

Strategic Education Plan

Northwest Middle School

Dr. David McDonald, Principal

**The School District of
Greenville County**

Dr. Burke Royster, Superintendent

2013-2018

**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 | <u>David McDonald</u> |
| 2. TEACHER | <u>Hillary Huskey</u> |
| 3. PARENT/GUARDIAN | <u>Candi Boone</u> |
| 4. COMMUNITY MEMBER | <u>Julie Smith</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL | <u>Cindy Cline</u> |
| 6. Read to Succeed Reading Coach | <u>NA</u> |
| 7. School Read to Succeed Literacy Leadership Team Lead | <u>Dr. Heather Gordon</u> |
| 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.

<u>POSITION</u>	<u>NAME</u>
<u>Assistant Principal</u>	<u>Stephanie Yarbrough</u>
<u>Administrative Assistant</u>	<u>Daniel Greene</u>
<u>Instructional Coach</u>	<u>Angela Bruce</u>
<u>Teacher</u>	<u>Krissy Black</u>
<u>Teacher</u>	<u>Mindy Blackmon</u>
<u>Teacher</u>	<u>David James</u>
<u>Teacher</u>	<u>Monica Sawdaye</u>
<u>Teacher</u>	<u>Chandler Tadlock</u>

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

ASSURANCES FOR SCHOOL PLAN (Mandated Component)

Act 135 Assurances

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

 Academic Assistance, PreK–3

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

 X **Innovation**

The district 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 district (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 district 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 district 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 district 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 district 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 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.

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

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

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Northwest Middle School

Introduction

Following the Greenville County Portfolio process, Northwest Middle School formed committees responsible for updating our strategic plan. The committees gathered data on the following: Information and Communication, Values and Beliefs, Leadership, Curriculum and Instruction, Resources and Services, Assessment. As teams worked, they periodically presented their findings to stakeholders. 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 from Parent, Staff, and 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.

Northwest Middle School 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.

The school portfolio committee members included chairs of each of the subcommittees and the school portfolio facilitators. The committees are listed below.

Portfolio Facilitators	Introduction Mission, Vision, Beliefs Appendix A	Data Analysis & Needs Assessment	Action Plan	Executive Summary	School Profile
Yarbrough (Chair)	Greene (Chair)	Gordon (Chair)	Saul (Chair)	Grimsley (Chair)	Pratt (Chair)
Bruce	Burgs	Ross	Pittillo	Sawdaye	Huskey
Reaney	Collins	D'Alessandro	Caudle	Marek	Gillette
Warfield	Duffey	Christy	Black	Johnson	Blackmon
Green	Ouzts	Rogers	Brundridge	Stein	Barnes
Lewis	James	Flanagan	Morgan	Harrington	Hicks
Rose	Siskar	Kittrell	Stoehr	McMillan	Newman
Dupre	Tadlock	Westmoreland	Turk	Zawistowski	Kennedy
	Whatley				

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

Needs Assessment

In the area of ***Student Achievement***, to raise the academic challenge and performance of each student with disabilities has been our most significant challenge. Northwest Middle needs to:

- increase school writing performance as measured by state assessment.
- increase overall school ELA performance by 1.0 percent each year.
- increase overall school Math performance by 1.0 percent each year.
- increase overall school Science performance by 1.0 percent each year.
- increase overall school Social Studies performance by 1.0 percent each year.
- focus on raising disabled student performance in all subject areas.

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

- maintain access to Professional Development to improve instruction across the curriculum and increase academic literacy.
- revisit 21st Century skills and college and career readiness .
- continue reading/writing/vocabulary across the curriculum.
- continue data analysis and incentives.

In the area of ***School Climate***, goal three addresses several issues regarding Northwest Middle School.

We need to:

- increase positive school attitude and safety and decrease disciplinary referrals.
- maintain the global perspective and classes that have been initiated and work to extend this focus.
- continue implementation of Professional Learning Communities.
- communicate this work with parents, students, and teachers.

Northwest Middle School's ***Significant Challenges*** from the past three years include

- technology availability for students at school and at home.
- low socioeconomic levels of students. A large number of students live in poverty.
- student attendance and tardiness.
- lack of parental involvement.

Northwest Middle School's ***Significant Awards, Results, Accomplishments*** from the past three years:

School Award

- 2012 Palmetto Silver Award/ Improvement in Test Scores
- 2013 Palmetto Silver Award
- 2014 School Rating of "Good" for the first time ever
- 2015 School Rating of "Good"
- 2014 Palmetto Silver Award
- 2015 Palmetto Silver Award
- 2016 Palmetto Silver Award
- 2015 – 2016 Champions of the Environment DHEC Grant \$2000
- 2016 National Promising Practice Award – Character Education

Teacher of the Year

- Anne Kelsey-Zibert – Greenville County Schools Teacher of the Year 2014-2015
- Krissy Black – Greenville County Schools Teacher of the Year Finalist 2016-2017

Band

- 2 outstanding awards at South Carolina Junior Div. Concert Festival
- 2 superior ratings and 1 Excellent ratings for South Carolina Junior Div. Concert festival
- Three years ago, students in the NWMS Bands received silver and gold awards through Heritage Band Festival
- In past two years NWMS band students received 26 superior ratings at solo and Ensemble Festival with an additional 6 Excellent ratings.
- In past two years, 5 students have participated with the South Carolina All-State Bands and 11 students have participated in the South Carolina Region One Honor Band.

Sports

- Girls basketball— County Region Champions 2015, county runner up 2014, 2016, 2017
- Girls softball—1st Regional 2013
- Boys baseball-- 1st Regional 2012
- Girls soccer—2nd in Region 2013

Scholastic

- High School Credit Awarded for Algebra 1 Honors, English 1 Honors, Spanish I, Art 1, Google Basics, Multimedia Basics, Desktop Publishing, & Computer Applications

- Gifted and Talented Program
- National Junior Beta Club
- ACE Awards 2013/2014/2015/2016 2-students each year
- 2015 (11 students) Junior Scholars
- 2014 (12 students) Junior Scholars
- 2013 (22 Students) Junior Scholars
- 2012 (8 Students) Junior Scholars
- 2011 (29 students) Junior Scholars
- State Duke Talent ID Program winners...2011 / 3 Winners
2012 / 3 Winners
2013 / 3 Winners
2014 / 1 Winner

Art

- 2014 – 2017 Greenville County Solicitor’s Office Anti-Drug Poster Contest award winners
- Art on the Trail Participation
- Youth Art Month at the Governor’s School for the Arts and Humanities
- South Carolina Art Education Association convention art gallery
- Atlantic Institute Art Contest winners – four top 10s and 1st & 2nd Place Winners
- Dream Career Poster Contest/ 2012/ Honorable Mention
- Multiple PTA Reflections Winners
- 2 Solicitor Calendar art Award Winners
- 2016 Greenville County Anti-Drug Calendar – Cover Artist Winner
- 2016 Greenville County Juried Art Show
 - Painting – 6th Grade – 1st Place
 - Drawing – 6th Grade – 2nd Place, 7th Grade – 1st Place, 8th Grade – 3rd Place
 - Mixed Media – 7th Grade – 2nd Place, 8th Grade – 2nd Place
 - Sculpture – 6th Grade – 1st Place

Community

- Relay for Life – Highest fundraising group for the Travelers Rest Relay for Life
- Rotary Club of Greenville – Early Act First Knight Program
- The Cliffs Community Partnerships
- Paws for a Cause – benefitting Upstate Warrior Project
- Harry Potter Night for families
- Anne Frank Community Exhibit
- Carolina Fence Garden Grant Recipient

School Profile

Description of the School Community

Northwest Middle School is a middle grades public school for grades six through eight. Originally built in 1973, it is located just north of the city of Travelers Rest, South Carolina. Northwest Middle opened as an open classroom school. In 1998 Northwest Middle School benefited from a multi-million dollar renovation project which gave the interior and exterior a new look. The entire school was restructured to be a state of the art educational facility. The facilities at Northwest Middle consist of forty-six classrooms, a cafeteria and kitchen, a small and large gymnasium, media center, a computer technology classroom, three computer labs, teacher workrooms, and a Professional Development room. Northwest went through a technology refresh in 2010. Since then over \$100,000 has been spent to provide tablets and Google Chromebooks for classroom use. To date, we have over 500 Chromebooks and wireless devices. As of 2014, all classrooms have a Promethean Board. All classrooms are connected to the Internet and we also have wireless overlay with access points. Students may bring their own devices for classroom use as well. Many classrooms also have document cameras and there are twenty-six security cameras throughout the school's hallways.

The residents of Travelers Rest, Marietta, and Slater in Northern Greenville County continue to support the mission and vision of Northwest Middle School. Travelers Rest is a growing community with a small town atmosphere. It is undergoing a major downtown development centered on the Swamp Rabbit Trail. With a population just over 4,000 people, Travelers Rest hosts a number of industries including: area restaurants, textile, brass works, wood works, and a galvanizing plant and has hopes of drawing more business and commerce to the area. Travelers Rest has experienced a "big box" development with the opening of its own Wal-Mart. Many new businesses have opened recently and are experiencing great success. Several housing developments are either being planned or under construction. As a result, Travelers Rest is poised to experience substantial population growth within the next few years. Gateway Elementary and Heritage Elementary are located in Travelers Rest and Furman University was recently annexed into the city of Travelers Rest.

Northwest Middle School students matriculate from Slater-Marietta Elementary, Heritage Elementary, Gateway Elementary, and Duncan-Chapel Elementary. Most students at Slater-Marietta, Heritage, and Gateway attend Northwest Middle. Only a small portion of Duncan-Chapel Elementary students attend Northwest. Slater-Marietta is a rural community, just north of Travelers Rest, with a population of about 2,200. Heritage Elementary and Gateway Elementary are located in Travelers Rest. Duncan-Chapel Elementary School, is located near Furman University in Greenville.

Our community is very involved in our school and is a major reason for our success. Through the years many people have worked extremely hard to help us achieve the present status of our school. Members of the community are often willing to serve as resources for our teachers and students. The SIC and PTSA groups continue to support our teachers and students in their

quest for excellence in all they do. We are a proud community with great educational expectations for our students.

Administration

The administrative leaders of our school are: Dr. David McDonald, Ms. Stephanie Yarbrough, Mr. Daniel Greene, Mrs. Angela Bruce, and Dr. Heather Gordon.

Dr. McDonald grew up in Lancaster, South Carolina where he proudly attended public schools. Following graduation, he attended Winthrop University where he received a degree in History/Secondary Education. He returned home to teach at Lancaster High School. During this time he became incredibly interested in school administration and worked to receive his Masters degree in School Administration from Concordia University. After receiving his Masters degree, he was selected to serve as Assistant Principal at Indian Land Elementary/Middle School where he served two years before being named Principal of the newly created Indian Land Middle School and for one year, interim Principal of Indian Land Elementary School. During his six years as Principal of Indian Land Middle School, he was able to transform student learning. The school was honored as a National School to Watch, 6 time National Character Education Award Winner, Palmetto Silver and Gold Award recipient and many more accolades. He was excited to be chosen as Principal of Northwest Middle School beginning in 2013-2014. He has earned a Doctor of Philosophy in Education Leadership from the University of South Carolina. Education has always been such an important part of his life and continues to dominate his goals. He believes that education is the door to everything in life. Dedication matched with hard work will always yield great rewards.

The Assistant Principal is Ms. Stephanie Yarbrough. This is her seventeenth year as an Assistant Principal, but her third year at Northwest. Prior to being an Assistant Principal at Northwest, Ms. Yarbrough served as Assistant Principal at Greenville Middle School for thirteen years. She graduated from SC State University with a B.S. in Elementary Education, a Master of Arts in School Leadership from Furman University, and an Ed. S. in Administration and Supervision from USC. She was a classroom teacher for five years, having taught Science and Social Studies.

Our Administrative Assistant, Mr. Daniel Greene, is in his first year at Northwest. He graduated from Clemson University with a B.S. in Mathematics-Education and earned a M.Ed. in Administration and Supervision from Clemson University in 20. Mr. Greene was a classroom teacher for ten years, having taught mathematics and physics, two years as an ADEPT lead teacher.

Our Instructional Specialist is Dr. Heather Gordon. This is Dr. Gordon's fifth year at Northwest

Middle. Prior to coming to Northwest, Dr. Gordon served as Principal at Pendleton High School, Assistant Principal for Curriculum and Instruction at James F. Byrnes High School, and Assistant Principal, Administrative Assistant, and a social studies teacher at Mauldin High School. Dr. Gordon has a B.S. in Secondary Education - Social Studies/Political Science from USC Upstate, an M.A. in Educational Administration from Furman University, an Ed.S from USC in Educational Administration, and earned a PhD from USC in Educational Administration in August 2013.

Our Instructional Coach is Mrs. Angela Bruce. This is Ms. Bruce's third year at Northwest Middle School where she serves as the Instructional Coach. Prior to moving to Northwest, Mrs. Bruce served as a teacher at both the middle school and high school for over twelve years. She graduated with a B.S. in Business from Charleston Southern University, and has a M. A. T. in Biology Education. Mrs. Bruce is a National Board Certified teacher having taught Science.

School Personnel Data

Northwest Middle School's instructional faculty totals forty-five members which include: ten teachers on three sixth grade teams, ten teachers on three seventh grade teams, and ten teachers on three eighth grade teams. Each grade level has two four teacher teams as well as one two teacher team. This makes a total of thirty Core Curriculum teachers. The Special Education team includes six teachers. Of these, one teaches in the self-contained classroom, three are inclusion teachers with one at each grade level, and two are inclusion/resource teachers. Additionally, there are two special education aides. The Related Arts team includes nine teachers. These nine include: two Computer Technology teachers, two Physical Education teachers, a Band director, a Chorus director, one Spanish teacher, one RtI teacher, and one Art teacher. There is one Media Specialist and one Media Center clerk. Three Guidance Counselors, a Guidance clerk, a Mental Health Counselor and an In-School Suspension aide also serve our student population. Administrative faculty includes one Principal, one Assistant Principal, an Administrative Assistant (who carries on the role of an Assistant Principal), an Instructional Coach, and an Instructional Specialist. Support staff includes a school Secretary, an Attendance clerk, receptionist, a Plant Engineer, and custodial staff of five including a grounds keeper. In addition, Northwest Middle has a School Resource Officer, a nurse, Cafeteria Manager and staff, as well as bus drivers. Other support personnel available to assist in meeting the needs of Northwest Middle students include the district psychologist, an ESOL teacher, a speech and language specialist, and network computer technicians.

Of the instructional and administrative faculty members, nineteen have Master degrees, four have Master's plus 30 hours, one has an Educational Specialist (Ed.S) degree, and three have Ph.Ds. The ethnicity of the faculty includes forty-seven Caucasians, three African Americans

and one Hispanic. Forty-three are females and eight are males.

Two faculty members have been selected as one of the top ten teachers of the year for Greenville County. Our Teacher of the Year became Greenville County Schools’ District Teacher of the Year for 2013-14. Two faculty members have National Board certification in their areas of instruction.

Fifty percent of the teaching and administrative faculty has one-three years’ experience in the classroom. Less than 10 percent have more than twenty years’ experience. The delineation of the number of years the teachers have taught is shown below.

Years Experience	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
Number of faculty	26	5	4	5	2	4	3	2

Student Population Data

Our student population at Northwest Middle is a diverse mix of cultural, socio-economic, and ethnic groups drawn from a wide geographic area in northern Greenville County.

Northwest’s 2016 -2017 enrollment by grade level is as follows:

Grade 6 Total 250 Boys 124/Girls 126

Grade 7 Total 268 Boys 150/Girls 118

Grade 8 Total 270 Boys 144/Girls 126

Total 788

The breakdown by gender is: 420 males and 367 females. The racial/ethnic breakdown is: 619 white, 105 African American, 6 Asian/Pacific Islander, and 39 Hispanic and 17 two or more races. Of the total student population, 130 (16.5%) qualify for special education services and an additional 17 (2.2%) qualify for 504 services. Twenty nine students are classified as Limited English Proficient. Of the total student population, 457 receive subsidized meals (58%).

As reported in the 2016 School Report Card, the retention rate for 2016 was 0.0%. The student attendance rate was 94.2%. This was an increase of .4%. The percentage of the

student population that was served by the gifted and talented program was 21.4%, an increase of 1.5%.

Northwest's Major Academic and Behavioral Features, Programs, and Initiatives

Our school year is 180 days for students and 190 days for teachers. Our school hours are 8:30 A.M. - 3:15 P.M.

All grade levels are divided into heterogeneously grouped teams. All three grade levels have 2 four-teacher teams and 1 two-teacher team. Educational support classes and inclusion are provided for identified students. On Tuesday and Thursday afternoons students are offered the opportunity to for structured extra assistance and remediation through our Panther Success Program. Transportation home from Panther Success is provided to identified neighborhoods. All teachers give an additional 1 ½ hours each week for before and/or after-school tutoring. We have a staggered daily schedule with no bells signaling class changes. This has helped to create a calmer hallway environment with all grade levels not in the hallways at the same time. There is a school-wide grading policy which conforms to the state and district grading scale. All grades/subjects must have a determined number of major and minor grades. All teachers are following district guidelines. There is consistency in disciplining of students in teams, grade level, and school wide. All teachers have their own website where they showcase their classes and provide important information including homework, class activities, and dates in order to foster communication with parents and students.

Students go to related arts classes in blocks. Sixth grade has related arts fifth and sixth periods. Seventh grade has related arts third and fourth periods. Eighth grade has related arts first and second periods. This allows teachers in each grade level to have a two 45 minute periods for collaborative and individual planning, for meetings, and for holding parent-teacher conferences.

Northwest Middle School's educational models are guided by our State mandated Standards Based Instruction. The standards have been aligned with national standards and the state's College and Career Readiness Standards.

Northwest Middle is a support base in the housing of active after-school programs that serve many of the students attending the school. After-school events offer students a variety of activities such as Junior Beta Club, yearbook, volleyball, basketball, baseball, softball, soccer, and sports offered through the high school including wrestling, tennis, football, track, and drama club.

During the 2015-2016 school year, Northwest Middle added student interest clubs into the instructional program. This program has continued this school year. Club time is scheduled

twice a month during the school day. Students were given the opportunity to select a club of their choice. Club options range from craft interests to computer science to exercise to community service.

Northwest Middle provides a disciplined, stimulating, learning climate for students. The climate for learning at Northwest Middle is enhanced by involved parents. Parents are encouraged to be active participants in their student's education through conferences, telephone calls, information in agendas, notes home, emails, and special programs. Parents serve in organizations/committees such as SIC, PTSA, and volunteering. Student discipline is the responsibility of all our staff members and students. Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed and discussed on a regular basis. We encourage parents to work with us to support appropriate behavior, also.

Students at Northwest Middle receive a high level of support services from the guidance department. Career testing and counseling are offered to our students. Counselors regularly visit the classrooms for guidance lessons on subjects such as the dangers of smoking, bullying, careers, peer pressure, eating disorders, and other topics. During recent school years, Ms. Burgs has a "Tiger Talk" group where identified students become pen-pals with Clemson athletes. Over the last three years, we have been fortunate to have a mental health counselor on site to help students in dealing with issues that they are struggling with. Counselors meet on a regular basis with students who are struggling academically and provide one-on-one support for these students. They monitor their grades, homework assignments, and behavior. They also work with them on organizational skills. Each year our counselors work to expose students to a wide variety of career topics. One of the events includes Career Day. Some students are invited to participate in job shadowing, as well. Guidance counselors help to make sure that students are signed up for the correct classes each year. A curriculum night is held each February. Rising ninth graders and parents meet with a counselor during the second semester to begin working on their IGP's and to discuss schedules and the transition from middle school to high school.

Working on vertical articulation with our feeder elementary schools, Duncan Chapel Elementary, Gateway Elementary, Heritage Elementary, and Slater-Marietta Elementary, and our articulated high school, Travelers Rest High School, has been a priority over the last three years. Our goal is to make the transitions from elementary to middle school and middle to high school to be as smooth of a process as possible for students and parents. The articulation also provides us with the opportunity to best meet the needs of our students as they come to us and as we prepare them for their next level of education. .

We continue to try to increase SCPASS, MAP, and EOC scores at Northwest Middle. Specific test scores and comparisons are reported in another section of the Portfolio.

The PASS test continues to be the statewide achievement test taken by students across the state in science and social studies. Here at Northwest, we are using a variety of strategies to

increase test scores. Teachers meet weekly in grade level groups. This provides structured time for collaboration. We have scheduled weekly meetings by department to discuss curriculum, common assessments, strategies, ideas, etc.

When MAP testing is complete, teachers use the results to analyze instruction and focus on student strengths and address weak areas. It would be helpful to science and social studies teachers to have MAP testing available to their students as a diagnostic tool to help them. At this time, this is not an option.

In addition to MAP and PASS scores, teachers use the EOC scores to help improve student achievement. This applies to ELA and math students who qualify to take English I and Algebra I for high school credit.

For the fourth year, quarterly benchmark tests are administered by all teachers in all core academic subjects. This year we introduced a benchmark system, Mastery Connect to our school. These benchmark tests are cumulative and are closely aligned to the SC College and Career standards and the SC Ready and SC PASS assessments. All students take the benchmark tests. Data is collected by the teachers and analyzed to guide instruction. This data is used to target weak areas to improve learning and better prepare students for end of the year state assessments.

All teachers use a combination of Learning Focus and differentiated instruction strategies to meet children where they are and to address all learning styles. In the past, our faculty has had extensive in-service addressing reading in the content areas. We continue to stress the importance of reading skills in all subjects. Teachers have attended all district professional development for the college and career readiness standards. Teachers are implementing a variety of these strategies in all curriculum areas. By using these strategies, our goal is to improve student achievement.

Northwest Middle School is dedicated to the empowerment of students through innovative teaching and learning experiences. Providing our students with access to technology in each classroom as well as specialized learning labs continues to be our priority. This year our school has over 500 Chromebooks for student use as well as three traditional computer labs. We have also introduced the collaboration studio where students can work in cooperative groups with access to group technology. Most of our ELA and math classes have at least one technology collaboration station for innovative instruction.

MISSION, VISION, BELIEFS

Values and beliefs are the core of who we are, what we do, and how we think and feel here at Northwest Middle School. These values and beliefs reflect what is important to us. They describe what we think about our academic work with students and how we think it should operate. All staff members have been involved in developing our core beliefs concerning curriculum, instruction, and assessment and the impact of those key areas on our students' learning.

Values and Beliefs

We believe...

- All students can learn.
- Students are the center of the educational process.
- Students learn best in a safe environment nurtured by caring, supportive teachers, administrators, and staff.
- Students have the right of equal access to educational opportunities.
- Instruction and assessment should be provided consistent with the needs of all students.
- Education is the shared responsibility of the home, school, and community.

Purpose

The purpose of our work at Northwest Middle School is to produce proficient citizens for a productive society.

Mission

Our mission statement is:

Achieving Excellence Together!

Shared Vision

The shared vision for Northwest Middle School is a specific description of what it will be like when our mission has been achieved. It was written in practical, concrete terms by which our entire staff could understand and agree.

The following are the overall, curriculum, instruction, assessment, and environmental factors that support effective learning for Northwest Middle School students:

Overall

- Provides engaging, flexible, and success-oriented instruction and assessment involving all modalities of learning for all students.
- Provides equal access to educational opportunities for all students through differentiated instruction and authentic assessment.
- Provides a curriculum and assessment that is balanced with the joy of learning but is non-threatening, positive, and engaging.

Curriculum

- Must be meaningful, relevant, and in-depth yet allows room for inquiry.
- Includes core academics as well as a variety of courses for diverse learners.
- Offers an interdisciplinary curriculum that is standards-based, student-centered, multi-disciplinary, and challenging.

Instruction

- Should be informative and thought provoking, going hand-in-hand with differentiated instruction based on assessment that is relevant, varied, and comprehensive.
- Must be student centered with the teacher as the facilitator for active learning.
- Engages and actively involves the learner to promote progressive, intellectual growth.

Assessment

- Develops formative and summative assessment tools to help guide the teacher in planning and assessing the needs of all students.
- Must be completed in a measurable manner allowing for individual differences and teacher judgment for the purpose of guiding instruction.

Environment

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

Vision

Northwest Middle School's vision is to offer a strong academic program. The educational 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 Northwest Middle plans to prepare adolescents to become motivated, self-directed, confident, life-long learners. Our staff believes that improved student achievement can result from several approaches including:

- Learning-Focused Strategies
- Differentiated Learning
- 21st Century Skills
- Literacy Integration
- Project Based Instruction/Learning
- College and Career Readiness
- Assessment Notebooks

Data Analysis and Needs Assessment

Student Achievement

In the 2013-2014 school year, the faculty and staff at Northwest Middle School continued to gather information from the district database as it related to our individual students' achievement records. The staff believes it is beneficial to analyze student achievement data, and in turn, use the analysis to guide us towards qualified decision making. As a result of the information and analysis, our classroom teachers can more effectively help students achieve the values, beliefs, purpose, mission, vision, and goals of our school and themselves.

General School Information

During the 2013-2014 academic school year, Northwest Middle School scored a Growth Rating of "Good," and a "Good" for the Absolute Rating in the 2014 South Carolina Annual School Report Card.

The Test: SC PASS & SC Ready

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 program. This program, known as the Palmetto Assessment of State Standards (PASS), was first administered in the spring of 2009. The SC PASS is administered to South Carolina public school students in grades three through eight. PASS includes tests in two subject areas: science, and social studies. In 2016, students took the SC Ready for the first time. This state assessment is administered in writing, reading and English, and mathematics. SC Ready and SC PASS tests items measure student performance on the South Carolina College and Career Ready Standards. SC Ready and SC PASS assessment results are used for school, district, and federal (No Child Left Behind) accountability purposes. All students in grades three through eight take the SC Ready English Language Arts (ELA) and Mathematics tests and the SC PASS Science and Social Studies.

As reported in the South Carolina Annual School Report Card, 100% of the student population at Northwest Middle was tested on the SC Ready and SC PASS assessments in the 2015-2016 school year. A summary of our test results is forthcoming beginning with overall test results for our school.

Student Achievement Summary

During the 2016-2017 school year, Northwest Middle Schools' staff has become more data-driven than ever before. We reviewed our demographic data and gathered perceptions data through questionnaires from students, parents, and staff. We have also analyzed our student

achievement results. We utilize benchmark testing procedures throughout the school in all grades and academic subject areas. We feel this will lead to improved future performance on standardized testing.

What the Data Tells Us

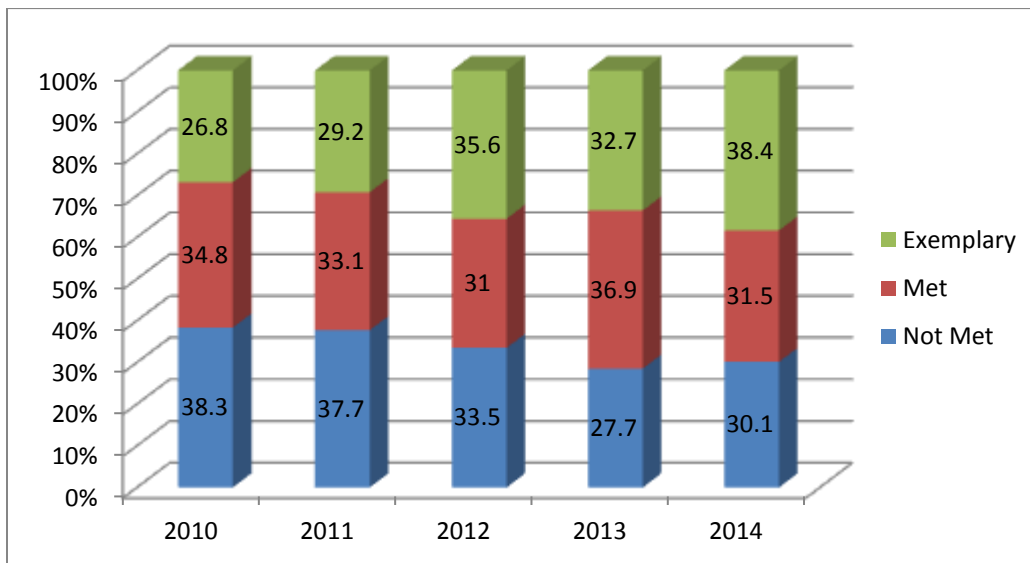
Over past years, we can see that our demographics have changed. We know from census data in addition to this information that our population will continue to change. We must stay aware of our student and community populations so we can be better prepared to meet their ever changing needs.

SC PASS – ELA & Math (2010 – 2014)

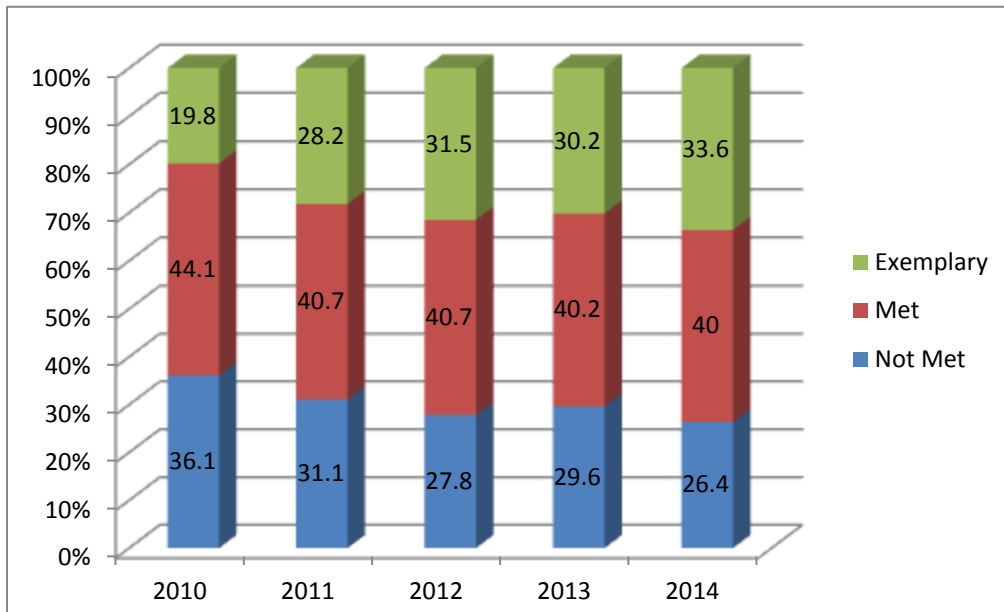
Science & Social Studies (2010 – 2016)

In the 2012-2013 school year, Northwest Middle School’s focus on student achievement was centered around the PASS test. Previous years’ data reflects a baseline from which we will work for the next several years.

PASS Scores in ELA from 2010-2014



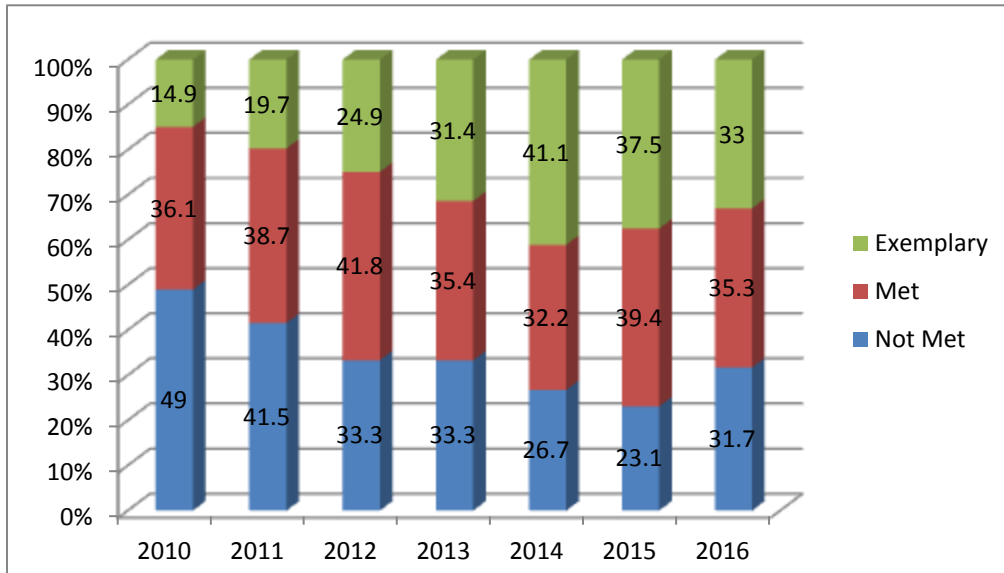
PASS Scores in Math from 2010-2014



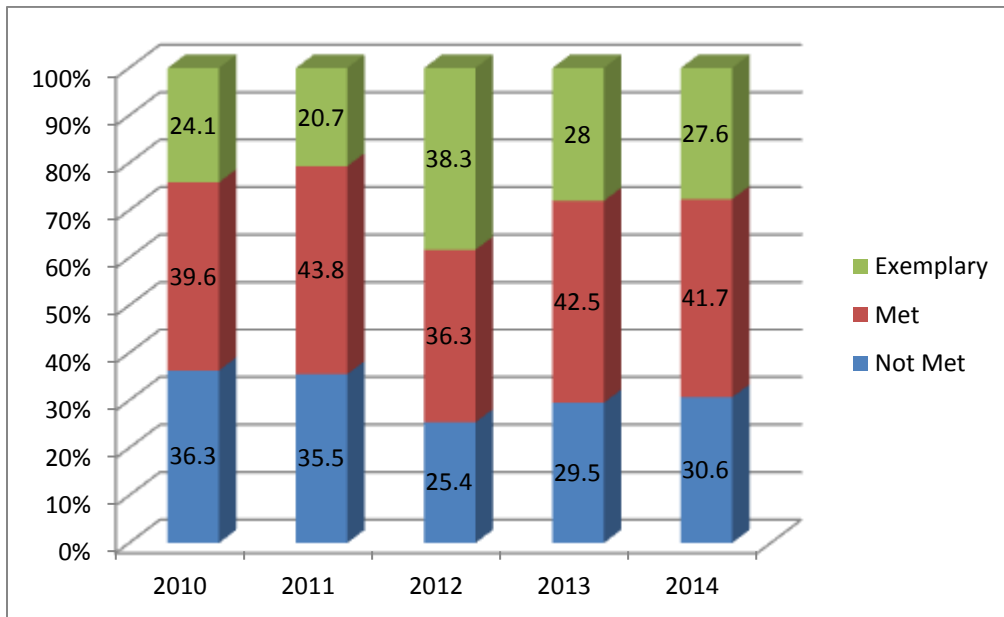
PASS Scores in Science from 2010-2016



PASS Scores in Social Studies from 2010-2016



PASS Scores in Writing from 2010-2014



SC PASS Student Performance By Grade in ELA and Math: Spring 2014

English/Language Arts	Not Met	Met	Exemplary
Grade 6	30.9	33.1	36.0
Grade 7	36.6	27.5	35.8
Grade 8	22.6	34.0	43.3
Mathematics	Not Met	Met	Exemplary
Grade 6	31.4	43.5	25.1
Grade 7	33.5	31.1	35.4
Grade 8	13.9	46.2	39.9

SC PASS Student Performance in Science and Social Studies: Spring 2016

6th Grade

Of those students tested in Science, 54.8% were met or exemplary while 55.2% did not meet the state standard for Science.

Of those students tested in Social Studies, 67.7% met or were exemplary while 32.3% did not meet the state standard for this subject.

7th Grade

In Science, 59.9% of the students tested scored met or exemplary, while 40.1% did not meet the state standard in Science.

In Social Studies, 68.6% of the students tested were met or exemplary, while 32.4% did not meet the state standard in Social Studies.

8th Grade

Students tested in Science were 58.5% met or exemplary, while 41.5% did not meet the state standard in Science.

In Social Studies, 68.5% of the students tested were met or exemplary, while 31.5% did not meet the state standard in Social Studies.

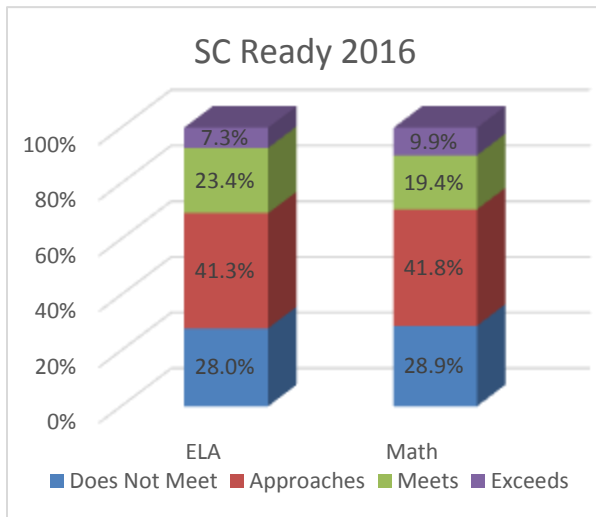
SC Ready – Writing, Reading & English, and Mathematics

In the Spring 2016, students in sixth, seventh, and eighth grades began being assessed in writing, reading and English, and mathematics utilizing the SC Ready assessment program. The SC Ready is administered to students in an online platform. Students are rated into 4

performance categories: Exceeds Expectations, Meets Expectations, Approaches Expectations, and Does Not Meet Expectations.

SC Ready Student Performance: School-Wide

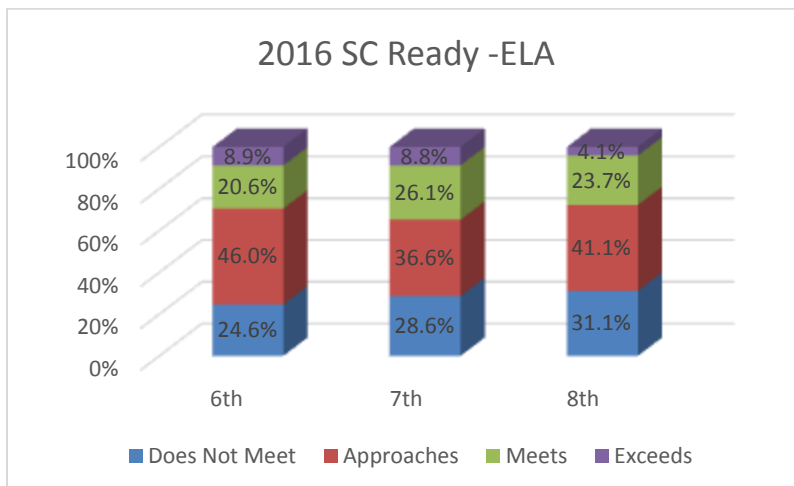
Subject/Area	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
English	7.3%	23.4%	41.3%	28%
Math	9.9%	19.4%	41.8%	28.9%



SC Ready Student Performance: Grade Level

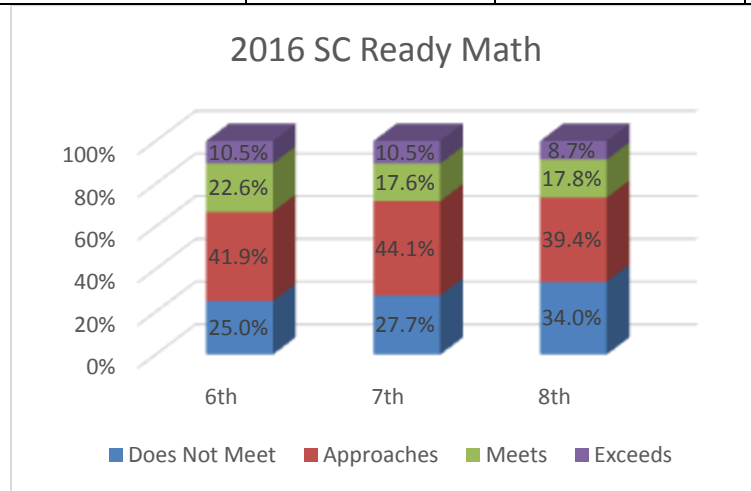
ELA

Grade	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
6 th	8.9%	20.6%	46%	24.6%
7 th	8.8%	26.1%	36.6%	28.6%
8 th	4.1%	23.7%	41.1%	31.1%



Mathematics

Grade	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
6 th	10.5%	22.6%	41.9%	25%
7 th	10.5%	17.6%	44.1%	27.7%
8 th	8.7%	17.8%	39.4%	34%



EOCEP (End-of-Course Examination Program)

Overall: Percent of Students Passing the EOC

	2010	2011	2012	2013	2014	2015	2016
English 1	100	100	100	100	100	98.5	92.1
Algebra 1	100	96.5	100	96.3	100	100	98.5

When considering the number of students enrolled in these high school credit courses, there is very little fluctuation in the percent of students passing from year to year, yet enrollment in these courses had continued to grow. During the 2015-2016 school year, we had an additional group of students take the English 1 and Algebra 1 EOC. This group of students were overaged for their grade level and was working on earning high school credits while still in middle school so that they would start high school with more credits toward graduation than the typical ninth grader. As for our students who are enrolled in English 1 Honors and Algebra 1 honors, trends demonstrate that honors students at Northwest are very capable and conscientious adolescents.

English 1

The percent of students with scores of 70 or above on the English I End of Course test was 92.1 percent as of 2016.

Algebra 1

The percent of students with scores of 70 or above on the Math End of Course test has dropped to 98.5 percent in the academic year of 2016.

PERCENT TESTED

The percent tested each year remains constant at 100% for all subject areas of SC PASS and SC Ready.

Teacher and Administrator Quality

Professional development is a priority for teachers and administrators at Northwest Middle School. The NWMS administration continues to be very supportive and encouraging of staff in the area of professional growth. Our staff has the opportunity to attend a variety of workshops and conferences including: SCAMLE state conference, professional learning communities, Upstate Technology Conference, and a variety of summer academy programs. Also additional opportunities include multiple technology training sessions, on the district and state level, as well as many “in-house” offerings of professional development.

As we reflected, we could see there is a direct correlation between the approaches to improving student achievement and the continuing attendance of the offerings in professional development. Several faculty and staff members are pursuing advanced degrees in their areas of certification, including preparation for National Board Certification. We currently have three National Board Certified faculty members and our principal has earned his Ph. D. Additionally, the State Department of Education requires all teachers to show technology proficiency by their next certificate renewal, and Greenville County offers its teachers *Intel Teach to the Future II* classes allowing them to demonstrate this proficiency.

Professional Development Plan

Teachers have traditionally participated in professional development in order to achieve recertification from the State Department of Education. Others pursue advanced degrees and take classes for graduate credit. Some simply want to keep up with current trends in their subject area, and high-quality professional development is the necessary ingredient in that process. At Northwest Middle School, our plan over the past few years has been to offer professional development opportunities targeted to the specific goals in our school action plan. We work as a site-based managed school where the administration seeks input from the faculty to assess our professional development needs, while also insuring we are properly aligned with district and state mandates.

We are fortunate to have a mix of seasoned and new staff members who collaborate with one another in math, science, social studies, and language arts. All of our guidance counselors are certified career development facilitators and assists teachers and students. Northwest’s Instructional Coach, along with our Instructional Specialist, facilitate, recommend, and implement changes in instructional practices of teachers enabling them to diagnose student needs more analytically; plan more productively; and teach more effectively. The Instructional Specialist and the Instructional Coach meet on a regular basis with each grade level team, each departmental team, and individual teachers for lesson improvements, state standards-based instruction and assessment, and Benchmark improvements. Having an additional curriculum consultant on-site as an extension of the classroom teacher fosters student achievement.

In addition to our Instructional Specialist and Instructional Coach, Northwest's Media Specialist also has many roles and responsibilities. The media center is a central hub where students can read, write, study, and research. Northwest's media center also houses a professional library which serves and supports the staff with professional resources from all content areas. Teachers rely on the media specialist for assistance in unit planning and technology needs.

Our current professional development plan rests on three key goals: 1) raise the academic challenge and performance of each student, 2) continue standards based instruction in all subject areas, and 3) technology integration in instructional practices.

We align our annual professional development plan and school-wide goals to the following mission statement:

Achieving Excellence Together!

Northwest's professional development is effective because it is on-going, systematic, and embedded into the workweek. Wednesday afternoons are reserved for faculty gatherings. The first Wednesday of each month is for faculty work, the second Wednesday is for IB department meetings, the third Wednesday is for focus group meetings, and the fourth Wednesday is used for IB faculty meetings. We also hold meetings during team planning for small group instruction. Teachers use their planning periods for team meetings, subject area meetings, and professional development sessions.

Several faculty and administrative staff members have advanced degrees in their areas of certification. Induction and second year teachers are participating in training through the Professional Assessment System for Teachers (PAS-T) seminars, and each novice teacher is assigned a personal mentor for additional guidance, leadership, and sage advice from a seasoned and professional instructor.

Furthermore, Northwest teachers realize the importance of technology in reaching the goals of our action plan. In addition to demonstrating their technology proficiency via Intel training, teachers access our computer lab for in-services on how to use the Online Curriculum Center when planning IB units of instruction and ways to utilize Streaming Video as a teaching tool. Teachers receive training on how to bring virtual field trips into the classroom that are highly engaging and provide teachers and students opportunities to visit exotic locations or provide access to content and materials that otherwise may have been unavailable through conventional field trips. All teachers have Promethean boards in their classrooms. These interactive whiteboards allow teachers to prepare digital lessons with customized text, images, video, and audio. Promethean board flipchart lessons establish student interest and maintain enthusiasm for learning. All teachers benefit from training on the Promethean Board every Tuesday. All teachers are afforded the use of a Promethean board for lessons taught in the media center.

Teachers continue to use PowerSchool, a computerized grading program, and learned how to recommend and register students for annual classes. Our teachers use the electronic assignment/test grading software named GradeCam, especially for benchmark tests. The software not only electronically grades, records, and stores results of the assessment, it also provides quantitative data, trend, and needs analysis so the instructor can develop effective strategies for re-teaching, planning, and measuring progress on an individual student learning basis.

The administration and faculty of Northwest understand the impact and importance of structured, focused professional development. We have examined documentation such as staff development logs, records of departmental and other in-house professional development, and printouts from the Professional Leadership Office at the central office. We periodically survey the faculty to find out what professional development opportunities have been taken advantage of both in-house and off campus. Northwest teachers find professional development offered during department meetings and grade level meetings the most effective and rewarding.

Teachers at Northwest also use professional development time to change how we work together. We observe in other teachers' classrooms and participate in vertical team meetings. We work during team planning in order to set student achievement goals and plan for meaningful instruction. Teachers share strategies and information to enhance collegial support. Teachers vary instruction and learning methods with the incorporation of Learning-Focused Strategies. Teachers continue to engage in action research; however, we realize the need for continued professional development to address issues concerning student achievement. With the current implementation of MAP testing, teachers now have a resource to correlate measurements between student performance and achievements recorded on individual state testing scores. Teachers can use the information to develop plans for instructional strategies aimed at student improvement. The vision for meeting the goals set forth in Northwest's action plan is addressed in our professional development calendar.

Next Steps

As we work to raise the academic challenge and performance of students, teachers will continue to use information and strategies gleaned from various professional development opportunities to help students meet their annual growth target goals on reading, math and language arts MAP and state assessments. Our teachers are working together toward the shared purpose of improving student learning through our PLC meetings and continuation of the implementation of college and career readiness standards. While we have made many crucial improvements in professional development at Northwest that have helped us with our vision, we will continue to improve our work even more by upgrading our approach, implementation, and expected outcomes. We desire collegial coaching and action research that is focused on student achievement. We also look at students' assessments and needs as a base for professional development. Teachers will have ongoing conversations about student achievement data. Our implementation of professional development will involve the teacher as

an action researcher. Furthermore, student learning styles and profiles will determine instruction and assessment strategies. Finally, the outcome of our professional development will show evidence of innovative, dynamic lessons through the use of differentiated strategies. We will follow students' test scores to determine and track gains, and professional development will be correlated with achievement. Teachers will continue to attend professional meetings and workshops offered by the district and state. Northwest teachers regularly share ideas and methods acquired during workshops, courses, and personal research. These dedicated educators plan to equip our students with the 21st century skills needed to succeed in work, school, and life. Ultimately, professional development will drive teaching and learning at all levels.

This year our staff followed a weekly meeting schedule with the following objectives:

- To develop common summative assessment for each 9 weeks grading period for each subject.
- To develop long range plans and unit plans for each subject.
- Work on daily plans as a curricular team with a focus on developing standards based instruction for rigor.
- Work as whole team members to make cross-curricular. instruction/activities/assignments throughout the entire school year.
- To develop and analyze data for common summative assessments.
- Utilize benchmark data and MAP data to determine student growth and needs.

Monday	Tuesday	Wednesday	Thursday	Friday
Guidance and Admin Leadership	Assessment or RtI	ELA & Math	Science, Social Studies, & Inclusion	Team Meetings/ Grade Level Meetings

School Climate

The third goal, School Climate, concerns several delineated items regarding Northwest Middle: attendance; expulsion rate; and parent, student, and teacher survey results regarding learning environment and safety at school. Over the past five years Northwest Middle has focused on increasing the number of student opportunities in order to improve several factors, especially attendance and learning environment:

- Early Act First Knight - Bullying Program
- Drama Club
- Chorus
- Hands-On Visual Arts
- Charleston Field Trip
- Camp Greenville Field Trip
- School Beautification Days
- Washington Field Trip
- Various Community and Service Projects
- Veterans History Project
- Co-Curricular Clubs during the school day
- 3D Audio Visual lab

Northwest's attendance rate in the baseline year of 2012-2013 was 92.8% and has improved overall to 94.2% in 2015-2016.

The annual survey results on the learning environment questions in 2012-2013 were: the parent score being 68%, a student score of 75.5%, and a teacher score of 65.8%. For the 2015-2016 school year, the learning environment questions results were: the parent score being 82.9%, a student score of 77.4%, and a teacher score of 92%. This data indicates improvement, but there is still much work to be done.

The two factors relating to security during the school day are expulsion/suspension rate and survey results concerning safety. In the baseline year, the expulsion/suspension rate was 1.6%. This rate has declined slightly to 1.1% during the 2015-2016 school year.

Next Steps

From the discussion of this data, the staff has identified the following list of next steps:

- Continue to incorporate literacy strategies across all curricular areas.
- Continue to develop technologically infused learning opportunities.
- Review and modify behavior management program.
- Communicate this work with parents, students, and teachers.

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 SC READY.

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

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	33.7	36.7
School Actual	30.7		
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: 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: Increase by 0 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	100	100	98.5	98.5		
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.

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	2016-17	2017-18
School Projected	X	32.3	35.3
School Actual	29.3		
District Projected	X	44	47
District Actual	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: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 100% in 2012 to 100% in 2018.

ANNUAL OBJECTIVE: Increase by 0 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	95.5	100	100	92.1		
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6	99.2	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 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested ELA – District	Baseline	2015-16	2016-17	2017-18
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Grades 6-8	2014-15			
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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested Math –	Baseline	2015-16	2016-17	2017-18
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District – Grades 6-8	2014-15			
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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in 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 2014-15	2015-16	2016-17	2017-18
School Projected	X	64	65	66
School Actual	63	57.4		
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.*

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	77.9	78.9	79.9
School Actual	76.6	68.3		
District Projected	X	82.2	83.3	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</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
The school will communicate with parents through all available resources such as school messengers, school newsletters, the school website, teacher websites, and school wide posters. Individual student grades may be monitored by parents through the Parent Portal. The school will send home information about new state testing to parents.	2013-2018	Teachers and Parents	None	Greenville County School District	Observation, School Report Card, and positive feedback from the stakeholders.
Teachers will plan collaboratively on a district and school level to prepare for the new federal accountability objectives as part of the new College and Career Ready curriculum. Teachers will continue to use best practices in their subject areas including the learning focused model.	2013-2018	Teachers	None	None	School Report Card and positive feedback from the stakeholders.
Students will be grouped heterogenously in all core classes so that all subgroups have access to high expectations from teachers (with the exception of the Gifted and Talented program).	2013-2018	Teachers and guidance	None	None	School Report Card and positive feedback from the stakeholders.
Teachers analyze PASS and MAP test scores to help plan for instruction in all core subject areas, with a focus on the weaknesses of subgroups in ELA and Math.	2013-2018	Teachers and guidance	Varies	Greenville County School District and State Funding	School Report Card and positive feedback from the stakeholders.
As an authorized International Baccalaureate Programme (IB-MYP) School, teacher school-wide employ a variety of IB strategies to focus their instruction through the Areas of Interaction.	2013-2018	IB Coordinator and teachers	Varies	Greenville County School District	School Report Card and positive feedback from the stakeholders.
Academic incentives rewarded quarterly. -Principle Lunch-reward for students on the A Honor Roll list. -Counselors give rewards for A&B honor roll achievement. -Principal's Honor Roll and the A/B Honor Roll are posted in the Northwest Middle School Newsletter.	2013-2018	Administration and faculty	Varies	Northwest Middle School	Observation and student feedback.

PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Maintain 100% Highly Qualified personnel in all subject areas.

ANNUAL OBJECTIVE: Employ only new personnel who are Highly Qualified.

DATA SOURCE(S): South Carolina State Certification Report, Position Control for School Baseline report

	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	98.6	99.5	98.5	100		

<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: Mentoring Professional learning teams Teacher-leader models	2013-2018	Instructional Coach Instructional Specialist Principal Department/Team Chairs	N/A	N/A	Professional Development Portal and Calendar
Continue professional development focused on College and Career Ready Standards and 21st Century Skills Argumentative and Informational Writing Constructing Performance Assessments Developing Formative Assessments Emphasizing speaking, listening, and questioning	2013-2018	Instructional Coach Instructional Specialist Administrators Department/Team Chairs	N/A	N/A	Professional Development Portal and Calendar
As an authorized International Baccalaureate Programme (IB-MYP) School, continue professional development focused on school-wide implementation of a variety of IB strategies.	2013-2018	IB Coordinator and teachers	Varies	Greenville County School District	Professional Development Portal and Calendar
Continue and expand professional expertise and techniques for teaching and assessing Limited English Proficient students (LEP) Students with disabilities Low-income students Gifted and Talented students	2013-2018	Administrators Instructional Coach ESOL Teachers Special Ed Teachers G/T Teachers	Varies	N/A	Professional Development Portal and Calendar
New teacher orientation and ongoing professional development	2013-2018	Administrators Instructional Coach	N/A	N/A	Professional Development Calendar Observation Records
New teacher mentoring	2013-2018	Administrators Instructional Coach Teacher Mentors	N/A	N/A	Professional Development Calendar Observation Records

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	94.4	93.5	95	93.8	94.2		
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%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	1.2	1.6	0	0	0		
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%	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 70.3 % in 2012 to 75.3% 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	2015-16	2016-17	2017-18
School Projected	X	X	71.3	72.3	73.3	74.3	75.3
School Actual	70.3	68	86.1	82.6	82.9		
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 73% in 2012 to 78% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	74	75	76	77	78
School Actual	73	75.5	85.1	86.7	77.4		
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 83.3% in 2012 to 88.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	84.3	85.3	86.3	87.3	88.3
School Actual	83.3	65.8	100	90.2	92		
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 84.6% in 2012 to 86.6% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	85	84.4	85.8	86.2	86.6
School Actual	84.6		82	86.7	77.9		
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 89.7% in 2012 to 91.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.3 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90.3	90.6	90.9	91.2	91.5
School Actual	89.7		89.3	91	76.9		
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 89.7% in 2012 to 92% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point(s) annually teachers who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90.4	90.8	91.2	91.6	92.0
School Actual	89.7		100	100	92		
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>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: Mentoring Professional learning teams Teacher-leader models	2013-2018	Instructional Coach Principal Department/Team Chairs	N/A	N/A	Professional Development Portal and Calendar
Continue professional development focused on Common Core Standards and 21st Century Skills Argumentative and Informational Writing Constructing Performance Assessments Developing Formative Assessments Emphasizing speaking, listening, and questioning	2013-2018	Instructional Coach Administrators Department/Team Chairs	N/A	N/A	Professional Development Portal and Calendar
As an authorized International Baccalaureate Programme (IB-MYP) School, continue professional development focused on school-wide implementation of a variety of IB strategies.	2013-2018	IB Coordinator and teachers	Varies	Greenville County School District	Professional Development Portal and Calendar
Continue and expand professional expertise and techniques for teaching and assessing Limited English Proficient students (LEP) Students with disabilities Low-income students Gifted and Talented students	2013-2018	Administrators Instructional Coach ESOL Teachers Special Ed Teachers G/T Teachers	Varies	N/A	Professional Development Portal and Calendar
New teacher orientation and ongoing professional development	2013-2018	Administrators Instructional Coach	N/A	N/A	Professional Development Calendar Observation Records
New teacher mentoring	2013-2018	Administrators Instructional Coach Teacher Mentors	N/A	N/A	Professional Development Calendar Observation Records

