

Strategic Education Plan

Greenville Middle Academy of Traditional and Global Studies

Mrs. Nicky Andrews, Principal

Greenville County Schools

Dr. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 (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.

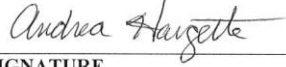
CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		3/31/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Andrea Hargette		3/31/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mrs. Nicky Andrews		3/31/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Anne Peden		3/31/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: ____ 339 Lowndes Ave. Greenville, SC 29607 ____

SCHOOL'S TELEPHONE: (864)355-5600 ____

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

POSITION

NAME

1. PRINCIPAL _____ Nicky Andrews
2. TEACHER _____ Jane Wassynger
3. PARENT/GUARDIAN _____ Laura Black
4. COMMUNITY MEMBER _____ Andrew Gouge
5. SCHOOL IMPROVEMENT COUNCIL _____ Andrea Hargette
6. Read to Succeed Reading Coach _____ Anne Peden
7. School Read to Succeed Literacy Leadership Team Lead _____ Nicky Andrews

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

** Must include the School Read to Succeed Literacy Leadership Team.

POSITION

NAME

Instructional Coach _____ Anne Peden

Program Coordinator _____ Alonda Rollison

Teacher _____ Amy Knobel-Chester

Teacher _____ Latrena Turner

Teacher _____ Karla Hensler

Teacher _____ Taki Johnson

Student _____ Cely Black

***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 school complies with all applicable Act 135 requirements.

_____ **Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

 X **Academic Assistance, Grades 4–12**

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

 X **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

 X **Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

 X **Technology**

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

 X **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.

X Collaboration

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

X 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.

Recruitment

The school 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.

Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The school ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Greenville Middle Academy

Introduction

An executive committee, consisting of the five Standards chairs who divided the stakeholders into subgroups for working teams. Following the Greenville County Portfolio process, the committees gathered data on Information and Communication/Values/Beliefs, Leadership, Curriculum and Instruction, Resources/Services, Assessment/Data. As teams worked, they presented findings to the stakeholders in faculty and SIC meetings. The Committees used data to compile indicators for the Portfolio and AdvancED documents.

The Greenville County Portfolio process helped guide the AdvancED Self-Study. We analyzed data using Parent, Staff, Student Survey results, State Department School Reports Cards, and ESEA Federal Accountability Rating. The self-study was guided by State and District Technology Plans, National Professional Development Standards, the Greenville County Strategic Plan, and the Greenville County Portfolio process.

Greenville Middle School Academy is fully accredited by the South Carolina State Department of Education and AdvancED. We also meet all planning, implementation, evaluation and reporting requirements of the Educational Accountability Act and Act 135, and the Greenville County Strategic Plan.

Executive Committee members included chairs of each of the subcommittees. Each grade level team or the ELA, Math, Special Education, or Related Arts Department was represented.

The committees included the following: Communication/Values/Beliefs, Leadership; Curriculum and Instruction, Resources/Services, and Assessment/Data.

AdvancED Groups

Standard 1

Communication/Values/Beliefs

Karla Hensler--Chair

Claire Berg

Gaille Cook

Haydn Culbertson

Gabbie Dempsey

Karen Greene

Cindy Kay

Amy Knobel-Chester

Susan Park

Sara Tuttle

Standard 2 – Leadership

Kenneth Skipper--Chair

Hailey Caldwell

Charlie Forrester

Jim Hensler

Ann Howell

Anne Matthews

Mary McDade

Kristine White

Louise Riley

Cathy Stephens

Stephanie Yarbrough

Standard 3 – Curriculum and Instruction**Ginger Shirley--Chair**

Brad Baker

Kathleen Carey

Frank Anderson

Joey Colon

Christina Devon

Angela Phillips

Nick Hall

Temple Langston

Barry Rhodes

David Roach

Allonda Rollison

Standard 4 -- Resources/Services**Elizabeth Seay--Chair**

Irena Anderson

Pamela Cao

Sheri Corbin

Laurie Gallego

Chancey Greco

Sean Hogan

Standard 5 – Assessment/Data**Barbara Calmes--Chair**

Temechia Bates

Jackie Batson

Laura Black

David Gray

Denise Henson

Taki Johnson

Debra Lusk

Brooke Patterson

Blair Powers

Janie Wassinger

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

Greenville Middle School Academy of Traditional Studies

Needs Assessment

In the area of ***Student Achievement***, to raise the academic challenge and performance of each student in all minority groups has been our most significant challenge. Achievement is discussed in the Data Analysis for Goal 1. Greenville Middle needs to:

- Focus on maintaining school writing performance as measured by PASS.
- Increase overall school ELA performance by 0.3 percent each year.
- Increase overall school Math performance by 1 percent each year.
- Increase overall school Science performance by 0.5 percent each year.
- Increase overall school Social Studies performance by 0.5 percent each year.
- Focus on raising minority student performance (African-Americans and Hispanics) in all subject areas.

In the area of ***Teacher/Administrative Quality***, goal two focuses on maintaining quality instructional and administrative personnel. We need to:

- Maintain in-house Professional Development to improve instruction in reading and writing across the curriculum and Global integrated studies.
- Revisit 21st Century Skills.
- Continue reading/writing/vocabulary across the curriculum.
- Continue data analysis and incentives.

School Climate, goal three, addresses several delineated items regarding Greenville Middle: attendance; expulsion rate; and parent, student, and teacher survey results regarding learning environment and safety at school. Although survey results are generally high in all areas, several concerns were identified. We need to:

- Maintain the Global perspective and classes that have been initiated and work to extend this focus.
- Introduce Classroom Character Education Program.
- Introduce Career Education Program.
- Communicate this work with parents, students, and teachers.

Academic Programs and Features

Greenville Middle School Academy of Traditional and Global Studies maintains an emphasis on reading, writing, and vocabulary development across the curriculum with a strong liberal arts interdisciplinary curriculum. Our program also includes a global focus which incorporates skills identified by the *Partnership for the 21st Century*. Because 21st Century Skills include “world languages,” Greenville Middle will continue to expand our foreign language program. Our school currently offers Spanish and French for exploratory classes and high school credit. Our challenge is to maintain this high level of achievement.

Some features of Greenville Middle School, Academy of Traditional and Global Studies are:

- Magnet School for Traditional and Global Studies
- High School Credit Awarded for Algebra I, Geometry, Honors English I, Spanish I, French I and II, and Greenville County’s French Transition Program
- First Responder Program with Personnel Trained to Respond to Emergencies
- Global Studies Classes and Interdisciplinary School-Wide Curriculum Projects
- Latin/Greek Stems Vocabulary Development Program
- Media Literacy Digital Displays and On-Line Publications
- Library/Media Center—over 25,000 Titles for Student Check-out
- 10 Chromebook Carts for use in the classroom
- Related Arts Courses: Band, Strings, Chorus, Art, Photography, Yearbook, Spanish, French, Physical Education, Global Studies, Google Technology, Media Literacy, GTT
- Gifted and Talented Program
- National Junior Beta Club and National Junior Honor Society
- Math Counts, International Club, Geography Bee, Quiz Bowl, Battle of the Books, Mock Trial, Robotics, Interscholastic and Intramural Sport Teams.

Greenville Middle Academy and its students receive district, state, and national recognition.

- **Met State and National Adequate Yearly Progress Criteria**

The No Child Left Behind Act is the federal law that evaluates public school performance to see whether specific groups of students are making “Adequate Yearly Progress.” Greenville Middle was named a 2011 Palmetto Silver Award winner and recently a 2012 Palmetto Gold Award winner for student achievement.

- Test Scores above District and State averages
- Palmetto’s Finest School
- Music Showcase Festival Superior Rating
- Multiple Award-Winning PTA
- Junior Scholars/Duke Tip
- Student Awards and Recognition Program
- Multiple State/National PTA Reflections Winners
- State Beta Club Officers and State Competition Winners

- National Award for Guidance and Career Exploration Programs
- National Board Certified Teachers
- District Teacher of the Year finalists for 2014 and 2015.

Greenville Middle Academy of Traditional Studies

Greenville Middle School Academy of Traditional Studies

Characteristics

School Profile

History

Greenville Middle School began in 1938 as Greenville Junior High School in the building that had been Greenville High School. It was located on Prospect Hill at the head of what is now known as McBee Avenue. Originally constructed in 1888, the facility was the first public school building in the city.

Greenville Junior High School served the community from 1938 until 1965 at this location. During this period, the 82 separate school districts in Greenville County were consolidated into one unified district. By 1949, the school's population had increased to 1600 students. In the fall of 1965, Greenville Junior High moved to the current facility. When the school district implemented the middle school concept, Greenville Junior High School became Greenville Middle School. Because of declining population, in 1997 Greenville Middle School became a Select School, Greenville Middle Academy, with a focus on reading, writing, and vocabulary across the curriculum.

Select School status impacts our school program in two major ways. As a Select School, we are allowed to recruit students from all attendance areas of the school district— students who are interested in our academic focus on "Reading, Writing, and Vocabulary Development across the Curriculum." Students have chosen to attend Greenville Middle Academy from approximately twenty other public and private middle schools. The school district also budgets extra funds to support Select School programs. Our budget has funded hardware and software for a Writing Lab, a lab manager/technology coordinator, a program coordinator, a journalism teacher, and instructional supplies to support our school-wide focus.

Beginning 2007-2008, Greenville Middle proposed a rebirth from "Traditional Studies" to "Traditional Studies: A Global Perspective." This new Renaissance for our "flat world" learner must include expanding our study of the English Language Arts of Reading, Writing, and Vocabulary Across the Curriculum by including the other two Language Arts as defined in the state Standards—Listening/Speaking and Thinking. At the same time, we plan to expand our study of language to examine cultural norms, analyze ways of thinking and problem-solving, and explore global culture while at the same time, delve more deeply into our own complex and diverse cultures. Our

recent SACS-CASI Portfolio process identified a need for focus on academic achievement for all students and for minority students in particular. In 2010, Greenville Middle met Adequate Yearly Progress as defined by the SC Department of Education. GMA was the first middle level school in the district to attain that goal.

Teacher and Administrator Quality

Greenville Middle Academy has a highly qualified staff. 60% of teachers have ten or more years' experience. 75% of staff members hold advanced degrees. Eight teachers (14.6%) are National Board Certified. Over the past few years the experience level of our normally stable staff has lowered as many teachers have retired.

Administration

Our school PTA is routinely involved in the operation of our school. Without them, many of the efforts we initiate would not be possible. Currently, we send out a form at the beginning of the school year to determine the volunteer skills available. Parents, teachers, and administrators are very involved in our School Improvement Council. They meet quarterly and discuss opportunities to support our school. They are currently seeking ways to help our school maintain a high level of instruction.

Greenville Middle School currently has a Leadership Team made up of grade level team leaders, special area team leaders, and administrators. They meet with the principal on the second Tuesday of the month to share and discuss school-wide issues.

Administrators:

Mrs. Nicky Andrews, Principal

Mrs. Susan Moree, Assistant Principal

Mr. Brad Dill, Administrative Assistant

Support staff:

3 guidance counselors: Taki Johnson, Pamela Cao, Mary Anne Crout

Three clerks for data, guidance, and attendance: Jennifer Lawler, Michelle Joiner, Shane Hawk

Secretary/bookkeeper: Jill Foster

Program Director: Alonda Rollison

Instructional Coach: Dr. Anne Peden

Student Demographic Data

Greenville Middle is an inner-city school. From 1988 to 1996 as families began to leave the downtown area and relocate in suburban areas, enrollment dropped from 832 students to 654. District plans to construct a new Riverside Middle School further impacted Greenville Middle's enrollment. In 1996, Greenville Middle applied to become a "Select School" and in 1997 became Greenville Middle School Academy of Traditional Studies.

Since that time, our enrollment has increased. During the 2004-2005 school year, we began to prepare for building renovation while remaining on site. After two years with the eighth grade in portable classrooms and no progress toward construction, the district decided to move Greenville Middle off site to the old Southside High School approximately 7 miles and 15-20 minutes from Greenville Middle. Because of the distance, many of our home-based students decided to attend schools closer to their neighborhoods, and magnet interest dropped as well. Since we have returned to the newly remodeled building, students have returned to GMA. Currently, we serve 826 home-based and magnet students.

Greenville Middle Academy Population Totals 2011-2015

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
829	810	820	826	830

Ethnicity

The current population consists of

- 53.6% (445) White
- 22.5% (187) African American
- 14.5% (120) Hispanic
- 9.5% (78) students of other ethnicities.

Attendance

Over the current year, 96.9% was Greenville Middle's average student attendance.

Exceptional Education

GMS served 12.4% students who are classified as needing special education in 2016-2017. The majority of students receiving special education assistance were learning disabled, followed by speech and language impaired, autistic, trainable mentally disabled, and visually handicapped.

Gifted and Talented

Students in our gifted program are identified according to the South Carolina state guidelines and school district policies. At the middle school level, these students are served in the Language Arts classrooms for Gifted and Talented instruction. Total gifted population was 35.0% during 2016-2017.

Magnet

The Greenville Middle Magnet Program (Traditional and Global Studies and French Immersion) currently has a district-determined ceiling in all three grades and maintains a waiting list of candidates.

Greenville Middle School Academy of Traditional and Global Studies maintains an emphasis on reading, writing, and vocabulary development across the curriculum with a strong liberal arts interdisciplinary curriculum. Our program also includes a global focus which incorporates skills identified by the *Partnership for the 21st Century*. Because 21st Century Skills include "world languages," Greenville Middle will continue to expand our foreign language program. Our school currently offers Spanish and French for exploratory classes and high school credit as well as an after school exploratory Mandarin Chinese class.

Some features of Greenville Middle School, Academy of Traditional and Global Studies are:

- Magnet School for Traditional and Global Studies
- High School Credit Awarded for Algebra I, Geometry, Honors English I, Google Basics/Multimedia, Spanish I, French I and II, and a French Immersion Program
- Global Studies Classes and Interdisciplinary School-Wide Curriculum Projects
- Latin/Greek Stems Vocabulary Development Program
- Media Literacy Digital Displays and On-Line Publications
- Library/Media Center—over 25,000 Titles for Student Check-out
- Journalism Computer Lab, 20 Station Research Lab, 10 Portable Chromebook Labs, and a Portable I-Pad Lab
- Related Arts Courses: Band, Strings, Chorus, Art, Photography, Yearbook, Broadcasting, Journalism, Spanish, French, Physical Education, Global Studies, Input Technology, Speech and Debate/Drama, GTT, Google Basics
- National Junior Beta Club and National Junior Honor Society, Duke Tip, Junior Scholars,
- Palmetto Gold Awards for last five years
- State PTA Teacher of the Year, State PTA Principal of the Year, District Rising Principal of the Year, State Cooperating Teacher of the Year, GC Spirit of Einstein Science Teacher
- Math Counts, International Club, Geography Bee, Quiz Bowl, Battle of the Books, Mock Trial, Robotics, Drama/Debate Club, Radio Broadcasting, Interscholastic and Intramural Sport Teams, Youth in Government, Drama Society, Ram Radio on iTunes.

MISSION, VISION, BELIEFS

In September of the 2012-2013 school year, Greenville Middle School began rebranding our beliefs and mission by examining our *School Renewal Plan* and *Greenville County's Guide for Educational Excellence: Priorities for Performance*. Our charge was to revisit and re-brand ourselves. This comprehensive process to build consensus involved all school stakeholders: teachers, administrators, support staff, parents, students, the School Improvement Committee and the local PTA Board. A core group of faculty met to begin the process to clarify our values and beliefs, purpose, mission, vision, and goals. Study groups examined the school's current mission and vision statements. We then answered the following questions about Greenville Middle:

- What does GMA do very well? What are the most important things we want to communicate to the community?
- Is there anything we need to change about what we already do?
- What are several ways we can reach out to the community?

This faculty study group prepared an initial draft of the composite beliefs and submitted them to the full staff for review and comment. We revised the draft based on feedback we received.

Values and Beliefs

We understand the necessity for preparing students for increasingly rigorous higher order thinking and performance, a mastery of 21st Century Skills, and our need to prepare them to compete in a global society. Our students will face career challenges and participate in a globally competitive workforce.

The results of those sessions follow.

We believe...

- The student is the center of the educational process.
- Education is the shared responsibility of the student, home, school, and community.
- All students can progress.
- Each student is a valued individual with unique intellectual, physical, social, and emotional needs.
- Students learn best in a safe, orderly, and inviting environment that provides opportunities for success.
- Students learn best when they accept responsibility for being actively engaged with the teacher in the learning process.
- Positive relationships and mutual respect among and between students and staff enhance students' self-esteem.
- Students learn in different ways and should be provided with a variety of curricula, instructional approaches, activities, and assessments to support their learning.
- A unified focus with state and international standards should integrate international content through all subject areas.
- The school should provide career awareness and experiences for all students.
- Children need opportunities to connect with international communities.

- High expectations for all students and teachers should guide the development of curriculum and instructional strategies.
- Students should have opportunities to study one or more world languages.
- The school should provide educational experiences that actively engage students and enable them:
 - to demonstrate understanding of essential knowledge and skills
 - to communicate effectively
 - to solve problems competently
 - to think critically and creatively
 - to act responsibly
 - to apply learning in meaningful contexts
 - to produce quality work.

Commitment to continuous improvement is critical for all students to achieve their maximum potential.

Mission

E=MC₂

Education = Making Children Count

Shared Vision

The following are the curriculum, instruction, assessment, and environmental strategies to support effective learning for Greenville Middle School students:

Curriculum

- Organize teaching to address state standards.
- Integrate standards into our Magnet School interdisciplinary focus.
- Provide a variety of instructional methods to accommodate learning styles.
- Emphasize reading and writing across the curriculum as a means of accessing, organizing, and communicating information in all disciplines.
- Focus on Latin and Greek stems to enhance vocabulary development.
- Teach specific Global Knowledge and Skills
- Offer a capstone course devoted to global knowledge and skills.
- Provide a comprehensive career awareness program.
- Align instruction and assessment.
- Offer a challenging curriculum.

Instruction

- Employ current research-based methodology.
- Maintain high expectations for teachers and students.
- Vary expectations to address all learning styles and abilities.
- Provide hands-on, interactive, student-centered learning.
- Implement a technologically advanced communication and learning program. Allow flexibility in grouping students for instruction.
- Design lessons for students to learn to work cooperatively.
- Employ Learning Focused methods.
- Maintain a range of ages, experiences, and backgrounds of staff members.
- Group students and teachers to allow for teaming and time for team planning.
- Foster independent learning techniques in students.
- Focus staff development to address identified instructional needs.

Assessment

- Use multiple assessment formats—portfolios, performances, rubrics, teacher created assessments, and student created self-assessments.
- Use assessments to identify areas for re-teaching.
- Vary assessments according to ability levels.
- Design objective and alternative types of assessments

Environment

- Insure an environment that is
 - safe
 - caring
 - supportive
 - respectful
 - inviting
 - friendly.
- Maintain and consistently enforce a strong school-wide discipline plan.
- Maintain a comfortable temperature.
- Continue a strong and supportive PTA relationship.
- Maintain a supportive and visible administration.
- Value school, student, and teacher achievement.

Vision

Greenville Middle School Academy of Traditional Studies' vision is to offer a strong Traditional and Global Studies program as a choice for Greenville County students. The academic program encompasses diverse, academically challenging opportunities focusing on reading, writing, and vocabulary development, acquiring 21st Century skills, and global understanding as a means of accessing, organizing, and communicating knowledge in all subject areas. The staff of GMA plans to prepare adolescents to become motivated, self-directed, confident, life-long learners and global citizens in an ever changing technological world.

We understand the necessity for preparing students for increasingly rigorous higher education coursework in order for them to compete in a global society. Our students will face career challenges and participate in a globally competitive workforce.

Goals

- Raise student performance by offering an academically challenging curriculum focused on reading, writing, and vocabulary development in all curricular areas.
- Support learning by insuring a safe, caring, supportive respectful, inviting, and friendly school environment.
- Collect relevant data in a timely, organized, and systematic manner.

Data Analysis and Needs Assessment

Student Achievement – Goal 1

Data from the relevant sources include PASS data from the SC State Report Cards, 2012 and 2013, and the ESEA/Federal Accountability System Report. For the 2013 School Year, the Report Card afforded Greenville Middle an “Excellent” Absolute Rating and a “Good” Growth Rating. The Federal Accountability System awarded Overall Weighted Points of 92.8 and an Overall Grade Conversion of A.

DATA ANALYSIS

The first goal addresses student achievement. Therefore, teachers looked at PASS data to analyze for strengths and gaps. The following information is key to their findings.

GMA’s magnet focus is Traditional Studies (reading, writing, and vocabulary across the curriculum). An emphasis on improving learning in all subject areas, reading data is especially important. The following PASS data helps reveal our strengths and needs.

Over time PASS English Language Arts scores show the percentages of students scoring Met or Exemplary have been near 80%. This slight fluctuation may be attributed to changes in the specific students enrolled, but the baseline percentage (82.6%) was the highest of any year recorded. Maintaining that high percentage proved difficult. In 2009- 2010 the percentage fell to 77.8%, which was a drop of nearly six points. In 2010-2011 two points were regained (79.8%). The percentage of students who scored Met and Exemplary in 2012 rose to 87.7%. In 2013 the percentage fell slightly to 86.9% which is less than a percentage point.

For 2013-2018, our goal is to maintain the percentage of students meeting standard in writing as measured by the Palmetto Assessment of State Standards from <0.5% in 2012 to <0.5% in 2018. For ELA our goal is to increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the PASS test from 83.7% in 2012 to 85.5% in 2018.

GMA PASS DATA 2012, 2013, 2014

Strengths/Weaknesses

By Subject and Standard

Although PASS scores fell somewhat across the state/district/GMA in 2014, all of GMA's average percentages by subject held above 80%.

Writing (89.2% Met/Exemplary in 2014)

6th Grade

	Strengths	Weaknesses
2012	No test given	No test given
2013	Organization and Conventions	Voice
2014	Content/Development	Voice

7th Grade

	Strengths	Weaknesses
2012	No test given	No test given
2013	Content/Development, Conventions, Organization	Voice
2014	Content/Development	Voice

8th Grade

	Strengths	Weaknesses
2012	Conventions	Voice, Content/Development
2013	Organization, Content/Development, Conventions	Voice
2014	Content/Development, Conventions	Voice, Organization

GMA students have been consistently strong across the board in Writing, but Voice is the lowest area throughout the grade levels.

Reading (85.3% Met/Exemplary in 2014)

6th

	Strengths	Weaknesses
2012	Informational Texts	Researching
2013	Research, Informational, Literary	Vocabulary
2014	Informational texts	Research, Literary

7th

	Strengths	Weaknesses
2012	Literary Texts	Informational Texts
2013	Literary and Informational texts	Researching
2014	Literary texts	Informational texts

8th

	Strengths	Weaknesses
2012	Researching	Informational texts, Vocabulary
2013	Researching	Literary and Informational texts
2014	Informational texts	Researching, Vocabulary

GMA teachers are working to move to a more equal use of Literature and Informational Texts. This is a delicate balance. All three grade levels have had some weakness in the Research area recently.

Math – (82.0 Met/Exemplary in 2014) Standard Topics Changed for the 2014 year

6th

	Strengths	Weaknesses
2012	Numbers and Operations	Measurement
2013	Numbers and Operations	Algebra, Measurement
2014	Number System	Ratios and Proportions

7th

	Strengths	Weaknesses
2012	Algebra	Numbers/Operations, Data Analysis/Probability
2013	Measurement, Data Analysis / Probability	Numbers and Operations
2014	All areas	None

8th

	Strengths	Weaknesses
2012	Geometry, Data and Probability	Measurement, Numbers and Operations
2013	Data Analysis and Probability	Algebra
2014	Statistics and Probability	Number Systems, Expressions, Equations, Geometry

GMA Math classes generally do well in Data Analysis and Probability, but show weaknesses in Measurement and Number Systems.

Science (80.4% Met/Exemplary in 2014)

6th

	Strengths	Weaknesses
2012	Scientific Inquiry	Plants, Earth's Atmosphere/ Weather
2013	Earth's Atmosphere/Weather, Scientific Inquiry	Animals
2014	Scientific Inquiry, Energy Conservation, Earth's Atmosphere/ Weather	Plants, Animals

7th

	Strengths	Weaknesses
2012	Scientific Inquiry	Cells/Heredity, Chemistry of Matter, Ecology
2013	Scientific Inquiry, Chemistry of Matter	Cells/Heredity, Ecology
2014	Scientific Inquiry	Ecology, Chemistry of Matter

8th

	Strengths	Weaknesses
2012	Earth's Biological History	Astronomy, Scientific Inquiry, Waves
2013	Astronomy	Earth's Biological History, Waves, Earth Structure and Processes
2014	Astronomy, Scientific Inquiry	Earth's Biological History, Forces/Motion, Waves

GMA Science students are generally well versed in the skills related to Scientific Inquiry, but show weaknesses in Biology and Ecology. Over time the eighth graders have had trouble with the topic of Waves and some of the Geology standards.

Social Studies (80.5% Met/Exemplary in 2014)

6th

	Strengths	Weaknesses
2012	Greek and Roman, Asia	Renaissance, Reformation, Exploration
2013	Greek and Roman, Asia	Renaissance, Reformation, Exploration, Africa and Americas
2014	Greek and Roman, Asia	Middle Ages

7th

	Strengths	Weaknesses
2012	Government, 20 th C. Conflicts	Expansion/Trade, Cold War
2013	Expansion/Trade	Government, 20 th C. Conflicts
2014	Expansion/Trade, Since 1989	20 th C. Conflicts

8th

	Strengths	Weaknesses
2012	Early 20 th Century, Settlement	New Nation, Late 20 th & 21 st Centuries
2013	Late 20 th & 21 st Centuries	Civil War, Settlement
2014	Late 20 th & 21 st Centuries	Early 20 th Century, Civil War

From this overview, it seems that Social Studies teachers have often used the test data to work to improve areas designated as low the previous year. So the improvements in some areas push other areas into the background. Many of these weaknesses seem to be in the area of conflicts and wars. In addition teachers at Greenville Middle Academy use MAP data for individual class and student to facilitate unit and lesson planning and to facilitate student improvement. Teachers identify skills from the Des Cartes charts provided by NWEA in order to instruct pupils at their levels. Each year fall MAP scores are studied and teachers identify students on which they focus instruction to move them into the MET category on PASS testing. Teachers aid students in reaching their growth goals through the use of Des Cartes skills for lesson plans and by providing incentives.

**Student Performance Goals Results
2013-2014**

The 2015-2016 year is a baseline year. There are no Goal results for 2014-2015.

Goal Area 1 – GMA met or exceeded the School Projected percentile average on PASS 2014 in Writing and ELA, but missed the projected percentiles for Math, Science, and Social Studies.

Writing – The goal was to maintain the average of 87.7% in the baseline year of 2012.

School Actual (89.2%)

- Exceeded the School Projected score (87.7%) by 1.5%.
- Was 0.8% below the 2013 Actual score (91.0%).
- Exceeded the District Actual by 12.8%.

GMA exceeded the goal to maintain. 2014 score was 1.5% above the Writing goal (87.7%).

English Language Arts – The goal was to increase the percentage by 0.3% annually from 83.7% in 2012.

School Actual (85.3%)

- Exceeded the School Projected (84.3%) by 1.0%.
- Was 1.6% below the 2013 Actual score (86.9%).
- Exceeded the District Actual by 15.5%.

GMA exceeded the 0.3% each year. The 2014 score was 1.0% above the ELA goal (84.3%).

Math – The goal was to increase the percentage by 1.0% annually from 80.6% in 2012.

School Actual (82.0%)

- Missed the School Projected (82.6%) by 0.6%.
- Was 1.5% below the 2013 Actual score (83.5%).
- Exceeded the District Actual by 9.2%.

GMA exceeded the goal in 2013. The 2014 Math goal (82.6%) dropped below by 0.6%.

Science – The goal was to increase the percentage by 0.5% annually from 81.8% in 2012.

School Actual (80.4%)

- Missed the School Projected (82.3%) by 1.9%.
- Was 2.4% below the 2013 Actual score (82.8%).
- Exceeded the District by 6.4%.

GMA exceeded the goal in 2013. GMA dropped below the 2014 Science goal by 1.9%.

Social Studies – The goal was to increase the percentage by 0.5% annually from 82.0% in 2012.

School Actual (80.5%)

- Missed the School Projected (83.0%) by 2.5%.
- Was 0.2% above the 2013 Actual score (80.3%).
- Exceeded the District (76.6%) by 3.9%.

GMA dropped 1.7% in 2013 in Social Studies. GMA increased 0.2% in 2014, but was still below the 2014 goal by 2.5%.

ACT Aspire Testing Results for Spring 2015

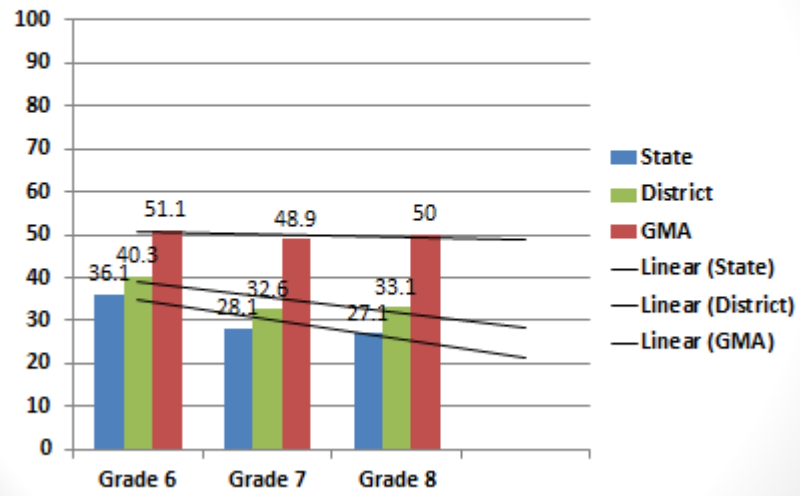
Testing for the year 2014-2015 was completed by ACT Aspire for one year only in English, Reading, Writing, and Math. Science and Social Studies continued in the PASS test. Therefore, there were no Goals set or norms applied for the ACT tests. The following charts show GMA scores by grade level on all tests, and how our students scored compared to other middle schools in Greenville County.

- In Writing GMA students scored at the 50% which was the highest percentage in the district.
- In English GMA students scored at the 86.7% which was the second highest percentage.
- In Reading GMA students scored at the 60.8% which was the second highest percentage in the county.
- In Math GMA students scored at the 58% which was the second highest percentage again.
- In Science GMA students scored at the 82.2% which was the second highest.
- In Social Studies GMA students scored at the 85.3% which was the third highest percentage in the county.

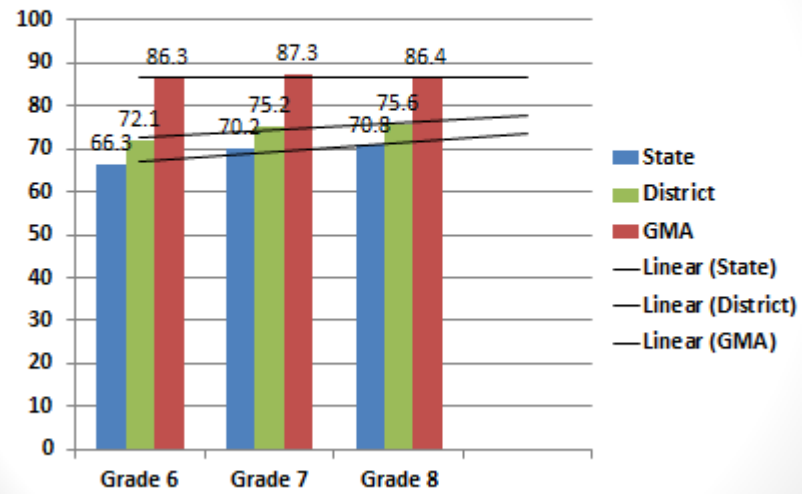
ACT Aspire 2015

Writing

Percent Ready and Exceeding



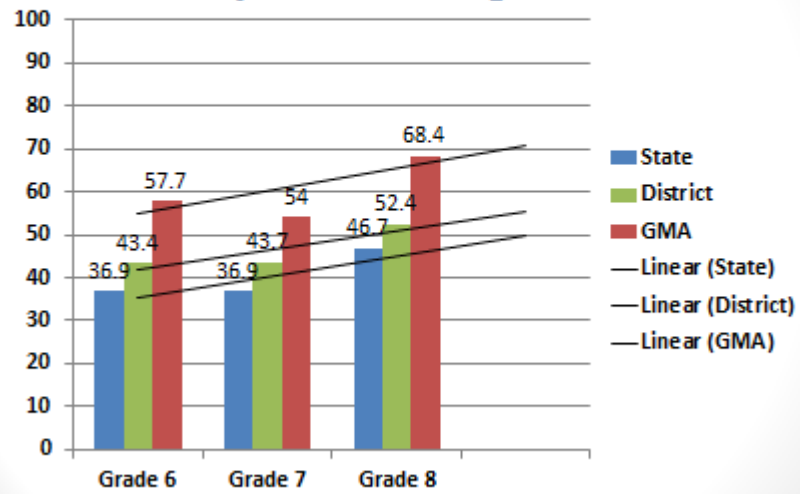
ACT Aspire English 2015 Percent Ready and Exceeding



ACT Aspire 2015

Reading

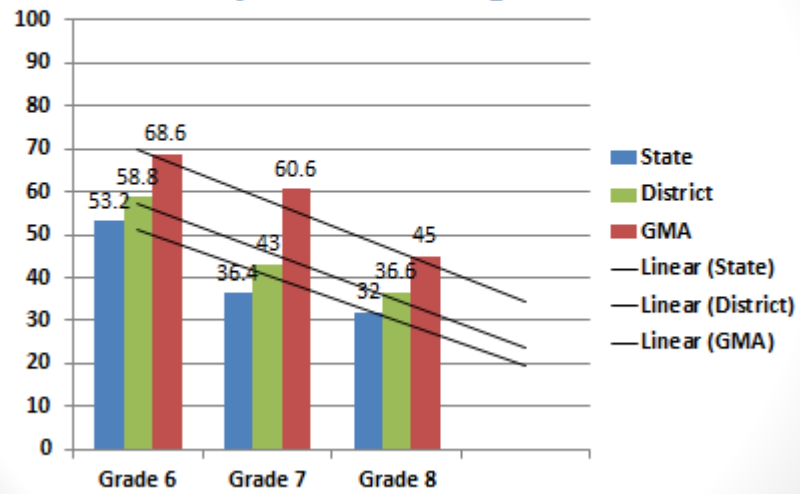
Percent Ready and Exceeding

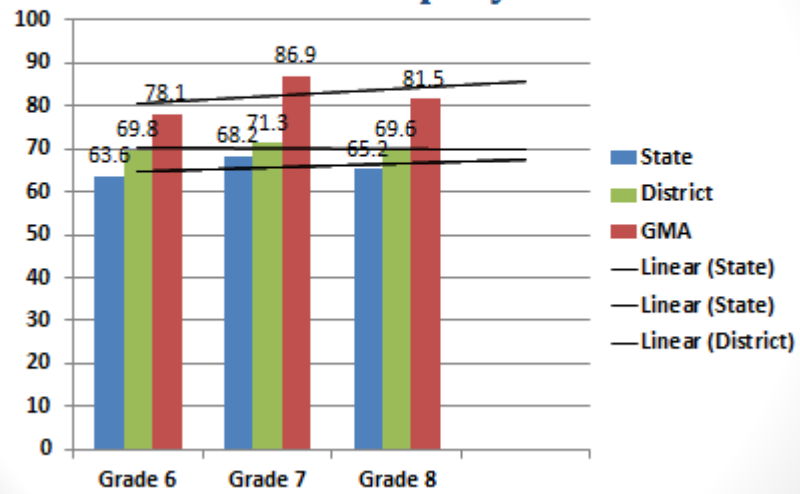


ACT Aspire 2015

Math

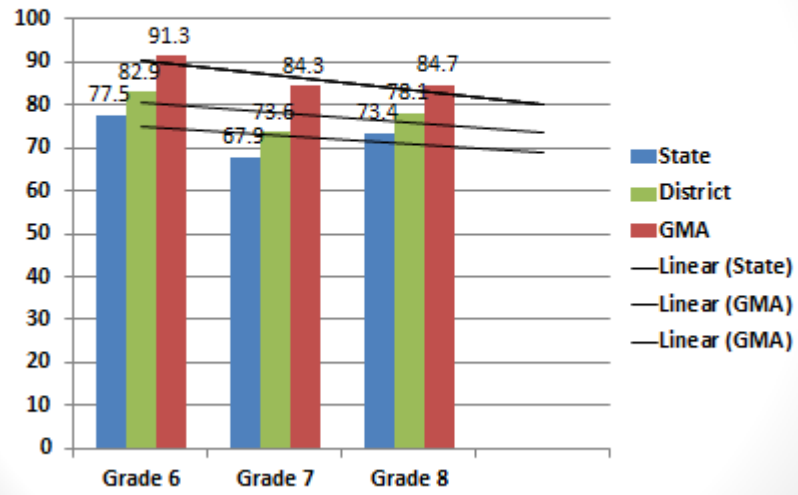
Percent Ready and Exceeding



PASS 2015**Science****Percent Met and Exemplary**

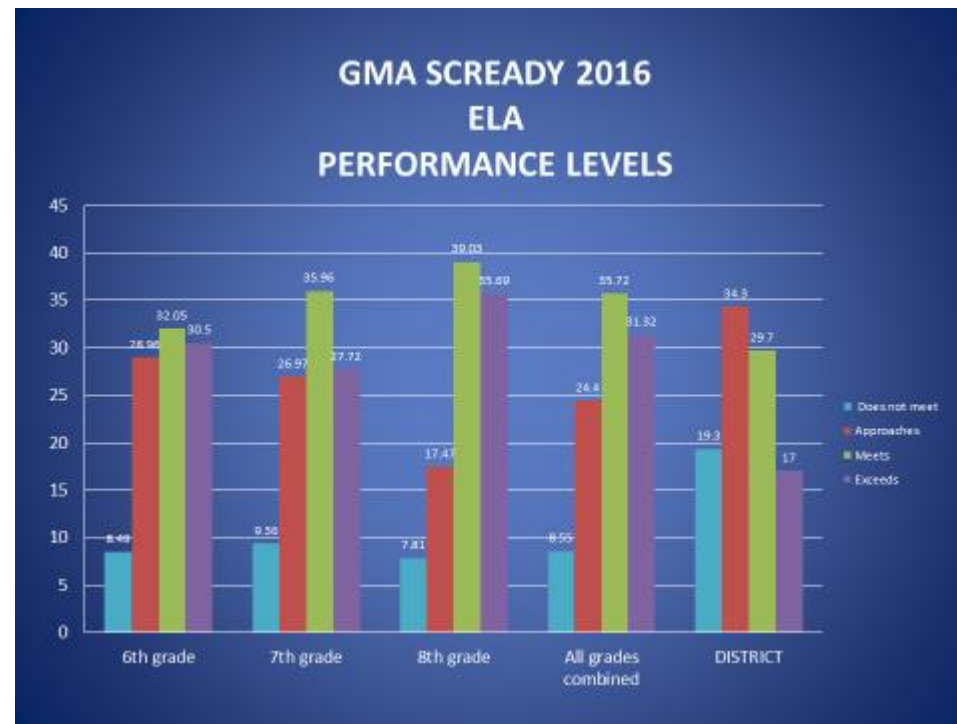
PASS 2015 Social Studies

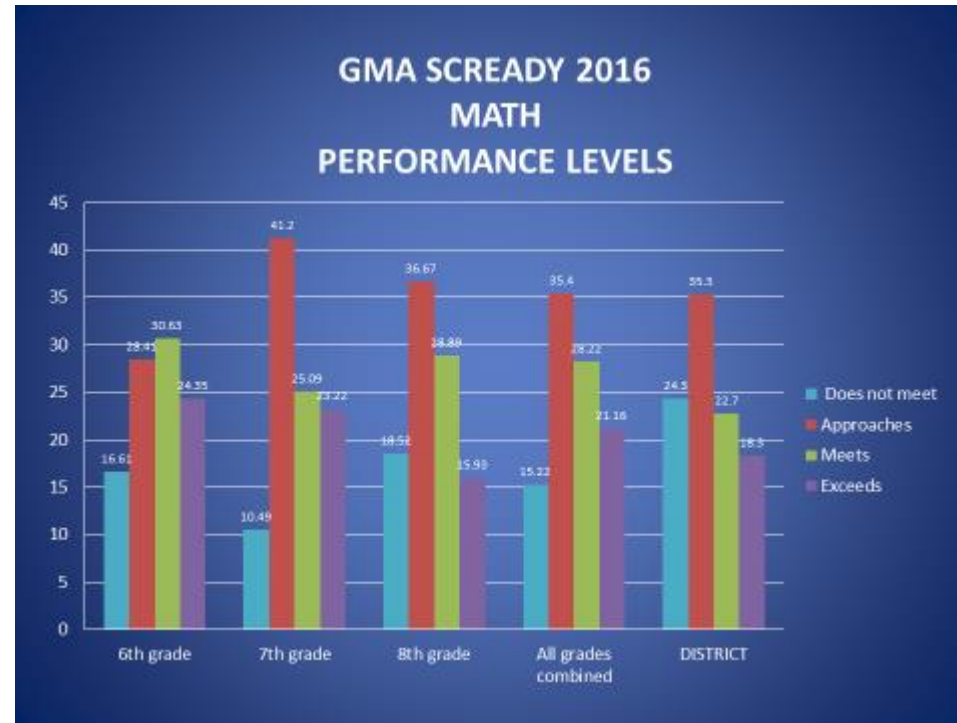
Percent Met and Exemplary

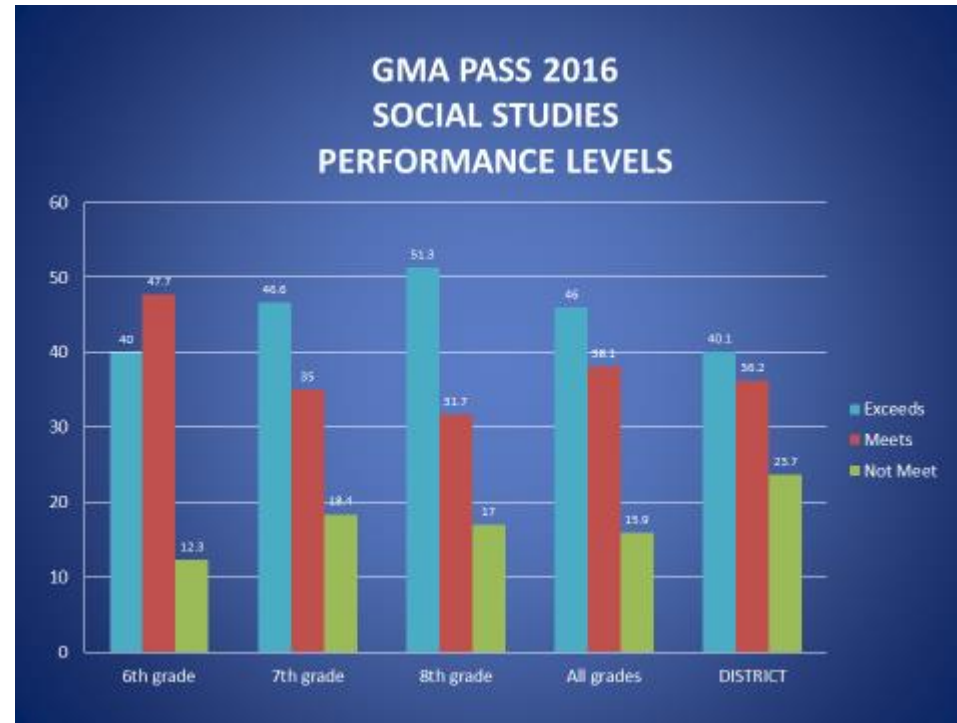


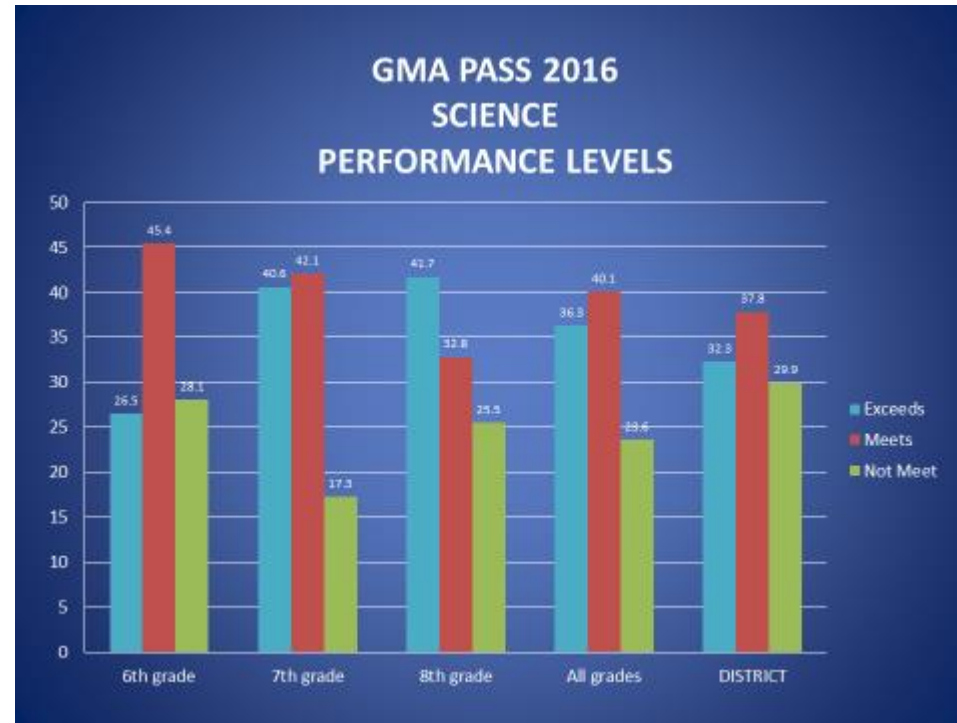
State Testing 2016

GMA proudly has exceeded standards across the grade levels and subjects.









Teacher and Administrator Quality – Goal 2

The second goal addresses in-house professional development at GMA. Since the magnet focus at GMA is reading, writing, vocabulary across the curriculum and Global studies, professional development has been recursive covering these topics as often as possible.

Teachers are offered specific professional development weekly through Greenville Middle and the county. Monthly Curriculum Meetings focus on teaching skills in reading and writing for all teachers. Specific data analysis for individuals, grades, departments, and the whole school is implemented every fall in order to find strengths and weaknesses. Also, technology workshops are used to promote integration of new programs in the curriculum. Monthly afternoon workshops are offered and speakers are often brought in to share expertise in various areas. Some teachers also attend conferences and other out of building offerings using professional development days offered by the district. The district encourages staff to visit other classrooms within the building as well as in other schools.

Offerings are often planned according to issues that arise during each year. Teachers are given opportunities to lead these workshops and to share ideas and worries in all gatherings.

The Professional Development Calendar lists all in-house PD for this year. Not listed are teacher classroom visits and attendance at conferences. See 2016-2017 PD Calendar.

NEEDS ASSESSMENT

The preceding discussion identified the following needs.

- Continuing opportunities for technology understanding and implementation
- Staff needs to revisit 21st Century Skills and Common Core Standards as implementation begins.
- Revisit teaching reading, writing, and vocabulary across the curriculum and global issues yearly.
- Continue data analysis and incentives yearly.

School Climate – Goal 3

The third goal, School Climate, concerns several delineated items regarding Greenville Middle: attendance; expulsion rate; and parent, student, and teacher survey results regarding learning environment and safety at school.

Over the past five years, Greenville Middle has focused on increasing the number of student opportunities for Global experiences in order to improve several factors especially attendance and learning environment. New offerings include the following:

- Global Studies Exploratory Class for all grades and all students
- French Exploratory Class for all grades and all students
- French I

- International Club
- Student opportunities for summer World Travel (France, China, Costa Rica, Europe)
- French Immersion Classes
- Grade level Integrated Global Units
- French II.

GMA's attendance rate in the baseline year of 2012-2013 was 97.0% and the survey results on the learning environment questions were similarly high. The parent's score being 91.3%, student's score 81.1%, and teacher's score 100%. For 2014 the attendance rate dropped to 95.3% and the evaluation of the learning environment was much lower also (parents 86.9%, students 75.8%). These perceptions are showing a trend toward less confidence in the school's learning environment although student test scores are maintaining high achievement.

The two factors relating to security during the school day are expulsion rate and survey results concerning safety. In the baseline year, no child was expelled from Greenville Middle. Several were at alternative school for short periods of time though. The survey question regarding safety at school were all above 70% (parents, 81.6%; students, 76.4%; teachers, 98.1%), which fell from the previous year across the board. The current survey for 2014 shows a drop in perceived safety and happiness with the learning environment of parents and students, but teachers maintain a high level in all areas.

NEEDS ASSESSMENT

From this discussion the staff has identified the following list of next steps.

- Maintain the Global perspective and classes that have been initiated and work to extend this focus.
- Introduce Classroom Character Education/Career Education Program
- Introduce Focus Discussion Groups
- Teach Etiquette and Safety in all life connections
- Communicate this work with parents, students, and teachers.

SC READY ELA**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 ELA each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in ELA as measured by SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in ELA as measured by SC READY.

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

	Baseline 2015-16	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	68	69
School Actual	67.04		
District Projected	X	49	52
District Actual (MS only)	46		

Baseline data to be established in 2015-16.

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 _98.9% in 2012 to _99.4% in 2018.

ANNUAL OBJECTIVE: Increase by __0.1_ 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	<i>2015-16</i>	<i>2016- 17</i>	<i>2017- 18</i>
School Projected	X	X	99.0	99.1	99.2	99.3	99.4
School Actual	98.9	100	98.3	99.2	98.4		
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	79.7 (MS & HS)	82.8 (MS & HS)		

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

middle schools.

SC READY 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 SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

	Baseline 2015-16	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	52	55
School Actual	49.38		
District Projected	X	44	47
District Actual (MS only)	41		

Baseline data to be established in 2015-16.

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 __97.4__% in 2012 to __98.9__% in 2018.

ANNUAL OBJECTIVE: Increase by __0.3__ 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	<i>2015-16</i>	<i>2016- 17</i>	<i>2017- 18</i>
School Projected	X	X	97.7	98.0	98.3	98.6	98.9
School Actual	97.4	97.5	100	100	98.0		
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	90.1 (MS & HS)	85.5 (MS & HS)		

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

SC READY % 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 SC READY.

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

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

% Tested ELA – School	Baseline 2015-16	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	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	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested ELA – District Grades 6-8	Baseline 2015-16	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	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	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested Math – School	Baseline 2015-16	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	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	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested Math – District – Grades 6-8	Baseline 2015-16	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	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	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

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): ESSA Federal Accountability and SDE School Report Card

	Baseline e 2014-15	<i>2015- 16</i>	<i>2016- 17</i>	<i>2017- 18</i>
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School Projected	X	83.2	84.2	85.2
School Actual	82.2	77.6		
District Projected	X	73.9	74.9	75.9
District Actual	72.9	71.4		

*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): ESSA Federal Accountability and SDE School Report Card

	Baselin	2015-	2016-	2017-
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	e 2014-15	<i>16</i>	<i>17</i>	<i>18</i>
School Projected	X	87.9	88.9	89.9
School Actual	86.9	84.7		
District Projected	X	82.2	83.2	84.2
District Actual	81.2	78.8		

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

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Continue to integrate State Curriculum Standards in all subject	2013-2018	Instructional Coach Subject Level	N/A	N/A	Student Performance on State and County

areas		Department Chairs			Assessment Systems
Continue to integrate 21 st Century Skills in all subject areas	2013-2018	Instructional Coach Program Coordinators Media Specialist	N/A	N/A	Student Performance on State and County Assessment Systems
Increase integrated innovative use of technology in all subject areas	2013-2018	Instructional Coach Teachers Media Specialist Technology Contact	N/A	N/A	School Technology Use Records
Continue to expand teachers' effective use of a variety of instructional models <ul style="list-style-type: none"> ● Inquiry-Based Learning ● Project-Based Learning ● STEM ● 21st Century Skills ● Rigorous, language-based and vocabulary building strategies for LEP students 	2013-2018	Instructional Coach	N/A	N/A	Student Performance on State and County Assessment Systems
Integrate critical thinking strategies required for Smarter Balanced Assessment System	2013-2018	Instructional Coach	N/A	N/A	Student Performance on State and County Assessment Systems
Continue/expand World Language	2013-2018	Principal	N/A	N/A	Master Schedule

Program		Program Coordinator			After-School Programs
Implement curriculum and instructional methods to increase academic achievement of LEP students	2013-2018	Instructional Coach ESOL Certified Teachers All Staff	N/A	N/A	ESOL Class Records Whole Faculty Professional Development Records
Implement curriculum and instructional methods to increase academic achievement of students with disabilities	2013-2018	Instructional Coach Special Education Lead Teachers	N/A	N/A	Fully Implemented Inclusion Model Staff Development Attendance Records

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL:

ANNUAL OBJECTIVE:

DATA SOURCE(S):

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected	x	x	100	100	<i>100</i>	<i>100</i>	<i>100</i>
Actual	98	98	98	98	<i>98</i>		

<u>STRATEGY</u> <u>Activity</u>	<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>
Continue professional development: <ul style="list-style-type: none"> • Mentoring • Professional learning teams • Teacher-leader models 	2013-2018	Instructional Coach Principal Department/Team Chairs	N/A	N/A	Professional Development Portal Records
Continue professional development focused on Common Core Standards and 21 st Century Skills <ul style="list-style-type: none"> • Argumentative and Informational Writing • Constructing Performance Assessments • Developing Formative Assessments emphasizing speaking, listening, questioning 	2013-2018	Instructional Coach	N/A	N/A	Professional Development Portal Records
Continue Magnet Program focused professional development: <ul style="list-style-type: none"> • Reading/Writing/Vocabulary Development Across the Curriculum 	2013-2018	Instructional Coach Magnet Program Coordinator	N/A	N/A	Professional Development Portal Records

<ul style="list-style-type: none"> • Global Studies • 21st Century Skills 					
<p>Continue and expand professional expertise and techniques for teaching and assessing</p> <ul style="list-style-type: none"> • Limited English Proficient students (LEP) • Students with disabilities • Low-income students • Gifted and Talented students 	2013-2018	<p>Instructional Coach</p> <p>ESOL Teachers</p> <p>Special Ed Teachers</p> <p>G/T Teachers</p>	N/A	N/A	<p>Professional Development Portal Records</p>

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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.1	97.0	97.4	96.4	96.9		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

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%	<i>Less than 0.5%</i>	<i>Less than 0.5%</i>	<i>Less than 0.5%</i>
School Actual		0.5	0.4	0.8			
District Projected	X	X	Less than 0.5%	Less than 0.5%	<i>Less than 0.5%</i>	<i>Less than 0.5%</i>	<i>Less than 0.5%</i>
District Actual	0.5%	0.6%	0.6%	0.7%	0.9%		

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 ____% in 2012 to ____% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by __1__ percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	89.3	89.8	<i>90.3</i>	<i>90.8</i>	<i>91.3</i>
School Actual	88.3	91.3	86.9	94.0	<i>94.2</i>		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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 __86.1__% in 2012 to __89.1__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by __.05__ 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	87.1	87.6	88.1	88.6	89.1
School Actual	86.1	81.1	75.8	83.0	78.6		
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	83.9 (ES, MS, & HS)	83.8 (ES, MS, & HS)		

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 __94.7__% in 2012 to __94.7__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by __0.0__ 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	100	100	<i>100</i>	<i>100</i>	<i>100</i>
School Actual	94.7	100	100	100	<i>100</i>		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

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 __94.2__% in 2012 to __95.4__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by __0.2__ 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 #20

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	94.6	94.8	95	95.2	95.4
School Actual		94.2	90.6	81.6	91.4		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	91.7	91.7		

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 __95.3__% in 2012 to __95.4__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by __0.0__ 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	95.3	95.3	95.3	95.3	95.3
School Actual	95.3	91.1	76.4	85.0	92.4		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

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 __96.5__% in 2012 to __97.1__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by __1__ 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 #42

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	96.7	96.8	96.9	97.0	97.1
School Actual	96.5	100.0	98.1	99.0	88.2		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

<u>STRATEGY</u> <u>Activity</u>	<u>Timelin</u> <u>e</u>	<u>Person</u> <u>Responsibl</u> <u>e</u>	<u>Estimate</u> <u>d Cost</u>	<u>Fundin</u> <u>g</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementatio</u> <u>n</u>
Introduce Classroom Character Education/Career Education Program	<u>2013-2018</u>	<u>Guidance</u>	<u>N/A</u>	<u>N/A</u>	<u>Cluster Event Report</u>
Implement 7 th Grade "Dream Connectors" Project	2013-2018	Guidance	N/A	N/A	Cluster Events Report
Initiate bibliocounseling for identified students	2013-2018	Guidance	N/A	N/A	Cluster Events Report
Focus on Internet Etiquette/Safety through online sources	2013-2018	Media Specialist Technology Specialist Media Literacy Teacher Keyboarding Teacher	N/A	N/A	Decreased incidents of inappropriate internet use

Increase parent communication by publishing a guidance/career newsletter	2013-2018	Guidance	N/A	N/A	Newsletters
Increase parent communication	2013-2018	All Staff	N/A	N/A	Parent/Student Survey results
Focus on improving communication with SEOL parents	2013-2018	All Staff District ESOL Personnel	N/A	N/A	Parent/Student Survey results

<http://www.ed.sc.gov/data/report-cards/2012/middle/c/m2301059.pdf>

<http://www.ed.sc.gov/data/esea/2012/school.cfm?SID=2301059>

<http://ed.sc.gov/data/report-cards/2013/district.cfm?ID=2301>

GMA Professional Development Calendar 2016-2017

August

Aug. 15– Beginning School
Workshop and New Folks

Aug. 25 - PowerSchool Set Up

Aug. 29— New Folks, ELA

Aug. 30– MAP Training

November

Nov. 1—Resource and
Inclusion

Nov. 15– SCReady and MAP
Data with Focus Students

Nov. 15– Book Club

Nov. 29—PLCs

February

Feb. 7– Literacy Vocabulary
Suggestions

Feb. 14– Technology Time
Follow Up

Feb. 21- Book Club

Feb. 22– Student Conferencing
Workshop

Feb. 28—PLCs

September

Sept. 12 — New Folks

Sept. 13 - Teaching Reading at
GMA

Sept. 19– New Folks

Sept. 20- Teaching Writing at
GMA

Sept. 20– Book Club

Sept. 26—New Folks

Sept. 27—PLCs

Sept. 28—Google Workshop

December

Dec. 6– Informal Literacy
Assessments for Reading to Learn

Dec. 13– Assessing Writing to
Learn in the Content Areas

March

March 7– Close Reading and
Reading in the Content

March 14– Writing as a
Professional

March 21– Book Club

March 28—PLCs

March 29—Teacher Writers
Workshop

October

Oct. 3– New Folks

Oct. 10—New Folks

Oct. 11 - ENRICH Data/PASS
and MAP

Oct. 18—Book Club

Oct. 24—New Folks

Oct. 25—PLCs

Oct. 26—Literacy at GMA
Workshop

January

Jan. 9– New Folks Portfolio

Jan. 10– Technology Share

Jan. 17– Book Club

Jan. 24—Mid-year Reflection

Jan. 25– Technology Time
Workshop

Jan. 31—PLCs

April/May

Apr. 4– Testing Review

Apr. 18– Book Club

Apr. 18—PLCs

May 2– Reading/Writing Forward

May 16—Student Growth
Evaluations/Planning for 2017-
2018

May 23—PLCs