

School Renewal Annual Update

2014-2015

MAULDIN MIDDLE SCHOOL

1190 Holland Road

Simpsonville, SC 29681

Phone: 355-6770

**Greenville County Schools
Burke Royster, Superintendent**

Action Plan 2013-14 through 2017-2018

Rosia D. Gardner, Principal
Jordan Finlay, Assistant Principal
Julie Whetston-Carlson, Assistant Principal
Sam McDowell, Administrative Assistant

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SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Mauldin Middle 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 |  | 3/17/2015 |
| PRINTED NAME | SIGNATURE | DATE |

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

| | | |
|---------------------------|------------------|-------------|
| Mrs. Melinda Claudepierre | | |
| PRINTED NAME | SIGNATURE | DATE |

PRINCIPAL

| | | |
|---------------------|------------------|-------------|
| Mrs. Rosia Gardner | | |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL ADDRESS: 1190 Holland Road Simpsonville, SC 29681

SCHOOL'S TELEPHONE: (864) 355-6770

PRINCIPAL'S E-MAIL ADDRESS: rgardner@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.

| <u>POSITION</u> | <u>NAME</u> |
|---|---------------------|
| 1. PRINCIPAL | Rosia Gardner |
| 2. TEACHER | Debbi Long |
| 3. PARENT/GUARDIAN | Nicole Westmoreland |
| 4. COMMUNITY MEMBER | Stewart Mathis |
| 5. SCHOOL IMPROVEMENT COUNCIL | Vanessa Rhodes |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

| <u>POSITION</u> | <u>NAME</u> |
|-----------------|-------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

***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).

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).

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.

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*.

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.

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.

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.

Introduction

Mauldin Middle School wants to improve student achievement, to gain and develop resources, and to build and maintain a positive relationship with our community. Our stakeholders support our school and its programs by working with us to promote and clarify our school's mission and beliefs. Our greatest stakeholder asset is our parents, who are the business, religious and political leaders in our community.

Developing our School Improvement Plan

Staff members at Mauldin Middle are kept up to date with our school's improvement plans through faculty meetings, the principal's weekly newsletter and informal conversations. Various department heads were informed of the districts' goals and objectives and how they related to Mauldin Middle School. Our School Improvement Council was informed of the process and timeline related to the Improvement Plan for the new cycle of 2013-2018. Our final draft of our improvement plan will be made available to all stakeholders via our school website as well as hard copies being provided to the board of our PTA and all members of the School Improvement Council.

Reaching Consensus on the Self-Assessment

Our initial involvement with the Self-Assessment Survey was during our back to school events. Our principal briefed the staff on the process as defined by the district, laying out the scheduled activities and tasks that had been assigned. Later, during the month of October, our instructional coach hosted staff meetings on Wednesday and teacher planning periods to inform the staff of the survey process and to administer the survey. Also, in fall of 2012, the School Improvement Council was also informed of the survey and the timeline of the portfolio and self-assessment completion. Our School Improvement Council was given the task of informing stakeholders in the community.

In the spring of 2013, staff members were broken into groups for the initial consensus meetings on the Self-Assessment process. Within each group was a subject area teacher and a related arts teacher or a special education teacher. Our guidance staff was interspersed throughout the groups. Before the meetings with each group, our instructional coach provided descriptions of each respective indicator and performance level to all staff members. On the first day of consensus building the teachers met during planning periods with the instructional coach who led the discussion and assigned the task of secretary to each group. All of the indicators/standards and performance levels were discussed and explained in detail. The teachers were then asked to think about the performance level of our school before they came back to the full faculty with their performance level in mind.

Within a week, the full faculty met to reach a final consensus on the self-assessment. Each indicator was briefly discussed and then the faculty voted for their respective performance level. Using "majority rules" as our measure, we then decided which performance level fit each indicator.

Executive Summary

Mauldin Middle School has been in existence for fifteen years. Our numerous accomplishments have been made through the conscious efforts of our teachers, students, parents, administrators and community members. Mauldin Middle School lies in the southeastern portion of Greenville County on the border of Mauldin and Simpsonville. The school opened in the fall of 1999 to help meet the needs of a burgeoning county. The community we serve consists primarily of middle and upper middle class families with many professionals and blue collar workers. Due to the nature of the manufacturing business, our students are often new to South Carolina and oftentimes new to the United States. Our school boasts of a building that features three separate wings for each of the three grades housed here. Our school currently contains about 1,240 sixth, seventh, and eighth grade students. Our enrollment is up approximately 50 students from last year.

Teacher/Administrator Quality

Our faculty consists of 66 certified teachers, 4 administrators, and 45.5 support staff. Twenty-two of our teachers are National Board Certified. All of our teachers are Highly Qualified as defined by the No Child Left Behind Act. Our administrators all hold advanced degrees in School Administration and have a combined experience total of approximately 110 years. Each administrator enhances their professional development by attending inservices, professional development conferences and professional readings throughout the school year. A formal administrative meeting is scheduled for every Monday morning and more informal meetings are held every school day during the lunch period.

School Climate

The perceptions presented in this report are based on data from a survey from 8th grade parents, 8th grade students, as well as, the Mauldin Middle School Staff.

Teacher Perceptions

Teacher responses were in agreement to the following statements:

- 95.1% of teachers agree “I feel safe at school during the school day.”
- 95.1% of teachers agree “I feel safe at school before and after school hours.”
- 83.3% of teachers agree “I am satisfied with the learning environment.”

According to the teacher perception survey, Mauldin Middle School teachers feel strongly that they feel safe at school before, during and after hours.

Student Perceptions

Student responses were in agreement with the following statements:

- 70.8% of students agree “I feel safe at school during the school day.”
- 72.5% of students agree “I feel safe at my school before and after school hours.”

- 67.2% of students agree “I am satisfied with the learning environment at my school”

Students overall feel safe at school during the school day, as well as before and after school. However, we would like to see a higher percentage of students “agree” to these safety prompts.

Parent Perceptions

Parent responses were in agreement to the following statements in descending order:

- 81.3% of parents agree that “My child feels safe at school.”
- 85.9% of parents agree “I am satisfied with the learning environment at my child’s school.”

With respect to School Climate and improving our safety features, our school building has been enhanced with the latest in security upgrades including a “catch” entry area, sexual predator alert system and entry/exit door magnetic locking mechanisms. We have implemented school wide ID badges, as well as enabling each teacher to use their magnetic badges to unlock each outer door. We have revamped and added additional duty posts both in the morning and after school. We now have teachers/administrators stationed at all entrances of the building during the pick-up and drop off times. We have upgraded our flooring in our academic wings as well as replacing the carpeting in our media center. We “refreshed” our technology within the school during the 14-15 school year. Each administrator and the instructional coach now have iPads in use every day. We also have upgraded all of our sports fields, including a new field house, lighting for our track and soccer field and improved fencing along our baseball and softball areas. Our bus loading/unloading driveways restriped to reflect the results of our loading/unloading safety audit that was completed in the fall of 2012.

Our students have many opportunities to participate in extra-curricular activities at Mauldin Middle. Some of these activities include athletics, National Junior Beta Club, Sandlapper Club, Science Club, Student Council, Service Learning Corps, Step Team, Band, Strings, Chorus, Battle of the Brains, Be A Fan and other clubs. Considering the population changes we are experiencing, our opportunities are many and we continually evaluate how to meet the needs of all of our students.

We continue to closely analyze our test scores in order to maximize our staff development strategies and increase the number of students meeting or exceeding the state standard on the Palmetto Assessment of State Standards (PASS). Our teachers are Highly Qualified as defined by the No Child Left Behind Act, and twenty-two of our teachers are National Board Certified Teachers. The school motto of “Expect the Best!” encourages all of our students to strive for their best grades, excellent behavior and impressive attendance. Mauldin Middle School was named a Red Carpet School twice due to our family friendly environment and outstanding customer service. The Mauldin Mustangs, our collective athletic, academic and performing groups, continue to distinguish themselves in district, state

and national competitions. In conjunction with our school PTA, each student is given multiple opportunities to enhance his or her self-awareness through Beta Club, Sandlapper Club, Science Club, Student Council, Service Learning Corps, Step Team, Band, Strings, Chorus, as well as our athletic and academic teams. Our drama students capped off the academic year with an extraordinary performance of “The King and I.” Our PTA, School Improvement Council, Band and Athletic Booster Clubs have joined our business partners, including Publix, Arby’s, Chic-Fil-A and Sam’s Wholesale Club, to provide both teachers and students with additional resources and assistance in the successes we have enjoyed this year. Our school staff worked diligently as our school and district achieved international recognition as a high quality school system when awarded National Accreditation for AdvanceED Worldwide, a distinguished mark of quality for the school system, its schools, students, teachers, and community. Each staff member contributed suggestions and strategies to develop our Strategic Plan as we addressed each goal of the Greenville County Schools’ Education Plan. We are proud of what we have accomplished in each of our fifteen years and we look forward to being a leader in middle school education for many years to come.

School Profile

The Facility

Mauldin Middle School opened as a new school in Simpsonville, South Carolina, in the fall of 1999. The building is 137,000 square feet and has 50 permanent indoor teaching stations (classrooms), 3 portable classrooms, 16 labs (including 9 science labs, 1 math lab, 1 keyboarding lab, 3 permanent computer labs with 84 student workstations, and 1 laptop computer lab with a total of 30 laptops), 3 offices, a cafetorium, a gymnasium, a well-equipped, up-to-date media center (14 student computer workstations, 12,510 books with an average copyright date of 2001), and Promethean Boards in every classroom. The school has 4 tennis courts, 4 basketball courts, a paved track, 2 softball/baseball fields, and a football/soccer field outdoors. Our track and fields have been upgraded with lights and additional storage. The school has three entrance/exits for cars and buses.

Safety, Cleanliness, and Adequacy of School Facilities

Mauldin 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, and regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and our school plans stress safety for the students first. At least one coordinated drill is held regionally in which the district participates.

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 of eight custodians performs basic cleaning operations in every classroom every day.

Other aspects of the school/district safety program include:

- District safety committee
- Bus evacuation drills
- Fire safety inspections
- Campus supervision
- Crisis Management Plan

Learning Climate

Mauldin Middle School provides a disciplined, but stimulating, learning climate for students. The climate for learning at Mauldin Middle is enhanced by involved parents. Parents are encouraged to become involved in school committees, to help with homework and tutoring after school, and to encourage and honor their child's successes. Student discipline is the responsibility of all Mauldin Middle staff members.

A school-wide School Climate Committee, composed of teachers, administrators, and school resource officer, has been implemented this year. This purpose of this program is to put procedures in place to help students be successful behaviorally as well as academically.

A major goal is 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, Mauldin Middle offers many opportunities for student participation and recognition. Awards assemblies are held each quarter to recognize those students who qualify for Principal's Honor Roll (all A's), Honor Roll (All A's and B's), and B.U.G. (Bringing Up Grades) Honor Roll (students whose grades improved over the last quarter). Extracurricular activities are discussed in the next section.

Subject matter and courses are reviewed on a regular basis. Academic Standards have been developed in alignment with State Academic Standards and local needs. Parents are encouraged and welcomed to be active participants in the process.

School-wide programs and educational models offered and utilized at Mauldin Middle include the following:

Within the Education Plan Greenville County's Guide to Educational Excellence, Focus Area One concentrates on student learning and achievement. It is here that Greenville County has outlined the initiative to raise the academic challenge and performance of each student. This includes increasing the opportunity for each student to participate in courses that award high school credit in middle school.

In pursuing this initiative, Mauldin Middle School prides itself in presenting the opportunity for every student to take a variety of courses that offer high school credit. Students can embark in a more rigorous course load by advancing to Algebra I and Geometry, English 1 Honors as well as Spanish and French. This in turn allows the student to take more AP courses once they enter high school if desired.

RAP is a program that is in the daily schedule at Mauldin Middle School. RAP stands for **R**esource **A**dvisory **P**rogram. The purpose of the RAP program is to create a setting wherein students have structured activities for them to interact with each other (in a small setting) and with teacher role models. The structured activities include, but are not limited to, Drop Everything and Read, Character Education, Career Development, Going Green activities, and current student news programs. Every student has an advisor and a small group of advisees.

The Mustang Book Award is a school-wide reading initiative for 7th and 8th graders. Students read a minimum of five books from a list of twenty nominated books (chosen by the media specialists for their interest, age appropriateness, and Lexile levels) before the first week in May. Students who read the minimum number get to attend a free pizza party where they eat and vote for their favorite book from the list. This year, 467 students participated in the program.

United Streaming is a multimedia library of educational videos and images that are appropriate for every age and learning level, correlated to state standards. Video on Demand is a way for teachers and students to incorporate technology and digital media in the classroom to enhance the learning environment. Many core curriculum teachers have incorporated video streaming into their weekly lesson plans.

Another program incorporated into our school is Brain Pop. Brain Pop is a technology program including all subject areas for teachers in grades 6-8. It can be used for introducing a new concept as well as for reviewing or summarizing concepts that have already been taught. It appeals to student interest as it reinforces concepts being taught in the classroom.

Accelerated Reader is a program that encourages independent reading by students. Students choose a book to read, and then take a computer generated test to check for comprehension.

Silent Reading Activity (SRA) is a self-paced, independent leveled enrichment reading program. Students read short story passages, and then answer questions to check for comprehension. Story levels are based on the students' independent reading ability. Multiple skills are covered within one lesson.

Extracurricular Activities

Students are afforded many opportunities to participate in extracurricular activities.

Clubs include:

- National Junior Beta Club (a nationally recognized academic club)
- Sandlapper Club (for 8th grade students who explore areas of South Carolina)
- Service Corps (students who do service projects for the school)
- Girl's Science Club (for any 6th or 7th grade level female student interested in doing after school science activities, experiments, and projects)
- Battle of the Brains
- Student Council (to promote school spirit and give a voice to the student body)
- Be A Fan Club
- Drama Club

Athletic teams include:

- Intramural programs for basketball and volleyball
- Basketball, softball, baseball, soccer, and volleyball
- STEP Team (students dance in the traditional African-American fraternity style)

Opportunities in the arts include:

- Yearbook and newspaper journalism classes
- Annual school music/drama performance
- Band, strings, and choral competitions and concerts
- "Reflections" contest sponsored by the PTA

PTA

Mauldin Middle has had 100% PTA membership ever since the school opened. Our PTA is active in the school both through volunteer work and fundraising activities. Volunteers help teachers in the classroom, tutor students who need additional academic help, work in our office and guidance departments, help to raise money for our school, run book fairs in the media center, sponsor school dances, and provide a variety of other services that assist in the day-to-day instruction at the school.

School Report Card

Mauldin Middle School received an absolute rating of "Good" according to our state's latest report card. This rating is based in part on student test scores, teacher/student attendance, and improvement over the previous year. Our improvement rating for the 2012-2013 school year was "Below Average." Mauldin Middle School has implemented several changes in order to work toward improvements on these annual ratings.

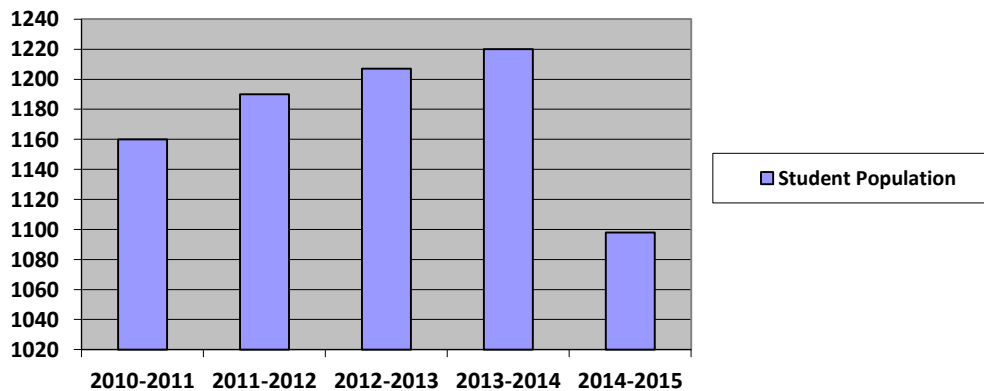
Partnerships

Mauldin Middle School has two official partners through the school district, Publix and Sam's Club. We have several unofficial partners in Chick-Fil-A, Michelin, and Arbys. The goal of partnerships is to increase student achievement through working together. Our Partnership Development committee is currently working on how to increase mutual participation with our two official partnerships. One way the Sam's Club partnership is being utilized to increase student achievement is towards a picnic for students who increase individual fall MAP scores in two out of the four areas in which they are tested. Hopefully, this incentive will increase or contribute to student achievement.

The Students

Mauldin Middle serves 1098 students as of March 2014. Our enrollment over the past few years can be seen in the chart below. The decrease in enrollment for the 2014-2015 school year can be attributed to the opening of Dr. Phinnize J. Fisher Middle School, which received approximately 100 students who were previously zoned for Mauldin Middle School.

Figure 1



As is evident from looking at **Figure 2**, the majority of our students are Caucasian. The current school population consists of 293 African-American students (26.7%), 657 Caucasian (59.8%), 87 Hispanic (7.9%), 45 Asian students (4.1%), and 8 students who

classify themselves as “other” (0.7%). The most significant gains are found with our Hispanic students. This subgroup has more than tripled in number since we first opened.

Figure 2

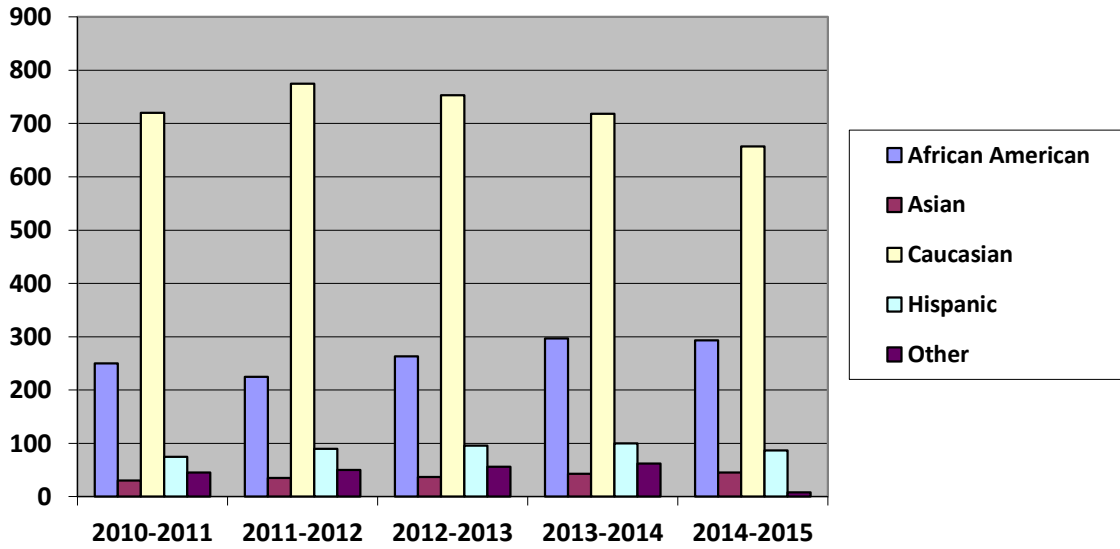
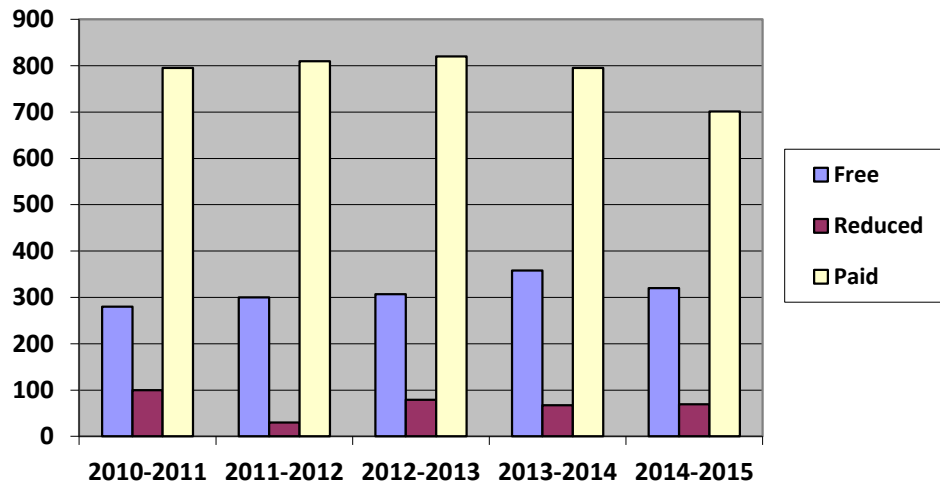


Figure 3
Student Attendance

| School Year | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| Percent Attendance | 97.05% | 97.1% | 97.3% | 96.5% | 95.7% |

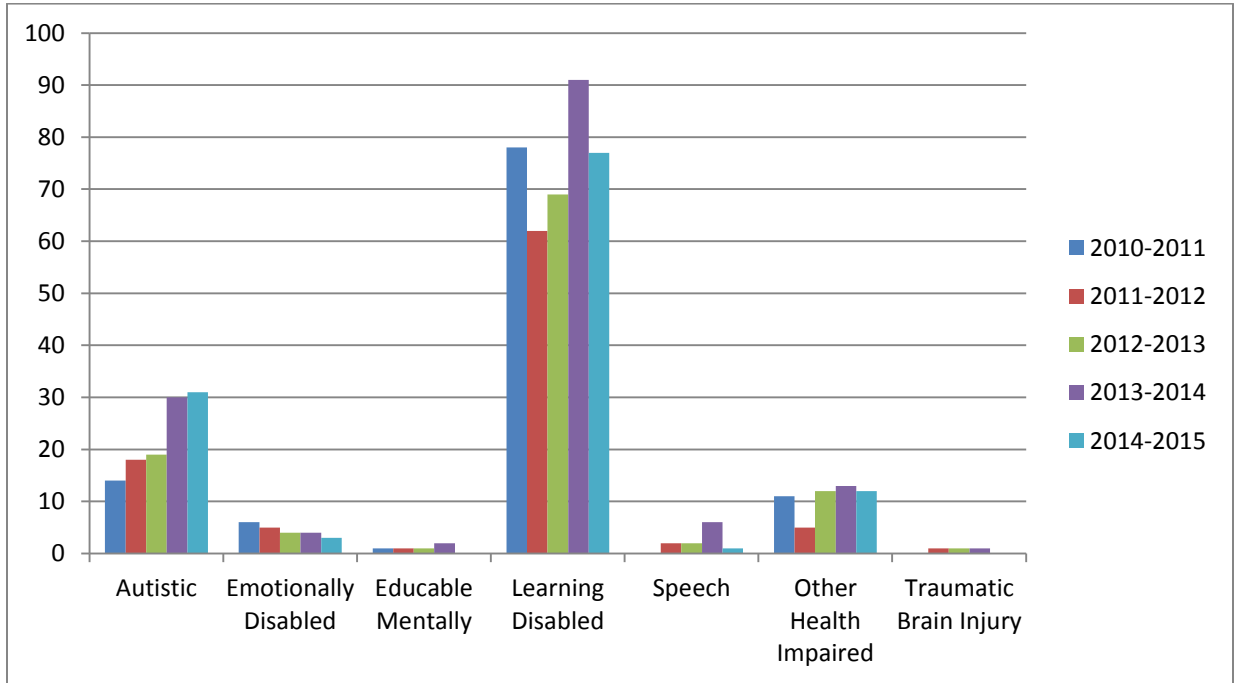
As seen in **Figure 3**, our student attendance rates at Mauldin Middle have remained steady over the past few years. Mauldin Middle has an average daily attendance of over 95%, and our school ranks among the highest of the district for student attendance.

Figure 4



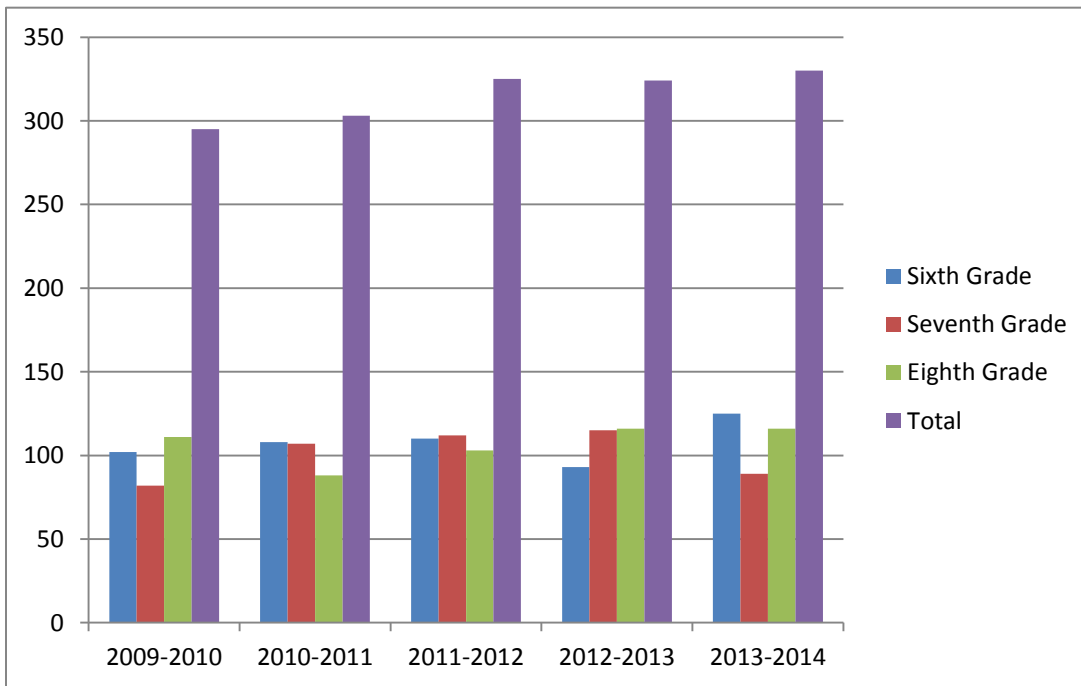
As seen in Figure 4, the total percentage of students receiving free or reduced meals has remained approximately the same from last year. When considering our decrease in enrollment over the last year, we have remained at approximately 35% of students receiving free and reduced lunch. Our school also serves breakfast in the morning for these students as well as to those students who would like to purchase breakfast before the beginning of the school day.

Special Education Services Figure 5



(Figure 5). Within the past five years, the majority of students receiving special assistance were learning disabled, followed distantly by students in our autistic, other health impaired, and speech programs. Presently, 11% of our students receive some type of special education service. This percentage is slightly down from last year. Mauldin Middle is one of only two middle schools in the district that provides a self-contained class for autistic children aged 11 – 14.

Gifted Student Enrollment
Figure 6



As seen in **Figure 6**, the number of students qualifying as gifted and talented has increased slightly from year to year across all three grade levels. The current trend is upward with respect to gifted and talented enrollment.

School Leadership

Mauldin Middle School’s leadership team is comprised of one principal, two assistant principals, one administrative assistant and an instructional coach. In the spring of 2005 we also implemented a faculty council as part of the leadership capacity in our community. The Faculty Council is a forum made up of one teacher from each grade level, one representative from related arts, one media specialist, instructional coach, principal, and one guidance counselor. Here important issues that affect the school are discussed, and can be brought to the table by anyone on the council. Another aspect of our leadership includes grade-level chairs and department chairs who meet with the principal on a regular basis as well as submitting agendas and minutes from their meetings when the principal is not present.

Administrators conduct regular classroom instructional observations of all teachers as part of the PAS-T evaluation model that has been implemented this year. Teachers are observed as part of a schedule created by the administrative team based on the evaluative cycle of each teacher. The purpose of observations is to observe and provide feedback on the instructional effectiveness of our teachers. Along with Greenville County Schools, we feel that in order to ensure instructional capacity, all of our teachers will be Highly Qualified as defined by *No Child Left Behind*.

The Staff

Sixty-eight teachers currently work at Mauldin Middle School. The current student to teacher ratio is twenty-five to one. There are four administrators in the school: one principal, two assistant principals, and one administrative assistant. Support staff include three guidance counselors, one guidance clerk, two full-time media specialists, one full time media clerk, one full time career development facilitator, one school secretary, one attendance clerk, one full time office clerk, two half-time office clerks, one full time and one half time school nurses, one plant engineer with a staff of eight, and one cafeteria manager with a staff of seven. The number of staff, including certified support staff (administration, guidance counselors, media specialists), is shown below by ethnicity and gender (**Figure 7**).

Figure 7

| Ethnicity/ Gender | Males | Females | African- American | Caucasian | Hispanic | Total # staff |
|------------------------------|--------------|----------------|------------------------------|------------------|-----------------|--------------------------|
| 2009-2010 | 14 | 62 | 11 | 64 | 1 | 76 |
| 2010-2011 | 14 | 60 | 10 | 63 | 1 | 74 |
| 2011-2012 | 14 | 62 | 11 | 64 | 1 | 76 |
| 2012-2013 | 14 | 64 | 13 | 64 | 1 | 78 |
| 2013-2014 | 17 | 61 | 12 | 65 | 1 | 78 |
| 2014-2015 | 16 | 61 | 11 | 66 | 1 | 77 |

As seen in the chart above, the number of males employed compared to females has remained fairly constant for the last few years. As well, the number of Caucasian teachers compared to African-American teachers has been approximately the same since the school opened. Our Hispanic teacher is fluent in both English and Spanish.

Figure 8

| Types of degrees | Certification Levels | | | | | Total # of certified staff |
|-----------------------------|-----------------------------|---------------------------|----------------|----------------------------|-------------------|---------------------------------------|
| | B.A. | B.A. + 18 hrs. | Masters | Masters +30 hr. | Doctorates | |
| 2009-2010 | 8 | 15 | 39 | 13 | 1 | 76 |
| 2010-2011 | 8 | 15 | 36 | 14 | 1 | 74 |
| 2011-2012 | 9 | 15 | 37 | 14 | 1 | 76 |
| 2012-2013 | 9 | 15 | 38 | 15 | 1 | 78 |
| 2013-2014 | 9 | 15 | 38 | 15 | 1 | 78 |
| 2014-2015 | 9 | 15 | 40 | 15 | 0 | 77 |

Ninety percent of the certified staff holds +18 hours toward a Master's Degree or higher (see **Figure 8**) and additional certifications. Many of our teachers with a B.A. or B.A. +18 hours are currently working on higher degrees. Though not represented in **Figure 8**, fourteen of our staff are currently National Board certified, while other staff members are currently seeking National Board certification.

Figure 9

Years of Experience

| Years Experience | 1 – 5 years | 6 – 10 years | 11 – 15 years | 16 – 20 years | 21 – 25 years | 25 + years | Total # of staff |
|-------------------------|--------------------|---------------------|----------------------|----------------------|----------------------|-------------------|-------------------------|
| 2009-2010 | 14 | 24 | 11 | 7 | 2 | 18 | 76 |
| 2010-2011 | 12 | 24 | 11 | 7 | 2 | 18 | 74 |
| 2011-2012 | 13 | 24 | 12 | 7 | 2 | 19 | 76 |
| 2012-2013 | 10 | 20 | 12 | 6 | 7 | 23 | 78 |
| 2013-2014 | 8 | 21 | 13 | 6 | 7 | 23 | 78 |
| 2014-2015 | 8 | 13 | 19 | 13 | 6 | 18 | 77 |

Most of the staff at Mauldin Middle are veteran teachers with over one half of the staff having fifteen years or more experience. Our department heads and grade level chairpersons are usually the most experienced members of our staff and contribute greatly to our high level of professionalism. **(Figure 9)**.

The staff turnover rate has remained low over the past five years. **(Figure 10)**. Our turnover rate has most recently been affected by district/state mandated excessing, teachers retiring, and teachers leaving to begin their families.

Figure 10

Turnover Rates of Employees

| Staff | Stayed | Left | Added (replaced &/+ for increased enrollment) | Total # of staff |
|------------------|---------------|-------------|--|-------------------------|
| 2008-2009 | 71 | 7 | 0 | 78 |
| 2009-2010 | 70 | 6 | 6 | 76 |
| 2010-2011 | 72 | 4 | 2 | 74 |
| 2011-2012 | 73 | 1 | 3 | 76 |
| 2012-2013 | 75 | 1 | 2 | 78 |
| 2013-2014 | 71 | 7 | 4 | 77 |

Mission

The mission of Mauldin Middle School is to prepare all students to succeed in becoming lifelong learners and responsible, productive citizens.

Vision

Mauldin Middle School is in partnership with our parents and community in order to respect and address each student's needs gifts, learning styles, and cultures. We will provide our students a nurturing environment for learning through ongoing character education, responsible decision-making curriculum, and school sponsored organizations and programs. Through the cooperative efforts of home, school, and the community, we will prepare our students to become productive citizens.

School Beliefs

- All students can learn.
- Students are the center of the educational process.
- Students should be actively engaged in the learning process through the use of a variety of teaching and assessment strategies.
- Students should have equal access to educational opportunities.
- Students should learn in a safe, positive, and inviting environment.
- Education is the shared responsibility of home, school, and the community.
- Curriculum and instruction should meet the needs of all students.
- Curriculum should be based on the South Carolina Curriculum Standards.

The original school beliefs were written when Mauldin Middle School first opened in the fall of 1999. These beliefs have been revisited and revised several times throughout our history. As a school, we reviewed the beliefs to make sure all staff members knew and agreed with the school beliefs. The beliefs are evident in the daily practices of the school.

Student Expectations

In order to help our students achieve the mission of Mauldin Middle School, the following are important criteria:

- Willingness to learn
- Character education (such as trustworthiness, respect for others, fairness, citizenship, responsibility, caring)
- An appreciation for life-long learning
- Literacy in content areas
- Mastery of basic mathematics, language, and scientific concepts
- Literacy in technology
- Critical thinking
- Problem-solving skills
- Collaborative skills

We hold high expectations for our students in several ways. As our school motto states, we "Expect the Best!" and encourage students through programs such as the incentive program for academics and attendance, the Beta Club, Math Counts team, the Academic Team, Battle of the Brain team, drama and fine arts ensembles, athletic teams, intramurals, invention convention, science fair, and various essay and poster contests. The service corps also gives students opportunities for sharing responsibilities at the school.

Data Analysis and Needs Assessment

Current Conditions

We are concerned that our male students, particularly black males, are not achieving at the same level as other demographic groups. Several plans have been implemented to help raise all students' achievement. We have several teachers who offer free tutoring sessions both after school and before school for any student who would like to attend.

In addition, all academic, special education, and related arts teachers have been trained in research based instructional strategies through the district sponsored Focused Learning Program. This program includes many strategies teachers may use to enhance teaching in the classroom. According to current research, implementation of Focused Learning Strategies results in significant academic improvement. Our goal for the 2014-2015 school year is that these strategies will become consistently and pervasively a part of every teacher's classroom instruction.

Additionally, all teachers are using the Power Teacher and Enrich reporting systems that allows instant access to a student's progress. Students' reading comprehension is enriched through the Accelerated Reader program. This optional reading program assesses what a student was able to understand when reading a novel. Math Superstars is another optional program for students to use critical thinking skills to solve non-routine problems. Several math teachers hold after-school help sessions for students. Algebra I students improve their math skills using the Cognitive Algebra software in the computer lab. We also have an A-Team referral process for poor academic performance. Special Education students receive special help in mainstreamed classes.

Strategies to Increase Student Achievement

Even with the hard work of the Mauldin Middle School staff, we continue to push our students to become more successful academically. When we looked at our students' standardized test scores, we were struck by how much area was available for improvement in differentiation among grade levels and gender in all the tests. Overall, the females seem to score slightly better in language arts and reading than the males, and there are noticeable gender differences in math as well. Staff members believe that improved achievement can result from several new approaches including:

- Learning Focused Strategies
- Brain-Based Learning
- Cooperative Learning
- Multiple Intelligences
- Learning Styles

Reference Materials to Support Student Achievement

The teachers at Mauldin Middle School have been using the following books to help close the gaps between students' ability levels and to see that all students' academic levels are being met.

- *Classroom Instruction that Works* by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollack
- *How to Differentiate Instruction in Mixed-Ability Classrooms* by Carol Ann Tomlinson
- *So Each May Learn* by Harvey Silver, Richard W. Strong, and Matthew J. Pernini
- *Understanding by Design* by Grant Wiggins and Jay McTighe
- *Meaningful and Manageable Assessment Through Cooperative Learning* by David W. Johnson and Roger T. Johnson
- *The Roller Coaster Years* by Charlene C. Giannetti and Margaret Sagarese
- *Cooperation in the Classroom* by David Johnson, Roger Johnson, and Edythe Holuber
- *Assessment Solving the Assessment Conundrum* by David Lazear
- *Words, Words, Words* by Janet Allen
- *When Kids Can't Learn, What Teachers Can Do* by Kylee Beers
- *Do You Know Enough About Me to Teach Me?* by Stephen G. Peters
- *Hear Our Cry: Boys in Crisis* by Paul Slocumb

Strategies to Increase Student Learning

Teachers at Mauldin Middle School keep abreast of the latest methods for teaching and learning. Teachers have taken advantage of staff development opportunities that have been offered at Mauldin Middle School, in the district, and through nearby universities and professional conferences. We recognize that students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to address the different learning styles of students. To the degree that time and budgets allow, we encourage all staff to be involved in staff development opportunities that will increase student learning. Of course, our highest priority is implementing the strategies related to our vision.

At each grade level, teachers are encouraged to work together as a team. We also work across grade levels regularly to ensure a continuum of learning that makes sense for the students. These teams are set up to ensure students' needs are met and to discuss curriculum ideas.

To meet students' learning needs, teachers have varied current instructional and assessment strategies according to student abilities and subjects taught. Surveys at our school indicate the use of higher level problem solving, critical thinking, memorization, verbal questioning, reading aloud, diagrams, essay questions, true-false questions, multiple choice questions, short answer responses, fill-in the blanks, observation, labs, and projects. In addition, teachers encourage student writing across the curriculum, and teach students to

organize information and facts into graphic organizers, tables, and graphs for more logical and efficient interpretation.

Many of the strategies being implemented at Mauldin Middle School have been introduced to the teachers through Learning Focused workshops. Every classroom teacher in our school has been Learning Focused trained. Teachers new to the Greenville County School system and self-contained teachers will all attend the training sessions provided throughout the school year. The culture of our school includes a bellwork or Do-On-Arrival activity in each class for the students to begin upon entering the classroom. These activities include a variety of activating strategies, summarizing strategies, and other teaching strategies found in the Learning Focused manual.

Assessment Strategies

Most teachers at Mauldin Middle School feel that standardized tests do not tell the complete story of the learning that is taking place in their classrooms. On a daily basis, most of the teachers at our school use observation, discussion, and several Learning Focused strategies such as “think, pair, share” and “ticket out the door” to assess how their students have obtained information presented in class. Other frequently used assessment strategies are teacher-made tests, power point presentations, publishers’ tests, projects, presentations, essays, and both student self-evaluation and peer evaluation. Less often, our teachers use portfolios to evaluate the students. Teachers often incorporate rubrics in their assessment methodologies.

Using Student Achievement Data

Mauldin Middle School continues to use data to inform our faculty before making decisions about our instructional program. By using Enrich and Power School our PASS and MAP data was disaggregated by gender, ethnicity, grade level, subject, and scoring level. An overall summary of the data was then presented to our whole staff. The data was also presented in disaggregated form and analyzed at grade level meetings early in the school year. The teachers examined the data for their specific students they taught the previous year and for the students that they presently teach. By analyzing both sets of data, the teachers could see gaps and/or possible weak areas of instruction. They use this information to plan accordingly for both current and future students.

Student Achievement Results

This year, our staff has worked closely with the district and our teachers to organize student achievement records into a historical database that the administration and teachers can easily access and analyze.

The Test

The School District of Greenville County has required the use of the Palmetto Assessment of State Standards (PASS), a criterion referenced test, at all grade levels. Another important tool for determining student achievement is the Measures of Academic Progress Test, or MAP. A summary of our results follows, starting with the overall, followed by disaggregated results.

Overall Progress

During the school year, Mauldin Middle School staff reviewed its teaching practices and achievement results to both determine and address our strengths and weaknesses. We analyzed our student achievement results, which are displayed in this section of our school portfolio. A summary of these results follows, along with our plans for future improvement.

Student Achievement “Expect the Best”

The mission of Mauldin Middle School is to prepare all students to succeed in becoming lifelong learners and responsible, productive citizens. Our school motto has been “Expect the Best” since our school opened in 1999. We strive to make our motto a reality by expecting the best from everyone involved with Mauldin Middle School: Parents, Teachers, Staff, Students and Community Members. Mauldin Middle School achieved an absolute rating of “Good” on the 2013 Annual School Report Card from the South Carolina State Department of Education. Our growth rating was “Below Average.” Our ESEA/Federal Accountability Rating as an “A” with an Overall Weighted Points total of “90.9”. Our students performed well on the PASS test in May 2013. Our sixth grade students scored Met or Exemplary with the following percentages on each of the PASS tests: English/Language Arts - 84.5%, Writing - 86.2%, Mathematics - 79.4%, Science - 79.1%, and Social Studies - 87.1%. Our seventh grade students scored Met or Exemplary with the following percentages on each of the PASS tests: English/Language Arts - 78.4%, Writing - 88.3%, Mathematics - 79.1%, Science - 83.5%, and Social Studies - 78.9%. Our eighth grade students saw success on the PASS as well. Our eighth grade students scored Met or Exemplary with the following percentages on each of the PASS tests: English/Language Arts - 76.6%, Writing - 87.8%, Mathematics - 78.4%, Science - 82.6%, and Social Studies - 83%.

Although we are proud of our students for attaining these scores, we believe we can always improve our test scores, especially in some specific areas. First, in order to continue to improve our scores, we have implemented Common Core staff development and further enhance our instruction with Special Education students. We are also continuing our work to close the

gap between our African-American/Hispanic students and our Caucasian students. Another subgroup on which we focus is our subsidized lunch students. Our teachers work together to research test scores of both former and present students in order to look for trends in the data. We have also held professional development opportunities for our teachers and administration to develop further understanding of dealing with poverty in the classroom. Our administration meets with students who are underperforming in order to motivate and assist them throughout the year. Our entire staff works together to identify student needs and trends in our school, both in and out of the classroom. We are hoping to see improvement in all subgroups and anticipate seeing the benefits of our hard work.

Next Steps:

- Continue to analyze our student achievement and demographic data
- Poll our staff, parents, and students regarding teaching practices, so we can determine how well we are meeting needs and achieving our goal of continuous improvement
- Give extra attention to students who are not passing PASS, especially those who are only several points below a passing score.

Overall Results as Compared with the District and State

Below are Mauldin Middle School's PASS scores in all subject areas by grade level as compared to district and state scores for students scoring Met or Exemplary

| | 2011-2012 | | | 2012-2013 | | | 2013-2014 | | |
|-----------------------|-----------|----------|----------------|-----------|----------|----------------|-----------|----------|----------------|
| | State | District | Mauldin Middle | State | District | Mauldin Middle | State | District | Mauldin Middle |
| ELA | | | | | | | | | |
| 6 | 69.7 | 73.7 | 82.3 | 74.4 | 77.6 | 84.5 | 69.3 | 74.2 | 75.9 |
| 7 | 71.4 | 75.1 | 82.7 | 73.2 | 76.0 | 78.4 | 68.1 | 71.7 | 72.5 |
| 8 | 69.8 | 72.4 | 75.6 | 67.4 | 71.0 | 76.6 | 67.3 | 72.2 | 73.8 |
| | | | | | | | | | |
| Math | | | | | | | | | |
| 6 | 73.6 | 74.7 | 84.1 | 71.3 | 73.8 | 79.4 | 67.7 | 71.3 | 75.4 |
| 7 | 71.6 | 73.8 | 78.3 | 68.3 | 72.3 | 79.1 | 69.1 | 73.1 | 71.8 |
| 8 | 68.6 | 71 | 73.5 | 70.2 | 72.1 | 78.4 | 69.6 | 73.9 | 71.4 |
| | | | | | | | | | |
| Science | | | | | | | | | |
| 6 | 66.1 | 69.2 | 78.1 | 68.4 | 71.8 | 79.1 | 65.7 | 70.3 | 78 |
| 7 | 74.8 | 72 | 88.5 | 75.5 | 78.0 | 83.5 | 73.5 | 76.7 | 79.2 |
| 8 | 75.4 | 73.1 | 81.9 | 71.1 | 74.1 | 82.6 | 69.2 | 75.1 | 82 |
| | | | | | | | | | |
| Social Studies | | | | | | | | | |
| 6 | 77.8 | 80.3 | 90.2 | 78.0 | 79.1 | 87.1 | 79.3 | 83.4 | 85.3 |
| 7 | 68.7 | 73 | 86.4 | 68.3 | 71.9 | 78.9 | 67.4 | 71.7 | 77.7 |
| 8 | 71.4 | 76.3 | 80.3 | 71.3 | 75.5 | 83 | 70.1 | 74.8 | 74.3 |
| | | | | | | | | | |
| Writing | | | | | | | | | |
| 6 | N/A | N/A | N/A | 74.7 | 77.0 | 86.2 | 74.3 | 77.6 | 80.6 |
| 7 | N/A | N/A | N/A | 76.5 | 80.7 | 88.3 | 73.7 | 76.9 | 80.1 |
| 8 | 74.1 | 77.6 | 81.4 | 75.7 | 79.7 | 87.8 | 72.4 | 75 | 81.1 |
| | | | | | | | | | |

When compared to the state and district scores, Mauldin Middle School's PASS scores are better than the state or district average in all areas, with the exception of 7th and 8th grade Math. In the other subjects and grade levels, Mauldin Middle has a lower percentage of below basic students than both the state and district as well as a significantly higher percentage of students testing at advanced levels.

Even though Mauldin Middle's math and ELA scores are rarely below the state or district average in any subject or grade level, special attention has been given to these two subject areas. Teachers met as a team to discuss the testing on specific content areas and their subsequent results. The teachers then reviewed both state and district standards to insure their coverage within their curricula, and they created action plan to help students realize the achievement of meeting the standard set forth with our state testing.

2013-2014 PASS Results for Math and English/Language Arts

When comparing the three grade levels, the sixth grade has the smallest percentage of students who did not meet the state standard and the highest number of those scoring exemplary. The seventh and eighth grades are lower than the sixth grade in all except for the eighth grade Met and seventh grade Exemplary scores. This raises the question of what would help increase the student achievement in 7th and 8th grades. We expect to see the growth each year instead of a decrease over a three year period.

Writing

| Grade Level | Not Met | Met | Exemplary |
|-----------------|---------|------|-----------|
| 6 th | 19.4 | 37.8 | 42.8 |
| 7 th | 19.9 | 38.9 | 41.2 |
| 8 th | 18.9 | 36.2 | 44.9 |

English / Language Arts

| Grade Level | Not Met | Met | Exemplary |
|-----------------|---------|------|-----------|
| 6 th | 24.1 | 27.0 | 49.0 |
| 7 th | 27.5 | 31.3 | 41.2 |
| 8 th | 26.2 | 34.2 | 39.6 |

Math

| Grade Level | Not Met | Met | Exemplary |
|-----------------|---------|------|-----------|
| 6 th | 24.6 | 37.7 | 37.7 |
| 7 th | 28.2 | 34.7 | 37.0 |
| 8 th | 28.6 | 43.6 | 27.7 |

The percentage of students not meeting standard in English/Language Arts is increasing between sixth and eighth grades, although Exemplary scores remain high.

2013-2014 PASS Social Studies and Science Scores

While the majority of students school-wide scored in the Met or Exemplary Standard category, the 8th grade has the highest Exemplary scores. We would like to have a much lower percentage in the Not Met category.

Social Studies

| Grade Level | Not Met | Met | Exemplary |
|-----------------|---------|------|-----------|
| 6 th | 14.7 | 54.2 | 31.1 |
| 7 th | 22.3 | 31.1 | 46.6 |
| 8 th | 25.7 | 33.5 | 40.8 |

Science

| Grade Level | Not Met | Met | Exemplary |
|-----------------|---------|------|-----------|
| 6 th | 22.0 | 57.6 | 20.4 |
| 7 th | 20.8 | 46.2 | 33.0 |
| 8 th | 18.0 | 32.4 | 49.5 |

The 6th grade has a high level of Met students, significantly higher than the other grades. Both the 7th and 8th grades have a higher percentage in Exemplary than Not Met.

Students Eligible for Advanced Testing and Placement

Approximately 12% of Mauldin Middle School's seventh and eighth graders are eligible to take the PSAT and the SAT/ACT each year. This eligibility is determined primarily by their PASS scores; however, students coming to us from other parts of the country are eligible through a percentile score of at least 95% on other nationally normed tests. Seventh grade students become eligible to participate in Duke University's Talent Identification Program (TIP) and may take the SAT/ACT by scoring in the top 5% on the state PASS tests or another accepted standardized test.

Eighth grade students earned the privilege of being named Junior Scholars by first achieving PASS scores of advanced or proficient during their 6th grade year. Having such scores qualifies them to take the PSAT. Attaining a score of fifty in either the math, verbal, or writing section of the test earns them the designation of Junior Scholar. The chart below shows Mauldin Middle School's achievements over the last five years.

| Eligible for: | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|-----------------|-----------|-----------|-----------|-----------|-----------|
| SAT/ACT | 72 | 143 | 120 | 121 | 109 |
| TIP | 72 | 143 | 94 | 91 | 115 |
| PSAT | 76 | 82 | 120 | 121 | 109 |
| Junior Scholars | 32 | 44 | 45 | 37 | 23 |

Measures of Academic Progress Results

The Northwest Evaluation Association is a nation non-profit research center that has created the Measures of Academic Progress Test, also known as MAP. Students in all Greenville County Schools started taking the test in the fall of 2005 and will continue to take the test twice each year in order to measure student academic growth over time. Mauldin Middle School students first took the tests in 2005-2006 with reading, language and math tests. In the fall of 2006, students also added the science test. Because NWEA's science test is not aligned with South Carolina's current science standards, our school elected to return to taking only the Math, and Reading MAP tests. Teachers use MAP scores to determine individual student's strengths and weaknesses, to pinpoint how to better help them throughout the school year. In addition, teachers can pair or group students more appropriately, create effective literature circles, and use the information to help them differentiate instruction. Language arts teachers also use the Lexile reading scores to assist students with selecting appropriate, yet challenging, reading materials. An important part of using MAP scores is setting individual goals with students, which teachers do in the fall and target spring scores.

Student Support Systems

Recognizing that some students need support beyond that available in the classroom, Mauldin Middle School has worked with the district to provide a variety of special services.

- We have 4 resource/inclusion teachers to work with students with learning disabilities. These teachers work primarily in collaboration with classroom teachers and sometimes pull out students to work on skills. We also have three self-contained special education classes.
- When a teacher believes that a student has special needs that require attention, the teacher refers the students to the Assistance Team. The purpose of the team is to match students' needs with resources that are available through the school, district, or community.
- We have an ESOL teacher who facilitates English acquisition and provides extra help in other content areas as needed. She receives students based on teacher and guidance counselor recommendations.
- We are committed to make every effort to place students with limited English proficiency in classrooms with teachers who are certified to teach them.
- We have three full time guidance counselors and one full time guidance clerk. The counselors provide added assistance to students.
- Our sixth and seventh graders enjoy the benefit of one team of teachers. The math, language arts, literature, science, and social studies teachers plan during the same period to discuss possible ways to help the students on their team.
- Our PTA provides parent volunteers who tutor students and provide demonstrations.
- All academic teachers and related arts teachers attended Focused Learning training. We plan our lessons and activities based on a system that has proven to increase student success.
- All grade levels may use Compass Learning on a regular basis as support to their curriculum. This district-provided software is directly aligned with students' performance on MAP testing.
- Eighth grade students have the opportunity to take keyboarding, which expands their keyboarding and technology skills. The computer lab is available to accommodate special emphasis classes, as teachers may take their students to the lab to work on web quests, power point presentations, or word processing of various assigned compositions.
- Mauldin Middle subscribes to Brain Pop, a website that reinforces skills through videos and quizzes.

Looking Back on the Last Three Years

Based on data, we have a clear path for increasing student achievement before us. We know how to implement content and performance standards in our classrooms. We have added additional support in reading for ESOL students, broadened hands-on learning in the classrooms, and created partnerships with local agencies to support student and family needs. We have also learned to study our student achievement results along with Mauldin Middle School processes.

Next Steps:

- Examine student assessment data regularly, as a whole faculty and in grade-level teams
- Continue to use MAP scores to improve instruction and student goal-setting.
- Become involved in action research in our individual classrooms
- Develop a non-threatening process for peer coaching
- Share our work, so that every child in the school can benefit from each teacher's talents
- Collect authentic assessment data so we can use it for action research
- Incorporate vocabulary instruction across the curriculum.

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 |
|-----------------------|-----------------------------|----------------|----------------|----------------|
| 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.

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.

EOCEP % ENGLISH 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 English I from 99% in 2012 to 100% in 2018.

ANNUAL OBJECTIVE: Increase by 0.2 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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School Projected | X | X | 99.2 | 99.4 | 99.6 | 99.8 | 100 |
| School Actual | 99 | 99.1 | 98.3 | | | | |
| 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.

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: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I at 97% or above.

ANNUAL OBJECTIVE: Maintain 97 percent annually 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 | 97% | 97% | 97% | 97% | 97% |
| School Actual | 100 | 99.4 | 97.1 | | | | |
| 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 | 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 – 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.*

PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of all staff will be certified in their respective subject area and Highly Qualified as required by the NCLB Act by 2017-2018

ANNUAL OBJECTIVE:

DATA SOURCE(S):

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

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 | 97.2 | 96.5 | 95.7 | | | | |
| 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 | 0.8% | 0.7% | 0.3% | | | | |
| 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 78.1% in 2012 to 91.6% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 2.5 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 | 80.6 | 83.1 | 85.6 | 88.1 | 91.6 |
| School Actual | 78.1 | 84.5 | 85.9 | | | | |
| District Projected | X | X | 89.0 | 89.5 | 90.0 | 90.5 | 91.0 |
| District Actual | 88.0* | 88.1 | 88.1 | | | | |

SDE has not yet provided GCS with the District’s Parent Survey results for 2011-12. Info is from 10-11.

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 69.6% in 2012 to 85.6% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 3.2 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 | 72.8 | 76 | 79.2 | 82.4 | 85.6 |
| School Actual | 69.6 | 71.3 | 62.6 | | | | |
| 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 75.4% in 2013 to 95% by 2018.

ANNUAL OBJECTIVE: Beginning in 2014-15, 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 | *new baseline | | | | |
| School Actual | 98.3 | 96.9 | 75.4 | | | | |
| 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 88.2% in 2012 to 98.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 2.0 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 | 90.2 | 92.2 | 94.2 | 96.2 | 98.2 |
| School Actual | 88.2 | 88.3 | 81.3 | | | | |
| District Projected | X | X | 93.9 | 94.3 | 94.7 | 95.1 | 95.5 |
| District Actual | 93.5 | 92.8 | 93.1 | | | | |

SDE has not yet provided GCS with the District’s Parent Survey results for 2011-12. Info is from 2010-11.

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 87.2% in 2012 to 94.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 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 | 88.8 | 90.3 | 91.8 | 93.3 | 94.8 |
| School Actual | 87.3 | 72.4 | 70.8 | | | | |
| 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 ____% in 2012 to ____% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ____ 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 | | | | | |
| School Actual | | | 95.1 | | | | |
| District Projected | X | X | 98.5 | 98.5 | 98.5 | 98.5 | 98.5 |
| District Actual | 98.9 | 98.3 | 98.2 | | | | |

| <u>STRATEGY Activity</u> | <u>Time line</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|--|-------------------------|----------------------------------|------------------------------|-------------------------------|--|
| Analyze standardized test data, and disseminate scores. | October 2015 | Administration Teachers | None | | Agendas |
| Implement developed GCSD unit tests to raise the rigor of classroom assessments. | 2015-16 (Weekly) | Teachers | None | | Lesson Plans |
| Communicate with parents via agendas, email , etc., for homework completion | 2015-16 (Weekly) | Teachers | \$5000.00 | PTA (Agendas) | Website/Agendas |
| Teachers will evaluate the strengths/weaknesses of each student as determined by www.nwea.org and will differentiate learning as needed. | October 2015 | Teachers | None | | Lesson Plans |
| All staff will receive instruction in Fire, Tornado, Earthquake and Shelter-In-Place Drills | September 2015 | Administration | None | | Sign In Sheets Drill Records Directional Signs |
| Crisis Management Teams will be trained according to responsibility | September 2015 | Administration | None | | Sign In Sheets |
| All staff will be trained in Blood-Borne Pathogen awareness | October 2015 | Administration | None | | Online |
| All staff will be trained in Hazard Communications | October 2015 | Administration | None | | Online |
| Student rosters for evacuation will be completed (bus, car, walker) | October 2015 | Administration | None | | Rosters |
| All staff will be briefed on each component of the School Safety Plan | August 2015 | Administration | None | | Agendas |
| Provide IDs for all staff and students | August 2013 | District | 2500 | Local Funds | Use of locks |

| | | | | | |
|---|-----------------|---|-----------|---|--|
| Administration will screen, recommend and assign staff in a fair and equitable manner based on school needs, assessment data, and local, state and federal requirements. | August 2015 | Principal | None | | Personnel Contracts Baselines |
| Administration implements formal/informal procedures to support and assist all new personnel | Ongoing 2015-16 | Principal Administration | None | | PAS-T |
| Administration implements formal/informal procedures to support and retain quality instructional and support personnel. | Ongoing 2015-16 | Principal Administration | None | | PAS-T |
| Administration manages the supervision and evaluation of all staff in accordance with local, state and federal requirements | Ongoing 2015-16 | Principal Administration | None | | Employee Files |
| Maintain 100% Highly Qualified status for all contracted teachers | August 2015 | Administration Teachers | | | Contracts |
| Utilize effective and innovative professional development models. | Ongoing 2015-16 | Administration Instructional Coach Teachers | | | Long Range Plans Lesson Plans |
| Provide ongoing training to teachers for the implementation of state curriculum standards. | 2015-2016 | Administration | None | | Rosters |
| Provide ongoing training to teachers on the cognitive rigor matrices and their implications for instruction and assessment. | Ongoing 2015-16 | Administration | None | | Agendas |
| All staff will complete a professional development plan. | September 2015 | Administration Teachers | As Needed | District Professional Development | MMS Professional Development Plan |
| Develop and implement consistent use of rubrics to assess writing across the curriculum. | Ongoing 2015-16 | Administration Teachers Instructional Coach | | Professional Development | Attendance Lesson Plans Observations |
| Accelerate the intentional use of | Refresh | Administration | \$7500 | District | Use of Technology |

| | | | | | |
|---|-----------------|---|--|---|---|
| technology to meet the performance standards as defined by SC state standards. | March 2015 | Teachers | | Technology | |
| Continue to develop integrated curriculum across all core content and related arts area. | Ongoing 2015-16 | Administration Instructional Coach | | Professional Development | Agendas Lesson Plans Observations |
| Ensure standards-based curriculum is implemented in all models, resource and self-contained. | Ongoing 2015-16 | Special Education Teachers | | Professional Development | Agendas |
| Continue to improve the Gifted and Talented curriculum to ensure alignment and extension of grade level curriculum and standards | Ongoing 2015-16 | Administration Teachers Instructional Coach | | Professional Development Curriculum Guides | Lesson Plans Attendance Observations |
| Improve the overall health and academic performance of all students through the implementation of coordinated health program. | Ongoing 2015-16 | Administration Physical Education Teachers | | | Lesson Plans Observations |
| Emphasize differentiation and/or individualization of instruction through innovative, research-based instructional practices. | Ongoing 2015-16 | Administration Instructional Coach | | District Professional Development | Sign In Sheets Professional Development Plans |
| Challenge and accelerate student learning at all levels and through various innovative learning opportunities. | Ongoing 2015-16 | Administration Career Development Facilitator | | District Guidance and Support | Field Trips Guest Speakers |
| Provide ongoing training and support on inclusive practices and inclusive models for service delivery | Ongoing 2015-16 | Special Education Teachers | | District Special Education | Professional Development Attendance |
| Increase interactions with business, religious, and community leaders to share information and solicit support | Ongoing 2015-16 | School Improvement Council PTA | | | Agendas Attendance |
| Increase media coverage and postings of positive news stories | Ongoing 2015-16 | School Improvement Council PTA | | | Media Articles School Website |

| | | | | | |
|---|--------------------|--|--------|--------------------|--|
| | | School Headliners | | | |
| Develop a plan to communicate requirements of SC State Standards and assessments to parents and community stakeholders | Ongoing 2015-16 | Administration School Improvement Council PTA | | | Agendas Sign in Sheets Back to School Events Special PTA Events School Website |
| Continue to support our plan for a seamless transition for 5th and 8th graders | Ongoing 2015-16 | Administration Feeder Schools | | | Guidance Department Attendance High School Nights |
| Communicate academic expectations to all stakeholders | August 2015 | Administration | | | Back to School Nights PTA First Day Packets School Website |
| Reduce incidents of students being bullied as measured by reports of bullying | June 2016 | Administration Guidance Teachers | | | Informal Reports Referrals Documented |
| Continue to implement a comprehensive anti-bullying program | Ongoing 2015-16 | Administration Guidance Teachers | \$1000 | Local Funds PTA | “Know Way” Bullying Programs and Follow-up Lesson Plans |
| Maintain the use of the Incident Management System (IMS) to provide accurate tracking of all discipline incidents | Ongoing 2015-16 | Administration | | | Daily Use of IMS ISS Roster |
| Continue to communicate school district behavior code to parents, students, and school personnel. | Ongoing 2015-16 | Administration PTA Teachers | | | Student handbook PTA Newsletter School Website |
| Utilize effective and innovative professional development models. | Ongoing 2015-16 | Administration/ Instructional Coach | | | |