NORTHWOOD MIDDLE SCHOOL
Greenville County Schools
"Northwood: A Community of Learners"

NORTHWOOD MIDDLE SCHOOL
SCHOOL PORTFOLIO
Scope of Action Plan: 2024-2025 through 2028-2029

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

Absolute Rating……………………………………………..…………….…………..Excellent

Palmetto Gold………………………………………………………..……………2014-2015

School to Watch……………………………………………………..……………..2022

SCHOOL NAME: Northwood Middle School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 *(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.
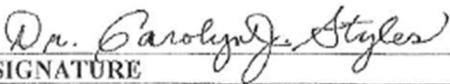
SUPERINTENDENT

Dr. W. Burke Royster	*W. Burke Royster*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Treva Lee	*Treva Lee*	4/26/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	*Dr. Carolyn J. Styles*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL
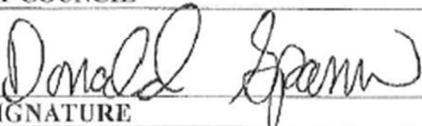
Donald Spann	*Donald Spann*	4/26/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD
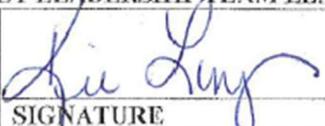
Kimberly Long	*Kimberly Long*	4/26/2024
PRINTED NAME	SIGNATURE	DATE

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

Position and Name

1.   Principal –Treva Lee

2.   Teacher – Kim Hiott

3.   Parent/Guardian – Kelli Herlong

4.   Community Member – Michael Locke

5.   Paraprofessional – Donte Gossett

6.   School Improvement Council Member – Donald Spann

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 – Pamela West

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

Position	*Name*
Principal	Treva Lee
8th Grade Representative	Katie Daniels
8th Grade Representative	Anna Jordan
8th Grade Representative	Jackson Smith
7th Grade Representative	Miranda Denklau
7th Grade Representative	Caroline Black
7th Grade Representative	Elizabeth Vitanovec
6th Grade Representative	Marissa Burton
6th Grade Representative	Amanda Cushman
6th Grade Representative	Kim Hiott
ELA Chair	Pamela West
Science Chair	Nicole Parks
Social Studies Chair	William Kammer
Math Chair	Tera Jones
Related Arts Chair	Allison Muriithi
Special Education Chair	Sarah McGowen
Assistant Principal	Kendra Walker
Assistant Principal	Kevin Duncan
Administrative Assistant	Brooke Patterson
Instructional Coach	Kimberly Long
School Counselor	Elizabeth Reed

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

○ Yes ○ No ◉ N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
◉ Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
◉ Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
◉ Yes ○ No ○ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
◉ Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

● Yes ○ No ○ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
● Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
● Yes ○ No ○ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
○ Yes ○ No ● N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
○ Yes ○ No ● N/A	**Developmentally Appropriate Curriculum for PreK–3** 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.
○ Yes ○ No ● N/A	**Parenting and Family Literacy** 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.
⦿ Yes ○ No ○ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
⦿ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** 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.

Table of Contents

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 852 students with a staff of 4 administrators, 56 teachers, and 21 support staff. In addition to our subject area teachers, we have an instructional coach, seven special education teachers, an ESOL teacher, four 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.

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 being named a School to Watch in 2022, the Palmetto Gold Award, 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.

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. 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, South Carolina Junior Scholars Program, Peer Tutoring, Mentor Program, Career Day, and IntraDay clubs.

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. Stakeholders continuously examine and analyze data to determine areas where we can improve not only student achievement but the educational experience as a whole for our students. This is a difficult process; however, we strategically plan for ways to enhance teaching and learning. During the process of our self-assessment work, 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. Reflection is a vital part of any organization, and we continuously do so to better our school.

School Portfolio Team Members:
- Treva Lee, Principal
- Kendra Walker, Assistant Principal
- Kevin Duncan, Assistant Principal
- Brooke Patterson, Administrative Assistant
- Pamela West, ELA Department Chair/6th Grade Representative
- William Kammer, Social Studies Department Chair
- Tera Jones, Math Department Chair

- Nicole Parks, Science Department Chair/8th Grade Representative
- Sarah McGowen, Special Education Department Chair
- Allison Muriithi, Related Arts Department Chair
- Elizabeth Reed, School Counselor Department Chair
- Marissa Burton, 6th Grade Representative
- Amanda Cushman, 6th Grade Representative
- Kim Hiott, 6th Grade Representative
- Caroline Black, 7th Grade Representative
- Miranda Denklau, 7th Grade Representative
- Elizabeth Vitanovec, 7th Grade Representative
- Katie Daniels, 8th Grade Representative
- Jackson Smith, 8th Grade Representative
- Anna Jordan, 8th Grade Representative
- 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

Needs Assessment for Student Achievement

In analyzing our SCReady results in 6th grade science and all grade levels of reading, writing, and math, we have noted areas in which we will continue to strive to increase student achievement including focusing on subgroups of students. Improved student achievement can result from the following research-based approaches:

- Growing and refining our use of effective learning targets
- Continuing to utilize PLCs for teacher collaboration, data-driven planning and instruction, and common assessments through Mastery Connect
- Providing rigorous instruction with high expectations
- Effectively integrating technology using the SAMR model for student engagement
- Utilizing UDL strategies to differentiate with the goal of improving student mastery of standards-based instruction
- Growing the use of interdisciplinary units
- Continuing MVPA benchmark testing and data conferencing

Needs Assessment for Teacher/Administrator Quality

At Northwood, we prioritize fostering a culture of continuous learning and professional growth. Our teachers have indicated a need and desire for choice in their professional development. We firmly believe that empowering teachers to select opportunities that align with their teaching styles, areas of growth,

interests, and school and district initiatives, lead to more engaged and effective professional development. By providing a range of options we will cater to diverse learning preferences and needs. This approach will not only cultivate a sense of ownership over professional growth but also encourage teachers to explore innovative strategies and techniques to enhance their classroom practices. Ultimately, by valuing and supporting individualized professional development, we aim to foster a community of educators who are continuously inspired, motivated, and equipped to meet the evolving needs of our students and educational landscape.

Needs Assessment for School Climate

In 2023-2024, the annual survey results from the South Carolina State Department of Education were reviewed by members of the faculty and portfolio committee. The survey was given to students, parents, and teachers. On the 2022-2023 survey, Northwood had responses from 59 teachers, 875 students, and 18 parents.

In the area of *learning environment* satisfaction was expressed by 98.3% of the teachers, 83.9% of the students, and 81.3% of the parents surveyed. In the area of *social and physical environment* satisfaction was expressed by 98.3% of the teachers, 80.8% of the students, and 86.7% of the parents surveyed. In the area *of school-home relations* satisfaction was expressed by 94.9% of the teachers, 92.7% of the students, and 83.3% of the parents surveyed.

After reviewing all 2022-2023 survey results there is a need for us to focus more closely on the areas of *social and physical environment* 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 social and physical environment we continue to provide SEL lessons, to focus on the "whole child", and to promote school pride.

Challenges for Northwood in the Last Three Years

- Increasing student achievement in all subgroups
- Long-lasting educational impacts of the COVID 19 pandemic

Significant Accomplishments over the Last Three Years

- Being named a School to Watch in 2022
- Increase in SCReady scores in math, ELA, and science over consecutive years
- Excellent Rating on SC State Report Card for consecutive years
- Top Middle School in Greenville County
- Ranked in the top 50 middle schools in SC by US News and World Report

School Profile

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 live in single-family dwellings; the remaining student population lives in multi-family unit structures. New residential construction continues to increase in our community.

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.

Partnerships

Numerous local companies   participate in Northwood's Business Sponsorship Program. This year's sponsors have been: Summers Orthodontics, Wired Minds, Home Sweet Home, Double Dogs, UPS Store (Old Spartanburg Rd), Tuscan Heights Apartments, Crunch Fitness, Total Vision Services, Johnston Orthodontics, Lean Kitchen, Taylors Youth Association and Atlantis Luxury Pools.

Publix and Lowes Foods have incentive programs where they will donate a percentage of the purchase sales back to Northwood when cardholders register online on behalf of Northwood.

Parents

Northwood is very fortunate to have an especially active and effective PTA which participates in events such as fundraisers, volunteering in the library, teacher lunches, school dances, concessions for sporting events, Christmas Knights, etc. Portions of the PTA 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. In 2022, Northwood was named a School to Watch for our continual growth and focus on academic excellence, social equity, developmental responsiveness, and effective organizational structures and processes.

Physical Description of the Building

The main building has two floors. The upper floor houses the sixth-grade classrooms, a self-contained classroom, the related arts wing, the media center, the gym and weightlifting lab, the administrative offices and the cafeteria. The bottom floor contains the 7th and 8th grade classrooms, as well as two additional 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. Kendra Walker, Assistant Principal; Mr. Kevin Duncan, Assistant Principal; and Mrs. Brook Patterson, 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.

Analysis and Narrative of School Personnel Data 2023-2024

Northwood Middle Faculty and Staff

6th Grade	7th Grade	8th Grade	ESOL	Special Education	Related Arts/P.E.
11	11	11	1.5	7	13

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.

Degrees	BA/BS	BA/BS +18	Masters	Masters +30	Doctorate	National Board
	15	4	26	16	1	3

Faculty Demographics

School Year	2023-2024
Female Faculty	72%
Male Faculty	27%
Caucasian	82%
African-American	10%
Hispanic	4%

Faculty and Staff Attendance Rates

2020-2021	2021-2022	2022-2023
93.9%	93.5%	92.7%

Faculty and Staff Retention Data

2020-2021	2021-2022	2022-2023
71.4%	79.5%	83%

Analysis and Narrative of Northwood Student Population Data

Enrollment

Our school serves 849 students in grades 6, 7 and 8. 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 2023-2024 school year.

Student Attendance Rate

2020-2021	2021-2022	2022-2023
91.8%	93.7%	93%

Student Ethnicity

	Caucasian	African-American	Hispanic	Other
2021-2022	51.0%	23.0%	18.0%	8.0%
2022-2023	53.6%	20.2%	16.0%	10.2%
2023-2024	52.3%	17.8%	18.0%	11.9%

Student Retention by Grade

Year	Grade 6	Grade 7	Grade 8
2020-2021	0	0	0
2021-2022	0	0	0
2022-2023	0	0	0

Student Languages

As of the 135th day of 2023-2024, Northwood MS had 16% of the 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		
2021-2022	2022-2023	2023-2024
57%	58%	51.2%

Students with Disabilities

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

2021-2022	2022-2023	2023-2024
16%	15%	16%

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.

2021-2022	2022-2023	2023-2024
24%	30%	35%

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.

Major Academic and Behavior Features

Northwood is organized in three grade level teams. Each team consists of roughly 100 students taught by 3-4 content teachers. Students take four content classes and two related arts classes. When students are in related arts, the grade level teams have time to collaborate on interdisciplinary units and meet to discuss to discuss grade-level or student-level concerns. We have a strong guidance department who support both our teachers and students. This support can be found through SEL lessons, minute meetings, OnTrack meetings, student conferences, etc.

Northwood offers multiple support classes for both our special education students and our general education students. Some examples are Read 180, System 44, Skill Building, and Student Support Reading.

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

- Algebra I Honors
- English I Honors
- Spanish I
- Art I
- Chorus I
- Band I
- Orchestra I
- Virtual Graphic Design
- Fundamentals of Computing
- Cyber Citizenship

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
- 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

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Needs Assessment:

SCREADY 2022 by Grade Level

English	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Grade 6	25.7%	27%	28.7%	18.7%
Grade 7	34.3%	19.8%	27.2%	18.7%
Grade 8	30.3%	31.3%	23.7%	14.7%
Mathematics				
Grade 6	26.7%	22%	31%	20.3%
Grade 7	26%	20.4%	29%	24.5%
Grade 8	31.7%	20.7%	25.7%	22%

SCREADY 2023 by Grade Level

English	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Grade 6	45.5%	21.2%	20.4%	12.9%
Grade 7	37.9%	24.8%	19.8%	17.5%
Grade 8	41%	26%	18.3%	14.9%
Mathematics				
Grade 6	32.7%	24.5%	24.8%	18%
Grade 7	24.5%	29.5%	24.8%	24.8%
Grade 8	29.1%	21.8%	29.1%	20%

2022 and 2023 EOC Data of Percentage Passing

Algebra 1	100

Analysis/Response:

The test data from 2023 shows an overall increase in student performance on both the ELA SCREADY and Math SCREADY. Our passing rate on EOC remained consistent at 100%.

While our students continue to grow academically, there is still a need for continual growth in the areas of planning, instruction, assessment, differentiation, and intervention with all students. The continuation of Mastery Connect this school year allowed teachers to monitor student mastery in order to differentiate instruction and collaboration among students. We will continue to work as PLCs to move our students forward ensuring we are meeting the academic needs of all students.

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. Additionally, teachers are offered choice in professional development in our Northwood PD Choice Boards.

2024 – 2025 Northwood Middle Professional Development Plan

Month	Professional Development Opportunities
July/August	• JNew Teacher Orientation • Setting Expectations for Student Success • Mandatory Reporting • Academic Expectations and Mastery Connect Refresher • Student Supports
September	• District Collaborative Learning • High-yield Strategies for the Gen Ed Classroom • Collaborative Learning and Support Session • Choice Board PD
October	• STW Plan for Redesignation • District Collaborative Learning (optional) • Collaborative Learning and Support Session • Quarter 1 Data Conferences: Plan of Action • Choice Board PD
November	• District Collaborative Learning • Collaborative Learning and Support Session • Choice Board PD
December	• District Collaborative Learning (optional)
January	• Interdisciplinary Units • Collaborative Learning and Support Session • Quarter 2 Data Conferences: Reflection and Next Steps • Choice Board PD
February	• District Collaborative Learning • Best Practices at Northwood Middle • Collaborative Learning and Support Sessions • Choice Board PD • Student Registrations--Process and Identification
March	• District Collaborative Learning (optional) • Collaborative Learning and Support Sessions • Choice Board PD
April	• District Collaborative Learning • Quarter 3 Data Conferences: Priority Areas • Collaborative Learning and Support Session • Spring Testing Training • District Collaborative Learning (optional)
May	(Limited due to testing)

*This schedule may be modified as student and staff needs arise throughout the year.

School Climate Needs Assessment:

For the 2022-2023 school year, 41% of our students received at least one referral. Of that 41%, 65% received two or more referrals (not including referrals for truancy). Our top three areas for referrals were computer violations, ID violations, and refusal to obey. 19% of the referrals issued in 2022-2023 were for truancy. This number is down slightly from 2021-2022 when our truancy was at 20.2%. In 2022-2023, we had 23.81% considered truant. This is down from 29.3% in 2021-2022. While this number is still considerably higher than pre-COVID, we are on downward trend. We will continue to work to build relationships with our students and encourage them to attend school. Teachers, counselors, and administrators make contact with parents of students who are regularly absent and offer supports and problem-solve to help get our kids to school each day. In addition to phone calls and emails, we also use the parent backpack to communicate with parents. For the 2022-2023 school year, 83.61% of our students had contacts in parent backpack. We will continue to rely on our district supports as well in an effort to ensure our students are in school.

While our behavior data shows truancy and Chomebook violations are top two areas for referrals, in analyzing student responses on the 2021-2022 and 2022-2023 School Climate Survey, student perception of peer's behavior both in the classrooms and in the hallway are an area of concern. Close to 50% of the students disagree or mostly disagree that students behave in class and in the hallway. It is concerning that students perceive their peers' behavior as subpar, indicating a potential breakdown in the enforcement of our school's high expectations. However, the existence of a discipline matrix, restorative practices, and regular conferences between counselors, administrators, and students signifies a commitment to addressing behavioral issues constructively. While acknowledging the behavioral impact of the ongoing pandemic, it remains imperative that we uphold our standards and continue to cultivate a positive learning environment where every student feels respected and supported in meeting our school's lofty expectations.

[2022-2023 Northwood School Report Card](#)

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: ☑Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*
Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 54% in 2022-23 to 59% in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (MS)	55%	56%	57%	58%	59%
	54%	TBD	Actual (MS)					
	40%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	· District Personnel	NA	NA	
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· Administration · Teachers with support from Instructional Leadership Team and Instructional Coach, as needed	$0	NA	
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	· District Personnel · Teachers with support for Instructional Coach, as needed	$0	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	· District personnel	NA	NA	
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	· District personnel	NA	NA	
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· Teachers with support from Instructional Coach, as needed	$0	NA	
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	· Administrators · Instructional Coach	$0	NA	
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	· Administrators · Instructional Coach	$0	NA	
Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	· Administration · Instructional Coach	$0	NA	
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	· Instructional Coach · District Personnel	$0	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	· Administration · Instructional Coach · Teachers	$0	NA	
4. Foster a collaborative relationship between schools and parents.	2024-2029	· School personnel	$0	NA	
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	· School personnel	$0	NA	

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: ☑Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*	

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 67% in 2022-23 to 72% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (MS)	68%	69%	70%	71%	72%
	67%	TBD	Actual (MS)					
	57%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	· District personnel · Administration · Instructional Coach · Teachers	$0	NA	
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	· District personnel	NA	NA	
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	· District personnel · Administration · Instructional Coach	$0	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	· Teachers	$0	NA	
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· Teachers with support of Instructional Coach, as needed	$0	NA	
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· Teachers · Department personnel · Instructional Coach	$0	NA	
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	· Administration · Instructional Coach · Teachers	$0	NA	
Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	· District personnel · Administration · Instructional Coach	$0	NA	
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	· District personnel · Teachers with support of Instructional Coach, as needed	$0	NA	
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	· Teachers with support of Instructional Coach, as needed	$0	NA	
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	· Teachers with support of Instructional Coach, as needed	$0	NA	
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	· Administration · Instructional Coach	$0	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	· District personnel · School	$1000	Local/General Funds/PTA Grants	
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	· District personnel · Instructional Coach	$0	NA	
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	· District personnel · Instructional Coach	$0	NA	
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	· District personnel · Instructional Coach	$0	NA	
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	· Teachers with support of Instructional Coach, as needed	$0	NA	
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	· District personnel · Instructional Coach	$0	NA	

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☑Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
(required)*

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	· District personnel · School personnel	$0	NA	
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	· District personnel · School personnel	$0	NA	
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Continue to expand with middle and high school students - early exposure to	2024-2029	· District personnel · School personnel	$0	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
teaching as a career choice through internal and external programs.					

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: ☐Student Achievement* ☑Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*
Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	16.5%	16%	15.5%	15%	14.5%
	17%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Intentional focus on maximizing teacher satisfaction and efficacy through working with Clifton Strengths					
1. Teachers will complete the CliftonStrengths assessment and receive a personalized CliftonStrengths 34 report.	2024-2029	· Administration · Teachers	$3650	Professional Development	
2. Provide tailored professional development sessions focusing on leveraging individual strengths within the PLCs, departments, and teams thereby fostering a supportive environment.	2024-2029	· CliftonStrengths Coach · Administration · Instructional Coach	$0	NA	
Action Plan for Strategy #2: Establish a comprehensive support system for teachers to foster a positive working environment conducive to professional growth and job satisfaction					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Continue the mentorship program which pairs experienced teachers with newcomers to provide guidance, support, and encouragement.	2024-2029	· Instructional Coach · Teachers	$0	NA	
2. Offer ongoing professional development opportunities tailored to teachers' needs and interests.	2024-2029	· Instructional Coach	$0	NA	
3. Foster a culture of collaboration and teamwork through PLCs, teams, and departments.	2024-2029	· Administration · Instructional Coach	$0	NA	

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☑School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
(required)*

Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	63.42%	61.42%	59.42%	57.42%	55.42%
	65.42%	TBD	Actual (School)					

On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	· District personnel	NA	NA	
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	· District personnel · Administration · Guidance	$0	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
custom, school-based programming to meet this goal.		· Instructional Coach · Teachers			
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	· Administration · Guidance · Instructional Coach · Teachers	$0	NA	
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	· Administration · Guidance · Instructional Coach	$0	NA	
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	· Administration · Guidance	$0	NA	
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	· Guidance · Teachers	$0	NA	
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	· Administration · Guidance · Teachers	$0	NA	
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	· Administration	$0	NA	
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	· Administration · Guidance · Teachers	$0	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	· Administration	$0	NA	
2. Increase leadership opportunities within the school during the school day.	2024-2029	· Administration · Guidance · Teachers	$0	NA	
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	· Administration · Guidance	$0	NA	
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	· Administration · Guidance	$0	NA	
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	· Administration · Guidance · Teachers	$0	NA	
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	· Administration · Teachers	$0	NA	
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	· Administration · Guidance · Instructional Coach · Teachers	$0	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	· Administration · Guidance · Teachers	$0	NA	

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☑School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
(* required)

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
			Projected (District)	22%	20%	18%	16%	14%
Student Services	24%	TBD	Actual (District					
			Projected (School)	21.81%	19.81%	17.81%	15.81%	13.81%
	23.81%	TBD	Actual (School					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	· Administration · Attendance Clerk	$0	NA	
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	· Administration · Attendance Clerk	$0	NA	
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	· Administration · Attendance Clerk	$0	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	· District personnel	NA	NA	
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	· Administration · Attendance Clerk · Guidance · Teachers	$0	NA	
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	· Administration · Guidance · PTA	$0	NA	
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	· Administration · School Nurse · Attendance Clerk	$0	NA	

GOAL AREA 3 – Performance Goal 3

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☑School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
(* required)

Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	· Administration · Guidance · Teachers · Attendance Clerk	$0	NA	
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· Administration · Guidance · Teachers · PTA	$0	NA	
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· Administration · Guidance	$0	NA	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
		· Technology Assistance Coordinator			
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	· Administration · Guidance · PTA	$0	NA	
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	· Administration · Guidance · PTA	$0	NA	
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	· Administration · Guidance · PTA	$0	NA	
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)	2024-2029	· Administration · Guidance · ESOL Department · Teachers	$0	NA	
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	· Administration · Guidance · Teachers	$0	NA	
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	· Administration · SIC	$0	NA	