Bruce	Burgs	Moore/McKenna	Sherbert	Sawdaye	Huskey
Reaney	Fischer	D'Alessandro	Langford	Marek	Gillette
Ray	Duffey	Christy	Weintraub	Barker	Bullard
Green	Ouzts	Rogers	Brundridge	Stein	Barnes
Lewis	James	Poag	Ford	Epps	Hicks
Crawford	Icenhour	Kittrell	Schneider	Smallwood	Newman
Dennewitz	Barnes/Whatley	Fountain	Bailey	Fields	Martin

# EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

**State Report Card for districts and schools data:** <http://ed.sc.gov/data/report-cards/state-report-cards/>

**Directions:** In the appropriate boxes, use district and school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups
<p><i>Early Childhood/Primary (PK–2):</i></p>
<p><i>Elementary/Middle (3–8):</i></p> <p>In the area of <b>Student Achievement</b>, to raise the academic challenge and performance of each student with disabilities has been our most significant challenge. Northwest Middle needs to:</p> <ul style="list-style-type: none"><li>• increase school writing performance as measured by state assessment.</li><li>• increase overall school ELA performance by 1.0 percent each year.</li><li>• increase overall school Math performance by 1.0 percent each year.</li><li>• increase overall school Science performance by 1.0 percent each year.</li><li>• increase overall school Social Studies performance by 1.0 percent each year.</li><li>• focus on raising disabled student performance in all subject areas.</li></ul>
<p><i>High School (9–12):</i></p>
Teacher/Administrator Quality
<p>In the area of <b>Teacher/Administrator Quality</b>, goal two focuses on maintaining quality instructional and administrative personnel. We need to:</p> <ul style="list-style-type: none"><li>• maintain access to Professional Development to improve instruction across the curriculum and increase academic literacy.</li><li>• revisit 21st Century skills and college and career readiness .</li><li>• continue reading/writing/vocabulary across the curriculum.</li><li>• continue data analysis and incentives.</li></ul>



## School Climate

In the area of ***School Climate***, goal three addresses several issues regarding Northwest Middle School.

We need to:

- increase positive school attitude and safety and decrease disciplinary referrals.
- maintain the global perspective and classes that have been initiated and work to extend this focus.
- continue implementation of Professional Learning Communities.
- communicate this work with parents, students, and teachers positively, and respectively

## Other (such as district priorities)

Northwest Middle School's ***Significant Awards, Results, Accomplishments*** from the past three years:

### School Award

- 2015 School Rating of "Good"
- 2015 Palmetto Silver Award
- 2016 Palmetto Silver Award
- 2015 – 2016 Champions of the Environment DHEC Grant \$2000
- 2016 National Promising Practice Award – Character Education

### Teacher of the Year

- Anne Kelsey-Zibert – Greenville County Schools Teacher of the Year 2014-2015
- Krissy Black – Greenville County Schools Teacher of the Year Finalist 2016-2017
- Tariq Caudle - Greenville County Teacher of the Year 2017-18
- Debra Whatley- Greenville County Teacher of the Year 2018-19

### Band

- 2 outstanding awards at South Carolina Junior Div. Concert Festival
- 2 superior ratings and 1 Excellent ratings for South Carolina Junior Div. Concert festival
- Three years ago, students in the NWMS Bands received silver and gold awards through Heritage Band Festival
- In past two years NWMS band students received 26 superior ratings at solo and Ensemble Festival with an additional 6 excellent ratings.
- In past two years, 5 students have participated with the South Carolina All-State Bands and 11 students have participated in the South Carolina Region One Honor Band.

### Sports

- Girls basketball— County Region Champions 2015, 2018, and 2019. County runner up 2014, 2016, 201
- Boys basketball- County Region Champions 2018

### Scholastic

- High School Credit Awarded for Algebra 1 Honors, English 1 Honors, Art 1, Google Basics, Multimedia Basics, Desktop Publishing, & Computer Applications
- Gifted and Talented Program
- National Junior Beta Club
- ACE Awards 2013/2014/2015/2016/2017/2018 2-students each year
- 2015 (11 students) Junior Scholars

### **Art**

- 2015 – 2017 Greenville County Solicitor’s Office Anti-Drug Poster Contest award winners
- Art on the Trail Participation
- Youth Art Month at the Governor’s School for the Arts and Humanities
- South Carolina Art Education Association convention art gallery
- Atlantic Institute Art Contest winners – four top 10s and 1<sup>st</sup> & 2<sup>nd</sup> Place Winners
- Dream Career Poster Contest/ 2012/ Honorable Mention
- Multiple PTA Reflections Winners
- 2 Solicitor Calendar art Award Winners
- 2016 Greenville County Anti-Drug Calendar – Cover Artist Winner
- 2016 Greenville County Juried Art Show
  - Painting – 6<sup>th</sup> Grade – 1<sup>st</sup> Place
  - Drawing – 6<sup>th</sup> Grade – 2<sup>nd</sup> Place, 7<sup>th</sup> Grade – 1<sup>st</sup> Place, 8<sup>th</sup> Grade – 3<sup>rd</sup> Place
  - Mixed Media – 7<sup>th</sup> Grade – 2<sup>nd</sup> Place, 8<sup>th</sup> Grade – 2<sup>nd</sup> Place
  - Sculpture – 6<sup>th</sup> Grade – 1<sup>st</sup> Place

### **Community**

- Relay for Life – Highest fundraising group for the Travelers Rest Relay for Life
- The Cliffs Community Partnerships
- Paws for a Cause – benefitting Upstate Warrior Project
- Mythology night for families
- Carolina Fence Garden Grant Recipient
- technology availability for students at home.
- low socioeconomic levels of students. A large number of students live in poverty.
- student attendance and tardiness.
- lack of parental involvement.

### **Gifted and Talented**

- Continue to offer a challenging curriculum
- All Teachers will have gifted and Talented endorsement to teach these courses
- Increase the number of students taking English 1 and Algebra 1

# 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. Northwest went through a technology refresh in 2010. Since then over \$100,000 has been spent to provide tablets and Google Chromebooks for classroom use. To date, we have over 500 Chromebooks and wireless devices. As of 2014, all classrooms have a Promethean Board. 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.

## Administration

The administrative leaders of our school are: Dr. Patrick Jarrett, Ms. Tasha Brockman, Mr. Daniel Greene, Ms. Melissa Grimsley, Mrs. Angela Bruce, and Dr. Heather Gordon.

Dr. Patrick Jarrett, Principal at Northwest Middle School has his Ph D in Administration and Supervision. He also served as AA for 2 years at Mauldin, prior to that he was a classroom teacher for 4 years.

The Administrative Assistant is Ms. Tasha Brockman. This is her 1<sup>st</sup> year as an Admin Assistant, and

her 1<sup>st</sup> year at Northwest. Prior to being an Admin Assistant at Northwest, Ms. Brockman served as a math teacher for twenty years prior to coming to Northwest. Master Teacher with the TAP program. She graduated from USC Upstate with a B.S. in Elementary Education, a Masters in Administration and Supervision from Converse College, and Ed.Ms. in curriculum and instruction from Converse College.

Our Assistant Principal, Mr. Daniel Greene, is in his third 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, two years as an ADEPT lead teacher.

Our Instructional Specialist is Dr. Heather Gordon. This is Dr. Gordon's seventh year at Northwest Middle. Prior to coming to Northwest, Dr. Gordon served as Principal at Pendleton High School, Assistant Principal for Curriculum and Instruction at James F. Byrnes High School, and Assistant Principal, Administrative Assistant, and a social studies teacher at Mauldin High School. Dr. Gordon has a B.S. in Secondary Education - Social Studies/Political Science from USC Upstate, an M.A. in Educational Administration from Furman University, an Ed.S from USC in Educational Administration, and earned a PhD from USC in Educational Administration in August 2013.

Our Instructional Coach is Mrs. Angela Bruce. This is Ms. Bruce's fifth 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, 7<sup>th</sup> 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 Biology. Mrs. Bruce is a National Board Certified teacher of early adolescence Science.

## **School Personnel Data**

Northwest Middle School's instructional faculty totals forty-five members which include: eleven teachers on three sixth grade teams, ten teachers on three seventh grade teams, and ten teachers on three eighth grade teams. Each grade level has two four teacher teams as well as one two teacher team. This makes a total of thirty-one Core Curriculum teachers. The Special Education team includes six teachers. Of these, one teaches in the self-contained classroom, three are inclusion teachers with one at each grade level, and two are inclusion/resource teachers. Additionally, there are three special education aides. The Related Arts team includes ten teachers. These nine include: two Computer Technology teachers, two Physical Education teachers, a Band director, a Chorus director, one Spanish teacher, two RtI teacher, and one Art teacher. There is one Media Specialist and one Media Center clerk. Three Guidance Counselors, a Guidance clerk, a Mental Health Counselor and an In-School Suspension aide also serve our student population. Administrative faculty includes one Principal, one Assistant Principal, an Administrative Assistant (who carries on the role of an Assistant Principal), an Instructional Coach, and an Instructional Specialist. Support staff includes a school Secretary, an Attendance clerk, receptionist, a Plant Engineer, and custodial staff of five including a grounds keeper. 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, an 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 three have Ph.Ds. The ethnicity of the faculty includes forty-nine Caucasians, two African Americans. Forty-three are

females and eight are males.

One faculty members has been selected as one of the top ten teachers of the year for Greenville County. One faculty member has National Board certification in their areas of instruction.

Fifty percent of the teaching and administrative faculty has one-three years' experience in the classroom. Less than 10 percent have more than twenty years' experience. The delineation of the number of years the teachers have taught is shown below.

<b>Years Experience</b>	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
Number of faculty	26	5	4	3	3	5	3	2

### **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.

Northwest's 2018 -2019 enrollment by grade level is as follows:

Grade 6 Total 300 Boys 137/Girls 163  
Grade 7 Total 292 Boys 144/Girls 148  
Grade 8 Total 254 Boys 135/Girls 119  
Total 846

The breakdown by gender is: 416 males and 430 females. The racial/ethnic breakdown is: 670 white, 94 African American, 5 Asian, and 45 Hispanic and 32 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. Of the total student population, 612 receive subsidized meals (62.4%).

As reported in the 2018 School Report Card, the retention rate for 2018 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 8<sup>th</sup> grade has 2 four-teacher teams and 1 two-teacher team. The 6<sup>th</sup> grade will have 3 four-teacher teams due to the increase in enrollment. The 7<sup>th</sup> grade will have 2 four-teacher teams and one 3 teacher team. Educational support classes and inclusion are provided for identified students. On Tuesday and Thursday afternoons students are offered the opportunity to 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 will have one bell schedule next year which is a change from the previous year. 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 of 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 one in the am and one in the pm each day. Sixth grade has related arts first and fourth periods. Seventh grade has related arts second and fourth periods. Eighth grade has related arts third and sixth periods. This allows teachers in each grade level to have a two 50 minute periods one in the am and one in the pm for 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 Junior Beta Club, 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. During recent school years, Ms. Burgs has a "Tiger Talk" group where identified students become pen-pals with Clemson athletes. 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 IGPs 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 SCPASS, MAP(8<sup>th</sup> grade only), and EOC scores at Northwest Middle. Specific test scores and comparisons are reported in another section of the Portfolio.

The PASS test continues to be the statewide achievement test taken by students across the state in science and social studies. 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.

When MAP(8<sup>th</sup> grade only) testing is complete, teachers use the results to analyze instruction and focus on student strengths and address weak areas. It would be helpful to science and social studies teachers to have MAP testing available to their students as a diagnostic tool to help them. At this time, this is not an option.

In addition to MAP(8<sup>th</sup> grade only) and PASS scores, teachers use the EOC scores to help improve student achievement. This applies to ELA and math students who qualify to take English I and Algebra I for high school credit.

For the fourth year, quarterly benchmark tests are administered by all teachers in all core academic subjects. This is our third year with a district benchmark system, Mastery Connect to our school. These benchmark tests are cumulative and are closely aligned to the SC College and Career standards and the SC Ready and SC PASS assessments. 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 Learning Focus 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. Next year we will be 1:1 and we are looking forward to every student having a device every day.

# **MISSION, VISION, 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.

## **Mission**

Our mission statement is:

**We're Building a Better Graduate**

## **Vision**

Northwest Middle School's vision is to offer a strong academic program. The educational program encompasses diverse, academically challenging opportunities focusing on reading, writing, and vocabulary development, acquiring 21<sup>st</sup> 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:

- Learning-Focused Strategies
- Differentiated Learning
- 21<sup>st</sup> Century Skills
- Literacy Integration
- Project Based Instruction/Learning
- College and Career Readiness
- Assessment Notebooks

## **Values and 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.

## **Purpose**

The purpose of our work at Northwest Middle School is to produce 21<sup>st</sup> Century learners who are proficient citizens for a productive society.

## **Shared Vision**



The shared vision for Northwest Middle School is a specific description of what it will be like when our mission has been achieved. It was written in practical, concrete terms by which our entire staff could understand and agree.

The following are the overall, curriculum, instruction, assessment, and environmental factors that support effective learning for Northwest Middle School students:

## **Overall**

- Provides engaging, flexible, and success-oriented instruction and assessment involving all modalities of learning for all students.
- Provides equal access to educational opportunities for all students through differentiated instruction and authentic assessment.
- Provides a curriculum and assessment that is balanced with the joy of learning but is non-threatening, positive, and engaging.

## **Curriculum**

- Must be meaningful, relevant, and in-depth yet allows room for inquiry.
- Includes core academics as well as a variety of courses for diverse learners.
- Offers an interdisciplinary curriculum that is standards-based, student-centered, multi-disciplinary, and challenging.

## **Instruction**

- Should be informative and thought provoking, going hand-in-hand with differentiated instruction based on assessment that is relevant, varied, and comprehensive.
- Must be student centered with the teacher as the facilitator for active learning.
- Engages and actively involves the learner to promote progressive, intellectual growth.

## **Assessment**

- Develops formative and summative assessment tools to help guide the teacher in planning and assessing the needs of all students.
- Must be completed in a measurable manner allowing for individual differences and teacher judgment for the purpose of guiding instruction.

## **Environment**

- Insure an environment that is:
  - safe
  - caring
  - supportive
  - respectful
  - inviting
  - friendly
- Maintain and consistently enforce a strong school-wide discipline plan.
- Continue a strong and supportive PTA relationship.
- Maintain a supportive and visible administration.
- Value school, student, and teacher achievement.

# Needs Assessment Data

## ELA 2018

Northwest Middle School	Number of students tested	% Did not Meet Expectations	% Approaches Expectations	% Meets and Exceeds Expectations
6 <sup>th</sup> grade	282	28.7	32.6	38.7
7 <sup>th</sup> grade	254	28.0	37	35.1
8 <sup>th</sup> grade	258	30.6	31.8	38.6

## Math 2018

Northwest Middle School	Number of students tested	% Did not Meet Expectations	% Approaches Expectations	% Meets and Exceeds Expectations
6 <sup>th</sup> grade	282	27.0	30.9	42.6
7 <sup>th</sup> grade	254	30.7	37.8	32.6
8 <sup>th</sup> grade	258	36.0	29.8	35.8

## Science 2018

Northwest Middle School	% Students Meets or Exceeds Expectations
6 <sup>th</sup> grade	50.4
8 <sup>th</sup> grade	42.6

## SS 2018

Northwest Middle School	% Students Meets or Exceeds Expectations
7 <sup>th</sup> grade	68.5

Link to the 2018 School Report Card <https://ed.sc.gov/data/report-cards/state-report-cards/>

### ELA Data 2017

Northwest Middle School	Number of students tested	% Did not Meet Expectations	% Approaches Expectations	% Meets and Exceeds Expectations
6 <sup>th</sup> grade	249	30.1	38.6	31.3
7 <sup>th</sup> grade	264	27.7	40.5	31.8
8 <sup>th</sup> grade	268	37.7	27.2	35.1

Provide the link for the most recent School Report Card: <https://ed.sc.gov/data/report-cards/state-report-cards/2017/knowledge/main/?d=2301&s=077&t=M&y=2017>

### Math Data 2017

Northwest Middle School	Number of students tested	% Did not Meet Expectations	% Approaches Expectations	% Meets and Exceeds Expectations
6 <sup>th</sup> grade	249	24.9	37.8	37.3
7 <sup>th</sup> grade	263	28.5	44.5	27
8 <sup>th</sup> grade	268	36.9	28.4	34.7

### Science Data 2017

Northwest Middle School	% Meets and Exceeds Expectations
6 <sup>th</sup> grade	49.4
7 <sup>th</sup> grade	41.4
8 <sup>th</sup> grade	43.6

### Social Studies 2017

Northwest Middle School	% Meets and Exceeds Expectations
6 <sup>th</sup> grade	70.3
7 <sup>th</sup> grade	69.9
8 <sup>th</sup> grade	62.1

### Trend data

#### Three Year Trend Data

	2014	2015	2016	2017	Variation
English	14 <sup>th</sup> *	15 <sup>th</sup> -T	16 <sup>th</sup>	14 <sup>th</sup>	+1
Math	10 <sup>th</sup> *	14 <sup>th</sup>	14 <sup>th</sup>	14 <sup>th</sup>	-4
Science	70.0	63.0	57.7	44.0	-26.0
SS	73.3	76.9	68.3	65.7	-7.6

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. The committees are listed below.

<b>Portfolio Facilitators</b>	<b>Introduction Mission, Vision, Beliefs Appendix A</b>	<b>Data Analysis &amp; Needs Assessment</b>	<b>Action Plan</b>	<b>Executive Summary</b>	<b>School Profile</b>
Brockman (Chair)	Greene (Chair)	Huggins (Chair)	Nelson (Chair)	Grimsley (Chair)	White (Chair)
Bruce	Burgs	Moore/McKenna	Sherbert	Sawdaye	Huskey
Reaney	Fischer	D'Alessandro	Langford	Marek	Gillette
Ray	Duffey	Christy	Weintraub	Barker	Bullard
Green	Ouzts	Rogers	Brundridge	Stein	Barnes
Lewis	James	Poag	Ford	Epps	Hicks
Crawford	Icenhour	Kittrell	Schneider	Smallwood	Newman
Dennewitz	Barnes/Whatley	Fountain	Bailey	Fields	Martin
Dennewitz	Barnes/Whatley	Fountain	Bailey	Fields	Martin

## EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

**State Report Card for districts and schools data:** <http://ed.sc.gov/data/report-cards/state-report-cards/>

**Directions:** In the appropriate boxes, use district and school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups
<p><i>Early Childhood/Primary (PK–2):</i></p>
<p><i>Elementary/Middle (3–8):</i></p> <p>In the area of <b>Student Achievement</b>, to raise the academic challenge and performance of each student with disabilities has been our most significant challenge. Northwest Middle needs to:</p> <ul style="list-style-type: none"><li>• increase school writing performance as measured by state assessment.</li><li>• increase overall school ELA performance by 1.0 percent each year.</li><li>• increase overall school Math performance by 1.0 percent each year.</li><li>• increase overall school Science performance by 1.0 percent each year.</li><li>• increase overall school Social Studies performance by 1.0 percent each year.</li><li>• focus on raising disabled student performance in all subject areas.</li></ul>
<p><i>High School (9–12):</i></p>
Teacher/Administrator Quality
<p>In the area of <b>Teacher/Administrator Quality</b>, goal two focuses on maintaining quality instructional and administrative personnel. We need to:</p> <ul style="list-style-type: none"><li>• maintain access to Professional Development to improve instruction across the curriculum and increase academic literacy.</li><li>• revisit 21st Century skills and college and career readiness .</li><li>• continue reading/writing/vocabulary across the curriculum.</li><li>• continue data analysis and incentives.</li></ul>

## School Climate

In the area of **School Climate**, goal three addresses several issues regarding Northwest Middle School.

We need to:

- increase positive school attitude and safety and decrease disciplinary referrals.
- maintain the global perspective and classes that have been initiated and work to extend this focus.
- continue implementation of Professional Learning Communities.
- communicate this work with parents, students, and teachers positively, and respectively

## Other (such as district priorities)

Northwest Middle School's **Significant Awards, Results, Accomplishments** from the past three years:

### School Award

- 2012 Palmetto Silver Award/ Improvement in Test Scores
- 2013 Palmetto Silver Award
- 2014 School Rating of "Good" for the first time ever
- 2015 School Rating of "Good"
- 2014 Palmetto Silver Award
- 2015 Palmetto Silver Award
- 2016 Palmetto Silver Award
- 2015 – 2016 Champions of the Environment DHEC Grant \$2000
- 2016 National Promising Practice Award – Character Education
  
- 2018 Robotics State finalist

### Teacher of the Year

- Anne Kelsey-Zibert – Greenville County Schools Teacher of the Year 2014-2015
- Krissy Black – Greenville County Schools Teacher of the Year Finalist 2016-2017
  
- Tariq Caudle - Greenville County Teacher of the Year 2017-18
  
- Debra Whatley- Greenville County Teacher of the Year 2018-19

### Band

- 2 outstanding awards at South Carolina Junior Div. Concert Festival
- 2 superior ratings and 1 Excellent ratings for South Carolina Junior Div. Concert festival
- Three years ago, students in the NWMS Bands received silver and gold awards through Heritage Band Festival
- In past two years NWMS band students received 26 superior ratings at solo and Ensemble Festival with an additional 6 excellent ratings.
- In past two years, 5 students have participated with the South Carolina All-State Bands and 11 students have participated in the South Carolina Region One Honor Band.

### Sports

- Girls basketball— County Region Champions 2015 and 2018, county runner up 2014, 2016, 201
- Boys basketball- County Region Champions 2018
- Girls softball—1- Regional 2013
- Boys baseball-- 1- Regional 2012
- Girls soccer—2- in Region 2013

### **Scholastic**

- High School Credit Awarded for Algebra 1 Honors, English 1 Honors, Spanish I, Art 1, Google Basics, Multimedia Basics, Desktop Publishing, & Computer Applications
- Gifted and Talented Program
- National Junior Beta Club
- ACE Awards 2013/2014/2015/2016 2-students each year
- 2015 (11 students) Junior Scholars
- 2014 (12 students) Junior Scholars

### **Art**

- 2014 – 2017 Greenville County Solicitor’s Office Anti-Drug Poster Contest award winners
- Art on the Trail Participation
- Youth Art Month at the Governor’s School for the Arts and Humanities
- South Carolina Art Education Association convention art gallery
- Atlantic Institute Art Contest winners – four top 10s and 1- & 2- Place Winners
- Dream Career Poster Contest/ 2012/ Honorable Mention
- Multiple PTA Reflections Winners
- 2 Solicitor Calendar art Award Winners
- 2016 Greenville County Anti-Drug Calendar – Cover Artist Winner
- 2016 Greenville County Juried Art Show
  - Painting – 6- Grade – 1- Place
  - Drawing – 6- Grade – 2- Place, 7- Grade – 1- Place, 8- Grade – 3- Place
  - Mixed Media – 7- Grade – 2- Place, 8- Grade – 2- Place
  - Sculpture – 6- Grade – 1- Place

### **Community**

- Relay for Life – Highest fundraising group for the Travelers Rest Relay for Life
- The Cliffs Community Partnerships
- Paws for a Cause – benefitting Upstate Warrior Project
- Mythology night for families
- Carolina Fence Garden Grant Recipient
- technology availability for students at home.
- low socioeconomic levels of students. A large number of students live in poverty.
- student attendance and tardiness.
- lack of parental involvement.

- Continue to offer a challenging curriculum
- Teachers will have gifted and Talented endorsement to teach these courses
- Increase the number of students taking English 1 and Algebra 1



**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 1** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 32.7 % in 2016-17 to 47.7 % in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3 % annually.

	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>DATA SOURCE(s):</b> ESSA Federal Accountability and SC SDE School Report Card	(2016-17) <b>32.7</b>	<b>School Projected</b> 35.7	<b>35.7</b>	<b>38.7</b>	<b>41.7</b>	<b>44.7</b>	<b>47.7</b>
		<b>School Actual</b> 37.1					
	(2016-17) <b>43.0</b>	<b>District Projected</b> 43	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>	<b>58</b>
		<b>District Actual</b> 44					

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 2** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 33.0 % in 2016-17 to 48.0 % in 2022-23.

**INTERIM PERFORMANCE GOAL:** Annually meet or exceed the standard in Mathematics as measured by SC READY.

	<b>AVERAGE BASELINE</b>	<b>2017-2018</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>DATA SOURCE(s):</b> ESSA Federal Accountability and SC SDE School Report Card	(2016-17) <b>33.0</b>	<b>School Projected 36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
		<b>School Actual 35.9</b>					
	(2016-17) <b>40.0</b>	<b>District Projected 43</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>
		<b>District Actual 43</b>					

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 3** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

**INTERIM PERFORMANCE GOAL** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3 % annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 only	<b>School Projected Middle</b>	<b>53.6</b>	<b>56.3</b>	<b>59.3</b>	<b>62.3</b>	<b>65.3</b>
		<b>School Actual Middle</b> <b>50.6</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 only	<b>District Projected Middle</b>	<b>56</b>	<b>59</b>	<b>62</b>	<b>65</b>	<b>68</b>
		<b>District Actual Middle</b> <b>53</b>					

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SCPASS Science SDE website and School	Baseline will be established in 2017-18 Grade 8 only	<b>School Projected Middle</b>	<b>46.8</b>	<b>49.8</b>	<b>52.8</b>	<b>55.8</b>	<b>58.8</b>
		<b>School Actual Middle 43.8</b>					
SCPASS Science SDE website and School	Baseline will be established in 2017-18 Grade 8 only	<b>District Projected Middle</b>	<b>56</b>	<b>59</b>	<b>62</b>	<b>65</b>	<b>68</b>
		<b>District Actual Middle 53</b>					

\*Beginning in 2017-18, grades 4,6, and 8 will take SCPASS Science.

**Performance Goal Area:**     Student Achievement\*     Teacher/Administrator Quality\*     School Climate (Parent Involvement, Safe and

Healthy Schools, etc.)\* (\* required)  District Priority

Gifted and Talented Requires  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
 1 Academic Goal and 1 Additional Goal  Gifted and Talented: Other

**PERFORMANCE GOAL: 4** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>School Projected Middle</b>	<b>71.6</b>	<b>74.6</b>	<b>77.6</b>	<b>80.6</b>	<b>83.6</b>
		<b>School Actual Middle</b> <b>68.9</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>District Projected Middle</b>	<b>74</b>	<b>77</b>	<b>80</b>	<b>83</b>	<b>86</b>
		<b>District Actual Middle</b> <b>71</b>					

\*Beginning in 2017-18, grades 5 and 7 will take SCPASS Social Studies\*

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**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 5** Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty). 3%

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	27 % Meets Expectations and Exceeds Expectations	<b>Projected Hispanic</b>	30	33	36	39	42
SC READY ELA SC READY test data file		<b>Actual Hispanic 24</b>					
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 36</b>	36	39	42	45	48

SC READY ELA SC SDE Website		<b>District Actual Hispanic 34</b>					
SC READY ELA SC READY test data file	12 % Meets Expectations and Exceeds Expectations	<b>Projected AA</b>	15	18	21	24	28
SC READY ELA SC READY test data file		<b>Actual AA 21</b>					
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA 25</b>	25	28	31	34	37
SC READY ELA SC SDE Website		<b>District Actual AA 25</b>					
SC READY ELA SC SDE Website	3 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD 6</b>	6	9	12	15	18
SC READY ELA SC SDE Website		<b>School Actual SWD 4</b>					

SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 14</b>	<b>14</b>	<b>17</b>	<b>20</b>	<b>23</b>	<b>26</b>
SC READY ELA SC SDE Website		<b>District Actual SWD 12</b>					
SC READY ELA SC SDE Website	18 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP 21</b>	<b>21</b>	<b>24</b>	<b>27</b>	<b>30</b>	<b>33</b>
SC READY ELA SC SDE Website		<b>School Actual LEP 29</b>					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 35</b>	<b>35</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>
SC READY ELA SC SDE Website		<b>District Actual LEP 33</b>					
SC READY ELA SC SDE Website	25 % Meets Expectations and Exceeds Expectations	<b>School Projected SIP</b>	<b>28</b>	<b>31</b>	<b>34</b>	<b>37</b>	<b>40</b>



SC READY ELA SC SDE Website		<b>School Actual SIP 30</b>					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Projected SIP 38</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>	<b>50</b>
SC READY ELA SC SDE Website		<b>District Actual SIP 33</b>					
SC READY Math SC SDE Website	25 % Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>	<b>28</b>	<b>31</b>	<b>34</b>	<b>37</b>	<b>40</b>
SC READY Math SC SDE Website		<b>School Actual Hispanic 35</b>					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 39</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>	<b>51</b>
SC READY Math SC SDE Website		<b>District Actual Hispanic 42</b>					

SC READY Math SC SDE Website	<b>10</b> % Meets Expectations and Exceeds Expectations	<b>School Projected AA</b>	<b>13</b>	<b>16</b>	<b>19</b>	<b>22</b>	<b>25</b>
SC READY Math SC SDE Website		<b>School Actual AA 15</b>					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA 27</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>
SC READY Math SC SDE Website		<b>District Actual AA 28</b>					
SC READY Math SC SDE Website	4 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	<b>7</b>	<b>10</b>	<b>13</b>	<b>16</b>	<b>19</b>
SC READY Math SC SDE Website		<b>School Actual SWD 6</b>					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 18</b>	<b>18</b>	<b>21</b>	<b>24</b>	<b>27</b>	<b>30</b>

SC READY Math SC SDE Website		<b>District Actual SWD 16</b>					
SC READY Math SC SDE Website	16 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	<b>19</b>	<b>22</b>	<b>25</b>	<b>28</b>	<b>31</b>
SC READY Math SC SDE Website		<b>School Actual LEP 13</b>					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 40</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>
SC READY Math SC SDE Website		<b>District Actual LEP 42</b>					
SC READY Math SC SDE Website	24 % Meets Expectations and Exceeds Expectations	<b>School Projected SIP</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>
SC READY Math SC SDE Website		<b>School Actual SIP 26</b>					

<p>SC READY Math SC SDE Website</p>	<p>33% Meets Expectations and Exceeds Expectations</p>	<p><b>District Projected SIP 36</b></p>	<p><b>36</b></p>	<p><b>39</b></p>	<p><b>42</b></p>	<p><b>45</b></p>	<p><b>48</b></p>
<p>SC READY Math SC SDE Website</p>		<p><b>District Actual SIP 38</b></p>					

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL:** 6 100% of middle schools will have targeted literacy intervention classes by 2023.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	50	School Projected	100	100	100	100	100
PowerSchool	100	Yes	100				
PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool	50	District Actual	100				

<b>ACTION PLAN FOR STRATEGY : Improve Student Achievement-Implement the following strategies to impact positively student achievement</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. The school will communicate with parents through all available resources such as school messengers, school newsletters, the school website, teacher websites, and school wide posters. Individual student grades may be monitored by parents through the Parent Portal. The school will send home information about new state testing to parents.	2018-2023	Teachers and Parents	None	Greenville County School District	Observation, School Report Card, and positive feedback from the stakeholders.
2. Teachers will plan collaboratively on a district and school level to prepare for the new federal accountability objectives as part of the new College and Career Ready curriculum. Teachers will continue to use best practices in their subject areas including the learning focused model.	2018-2023	Teachers, administration and IC	None	None	School Report Card and positive feedback from the stakeholders.
3. Students will be grouped heterogeneously in all core classes so that all subgroups have access to high expectations from teachers (with the exception of the Gifted and Talented program).	2018-2023	Teachers and guidance	None	None	School Report Card and positive feedback from the stakeholders.
4. Teachers analyze SC Ready and SC Pass, Benchmarks and MAP(8 <sup>th</sup> grade only) test scores to help plan for instruction in all core subject areas, with a focus on the weaknesses of subgroups in ELA and Math.	2018-2023	Teachers, guidance, administration and IC	Varies	Greenville County School District and State Funding	School Report Card and positive feedback from the stakeholders.
5. Academic incentives rewarded quarterly. -Principle Lunch-reward for students on the A Honor Roll list. -Counselors give rewards for A&B honor roll achievement.	2018-2023	Guidance and Principal	Varies	Northwest Middle	Observation and student Feedback

6. Principal's Honor Roll and the A/B Honor Roll are posted in the Northwest Middle School Newsletter and in the foyer of the school and in the hallway to the cafeteria.	2018-2023	Administration and faculty	Varies	Northwest Middle School	Observation and student feedback.
7. Promote the usage of technology to Supplement teaching in the classroom (1:1 roll out of Chromebooks, Edmodo, Google Apps/Google Documents, etc.)	2018-23	Admin Team	Varies	Northwest Middle School	Classroom observations, walkthroughs, and continued PD using technology. Teacher lesson plans
8. Utilize peer tutors and Moby Max software for individual remediation	2018-23 As needed	Special Education teachers and lead teachers	1500.00/yr	Northwest Middle School	Moby Max data and special education teacher logs
9. Implement Benchmark rewards system completed 3 times a year	2018-23	Teachers, guidance, administration and IC	1500.00/yr	Northwest Middle School	Benchmark Data from the district benchmark program, including life size graphs posted in cafeteria by grade level
10. Use the district's OnTrack program an Early Warning and Response system to identify middle school students in danger of getting "off track" for graduation based on absences, behavior, or course performance (ABCs). School teams meet to discuss challenges associated with flagged students and to connect students and their families to partners who can provide outside supports to students and their families.	2018-23	Teachers, guidance, administration and IC	None	None	Guidance Intervention logs and agendas.

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**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 1** The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Employment report	Baseline will be established at the end of the 2018-19 school year	<b>School Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>School Actual 10.8</b>					
Employment report	Baseline will be established at the end of the 2018-19 school year	<b>District Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>					



**ACTION PLAN FOR STRATEGY: Maintain Teacher/Administrator Quality**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue professional development: Mentoring Professional learning teams Teacher-leader models PLC's	2018-2023	Instructional Coach Principal Department/Team Chairs	N/A	N/A	Professional Development Portal and Calendar
2. Continue professional development focused on College and Career Ready Standards and 21st Century Skills Argumentative and Informational Writing Constructing Performance Assessments Developing Formative Assessments Emphasizing speaking, listening, and questioning	2018-2023	Instructional Coach Administrators Department/Team Chairs	N/A	N/A	Professional Development Portal and Calendar
3. Continue and expand professional expertise and techniques for teaching and assessing Limited English Proficient students (LEP) Students with disabilities Low-income students Gifted and Talented students	2018-2023	Administrators Instructional Coach ESOL Teachers Special Ed Teachers G/T Teachers	Varies	N/A	Professional Development Portal and Calendar

4. New teacher orientation and ongoing professional development	2018-2023	Administrators Instructional Coach	N/A	N/A	Professional Development Calendar Observation Records, Agenda
5. New teacher mentoring	2018-2023	Instructional Coach Administrators Teacher Mentors	250.00	Northwest Middle School	Professional Development Calendar Observation Records
6. Allow teachers/admin to attend Relevant professional development Opportunities off-campus	2018-23	Administration NWMS	5500.00	District professional development funds	Agendas from events, agendas from collaboration meetings, attendance sheets from each event

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**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 1** Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they feel safe during the school day on the South Carolina Department of Education Survey.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	91.3	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 79.6					
SC SDE School Report Card Survey	100.0	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		<b>School Actual Teachers 93.3</b>					
SC SDE School Report Card Survey	<b>90.6</b>	<b>School Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>School Actual Parents 74.30</b>					
SC SDE School Report Card Survey	<b>92</b>	<b>District Projected Students</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Students 86</b>					
SC SDE School Report Card Survey	<b>98</b>	<b>District Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Teachers 97</b>					

SC SDE School Report Card Survey	<b>91</b>	<b>District Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Parents 88</b>					

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 2** The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

**PERFORMANCE GOAL: 3** The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	(2016-17) <b>1.02</b>	<b>School Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		<b>School Actual</b> <b>0.0</b>					
ESSA Federal Accountability and SDE School Report Card	(2016-17) <b>0.7</b>	<b>District Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

		<b>District Actual</b>					
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Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
ESSA Federal Accountability and SDE School Report Card	(2016-17) <b>.12</b>	<b>School Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>School Actual</b> <b>0.0</b>					
ESSA Federal Accountability and SDE School Report Card	(2016-17) <b>.04</b>	<b>District Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>District Actual</b>					

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 4** The school will demonstrate a caring environment as indicated by an increase in the percent of middle school students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	58	School Projected	90	90	90	90	90
		School Actual 58	59				



AdvancED Culture & Climate Surveys	52	District Projected	54	58	62	66	70
		District Actual 50					

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  District Priority

*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional  
*1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL: 5** Achieve and maintain a student attendance rate of 95% or higher.

**INTERIM PERFORMANCE GOAL:** Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
180 <sup>th</sup> day Attendance Report	(2016-17) 93.9	School Projected	95	95	95	95	95
		School Actual 85.4					

180 <sup>th</sup> day Attendance Report	(2016-17) <b>95</b>	<b>District Projected</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
		<b>District Actual 95</b>					

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority							
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL: 6</b> The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of middle school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							
<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	<b>School Projected</b>	<b>Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7</b>	<b>Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7</b>	<b>Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6</b>	<b>Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6</b>	<b>Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5</b>

		<b>School Actual</b> Afraid ≤ 8% Lonely ≤ 16% Angry ≤ 14%	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 16	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 7% Lonely – 14% Angry – 14%	<b>District Projected Secondary</b>	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		<b>District Actual Secondary</b> Afraid – 7% Lonely – 16% Angry – 14%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

<b>ACTION PLAN FOR STRATEGY : School Climate</b>					<b>EVALUATION</b>	
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>	
1.Continue professional development: Mentoring Professional learning teams Teacher-leader models	2018-2023	Instructional Coach Principal Department/Team Chairs	None	None	Professional Development Portal and Calendar	
2. Continue professional development focused on Common Core Standards and 21st Century Skills Argumentative and Informational Writing Constructing Performance Assessments Developing Formative Assessments Emphasizing speaking, listening, and questioning	2018-2023	Instructional Coach Administrators Department/Team Chairs	None	None	Professional Development Portal and Calendar	
3. Continue and expand professional	2018-2023	Administrators	Varies	Northwest	Professional Development Portal	

<b>ACTION PLAN FOR STRATEGY : School Climate</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
expertise and techniques for teaching and assessing Limited English Proficient students (LEP) Students with disabilities Low-income students Gifted and Talented students		Instructional Coach ESOL Teachers Special Ed Teachers G/T Teachers		Middle	and Calendar
4. New teacher orientation and ongoing professional development	2018-2023	Administrators Instructional Coach	None	None	Professional Development Calendar Observation Records
5. New teacher mentoring	2018-2023	Administrators Instructional Coach Teacher Mentors	None	None	Professional Development Calendar Observation Records
6. Communicate weekly through parent/guardian calls, emails (offering principal cell phone number each week), school Facebook page, School webpage and Parent Portal.	Weekly 2018-23	Principal	None	None	Weekly recordings sent to parents on Monday of each week. Facebook page post, school website
7. Participate in safety drills (lockdowns, bus evacuations, fire, tornado, first responders drills, and drug dog visits)	2018-2023 Monthly or as needed	Administration Team	None	None	Drill Logs

<b>ACTION PLAN FOR STRATEGY : School Climate</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
8. Provide teachers with surveys such as a self-analysis Professional Learning Communities survey, in-house surveys, district and state surveys	2018-2023 Annually	Principal and District	None	None	Survey Feedback
9. Host Family Involvement nights such as Open House, Transition Nights, Academic Nights, PTA Nights, Greek Mythology Night	2018-2023 Quarterly	Guidance, Admin, Media Center, Teacher	500.00	PTA, and donors choose projects	Event programs, website, agendas

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