

**NORTHWOOD MIDDLE SCHOOL**  
**Greenville County Schools**  
*“Northwood: A Community of Learners”*

**NORTHWOOD MIDDLE SCHOOL**  
**SCHOOL PORTFOLIO**  
**Scope of Action Plan: 2018-2019 through 2022-2023**

**Greenville County Schools**  
**Dr. W. Burke Royster, Superintendent**  
**Mr. Treva Lee, Principal, Northwood Middle School**  
**<http://www.greenville.k12.sc.us/northwd/>**

**Absolute Rating.....Excellent**  
**Palmetto Gold.....2014-2015**



## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME:** Northwood Middle School

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019** (*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.

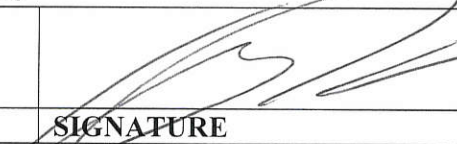
### SUPERINTENDENT

Dr. W. Burke Royster		7/31/2018
PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

Treva Lee		7/31/2018
PRINTED NAME	SIGNATURE	DATE

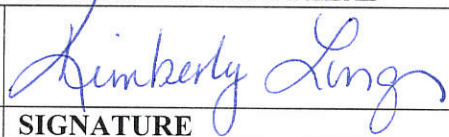
### CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors		8/28/2018
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Carolyn Brightharp		7/31/2018
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kimberly Long		7/31/2018
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 701 Ikes Road  
Taylors, SC 29607

SCHOOL TELEPHONE: (864) 355-7001

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

## Stakeholder Involvement for School Renewal

	<b><u>Position</u></b>	<b><u>Name</u></b>
1.	Principal	Treva Lee
2.	Teacher	Vicki Brown
3.	Parent/Guardian	Julie Pare`
4.	Community Member	Julie Pringle
5.	Paraprofessional	Susan Davis
6.	School Improvement Council Member	Carolyn Brightharp
7.	Read to Succeed Reading Coach	NA (elementary level)
8.	School Read To Succeed Literacy Leadership Team Lead	Kimberly Long
9.	School Read To Succeed Literacy Leadership Team Member	Matthew Boone

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

## Leadership Team

<b><u>Position</u></b>	<b><u>Name</u></b>
Principal	Treva Lee
8 <sup>th</sup> Grade Chair	Rodney Beaty
7 <sup>th</sup> Grade Chair	Lauren Stewart
6 <sup>th</sup> Grade Chair	Kim Hiott
Social Studies Chair	Wayne Miller
ELA Chair	Matthew Boone
Science Chair	Jennifer Borders
Math Chair	Vicki Brown
Related Arts Chair	Patrick Murch
Special Education Chair	Sarah Wolford
Assistant Principal	Karen Greene
Administrative Assistant	Randy Hawkins
Instructional Coach	Kimberly Long
School Counselor	Elizabeth Hamer

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

**Early Childhood Development and Academic Assistance Act (Act 135) Assurances**(S.C. Code Ann §59-139-10 *et seq.* (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 checked="" type="radio"/> Yes <input type="radio"/> No <input 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 <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<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.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<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.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<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.

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## Introduction

Northwood Middle School is a public middle school located in Taylors, South Carolina. We are a Greenville County school serving grades sixth through eighth. Northwood is one of nineteen middle schools in the district. It opened in 1965 as a combination elementary and middle school. In 1972, it became a middle school which, at one point, served over 1200 students. In January 2008, Northwood Middle School moved into a new state-of-the-art facility. We currently serve 861 students with a staff of 3 administrators, 53 teachers, and 17 support staff. In addition to our subject area teachers, we have an instructional coach, seven special education teachers, an ESOL teacher, three school counselors, a guidance clerk, a media specialist and a media clerk. We are also kept healthy and safe by a full-time Registered Nurse and a School Resource Officer, provided by the Greenville County Sheriff's Office. Our physical plant consists of 51 classrooms including seven fully-equipped science labs, a fully equipped Gateway To Technology lab, a fully-equipped computer lab, four Chromebook carts, a media center with a mini-lab and makerspace, art studio, chorus room, band and strings rooms, gymnasium with an exercise room and athletic fields, administrative offices, and guidance offices. We are a Personalized Learning school with each student utilizing their own school-issued DELL Chromebook. Teachers receive ongoing professional development through Learning Labs provided by content experts.

Northwood Middle has a proud history of successfully providing an outstanding education for our students. This accomplishment is reflected in the honors bestowed upon our school including the Palmetto Gold Award, Middle School Attendance Blitz Winner, Jostens Partnership in Excellence Yearbook Award, Black Heritage Bowl Winners, SC Red Carpet Award Winner, and State Silver Award Winner for Academic Achievement. Our parents are also highly involved in our school through the PTA and SIC. This positive relationship with the community enabled Northwood's PTA to achieve the National PTA Parent Involvement Award.

Northwood is fortunate to have the support of local businesses as well. Our students receive rewards throughout the year for various accomplishments. Numerous local companies participate in Northwood's rewards program. We truly are a community of learners at Northwood both within our walls and outside of them.

Our motto, "A Community of Learners", matches the rigorous, well-rounded education Northwood students receive. In addition to offering an education in science, math, English, and social studies we have several related arts classes that students may take. These classes include physical education, art, music and theatre, chorus, band, strings, keyboarding, Spanish, robotics, health, character education, and exploratory. Virtual classes allow our students to receive high school credit in Google Basics, Personal Finance, Virtual Physical Education, and Digital Desktop Publishing. Reading intervention is provided to students through System 44, Read 180, and Language Live. We offer students the opportunity to play volleyball, basketball, soccer, baseball, and softball as members of our school teams. Other programs/clubs offered at Northwood include Student Council, National Junior Honor Society, National Beta Club, Yearbook, Sports Club, National Art Honors Society, South Carolina Junior Scholars Program, Peer Tutoring, Mentor Program, and Career Day. These are examples of opportunities for our students to advance down the path of college and career readiness.

At Northwood, we are proud of the educational experiences we provide for our students. The information in this report will reflect the hard work being done at Northwood Middle. We have gathered stakeholders to examine and analyze data to find out the areas where we can improve student achievement. This is a difficult process. However, we strategically plan for ways to enhance teaching and learning. Reflection is a vital part of any organization, and we continuously do so to better our school.



### **School Portfolio Team Members:**

- Matthew Boone, ELA Department Chair
- Wayne Miller, Social Studies Department Chair
- Vicki Brown, Math Department Chair
- Jennifer Borders, Science Department Chair
- Sarah Wolford, Special Education Department Chair
- Elizabeth Hamer, School Counselor Department Chair
- Kim Hiott, Sixth Grade Chair
- Lauren Stewart, Seventh Grade Chair
- Rodney Beaty, Eighth Grade Chair
- Karen Greene, Assistant Principal
- Randy Hawkins, Administrative Assistant
- Kimberly Long, Instructional Coach

### **School Portfolio Stakeholders:**

- SIC: suggestions and feedback during the process
- PTA: suggestions and feedback during the process
- Faculty: suggestions and feedback during the process

## **Executive Summary**

During the process of our self-assessment work in the 2017 - 2018 school year, the faculty and staff recognized the importance of using data to guide our decision making in the areas of student achievement, teacher/administrator quality, and school climate. Our staff continues to see the benefits of using our data analysis to guide decision making at all levels. We have divided our needs assessment into several categories that are addressed below.

### **Needs Assessment for Student Achievement**

In analyzing our SCPASS, and SCReady results in 6<sup>th</sup> and 8<sup>th</sup> grade science, 7<sup>th</sup> grade social studies, and all grade levels of reading, writing, and math, we have noted areas we will continue to strive to increase student achievement. Improved student achievement can result from the following research-based approaches:

- Use of learning targets
- PLCs, professional learning communities, for teacher collaboration
- Rigorous instruction
- Technology integration for student engagement
- Differentiated learning
- Curriculum mapping
- Common planning
- Cross-curricular literacy skills
- T.E. 21 benchmark testing
- Common assessments through Mastery Connect

### **Needs Assessment for Teacher/Administrator Quality**

Northwood has a highly qualified and dedicated faculty. Since the 2014-2015 school year, the percentage of teachers at Northwood Middle that are “Highly Qualified” has remained at the 100% mark. The number of teachers with advanced degrees is at 70%. This is an increase from previous years. Six of our teachers and staff have National Board Certification. In addition, nearly 84% of teachers are returning teachers from the previous year. As we continue to implement the South Carolina State Standards, we would like to sustain the current level of highly qualified faculty and staff in order to successfully meet the needs of our students.

### **Needs Assessment for School Climate**

In 2017-2018 the faculty and portfolio committee reviewed the annual survey results from the South Carolina State Department of Education. The survey was given to eighth grade students and parents as well as to all teachers. In 2017-2018 there were responses from 37 teachers, 257 students, and 96 parents. We looked closely at the questions in the area of school climate.

In the area of *learning environment* satisfaction was expressed by 97.0% of the teachers, 73.0% of the students, and 96.0% of the parents surveyed. In the area of *social and physical environment* satisfaction was expressed by 92.0% of the teachers, 69.0% of the students, and 84.0% of the parents surveyed. In the area of *school-home relations* satisfaction was expressed by 95.0% of the teachers, 87.0% of the students, and 69.0% of the parents surveyed.

After reviewing all survey results 2017-2018 there is a need for us to focus more closely on the areas of *school-home relations* and the *learning environment*. In the area of *learning environment* the faculty has focused on more rigorous instruction, literacy skills, and higher level thinking. In the area of home-school relations we continue to update teacher websites and monitor parent contact logs.

### **Challenges for Northwood**

- Increased poverty index each year over the past three years
- Increasing student achievement in all subgroups

### **Significant awards, results, or accomplishments from past 3 years**

- 2016 Gizmo School Leadership Award
- 2014-2015 Palmetto Gold Award
- Greenville County School District Top Ten Finalist *Teacher of the Year* 2017-2018
- Excellence award for United Way
- Invention Convention winners (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> place)
- National PTA Parent Involvement Award Winner
- Gilder Lehrman Institute of American History Affiliate School
- Jostens' Partnership in Excellence Yearbook Award

# **School Profile**

## **Description of Surrounding Community for Northwood Middle School**

The Taylors/Greer community has evolved from a mainly rural farming community to a predominantly residential area in the past 35 years. The last 5 years have seen even more growth in residential areas. Many new subdivisions have been developed in our attendance area. Older neighborhoods are now attracting younger families.

### **Community Population Descriptions**

Within a three-mile radius of Northwood Middle School, most of the student population lives in single-family dwellings; the remaining student population lives in multi-family unit structures. New residential construction has begun to increase in our community.

During the decades of the 1970's and 1980's, the community saw new housing starts reach over 200 each year. In the 70's new housing was up 24.2% and in the 80's 29.3%. The major construction sites in the county today are in the southeastern section. Construction in the attendance zone has continued since 2000.

### **Community Economy**

The majority of the community would be considered middle class. Businesses in our community are still predominantly service companies. There are several new retail areas and some older ones that have been updated. New restaurants have been built within the last five years. The construction of the new Greenville Hospital office complex on the outskirts of our attendance area has created many jobs as well as relocated residents' workplaces to a much more convenient location.

### **Partnerships**

Numerous local companies participate in Northwood's rewards programs by donating food and coupons for restaurants and activities. Such companies include Papa John's Pizza, Chick-Fil-A on Wade Hampton, Wade Hampton (Bowling) Lanes, PDQ and Bojangles. Rewards are given to students achieving specific goals such as honor roll, perfect attendance, and Northwood Knights. Several business partners will donate a percentage of the purchase sales back to Northwood when cardholders link their store card to Northwood, one example is Publix grocery stores.

### **Parents**

Northwood is very fortunate to have an especially active and effective PTA which participates in events such as fundraisers, volunteering in the library, and tutoring students. Fundraising includes World's Best Chocolate sales and Coupon Book Sales. Portions of the resulting funds are used to offer teacher mini-grants, which support instructional programs in the classrooms. In addition, these PTA fundraisers are instrumental in helping supply necessary materials in the classroom.

### **History**

Northwood Middle School was opened in 1965 as a combination elementary and middle school. Each school had its own principal, but shared the office and library facilities. In February of 1970, the School District of Greenville County was required to integrate its schools under order of the Supreme Court. This was done through the movement of students to meet a racial quota. The student body and faculty changed as a result of this action. In the early seventies, the county's educational philosophy changed. The traditional junior high school with their competitive sports and clubs were changing. The movement toward a middle school

concept that emphasized experimentation, fewer competitive activities, and exposure to a variety of studies was being developed. By 1972, a middle school had been established.

In 1979, a program for gifted and talented students was introduced at Northwood. Students were invited to participate in the program based on their test scores, intelligence quotient, and teacher recommendation. Students who were to attend Greenville Middle, Sevier Middle, League Middle, and Northwood were eligible for this program. Smaller class size and a differentiated curriculum with an emphasis on academic achievement and creativity were the hallmarks of the program. This program continued into the early 1980's when it was disbanded and students returned to their home schools for a modified program based on the experimental model used at Northwood.

With the 1999 – 2000 school year, Northwood faced a major change when a second middle school opened in the area. The student body was reduced from over 1200 to about 900 students. Teachers were transferred and administrative and support staff was reduced.

Northwood Middle experienced a rebirth as the school moved into a new facility in January, 2008. The new school is equipped with state-of-the-art technology. An example of this is every classroom has a Promethean Board. Northwood went through the District *Refresh* Program in 2017. This provided each staff member with a new laptop and also provided new computers in the media center and labs. In addition, Northwood Middle became a personalized learning site in the 2016-2017 school year. Every student was issued a Google Chromebook and this district initiative continued through the 2017-2018 school year. Teachers utilize the Chromebooks to tailor individual student learning in order to help them meet South Carolina state curriculum standards.

### **Physical Description of the Building**

The main building has two floors. The upper floor houses the sixth grade classrooms, the related arts wing, the media center, the gym, the administrative offices and the cafeteria. The bottom floor contains the 7<sup>th</sup> and 8<sup>th</sup> grade classrooms, as well as three self-contained special education classrooms. The school contains 119,000 square feet. The school contains 51 classrooms and the gymnasium. The average size of a classroom is 1,200 square feet. The cafeteria is located at the front of the building and contains three serving lines and a stage area.

The administrative area contains office space for the principal, instructional coach, secretary, clerks, nurse, and the guidance department. The building contains three teacher workrooms and an office for the School's Resource Officer. Restroom facilities and storage areas are situated throughout the building. Each classroom wing contains restrooms for students. There are also student restrooms near the cafeteria and in the health room. There are numerous restrooms designated for teachers and staff. Located outside the building are several sports areas for the use of the physical education department. There is a six lane track surrounding a soccer field. There is a pony league size baseball field, a softball field, and tennis courts.

On the east side of the building is the bus loading area that has a covered walkway. Parents drop off car riders in the front of the building under another covered walkway. Faculty, staff and visitor parking are provided on both sides of the building.

### **Administration**

Our administrative staff is composed of Mr. Treva Lee, Principal; Mrs. Karen Greene, Assistant Principal; and Mr. Randy Hawkins, Administrative Assistant.

Mr. Treva Lee came to Northwood in 2013 as a first year principal. He has previously held positions as Assistant Principal and Teacher. He has served in Greenville County for 18 years.

Mrs. Karen Greene is a former Teacher, Instructional Coach and Administrative Assistant. She has served in Greenville County for 19 years. She started at Northwood Middle School in 2013.

Mr. Randy Hawkins joined the administrative staff at the beginning of the 2011-2012 school year. He had previously served as the Administrative Assistant at Augusta Circle Elementary. He has served Greenville County for 13 years.

### **School Portfolio Leadership**

Our current, 2017-2018, School Portfolio Leadership Team includes:

- Treva Lee, Principal
- Karen Greene, Assistant Principal
- Randy Hawkins, Administrative Assistant
- Kimberly Long, Instructional Coach
- Wayne Miller, Social Studies Department Chair
- Vicki Brown, Math Department Chair
- Jennifer Borders, Science Department Chair
- Matthew Boone, ELA Department Chair
- Kimberly Hiott, 6<sup>th</sup> Grade-Level Chair
- Lauren Stewart, 7<sup>th</sup> Grade-Level Chair
- Rodney Beaty, 8<sup>th</sup> Grade-Level Chair
- Sarah Wolford, Special Education Chair
- Elizabeth Hamer, Head Guidance Counselor
- Patrick Murch, Related Arts Department Chair

The Northwood Leadership Team assists with the development of the School Portfolio.

For the 2017-2018 school year, the Leadership Team was composed of the Administration Team, Instructional Coach, one School Counselor, grade-level chairs from 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades, academic department chairs, Related Arts department chair and the Special Education department chair.

All faculty and staff members have input into the School Portfolio process through Google Forms, Leadership meetings, and department meetings.

This diverse Leadership Team provides improved communication to all members of the school and works toward the implementation of our shared values.

### **Current School Meetings: 2017-2018**

Leadership meets after school on the first Wednesday of each month. During these meetings, an emphasis is placed on strategies for student-centered learning for all students. The information is then taken back to the representative's given department and disseminated out.

Every Tuesday morning planning period is dedicated to professional development training with the Instructional Coach. Each Thursday and Friday morning during morning planning, teachers have grade-level content planning meetings. In these meetings teachers not only plan and collaborate on pacing, curriculum, and lesson plans, but they also utilize student data, assessments, and work to determine next steps for students who have not yet attained mastery of the standards and those who need enrichment to advance their mastery. An administrator or the instructional coach is present for each meeting to help in facilitating and assisting in the process.

Wednesday morning planning sessions are designated for grade-level meetings. These meetings are used to look at whole grade-level strategies for increasing student achievement, including positive reinforcement,

field trips, scheduling conferences, and grade-level concerns. Administrators, the instructional coach, and the grade-level guidance counselor attend as well.

Whole staff meetings take place the second Wednesday of each month and department meetings are the third Wednesday of each month. Weekly newsletters from both the principal and the instructional coach are sent out to help disseminate information pertinent to the teachers and staff. Along with this, there is a high emphasis of digital communication between staff and administration.

### **Administrative Duties: 2017-2018**

#### **PRINCIPAL'S MAJOR RESPONSIBILITIES--Mr. Lee**

1. Serves as the administrative head of Northwood Middle School.
2. Has responsibility for coordination of the total resources of the school.
3. Has responsibility for coordination of the general supervision of all school activities, safety and welfare.
4. Develops a program of satisfactory conduct among students at Northwood and takes necessary actions, within the policies of the Board of Trustees, to correct and improve the conduct of students.
5. Maintains high morale among staff members.
6. Maintains sound human and professional relationships with the school family.
7. Consults with teachers, students, parents and other parts of the school community on a regular planned basis.
8. Carries on a program for the continuous improvement of instruction at Northwood Middle School.
9. Special Permission

#### **ASSISTANT PRINCIPAL--Karen Greene**

1. Discipline: 6<sup>th</sup> Grade and 7<sup>th</sup> Grade (A-L)
2. Patrolling Building
3. Cafeteria Supervision
4. Buses and Bus Referrals
5. Bus evacuation
6. Honor Roll Lists
7. EEDA Administrator
8. Emergency Management: Fire/Tornado/Earthquake/Lockdown Drills
9. PAS-T Observations
10. Observations and Evaluations of Staff
11. Student Teacher Contact
12. Business Education Partnership Contact
13. Christian Release Time Program
14. Special Education Meeting Administrator
15. Attendance Intervention Administrator
16. Other duties as assigned by the principal
17. SRS Administrator
18. Student ID Cards
19. OSHA/Workman's Comp Contract

**ADMINISTRATIVE ASSISTANT--Randy Hawkins**

1. Discipline: 8<sup>th</sup> Grade, 7<sup>th</sup> Grade (M-Z)
2. Patrolling Building
3. Cafeteria supervision
4. Lockers
5. SmartFind Express/Substitutes
6. Absentee Forms
7. Sex Ed. Scheduling
8. Textbooks
9. Pictures
10. PAS-T Observations
11. Observations and Evaluations of Staff
12. Other duties as assigned by the principal
13. Observation Schedule
14. Supervision of car rider arrival and dismissal

**Analysis and Narrative of School Personnel Data 2017-2018****Northwood Middle Faculty and Staff**

<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>	<b>Multiple Grades</b>	<b>Special Education</b>	<b>Related Arts/P.E.</b>
10	10	10	4	7	12

**Professional Preparation**

All staff members are “highly qualified.” All teachers are certified by the state of South Carolina.

The table below gives a review of Northwood’s teachers and their current educational degrees and educational status.

<b>Degrees</b>	<b>BA/BS</b>	<b>BA/BS +18</b>	<b>Masters</b>	<b>Masters +30</b>	<b>Doctorate</b>
	15	4	31	8	0

The table below gives a review of the faculty over the last three years:

<b>School Year</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Female Faculty	39	38	40
Male Faculty	11	13	13
Caucasian	45	47	49
African-American	4	4	4
Hispanic	1	0	0

**Faculty and Staff Attendance Rates**

<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
93.2%	96.2%	94.4%

### Faculty and Staff Retention Data

2014-2015	2015-2016	2016-2017
90.6%	89.5%	83.6%

Teachers with advanced degrees: 70%

Number of teachers with National Board Certification: 6

## Analysis and Narrative of Northwood Student Population Data for 2016-2017

### Enrollment

Our school serves 852 students in grades 6, 7 and 8. The enrollment is projected to increase over the next couple of years based on high enrollments in our elementary feeder schools. Attendance boundaries are from Old Spartanburg Road and Wade Hampton Boulevard in the north to Suber Road and Alexander Road in the east. The southern boundary is Pelham Road, across I-85 including Batesville Road to Highway 14. The western boundary is Hudson Road off of Pelham. Included also is the area between Edwards Road, East Lee Road, Wade Hampton and Watson Road. A small area off of Laurens Road, between Roosevelt and Clark Streets is also part of the Northwood attendance area.

Northwood continued to accept students requesting special permission during the 2017-2018 school year.

### Student Attendance Rate

2014-2015	2015-2016	2016-2017
95.8%	95.5%	95%

### Student Ethnicity

	Caucasian	African-American	Hispanic	Other
2014-2015	56.0%	22.5%	13.0%	8.5%
2015-2016	57.0%	22.0%	14.0%	7.0%
2016-2017	58.0%	19.0%	15.0%	8.0%

Current data analysis is centered on disaggregating achievement scores and classroom performance across the various ethnic groups represented on our campus.

### Student Retention by Grade

Year	Grade 6	Grade 7	Grade 8
2014-2015	6	2	0
2015-2016	4	3	0
2016-2017	2	3	0



## Student Languages

As of the 135<sup>th</sup> day of 2016-2017, Northwood MS had 117 students (actively enrolled) with an SC English Proficiency code of 1-7 or A-D which the SDE uses for the LEP subgroup.

## Lunch Status

At the beginning of each academic year, in homeroom or upon registration, students are given a form for parents who wish to be considered for reduced meals. Students whose families qualify under the financial requirements are notified of their approval into the program.

Poverty Index		
2014-2015	2015-2016	2016-2017
52.9%	43.0%	45.7%

## Students with Disabilities

Each of these students is tested and placed in a learning environment designed to maximize his or her potential.

2014-15	2015-2016	2016-2017
12.4%	13.5%	13.6%

## Gifted and Talented

Students identified for placement in the Gifted and Talented program at Northwood Middle School are challenged through a rigorous curriculum. Gifted and talented teachers take additional coursework designed to prepare them for working with these students. The identification process begins in second grade and students are enrolled in the program during the fall of third grade once test scores have been received. Students may qualify into the program after third grade depending on standardized test scores and grades.

2014-2015	2015-2016	2016-2017
30.4%	29.8%	29.6%

## Measures of Academic Progress (MAP)

Computer adaptive (MAP) tests are given to eighth grade students in Math and Reading during the winter of each year. RIT scores are used along with NWEA resources to assist in planning differentiated instruction.

## Classroom Walk-Through Observations

Walk-through observations are conducted on a regular basis by administrators and the instructional coach. Teachers are provided with feedback. The walk-through provides a snapshot of what is taking place in the areas of curriculum, instruction, and assessment.

## **Career Exploration**

The career-development program at Northwood Middle is multi-faceted. In the fall, we begin with the introduction of the sixteen career clusters for all students in a classroom setting. Students explore their top career clusters using the results from Naviance assessments. These assessments guide our eighth grade individual graduation plan conferences, which begin in first semester. During these conferences, we also discuss important high school information including high school graduation and college admissions requirements, South Carolina Education Lottery Scholarships, and calculating GPA using the uniform grading scale. At the conclusion of the conference, students choose a career cluster and career goal in which he or she is interested in pursuing.

All students use Naviance to complete district appointed career related tasks. Tasks include Transition to Middle School survey, RoadTrip Nation, Game Plan Survey, Resume Building, and SMART Goals. Throughout the year we hold several “Lunch and Learns” for which students sign up to spend their lunch period listening to a career speaker, who represents one of the sixteen career clusters. Seventh grade students attend a district-wide career fair to learn about the career pathways. They are also given the opportunity to participate in job shadowing in a career field of their choice. Eighth grade students visit Bonds Career Center to learn about high school course options and majors. Eighth grade career day gives students the opportunity to hear presentations from professionals who work in various occupations.

The teachers at Northwood are an integral part of the career-development process by incorporating career exploration activities into their classroom curriculum. All Northwood counselors are certified Global Career Development Facilitators, a certification that requires comprehensive knowledge of career-development standards and resources. Counselors must find ways to collaborate with community members to foster student-career development.

## **High School Courses Offered**

Northwood Middle offers a variety of high school courses to students in 7<sup>th</sup> and 8<sup>th</sup> grades to accommodate academic needs.

- Algebra I Honors
- English I Honors
- Geometry I Honors
- Spanish I CP
- Art 1 CP
- Virtual Desktop Publishing CP
- Virtual Google Basics & Multimedia Basics CP
- Virtual Personal Finance CP
- Virtual Physical Education CP

## **Media Center**

In 2017-2018, the Media Center continued many of its popular programs from past years as well as some updates. The Media Center continued to host a summer reading program, lunch time book clubs and reading incentive programs. One highlight is a Harry Potter Reading Club that met monthly with record participation—90 students reading the books and participating in lunch time meetings. Another highlight is annual Northwood READS! Challenge. Students and teachers are encouraged to read books from this list to earn prizes all throughout the year.

In addition to reading promotion, the Media Center collaborated with classroom teachers and the guidance department in standards based lessons throughout the year. Some examples of these lessons are building paper circuit cards with 6<sup>th</sup> grade science classes in the Media Center's makerspace, hosting Leslie Lambert from GCS Information Securities Department to discuss internet safety and cyberbullying, and working with 7<sup>th</sup> grade ELA teachers to address all Inquiry Standards. This year 30% of teachers have worked with the media specialist or used materials from the media center to enhance instruction. Students and teachers have used media center resources for lessons on citations, note taking, and locating appropriate sources.

## **MISSION/VISION/BELIEFS**

### **Mission**

The mission of Northwood Middle School is to develop lifelong learners by partnering with families to provide meaningful learning experiences, in order to develop responsible, productive citizens.

### **Beliefs**

We believe:

- The school should provide be a safe, caring environment in which student-centered, standards-driven learning takes place.
- The home, community, student, and school share responsibility in the learning process.
- Learning is a continuous and life-long process.
- The school will promote respect, responsibility and integrity.
- The inclusion of cultural diversity enriches the learning environment.

### **Shared Vision**

Northwood Middle School will continue to produce students who can communicate effectively, solve problems competently, think critically, act responsibly, and recognize and respect the right of individual differences.

Students will be lifelong learners who are technologically literate and who are able to succeed in a diverse global society.

Our goal will be accomplished through positive instruction with appropriate assessment by a fully trained staff, up-to-date facilities and resources, parental involvement and collaboration with business and community.

Students, faculty, staff, and parents agree that a positive learning environment exists at Northwood and effective communication is the norm among these groups. Teachers and administrators implement and support effective classroom management strategies. Students are aware of how their behavior affects others and student behavior does not interfere with the teaching and learning process. Faculty and staff have ample materials needed for effective teaching and learning. As a community, we celebrate success and all areas of giftedness while facilitating the transition to and from the middle school years.

The following key points are the 1) curriculum, 2) assessment, 3) instruction, and 4) environmental factors that support our vision for Northwood Middle students:

## Curriculum

- Aligned to district, state and national standards or competencies
- Interdisciplinary/Cross-curricular units
- Linked to the community/real-world
- Vertically teamed
- Mapping
- Written and communicated to every teacher
- Integrates technology where appropriate
- Utilization of District Curriculum on Portal

## Assessment

- Emphasis on authentic assessment
- Projects are linked to instruction
- Effective utilization of rubrics
- Use of formal and informal assessment
- Students reflect on their own performance
- Utilization of MAP results to guide instruction and assessment
- District and state wide testing
- *Understanding by Design* Process (begins with the end in mind)

## Instruction

- Adheres to sound rigorous instructional practices
- Responsive to student population and needs
- Learning Focused Strategies utilized
- Builds experiences for students prior to new information
- Integrates technology

## Learning Environment

- Effective communication through print, phone, school website, email and messenger system
- Effective classroom management strategies implemented
- Successful transition from elementary to middle school and middle to high school
- Successes and achievements celebrated throughout school year
- Desired behavior is modeled by adults throughout the learning community to create a safe and respectful environment
- High school course offerings (Art I, Spanish I, Geometry, Algebra I, English I, and various virtual classes)

## DATA ANALYSIS AND NEEDS ASSESSMENT

### Student Achievement Needs Assessment:

#### SCREADY 2017 by Grade Level (Percentage)

English	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Grade 6	11.7	33.4	38.3	16.6
Grade 7	7.7	27.0	40.9	24.5
Grade 8	14.3	25.2	35.3	25.2
Mathematics				
Grade 6	25.4	29.6	32.6	12.4
Grade 7	14.1	22.7	43.3	19.9
Grade 8	17.2	23.7	39.5	19.6

#### SCPASS 2017 by Grade Level (Percentage)

Science	Exemplary	Met	Not Met
Grade 6	31.3	28.9	39.8
Grade 7	22.1	28.3	49.7
Grade 8	24.4	27.1	48.4
Social Studies			
Grade 6	47.8	39.9	12.4
Grade 7	37.0	34.8	28.3
Grade 8	35.4	34.0	30.6

#### 2017 EOC Data of Percentage Passing

English 1	100	Algebra 1	100
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### Analysis/Response:

The test data from 2017 shows an overall drop in student performance on the SCREADY and SCPASS from 2016. Most notable is the drop to 40% of our students meeting or exceeding expectations in ELA. Our passing rate on EOC in both Algebra 1 and English 1 remained consistent at 100%.

This data reflects the need for continual growth in the areas of planning, instruction, assessment, differentiation, and intervention with all students. The implementation of Mastery Connect this school year allowed teachers to monitor student mastery in order to differentiate instruction and collaboration among students. The integration of personalized learning into our classrooms

continues and technology learning labs are providing opportunities for teachers to learn from one another.

### **Teacher and Administrative Quality:**

All teachers at Northwood are involved in staff development opportunities provided by the district as well as those conducted on site. Teachers in all subject areas have attended many sessions related to the teaching of the South Carolina State Standards. Our instructional coach has led staff development focusing on data analysis, formative and summative assessments, and rigorous instruction. Staff development aligned with our mission, vision, and school goals is planned for all grade levels on most Tuesdays during the school year and is facilitated by the instructional coach. Northwood Middle is a *Community of Learners*.

### **Professional Development and Training Calendar 2017-2018**

<b>Date</b>	<b>Description</b>
August-September	New Teacher Orientation, PowerTeacher Pro Introduction and Set-up, Google Calendar in the Classroom, Rubicon Atlas Refresher, Mastery Connect: Why, What, How, Data Analysis and Strategies: SCREADY and SCPASS, Support Facilitation, A-Team and 504 Refresher, Mastery Connect: Navigation and Trackers
October	Mastery Connect: Assigning and Administering Assessments, Mastery Connect: Building a Test from the CASE Question Bank, PAS-T Notebook and Process Refresh, Report Cards and Power Teacher Pro
November	Three Big Questions--Reading Strategy, MAP Testing Refresher, Technology in the Classroom Learning Labs
December	Quarter 1 Benchmark Analysis: What Does the Data Tell Us?
January	Building Meaningful Relationships with Parents and Students, Rigor in the Classroom, · Mastery Connect: Advanced, Data Conferences: SLO mid-year review, Technology in the Classroom Learning Labs
February	Quarter 2 Benchmark Analysis: Where are we and where do we go from here?, Quarter 2 Data Conferences, Technology in the Classroom Learning Labs, De-escalation Techniques
March	Technology in the Classroom Learning Labs, Rigor in the Classroom
April	Quarter 3 Benchmark Analysis: Plan of Action, Quarter 3 Data Conferences Technology in the Classroom Learning Labs, SCREADY and SCPASS Training

#### Analysis/Response:

The Northwood faculty has had a wide variety of professional development opportunities over the past three years. These opportunities were based on school performance levels, needs assessment, and district initiatives. Professional development has addressed such areas as Learning Focus strategies, backward design (unit planning), Bloom's revised taxonomy, data disaggregation, rigorous instruction, South Carolina State Standards, and integration of technology. We were selected to participate in the Digital Leader Corps three-year initiative for technology and to serve as a pilot school for the district Personalized Learning Initiative.

In addition to school-wide learning opportunities faculty members attend district workshops and state conferences. All professional development is grounded in research-based models.

The professional development plan for the upcoming school year is currently being developed. Professional development for both school and district initiatives will continue. Other opportunities will be centered on a book study of Todd Whitaker's *What Great Teachers do Differently* and connecting with and reaching all students.

#### School Climate Needs Assessment:

##### Survey Data from the Annual Report Card Survey

Survey Data from Annual Report Card Survey—Teachers			
	2015	2016	2017
Satisfied with learning environment	97.3	85	95.5
Satisfied with social and physical environment	92.1	97.5	90.9
Satisfied with home-school relations	94.7	92.5	86.4

Survey Data from Annual Report Card Survey—Students			
	2015	2016	2017
Satisfied with learning environment	73.1	73	72
Satisfied with social and physical environment	69.3	77.2	74.7
Satisfied with home-school relations	87.1	87.1	84.8

Survey Data from Annual Report Card Survey—Parents			
	2015	2016	2017
Satisfied with learning environment	90.7	87.9	83.6
Satisfied with social and physical environment	84	90.7	80
Satisfied with home-school relations	68.9	70.6	63.9

#### Analysis/Response:

The school report card survey results from the last three years show an overall decline in the satisfaction of the learning environment and home-school relations. While there was a significant increase in the percentage of teachers, students, and parents who were satisfied with the social and physical environment of the school between the 2015 and 2016 survey, there was a decline in 2017.

In response to the survey results, we will continue to move forward with making it a priority to connect with our students and parents through differentiated and individualized instruction, more effective and improved parent communication, and in recognizing the accomplishments and achievements of our students. We will also work with fidelity to incorporate the district's Social/Emotional Learning Protocol to ensure we are reaching not only the academic needs of our students but their social and emotional needs as well.



**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 40% in 2016-17 to 50.02% in 2022-23.

*Per SBE Regulation 43-261, 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.*

SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1.67% annually.

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	% Meets Expectations and Exceeds Expectations <b>40</b> (2016-17)	<b>School Projected Middle 41.67</b>	<b>43.34</b>	<b>45.01</b>	<b>46.68</b>	<b>48.35</b>	<b>50.02</b>
		<b>School Actual Middle</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>43</b> (2016-17)	<b>District Projected Middle</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>	<b>58</b>
		<b>District Actual Middle</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b> Increase rigor and expectations in both instruction and assessment in ELA to improve student achievement.					<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>
Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ELA Teachers	NA	NA	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2020	Academic Specialists School Administration Instructional Coach	NA	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
Implement coaching cycles to improve common planning and instruction	2018-2020	Academic Specialists School Administration Instructional Coach	NA	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	ELA Teachers School Administration Instructional Coach	NA	NA	MasteryConnect Reports
Use formative assessments to inform planning, instruction, remediation, and enrichment for the purpose of increasing DOK.	2018-2023	Academic Specialists School Administration Instructional Coach	NA	NA	Mastery Connect/TE21 Coaching Cycles

**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 44 % in 2016-17 to 52.64 % in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1.44 % annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>44</b> (2016-17)	<b>School Projected Middle 45.44</b>	<b>46.88</b>	<b>48.32</b>	<b>49.76</b>	<b>51.2</b>	<b>52.64</b>
		<b>School Actual Middle</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>40</b> (2016-17)	<b>District Projected Middle</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>
		<b>District Actual Middle</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b> Increase rigor and expectations in both instruction and assessment in Mathematics to improve student achievement.					<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>
Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Math Teachers	NA	NA	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2020	Academic Specialists School Administration Instructional Coach	NA	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
Implement coaching cycles to improve common planning and instruction	2018-2020	Academic Specialists School Administration Instructional Coach	NA	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Math Teachers School Administration Instructional Coach	NA	NA	MasteryConnect Reports
Use formative assessments to inform planning, instruction, remediation, and enrichment for the purpose of increasing DOK.	2018-2023	Academic Specialists School Administration Instructional Coach	NA	NA	Mastery Connect/TE21 Coaching Cycles

<b>ACTION PLAN FOR STRATEGY #2:</b> Build metacognitive awareness with texts valued in mathematics (such as graphs, charts, and real-world word problems).					<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>
Scaffold student thinking through modeling and think alouds to support independence as mathematicians who are conceptual and critical thinkers.	2018-2023	Academic Specialists for Math Instructional Coach Math Teachers	NA	NA	Intentional collaborative planning based on student data  Evidence of teacher modeling and think alouds  Evidence of students engaged in collaborative conversations and independent problem solving
Incorporate real-world problem solving and critical thinking opportunities into daily instruction and assessment	2018-2023	Academic Specialists for Math School Administration Instructional Coach	NA	NA	Rigorous, aligned formative assessment  Evidence of students independently persevering through problem solving.  Effective and strategic use of mathematical tools.  Evidence of contextual and conceptual reasoning.

**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 \_\_\_\_% annually.

DATA SOURCE(s):	AVERAGE BASELINE		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 and 8 only	<b>School Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>School Actual Middle</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>District Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual Middle</b>					

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

<b>ACTION PLAN FOR STRATEGY #1:</b> Increase rigor and expectations in both instruction and assessment in Science to improve student achievement.					<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>
Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Science Teachers	NA	NA	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2020	Academic Specialists School Administration Instructional Coach	NA	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
Implement coaching cycles to improve common planning and instruction	2018-2020	Academic Specialists School Administration Instructional Coach	NA	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Science Teachers School Administration Instructional Coach	NA	NA	MasteryConnect Reports
Use formative assessments to inform planning, instruction, remediation, and enrichment for the purpose of increasing DOK.	2018-2023	Academic Specialists School Administration Instructional Coach	NA	NA	Mastery Connect/TE21 Coaching Cycles

**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 \_\_\_\_% annually.

DATA SOURCE(s):	AVERAGE BASELINE		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 5 only	<b>School Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>School Actual Middle</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	<b>District Projected Middle</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual Middle</b>					

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



<b>ACTION PLAN FOR STRATEGY #1:</b> Increase rigor and expectations in both instruction and assessment in Social Studies to improve student achievement.					<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>
Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Social Studies Teachers	NA	NA	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2020	Academic Specialists School Administration Instructional Coach	NA	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
Implement coaching cycles to improve common planning and instruction	2018-2020	Academic Specialists School Administration Instructional Coach	NA	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Social Studies Teachers School Administration Instructional Coach	NA	NA	MasteryConnect Reports
Use formative assessments to inform planning, instruction, remediation, and enrichment for the purpose of increasing DOK.	2018-2023	Academic Specialists School Administration Instructional Coach	NA	NA	Mastery Connect/TE21 Coaching Cycles

**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 each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

**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	% Meets Expectations and Exceeds Expectations <b>32</b> (2016-17) Annual Increase=2.11%	<b>Projected Hispanic 34.11</b>	36.22	38.33	40.44	42.55	44.66
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	<b>Actual Hispanic</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>17</b> (2016-17) Annual Increase =2.94%	<b>Projected AA 19.94</b>	22.88	25.82	28.76	31.70	34.64
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	<b>Actual AA</b>					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>5</b> (2016-17) Annual Increase =3.61%	<b>Projected SWD 8.61</b>	12.22	15.83	19.44	23.05	26.66
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual SWD</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>20</b> (2016-17) Annual Increase =2.78	<b>Projected LEP 22.78</b>	25.56	28.34	31.12	33.90	36.68
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual LEP</b>					
SC READY ELA SC READY test data file	Baseline will be established in 2017-18	<b>Projected SIP</b>	TBD	TBD	TBD	TBD	TBD
SC READY ELA SC READY test data file	Baseline will be established in 2017-18	<b>Actual SIP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>31</b> (2016-17) Annual Increase =2.17%	<b>Projected Hispanic 33.17</b>	35.34	37.51	39.68	41.85	44.02

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual Hispanic</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>15</b> (2016-17) Annual Increase =3.06%	<b>Projected AA  18.06</b>	21.12	24.18	27.24	30.3	33.36
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual AA</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>6</b> (2016-17) Annual Increase =3.56%	<b>Projected SWD  9.56</b>	13.12	16.68	20.24	23.80	27.36
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual SWD</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>24</b> (2016-17) Annual Increase =2.56%	<b>Projected LEP  26.56</b>	29.12	31.68	34.24	36.80	39.36
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2016-17) Annual Increase =	<b>Actual LEP</b>					

SC READY Math SC READY test data file	Baseline will be established in 2017-18	<b>Projected SIP</b>	TBD	TBD	TBD	TBD	TBD
SC READY Math SC READY test data file	Baseline will be established in 2017-18	<b>Actual SIP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected Hispanic</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual Hispanic</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected AA</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual AA</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected SWD</b>	TBD	TBD	TBD	TBD	TBD

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual SWD</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected LEP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual LEP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Projected SIP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	<b>Actual SIP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected Hispanic</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual Hispanic</b>					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected AA</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual AA</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected SWD</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual SWD</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected LEP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual LEP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Projected SIP</b>	TBD	TBD	TBD	TBD	TBD

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>Actual SIP</b>					
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<b>ACTION PLAN FOR STRATEGY #1:</b> Increase the effectiveness of data-based core instruction.					<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>
Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	School Administration Instructional Coach	NA	NA	Evidence of data driven conversations from school meetings
Provide strategy and content support for teachers	2018-2023	Instructional Coach	NA	NA	Professional development offerings that provide best practice strategies and content to teachers
Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Academic Specs. Coord. Of ELL Sped Dept Instructional Coach	NA	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds  Professional Development offerings on diverse learner strategies.

<b>ACTION PLAN FOR STRATEGY #2:</b> Improve use of Multi-Tiered Systems of Support (MTSS).					<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>
Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2018-2023	School Team	NA	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	School Team	NA	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

**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		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
PowerSchool		School Actual					
PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual					

<b>ACTION PLAN FOR STRATEGY #1:</b> Provide consistent targeted core reading instruction to meet identified student needs.					<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>
Implementation of the GCS Secondary Literacy Framework.	2018-2023	Acad. Specs. School Administration Instructional Coach Classroom Teachers	NA	NA	Observations, anecdotal notes, and lesson plans.
Intentional unit and lesson planning reflective of responsive to student needs	2018-2023	Classroom Teachers School Administration Instructional Coach	NA	NA	Collaborative planning, data analysis, unit planning, protected daily planning times
Differentiate instruction and assessments to meet students' needs while maintaining the expectation of grade-level mastery.	2018-23	Classroom Teachers School Administration Instructional Coach	NA	NA	Lesson planning, formative assessments (i.e. within MasteryConnect) teams and reflective practices.

<b>ACTION PLAN FOR STRATEGY #2:</b> Provide targeted reading interventions aligned to student needs as identified through evidence-based assessment					<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>
Track students in intervention to determine the most effective strategies for increasing student success	2018-2023	School Team	NA	NA	Intervention strategies documented in GCSOURCE
Implement the MTSS framework intervention guidelines with fidelity	2018-2023	School Team	NA	NA	Formative and summative assessments to inform about the focus, duration, and effectiveness of the intervention

**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.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report	Baseline will be established in 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established in 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

<b>ACTION PLAN FOR STRATEGY #1:</b> Recognizing the limited availability of diverse candidates, create a plan to equip teachers to work with diverse student populations.					<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>
Develop training opportunities for schools to help existing teachers work with diverse students.	2018-2023	District Instructional Coach	TBD	TBD	Professional Development opportunities targeting student diversity.

<b>ACTION PLAN FOR STRATEGY #2:</b> Promote education as a career option for all demographics.					<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>
Advocate within our counseling program to encourage teaching as a profession	2018-2023	Guidance	NA	NA	IGP

**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	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	85.4	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
SC SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					
SC SDE School Report Card Survey	89.7	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90



		<b>School Actual Parents</b>					
SC SDE School Report Card Survey	<b>91</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</b>					
SC SDE School Report Card Survey	<b>94</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</b>					
SC SDE School Report Card Survey	<b>88</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</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b> Enhance lines of communication between the school and stakeholders regarding existing safety measures.					<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>
Communicate clearly and effectively with all stakeholders that school-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Principals	NA	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
Take a proactive approach by periodically pushing out information about the safety measures that we take at school	2018-2023	Principals	NA	NA	Safety stories on web, social media, etc.

**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	Baseline will be established in 2017-18	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</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	<b>Baseline will be established in 2017-18</b>	<b>School Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>School Actual</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>					

<b>ACTION PLAN FOR STRATEGY #1:</b> Increased community and student based education about Level III infractions and the criminal and disciplinary consequences					<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>
Increase awareness of community based resources that families can reach out to for guidance and support.	2018-2023	Guidance	NA	NA	Information disseminated and utilized
Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.	2018-2023	School Administration	NA	NA	Information disseminated through various formats

<b>ACTION PLAN FOR STRATEGY #2:</b> Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive school environment.					<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>
Expand and enhance the utilization of Early Warning Systems to proactively intervene with students to limit expellable offenses.	2018-2023	School Teams	NA	NA	GCSources and interventions used throughout district
Further develop peer mentoring programs to support students and develop empathy.	2018-2023	School Administration Guidance	Na	NA	Peer mentoring in schools

**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		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	54	School Projected	57	60	63	66	70
		School Actual					
AdvancED Culture & Climate Surveys	MS and HS 51	District Projected	54	58	62	66	70
		District Actual					

<b>ACTION PLAN FOR STRATEGY #1:</b> Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					<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>
Expand mentoring program for students	2018-2023	School Administration Guidance	TBD	Local	Students assigned to an adult at the school.
Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	School Administration	TBD	Local	Bus ride to communities Visit to community
Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School Administration PTA	NA	NA	Support staff included in decision making and support of students

**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
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	School Projected 95	95	95	95	95	95
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					



<b>ACTION PLAN FOR STRATEGY #1:</b> Develop system to respond to attendance trends					<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>
Consistently monitor attendance trends	2018-2023	Attendance Clerk School Administration	NA	NA	Attendance reports Review of attendance policies
Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	School Team Attendance Clerk School Administration	NA	NA	Students are identified and appropriate supports are assigned

<b>ACTION PLAN FOR STRATEGY #2:</b> Implement and maintain a proactive attendance program					<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>
Promote attendance with students and parents as an important component of school success	2018-2023	School team	NA	NA	Teacher/school direct contact with parents.
Continue to increase hands-on, real world learning experiences to enhance student engagement	2018-23	Teachers School Administration Instructional Coach	NA	NA	More real-world learning

**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** 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.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	School Projected	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
		School Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 7% Lonely – 14% Angry - 15%	District Projected Secondary	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
		District Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

<b>ACTION PLAN FOR STRATEGY #1:</b> Improve understanding of students' social-emotional needs.					<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>
Implement relationship-building programs/strategies	2018-2023	Guidance School Administration	NA	NA	Programs implemented with fidelity
Develop and maintain a menu of support resources	2018-2023	Guidance School Administration	\$0	NA	Menu developed and distributed

<b>ACTION PLAN FOR STRATEGY #2:</b> Increase connectivity to health and wellness services.					<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>
Achieve RAMP-certification (Recognized ASCA Model Program)	2018-2023	Guidance	TBD	TBD	RAMP certification
Provide an annual community resource fair at the school level for staff and parents	2018-2023	School Teams	TBD	Local	Fair takes place
Integrate physical activity into Extended Day program	2018-2023	EDP Director EDP Teachers	NA	NA	Opportunities for activity included in daily schedule

<b>ACTION PLAN FOR STRATEGY #3:</b> Reduce incidents of bullying through awareness training and promotion of healthy relationships.					<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>
Train staff and students on the anonymous reporting process	2018-2023	School Administration	NA	NA	Students and staff aware and able to report
Educate students on appropriate vs. inappropriate behaviors and the impact of their choices	2018-2023	School Administration Guidance Teachers	NA	NA	Discipline consequences highlighted in materials for distribution
Include education of bullying behaviors during character education program	2018-2023	School Administration Guidance Classroom Teachers	NA	NA	Appropriate programs utilized by school

<b>ACTION PLAN FOR STRATEGY #4:</b> Establish a classroom environment that promotes social, emotional and intellectual well-being					<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>
Build a positive learning community supportive of all students	2018-2023	Assoc. Supt. for Academics Asst. Supts. for School Leadership Academic Specialists School Principals	NA	NA	Evidence of: <ul style="list-style-type: none"> <li>• classroom conversations and reflections to support problem solving occur across the school day.</li> <li>• classroom conversations and reflections occur across the components of the GCS Secondary Literacy Framework.</li> <li>• established classroom norms, expectations, and procedures.</li> <li>• students exercising autonomy and respect for peers and adults.</li> </ul>

Report Card 2016-2017: <https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=M&d=2301&s=074>