Ralph Chandler Middle

Jeff Jenkins
Principal

Greenville County School District

Dr. W. Burke Royster
Superintendent

Action Plan
2024-2025 through 2028-2029

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Ralph Chandler Middle School

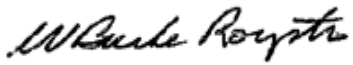
SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 *(five years)*

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		**5/1/2024**
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Jeff Jenkins		**2/27/2024**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Nell Berkeley		**2/27/2024**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Sarah Evanson-Atkinson		**2/27/2024**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 4231 Fork Shoals Rd Simpsonville, SC 29680
SCHOOL TELEPHONE: (864) 452-0300
PRINCIPAL E-MAIL ADDRESS: jjenkins@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

	POSITION	***NAME***
1.	Principal	Jeff Jenkins
2.	Teacher	Gary McCartney
3.	Parent/Guardian	Amy Haymes
4.	Community Member	Dave Goff
5.	School Improvement Council	Nell Berkeley
6.	OTHERS*	Brandon Addy-AP; Mairin McLeer-AP

POSITION	***NAME***
Assistant Principal	Brandon Addy
Administrative Assistant	Mairin McLeer

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

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

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 ◉	**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.

N/A	
○ 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.

Ralph Chandler Middle School Portfolio

2024-2029

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Introduction

Our school has been involved in the self-study process since inception. We have developed a Professional Learning Community and have encouraged collaboration among all staff members to plan effective lessons, work together to find solutions to gaps in academic achievement, implement advisory-based character education programs, and address discipline concerns. We have worked on enhancing formative and summative assessments, tailoring authentic student feedback, utilizing standardized test data to influence instruction and assessment, implementing student academic interventions, and mentoring at-risk students. Our latest ventures include being named and re-designated as a National School To Watch, seeking recognition by the National PTA School of Excellence, and focusing on PLC with future plans to earn designation as a Model PLC School.

RCMS School Portfolio Committees

2024-2029

The Committee for the School Portfolio for 2024-2025 is: Brandon Addy, Sarah Evanson-Atkinson, Jaime Campbell, Gary McCartney, and Nell Berkeley.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning

Standard 2: Governance/Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Executive Summary

2024-2025 Update:

Located in the southern part of Greenville County, Ralph Chandler Middle School serves approximately 750 middle school aged children in grades six through eight. The school's namesake, Ralph Chandler, believed that the residents of rural Greenville County deserved equal access to remarkable and memorable educational experiences just as their counterparts in more populated areas of the district. This institution honors that legacy by providing exemplary learning opportunities in a safe and clean environment where all students can be proficient learners and committed citizens. Ralph Chandler Middle School helps all students with the development of world-class skills and life and career characteristics, as outlined in the Profile of the South Carolina Graduate. We continue to provide a family-friendly environment focused on learning and student achievement. To that end, our staff works collaboratively to provide students with rigorous, hands-on learning experiences. Our students consistently meet or exceed district and state expectations on benchmark and state assessments.

In the 2020 – 2021 school year, Ralph Chandler Middle was named Schools to Watch® by the National Forum to Accelerate Middle Grades Reform. The school was redesignated at the end of the three evaluation cycles during the 2023-2024 school year. The schools' emphasis on strong academics, sensitivity to young adolescents' needs and interests, and commitment to providing all students equal access to a high quality education resulted in this recognition. RCMS is recognized for a three-year period, at the end of which we must apply for re-designation and demonstrate that we are continuing to meet the National Forum's rigorous criteria.

- **Academically Excellent**. We challenge all students to use their minds well.
    - Expectations are clear for students and families
    - Students know what high quality work looks like
    - Students receive teacher feedback with an open mind and revise their work based upon that feedback

    - Curriculum and Instruction are standards aligned and make clear what students should be able to know and do
    - Students and their families know what they are learning and why: work is demanding and propels learning forward
    - Students are highly engaged with a variety of instructional strategies – simulation, hands-on, direct instruction, and technology integration.
    - Student learning is measured often and with real-world problems, connecting questions and tasks.
- **Developmentally Responsive**. We are sensitive to the unique developmental challenges of early adolescence.
    - The staff creates a personalized environment for students' intellectual, ethical, social, and physical development.
    - The school is organized into teams for enhanced teaching and learning – relationships are the center of everything.
    - Every student has an advocate on staff and families have access to help when they need it most.
    - Teachers make learning relevant to real-life experiences.
    - Students have opportunities to develop their identity through exploration of possibilities – including future careers.
    - All students have an opportunity for voice – leadership, decision-making, input, clubs, and/or extra-curricular activities.
    - Staff develops alliances with families so parents are informed, included, and involved as partners in their children's learning experience in middle school.
- **Socially Equitable**. We are socially equitable, democratic, and fair. We provide every student with high-quality teachers, resources, learning opportunities, and support. We keep positive options open for all students.
    - Students of all ability levels participate in classes with high academic and behavioral expectations.
    - All students have equal access to curriculum and high quality teaching that meets their needs.
    - All students use technology to do research and learn – students learn from more than textbooks.
    - The school community knows every student well.
    - Students have opportunities to learn about and appreciate their own and others' cultures: multiple viewpoints are encouraged.
    - The reward system is designed to honor and recognize the contributions of all students.
    - The school rules are clear, fair, and consistently applied.
- **Organizational Structures & Processes**. We are a learning organization that establishes norms, structures, and organizational arrangements to support and sustain a trajectory toward excellence.
    - Shared, distributed, and sustained leadership propels the school forward and preserves its institutional memory and purpose.
    - The principal has the responsibility and authority to hold the school-improvement enterprise together, including day-to-day know-how, coordination, strategic planning, and communication
    - The school is a community of practice in which learning, experimentation, and time for reflection are the norm.
    - Content-rich professional development aimed to increase student achievement is regularly offered.
    - The school is not an island: community partnerships are important to us as a learning community.
    - The school includes families and community members in the support of the schools mission and vision.

School Profile

Ralph Chandler Middle School understands our families, staff and community play an important role in actualizing our shared vision. We are committed to developing a variety of relationships within our community in order to benefit our students and our community at large.

Parental Involvement

The Parent Teacher Student Association (PTSA) at Ralph Chandler Middle School is very involved in the life of the school. The PTSA-sponsored "Spirit Week" is the school's biggest fundraiser and is now a tradition. Spirit Week included an array of entertaining activities for students and teachers alike. Funds raised from Spirit Week benefit the school in many ways, as well as contribute to the United Way. The PTSA has partnered with local businesses to have RCMS Spirit Nights where our school receives a percentage of the profits. In addition, the PTSA provides food for our faculty and staff several times annually. Additionally, the *Friends of Chandler* entity accepts donations of any amount. The PTSA has a school store open before school three days a week that sells school spirit wear, supplies, and snacks. They also sponsor school-wide dances, as well as the 8th grade dance at the end of the school year. The PTA also has purchased a snow cone machine that is used to sell snow cones during Panther Zone events and on other special occasions. Mini-grants in excess of $6,000 are traditionally provided to teachers and staff to assist towards purchases of instructional equipment. The PTSA sponsored recognition programs for A and A/B honor roll students and also supports the schools Panther Explore club time program as well as the schools PBIS program.

Community Involvement

The School Improvement Council (SIC) is currently composed of parents, teachers, administration and members of the community. The variation of members serving on the council provides important, yet differentiated input. Discussions of the SIC have included school-wide academic progress, assessment data, improvements to the outdoor fields, and campus beautification. The SIC also regularly develops surveys to ask for input in ways in which our school might provide training, information, or services beneficial to the community.

RCMS, over time, has found many ways to be involved with the community:

- Coat drive to provide coats to needy children
- Curriculum Night
- Canned food drive
- Quarter drive to raise money for needy families within our community
- Hosting an open house and dedication to allow the community to see the facility and meet the faculty and staff
- United Way Fundraising Campaign
- The RCMS community service Club has volunteered for the following organizations: Greenville Humane Society, Golden Strip Food Bank, and others.
- University practicum students and student teachers

- Run Hard team of students and teachers
- Various fundraisers
- Christian Release Time one day a week (Wednesdays)
- Build-A-Bear Community Community connection between RCMS and Fork Shoals School.

Several of our acquired partnerships are listed below.

- PTSA Mini Grants- Provided for teacher projects and purchases
- Greenville Drive Reading All Stars program
- IV Metal Works, LLC funded our Breakfast Club which focuses on Career Development
- Palmetto Used Cars donated to support our Breakfast Club Career Development
- J Osborne Designs supported the school through various activities including Breakfast club, Giving Tree, Staff Appreciation events and fundraisers that benefited our community needs.
- Donation from Publix Partnership Cards from families shopping at Publix
- Career Speakers for Breakfast Club this year included;
  Mayor of Fountain Inn - GP McLeer
  Canebrake Fire Chief - Zac Terry
  Greenville County Sheriff's Office : Sergeant Brian Osbourne and Officer Corey Brown
  Astro Kennels Search and Rescue Dog Trainer - Jamie Noland
  Book Author - Dave Goff and Illustrator - Thooya Crump
  Morgan Manning - Sea Turtle Releases Coordinator with St. Marks Wildlife Refuge

Future community involvement

We will continue to welcome the involvement of our local community in the education and development of our students. We will also diligently strive to find ways for community members and organizations to share their time, talent, and resources with our students. In return, we will pursue ways the school can return the investment through resources that are beneficial to the community. In order to empower active citizens, students and faculty and staff will be encouraged to organize and participate in service activities that benefit the school and community

Personnel

Our faculty consists of seven male and thirty-four female full time teachers. We have three school administrators, an instructional coach, three and one half guidance counselors, a media specialist, a part-time ESOL teacher, a guidance clerk and a school nurse. We also have an attendance clerk, a secretary, a media aide, and two front office staff members. Our cafeteria is staffed by six individuals, and we also have six members on the maintenance staff.

The table below illustrates the experience level of our faculty.

Years	# of staff	% of staff
0-5 years	15	28.8%
6-10 years	10	19.2%
11-15 years	8	15.4%
16-20 years	7	13.5%
21-25years	7	13.5%
26+ years	5	09.6%

The information below indicates the educational degree level of our faculty:

Degree	Number of staff	% of staff
B.A./B.S.	19	38 %
B.A / B.S. +18	1	2%
Masters	16	32%
Masters +30	13	26%
Ed. S	1	2%

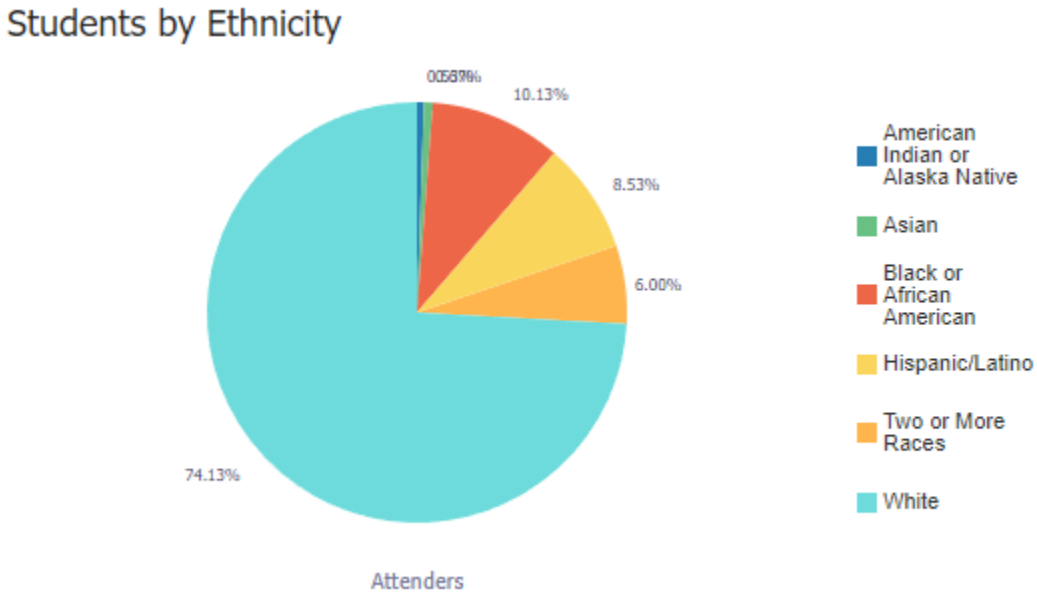
As evidenced by the above tables, our staff occupies all experience levels and many have completed additional coursework. Paraprofessionals in our building are one of our greatest assets. The school would not be able to operate smoothly without their selfless contributions. Noteworthy is the fact that our Media Clerk, Ms. Cornish, was named the 2015 Media Paraprofessional of the Year by the South Carolina Association of School Librarians (SCASL). One of our early career teachers was named district teacher of the year to watch, and another veteran teacher was recognized at the state level for her work in mentoring early career teachers. One of our counselors and several other classroom teachers host student teachers. Three of our

department chairs are involved in the district curriculum writing teams over the summers and many of our teachers, including four this year, present at state conferences on best practices.

Our staff is 74% Caucasian, 10% Black, 8% Lation, 6%. One of our faculty members is Nationally Board Certified.
Our teacher attendance rate was 94% during the 2023-2024 school year, which has fluctuated by a couple of percentage points from year to year.

Student Population
Our enrollment for previous academic years has averaged approximately 730 students, and we ended the 2023-2024 year with 772 students. Our student attendance rate for the 2023-2024 school year was 93.9 %.

The demographic data concerning our 2023-2024 student population is found below:



	06		07		08		06		07		08		Attenders Total	% of Total
Race/Ethnicity	F	M	F	M	F	M	F	M	F	M	F	M		
American Indian or Alaska Native		2	1			1		1.5%	0.8%			0.8%	4	0.5%
Asian				1	2	2				0.8%	1.5%	1.7%	5	0.7%
Black or African American	10	12	14	15	15	10	8.3%	9.2%	11.5%	12.1%	11.4%	8.3%	76	10.1%
Hispanic/Latino	10	8	7	9	19	11	8.3%	6.1%	5.7%	7.3%	14.4%	9.1%	64	8.5%
Two or More Races	8	5	9	13	4	6	6.7%	3.8%	7.4%	10.5%	3.0%	5.0%	45	6.0%
White	92	104	91	86	92	91	76.7%	79.4%	74.6%	69.4%	69.7%	75.2%	556	74.1%
Grand Total	120	131	122	124	132	121	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	750	100.0%

Student attendance for the 2023-2024 school year was 93.9%. This percentage fell just shy of the 94% objective for the state.

Academic and Behavioral Features

RCMS is proud to provide a myriad of academic and behavioral opportunities for our entire learning community. Teachers are encouraged and expected to participate in professional development within their content area(s) as well as technology for the classroom. This allows our teachers to remain current regarding educational initiatives.

Students' academic, behavioral, and emotional well-being are all fostered by the entire staff at RCMS. Students have tutors, mentors, and counselors at their disposal. RCMS also reaches out to parents by providing programs that maintain positive relationships.

Opportunities for our entire learning community are itemized as follows:

- RCMS provides students with a daily lab time which provides students with one extra period of each core class weekly.
- RCMS provides once weekly advisory time to improve student character, life skills and personal responsibility. This period allows students to develop a relationship with each other and their homeroom teacher.
- RCMS encourages writing across the curriculum which has remained fluid due to fluctuations in the state's writing assessment expectation.
- RCMS provides teachers and parents time to schedule routine parent teacher conferences to strengthen the relationships between students, teachers, and parents.

- RCMS provides technology-integrated professional development to assist teachers in keeping students actively engaged.
- RCMS provides testing to assess students' individual strengths and weaknesses. Test results are used for teachers to adopt classroom teaching strategies and accommodations for students of all learning styles and abilities.
- RCMS provides Power Teacher training to assist teachers with student record keeping, running reports, and analyzing trends in grades.
- RCMS provides eclectic, job-embedded professional development opportunities for all certified staff. Professional learning is based on focal points developed by the Instructional Leadership Team.
- RCMS adheres to the state standards, and teachers are required to post the standards/indicators on the board for each individual lesson.
- RCMS provides collaborative opportunities for teachers, department heads, team leaders, and administration.
- RCMS provides teachers with team meeting times to allow teachers to communicate with each other in addressing teaching strategies, discipline, and parental concerns.
- RCMS provides mentoring (academic and behavioral) through a time of reflection during in-school suspension.
- RCMS teachers offer before and after school tutoring for students across grade levels.
- RCMS teachers provide weekly, systematic academic and behavior intervention services to students Mondays, Tuesday, Wednesday, and Thursday, while Fridays present students with valuable advisory lessons.
- RCMS provides a variety of high school level courses within the core curriculum as well as the related arts' curriculum. These courses include: English 1, Algebra 1, Spanish 1, Fundamentals of computing, creative writing, personal finance, Band I, Chorus I, and Orchestra I.

Statements of Purpose

Mission

The mission of Ralph Chandler Middle School is to provide diverse educational opportunities that support Critical Thinking, Communication, Collaboration, and Creativity.

Vision

Preparing 21st Century Learners

Beliefs

We Believe:

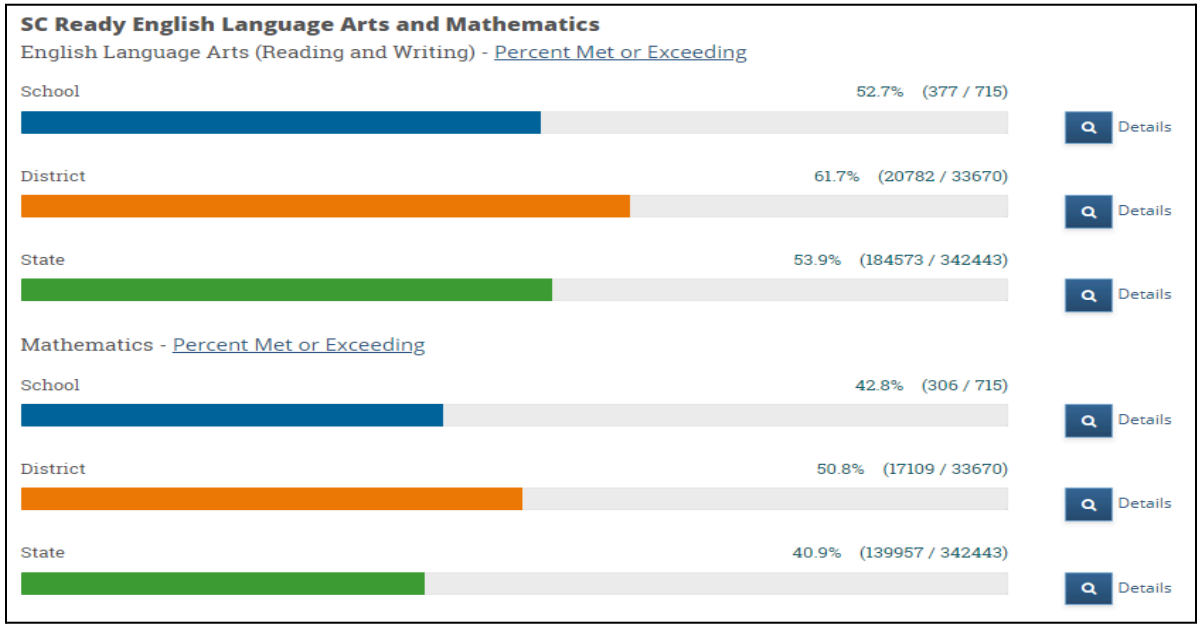
- in honoring the legacy of Ralph Chandler.
- positive relationships play a critical role in student success.
- our students are the focus of our school community.
- in developing responsible digital citizens for the 21st century.
- a quality education embodies a passion for teaching and learning .
- a collaborative community empowers students to succeed.
- students should contribute to the community through service learning.
- developing good character is vital to our success.
- establishing a climate of mutual respect will promote a safe and orderly environment.
- in the development of the whole child through extra-curricular activities.

Data Analysis and Needs Assessment

Student Achievement

SC Ready continues to be our state assessment for Math, ELA, and Writing. The SC PASS for Science remains in place as well. The school met goals in all areas during the 2022-2023 school year and remains on track to produce similar results based on 2023-2024 benchmarks assessments.

The following data is from the 2022-2023 school year.



SC Ready by Grade Level

English Language Arts (ELA)

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
6	246	25.2%	26.8%	19.5%	28.5%	48.0%	74.8%	573.5	134.6
7	242	23.6%	29.8%	22.3%	24.4%	46.7%	76.4%	609.1	115.2
8	252	14.7%	23.0%	34.5%	27.8%	62.3%	85.3%	667.5	112.7

Mathematics

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
6	246	24.8%	33.7%	23.2%	18.3%	41.5%	75.2%	532.0	99.3
7	242	24.0%	38.0%	21.1%	16.9%	38.0%	76.0%	560.7	97.5
8	252	18.7%	34.9%	26.2%	20.2%	46.4%	81.3%	610.7	94.3

Teacher and Administrator Quality

All teachers at Ralph Chandler Middle School use technology in their classrooms, and the majority of teachers are technology proficient, as demonstrated through INTEL certification. Teachers who have yet to receive a professional teaching certificate are exempt from technology proficiency expectations. Technology proficiency is pursued upon completion of two years of teaching with successful formal evaluation cycles.

Our intent is to provide quality professional development in a variety of areas which will give our teachers more tools to create dynamic standards-based lessons and to more effectively manage their classrooms. We will continue to focus on research-based teaching strategies and on improving our collaboration through Professional Learning Communities. Such training is critical in maintaining a high degree of staff quality. Teachers consistently receive job-embedded professional development opportunities during grade level, team, and department meetings, as well as collaborative planning sessions. In addition, RCMS has at least one content area representative at each district-level, content-specific professional development.

We will also continue to encourage our staff to become highly qualified in all subjects in which they teach. Due to changes in student enrollment, some of our teachers work in two-person teams. As enrollment fluctuates from one grade to another, it may be necessary to move some staff to another grade level or content area. We will continue to work with these teachers in becoming highly qualified as these changes occur. We may also need to add additional staff and will make it a priority to select teachers who already possess the highly qualified credentials needed at that time.

Ralph Chandler Middle School
Professional Development Calendar 2024-2025

Jeff Jenkins – Principal

Professional Learning Focus Area	Frequency
Mindfulness: Breath Control, Self-Regulation, Co-Regulation, Classroom-Centered SEL	**9 times per 9 week period**
Formalized Data Analysis Processes : SWOT, PA Analysis Site-Based Tools, SCREADY Data Analysis (Data Discussion)	**3-4 times per 9 week period**
Analysis of Standards and Indicators to be taught in upcoming unit of study to determine power standards, areas of forecasted difficulty, and best resources for immediate use.	**2 times per 9 week period**
Formalized Analysis of CFAs for rigor, standard alignment, and equity.	**2 times per 9 week period**
Analysis of Anecdotal, Classroom-Based Data (Pre-Tests, Past Data from SCREADY/PA) for consideration in planning of upcoming units of study.	**2 times per 9 week period**
Analysis of Anecdotal, Classroom-Based Data (including CFAs and Student performance on in-class activities) to determine remediation target areas for advisory period and in-class review.	**3 times per 9 week period**
Analysis of Anecdotal, Classroom-Based Data (including CFAs and student performance on in-class activities) to determine appropriate extension activities for students showing high levels of skill competence and content knowledge in advance of their peers during a unit of study.	**2 times per 9 week period**
Determination of most appropriate motivations/incentive plans for major assessments with plans for implementation (time and resources)	**1 time per 9 week period**
Note: This "rotation" of focus areas takes place each 9 week period to ensure that all questions within the PLC framework are addressed by all practitioner teams (PLCs) at the right times to meet the needs of student learners.	

In addition to the Professional Learning opportunities listed in the table, our staff also regularly engages in the following:

1st Wednesday each month – *Team Leaders*

2nd Wednesday each month – *Department Meetings*

3rd Wednesday each month – *Faculty Meetings*

Weekly - Facilitated PLC *Collaborative Planning sessions on Thur*
Teacher Collaborative Planning on Tuesday (Not facilitated)

Weekly – *Team meetings or OnTrack student support meetings on Wednesday*

Professional Development Plan 2024/25

During the 24/25 school year, each academic content area team and related arts teacher will participate in a weekly Professional Learning Community meeting, which is aligned with the tenets of the Solution Tree Professional Learning Community models and frameworks.

Each content area will meet twice weekly with one session being facilitated by the Instructional Coach. Meetings will follow the Solution Tree PLC framework and work to answer the four essential questions. Teachers will engage in planning sessions designed to complete nine week unit plans that work to ensure co-teaching classes are carefully planned for. Teachers will also engage in Learning Walks by department during planning periods to support their own growth and that of their department. New for this year, the administrative team will seek input from department chairs to collaboratively set data goals and target areas of professional focus for the upcoming school year. Based on the input from department chairs, learning walks, 2024 SCReady data, and what discussions generate during weekly PLC meetings a more detailed PD plan will be developed so that professional learning is responsive, timely, relevant, and aligned with current best disciplinary practice.

School Climate

To access the 2022-2023 school report card: https://screportcards.com/overview/?q=eT0yMDIzJnQ9TSZzaWQ9MjMwMTExOA

	2023	2024	2025	2026	2027	2028	2029
Teacher Attendance Rate	96.34						
Student Attendance Rate	94.29						
Suspension/Expulsion Rate	0.06						
Students Older than Usual for Grade							
Percent of Teachers Satisfied with Physical/Social Environment	85.7						
Percent of Students Satisfied with Physical/Social Environment	86.3						
Percent of Parents Satisfied with Physical/Social Environment	88.3						
Percent of Teachers Satisfied with Learning Environment	89.8						
Percent of Students Satisfied with Learning Environment	88.8						
Percent of Parents Satisfied with Learning Environment	92.1						
Percent of Teachers Satisfied with Home-School Relations	91.8						
Percent of Students Satisfied with Home-School Relations	94.9						
Percent of Parents Satisfied with Home-School Relations	93.1						

Patterns:

1. Teacher attendance rate reached expectations and is at a three year high. In the 2023-2024 school year teacher attendance rate has decreased. Administration is working on this to ensure a 96% attendance rate.
2. The previous cycle showed gaps in the perceptions of stakeholders related to home-school relationships. We clearly have worked to close this gap and the results are wonderful.

3. The greatest area for improvement is in the area of the physical/social environment. We have implemented focus teams during the 2023-2024 school year. This team reviews climate survey data twice a year to identify trends and seek areas for improvement. This collaboration with teachers has already demonstrated evidence of being effective and we will continue to improve upon this process over the next school year.
4. Using the graphic below we have a high percentage of parents who have created parent Backpack accounts and we continue to work on a goal of 100% with the remaining families.

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 42% in 2022-23 to 57% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math			Projected (MS)	47%	50%	53%	56%	59%
SCDE School Report Card	42%	47	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	• School instructional leadership team	0		
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	• School administrators through the SLO process	0		
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	• Instructional Coach and PLCs	$5000	Gen fund PD budget for subs to create targeted planning days	
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	• Instructional Leadership team and classroom teachers			
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.:	2024-2029	• District Academics department	n/a	n/a	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
manipulatives, mathematical tools, technology).					
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	● PLCs using Solution Tree cycle			
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	● Instructional Leadership team to include teachers as part of PD cycles and instructional rounds			
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	● Instructional Leadership team using Mosaic and PMO			
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	● Instructional Coach and Department chair			
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	● Using ScReady and Benchmark data to create goals and use PLC cycle to develop timely, relevant, job embedded PD.			
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	● Instructional Leadership team and Guiding Coalition			
4. Foster a collaborative relationship between schools and parents.	2024-2029	● Instructional Staff.			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	● School Counselors and Math Department with support from Administration			

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 55% in 2022-23 to 70% in 2028-29.

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)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card	55% 57%	57 TBD	Projected (MS) Actual (MS) Actual (District)	57%	60%	63%	66%	69%

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	• Department Chairs and Instructional Coach			
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	• PLCs			
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	• IC through facilitated PLC sessions			
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	• IC through facilitated PLC sessions			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5. Implement a range of assessment methods that measure student understanding.	2024-2029	• Classroom Teachers			
6. Ensure vertical articulation of grade level content and practices.	2024-2029	• Department chair with support from IC and administration			
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	• Content Collaborative Teams in PLCs			
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	• Collaborative Teams in PLCs			
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	• Department Chair with support from IC and instructional leadership team			
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	• Collaborative Teams in PLCs			
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	• Collaborative Teams in PLCs			
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	• Instructional Leadership team to include teachers as part of PD cycles and instructional rounds			
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and	2024-2029	• Collaborative Teams in PLCs			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
interactive texts to accommodate various learning styles.					
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	● Instructional Coach through PLCs to identify needs and provide timely, relevant, job embedded PD			
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	● PLCs and Instructional Leadership Team			
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	● Department Chair and IC			
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	● Collaborative Teams in PLCs			
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	● Instructional Leadership team			

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
HR	100%	TBD	Projected (District)	100%	100%	100%	100%	100%
			Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	99%	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	● Instructional Leadership team			
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	● School District and school cite admin. to encourage leaders in the building to train and then host practicum and student teachers			
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	● Counselors through Career exploration and Job Shadowing			

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
HR	12.10%	TBD	Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	21%	TBD	Actual (District)					
			Projected (School)	20.5%	20%	19.5%	19%	18.5%
			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: Identify staff and develop strategies for review and development of actions steps from fall and spring UpBeat Culture Survey					
1. Continue with periodic meetings with the school based UpBeat Focus team that was established in 2023-2024. Using a team of teachers to review feedback and offer recommendations for improving areas has shown growth and will be continued	2024-2029	ILT and UpBeat Focus Team			
Action Plan for Strategy #1: Work to develop a school Guiding Coalition that will assist in streamlining the school focus around Schools To Watch					
1. Continue to discuss work/life balance with staff and streamline initiatives to ensure we are doing the right work and not more work where possible.	2024-2029	ILT and UpBeat Focus Team			

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)	58.36	56.36	54.36	52.36	50.36
	60.36	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 Office Leadership with site based leadership team implementing at school level			
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	• Advisory classes LiveSchool PBIS Committee			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	● School Counselors			
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	● School Counselors and IC with guidance from administrators			
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	● OnTrack teams			
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	● Counselors through SEL Lessons			
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	● Team leaders/Department Chairs and administration			
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 using 5 conversation tool and language line tool			
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	● School Counselors to provide support to staff for teachers to utilize in meetings			
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.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	● School Leadership keeping our Panther Explore program and Breakfast club			
2. Increase leadership opportunities within the school during the school day.	2024-2029	● Leadership team through Club Time			
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	● Classroom teachers to increase opportunities to invite parents in to serve as partners in delivery of instruction.			
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	● Sub-committee that reviews discipline matrix for school. Team will develop graphics and frameworks that define what this means and looks like for our school			
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	● Counselors and teachers to work out root cause analysis and develop strategies			
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	● School discipline sub-committee and LiveSchool (PBIS) subcommittee			
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	● Counselors through SEL lessons			
5. Provide student-centered interventions and resources for students who repeat detrimental	2024-2029	● OnTrack Teams			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.					

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
Student Services	24%	TBD	Projected (District)	22%	20%	18%	16%	14%
			Actual (District					
			Projected (School)	12.69%	10.69%	8.69%	6.69%	4.69%
	14.69%	13.69	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	● Attendance clerk to create a document/graphic to share with families			
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	● Attendance Clerk			
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	● Attendance Clerk, Counselors and Administration through periodical meetings to monitor progress			
2. Provide ongoing trainings for Attendance Clerks or Interventionists.	2024-2025	● District Office			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
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	• Attendance Clerk			
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	• School Counselors and Attendance Clerk			
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	• School Nurse through month by month communication plan			

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
ETS	TBD	TBD	Projected (District)	TBD	TBD	TBD	TBD	TBD
			Actual (District)					
	TBD	TBD	Projected (School)					
			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	● Backpack manager at school			
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	● Backpack manager to create graphic to send with month by month communication plan			
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	●			
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,	2024-2029	● School Counselors through career exploration			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
and community organizations) to encourage and promote parent and community involvement in schools.					
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	●			
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	● School Counselors			
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	● Guiding Coalition			
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	● Guiding Coalition			
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	● SIC Chair			

Appendix A

Our 2018-2019 School Report Card can be found at the following link:
https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9TSZzaWQ9MjMwMTExOA

Information about the ESEA waiver/Every Student Succeeds Act (ESSA) is available at the following links:
ESEA: http://ed.sc.gov/data/report-cards/federal-accountability/esea/
ESSA: http://ed.sc.gov/educators/educator-effectiveness/essa-evaluation-changes/