

Greer Middle IB School

"Empowering Learners for a World Class Education"

3032 East Gap Creek Road, Greer, SC 29651



School Portfolio 2014-2015

Updated and Revised March 27, 2015

Michael Ruthsatz

Interim Principal

Greenville County Schools
School System

Mr. Burke Royster

Superintendent



Scope of Plan 2013-2018

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Greer Middle IB School

DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*one year*)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
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PRINTED NAME	SIGNATURE	DATE
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CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Michelle Roberts		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Michael Ruthsatz		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 3032 East Gap Creek Road, Greer, SC 29651

SCHOOL'S TELEPHONE: (864) 355-5800

PRINCIPAL'S E-MAIL ADDRESS: mruthsatz@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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 | Michael Ruthsatz |
| 2. TEACHER | Erich Sturgill |
| 3. PARENT/GUARDIAN | Blair Keeley |
| 4. COMMUNITY MEMBER | Drenda Belue |
| 5. SCHOOL IMPROVEMENT COUNCIL | Michelle Roberts |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

POSITION

NAME

Career Development Facilitator _____ Allison Rosemond

Guidance _____ Karen Clinkscale

Media Specialist _____ Amelia Sinclair

8th Grade Teacher _____ Nanette Davis

8th Grade Teacher _____ Andrea Coker

7th Grade Teacher _____ Brittany Seaman

6th Grade Teacher _____ Ken McMahon

Assistant Principal _____ Stephanie Lackey

Instructional Coach _____ Carlton Greene

***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

(Mandated Component)

Act 135 Assurances

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

 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).

 X **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).

 X **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent 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.

 X **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*.

 X **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

 N/A **Innovation**

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

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 no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, 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.

X 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).

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.

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, although they may be housed at locations with other grade levels or completely separate from schools.

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.

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 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-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of

preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

X **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.

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Greer Middle IB School

“Empowering Learners for a World Class Education”

An Authorized International Baccalaureate Middle Years Programme

Introduction

3032 East Gap Creek Road

(864) 355-5800

GREENVILLE COUNTY SCHOOLS

Grades Served 6th, 7th, and 8th



The Greer Middle School Portfolio

The Greer Middle School portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio

provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The five categories utilized in this school portfolio are—

- Executive Summary
- School Profile
- Mission, Vision and Beliefs
- Data Analysis and Needs Assessment
- Action Plan



This school portfolio is a living document that describes Greer Middle School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome. Several teams of teachers were involved in developing the narratives for our portfolio based on input from the whole staff. Much of the narrative content came from discussions of the staff in the process of evaluating our work. Our school has three focus groups that consist of all our staff and these groups developed the portfolio. Our School Improvement Council and members of our P.T.S.A. also contributed parent data and input to this process. During these assessments, staff members were asked to contribute “evidence” of our progress—actual documents that show the changes in our practices.

Please enjoy this comprehensive treasure as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!



Leadership Team

Position	Name
Principal	Michael Ruthsatz
Teacher	Erich Sturgill
Parent/Guardian	Blair Keeley
Community Member	Drenda Belue
School Improvement Council	Michelle Roberts
Assistant Principal	Stephanie Lackey
Guidance	Karen Clinkscale
8 th Grade Teacher	Andrea Coker

Instructional Coach

Carlton Greene

Media Specialist

Amelia Sinclair

7th Grade Teacher

Brittany Seaman

6th grade Teacher

Ken McMahon

8th grade Teacher

Nanette Davis



Executive Summary

Greer Middle IB School Profile

“Empowering Learners for a World Class Education”

As of March 27th, 2015, Greer Middle School served an enrollment of 960 students. Our ethnic statistics reflected the following percentages: 22.5 % Hispanic-American, 58 % Caucasian-American, and 17% African-American. Over the past five years, our population has shown an increase within the Hispanic

ethnic group. Black and white ethnic group totals have remained fairly stable, fluctuating from one to four percentage points during this time. Currently we have 53% male population to 47% female. The poverty index for Greer Middle School for the 2014-2015 school year is **72.34%** continuing a rising trend from 51.76 in 2005-2006.

Currently, Greer Middle School staff includes fifty-seven teachers, three administrators, one media specialist, two guidance counselors, an instructional coach, a part-time IB coordinator and one career development facilitator. Greer Middle has had 3 different principals in three years which has impacted our school in many different ways.

greer Middle School Priorities



The instructional priorities of Greer Middle School include incorporating the International Baccalaureate Middle Years Programme within the state standards for each subject area. Our school follows the South Carolina state standards for class

content and weaves the International Baccalaureate areas of interaction into every class curriculum.

The Focused Learning model is implemented in every class, and our professional development activities have centered on differentiated instruction techniques. Greer Middle School also strives to integrate technology in each learning opportunity. The organizational priorities include raising the achievement level of each student in our school. Greer Middle endeavors to increase parental participation in the activities and planning at the school and to create and maintain an environment that is supportive of learning.

Summary of Student Achievement Needs Assessment

Based on 2014 PASS scores, our data research and analysis indicated achievement gaps between minority groups.

White Americans scored higher than Hispanic Americans who in turn scored higher than African Americans in Math and English/Language Arts.

Greer Middle – 2014 Report Card	ELA	Math
Projected Performance	630	630
White	667	672
African-American	627	624
Hispanic	635	640

Female students scored higher in English/language Arts than the male students and almost the same in Math as male students:

Greer Middle – 2014 Report Card	ELA	Math
Projected Performance	630	630
All Students	634.8	639.1
Male	627.4	637.8
Female	642.5	640.6

Lunch Status reflected similar statistics with free and reduced lunch students scoring lower than those students who did not receive subsidized meals.

Greer Middle 2014 Report Card	ELA	Math
Projected Performance	630	630
All Students	634.8	6639.1
Subsidized Meals	612.4	616.2

See the Needs Assessment section for the full range of student achievement data.

To meet increased state and federal goals for student success in the coming years, Greer Middle School must raise the percentage of students scoring in Met and Exemplary categories of the state accountability test. Using state standards, differentiated teaching strategies, the Learning Focus model, MAP Testing and Compass Learning, the faculty and staff intend to increase student achievement. In 2011 GMS met 25 of 29 objectives on the state report card. The faculty is committed to making changes that will enhance the abilities of our students to perform at their highest level.

Summary of Teacher and Administrator Quality Needs Assessment

Greer Middle's Teacher Quality Goal. The administration restored the percentage to 100% for the 2011-2012 school year.

	Teachers	Our School	State Objective
• 2014	Classes not taught by highly qualified teachers	1.6%	0%
• 2013	Classes not taught by highly qualified teachers	0%	0%
• 2012	Classes not taught by highly qualified teachers	0%	0%

Summary of School Climate Needs Assessment

Greer Middle's School Climate Evaluation Results from the State Report Card

Percent satisfied with:

Year		Teachers	Students	Parents
• 2014	learning environment	63.2%	73.0%	87.8%
• 2013	learning environment	94.5%	82.1%	88.9%
• 2012	learning environment	95%	75.8%	80.9%

• 2014	social and physical environment	75.8%	67.9%	81.3%
• 2013	social and physical environment	98.1%	83.3%	81.2%
• 2012		96.7%	77.9%	76.9%
• 2011		100%	82.3%	82%
• 2014		70.7%	81.8%	70.3%
• 2013	school-home relations	94.5%	87.7%	85.4%
• 2012		95%	88.6%	76.9%
• 2011		89.7%	84.3%	81.5%

A comparison of the results from 2010 to 2014 indicates that Greer Middle continues to receive high marks for school climate from all stakeholders despite having 3 different principals in three years.

Significant Challenges from the Past 3 Years

- a. Common Assessments – Our faculty is working toward producing common assessments in core academic class on all grade levels. Our school began the process with quarterly benchmark testing and is striving to create all assessments as common assessments.
- b. Common Curriculum Guides – Our school has used a combination of teacher created and district created curriculum guides in the past. We are utilizing the Atlas Rubicon system to insure common curriculum guides in all academic subject areas.
- c. Focus on Student Learning – Greer Middle is in the process of changing the focus of the classroom from what the teacher is teaching to what the student is learning. As with any faculty progress is slow in some areas and more rapid in others.
- d. The challenge of maintaining continuity and consistency of purpose and striving for student success in having three different principals in three years at Greer Middle School.

Significant Awards/Accomplishments/Results

From the Past 3 Years

❖ ***2012-2013 Palmetto Silver Award Winner***

❖ ***2011-2012 Palmetto Silver Award Winner***

❖ *Boys Basketball County Runner-up 2014-2015*

❖ *Boys Basketball County Champion 2013-2014*

❖ *Boys Basketball County Runner-up 15-1 2012-13*

❖ *Girls Basketball County Final Four 2013-14*

❖ *Attendance Blitz Winner*

❖ *Middle School Ambassadors and Student Council Programs*

❖ *Gateway to Technology Program*

❖ *State level Geography Bee participant*

❖ *Regional Spelling Bee participant*

❖ *Battle of the Brain participants*

Greer Middle School Profile 2014-2015

"Empowering Learners for a World Class Education"

Greer Middle School as of March 27th, 2015 consists of 960 students in grades six through eight and it strives to give all students successful learning experiences. Our facility celebrated its 14th birthday this year and now has 57 instructional staff members. Greer Middle School is located at 3032 East Gap Creek Road in Greer, South Carolina.



The Community of Greer

Greer, the second largest city in both Greenville and in Spartanburg counties, continues to grow by leaps and bounds. It is the fastest growing city in South Carolina with subdivisions literally springing up everywhere. The Greer Chamber of Commerce lists the following statistics about the city.

Average Temperature

Annual Mean.....60°F	Annual Precipitation51.27 inches
Mean High.....70.7°F	Earliest Freeze Day.....10/22
Mean Low.....49.2°F	Last Freeze Day.....4/05

POPULATION

City of Greer

1990.....10,322

2000.....16,843

2003.....19,989

2005 estimate over 20,000

2010 25,775

Greer Area

15-mile radius, 2003504,168

30-mile radius, 2003929,324

As the population continues to grow in the community, so does the population in the schools that serve them. Crestview and Chandler Creek, two of our elementary feeder schools, continue to experience sustained population growth just as Greer Middle School does.



The Partnership for Tomorrow, a major program of the Greer Chamber offers the following insights to Greer and its growth:

“Greer is one of the dynamic areas of the nation and the world,” observed Doug Woodward, Director of Research at the Darla Moore School of Business at the University of South Carolina. Woodward’s economic impact study found that 4,000 new jobs and \$1.5 billion in capital investment have occurred in the Greer area since the formation of the Partnership For Tomorrow in 1998. He estimated that job growth has added \$198 million to the local economy, and the ripple effect boosted that to an estimate of \$304 million.”

“By the year 2010, the Greater Greer area will be recognized as the heart of the Greenville – Spartanburg region, contributing to the economic vitality and quality of life for which the upstate region is known.. Our community’s key demographic and economic indicators will equal or exceed the upstate regional average. Through strong partnership alliances with business, government, and education, the Partnership For Tomorrow will continue to foster economic and community development, revitalization of the city center and enhanced educational opportunities, providing overall economic success.”

“Whether your goal is to practice, enhance and advance your career, raise a family, get a quality education, or enjoy your retirement years, the Greater Greer community will provide a diverse, economically stable, cultural, educational and pro-business environment.”



History of Greer Middle School 2014-2015 Update

Greer Middle School is a beautiful facility which is only fourteen years old. Not only has our facility changed in the recent past as a direct result of the growing population in our area, but our

administrative leadership has also changed and grown. Our school's administrative team now consists of one principal, one assistant principal, and one administrative assistant. This administrative team is supported by our full-time instructional coach and a part-time International Baccalaureate (IB) coordinator. During the 2004-05 school year, Greer Middle School finalized its IB authorization process and is now an official International Baccalaureate Middle Years Programme school. Our administrative leadership continues to support this process which has transformed Greer Middle School into an internationally recognized world class institution. Teachers have been to IB training sessions in Ottawa and Montreal, Canada; Myrtle Beach, South Carolina; Houston, Texas; and Charlotte, North Carolina to learn how to implement the IB curriculum into their classes.

Greer Middle School Students 2014-2015 Update

Greer Middle School operates on a seven period day for the 2014-2015 school year. The number of hours of operation and the days students are in attendance remained the same as last year. Course offerings remained the same except the Gateway to Technology class was added. This class is a part of a program called Project Lead the Way, which is designed to prepare an increasing and more diverse group of students to be successful in engineering and engineering technology programs.

Greer Middle School operates on a seven-period day with fifty seven minutes in each period. Hours of operation are 8:30 A.M. to 3:30 P.M. for students.. Students are in attendance 180 days. All students are required to take math, reading, language arts, science and social studies in assigned instructional teams. Accelerated studies and enrichment are offered through the language arts Gifted and Talented classes at each grade level. Students must qualify through standardized test scores, IQ scores, grades, and teacher recommendations. Honors Algebra and Geometry are offered for high school credit to students who qualify along with Spanish I, French I and English I Honors. Character education is integrated into all classes. Spanish and French is



offered as a related art to all students. Special education teachers serve students in self-contained, tutorial and/or inclusion classes.

Related arts and physical education teachers serve students in home arts, music, art, technology, keyboarding, Spanish and French, band and strings. The related arts program is designed to encourage students to explore various arts and incorporate them into their lives. The courses are offered on a rotating semester schedule. All students are required to take one semester each of physical education, foreign language, technology, and the arts. Each class has its own curriculum designed to introduce the student to the subject and to become more proficient each year. Each class is designed with interests and skills of the student in mind and follows district guidelines and state standards where applicable.



Students at Greer Middle School are recognized for excellence. In 2004 the Greer Middle School

Academic Team made the final four in The Battle of the Brains academic contest sponsored by WSPA radio in Spartanburg South Carolina. Twenty-eight teams participated in this year's contest. In 2005 the team lost in the 1st round to McCracken Middle which has been in the final four every year. In 2006, 2007 and 2008 our Academic Team made the "Sweet Sixteen" round but was unable to advance. In 2009 our Academic Team won the contest. Students participate yearly in the Scripps-Howard National Spelling Bee and in



the National Geographic Society's Geography Bee. In 2006-2007, one of our students finished in the top ten in the state geography bee. Students' progress to regional finals in both of these events yearly. Greer Middle students have corresponded with several well-known authors over the course of the year in language arts classes. Students contribute to several writing contests during the year including: Parent Teacher Student Association, Lt. Governor's, Santee Cooper, and Maggie's Drawers.

Seventh and eighth grade students participate in middle school volleyball, soccer, basketball, baseball and softball as well as an intramural program. In 2014-15 the boys' basketball team lost in the county finals. Last year the boys' basketball team won the county tournament and finished with a 17-1 record. In the 2012-



2013 season the boys' basketball team advanced to the county finals with a 15-0 record and the girls went to the second round of the playoffs. Both teams won their regions. Our 2013 softball team advanced to the second round of the county playoffs with a 10-3 record. In 2006 the girls basketball team advanced to the championship game of the county tournament and captured 2nd place. Band students participate in tournaments, clinics and solo and ensemble festivals. Strings students participate in the Middle School Orchestra Festival sponsored by the Greenville County Orchestra. They also participate in the county, regional, and state solo and ensemble music festivals. Some students participate in the after school Greenville County Honors Orchestra program. Art students have participated in the Riverplace Arts Festival, the Solicitor's Anti-Drug Calendar contest, and the Middle School Juried Art Exhibition.

Students are encouraged to become involved in community service projects through Beta Club. Community Service is also a major part of the International Baccalaureate Middle Years Programme and students were required to keep a log of their community service hours for IB. Liza Manual is the IB Coordinator for our Middle Years Programme.

In 2003-2004 Greer Middle School began implementation of the International Baccalaureate Middle Years Program. This prestigious academic program was launched with sixth graders in a whole school approach. Greer Middle School submitted its application for full status in the summer of 2004 after completing teacher training and scheduling for the following year.

In 2004-2005 Greer Middle submitted its application for full status and received an authorization visit in March of 2005. We had a visit by two assessors from the International Baccalaureate Organization right before Spring Break. Our visitors were from Colorado and Texas and they met with teachers from both our school and Greer High School. In addition, they met with parents from our PTSA, SIC and other community members as well as District Superintendent Dr. Penny Fisher and our School Board member Pat Suddeth. The assessors were very impressed with our faculty and students. In the summer of 2005, we were notified that we had been given full authorization as an International Baccalaureate Middle Years Programme School.

In the past, Greer Middle School has several funded programs which focus on helping “at risk” students and the special needs of all students. This assistance is provided by having both during and after-school programs with specialized instruction. Greer Middle School also has a gifted and talented program for identified students, an after school program sponsored by Communities in Schools, and an after school program for Academic Plan Students who are identified by Palmetto Achievement and Challenge Test scores.

Greer Middle School Leaders



Mr. Michael Ruthsatz is Greer Middle School’s interim principal. Mr. Ruthsatz is a veteran of many educational leadership positions in the upstate of South Carolina.



Mrs. Stephanie Lackey is our assistant principal this year and is in her second year at Greer Middle School. Mrs. Lackey works with eighth and seventh grade students, and teachers, teacher and student incentives, and teacher evaluations.



Mr. Greg Cooke is our administrative assistant. Mr. Cooke came to Greer Middle from Woodmont Middle and works with sixth and seventh grade students and teachers. He is in charge of books, discipline and teacher evaluations.

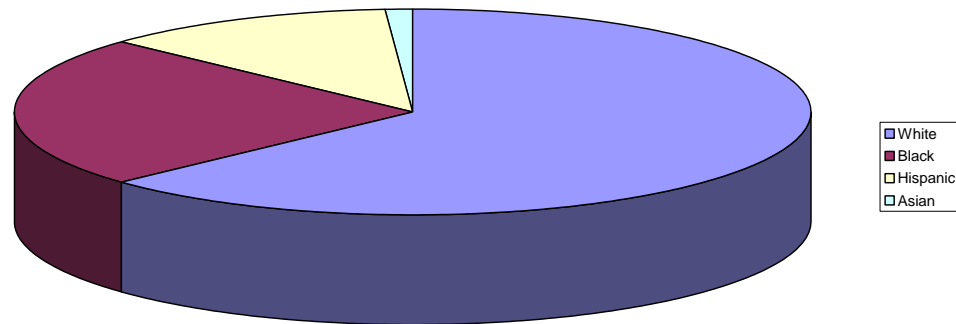
Greer Middle School Staff

There are currently ninety four staff members at Greer Middle School. Of this number, sixty-one are certified personnel, twelve are support staff, eight are food service workers, nine are custodial staff and one is a registered nurse. Of the certified personnel, three are administrative staff, fifty seven are faculty members, one is a media specialist, one is an instructional coach, two are guidance counselors, and one is an IB coordinator. Sixty five percent of the teachers have Master's Degrees or above. On an average, our teachers have been employed at Greer Middle 8.4 years. We have thirteen teachers this year who are new to Greer Middle School and five of those are new to teaching. Each grade level is well represented with a balance of experience and youth in education. The years of experience of the teachers are displayed below by grade level.

Teacher Experience by Grade Level 2013-2014

Grade Level	1-3yrs	4-5yrs	6-8yrs	9-10yrs	11-15yrs	16-20yrs	21-25yrs	26+
6	2	2	1	0	2	1	1	1
7	2	1	1	1	2	1	1	1
8	3	3	2	2	2	0	1	
Related Arts	3	1	1	1	2	2	1	
Special Ed		1	2	1	0	3	0	1

Greer Middle School Student Population



From 2009 thru the 2014-15 school year Greer Middle's Population averaged between 900 and 970 students. The ethnic percentages and NCLB subgroups remained the same with the white and black student populations decreasing slightly while the Hispanic population increased four to five percentage points. Female and male students are 48% to 52% now.

Retention rates have decreased to almost zero as Acceleration classes have given students the opportunity to be successful during the academic school year. In 2014 our student attendance rate was 94.7%.

The ethnic percentages are 57% Caucasian-American, 1% Asian-American, 17% African-American, and 22% Hispanic-American. Looking at the past four years, it is evident that while our African-American and Asian (or other) American populations have dropped, our Caucasian-American students have steadily decreased in number, while our Hispanic-American students have steadily increased in number.

Additional Staff

Greer Middle School has an officer from the Greer Police Department who is our School Resource Officer. Officer Wright was the School Resource Officer at Greer Middle School for 2014-2015.

A counselor from Greer Mental Health provides programs for a select number of Greer Middle Students.

Other support personnel available to assist in meeting the needs of Greer Middle School students



include the district psychologist, a contract school nurse, a speech and language specialist, and network computer engineer. Our student/teacher ratio is calculated at 25.5 to 1 for the 2014-2015 school year with the reality being that there are classes that range from 24 to 35 for academic subjects and larger for related arts classes.

Administrators meet with team leaders and personnel on a regular basis to discuss issues of academic and disciplinary concern. They also conduct teacher observations within the classrooms on a regular basis. Each teacher is required: to publish a class syllabus on their teacher website, submit a copy of the syllabus to the assigned administrator at the beginning of each school year and update the weekly planner on the teacher website. Administrators schedule end of the year conferences to discuss progress of the goals, concerns, and/or areas in need of improvement or focus.

The faculty and staff network with educators around the state and are active in professional organizations such as the State Middle School Association and the Greenville County Council for Social Studies.



Greer Middle School strives to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Greer Middle School offers many opportunities for student participation and recognition. An awards banquet is held in May of each year to celebrate the success in learning of many of our students.



Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. The student handbook and other information about school and classroom rules are distributed and discussed on a regular basis and are posted to the Greer Middle School website. Curriculum and courses are reviewed on a regular basis. Our Academic Standards have been developed to align with State Academic Standards and local needs. Parents are encouraged and welcomed to be active participants in the process of their student's education.

Greer Middle School Media Center

In 2006-07 a Promethean Board was installed in the Media Center to enhance learning for students and faculty members. For 2004-2005 Greer Middle received funds from the school district to purchase 1750 new books for our media center. Amelia Sinclair is our media specialist. Ms. Sinclair is in her first year with Greer Middle School. Our school has a modern and up to date media center that contains over 10,317 items in its collection. The media center offers electronic resources via its computer network. Students and teachers may access many of the programs either from the media center, the computer labs, or classrooms. There are over fifteen different software programs that can be utilized.

Safety, Cleanliness, and Adequacy of School Facilities

Greer Middle School and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan; each month regular fire and emergency drills are held to maintain a state of readiness. Planning for various potential emergencies is done in coordination with regional agencies such as the Greer Police Department, the Greenville County Sheriff's Department and the Greer Fire Department. District and school

plans stress safety for the students first. At least one coordinated drill is held across the county in which all the schools in the district participate.



Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff, led by the plant engineer Charlie Farmer, consists of eight custodians who perform basic cleaning operations in every classroom, the halls, and restrooms every day.

Other aspects of the school/district safety program include:

- District safety committee
- Bus evacuation drills
- Fire safety inspections
- Campus supervision

- Bullying prevention program
- Peer Mediation program
- Crisis Response Team Training

Counseling and Other Student Support Services

Students at Greer Middle School receive a high level of support services from an outstanding staff. Our Guidance department has three counselors to assist students. Ms. Clinkscale has been at Greer Middle School for over 26 years and has worked in the guidance department for 18 years. Mrs. Cash has worked at Greer Middle School for over 30 years.

Mission, Vision and Beliefs of Greer Middle IB School

"Empowering Learners for a World Class Education"

Our mission, vision and beliefs are communicated annually to all stakeholders during annual student/parent orientation meetings, PTSA meetings, SIC meetings and on our school website.

We expect that our students will develop both scholastically and socially. Every class will develop content that is correlated to the state curriculum standards and use research proven techniques to deliver that content. Consequently, each student will be evaluated according to the content in the state standards. Each student is expected to become familiar with the areas of interaction as they relate to the International Baccalaureate program. We will develop and maintain good parent-teacher communications to ensure student success. Because our students will be eventually entering the world of work, it is imperative that they be cognizant of the expectations for them there. Therefore, we will instill a sense of discipline by developing the student's character, teaching them that there are consequences to their actions, that they must work with each other and instilling in them the importance of punctuality.

Mission

The mission of Greer Middle School is to empower students to become independent, productive learners who exemplify good character in an increasingly global society.

Vision

When the vision of Greer Middle School is implemented, teachers will be assisting and supporting students who are actively engaged in optimal learning opportunities. Students will learn through relevant, hands-on instructional techniques that are geared to their learning needs. Students and teachers will be guided by the state and International Baccalaureate curriculum standards. Teams of teachers will strive to constantly evaluate student learning in order to promote the idea that assessment is the bridge to revision and academic growth. Vertical teaming will be used to provide a smooth transition for all students across all grade levels, from our feeder schools, and into high school. Real-world activities and research-based learning strategies will be used to make learning relevant for all students. Teachers will use ongoing authentic assessment of student learning that is aligned with the state and International Baccalaureate standards. Conversations about student success become a regular element of communication among students, parents, and teachers. Students will participate in service learning and reflect on what they have learned and how it may affect the world in which they live. This community will strive to create an environment of quality learning that heavily integrates technology into the school's curriculum and will be committed to student success through highly effective interaction and problem-solving. Students will continue their education knowing they have even greater opportunities to become independent, productive learners in a global community.

Greer Middle Guiding Beliefs

We believe our students should:

- Give and be given respect
- Be constantly challenged with standards-driven curriculum and instruction
- Share the accountability for education with parents, teachers, and the community
- Receive curriculum, instruction, and assessment aligned to meet their individual learning needs
- Be able to communicate effectively and solve problems

- # Data Analysis of Student Achievement



The No Child Left Behind Act places expectations at a very high level and states that each school must make adequate yearly progress or there will be consequences. It also places additional requirements on



public schools such as: Annual testing of all public school students in reading and math; annual report cards on school performance for parents, voters and taxpayers; ensuring that every child reads by the 3rd grade; a highly qualified teacher in every public school classroom. NCLB goes even further and states the need for accountability with these statements: A significant achievement gap exists between disadvantaged students and their more affluent peers, despite billions in Federal spending since 1965. 60% of poor fourth-graders cannot read at a basic level. U.S. students lag behind their international peers in key subjects. Past federal education policy has lacked focus and has never insisted on results. The law mandates increases in student achievement yearly based on scores of the state testing program. Clearly the federal government is serious about providing all students with a quality education. For more information please visit the NCLB website at <http://www.ed.gov/nclb/landing.jhtml?src=ln> .



The state of South Carolina through the Education Oversight Committee has established its own expectations for student learning. They have established ten goals for education in our state. The ones that are most germane to our school and situation are as follows: Goal 1: SC will rank in the top half of states on NAEP examinations and other international and national measures. Goal 2: Nine out of 10 SC students will score at or above grade level on PASS, SC's standards-based criterion-referenced tests. Goal 9. The gap among achievements of students of different racial/ethnic groups and different economic status will be eliminated. The state Department of Education has developed state standards for the curriculum of each course or class offered in South Carolina schools. The Palmetto Assessment of State Standards, which is also a measure used in meeting adequate yearly progress, is based upon the state standards. Schools are expected to show an increase in student achievement each year on these tests.

The Education Oversight Committee also reported on the 2020 Vision for South Carolina which includes these goals.

READING PROFICIENCY

Goal: By 2020, 95% of all students in grades 3 and 8 will be reading on grade level.

ON-TIME GRADUATION

Goal: By 2020, 88.3 percent of our students will graduate on time.

COLLEGE PREPAREDNESS AND WORKFORCE READINESS

Goal: By 2020, 85 percent of high school graduates will qualify for postsecondary education or employment.

Schools Rated At Risk

Goal: By 2020, there will be no schools rated At Risk.

Our district, Greenville County Schools, has established its own expectations for student achievement which are known as Priorities for Performance. Priorities for Performance is a set of strategies designed to support the district mission and the goals adopted by the Board of Trustees in March 1999 and reaffirmed in 2012-2013. These goals include the primary goal to (1) accelerate significantly the academic achievement of each student, and four supportive goals: (1) ensure quality personnel in all positions, (2) provide a school environment supportive of learning, and (3) improve public

understanding and support of public schools, (4) effectively manage/further develop necessary financial resources. These goals are quoted from the district website and for more information you may visit this website at <http://www.greenville.k12.sc.us/Departments/main.asp?titleid=edplan>

Poverty Index of Greer Middle IB School

2005-2006	51.76%
2006-2007	55.38%
2007-2008	55.65%
2008-2009	60.52%
2009-2010	64.64%
2010-2011	68.75%
2011-2012	68.95%
2012-2013	69.63%
2013-2014	70.36%
2014-2015	72.34%



Greer Middle Demographics 2014-2015 School Year

School	Grade	Asian	Black or African American	Hispanic or Latino	Multi-Racial	White	Total

School	Grade	Asian		Black or African American		Hispanic or Latino		Multi-Racial		White		Total
		M	F	M	F	M	F	M	F	M	F	
GMS	6	<u>0</u>	4	29	22	34	30	6	6	92	67	292
GMS	7	1	<u>2</u>	28	23	<u>37</u>	<u>40</u>	<u>9</u>	8	102	<u>76</u>	327
GMS	8	2	7	33	<u>31</u>	29	<u>41</u>	<u>2</u>	<u>3</u>	<u>97</u>	<u>91</u>	<u>341</u>

Overview

Summary of Student Learning Needs and Desired Results

Based on a comparison of 2010-2014 PASS scores, our data research and analysis indicated achievement gaps between minority groups. White Americans scored higher than Hispanic Americans who in turn scored higher than African Americans in Math and English/Language Arts. There were achievement gaps between males and females in those same areas. Lunch status data when compared to the students as a whole reflected the same trends in achievement.

Greer Middle School Overall Grade Conversion C

Points Total – Greer Middle 79.9

The following five charts display how all students compared in ELA, math, science, social studies and writing. Our analysis of all subject areas shows that the exemplary and met categories of student scores are increasing while the not met category is decreasing.

Greer Middle ELA	Exemplary	Met	Not Met
2014	40.7	29.4	29.9
2013	37.9	38.23	24.4
2012	41.3	33.9	24.8
2011	38.6	34.3	27.1
2010	35.3	35.8	28.9
2009	25.4	39.8	34.8

Greer Middle Math	Exemplary	Met	Not Met
2014	29.7	44.8	25.5
2013	26	45.8	28.2
2012	29	45	24.8
2011	31.2	42.3	26.5
2010	25	41.4	33.6
2009	22.8	42.6	34.6

Greer Middle Science	Exemplary	Met	Not Met
2014	27.6	45.3	27.1
2013	23.5	52	24.5
2012	24.5	50.2	25.3
2011	23.6	48.2	28.2
2010	22.7	46.9	30.4
2009	16.3	47.4	36.2

Greer Middle Social Studies	Exemplary	Met	Not Met
2014	39.2	35.5	25.4
2013	38	35.7	26.3
2012	39.3	38.5	22.2
2011	40.2	35.2	24.6
2010	29.6	39.4	31
2009	23.4	39.1	37.5

Greer Middle Writing	Exemplary	Met	Not Met
2014	33.7	38.3	28
2013	33.2	46.5	20.2
2012	39.7	37.6	22.7
2011	31.2	38.8	30
2010	29	44.6	26.5
2009	21.6	43.2	35.2

Mean Scale Scores from 2012 State Report Card

Greer Middle Mean Scale Score 2012	ELA 11-12	ELA 12-13	ELA 13-14	Math 11-12	Math 12-13	Math 13-14
All Students	651.4	650.3	628.4	645.9	642.9	632.2
Male	646.3	647.8	619.7	646	643	629.4
Female	656.1	652.7	637.8	645.8	642.9	632.1
White	661.2	663	640.5	654.3	653.1	642.7
African-American	632.9	629	608.2	627.4	622.4	612.6
Hispanic	636.8	631.6	613.8	637	631.9	620.5
Disabled	593.2	597.1	577.8	599.5	597.6	586.8
Limited English Proficient	633.6	631.3	612.4	618.8	630.2	617.6
Subsidized Meals	639.3	637.2	614.6	618.9	631	618.7

Greer Middle Mean Scale Score 2012	Sci 11-12	Sci 12-13	Sci 12-13	S S 11-12	S S 12-13	S S 13-14
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All Students	629.9	629.9	634.1	640.9	638.2	638.1
Male	633.5	632.2	636.	647.6	645.2	638.9
Female	626.8	627.7	632.1	634.7	631.5	637.2
White	639.7	640.6	647.7	650.7	649.4	649.3
African-American	608	608.5	608.9	626.5	615.1	617.9
Hispanic	619.6	618.3	620.5	620.3	621.3	627.2
Disabled	585.5	583.1	591.5	589.9	586.5	590.7
Limited English Proficient	618.8	615.4	619.6	619	624.3	624.3
Subsidized Meals	618.9	617.9	620.8	626.6	621.7	624.4

Ethnic Comparison of Greer Middle Student Achievement Data

Based on the comparison of the following data white students scored higher than African Americans in all areas over time while Hispanics outperformed African Americans in all areas except writing over time.

Greer Middle Mean Scale Score	All Students	White	African American	Hispanic
ELA 2014	628.4	640.5	608.	613.8
ELA 2013	650.3	663	629	631.6
ELA 2012	651.4	651.4	651.4	651.4
Math 2014	632.2	642.7	612.6	620.5
Math 2013	642.9	653.1	622.4	631.9
Math 2012	645.9	645.9	645.9	645.9
Science 2014	634.1	647.7	608.9	620.5

Science 2013	629.9	640.6	608.5	618.3
Science 2012	629.9	629.9	629.9	629.9
Social Studies 2014	638.1	649.3	617.9	627.2
Social Studies 2013	638.2	649.4	615.1	621.3
Social Studies 2012	640.9	640.9	640.9	640.9

Gender Comparison of Greer Middle Student Achievement Data

2014 Female students scored higher in English/language Arts and math. In science and social studies for 2014 males outperformed females. Over time females outscored males in ELA while males performed better in science and social studies. In math the scores were not significantly different.

Greer Middle Report Card	ELA	Math	Science	Social Studies
All Students 2014	628.4	632.2	634.1	638.1
All Students 2013	650.3	642.9	629.9	638.2
All Students 2012	651.4	645.9	629.9	640.9
Male 2014	619.7	629.4	636.	638.9
Male 2013	647.8	643	632.2	645.2
Male 2012	646.3	646	633.5	647.6
Female 2014	637.8	635.3	632.1	637.2
Female 2013	652.7	642.9	627.7	631.5
Female 2012	656.1	645.8	626.8	634.7

Lunch Status Comparison of Greer Middle Student Achievement Data

Lunch Status reflected similar statistics as compared to the other categories with free and reduced lunch students scoring lower than those students who did not receive subsidized meals in all areas.

Greer Middle 2012 Report Card	ELA	Math	Science	Social Studies
All Students 2014	628.4	632.2	634.1	638.1
All Students 2013	650.3	642.9	629.9	638.2
All Students 2012	651.4	645.9	629.9	640.9
Subsidized Meals 2014	614.6	618.7	620.8	624.4
Subsidized Meals 2013	637.2	631	617.9	621.7
Subsidized Meals 2012	639.3	634.1	618.9	626.6

Summary of Teacher and Administrator Quality Needs Assessment

Greer Middle's Teacher Quality Goal. Absences due to family situations caused the percentage to drop.

	Teachers	Our School	State Objective
• 2014	Classes not taught by highly qualified teachers	1.6%	0%
• 2013	Classes not taught by highly qualified teachers	0%	0%
• 2012	Classes not taught by highly qualified teachers	0%	0%
• 2011	Classes not taught by highly qualified teachers	0.4%	0%

Professional Development Calendar 2014-2015

<u>Time Line</u>	<u>Who Participates</u>	<u>Strategy/Action</u>
<u>August 13</u>	<u>GMS Faculty</u>	<u>Using Enrich to Improve Student Achievement</u>
<u>August 13</u>	<u>GMS Faculty</u>	<u>Rubicon Atlas and Curriculum Planning</u>
<u>August 15</u>	<u>GMS Faculty</u>	<u>Using Technology to Access Student Learning</u>
<u>August 15</u>	<u>GMS Faculty</u>	<u>Motivating Reluctant Learners</u>
<u>August 15</u>	<u>GMS Faculty</u>	<u>How to Plan Rigorous Instruction</u>
<u>August 25</u>	<u>GMS Faculty</u>	<u>TNT: (Mr. Rutzsath speaks of GMS policies and procedures for the 2014-2015 school year)</u>
<u>September 11</u>	<u>GMS Faculty</u>	<u>MAP training for 2014-2015</u>
<u>September 25</u>	<u>GMS Faculty</u>	<u>PAS-T Annual update and Safe-T Training</u>
<u>October 8</u>	<u>GMS Faculty</u>	<u>TNT- IB Formative Assessment in your class</u>

<u>October 16</u>	<u>GMS Faculty</u>	<u>Google websites follow up training</u>
<u>October 22</u>	<u>GMS Faculty</u>	<u>IB Training Unit Plans</u>
<u>November 5</u>	<u>GMS Faculty</u>	<u>TNT: MAP Data Discussions</u>
<u>November 19</u>	<u>GMS Faculty</u>	<u>TNT - IB Portal Access</u>
<u>January 7</u>	<u>GMS Faculty</u>	<u>TNT- Proactive Discipline III</u>
<u>January 21</u>	<u>GMS Faculty</u>	<u>TNT-IB Learner Profile</u>
<u>February 11</u>	<u>GMS Faculty</u>	<u>SRS teacher training</u>
<u>February 25</u>	<u>GMS Faculty</u>	<u>TNT-IB Formative Assessments</u>
<u>March 12</u>	<u>GMS Faculty</u>	<u>TNT-IB Concept based learning and Unit Writing</u>
<u>March 26</u>	<u>GMS Faculty</u>	<u>TNT-IB Model Unit Writing</u>
<u>April 9</u>	<u>GMS Faculty</u>	<u>TNT-ACT Testing Training</u>
<u>April 23</u>	<u>GMS Faculty</u>	<u>TNT-PASS Test Training</u>
<u>May 7</u>	<u>GMS Faculty</u>	<u>TNT-Sharing Success</u>
<u>May 21</u>	<u>GMS Faculty</u>	<u>TNT- Assessment and Exams Discussion</u>

	<u>Participants</u>	<u>Activity</u>
July-Aug 2015-2016	GMS Leadership Team w/Principal Daniel Bruce	Planning sessions for 2015-2016 school year
19-Aug	GMS Faculty	Using Enrich to Improve Instruction
19-Aug	GMS Faculty	Data Analysis and Common Core
19-Aug	GMS Faculty	Using Technology to Improve Student Learning
21-Aug	GMS Faculty	Professionalism and Supervision of Students
21 Aug	GMS Faculty	Rubicon Atlas Curriculum Updates 2015
26-Aug	GMS Faculty	TNT: Formative assessment in the Classroom
9-Sep	GMS Faculty	TNT: Common Core Curriculum Updates
23-Sep	GMS Faculty	PAS-T Annual update and Safe-T Training
7-Oct	GMS Faculty	TNT- IB Curriculum
21-Oct	GMS Faculty	TNT: PAS-T Goals and Expectations
4-Nov	GMS Faculty	TNT: MAP Data Discussions
18-Nov	GMS Faculty	TNT - IB Portal access
9-Dec	GMS Faculty	TNT – Update on Formative Assessment
6-Jan	GMS Faculty	TNT- Proactive Strategies for Student Success
20-Jan	GMS Faculty	TNT-IB Formative Assessment
3-Feb	GMS Faculty	TNT-SRS Teacher Training
17-Feb	GMS Faculty	TNT-Motivating Reluctant Learners
2-Mar	GMS Faculty	TNT- IB Concept Based learning
16-Mar	GMS Faculty	TNT- IB Unit Updates
6-Apr	GMS Faculty	ACT Test Training
20-Apr	GMS Faculty	PASS Test Training
4-May	GMS Faculty	TNT-Sharing Success

Summary of School Climate Needs Assessment

Greer Middle School's Climate Evaluation Results from the State Report Card

Percent satisfied with:

Year		Teachers	Students	Parents
• 2014	learning environment	63.2%	73%	87.8%
• 2013	learning environment	94.5%	82.1%	88.9%
• 2012	learning environment	95%	75.8%	80.9%
• 2011	learning environment	98.3%	80.2%	88.2%
• 2010	learning environment	96.4%	71.4%	83.7%
•				
• 2014	social and physical environment	75.8%	67.9%	81.3%
• 2013	social and physical environment	98.1%	83.3%	81.2%

• 2012	social and physical environment	96.7%	77.9%	76.9%
• 2011	social and physical environment	100%	82.3%	82.0%
• 2010	social and physical environment	100%	78.8%	82.9%
•				
• 2014	school-home relations	70.7%	81.8%	70.3%
• 2013	school-home relations	92.7%	87.7%	85.4%
• 2012	school-home relations	95%	88.6%	76.9%
• 2011	school-home relations	89.7%	84.3%	81.5%
• 2010	school-home relations	82.1%	84.5%	79.7%

A comparison of the results from 2010 to 2014 indicates that Greer Middle continues to receive high marks for school climate from all stakeholders. Variations may be due to having 3 different principals in 3 years.

To meet increased state and federal goals for student success in the coming years, Greer Middle School must raise the percentage of students scoring in Met and Advanced categories of the state accountability test. Using state standards, differentiated teaching strategies, the Learning Focus model, MAP Testing and Compass Learning, the faculty and staff intend to increase student achievement. In 2014 Greer Middle scored a 79.94 on the state rating system. In 2013 Greer Middle scored an 84.8 on the state rating system. In 2012 GMS scored an 89.3 on the state school rating system and in 2011 met 25 of 29 objectives. In 2010 GMS met 27 of 29 objectives on the state report card. The faculty is committed to making changes that will enhance the abilities of our students to perform at their highest level.

Conclusions

Various issues were listed by the portfolio committee following the team meetings that were held to discuss the strengths and weaknesses of Greer Middle School students. Language arts teachers stressed the need for students to increase writing and research skills. Math teachers identified solving word problems, percent, ratio and multi-step problems as areas to improve upon. Science teachers expressed a concern about a lack of process skills and research skills by their students. Social Studies teachers discussed the need for improved informational text reading skills in order for students to be successful. Assessment of student work such as science projects, research papers, open responses and technology products such as PowerPoint presentations and brochures in classes indicate that students need to develop greater ability in research skills. Students also need to improve their thinking and reasoning skills in all subject areas. Finally, students at Greer Middle School need to have more instruction and assessment on constructed responses based on state standards to be successful on the PASS Test.

Most teachers have an area of computer usage. program has helped strengths and tool for the students to identify learning. This tool student to work



agreed that our students strength in technology and They felt that the MAP testing to identify individual student weaknesses and is a great teachers to use in assisting deficiencies and improve allows both the teacher and smarter and it concentrates

their efforts in areas that would produce the most beneficial results in student achievement.

ACT ASPIRE WRITING

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐
Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015- 16	2016- 17	2017- 18
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School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE ENGLISH

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in English each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015- 16	2016- 17	2017- 18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE READING

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in reading each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015- 16	2016- 17	2017- 18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 100% in 2012 to 100% in 2018.

ANNUAL OBJECTIVE: Maintain our current percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card and SDE EOCEP data file used for accountability calculations

School	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
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School Projected	X	X	100	100	100	100	100
School Actual	100	100	100				
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9	98.9	98.5				

End of Course data for MS only includes EOCEP scores for 7th and 8th graders at GCS traditional middle schools and charter middle schools.

ACT ASPIRE MATH

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015- 16	2016- 17	2017- 18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

EOCEP % ALGEBRA I

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 100% in 2012 to 100% in 2018.

ANNUAL OBJECTIVE: Maintain our current percentage point(s) annually of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	100	100	100	100	100
School Actual	100	100	97.2				
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6	99.2				

End of Course data for MS only includes EOCEP scores for 7th and 8th graders at GCS traditional middle schools and charter middle schools.

ACT ASPIRE % TESTED

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

% Tested ELA – School	Baseline 2014-15	2015- 16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific				

Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 6-8	Baseline 2014-15	2015 -16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – School	Base line 2014 -15	2015- 16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 6-8	Baseline 2014-15	2015 -16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

SCPASS SCIENCE

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐
Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015- 16	2016- 17	2017- 18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

SCPASS SOCIAL STUDIES

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015- 16	2016- 17	2017- 18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Benchmark testing Administer quarterly benchmark tests in all academic class	2013-2018	<u>GMS Teachers</u> <u>Instructional Coach</u>	<u>None</u>	<u>None</u>	Item analysis results Minutes from grade level subject area meetings
Map Testing Students complete reading and math diagnostic tests. Teachers trained to interpret and use MAP data for improving instruction	2013-2018 2013-2018	Instructional Coach Instructional Coach	District Funds None	District Funds None	Testing Schedule and NWEA records TNT on the Portal
Differentiate Instruction using Promethean Boards Use Promethean Boards to Differentiate Instruction and increase student use of technology Teachers will continue training to use Promethean Boards and create Flip Charts.	2013-2018 2013-2018	GMS Teachers and Admin Instructional Coach/District Trainers	None None	None None	Observations Creating of Flipcharts
Remediation Classes					

Students who score NOT MET on PASS or below 195 on MAP reading or math will attend a remediation class instead of a related arts class.	2013-2018	Admin and ELA and Math Teachers	None	None	Increase student achievement on MAP and ACT Aspire
Rubicon Atlas Use of curriculum resources for unit and lesson planning (Rubicon Atlas	2013-2018	GMS Teachers and Admin Team	District Funds	District Funds	Observations and review of lesson plans on teacher websites
Flex Classes Students will attend an extra 30 minute class in each of the core academic classes once a week.	2013-2018	GMS Teachers and Admin Team	None	None	Implement in Bell Schedule
Learning Focus Strategies Learning Focus strategies (essential questions, summarizing, extending, refining, etc.) implemented in all classes.	2013-2018	GMS Teachers and Admin Team	None	None	Lesson Plans Unit Plans Curriculum Maps
Data Utilization Utilization of data to review and plan for instruction/assessment	2013-2014	GMS Teachers and Admin Team	None	None	ACT Scores, MAP Scores, EOC Scores, and Enrich Access

PROFESSIONAL DEVELOPMENT

☐ Student Achievement ☒ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: All teachers will be highly qualified as defined by state and district requirements

ANNUAL OBJECTIVE: Maintain Highly Qualified status of all personnel and hire only new teachers who are highly qualified by state and district requirements.

DATA SOURCE(S): State Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected	100%	100%	100%	100%	100%	100%	100%
Actual		100%	98.4%				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Yearly review of HQ status and teacher qualifications.	2013-2018	Principal	None	None	Records of Teacher Evaluation and HQ Status
Professional Development at GMS	2013-2018	Admin Team	None	None	Yearly Review of Teacher Goals and Professional Development Logs
Professional Development at GCS Summer Institute	2013-2018	GMS Teachers	None	None	Professional Development Logs
Employment policy will include a clause about “highly qualified” criteria.	2013-2018	Principal	None	None	District Policy Manuel

STUDENT ATTENDANCE

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.2	95.8	94.7				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

STUDENT EXPULSION

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain a student expulsion rate below 0.5% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student expulsion rate below 0.5% of the total school population.

DATA SOURCE(S): SDE School Report Card - School Profile page – Students section

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	2.6%	1.3%	0.2%				
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%	0.6%				

PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 80.9% in 2012 to 85.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 1 percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #5

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	81.9	82.9	83.9	84.9	85.9
School Actual	80.9	88.9	87.8				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 75.8% in 2012 to 78.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #18

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	76.3	76.8	77.3	77.8	78.3
School Actual	75.8%	83.3%	73.0%				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES/MS)	83.8	82.7	81.6				

TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 95% in 2012 to 97.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #27

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	95.5	96.0	96.5	97.0	97.5
School Actual	95.0	94.5	63.2				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

PARENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 84.4% in 2012 to 86.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .4 percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #18

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	84.8	85.2	85.6	86.0	86.4
School Actual	84.4	85.4	88.9				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1				

STUDENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 89.3% in 2012 to 91.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .4 percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #30

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	89.7	90.1	90.5	90.9	91.3
School Actual	89.3	86.3	84.1				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

TEACHER SATISFACTION – SAFETY

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 98.3% in 2012 to 98.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 98.5 percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #39

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	98.5	98.5	98.5	98.5	98.5
School Actual	98.3	98.2	91.4				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Parent Orientation Sessions: Parents of rising 6th graders Parents of rising 7 th and 8th graders	<u>Fall/Spring</u> <u>2013-2018</u>	<u>Admin Team</u> <u>Instruction Coach</u> <u>Guidance</u> <u>Media Specialist</u> <u>Teachers</u> <u>PTA</u>	<u>None</u>	<u>None</u>	<u>Agenda</u> <u>Attendance Records</u> <u>Volunteer Forms</u>
Telephone messaging system Parent notification of absences, school news, dates for progress and/or report cards being issued, and other important information	2013-2018	Principal District ETS	District Funds	District Funds	School Survey Results for School-home relations
Administer parent/student/teacher surveys from the SDE	2013-2018	Instructional Coach 8 th Grade Teachers	None	None	Survey Results
Back to School Night Open House	2013-2018	Admin Team Guidance Teachers PTA	None	None	Attendance Records PTA Membership
Media Center available for student use before and after school	2013-2018	Media Specialist	None	None	Sign-in sheets in the Media Center

Annual Safety Training In-service	2013-2018	Admin	None	None	In-Service Logs
Parent Involvement Opportunities	2013-2018	Admin	None	None	Hosting Events i.e. Moms to Lunch etc.

Website Links to Greer Middle Data

State Report Card 2013-2014:

<https://ed.sc.gov/data/report-cards/2014/district.cfm?ID=2301>

ESEA/ Federal Accountability System :

<http://ed.sc.gov/data/esea/2014/school.cfm?SID=2301060>