

**NORTHWOOD MIDDLE SCHOOL
Greenville County Schools**

“Northwood: A Community of Learners”

**NORTHWOOD MIDDLE SCHOOL
SCHOOL PORTFOLIO**

Scope of Action Plan: 2013-2014 through 2017-2018



NORTHWOOD MIDDLE SCHOOL

Greenville County Schools

Middle Grades 6-8

Principal, Treva Lee

710 Ikes Road

Taylors, SC 29687

<http://www.greenville.k12.sc.us/northwd/>

Superintendent, W. Burke Royster

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Northwood 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 | <i>W Burke Royster</i> | 3/17/2015 |
| PRINTED NAME | SIGNATURE | DATE |

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

| | | |
|---------------|------------------------|---------|
| Julie Pringle | <i>Julie R Pringle</i> | 3/19/15 |
| PRINTED NAME | SIGNATURE | DATE |

PRINCIPAL

| | | |
|--------------|------------------|---------|
| Treva Lee | <i>Treva Lee</i> | 3/19/15 |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL ADDRESS: 710 Ikes Road, Taylors, SC 29687

SCHOOL'S TELEPHONE: (864) 355-7000

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

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.

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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).

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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.

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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.

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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.

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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.

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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.

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 | Treva Lee |
| 2. TEACHER | Julie Stroup |
| 3. PARENT/GUARDIAN | Kim Branham |
| 4. COMMUNITY MEMBER | Barry Horst |
| 5. SCHOOL IMPROVEMENT COUNCIL | Julie Pringle |
| 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> |
|------------------|-----------------|
| Teacher | Susan Broder |
| Teacher | Becky Pope |
| School Counselor | Elizabeth Hamer |
| School Counselor | Andrea Luther |
| School Counselor | Laurie Moore |
| Register Clerk | Dana Hack |
| Attendance | Gretchen Lentz |

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INTRODUCTION

Northwood Middle School is a public middle school located in Taylors, South Carolina. We are a Greenville County school serving grades sixth through eighth. Northwood is one of eighteen middle schools in the district. It opened in 1965 as a combination elementary and middle school. In 1972, it became a middle school which, at one point, served over 1200 students. In January 2008, Northwood Middle School moved into a new state-of-the-art facility. We currently serve 843 students with a staff of 3 administrators, 50 teachers, and 24 support staff. In addition to our subject area teachers, we have: six special education teachers, one ESOL teacher, three guidance counselors and one clerk, one media specialist and one clerk, and an instructional coach. Our school consists of 51 classrooms including seven fully-equipped science labs, a media center, family/consumer science classroom with four kitchen and labs cafeteria, gymnasium with an exercise room and athletic fields, three fully-equipped computer labs, three laptop carts, art studio, chorus room, band and strings rooms, administrative offices, guidance offices, and a Greenville County Police Officer serves as our SRO.

Northwood Middle has a proud history of successfully providing an outstanding education for our students. This accomplishment is reflected in the honors bestowed upon our school such as: Middle School Attendance Blitz Winner, Jostens Partnership in Excellence Yearbook Award, Black Heritage Bowl Winners, SC Red Carpet Award Winner, and State Silver Award Winner for Academic Achievement. Our parents are also highly involved in our school through the PTA. This positive relationship with the community enabled Northwood's PTA to achieve the National PTA Parent Involvement Award.

Northwood is fortunate to have the support of local businesses as well. Our students receive rewards throughout the year for various accomplishments. Numerous local companies participate in Northwood's rewards program. We truly are a community of learners at Northwood both within our walls and outside of them.

Our motto, "A Community of Learners", matches the rigorous, well-rounded education Northwood students receive. In addition to offering an education in Science, Math, English, and Social Studies we have several related arts classes that students may take. These classes include: physical education, art, drama, chorus, band, strings, keyboarding, Spanish, family and consumer science, health and exploratory. We offer students the opportunity to play volleyball, basketball, soccer, baseball, and softball as members of our school teams. Other programs/clubs offered at Northwood include: Student Council, National Junior Honor Society, Beta Club, Yearbook, South Carolina Junior Scholars Program, Mentor Program, History Club, and Career Day. We strive to provide our students the opportunity to explore many different interests and subjects.

At Northwood, we are proud of the education we provide. The information in this report will reflect the hard work being done at Northwood Middle. We have gathered stakeholders to examine and analyze data to find out the areas where we can improve student achievement. This is a difficult process. However, we strategically plan for ways to enhance teaching and learning. Reflection is a vital part of any organization, and we continuously do so to better our school.

School Portfolio Team Members:

- Rene Bair, Instructional Coach
- Sue Broder, Teacher
- Becky Pope, Teacher
- Julie Stroup, Teacher

School Portfolio Stakeholders:

- SIC: suggestions and feedback during the process
- PTA: suggestions and feedback during the process
- Faculty: suggestions and feedback during the process

EXECUTIVE SUMMARY

During the process of our self-assessment work in 2014, the faculty and staff recognized the importance of using data to guide our decision making in the areas of student achievement, teacher/administrator quality, and school climate. Our staff continues to see the benefits of using our data analysis to guide decision making at all levels. We have divided our needs assessment in to several categories that are addressed below:

Needs Assessment for Student Achievement:

After analyzing our SCPASS scores we have determined several areas that present a challenge in our planning for the future in relation to increased student achievement. Our focus has been directed to our subgroups of African/American students and disabled students.

In analyzing our SCPASS results by subjects/standards/strands we have noted areas in 6th grade Science, 7th/8th grade Math, and 8th grade ELA that we will look at more closely as we strive to increase student achievement in all subject areas. Improved student achievement can result from research-based approaches including:

- Learning-Focus Strategies
- Rigorous Instruction
- Differentiated Learning
- Curriculum Mapping
- Common planning
- Literacy Skills in all Subjects
- Backwards Design of Assessments
- Benchmark Testing
- Common Tests

Needs Assessment for Teacher/Administrator Quality:

As of 2014-2015, the percentage of teachers at Northwood Middle that are “Highly Qualified” has reached the 100% mark. The number of teachers with advanced degrees is at 74%. This is an increase from previous years. Five teachers have National Board Certification. As we move toward the implementation of the Common Core State Standards we would like to sustain the current level of highly qualified faculty and staff in order to successfully meet the needs of our students.

Needs Assessment for School Climate:

Northwood has a highly qualified and dedicated faculty. Over 60% of the staff has an advanced degree. Three of our teachers have National Board Certification.

In 2014-2015 the faculty and portfolio committee reviewed the annual survey results from the South Carolina State Department of Education. The survey was given to eighth grade students and parents as well as to all teachers. In 2014-2015 there were responses from 42 teachers, 238 students, and 80 parents. We looked closely at the questions in the area of school climate.

In the area of *learning environment* satisfaction was expressed by 95.3% of the teachers, 69.7% of the students, and 82.3% of the parents surveyed. In the area of *social and physical environment* satisfaction was expressed by 92.9% of the teachers, 80.8% of the students, and 77.6% of the parents surveyed. In the area of *school-home relations* satisfaction was expressed by 90.5% of the teachers, 88.5% of the students, and 60.8% of the parents surveyed.

After reviewing all survey results since 2004-2005 there is a need for us to focus more closely on the areas of *school-home relations* and the *learning environment*. In the area of *learning environment* the faculty has focused on more rigorous instruction, literacy skills, and higher level thinking. In the area of home-school relations we continue to update teacher websites and monitor parent contact logs.

Challenges for Northwood

- Increased poverty index each year over the past three
- Meeting AYP in all subgroups

Significant awards, results, or accomplishments from past 3 years

- Excellence award for United Way
- Invention Convention winners (1st, 2nd, 3rd place)
- National PTA Parent Involvement Award Winner
- Gilder Lehrman Institute of American History Affiliate School
- Jostens' Partnership in Excellence Yearbook Award
- 2012 State Silver Award Winner for Academic Achievement
- 2010, 2011, and 2012 “GOOD” Rated School (Both Absolute and Improvement Ratings)
- 2013 “EXCELLENT” Rated School (Absolute and “Good” Improvement Rating)
- 2012 “A” Rated School (Elementary and Secondary Education Act (ESEA) Federal Accountability Act)
- Greenville County School District Top Ten Finalist *Teacher of the Year* 2012-2013

SCHOOL PROFILE

Description of Surrounding Community for Northwood Middle School:

The Taylors/Greer community has evolved from a mainly rural farming community to a predominately residential area in the past 35 years. The last 5 years have seen even more growth in residential areas. New subdivisions have been developed in our attendance area. Older neighborhoods are now attracting younger families.

Community Population Descriptions:

Within a three-mile radius of Northwood Middle School, most of the student population lives in single-family dwellings; the remaining student population lives in multi-family unit structures. New housing starts have slowed down in the last five years.

During the decades of the 1970's and 1980's, the community saw new housing starts reach over 200 each year. In the 70's new housing was up 24.2% and in the 80's 29.3%. The major construction sites in the county today are in the southeastern section.

Community Economy:

The majority of the community would be considered middle class. Businesses in our community are still predominately service companies. There are several new retail areas and some older ones that have been updated. New restaurants have been built within the last five years. The construction of the new Greenville Hospital office complex on the outskirts of our attendance area has created many jobs as well as relocated residents' workplaces to a much more convenient location.

Partnerships:

Numerous local companies participate in Northwood's rewards programs by donating food and coupons for restaurants and activities. Such companies include Papa John's Pizza, Chick-Fil-A on Wade Hampton, Wade Hampton (Bowling) Lanes, Bojangles, Texas Roadhouse, Ruby Tuesday, Zaxby's, Carrabbos, Outback, Sabrosos, Longhorn Steak House, and Yogurtini. Rewards are given to students achieving specific goals such as honor roll, perfect attendance, and Northwood Knights. Several business partners will donate a percentage of the purchase sales back to Northwood when cardholders link their store card to Northwood: Publix, Bi-Lo, and Office Depot.

Parents:

Northwood is very fortunate to have an especially active and effective PTA which participates in events such as fundraisers, recognizing the students' birthdays, volunteering in the library, and tutoring students. Fund raising includes Color Run, Family Night Bingo, and Coupon Book Sales. Portions of the resulting funds are used to offer teacher mini-grants, which support instructional programs in the classrooms. In addition, these PTA fundraisers are instrumental in helping supply necessary materials in the classroom.

History:

Northwood Middle School was opened in 1965 as a combination elementary and middle school. Each school had its own principal, but shared the office and library facilities. In February of 1970, the School District of Greenville County was required to integrate its schools under order of the Supreme Court. This was done through the movement of students to meet a racial quota. The student body and faculty changed as a result of

this action. In the early seventies, the county's educational philosophy changed. The traditional junior high school with their competitive sports and clubs were changing. The movement toward a middle school concept that emphasized experimentation, fewer competitive activities, and exposure to a variety of studies was being developed. By 1972, a middle school had been established.

In 1979, a program for gifted and talented students was introduced at Northwood. Students were invited to participate in the program based on their test scores, intelligence quotient, and teacher recommendation. Students who were to attend Greenville Middle, Sevier Middle, League Middle, and Northwood were eligible for this program. Smaller class size and a differentiated curriculum with an emphasis on academic achievement and creativity were the hallmarks of the program. This program continued into the early 1980's when it was disbanded and students returned to their home schools for a modified program based on the experimental model used at Northwood.

With the 1999 – 2000 school year, Northwood faced a major change when a second middle school opened in the area. The student body was reduced from over 1200 to about 900 students. Teachers were transferred and administrative and support staff was reduced.

Northwood Middle experienced a rebirth as the school moved into a new facility in January, 2008. The new school is equipped with state-of-the-art technology. An example of this is every classroom has a Promethean Board. Northwood went through the District *Refresh* Program in October of 2012. This provided each staff member with a new laptop and also provided new computers in the media center and labs.

Physical Description of the Building:

The main building has two floors. The upper floor houses the sixth grade classrooms, the related arts wing, the media center, the gym, the administrative offices and the cafeteria. The bottom floor contains the 7th and 8th grade classrooms. The school contains 119,000 square feet. The school contains 51 classrooms and the gymnasium. The average size of a classroom is 1,200 square feet. The cafeteria is located at the front of the building and contains three serving lines and a stage area.

The administrative area contains office space for the principal, instructional coach, secretary, clerks, nurse, and the guidance department. The building contains three teacher workrooms and an office for the School's Resource Officer.

Restroom facilities and storage areas are situated throughout the building. Each classroom wing contains restrooms for students. There are also student restrooms near the cafeteria and in the health room. There are numerous restrooms designated for teachers and staff. Located outside the building are several sports areas for the use of the physical education department. There is a six lane track surrounding a soccer field. There is a pony league size baseball field, a softball field, and tennis courts.

On the east side of the building is the bus loading area that has a covered walkway. Parents drop off car riders in the front of the building under another covered walkway. Faculty, staff and visitor parking are provided on both sides of the building.

Administration:

Our administrative staff is composed of Mr. Treva Lee, Principal; Mrs. Karen Greene, Assistant Principal; and Mr. Randy Hawkins, Administrative Assistant.

Mr. Treva Lee came to Northwood in 2014 as a first year principal. He has previously held positions as Assistant Principal and Teacher. He has served in Greenville County for 15 years.

Mrs. Karen Greene is a former Instructional Coach, Administrative Assistant and teacher. She has served in Greenville County for 16 years.

Mr. Hawkins joined the administrative staff at the beginning of the 2011-2012 school year. He had previously served as the Administrative Assistant at Augusta Circle Elementary. He has served Greenville County for 10 years.

School Portfolio Leadership:

Our current School Portfolio Leadership Team includes:

- Rene Bair, Instructional Coach
- Sue Broder, 6th grade English and Social Studies teacher
- Becky Pope, 8th grade English and Social Studies teacher
- Julie Stroup, 7th grade Math teacher

The Northwood Leadership Team assists with the development of the School Portfolio.

For the 2014-2015 school year, the Leadership Team was composed of the Administration Team Instructional Coach, one School Counselor, Media Specialist, grade-level chairs from 6th, 7th, and 8th grades, grade-level representatives, a teacher from the Related Arts department, and one Special Education teacher.

All faculty and staff members have input into the School Portfolio process through Google Forms and department meetings.

This diverse Leadership Team provides improved communication to all members of the school and works toward the implementation of our shared values.

Current After-school Meetings:

Leadership meets after school on the first Wednesday of each month. The second Wednesday of each month is designated for faculty meetings. The third Wednesday of each month is designated for department meetings. While the fourth is designated for committee meetings, focused on school improvement. Each of these meetings are currently based on a common need for clarification or part of a decision-making process. Recommendations are made and returned to our principal for consideration. Departments meet to exchange ideas and update all grade-levels on upcoming events. The second Wednesday of each month is set aside for general faculty meetings. During these meetings, some whole group professional development directed at the entire faculty. All subject area teachers attend monthly district meetings related to the teaching of the South Carolina State Standards.

We have also used planning periods for professional development that requires a smaller group orientation. Teams meet during their planning periods 2-3 Tuesdays a month for professional development. Tuesdays are designated for professional development, Wednesdays are for grade-level meeting, while Thursdays are for common planning.

Teacher Professional Development Days are used for special topic meetings. Optional technology professional development has been provided by the Media Specialist and Instructional Coach, as well as District Staff.

Administrative Duties 2014-2015

PRINCIPAL'S MAJOR RESPONSIBILITIES--Mr. Lee

1. Serves as the administrative head of Northwood Middle School.
2. Has responsibility for coordination of the total resources of the school.
3. Has responsibility for coordination of the general supervision of all school activities, safety and welfare.
4. Develops a program of satisfactory conduct among students at Northwood and takes necessary actions, within the policies of the Board of Trustees, to correct and improve the conduct of students.
5. Maintains high morale among staff members.
6. Maintains sound human and professional relationships with the school family.
7. Consults with teachers, students, parents and other parts of the school community on a regular planned basis.
8. Carries on a program for the continuous improvement of instruction at Northwood Middle School.

ASSISTANT PRINCIPAL--Karen Greene

1. Discipline: 8th Grade, Team 6-1, and Self Contained Special Education
2. Patrolling: 8th Grade Halls AM/PM
3. Cafeteria Supervision: 8th Grade Shift, Part of 7th Grade Shift
4. SmartFind Express/Substitutes
5. Absentee Form
6. Honor Roll Lists
7. EEDA Administrator
8. Special Permission
9. Emergency Management: Fire/Tornado/Earthquake Drills
10. PAS-T Observations
11. Observations and Evaluations of Staff
12. Student Teacher Contact
13. Business Education Partnership Contact
14. Christian Release Time Program
15. Special Education Meeting Administrator
16. Attendance Intervention Administrator
17. Other duties as assigned by the principal
18. SRS Administrator
19. Student ID Cards

ADMINISTRATIVE ASSISTANT--Randy Hawkins

1. Discipline: 7th Grade, Team 6-2
2. Patrolling: 7th Grade and bus area (PM)
3. Cafeteria supervision 6th Grade Shift, Part of 7th Grade Shift
4. Lockers
5. Buses and Bus Referrals
6. Bus evacuation
7. Sex Ed. Scheduling
8. Textbooks
9. Pictures
10. PAS-T Observations
11. Observations and Evaluations of Staff
12. Other duties as assigned by the principal
13. OSHA/Workman's Comp Contact
14. Observation Schedule

Analysis and Narrative of School Personnel Data:

Northwood Middle Faculty and Staff

| 6th Grade | 7th Grade | 8th Grade | Multiple Grades | Special Education | Related Arts/P.E. |
|---------------------------------|---------------------------------|---------------------------------|----------------------------|------------------------------|------------------------------|
| 10 | 8 | 11 | 4 | 6 | 11 |

Professional Preparation

All staff members are “highly qualified”. All teachers are certified by the state of South Carolina.

The table below gives a review of Northwood’s teachers and their current educational degrees and educational status.

| Degrees | BA/BS | BA/BS +18 | Masters | Masters +30 | Doctorate |
|----------------|--------------|------------------|----------------|--------------------|------------------|
| | 10 | 3 | 20 | 17 | 0 |

The table below gives a review of the faculty over the last four years:

| School Year | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|--------------------|------------------|------------------|------------------|------------------|
| Female Faculty | 40 | 40 | 40 | 42 |
| Male Faculty | 12 | 11 | 11 | 8 |
| Caucasian | 50 | 49 | 47 | 47 |
| African-American | 2 | 2 | 2 | 2 |
| Hispanic | N/A | N/A | 1 | 1 |
| Indian | N/A | N/A | 1 | 0 |

Faculty and Staff Attendance Rates

| 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|------------------|------------------|------------------|------------------|------------------|
| 96.1% | 93.1% | 95.6% | 95.6% | 94.1% |

Faculty and Staff Retention Data

| 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|------------------|------------------|------------------|------------------|------------------|
| 89.2% | 90.7% | 88.7% | 87.2% | 91.4% |

Teachers with advanced degrees: 76.0%

Number of teachers with National Board Certification: 5

Analysis and Narrative of Northwood Student Population Data

Enrollment:

Our school currently serves 843 students in grades 6, 7 and 8. The enrollment is projected to increase over the next couple of years based on high enrollments in our elementary feeder schools. Attendance boundaries are from Old Spartanburg Road and Wade Hampton Boulevard in the north to Suber Road and Alexander Road in the east. The southern boundary is Pelham Road and the western boundary is Hudson Road. Included also is the area between Edwards Road, East Lee Road, Wade Hampton and Watson Road.

Northwood continued to accept students requesting special permission during the 2015-2016 school year.

Student Attendance Rate

| 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|----------------|----------------|----------------|----------------|----------------|
| 96.2% | 95.5% | 96.4% | 96.1% | 95.3% |

Student Ethnicity

| | Caucasian | African-American | Hispanic | Other |
|----------------|------------------|-------------------------|-----------------|--------------|
| 2009-10 | 63.7% | 21.3% | 10.5% | 4.4% |
| 2010-11 | 63.1% | 18.7% | 10.5% | 5.7% |
| 2011-12 | 61% | 20% | 11% | 8% |
| 2012-13 | 60% | 26% | 11% | 3% |
| 2013-14 | 59.4% | 20.6% | 10% | 9.8% |

Current data analysis is centered on disaggregating achievement scores and classroom performance across the various ethnic groups represented on our campus.

Student Retention by Grade

| Year | Grade 6 | Grade 7 | Grade 8 |
|--------------|----------------|----------------|----------------|
| 10-11 | 5 | 3 | 3 |
| 11-12 | 4 | 6 | 8 |
| 12-13 | 3 | 7 | 0 |
| 13-14 | 9 | 12 | 0 |

Student Languages

As of the 135th day of 2013-2014, Northwood MS had **107 students (actively enrolled)** with an SC English Proficiency code of 1-7 or A-D which the SDE uses for the LEP subgroup.

Lunch Status

At the beginning of each academic year, in homeroom or upon registration, students are given a form for parents who wish to be considered for reduced meals. Students whose families qualify under the financial requirements are notified of their approval into the program. Due to many economic factors the poverty index for Northwood has increased each year over the past four years.

| Poverty Index | | | | | |
|------------------------|----------------|----------------|----------------|----------------|----------------|
| Percent Poverty | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
| | 54.67% | 57.03% | 60.99% | 59.58% | 46.0% |

Students with Disabilities

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

| | 2009-10 | 2010-11 | 2011-2012 | 2012-2013 | 2013-14 |
|-----------------|----------------|----------------|------------------|------------------|----------------|
| Disabled | 13% | 11% | 11% | 11% | 11.7% |

Gifted and Talented

Students identified for placement in the Gifted and Talented program at Northwood Middle School are challenged through a rigorous curriculum. Teachers who work with gifted and talented students have a certification designation added after completing additional coursework designed to prepare them for working with these students. The Identification process may begin in the second grade and students are enrolled in the program during the fall once test scores have been received. As seen in the following graphs, students can be identified through artistic and academic areas. Students are placed into Challenge Language Arts once they reach middle school.

| 2009-10 | 2010-11 | 2011-2012 | 2012-2013 | 2013-2014 |
|----------------|----------------|------------------|------------------|------------------|
| 22.7% | 26.4% | 24.8% | 25.1% | 27.0% |

Learning-Focused

Teachers at Northwood use strategies from the research based **Learning-Focused** program to plan for instruction and assessment. The use of essential questions and graphic organizers help students focus on subject specific standards and skills. All teachers post weekly and unit lesson plans to the school staff drive.

Measures of Academic Progress (MAP)

Computer adaptive (MAP) tests are given to students in Math and Reading during the fall and spring of each year. RIT scores are used along with DesCartes to assist in planning differentiated instruction.

Classroom Walk-Through Observations

Walk-throughs observations are conducted on a regular basis by administrators and instructional coach. Teachers are provided with feedback. The walk-throughs provide a snapshot of what is taking place in the areas of curriculum, instruction, and assessment.

Career Exploration

The Career Development Program at Northwood Middle is multi-faceted. In the Fall, we begin with the introduction of the 16 career clusters for all of our students in each grade in a classroom setting. SCOIS (South Carolina Occupational Information System) Career assessments are then administered to each student. Using the results from SCOIS, we have our 8th grade Individual Graduation Plan conferences during second semester. During these conferences, we share the SCOIS results, SC education lottery scholarship information, High School expectations, grade point averages and the Uniform Grading Scale, qualifications for SC High School graduation, and finally the student chooses a career cluster and career goal in which he or she is interested in pursuing. Throughout the year, we hold "Lunch and Learn" sessions in which the students spend their lunch shift listening to a speaker in a particular career field and eating lunch. The year will culminate with our 8th grade Career Day. We have professionals representing many of the 16 career clusters spend the day with us to share their careers with our students. The teachers at Northwood are an integral part of the career development process by incorporating career exploration activities throughout the year in their instruction.

High School Offered Courses

- Northwood Middle School offered a variety of high school credit courses in 2013-2014 to address the academic needs of our students.:

Algebra 1

- A high school credit class offered to students meeting a mastery level that qualifies them to take this course. This year (2013-2014) we have 68 students in Algebra 1. On the Spring 2013 End of Course (EOC) Test 100% of our Algebra 1 students scored 70% or higher.

English Honors 1

- A class offered for high school credit to eighth grade students qualifying to take the course. This year (2013-2014) we have 30 students in English Honors 1. On the Spring 2013 End of Course (EOC) Test 100% of our English Honors 1 students scored 70% or higher.

Spanish 1

- Offered to eighth grade students meeting specific criteria. This class is offered for high school credit. This year (2013-2014) we have 59 students in Spanish 1.

Geometry

- Geometry is offered to 8th grade students who complete Algebra I in the 7th grade. This year, (2013-2014) there are 15 students who take this class.

Professional Development

All teachers at Northwood are involved in staff development opportunities provided by the district as well as those conducted on site. Teachers in all subject areas have attended many sessions related to the teaching of the South Carolina State Standards. Our instructional coach has led staff development focusing on data analysis, formative and summative assessments, and rigorous instruction. Staff development aligned with our mission, vision, and school goals is planned for all grade levels on most Tuesdays during the school year and is facilitated by the instructional coach. Northwood Middle is a *Community of Learners*.

Professional Development and Training Calendar

2014-2015

| Date | Description |
|------------------|--|
| August-September | PowerTeacher Set-up, MAP training |
| October | GradeCam training, PASS and MAP Next Steps #1 &2, New Teacher and Mentor Meeting, Goal Setting, Google Docs, Google Sites |
| November | Promethean Board for Beginners, New Teachers Standard 1, Analyzing the Benchmark for Quarter 1, Promethean Board Advanced Training |
| December | Re-teach Strategies that Work, Online Articles for the Classroom, Brain Breaks, Google Forms, Special Education Techniques and Guidelines |
| January | Goal Check-ins, New teacher Standards 2-5, USA Test Prep Webinar |
| February | Benchmark #2, MAP training |
| March | The Argument |
| April | Active Votes and Active Slate, New teacher Standards 6-8, The Assessments #1- Learning Targets, Aspire Training, Assessments #2- Formal and Informal Assessments |
| May | PASS training, Book Study |

Professional Development and Training Calendar

2015-2016

School Year 2015-2016 (Tentative)

**Also will include technology professional development connected to the Digital Leaders Corps*

| Date | Description |
|------------------|---|
| August-September | Break-out sessions, PowerTeacher Set-up, MAP training, Stream 360 |
| October | GradeCam training, Data Binders #1, Data Binders #2, New Teacher and Mentor Meeting, Goal Setting, Inquiry- Science and ELA connections, Writing Across the subjects (Standards for each grade- level |
| November | Google Classroom or IQity training, New Teachers Standard 1, Analyzing the Benchmark for Quarter 1, Book Study |
| December | Research #1- The Outline, Management: Culture of Learning |
| January | Research #2- Gathering, Goal Check-ins, New teacher Standards 2-5, |
| February | Research #3- Citing Sources, Benchmark #2, MAP training |
| March | Research #4- Bringing it together, Management: Motivation |
| April | New teacher Standards 6-8, Aspire Training, Updating Data Binders |
| May | PASS training, Book Study |

The Northwood faculty has had a wide variety of professional development opportunities over the past three years. These opportunities were based on school performance levels, needs assessment, and district initiatives. Professional development has addressed such areas as Learning Focus strategies, backward design (unit planning), Bloom's revised taxonomy, data disaggregation, rigorous instruction, South Carolina State Standards, and integration of technology. We were selected to participate in the Digital Leader Corps three-year initiative for technology. Our professional development will reflect that, as the training begins.

In addition to school-wide learning opportunities faculty members attend district workshops and state conferences. All professional development is grounded in research-based models.

Media Center

In 2014-2015, the Media Center continued many of its popular programs from past years. For a fourth year, all students who read 500 pages over summer vacation earned a trip to an ice cream sundae bar at lunch. This is one of the more popular reading incentive programs. All we continued the very popular Reading Rivalry. Clemson and Carolina fans read for their favorite team in hopes of earning a day to wear team colors. In the spring, Northwood participated for the 7th year in the Greenville Drive Reading All Stars Program. For a 5th year, the Media Center is holding the Northwood READS! Challenge. Students are encouraged to read books from this list to earn prizes all throughout the year. Students who read all 20 books are recognized at awards day with a special certificate. In addition to these reading programs, we continued hosting two Scholastic Books Fairs this year to promote reading throughout the school.

In addition to reading promotion, the Media Center was involved with research and internet safety classes. This year over 50% of teachers have worked with the media specialist or used materials from the media center to enhance instruction. Students and teachers have used media center resources for lessons on citations, note taking, locating appropriate sources and creating wikis. In 2015 the Media Center and guidance department collaborated to host Rick Floyd as speaker on internet safety. He spoke to all 7th and 8th grade students as part of the new internet safety curriculum.

Additional Information

- A number of teachers use Compass Learning and USA Test Prep as a tool to enhance the ELA program and standards.
- In 2013-2014, a team from Northwood went to take part in a *Schools to Watch* in-service. They participated in breakout sessions to learn about the STW model, and overall best practices.

MISSION/VISION/BELIEFS

Mission

The mission of Northwood Middle School is to develop a *community of learners* by providing meaningful learning experiences for all stakeholders.

Values and Beliefs

Our values and beliefs are the shape our vision. They form the core of who we are, our ideas and beliefs about the work that we do, and how we think and feel about the work still to be done at Northwood.

We believe:

- Each student has unique abilities and the potential for learning.
- The home, community, student, and school share responsibility in the learning process.
- Learning is a continuous and life-long process.
- The school will promote respect, responsibility and integrity.
- The inclusion of cultural diversity enriches the learning environment.
- The school should provide a safe, caring environment in which student-centered, standards-driven learning can take place.

Shared Vision

We as a faculty have a vision. We will have achieved this vision when:

- Our developmentally appropriate, cohesive, school-wide curriculum is fully aligned to state and national standards.
- Faculty members are consistent and diligent in planning interdisciplinary and real-world connections.
- Teachers use a variety of assessment methods, utilizing informal and authentic assessment strategies and our students utilize rubrics in planning and reflecting on their projects.
- Rigorous instruction draws on students' prior knowledge and motivates them for academic success. This instruction adheres to sound instructional processes while utilizing technology and involving students in hands-on learning experiences.

Students, faculty, staff, and parents agree that a positive learning environment exists at Northwood and effective communication is the norm among these groups. Teachers and administrators implement and support effective classroom management strategies. Students are aware of how their behavior affects others and student behavior does not interfere with the teaching and learning process. Faculty and staff have ample materials needed for effective teaching and learning. As a community, we celebrate success and all areas of giftedness while facilitating the transition to and from the middle school years.

The following key points are the 1) curriculum, 2) instruction, 3) assessment, and 4) environmental factors that support our vision for Northwood Middle students:

Curriculum

- Aligned to district, state and national standards or competencies
- Interdisciplinary/Cross-curricular units
- Linked to the community/real-world
- Vertically teamed
- Mapping
- Written and communicated to every teacher
- Integrates technology where appropriate
- Utilization of District Curriculum on Portal

Assessment

- Emphasis on authentic assessment
- Projects are linked to instruction
- Effective utilization of rubrics
- Use of formal and informal assessment
- Students reflect on their own performance
- Utilization of MAP results to guide instruction and assessment
- District and state wide testing
- *Understanding by Design* Process (begins with the end in mind)

Instruction

- Adheres to sound rigorous instructional practices
- Responsive to student population and needs
- Learning Focused Strategies utilized
- Builds experiences for students prior to new information
- Integrates technology

Learning Environment

- Effective communication through print, phone, school website, email and messenger system
- Effective classroom management strategies implemented
- Successful transition from elementary to middle school and middle to high school
- Successes and achievements celebrated throughout school year
- Desired behavior is modeled by adults throughout the learning community to create a safe and respectful environment
- High school course offerings (Spanish I, Geometry, Algebra I, and English I)

DATA ANALYSIS AND NEEDS ASSESSMENT

Demographic Data:

| Factor | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-2014 |
|------------------------------|---------|---------|---------|---------|---------|-----------|
| Enrollment | 837 | 833 | 867 | 862 | 902 | 843 |
| African American | 20.8% | 21.7% | 22% | 20% | 26% | 18.8% |
| Caucasian | 62.3% | 64.9% | 63% | 61% | 60% | 60.1% |
| Hispanic | 11.0% | 10.7% | 11% | 11% | 11% | 11.1% |
| Other | 5.9% | 4.4% | 4% | 8% | 3% | 9.8% |
| Free/Reduced Meals | 29.9% | 43.8% | 43.2% | 57.03% | 59.58% | 43.0% |
| IEPs | 14.5% | 12.6% | 13.5% | 11% | 11.3% | |
| Gifted & Talented | 24.8% | 22.7% | 26.4% | 24% | 25.1% | 27.0% |
| Attendance | 96.6% | 96.2% | 95.5% | 96.4% | 96.1% | 95.3% |

Enrollment remained in the mid 800 range from 2007-2012. Then this year (13-14), we have 843 students enrolled. One factor that has had an impact on increased enrollment has been the increase in the number of special permissions to attend Northwood that have been granted. Due to the economic situation in our area there has been an increase in the percentage of students with free or reduced meals. The population in each of our other subgroups has remained steady.

Student Achievement:

As mandated in Chapter 18, Title 59 of the 1976 Code, the Education Accountability Act was amended (May 2008) to provide for the development of a new statewide assessment known as the Palmetto Assessment of State Standards (PASS). The first administration of the PASS test was in the Spring of 2009. The PASS test is given in grades three through eight. It includes tests in the areas of Writing, ELA, Social Studies, Mathematics, and Science. The faculty and staff of Northwood Middle School analyze student achievement data annually and use information gained to make decisions related to student needs and student achievement.

PASS Student Performance Information- All Students----- Spring 2014

| | Not Met | Met | Exemplary | Mean PASS Score |
|-----------------------|----------------|------------|------------------|------------------------|
| ELA | 25% | 30% | 45% | 637 |
| Writing | 17% | 38% | 45% | 644 |
| Math | 24% | 40% | 36% | 640 |
| Science | 20% | 36% | 44% | 652 |
| Social Studies | 22% | 33% | 44% | 646 |

***Highlighted indicates growth*

It is apparent that our growth lies in student growth from met to exemplary. The mean for all subjects were above the met benchmark,

PASS Student Performance Information- By Grade----- Spring 2014

| | Not Met | Met | Exemplary | Mean PASS Score |
|-----------------------|----------------|------------|------------------|------------------------|
| ELA | | | | |
| Grade 6 | 25% | 28% | 47% | 643 |
| Grade 7 | 26% | 30% | 44% | 633 |
| Grade 8 | 22% | 32% | 45% | 637 |
| Writing | | | | |
| Grade 6 | 18% | 39% | 43% | 646 |
| Grade 7 | 17% | 35% | 48% | 644 |
| Grade 8 | 17% | 38% | 44% | 642 |
| Mathematics | | | | |
| Grade 6 | 25% | 39% | 36% | 643 |
| Grade 7 | 28% | 32% | 40% | 640 |
| Grade 8 | 21% | 49% | 31% | 637 |
| Science | | | | |
| Grade 6 | 26% | 45% | 29% | 637 |
| Grade 7 | 20% | 35% | 45% | 656 |
| Grade 8 | 16% | 28% | 56% | 660 |
| Social Studies | | | | |
| Grade 6 | 14% | 58% | 28% | 646 |
| Grade 7 | 26% | 24% | 50% | 646 |
| Grade 8 | 23% | 28% | 49% | 649 |

***Highlighted indicates growth*

The most growth occurred in the 8th grade in all subjects. Science had the most growth, while ELA had the least.

Subject-Area Data (Source:State Report Card):

SCIENCE

In 2014, the percentage of students scoring met or exemplary on the PASS Writing test was 80%. This is a decrease of 5% from the 2013 PASS test. Below are the mean scores for science.

| Subgroups | PASS 2013 Science Mean | PASS 2014 Science Mean |
|------------------------|-------------------------------|-------------------------------|
| All Students | 645.8 | 651.5 |
| White | 659.7 | 668.1 |
| African American | 614.1 | 610.8 |
| Asian/Pacific Islander | 664.3 | 673.2 |
| Hispanic | 639.3 | 625.7 |
| Disabled | 589.0 | 588.0 |
| LEP | 640.3 | 643.3 |
| Subsidized Meals | 622.3 | 626.1 |

Most of our subgroups in Science have risen but there has been a decrease in the mean score of African American, Hispanic, and disabled students scoring met or exemplary. In 2014, the African American, Disabled, Hispanic, and Subsidized Meal subgroups scored below the Annual Measurable Objectives (AMO) in Science. There was significant growth in all students, White, Asian, LEP and Subsidized Meals. The Subsidized Meals has shown continual growth over the past 3 years.

MATH

There have been some improvement shown in the PASS Math scores for all students

| Subgroups | PASS 2013 Math Mean | PASS 2014 Math Mean |
|------------------------|----------------------------|----------------------------|
| All Students | 650.9 | 639.9 |
| White | 662.6 | 652.8 |
| African American | 622.1 | 603.8 |
| Asian/Pacific Islander | 669.8 | 670.0 |
| Hispanic | 642.1 | 622.2 |
| Disabled | 596.6 | 591.4 |
| LEP | 646.4 | 638.1 |
| Subsidized Meals | 630.3 | 618.5 |

In 2013 and 2014, the Disabled, African American, Subsidized Meals, and Hispanic subgroups scored below the Annual Measurable Objectives (AMO) in Math. Students of the Asian subgroup showed improvement in 2013.

ENGLISH/LANGUAGE ARTS

In **2014**, the percentage of students scoring met or exemplary on the PASS ELA test was 75%. This is a decrease of 4% from the 2013 PASS test. Below are the mean scores for ELA.

| Subgroups | PASS 2013 ELA Mean | PASS 2014 ELA Mean |
|------------------------|---------------------------|---------------------------|
| All Students | 658.5 | 637.3 |
| White | 671.7 | 651.2 |
| African American | 628.4 | 605.6 |
| Asian/Pacific Islander | 671.0 | 654.0 |
| Hispanic | 646.5 | 612.6 |
| Disabled | 597.3 | 581.5 |
| LEP | 647.7 | 626.9 |
| Subsidized Meals | 637.7 | 616.6 |

In 2014, the African American, Hispanic, LEP, Subsidized Meals, and Disabled subgroups scored below the Annual Measurable Objectives (AMO) in ELA .There was a decrease in all subgroups for the 2014 ELA PASS test.

SOCIAL STUDIES

In 2014, the percentage of students scoring met or exemplary on the PASS Social Studies test was 78%. This is a decrease of 1% from the 2013 PASS test. Below are the mean scores for Social Studies.

| Subgroups | PASS 2013 Social Studies Mean | PASS 2014 Social Studies Mean |
|------------------------|--------------------------------------|--------------------------------------|
| All Students | 643.9 | 646.1 |
| White | 654.8 | 656.4 |
| African American | 617.8 | 617.3 |
| Asian/Pacific Islander | 642.6 | 673.3 |
| Hispanic | 638.2 | 628.0 |
| Disabled | 587.5 | 595.0 |
| LEP | 628.3 | 642.0 |
| Subsidized Meals | 626.4 | 625.6 |

In 2014, the African American, Hispanic, Subsidized Meals, and Disabled subgroups scored below the Annual Measurable Objectives (AMO) in Social Studies. However, all student, Asian, LEP, and White students showed significant improvement from 2013 to 2014.

SCHOOL CLIMATE

Introduction

A School Climate Survey for parents, students, and staff is administered by the State Department of Education each year and is part of the Annual School Report Card. Research has shown that School Climate is an important factor as related to student achievement.

School Climate Needs Assessment

In reviewing our survey results we have found that we are below the 80% mark in four areas. Those areas are *learning environment* for students and *school-home relations* for parents, and *social and physical environment* for both parents and students,. This only reflects 8th graders and their parents. We will address the need for improvement in these areas in our school renewal plan for 2013-2018.

2013-2014 Evaluations by Teachers, Students and Parents:

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 42 | 239 | 80 |
| Percent satisfied with learning environment | 95.3% | 69.7% | 82.3% |
| Percent satisfied with social and physical environment | 92.9% | 77.6% | 77.5% |
| Percent satisfied with school-home relations | 90.5% | 88.5% | 60.8% |
| Percent that feels safe at school during the school day | 95.2% | 85.7% | 87.5% |

*Only students at the highest middle school grade level and their parents were included.

PARENT SURVEY (8th grade parents) RESPONSES - 2012-13 SCHOOL YEAR:

I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.

79 responses

| % Strongly Disagree | % Disagree | % Agree | % Strongly Agree | % Don't Know |
|----------------------------|-------------------|----------------|-------------------------|---------------------|
| 6.3 | 10.1 | 55.7 | 26.6 | 1.3 |

I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL. 80

responses

| % Strongly Disagree | % Disagree | % Agree | % Strongly Agree | % Don't Know |
|----------------------------|-------------------|----------------|-------------------------|---------------------|
| 6.3 | 27.5 | 42.5 | 8.8 | 15.0 |

I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD'S SCHOOL. 80 responses

| % Strongly Disagree | % Disagree | % Agree | % Strongly Agree | % Don't Know |
|----------------------------|-------------------|----------------|-------------------------|---------------------|
| 5.0 | 13.8 | 60.0 | 17.5 | 3.8 |

STUDENT (8th grade) SURVEY RESPONSES - 2012-13 SCHOOL YEAR:

I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL. 238

responses

| % Disagree | % Mostly Disagree | % Mostly Agree | % Agree |
|-------------------|--------------------------|-----------------------|----------------|
| 12.6 | 17.6 | 48.3 | 21.4 |

I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL. 236 responses

| % Disagree | % Mostly Disagree | % Mostly Agree | % Agree |
|-------------------|--------------------------|-----------------------|----------------|
| 10.6 | 11.9 | 42.4 | 35.2 |

I AM SATISFIED WITH HOME-SCHOOL RELATIONS. 235 responses

| % Disagree | % Mostly Disagree | % Mostly Agree | % Agree |
|-------------------|--------------------------|-----------------------|----------------|
| 5.5 | 6.0 | 25.1 | 63.4 |

TEACHER SURVEY RESPONSES - 2012-2013 SCHOOL YEAR:

I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL. 42 responses

| % Disagree | % Mostly Disagree | % Mostly Agree | % Agree | % Don't Know |
|-------------------|--------------------------|-----------------------|----------------|---------------------|
| 2.4 | 2.4 | 54.8 | 40.5 | 0 |

I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.

42 responses

| % Disagree | % Mostly Disagree | % Mostly Agree | % Agree | % Don't Know |
|-------------------|--------------------------|-----------------------|----------------|---------------------|
| 0 | 7.1 | 31.0 | 61.9 | 0 |

I AM SATISFIED WITH HOME-SCHOOL RELATIONS. 42 responses

| % Disagree | % Mostly Disagree | % Mostly Agree | % Agree | % Don't Know |
|-------------------|--------------------------|-----------------------|----------------|---------------------|
| 4.8 | 4.8 | 47.6 | 42.9 | 0 |

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.

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.

| <u>STRATEGY Activity</u> ELA/WRITING | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|--|------------------------|---|------------------------------|-------------------------------|---|
| Utilize a universal note-taking method (ex: Cornell Method) to be used for research and reading non-fiction. | 2013-2018 | ELA Department Chair ELA teachers | NA | NA | Note-taking Rubric used by all teachers in the ELA department |
| Incorporate the use of audio books and resources as an additional instructional tool as students are reading novels | 2013-2018 | ELA teachers | NA | NA | Frayer diagram for organizing essay writing, KIM organizer for vocabulary words |
| Administer quarterly benchmark tests for units. | 2013-2018 | ELA teachers Instructional Coach | NA | NA | Item analysis results |
| Use charts and organizers for chapters read to help identify themes, new vocabulary, character traits - both direct and indirect, and to summarize reading in small portions by writing journal entries from a character's point of view | 2013-2018 | ELA Teachers | NA | NA | Charts and organizers |

| <u>STRATEGY</u> <u>Activity</u> ELA/WRITING | <u>Timeline</u> | <u>Person</u> <u>Responsible</u> | <u>Estimated</u> <u>Cost</u> | <u>Funding</u> <u>Sources</u> | <u>Indicators of</u> <u>Implementation</u> |
|--|------------------------|---|---|--|--|
| Utilize notebooking for student prewriting (brainstorming, outlines, and character traits) | 2013-2018 | ELA Teachers | NA | NA | Notebooks |
| Quarterly classroom observations conducted by Administrators and Instructional Coach to ensure standards-based (Common Core) lessons are being taught. | 2013-2018 | Administrators Instructional Coach | NA | NA | Observation logs Written forms with feedback |
| Learning Focus strategies (Essential Questions, Summarizing, Extending, Refining, etc.) implemented in all ELA classes | 2013-2018 | ELA teachers Instructional Coach | NA | NA | Lesson plans Unit plans Curriculum Maps |
| Utilization of data to review and plan for future instruction/assessment | 2013-2018 | ELA teachers Instructional Coach | NA | NA | PASS scores, MAP scores, EOC scores, Enrich Assess, benchmark test results (item analysis) |
| Use of curriculum mapping for unit and lesson planning (<i>Rubicon Atlas</i>) | 2013-2018 | Administrators ELA teachers Instructional Coach | NA | NA | Curriculum maps are available on the Portal. Unit/Weekly Lesson plans on websites reviewed. |

EOCEP % ENGLISH 1

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

| <u>STRATEGY</u> <u>Activity</u> EOCEP ENG I | <u>Timeline</u> | <u>Person</u> <u>Responsible</u> | <u>Estimated</u> <u>Cost</u> | <u>Funding</u> <u>Sources</u> | <u>Indicators of</u> <u>Implementation</u> |
|---|------------------------|--|---|--|---|
| Develop syllabus and unit/lesson plans in accordance to and consistent with SC state standards. | 2013-2018 | English I teacher(s) Instructional Coach | NA | NA | Posted weekly lesson plans on staff drive. Course syllabus is approved by principal at beginning of school year and posted to teacher's website. |
| Use of curriculum mapping for unit and lesson planning <i>(Rubicon Atlas)</i> | 2013-2018 | English I teacher(s) Instructional Coach | NA | NA | Curriculum maps are available on the Portal. Lesson plans on staff drive can be reviewed. |
| Teacher(s) to attend regular district meetings as appropriate to the course. | 2013-2018 | English I teacher(s) Academic Specialist for 6-12 English Language Arts | NA | NA | Record of meetings attended, see Portal record. |

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 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 | 100 | | | | |
| 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.

| <u>STRATEGY Activity</u> | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|---|------------------------|--|------------------------------|-------------------------------|---|
| EOCEP ALG I | | | | | |
| Develop syllabus and unit/lesson plans in accordance to and consistent with SC state standards. | 2013-2018 | Algebra I teachers Instructional Coach | NA | NA | Posted weekly lesson plans on teacher website. Course syllabus is approved by principal at beginning of school year and posted to teacher's website. |
| Use of curriculum maps developed by Academic Specialist for 6-12 Mathematics | 2013-2018 | Algebra I teachers Instructional Coach | NA | NA | Curriculum maps are available on the Portal. Lesson plans can be reviewed on teacher website. |
| Teacher(s) to attend regular district meetings as appropriate to the course. | 2013-2018 | Algebra I teachers Academic Specialist for 6-12 Mathematics | NA | NA | Record of meetings attended, see Portal record. |
| Math teachers will provide before and/or after school tutoring sessions for students. | 2013-2018 | Math Department Chair Math teachers | NA | NA | Teacher logs of students attending tutoring sessions. |

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.*

| <u>STRATEGY Activity</u> SCIENCE | <u>Time</u> line | <u>Person</u> <u>Responsible</u> | <u>Estimated</u> <u>Cost</u> | <u>Funding</u> <u>Sources</u> | <u>Indicators of</u> <u>Implementation</u> |
|--|-----------------------------------|---|---|--|--|
| Administer quarterly benchmark tests in Science classes | 2013-2018 | Science Department Chair Science teachers Instructional Coach | NA | NA | Item analysis results Minutes from grade level subject area meetings |
| Conduct/attend professional development aimed at improving teacher effectiveness in science classrooms -Including STEM training | 2013-2018 | Academic subject area teachers Instructional Coach | NA | NA | Agenda from professional development meetings Presentations posted on Rubicon Atlas |
| Science teachers will include the use of citing textual evidence to support analysis of science texts as required by Common Core State Standards for ELA | 2013-2018 | Science teachers ELA teachers Instructional Coach | NA | NA | Unit Plans Lesson Plans Administrative observations Formal/Informal Assessments |
| Science teachers will incorporate common planning with ELA teachers in order to integrate more literacy skills in science as required by South Carolina State Standards in ELA | 2013-2018 | ELA teachers Science teachers Instructional Coach | NA | NA | Unit Plans Lesson Plans Formal/Informal Assessments |

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.*

| <u>STRATEGY Activity</u> | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|--|------------------------|---|------------------------------|-------------------------------|--|
| SOCIAL STUDIES | | | | | |
| Administer benchmark tests in all Social Studies classes | 2013-2018 | Social Studies teachers Instructional Coach | NA | NA | Item analysis results (Moodle) Minutes from grade level subject area meetings |
| Conduct/attend professional development aimed at improving teacher effectiveness in Social Studies classrooms | 2013-2018 | Academic subject area teachers Instructional Coach | <u>NA</u> | <u>NA</u> | Agenda from professional development meetings Presentations posted on Moodle |
| Social Studies teachers will incorporate the use of primary sources | 2013-2018 | Social Studies teachers Instructional Coach | NA | NA | Unit Plans Lesson Plans Curriculum maps |
| Social Studies teachers will incorporate common planning with ELA teachers in order to integrate literacy skills in Social Studies | 2013-2018 | ELA/Social Studies teachers Instructional Coach | NA | NA | Unit Plans Lesson Plans Curriculum maps |
| Social Studies teachers will develop common assessments | 2013-2018 | Social Studies teachers | NA | NA | Formal/Inform Assessments |

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 subject area (ELA, Math, Science, and Social Studies) teachers will be *Highly Qualified* (HQ) in their area of certification by the fall of 2015 and remain HQ through 2014-2018.

ANNUAL OBJECTIVE: All subject area (ELA, Math, Science, and Social Studies) teachers will continue to maintain *Highly Qualified* (HQ) status.

DATA SOURCE(S): Documentation from Greenville County School District and the South Carolina State Department of Education

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

| <u>STRATEGY Activity</u> TEACHER/ ADMINISTRATIVE QUALITY | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|---|------------------------|---|----------------------------------|---|--|
| Weekly meetings for Professional Development in the areas of curriculum, instruction, and assessment. | 2013-2018 | Instructional Coach | NA | In-house | Professional Development Calendar and Attendance Records |
| Yearly review of HQ status and teacher qualifications. | 2013-2018 | Principal | NA | NA | Records of teacher evaluation and HQ status. |
| Each teacher will have 24 hours of Professional Development annually | 2013-2018 | Principal Instructional Coach Department Chairs | Varied | District In-house Individual teachers | Yearly review of teacher goals and Professional Development logs |
| Research- focus for professional development for all teachers | 2013-2018 | Instructional Coach Media Specialist ELA Teachers | Varied | In-house | Benchmark tests ACT Aspire and PASS results |

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 | 96.4% | 96.1% | 95.3% | | | | |
| 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 | 0.0% | 0.9% | 2.7% | | | | |
| 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 82.8% in 2012 to 87.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 1 percentage point 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 | 83.2 | | | | |
| School Actual | 81.8 | 82.2 | 82.3 | | | | |
| 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 76.5% in 2012 to 81.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 5 percentage point 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 | 77.5 | | | | |
| School Actual | 73.7 | 76.5 | 69.7 | | | | |
| 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 92.5% in 2012 to 97.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1percentage point 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 | 93.5 | | | | |
| School Actual | 95.3 | 92.5 | 95.3% | | | | |
| 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 89.9% in 2012 to 94.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point 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 | 90.9 | | | | |
| School Actual | 92.9 | 89.9 | 87.5 | | | | |
| 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 92.4% in 2012 to 97.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point 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 | 93.4 | | | | |
| School Actual | 89.3 | 92.4 | 85.7% | | | | |
| 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: Maintain the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0 percentage point 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 | 100 | | | | |
| School Actual | 100 | 100 | 97.6% | | | | |
| 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>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|---|--------------------------|---|------------------------------|-------------------------------|---|
| SCHOOL CLIMATE | | | | | |
| Maintain and update teacher websites with information related to student learning and classroom news. | 2013-2018 | Teachers | -0- | NA | Websites reviewed by Principal or Webmaster |
| Email school newsletter on a regular basis in order to keep stakeholders informed. Provide hard copies if requested. | 2013-2018 | Principal PTA | \$100 | Local funds for copying | File copies |
| Parent Orientation Sessions: <ul style="list-style-type: none"> • Parents of rising 6th graders • Parents of rising 9th graders | Fall/Spring 2013-2018 | Principal Instructional Coach Guidance Media Specialist Teachers PTA | NA | Local funding | Agenda Attendance records Volunteer forms |
| Administer parent/student/teacher surveys from the SDE | 2013-2018 | Instructional Coach 8 th grade teachers | NA | SDE | Survey results |

Report Card 2012-2013: <http://ed.sc.gov/data/report-cards/2013/middle/c/m2301074.pdf>

ESEA 2012-2013: <http://ed.sc.gov/data/esea/2013/school.cfm?SID=2301074>