

# **Strategic Education Plan & Portfolio**

## **Northwest Middle School**

**Daniel Greene, 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 2022-2023 (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		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

#### PRINCIPAL

Daniel Greene		3/9/2022
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Justin Furrer for		3/9/22
PRINTED NAME	SIGNATURE	DATE

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

Angela L. Bruce		3/9/2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1606 Geer Highway Travelers Rest, SC 29690

SCHOOL TELEPHONE: (864) 355-6994

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

### **Stakeholder Involvement for School Renewal**

Position	Name
1. Principal	<u>Daniel Greene</u>
2. Teacher	<u>Ms. Teresa Staton</u>
3. Parent/Guardian	<u>Ruby Cougar-Jones</u>
4. Community Member	<u>Robert McKinney</u>
5. Paraprofessional	<u>N/A</u>
6. School Improvement Council Member	<u>Diane Padula</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. Susan Crawford</u>

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

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

## ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

### Early Childhood Development and Academic Assistance Act (Act 135) Assurances

[S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)]

N/A **Academic Assistance, PreK–3**

The district 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).

Yes **Academic Assistance, Grades 4–12**

The district 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).

Yes **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

Yes **Staff Development**

The district 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*.

Yes **Technology**

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

Yes **Innovation**

The district funds innovative activities to improve student learning and accelerate the performance of all students.

Yes **Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

N/A **Developmental Screening**

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

N/A **Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

**N/A**   **Developmentally Appropriate Curriculum for PreK–3**

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

**N/A**   **Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

**N/A**   **Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

**N/A**   **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

# **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 and we used the 4 domains/pillars of the School To Watch Organization to drive this process. The committees are listed below.

<b>Academic Excellence</b>	<b>Developmental Responsiveness</b>	<b>Social Equity</b>	<b>Organizational Structures and Processes</b>
James	Wallace	Murphy	Crawford
London	Ouzts	Hicks	Ramey
Brundridge	Smallwood	Mills	Scanlon
Poag	Epps	Huskey	Buchanan
Fischer	Barnes	Mekler	Sawdaye
Blackwelder	Staton	Martin	Moon
Bruce	Stikeleather	Morgan	Lynch
McKay	Schwarze	Creel	Hollins
Self	Roach	Stein	McMichael
Haney	Campbell	Nelson	Marek
Watson	Williams	Langford	Volkmar
Falvey	Giordano	Klemm	Leonard
Vance	Greene	Padula	

## 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>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>

**High School (9–12): N/A**

### **Teacher/Administrator Quality**

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

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

### **School Climate**

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
- 2018- Scored "Good" on Report Card for the 1st time ever
- National School to Watch 2021

#### **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
- Ellen Greene- Greenville County Teacher of the Year 2020-21
- William Epps- Greenville County Teacher of the Year 2021-22
- Michelle Stein-Greenville County Teacher of the Year 2022-23

#### **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, 2017
- 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 2013/2014/2015/2016/2017/2018/2019/2020 2-students each year
- 2015 (11 students) Junior Scholars
- Robotics Program

## **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
- Robotics, Girls on the Run
- 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.
- Begin a Community Outreach Program-Panther Partners (established Fall 2021)

## **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. In February 2021 we were granted our first ever designation as a National School to Watch one of only 24 middle schools in our state to receive this prestigious award.

## **Administration**

The administrative leaders of our school are: Mr. Daniel Greene, Ms. Brianna Falvey, Ms. Carrie Klemm, Mr. Corey Ramey, Mrs. Angela Bruce.

Mr. Daniel Greene, Principal at Northwest is in his sixth year at Northwest. He is in his first year as principal and has also served five years as assistant principal. 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 Assistant Principal, Ms. Brianna Falvey, is in her first year at Northwest. Prior to this role, Ms. Falvey served as a 6<sup>th</sup> grade AVID teacher, 4<sup>th</sup> grade teachers, and 6<sup>th</sup> grade teachers. She graduated from Fredonia State with a B. A. in Education. Ms. Falvey also has her M. Ed. in Reading Literacy from Walden University and M. Ed. in Educational Leadership from Fort Hays State University.

The Administrative Assistant (AA) is Ms. Carrie Klemm. This is her 1st year as an AA at Northwest. Prior to this role, Ms. Klemm served as a Science Teacher for ten years. She graduated from Northern Michigan University with a B. A. in Science. Ms. Klemm also has her M. Ed. from Anderson University and Ed. S. in Educational Leadership from Arkansas State.

Our second Administrative Assistant (AA) is Mr. Corey Ramey. This is his 1<sup>st</sup> year as an AA at Northwest. Prior to this role, Mr. Ramey served as a French Foreign Language Teacher for eight years. He graduated from Winthrop University with a B. S. in Business Administration. Mr. Ramey also has his M. Ed. in Educational Leadership.

Our Instructional Coach is Mrs. Angela Bruce. This is Ms. Bruce's seventh 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-eight members which include: ten teachers on three sixth grade teams, ten teachers on three seventh grade teams, and ten teachers on three eighth grade teams. 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade has two four teacher teams as well as one two teacher team. This makes a total of thirty Core Curriculum teachers. The Special Education team includes five teachers. Of these, one teaches in the self-contained classroom, three are inclusion teachers with one at each grade level. Additionally, there are three special education aides. The Related Arts team includes ten teachers. These ten include: One Computer Technology teachers, three Physical Education teachers, a Band director, a Chorus director, a Strings director, one virtual Spanish teacher, two RtI teachers (who are also spec ed certified), 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 who also serve our student population. Administrative faculty includes one Principal, one Assistant Principal, two Administrative Assistant (who carries on the role of an Assistant Principal), an Instructional Coach. Support staff includes a school Secretary, an Attendance clerk, receptionist, a Plant Engineer, and custodial staff of five including a groundskeeper. In addition, Northwest Middle has a School Resource Officer, a nurse, Cafeteria Manager and staff, as well as bus drivers. Other support personnel available to assist in meeting the needs of Northwest Middle students include the district psychologist, an ESOL teacher, a speech and language specialist, Greenville mental health counselor, and behavior specialist and network computer technicians. Due to Covid in year 20-21 we transferred 11 teachers to virtual however they returned to us during the 21-22 school year.

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 two Caucasians, 4 African Americans. Thirty eight are females and eight are males.

One faculty member has been selected as one of the top ten teachers of the year for Greenville County. Three faculty members have 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.

### **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 enrollment by grade level is as follows:

Grade 6    Total 276   Boys 145/Girls 131

Grade 7    Total 290   Boys 147/Girls 143

Grade 8    Total 294   Boys 168/Girls 126

Total       860

The breakdown by gender is: 427 males and 431 females. The racial/ethnic breakdown is: 668 white, 124 African American, 6 Asian, and 32 Hispanic and 29 two or more races. Of the total student population, 184 (21.40%) qualify for special education services and an additional 30 (4.41%) qualify for 504 services. Twenty-four students are classified as Limited English Proficient. Of the total student population, 619 receive subsidized meals (72.0%).

As reported in the 2018 School Report Card, the retention rate for 2019 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 2 four-teacher teams due to the increase in enrollment and 1 two-teacher team. The 6<sup>th</sup> grade will have 2 four-teacher teams due to the increase in enrollment and 1 two-teacher team. The 7<sup>th</sup> grade will have 2 four-teacher teams and 1 two teacher team. Educational support classes and inclusion are provided for identified students. On Tuesday and Thursday afternoons students are offered the opportunity for structured extra assistance and remediation through our Panther Success Program. Transportation home from Panther Success is provided to low income neighborhoods. All teachers give an additional 1 ½ hours each week for before and/or after-school tutoring. We 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 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 FFA, bike club, gardening club, robotics, yearbook, volleyball, basketball, baseball, softball, soccer, and sports offered through the high school including wrestling, tennis, football, track, and drama club.

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

Students at Northwest Middle receive a high level of support services from the guidance department. Career testing and counseling are offered to our students. Counselors regularly visit the classrooms for guidance lessons on subjects such as the dangers of smoking, bullying, careers, peer pressure, eating disorders, and other topics. Past counselors, had 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 IGP's and to discuss schedules and the transition from middle school to high school.

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

We continue to try to increase 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 (6th grade only). 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 fifth year, quarterly benchmark tests are administered by all teachers in all core academic subjects. This is our 5th year with a district benchmark system platform Mastery Connect at 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 ADEPT standards and differentiated instruction strategies to meet children where they are and to address all learning styles. In the past, our faculty has had extensive in-service addressing reading in the content areas. We continue to stress the importance of reading skills in all subjects. Teachers have attended all district professional development for the college and career readiness standards. Teachers are implementing a variety of these strategies in all curriculum areas. By using these strategies, our goal is to improve student achievement. Our district has also adopted a new math curriculum, Carnegie Math to all grade levels.

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

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

Northwest Middle transforms our students into lifelong learners through extensive enrichment activities in the classroom, 1-to-1 technology integration, and student data folders. Each quarter our students set goals and have conferences with their advisor, and after reports cards are issued they follow up with the advisor to reflect on their goals and adjust the plan to ensure student success. We educate our students and staff monthly on SEL's (social emotional learning), and guidance lessons also help us educate the whole child. We follow up/remediate students during advisory as needed. Our OnTrack program is used to target students with academic concerns and create interventions to help students in addition to our school wide make up policy. Also, teachers provide extra help time of 1 hour a week that is optional for all students. The Panther Success Program, available twice a week, is after school to give further assistance in all primary curriculum areas. Teachers from multiple disciplines serve as mentors and facilitators to provide scaffolding for greater student independence and academic growth. With best practices in the classroom, every teacher has a learning target for the day's lesson

posted to assist students in focusing on each day's lesson outcome. Our Lunch and Learn program support students who need extra time and assistance in completing their major assignments.

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

Technology is utilized daily through the one-to-one Chromebooks provided to each student. We use the Chromebooks to expand student collaboration through the Google Education apps. Also, each classroom at our school contains a Promethean Board which allows the teachers to engage with the material they are teaching. Each teacher uses a variety of assessments to monitor student progress throughout the school year and collaborates with peers to advance best practices. These include but are not limited to tests, collaborative projects, quizzes, writing assignments, and hands on labs. We use the Chromebooks to give the students quick, effective feedback on their learning. Our teachers offer 3-4 major assignments and 8-10 minor assignments each quarter to give the students many different opportunities to show their learning.

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

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

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

Well-defined mentoring programs are in place for first year teachers, teachers new to the school, and for teachers needing extra support. Mentors not only provide information and resources, but also guidance and a safe-space for reflection and personal growth. The mentor program also allows teachers to be able to observe their peers and receive feedback on their own instruction. These programs and applications give students and staff a greater sense of community and trust in the educational structure and have contributed to the success of our teachers and students.

Since 2017 Northwest students' academic achievement growth has exceeded every other middle school in Greenville County and most of South Carolina in both math and ELA. Northwest has outpaced state and district averages in math and ELA not just as a school but also as individual subgroups. The exception to this is our 2020-2021 data where students took a drastic dive in achievement scores. We have dedicated our time to assessing what steps are needed to revisit missed learning that occurred during the 2019-2021 school years. According to the most recent data, each and every one of our subgroups of students have surpassed the district and state growth averages for their respective subgroups as well. We believe this is a testament to us realizing our vision of being a school in which *everyone* is valued and growing. We reach every child regardless of their limitations, where they come from, or what they look like, and when we can't it means we as the educators have more work to do and personal growth to be made. This vision and philosophy have come to define our school's culture and plays a huge role in the academic success of our students.

## **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. Northwest Middle is a place where everyone is valued and growing.

## **Mission**

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

## **Vision**

Northwest Middle School's vision is to offer a strong academic program where everyone is valued and growing. The educational program encompasses diverse, academically challenging opportunities focusing on reading, writing, and vocabulary development, acquiring 21st Century skills, and global understanding as a means of accessing, organizing, and communicating knowledge in all subject areas. The staff of Northwest Middle plans to prepare adolescents to become motivated, self-directed, confident, life-long learners. Our staff believes that improved student achievement can result from several approaches including:

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

## **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** Ensure an environment that is:

- o safe
- o caring

- o supportive
  - o respectful
  - o inviting
  - o 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.

### **ELA 2018**

<b>Northwest Middle School</b>	<b>Number of students tested</b>	<b>% Did not Meet Expectations</b>	<b>% Approaches Expectations</b>	<b>% Meets and Exceeds Expectations</b>
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**

<b>Northwest Middle School</b>	<b>Number of students tested</b>	<b>% Did not Meet Expectations</b>	<b>% Approaches Expectations</b>	<b>% Meets and Exceeds Expectations</b>
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**

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

### **SS 2018**

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

### **ELA Data 2017**

<b>Northwest Middle School</b>	<b>Number of students tested</b>	<b>% Did not Meet Expectations</b>	<b>% Approaches Expectations</b>	<b>% Meets and Exceeds Expectations</b>
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

### **Math Data 2017**

<b>Northwest Middle School</b>	<b>Number of students tested</b>	<b>% Did not Meet Expectations</b>	<b>% Approaches Expectations</b>	<b>% Meets and Exceeds Expectations</b>
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**

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

### **Social Studies 2017**

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



### **Impact of COVID-19:**

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> )
<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</i>
<i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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.

*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 3 % annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	<u>32.7</u> % Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Middle 35.7</b>	<u>35.7</u>	<u>38.7</u>	<u>41.7</u>	<u>44.7</u>	<u>47.7</u>
		<b>School Actual Middle <u>37.1</u></b>	<u>43.7</u>	<u>waiver</u>	<u>38.1</u>		
SC READY ELA SDE website and School Report Card	<u>43</u> % Meets Expectations and Exceeds Expectations (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 <u>44</u></b>	<u>49</u>	<u>waiver</u>	<u>47</u>		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

1. 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.
2 . 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
3. 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.
4. 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
5. Utilize peer tutors and News ELA software for individual remediation and Mastery Connect program	2018-23  As needed	Special Education teachers and lead teachers	None	Northwest Middle School	ELA and special education teacher logs

6. 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
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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 2:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from **33 % in 2016-17 to 48 % in 2022-23.**

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	<b>33.0</b> % Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Middle</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
		<b>School Actual Middle</b> <b>35.9</b>	<b>39.7</b>	<b>waiver</b>	<b>24.7</b>		
SC READY Math SDE website and School Report Card	<b>40</b> % Meets Expectations and Exceeds Expectations (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>43</b>	44	<b>waiver</b>	<b>35</b>		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

1. 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.
2. 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
3. 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.
4. 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

5. Utilize peer tutors and Mathia software for individual remediation and to supplement instruction	2018-23 As needed	Special Education teachers and lead teachers	1500.00/yr	Northwest Middle School	Mathia data and special education teacher logs
6. 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

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <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</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL 3:</b> 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.							
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by <b>3</b> % annually.							

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	School Projected Middle	53.6	56.3	59.3	62.3	65.3
		School Actual Middle 50.6	49.3	waiver	30.0		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 6 only	District Projected Middle	56	59	62	65	68
		District Actual Middle 53	53	waiver	46		

\*Beginning in 2019-20, grade 6 will be administered SCPASS Science.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. 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.
2. 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
3. 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.
4. Promote the usage of technology to Supplement teaching in the classroom (1:1	2018-23	Admin Team	Varies	Northwest Middle School	Classroom observations, walkthroughs, and continued PD using

roll out of Chromebooks, Edmodo, Google Apps/Google Documents, etc.)					technology. Teacher lesson plans
5. 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

**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:** 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 (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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	<b>27</b> % Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>	<b>42</b>
SC READY ELA SC SDE Website		<b>School Actual Hispanic</b> <b>24</b>	<b>21.2</b>	<b>waiver</b>	<b>39</b>		
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic</b> <b>36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
SC READY ELA SC SDE Website		<b>District Actual Hispanic</b> <b>34</b>	<b>40</b>	<b>waiver</b>	<b>33</b>		
SC READY ELA SC SDE Website	<b>12</b> % Meets Expectations and Exceeds Expectations	<b>School Projected AA</b>	<b>15</b>	<b>18</b>	<b>21</b>	<b>24</b>	<b>28</b>

SC READY ELA SC SDE Website		School Actual AA 21	19.6	waiver	18		
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31	waiver	24		
SC READY ELA SC SDE Website	3% Meets Expectations and Exceeds Expectations	School Projected SWD 6%	6	9	12	15	18
SC READY ELA SC SDE Website		School Actual SWD 4	6.9	waiver	6		
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12	21	waiver	8		
SC READY ELA SC SDE Website	18% Meets Expectations and Exceeds Expectations	School Projected LEP 21%	21	24	27	30	33

SC READY ELA SC SDE Website		School Actual LEP 29	0	waiver	41		
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33	44	waiver	29		
SC READY ELA SC SDE Website	25 % Meets Expectations and Exceeds Expectations	School Projected PIP 28%	28	31	34	37	40
SC READY ELA SC SDE Website		School Actual PIP 30	33.7	waiver	32		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	waiver	33		
SC READY Math SC SDE Website	25 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 26%	28	31	34	37	40

SC READY Math SC SDE Website		<b>School Actual Hispanic</b> <b>35%</b>	<b>34.3%</b>	<b>waiver</b>	<b>15</b>		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic</b> <b>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</b> <b>42</b>	<b>43</b>	<b>waiver</b>	<b>22</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</b> <b>15%</b>	<b>14.4%</b>	<b>waiver</b>	<b>10</b>		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA</b> <b>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</b> <b>28</b>	<b>30</b>	<b>waiver</b>	<b>11</b>		
SC READY Math SC SDE Website	<b>4</b> % 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		School Actual SWD 6%	9.5	waiver	4		
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16	20	waiver	5		
SC READY Math SC SDE Website	16 % Meets Expectations and Exceeds Expectations	School Projected LEP	19	22	25	28	31
SC READY Math SC SDE Website		School Actual LEP 13	N/A*No data on state dept website	waiver	9		
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	waiver	22		
SC READY Math SC SDE Website	24 % Meets Expectations and Exceeds Expectations	School Projected PIP	27	30	33	36	39

SC READY Math SC SDE Website		School Actual PIP 26	30.8	waiver	20		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual PIP 38	43	waiver	20		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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	2018-2023	Teachers, administration and IC	None	None	School Report Card and positive feedback from the stakeholders.

best practices in their subject areas including the learning focused model.					
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.

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool	50	School Projected	100	100	100	100	100
PowerSchool	100	School Actual Yes	100	100	100		
PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual 89	100	100	100		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

	(Start and End Dates)				
1. 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.
2. Monitors the absenteeism for each grade level and reports directly to teachers and admin when there are students close to 10 days or in excess of 10, contacts home and gets clarification on why the student is missing school and gets notes when appropriate.	2018-23	Kim Woodward	None	None	Daily Attendance reports
3. We have added 2 RTI classes one for ELA(system 44 software used for remediation and one for math during our related arts time and students who are targeted will be placed into these course	2018-23	Special Ed Admin Mr. Daniel Greene	1500.00	District funded	System 44 data files and logs of actual student engagement.

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <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</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL 1:</b> The school will have qualified, diverse teachers (gender and ethnicity) by 2023.							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							

DATA SOURCE(s):	BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		<b>School Projected</b>			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	<b>School Actual</b>		Gender Diversity =yes Ethnic Diversity = yes			
Employment report		<b>District Projected</b>	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	<b>District Actual</b> Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity=100% Ethnic Diversity = 97%	Gender Diversity=% Ethnic Diversity = %	

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

1. The principal will hire a staff that is diverse and we Created a culturally responsive newsletter and have monthly meetings with teacher to teach the pedagogy of culturally responsive teaching	2020-23	Elise Grant and Dr. Patrick Jarrett	None	N/A	Attendance logs and newsletter
2. 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
3. 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
4. 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

5. New teacher orientation and ongoing professional development	2018-2023	Administrators Instructional Coach	N/A	N/A	Professional Development Calendar  Observation Records, Agenda
6. New teacher mentoring	2018-2023	Instructional Coach  Administrators  Teacher Mentors	250.00	Northwest Middle School	Professional Development Calendar  Observation Records
7. 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

**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):	2016-17	2017-18	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	77.8	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	92.9		
SC SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 93.3	91.7	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	95		
SC SDE School Report Card Survey	90.6	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		<b>School Actual Parents</b> 74.3	76.9	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	72.7		
SC SDE School Report Card Survey	92	<b>District Projected Students</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>District Actual Students</b> 86	89	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	93		
SC SDE School Report Card Survey	98	<b>District Projected Teachers</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>District Actual Teachers</b> 97	97	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	92		
SC SDE School Report Card Survey	91	<b>District Projected Parents</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>District Actual Parents</b> 88	89	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	98		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. We have adopted the USC Columbia curriculum for social and emotional needs of middle school students. We follow this curriculum during our advisory period first thing in the morning. This initiative is led by our 3 guidance counselors.	2019-23	Guidance Counselors Ms. Moon, Ms. Ray and Ms. Martin	none	0	Google slides of presentation and logs of students seen by guidance.
2.					
3.					

<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.)* (* <i>required</i> ) <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</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL 2:</b> 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.
<b>PERFORMANCE GOAL 3:</b> 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 %.
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

### Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) <b>.01</b>	<b>School Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		<b>School Actual</b> <b>.02</b>	<b>.02</b>	<b>0</b>	<b>.02</b>		
GCS Expulsion Report from Kent Owens	(2016-17) <b>0.7</b>	<b>District Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		<b>District Actual</b> <b>0.8</b>	<b>1.5</b>	<b>0.9</b>	<b>0.3</b>		

### Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report from Kent Owens	(2016-17) <b>0</b>	<b>School Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07

		<b>School Actual</b> 0	0	0	0		
GCS Expulsion Report from Kent Owens	(2016-17) 0.04	<b>District Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		<b>District Actual</b> .04	.10	.03	.004		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. 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
2. Provide teachers with surveys such as a self-analysis Professional Learning Communities survey, in-house	2018-2023 Annually	Principal and District	None	None	Survey Feedback

surveys, district and state surveys					
3. Host Family Involvement nights such as Open House, Transition Nights, Academic Nights, PTA Nights, Greek Mythology Night	2018-2023 Quarterly	Guidance, Media Teacher      Admin, Center	500.00	PTA, and donors choose projects	Event programs, website, agendas

**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 Cognia Culture and Climate Survey.

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	54	58	62	66	70
		School Actual 58	59	63	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	54	58	62	66	70
		District Actual 52	50	52	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.

ACTION PLAN FOR STRATEGY #1:	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. 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
2. 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
3. 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

**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):	2016-17	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 94.62	93.87	95.57	88.4		
180 <sup>th</sup> day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95	95	96	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

1. Continue to implement On-Track program an early warning system for students who have chronic absenteeism and/or fall behind in their classroom as identified by the GCS Source program, teachers, guidance counselor,admin, and Data and quality specialist Jennifer Driscoll.	2018-23	Jennifer Driscoll, Admin, teachers and guidance counselors	District Funded	District Funded	Weekly logs from the meetings and phone logs of identified students
2.					
3.					

<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.)* (* <i>required</i> ) <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</i> <i>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 Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							
DATA SOURCE(s):		Baseline 2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid 7 ≤ Lonely 13 ≤ Angry 14 ≤	Afraid 7 ≤ Lonely 13 ≤ Angry 14 ≤	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.
		School Actual Afraid – 8 % Lonely – 16 % Angry – 14 %	Afraid 6% ≤ Lonely 12% ≤ Angry 16%≤	Afraid 4 ≤ Lonely 14 ≤ Angry 13 ≤	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	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 Secondary Afraid – 7% Lonely – 14% Angry – 14%	Afraid – 7% Lonely – 16% Angry – 14%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

	(Start and End Dates)				
1. We have adopted the USC Columbia curriculum for social and emotional needs of middle school students. We follow this curriculum during our advisory period first thing in the morning, this initiative is led by our 3 guidance counselors.	2019-23	Guidance Counselors Ms. Moon, Ms. Ray and Ms. Martin	none	0	Google slides of presentation and logs of students seen by guidance.
2.					
3.					