



## *School Portfolio*

*Woodmont Middle School*

*“Climbing to New Heights...”*

*Gregg Scott, Principal*

*Greenville County School District*

*Dr. W. Burke Royster, Superintendent*

*2013-2014 through 2017-2018*



**SCHOOL RENEWAL PLAN COVER PAGE**  
**SCHOOL INFORMATION AND REQUIRED SIGNATURES**

**SCHOOL Woodmont Middle**

**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		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SUPERINTENDENT**

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

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Dr. Judy J Davis		3/31/17
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

Mr. Gregg Scott		3/31/2017
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

Dr. Judy J. Davis		3/31/2017
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL'S ADDRESS: 325 North Flat Rock Road, Piedmont SC 29673

SCHOOL'S TELEPHONE: (864) 355-8500 \_\_\_\_\_

Principal's E-Mail Address: gscott@greenville.k12.sc.us

(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>Gregg Scott</u>             |
| 2. TEACHER  | <u>Carolotta Dei</u>           |
| 3. PARENT/GUARDIAN / PTA President  | <u>Janet Schumpert</u>         |
| 4. COMMUNITY MEMBER   | <u>Ann Brown and Ron Young</u> |
| 5. SCHOOLIMPROVEMENT COUNCIL  | <u>Prudence Couch</u>          |
| 6. Read to Succeed Reading Coach  | <u>None</u>                    |
| 7. School Read to Succeed Literacy Leadership Team Lead   | <u>Judy Davis</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>             |
|---------------------|-------------------------|
| Counselor           | <u>Jennifer Fennell</u> |
| Counselor           | <u>Christi Dumit</u>    |
| Instructional Coach | <u>Judy Davis</u>       |
| IB Coordinator      | <u>Penny Boswell</u>    |
| Media Specialist    | <u>Paula Shaw</u>       |
| Parent              | <u>Christi Cox</u>      |

Read to Succeed literacy Team: Gregg Scott, Penny Boswell, Tonya Woods, Adrienne Sellars, Glenda Hawthorne, Chris Lawrence, Sheralyn Smith, Tim Sexton, Gail Rodrigues, Paula Shaw and Judy Davis

**\*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.

N/A **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).

\_\_\_\_\_ **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.

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### **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.

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### **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.

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### **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.

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### **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

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

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



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## **Introduction**

The self- study process at Woodmont Middle School began in August 2013 when individual teachers and core academic departments analyzed PASS data. Each department met with the Instructional Coach to determine areas of strengths and weaknesses in student performance. The PASS data were examined at the strand level to determine instructional adjustments that were needed such as putting a greater emphasis on writing and using informational text across the disciplines.

The self- evaluation process revealed the need to adjust instruction to meet the rigor of the Common Core Standards and to prepare students for Smarter Balance type assessments. Teachers attended district level as well as school level Common Core professional development activities.

As part of the IB Re-evaluation in 2013-2014, an IB Cohort reviewed the previous evaluation data and did a self- study to validate IB integration into the total program.

The AdvancED committees reviewed evidence and drafted reports in preparation for accreditation. Their reports and needs assessments were then presented to the faculty, PTA and SIC and the information was incorporated into the School Portfolio.

Data were gathered from sources such as the school report card, PowerSchool, surveys, MAP reports, PASS reports, professional development calendars, district reports and IB reports.

## **Committees**

**Student Achievement Needs Assessment Committee:** Reviewed achievement data such as PASS, EOCE, MAP, benchmark, classroom assessments etc.

### **ELA**

Amanda Vernon

Holly Parks

Shanna Towery

Carlotta Dei

Gail Rodrigues

Kristy Starks

Ryan Dafforn

Adrienne Sellars

### **Math**

Glenda Hawthorne

Angie Schwieger

Milton Parks

Janice Hughey

Shannon Johnson

Jennifer Porter

Susie Grabowski

### **Science**

Michelle Century

Charlotte Thornton

Albert Moore

Susan Perham

Sheralyn Smith

Andrea Atkins

### **Social Studies**

Sara Trimpe

Chris Lawrence

Peggy McKee

Lisa Bondy

Jennifer Olson

Penny Boswell



The School Leadership Team as well as the School Improvement Council reviewed data and the portfolio to determine areas that needed further work as well as areas of significant improvement. Other committees reviewed information and gathered data as needed. The Portfolio committees included:

**School Profile ---- School Personnel:** Reviewed certification and years of experience data.

Gregg Scott

Judy Davis

**School Profile ---- Student Population:** Provided student demographic (45 Day) information.

Racquel McCrary

Gregg Scott

Gale Sopko

Jennifer Fennell

Ann Brown

**School Profile---- Academic and Behavior Features / Programs / Initiatives:** Reviewed discipline data, surveys, data regarding Rookie Camp, teaming, and IB initiatives.

School Improvement Council

Administration

**AdvancED Self-Assessment Quality Standards Committees----** Rated the standards after reviewing the indicators and evidence such as survey results.

**Purpose and Direction**

Liza Manuel, Chair

Holly Bryant-Parks

Janice Wilkins

Andrea Atkins

Peggy McKee

Amy Rogers

Jennifer Porter

Ramona Candler

**Governance / Leadership**

Janice Hughey, Chair

Jennifer Fennell

Adrienne Sellars

Sheralyn Smith

Nannette Davis

Angie Fleury

Janet McWhite

Suzanne Grabowski

Gregg Cooke

**Teaching / Assessing for Learning**

Gregg Scott, Co-chair

Milton Parks

Amanda Vernon

Chris Lawrence

Malorie Goodman

Gail Rodrigues

Shannon Johnson

Zorayda Torcatt

Judy Davis, Co-chair

Brandi Bodalski

Angie Keel

Susan Perham

Jimmy Bagwell

Jennifer Olson

Tim Sexton

## **Resources / Support Systems**

Tiffany Estes, Chair

Mary Alice Pinkley

Carlotta Dei

Angie Schwieger

Charlotte Thornton

Marsha Stone

Meredith Hamby

Carolyn Brown

Ann Brown

## **Using Results for Continuous Improvement**

Penny Boswell, Chair

Kristy Starks

Lisa Sharer

Ryan Dafforn

Albert Moore

Lisa Bondy

Glenda Hawthorne

Merissa Singleton

## Executive Summary

The needs assessment for student achievement revealed that the percent of students scoring Exceeding and Ready on ACT Aspire Reading was higher for Woodmont Middle students than the percent for Schools Like Ours and higher than the percentage Statewide. The percentage of Woodmont Middle students scoring Ready and Exceeding on ACT Aspire Writing was higher than the percentage for Greenville County, Schools Like Ours and Statewide.

The PASS data showed an increase in the percent of students scoring Met or Exemplary in 8<sup>th</sup> grade science and in 8<sup>th</sup> grade social studies.

One hundred percent of the students who took the Algebra I end of course test and 100% of the students who took the English I EOC passed.

The teacher and administrator quality assessment revealed that the percent of teachers with advanced degrees increased from 44.7% in 2015 to 52.5%. The percent of teachers returning from the previous year increased from 84.9 % in 2015 to 86.5 % in 2016. Teacher attendance rate increased from 94.7% in 2015 to 94.8% in 2016.

The needs assessment for school climate revealed that student attendance decreased from 94.9% in 2015 to 94.8% in 2016.

The Report Card Survey revealed that 61.4% of the teachers, 74% of the students and 89.3% of the parents were satisfied with the learning environment.

The Survey revealed that 75% of the teachers, 80.8% of the students, and 81.4% of the parents are satisfied with the social and physical environment.

The survey showed that 40.9% of the teachers, 81.1% of the students, and 55.9% of the parents are satisfied with school-home relations.

Survey results revealed that 85.1 % of the students, 90% of the parents and 93.2% the teachers feel safe at school which are significant increases from 2013.

We have three performance goal areas detailed in our Action Plan:

**Raise the academic challenge and performance of each child.**

**Ensure quality personnel in all positions**

**Provide a school environment supportive of learning**

The significant challenges for Woodmont Middle for the past four years include the inability to meet the IB foreign language requirement of every student taking a full year of a foreign language, the decrease in enrollment which causes a loss of teachers and increases class size, the lack of remediation teachers/programs for reading and math because of decreased teacher allocations, and the lack of significant parental involvement.

The significant accomplishments over the past three years include receiving the Palmetto Silver Award for General Performance Improvement in 2012 and 2013 and earning a Good for Improvement on the Report Card. The School Improvement Council was named as an Honor Roll SIC for the Riley Award in 2012. In 2011 Woodmont Middle was named as a finalist for the Panasonic School Change Award. The related arts department has expanded to include strings, art, drama chorus, band, and dance teachers. The school has received the United Way Award for Campaign Achievement for eight consecutive years. Sixth grade teachers and administrators developed and implemented a Rookie Camp for incoming sixth graders. The Students received awards at the YMCA Model UN Conference. Several students received PTSA Reflection awards and the strings students received district recognition. Several students have received art awards.

Many students participated in the school drama productions and students were able to visit the Art Museum.

The school received an ABC Arts Grant for arts integration in 2016-17 and has been able to provide staff development, an artist in residence, trips to plays and performances, arts supplies and opportunities for teachers to attend conferences and workshops.

## School Profile

### School Community

Woodmont Middle School is a sixth through eighth grade public school located in a rural setting in southern Greenville County. The school first opened in 1982 and later was totally renovated and reopened in January, 2008 with the capacity to accommodate 1000 students.

With the new renovation and expansions, Woodmont Middle School has an area for each grade level. Each grade level area is color coded and has storage spaces for books and teaching supplies, science labs, planning areas, restrooms, and an administrative office.

All classrooms are equipped with telephones, Promethean Boards and new laptop computers with docking stations for each teacher. There are three newly furnished computer labs and six rolling wireless laptop computer carts for classroom use. The school went through technology refresh in October 2012.

Since the opening of the Southern Connector in 2001, more industrial and commercial development has occurred. Within the last few years several strip malls and fast food restaurants have opened.

In addition, numerous housing developments have been built or are in the process of development. In response to this growth, the district built a new middle school in the area to accommodate the growth. The new school is closer to the targeted geographic area that it serves.

Though many of the parents work during the school day, we have a dedicated core of parents who are able to volunteer their time. Parents operate a school store, provide refreshments for the faculty and furnish meals for athletic teams.

Woodmont Middle works closely with members of the faith community, and nearly 150 students attend the Christian Release Program each week. The ministers in the area visit the school and participate in the Pastors Breakfast. One of the local churches provided transportation and chaperones for the students who participated in the Model United Nations Program.

Michelin, one of our business partners, provides mentors at lunch time for our students and 3M provides office supplies.

## School Personnel

The staff is comprised of a principal, an assistant principal, an administrative assistant, an instructional coach, a half time International Baccalaureate Coordinator, two and one half guidance counselors, a Media Specialist, an ESOL teacher, 5.5 special education teachers, nine related arts teachers, and 25 regular education teachers. There are 4.5 clerical staff members, an in school suspension teacher and a classroom aide. Agency partners housed on campus include a resource officer and a mental health counselor.

For 2015-2016 teacher attendance was **94.8 %**; teachers with advanced degrees were **52.5%**; and teachers returning from the previous year were **86.5 %**.

Of the professional staff, thirty-three (33) are female and ten (12) are male. Eight (10) are African-American; one (1) is Hispanic and forty (38) are White. The experience levels of the professional staff are detailed below:

**Years of Experience of Professional Staff 2014-2015**

<b>0-5 years</b>	<b>6-10 years</b>	<b>11-15 years</b>	<b>16-20 years</b>	<b>21-25 years</b>	<b>26-30 years</b>	<b>30+ years</b>
<b>20</b>	<b>6</b>	<b>5</b>	<b>9</b>	<b>1</b>	<b>4</b>	<b>4</b>

Our principal, Mr. Gregg Scott has 19 years of educational experience as a teacher and administrator. He became principal at the beginning of the 2007-2008 school year. Mr. Chad Maguire, our assistant principal, is in his third year at Woodmont Middle School and has been in education for nineteen years. Ms. Tonya Woods, administrative assistant, is in her third year at Woodmont Middle and has been in education for twenty years.

## **Student Population Data**

As of March 17, Woodmont Middle School had an enrollment of 649 students. This marks a decrease of 5 students from the 2014-2015 school year when the enrollment was 629.

The current population consists of 50.7 % White, 34.7 % African American/ Black, 8% Hispanic/Latino, 6.5% two or more races, and .2 % American Indian/Alaskan Native.

The student attendance percentage for 2014-2015 was 94.8 %. This is a decrease of .1 % from the previous year. Efforts to improve attendance and increase awareness include the use of daily announcements, posted charts, various incentives, intervention conferences and parent communication using the School Messenger.

As of March 17, 2016, ninety-six students are identified as having special learning needs. They are served through self-contained classes, inclusion classes, and tutorial classes.

Ninety-three (93) students are identified as Gifted and Talented. They are served in GT or Honors ELA classes.

Currently 62.9% of the students receive free or reduced priced meals. This is a decrease from 66% on free or reduced priced meals in 2015-2016.

No students were retained during the 2015-2016 school year.

There are currently 312 female students and 337 male students. English is the language spoken in the home for 94% of the students and Spanish is the language spoken in 6% of the homes.



## **Major Academic and Behavioral Features**

A major initiative of the school is the implementation and development of the International Baccalaureate Middle Years Programme (IBMYP) for Woodmont Middle School in partnership with Woodmont High School. Woodmont Middle School became an authorized International Baccalaureate School in February 2005. Beginning in 2002 and continuing through the present, as funding has allowed, our faculty and staff have attended official off-site International Baccalaureate Organization (IBO) sponsored training sessions specific to content areas, coordination, and assessment. Seven staff members completed Level II training in subject specific areas in 2007-2008. In addition, seven staff members attended the Regional Conference with two teachers presenting at the Conference. Woodmont Middle School has hosted several site visits for other schools interested in becoming an authorized IB MYP school.

In the spring of 2010, we successfully completed our first 5-year IB evaluation visit. The administration, faculty, staff, students, parents, and community of Woodmont Middle are committed to offering an IBMYP of world class excellence.

We offer the International Baccalaureate Middle Years Programme to all students in our school. As part of this program, our students give back to the stakeholders by participating in community and service opportunities. Our students take the leadership role each year through our student-led conferences. Cultural night is a culminating event that showcases students' learning across content areas from an international approach. This year will mark our eleventh year of the event. Also, we celebrate IB Learner Profile Students of the Month to recognize students who exhibit the characteristics of the IB Learner Profile.

The organizational structure for Woodmont Middle School centers on teacher and student learning teams. A team of teachers typically consists of about 4 teachers who teach a group of about 100- 120 students that they commonly instruct. The teachers on the team teach all the core academic subjects and share common blocks of time for all collaborative and independent planning. This time is also used for in-service training, curriculum mapping, creation and monitoring of pacing guides, horizontal curriculum planning, parent conferences, and individual

student conferences. Students receive four periods of academic instruction and two periods of related arts classes. Vertical teaming with other grades is achieved through academic departmental meetings among teachers.

It was determined in February 2017 that the MYP Program will not continue for the 2017-18 school year, but that the school would have a STEAM focus.

## **Mission, Vision, and Beliefs**

### **Values and Beliefs**

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about school and how we think it should operate.

We believe curriculum at Woodmont Middle should be:

- 1 Coordinated with state and IB MYP Aims and Objectives
- 2 Meaningful, engaging and challenging
- 3 Relevant to real life
- 4 Infused with a wide variety of related arts
- 5 Complemented by updated materials and textbooks
- 6 Developmentally and socially responsible to the whole child
- 7 Inclusive of technology and research skills
- 8 In-depth and concise
- 9 Replete with thinking skills
- 10 Inclusive of Community and Service opportunities

Instruction at Woodmont Middle should be:

- 1 Connected to previous knowledge and learning
- 2 Articulated with an interdisciplinary focus
- 3 Woven together using best practices such as cooperative learning, Learning Focused, team teaching, and the IB MYP curriculum model.
- 4 Provided by highly qualified teachers
- 5 Complemented by logical scheduling

- 6 Delivered in classes with a low student-teacher ratio
- 7 Aligned with state and IB MYP aims and objectives
- 8 Varied in approaches to teaching and interesting to create curiosity
- 9 Consistent with IEP or student learning goals
- 10 Delivered so that every student gets what he/she needs
- 11 Infused with critical thinking skills, inquiry based projects, active learning strategies, and direct instruction
- 12 Able to enhance individual learning styles
- 13 Inclusive of high expectations for all students

Assessment at Woodmont Middle should:

- 1 Demonstrate student progress
- 2 Include peer assessments
- 3 Utilize both traditional and alternative, performance-based assessments
- 4 Be aligned with state and IB MYP aims and objectives
- 5 Be aligned with IB MYP assessment criteria
- 6 Be fair, authentic, and reflective
- 7 Reveal acquisition and application of knowledge
- 8 Be aligned with state tests
- 9 Use a variety of formats, structures, and outcomes
- 10 Utilize focused learning and IB MYP strategies such as rubrics
- 11 Include pre and post assessments
- 12 Display student strengths

The school environment at Woodmont Middle should:

- 1 Be supportive of a rigorous curriculum (IB MYP)
- 2 Provide opportunities for success
- 3 Include extra-curricular activities for students
- 4 Encourage a diverse faculty
- 5 Provide an inviting, nurturing, comfortable, safe, and clean school
- 6 Be accepting of differences
- 7 Provide consistence links to real life expectations
- 8 Be orderly and organized
- 9 Celebrate diversity

### **Purpose**

Purpose is the aim of the organization; the reason for existence. The purpose is very important for creating the mission and the vision. The purpose of Woodmont Middle School is to prepare our students both academically and socially, to create an atmosphere of inquiry, and to foster a love of learning.

### **Mission**

The mission serves to unify an organization's efforts. An effective mission must stretch and challenge the organization, yet be achievable. It is tangible, value-driven, energizing, highly focused, and will move Woodmont Middle School forward. A mission has a finish line for its achievement and is proactive. A mission should walk the boundary between the possible and impossible.

Our mission statement is:

***Woodmont Middle School will prepare students academically and socially to become responsible, productive citizens of a global society.***

## **Shared Vision**

Our vision is a specific description of what Woodmont Middle School will be like when the mission is achieved. A vision is a mental image. It is written in terms that everyone can understand and see in the same way.

The following are the curriculum, instruction, assessment, and environment factors that support effective learning for Woodmont Middle School students:

Curriculum must be up-to-date, aligned with state curriculum standards and IB aims and objectives, and designed to help students meet achievement goals. Therefore, curriculum will be:

- Meaningful, engaging and challenging
- Coordinated with state standards, IB aims and objectives, and IB areas of interaction
- Combined with appropriate materials and textbooks
- Suffused with technology and research skills
- Reflective of cross curricular connections

Instruction will be tailored to student needs in such a way as to ensure active participation by all. Instruction will include;

- A connection to previous knowledge and learning
- Best practices such as cooperative learning, focused learning, team teaching, and IB MYP curriculum model
- Critical thinking skills, active learning strategies, and direct instruction
- A knowledge and appreciation of individual learning styles
- High expectations for all students

Assessment will be just, varied, and aligned with material taught. Assessments will be:

- Both traditional and alternative
- Performance-based
- Designed to demonstrate student progress
- Fair, authentic and reflective
- Aligned with state tests and IB MYP assessment criteria

The learning environment will provide a safe and nurturing atmosphere where differences are celebrated. The environment will include:

- Support for a rigorous curriculum
- Opportunities for success
- A stimulating, positive, congenial and cooperative atmosphere
- An inviting, nurturing, comfortable, safe and clean school
- Low student-teacher ratio

## **Vision Narrative**

When Woodmont Middle's vision is realized, students will be actively involved in learning. The learning environment for students will be positive, safe, inviting and focused. Students will leave Woodmont Middle with the necessary academic and social skills to successfully meet their personal goals while moving forward to the next level in their educational experience.

Woodmont Middle teachers and administrators will work together to provide a safe and nurturing environment in which all students may experience success. Teachers will use professional development obtained from conferences, university classes and /or work with consultants to learn effective ways of teaching and becoming a resource for each other. Parent and community partnerships will be an invaluable asset for improving student achievement. Testing will encompass a broad spectrum of real-life, authentic, and performance based assessments. Pride in our accomplishments, paired with public recognition of a job well done at award programs, will enable us to celebrate our success.



## **Data Analysis and Needs Assessment**

### **Student Achievement**

#### **PASS**

PASS is standards based state test and includes assessments in writing, ELA (reading & research), mathematics, science, and social studies. The writing portion of the test is administered over two days in March and the remaining tests are administered in May. All students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade take the ELA (reading & research), and mathematics PASS tests. In 2012, only 8<sup>th</sup> graders took the writing PASS test. However, beginning in 2013 all grades took the writing test. All students in 7<sup>th</sup> grade take both the science and social studies PASS test. Students in 6<sup>th</sup> and 8<sup>th</sup> grade take either the science or the social studies PASS test so that about half of the students take each test. In 2015 all students in grades 6, 7 and 8 took PASS science and PASS social studies tests. In 2015 all students took ACT Aspire in English, Reading, Writing, and Math. In 2016 all students took the SC Ready Assessments in ELA which included Writing and SC Ready in Math. The following tables/charts show our 2016 PASS and SC Ready results. These charts reflect data from the official school reports that are published on the State Department of Education website.

## PASS Scores 2010-2014

### PASS ELA –All Students

	2010	2011	2012	2013	2014
Exemplary	30.1	29.8	33.7	34.7	36.5
Met	36.4	38	36.6	37.8	32.5
Not Met	33.5	32.2	29.8	27.5	30.7

### PASS ELA – Grade 6

	2010	2011	2012	2013	2014
Exemplary	32.4	36	42.7	30.9	33
Met	43.2	36	32.2	40.7	30.9
Not Met	24.3	27.9	25.1	28.4	36.1

### PASS ELA – Grade 7

	2010	2011	2012	2013	2014
Exemplary	29.4	29.4	28.5	35.3	30.8
Met	34	37.9	40.4	40.8	35.7
Not Met	36.6	32.7	31.1	23.9	33.5

### PASS ELA – Grade 8

	2010	2011	2012	2013	2014
Exemplary	28.4	23.7	29.4	38.2	44.8
Met	31.3	40.3	37.4	30.6	31.4
Not Met	40.3	36	33.2	31.2	23.8

**PASS MATH – All Students**

	2010	2011	2012	2013	2014
Exemplary	18.7	23.4	29.4	28.5	23.2
Met	40.2	45.9	43.3	46.9	45.4
Not Met	41.1	39.7	27.3	25.6	23.2

**PASS MATH – Grade 6**

	2010	2011	2012	2013	2014
Exemplary	25.7	28.4	38.9	22.7	19.6
Met	42.8	43.7	38.4	46.9	42.3
Not Met	31.5	27.9	22.7	30.4	38.1

**PASS MATH – Grade 7**

	2010	2011	2012	2013	2014
Exemplary	14.4	28.5	27.5	37.6	21.7
Met	36.1	42.5	45.6	39.9	48
Not Met	49.5	29	26.9	22.5	30.3

**PASS MATH – Grade 8**

	2010	2011	2012	2013	2014
Exemplary	15.2	12.4	21.8	23.5	27.6
Met	41.2	52.2	46	52.4	46
Not Met	43.6	35.5	32.2	24.1	26.4

**PASS SOCIAL STUDIES – ALL Students**

	2010	2011	2012	2013	2014	2015	2016
Exemplary	24.8	28	30.2	37.2	27.1	26.4	24
Met	40.5	41.3	42.8	38.2	42.7	43.3	41
Not Met	34.7	30.7	27	24.6	30.2	30.3	35

**PASS SOCIAL STUDIES- Grade 6**

	2010	2011	2012	2013	2014	2015	2016
Exemplary	29.2	29.7	27.9	36.7	18.9	20	12.1
Met	54	52.5	54.8	50	56.8	53.2	45.1
Not Met	16.8	17.8	17.3	13.3	24.2	26.8	42.7

**PASS SOCIAL STUDIES – Grade 7**

	2010	2011	2012	2013	2014	2015	2016
Exemplary	23.7	28.5	28	35.8	27.1	24.5	19
Met	34	36	40.9	38.1	39.4	42.2	42.9
Not Met	42.3	35.5	31.1	26.1	33.5	33.3	38.1

**PASS SOCIAL STUDIES – Grade 8**

	2010	2011	2012	2013	2014	2015	2016
Exemplary	21.9	25	36.4	41.4	33.3	32.3	29.8
Met	38.1	41.7	34.6	25.3	37.5	34.5	35.6
Not Met	40	33.3	29	33.3	29.2	33.2	34.6

**PASS SCIENCE- All Students**

	2010	2011	2012	2013	2014	2015	2016
Exemplary	15.9	14.8	23.8	23.4	25.7	18.7	20
Met	51.6	51.5	47	48.6	43.1	46.2	42
Not Met	32.5	33.8	29.2	28	31.2	35.1	38

**PASS SCIENCE – Grade 6**

	2010	2011	2012	2013	2014	2015	2016
Exemplary	9.2	9.4	11.3	6.3	12.1	9.8	12.1
Met	55	52.1	50	42.7	48.5	51.7	45.1
Not Met	35.8	38.5	38.7	51	39.4	38.5	42.7

**PASS SCIENCE – Grade 7**

	2010	2011	2012	2013	2014	2015	2016
Exemplary	13.9	15	24.4	30.7	22.2	17.2	19
Met	55.7	53.7	51.3	51.8	47.5	51	42.9
Not Met	30.4	31.3	24.4	17.4	30.3	31.9	38.1

**PASS SCIENCE – Grade 8**

	2010	2011	2012	2013	2014	2015	2016
Exemplary	26.4	20	35.6	24.1	43.7	25.1	29.8
Met	40.6	45.6	36.5	47	30.3	35.9	35.6
Not Met	33	34.4	27.9	28.9	26.1	39	34.6

**PASS WRITING – All Students**

	2010	2011	2012	2013	2014
Exemplary				28.9	20.3
Met				50.7	48.6
Not Met				20.4	31.1

**PASS Writing – Grade 6**

	2010	2011	2012	2013	2014
Exemplary				18.2	21.1
Met				52.2	54.1
Not Met				29.7	24.7

**PASS Writing – Grade 7**

	2010	2011	2012	2013	2014
Exemplary				28.9	20.3
Met				50.7	48.6
Not Met				20.4	31.1

**PASS Writing Grade 8**

	2010	2011	2012	2013	2014
Exemplary	17.9	18.2	31	24.9	34.3
Met	46.7	36.4	42.7	50.9	40.7
Not Met	35.4	45,5	26.3	24.3	25

## **ENGLISH ACT ASPIRE 2015**

### **Grade 6**

Number of Students Tested	204
Percentage scoring In Need of Support	11.8
Percentage scoring Close	30.9
Percentage scoring Ready	31.4
Percentage scoring Exceeding	26
Mean Scale Score	421.5

### **Grade 7**

Number of Students Tested	204
Percentage scoring In Need of Support	7.8
Percentage scoring Close	24
Percentage scoring Ready	38.2
Percentage scoring Exceeding	29.9
Mean Scale Score	423.9

### **Grade 8**

Number of Students Tested	222
Percentage scoring In Need of Support	6.3
Percentage scoring Close	21.6
Percentage scoring Ready	40.5
Percentage scoring Exceeding	31.5
Mean Scale Score	425.1

## **MATH ACT ASPIRE 2015**

### **Grade 6**

Number of Students Tested	204
Percentage scoring In Need of Support	22.5
Percentage scoring Close	33.3
Percentage scoring Ready	30.9
Percentage scoring Exceeding	13.2
Mean Scale Score	418.4

### **Grade 7**

Number of Students Tested	203
Percentage scoring In Need of Support	31.5
Percentage scoring Close	39.4
Percentage scoring Ready	23.2
Percentage scoring Exceeding	5.9
Mean Scale Score	418.5

### **Grade 8**

Number of Students Tested	223
Percentage scoring In Need of Support	40.8
Percentage scoring Close	35.9
Percentage scoring Ready	13
Percentage scoring Exceeding	10.3
Mean Scale Score	421.1



**Reading ACT Aspire**

**Grade 6**

Number of Students Tested	204
Percentage scoring In Need of Support	29.4
Percentage scoring Close	39.7
Percentage scoring Ready	19.6
Percentage scoring Exceeding	11.3
Mean Scale Score	418.3

**Grade 7**

Number of Students Tested	204
Percentage scoring In Need of Support	30.9
Percentage scoring Close	38.2
Percentage scoring Ready	27
Percentage scoring Exceeding	3.9
Mean Scale Score	419.1

**Grade 8**

Number of Students Tested	222
Percentage scoring In Need of Support	30.6
Percentage scoring Close	23
Percentage scoring Ready	37.4
Percentage scoring Exceeding	9
Mean Scale Score	421.7

**Writing ACT Aspire****Grade 6**

Number of Students Tested	193
Percentage scoring In Need of Support	12.4
Percentage scoring Close	50.3
Percentage scoring Ready	33.2
Percentage scoring Exceeding	4.1
Mean Scale Score	425.5

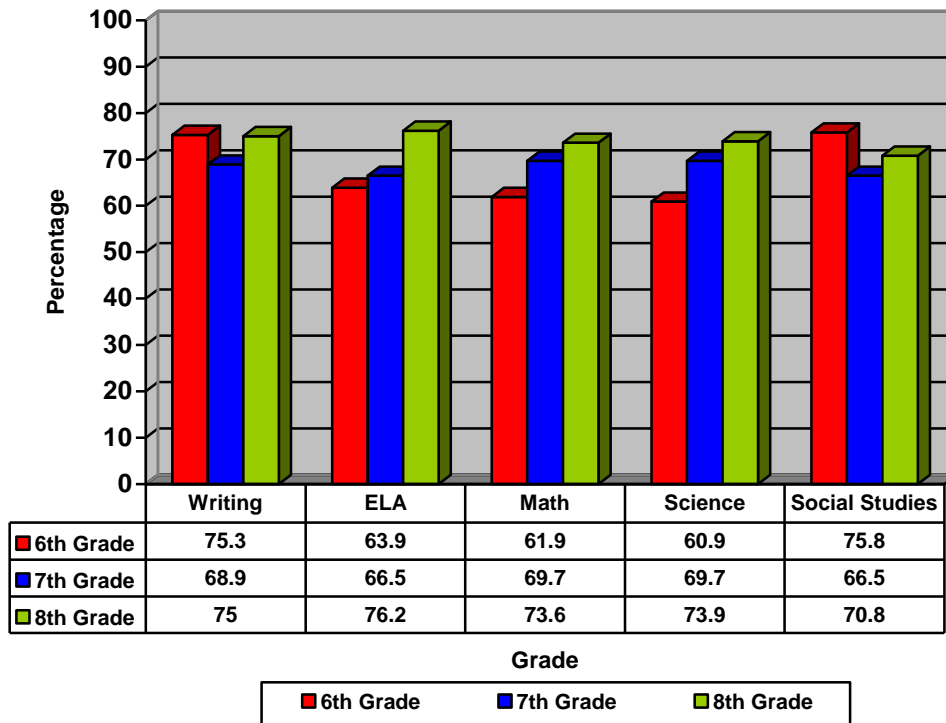
**Grade 7**

Number of Students Tested	201
Percentage scoring In Need of Support	25.9
Percentage scoring Close	51.7
Percentage scoring Ready	22.4
Percentage scoring Exceeding	0
Mean Scale Score	422.5

**Grade 8**

Number of Students Tested	219
Percentage scoring In Need of Support	15.1
Percentage scoring Close	55.7
Percentage scoring Ready	29.2
Percentage scoring Exceeding	0
Mean Scale Score	424.8

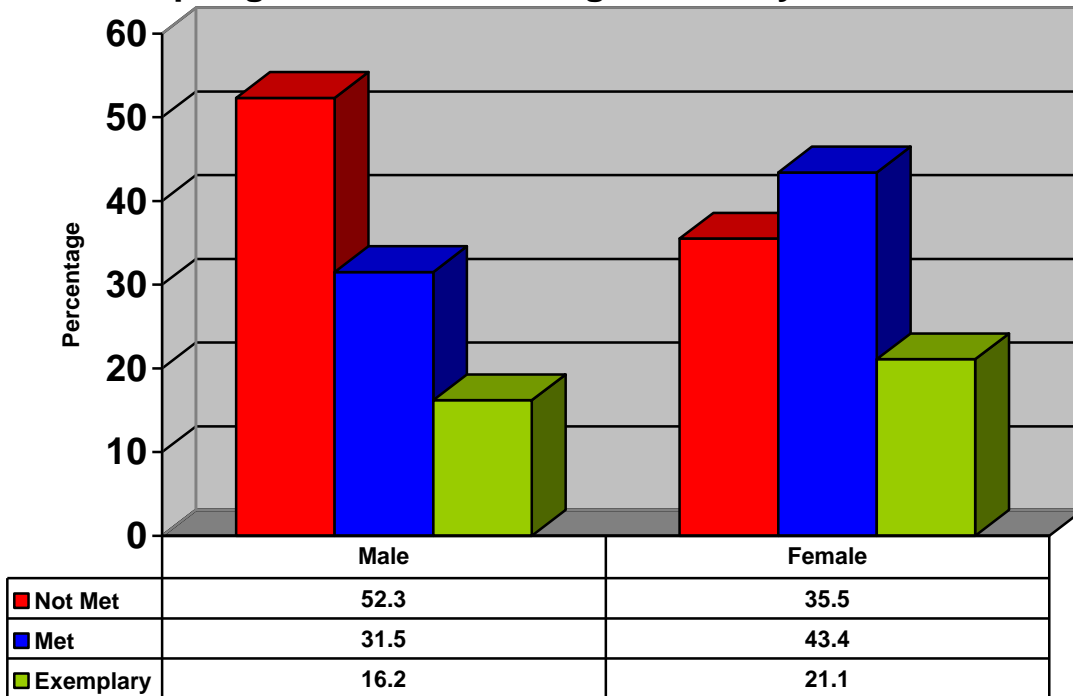
## Spring 2014 PASS Percentage of Students Scoring Met and Exemplary



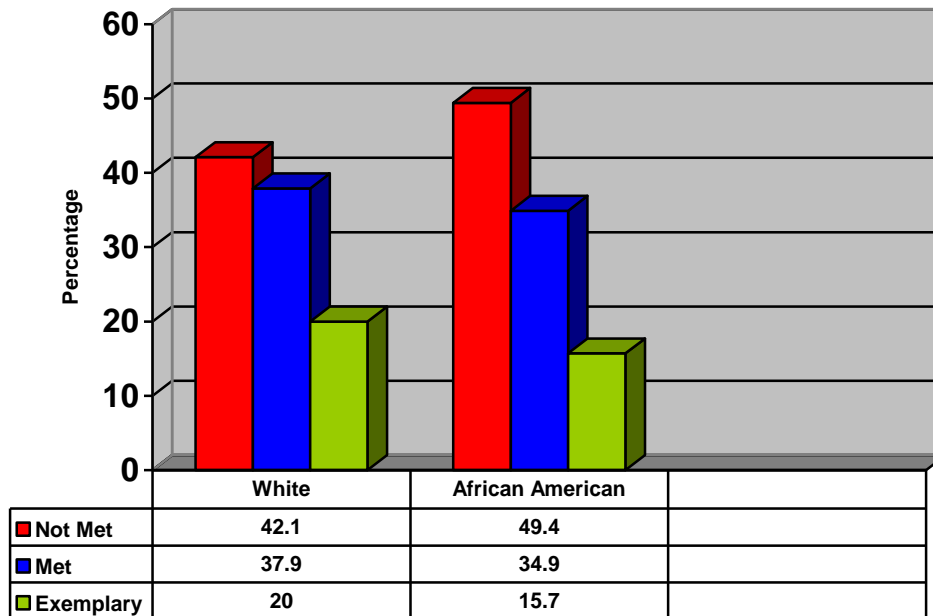
The chart above shows the percent of students who scored either Met or Exemplary on the spring 2014 PASS test by grade level and subject. The identified areas of weakness for 2014 were 7<sup>th</sup> grade scores at all areas and 6<sup>th</sup> grade scores for all areas except writing and science. 8<sup>th</sup> grade scores showed improvement in all areas except writing.

The following graphs reflect PASS performance in each subject by subgroups for our school on the annual state report card. The data were reported differently on the 2012 Report Card. Mean Scores in line with ESEA reporting were provided. The 2012 and 2013 data reflect mean scores.

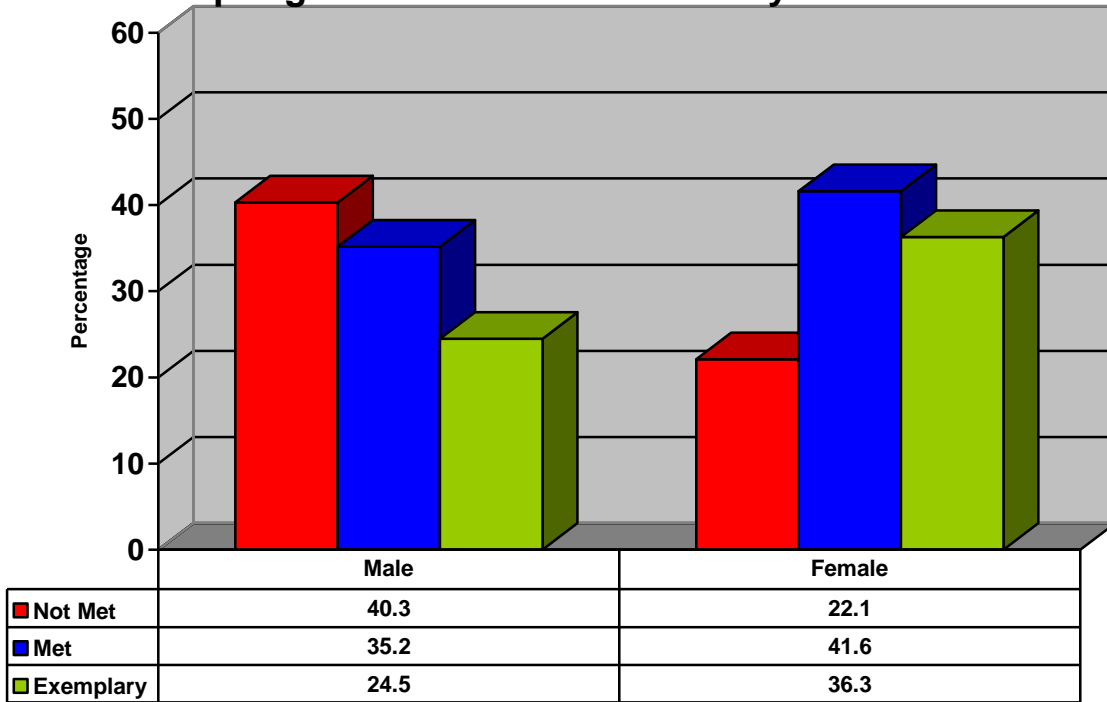
**Spring 2011 PASS Writing Scores By Gender**



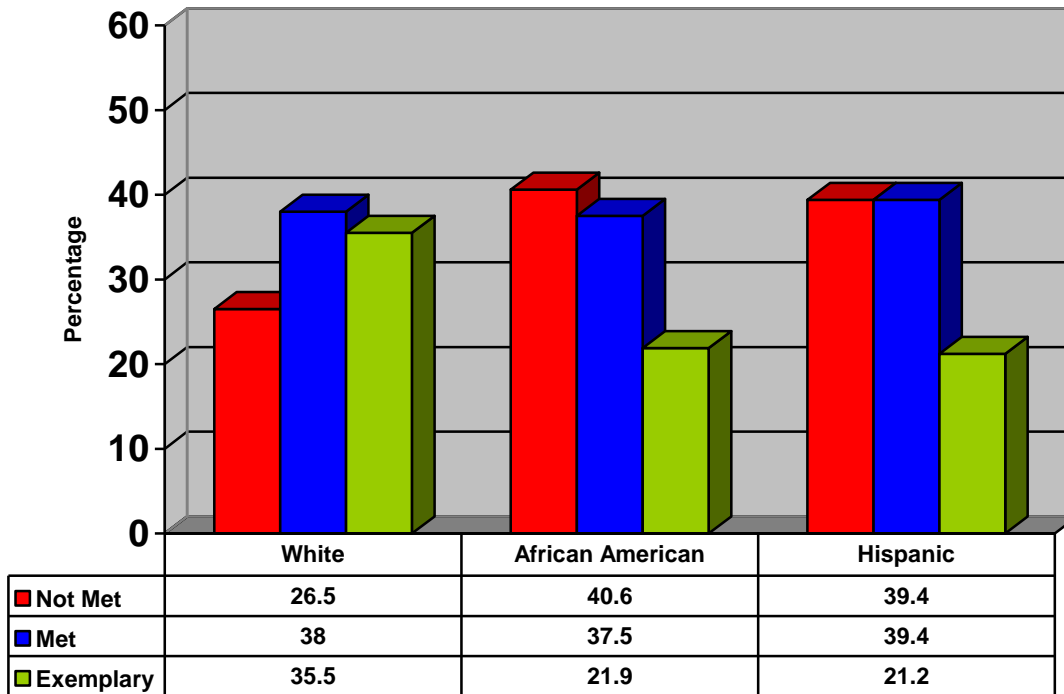
**Spring 2011 PASS Writing Scores By Racial/Ethnic Group**



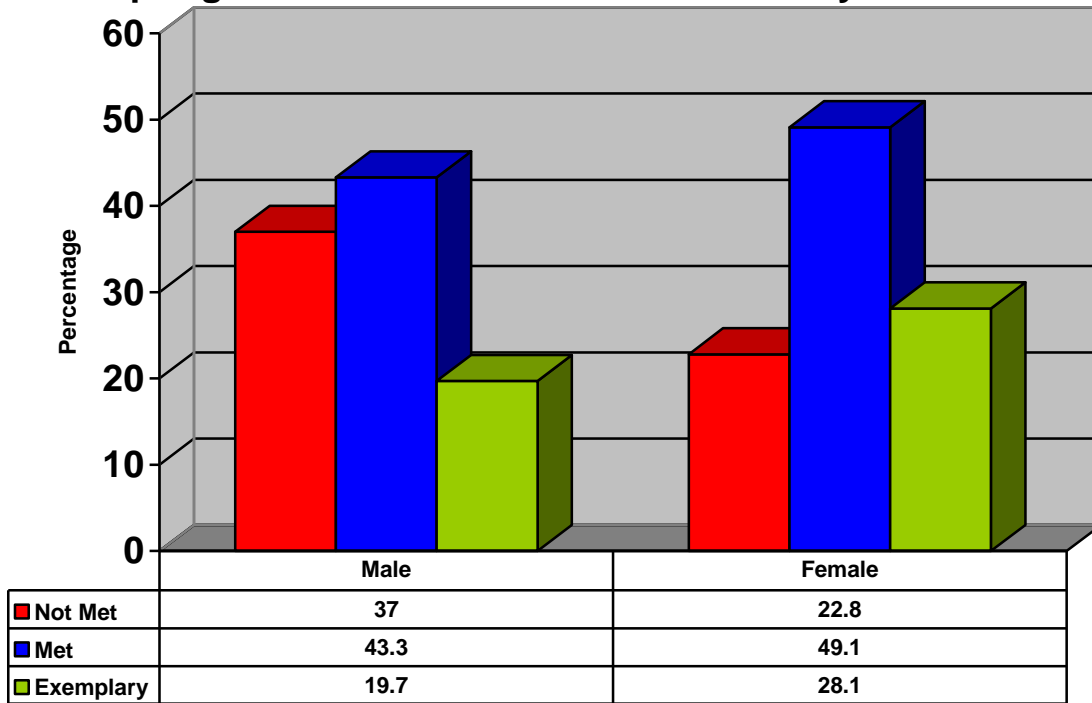
**Spring 2011 PASS ELA Scores By Gender**



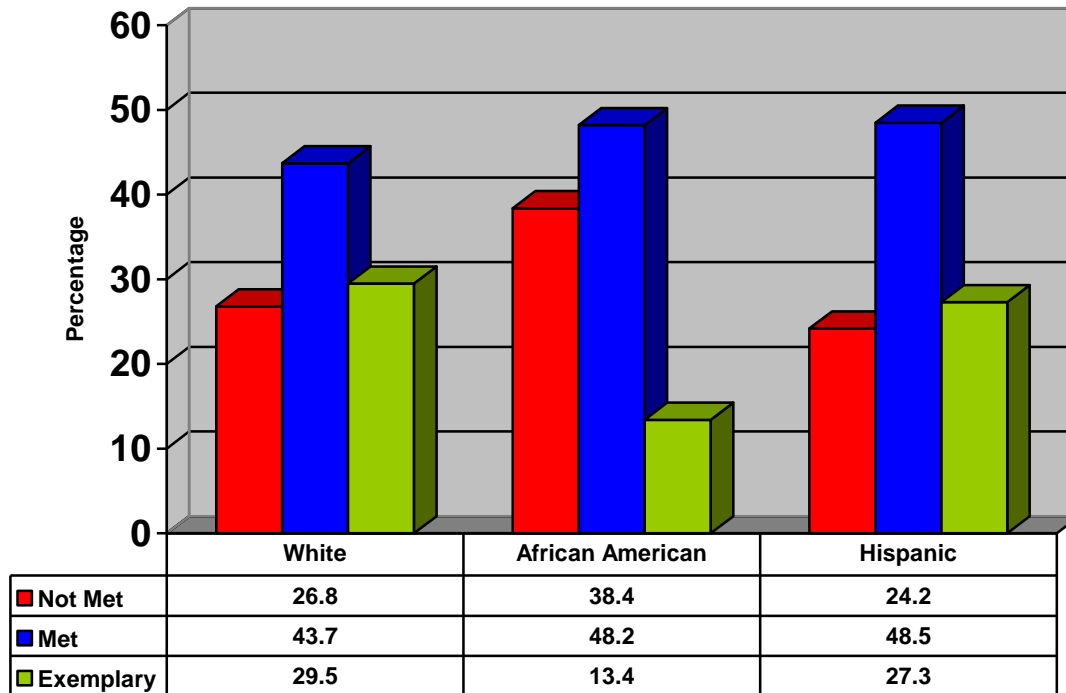
**Spring 2011 PASS ELA Scores By Racial/Ethnic Group**



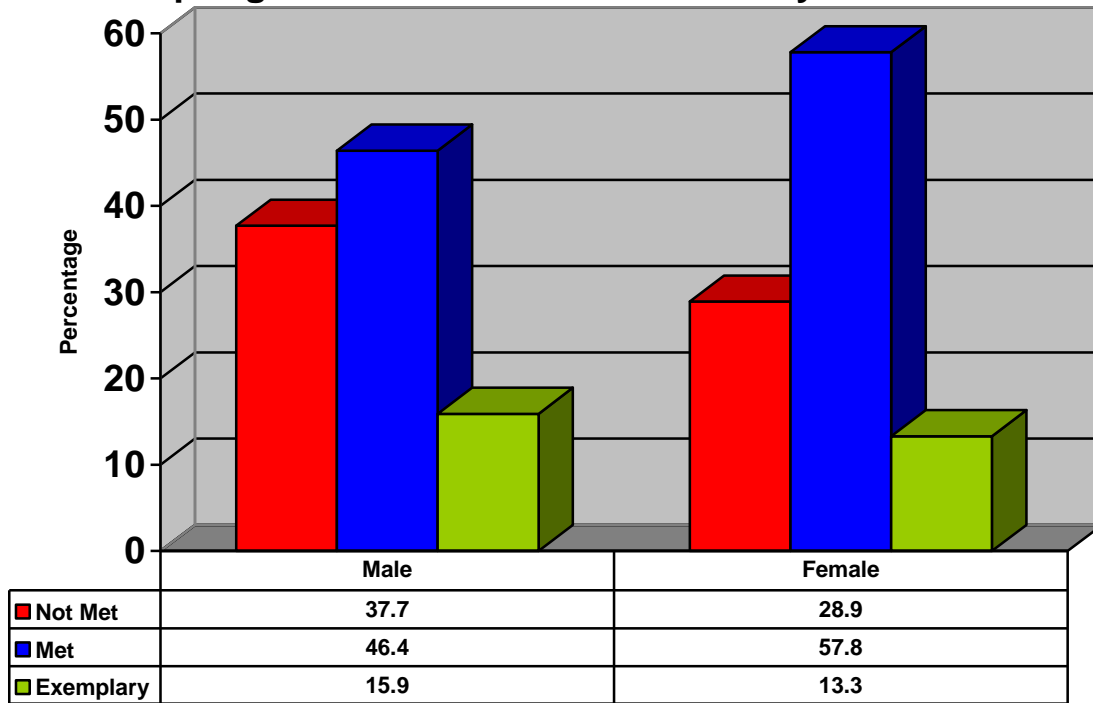
**Spring 2011 PASS Mathematics Scores By Gender**



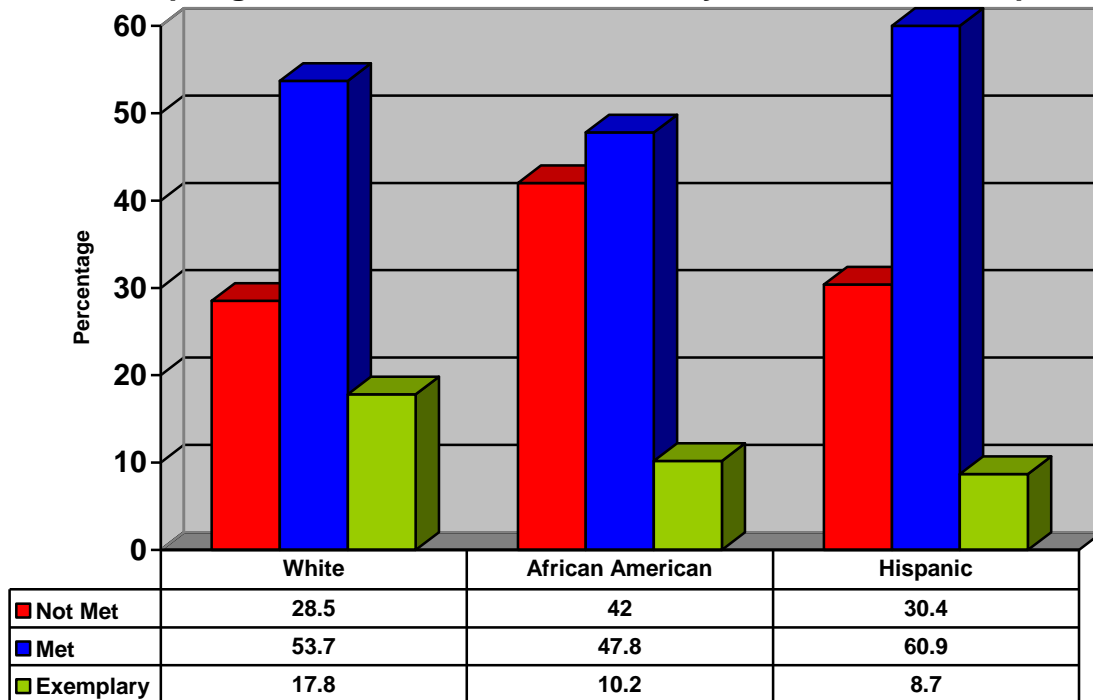
**Spring 2011 PASS Mathematics Scores By Racial/Ethnic Group**



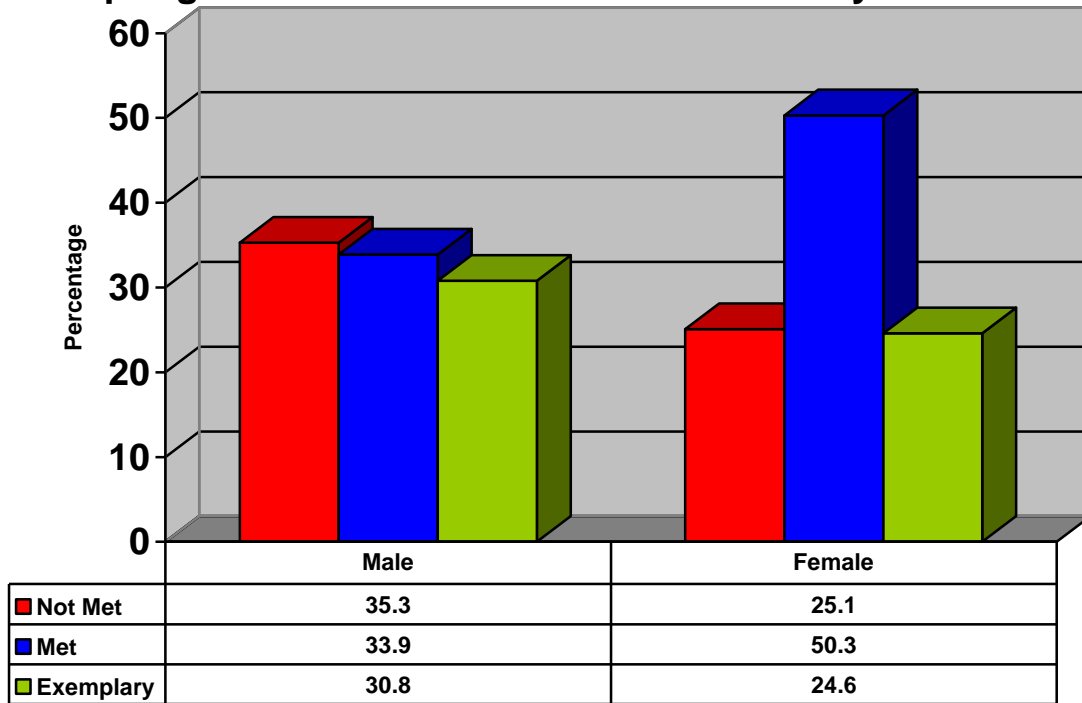
**Spring 2011 PASS Science Scores By Gender**



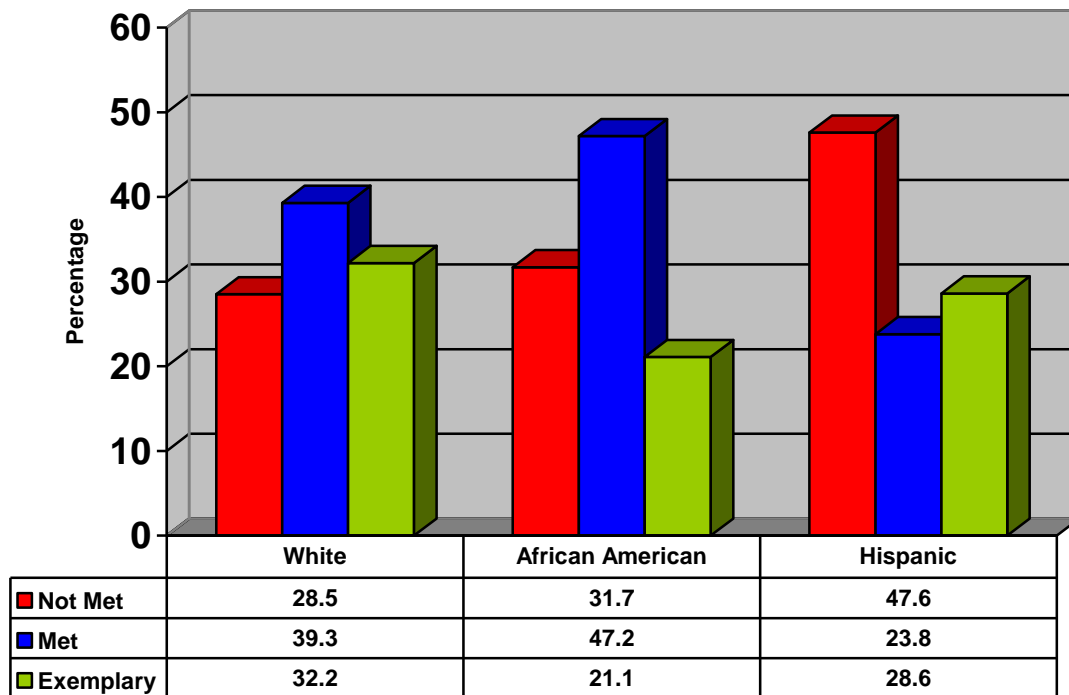
**Spring 2011 PASS Science Scores By Racial/Ethnic Group**



**Spring 2011 PASS Social Studies Scores By Gender**

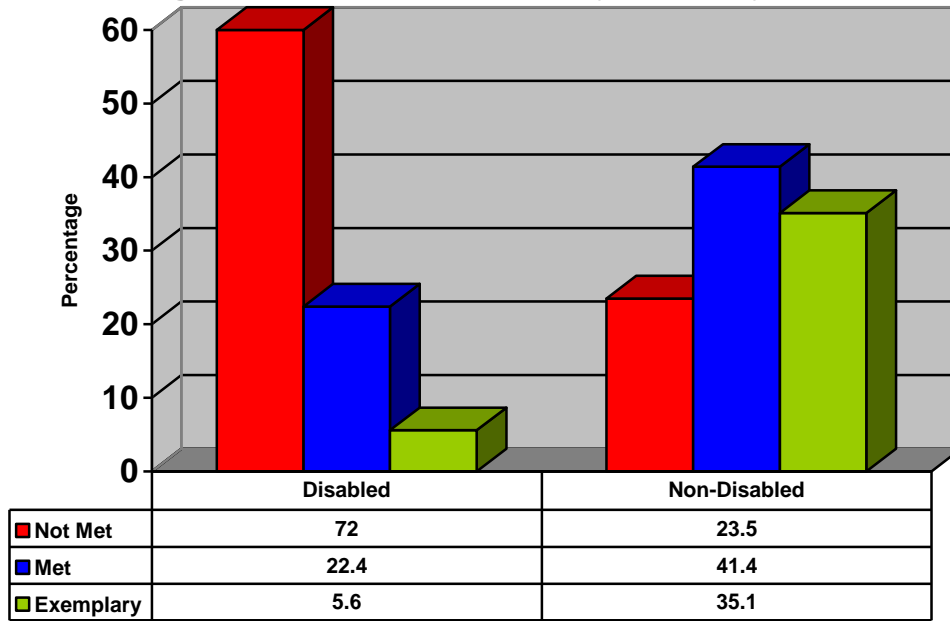


**Spring 2011 PASS Social Studies Scores By Racial/Ethnic Group**

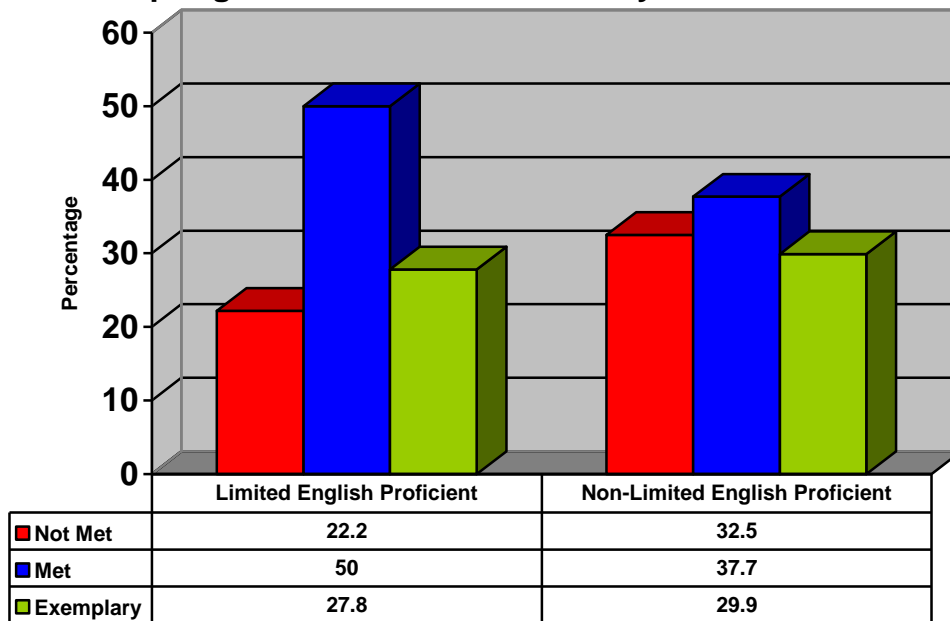




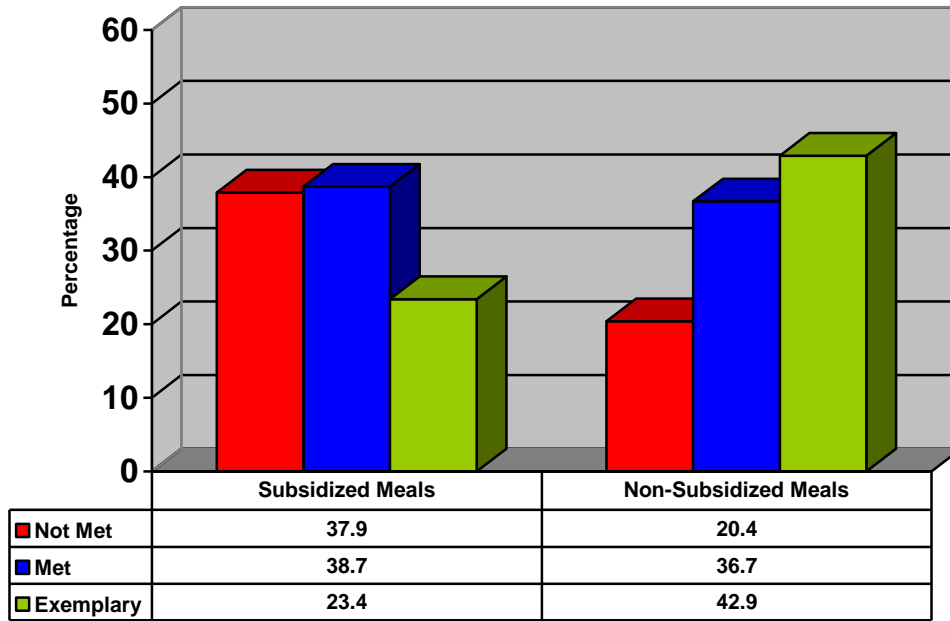
**Spring 2011 PASS ELA Scores By Disability Status**



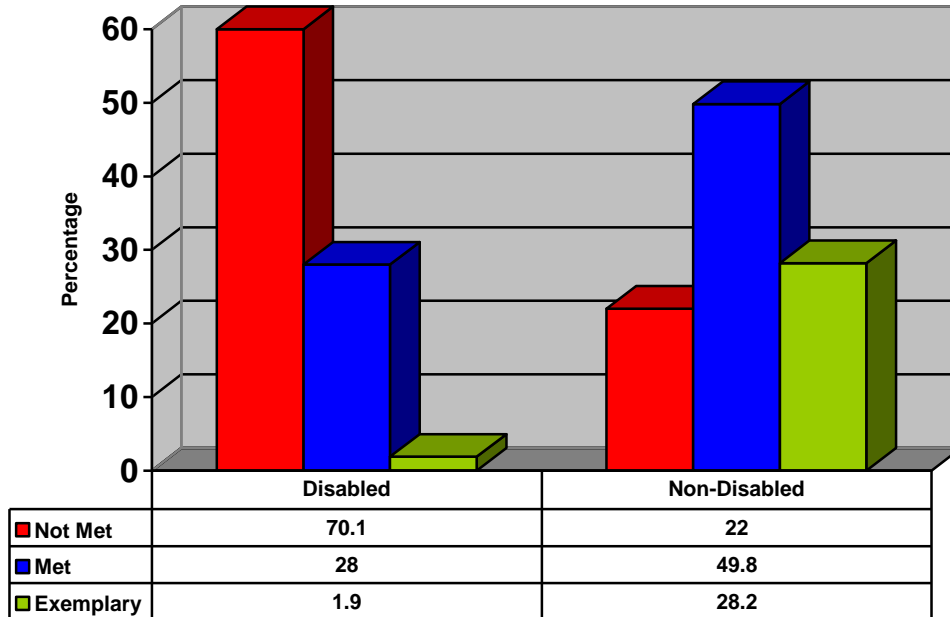
**Spring 2011 PASS ELA Scores By LEP Status**



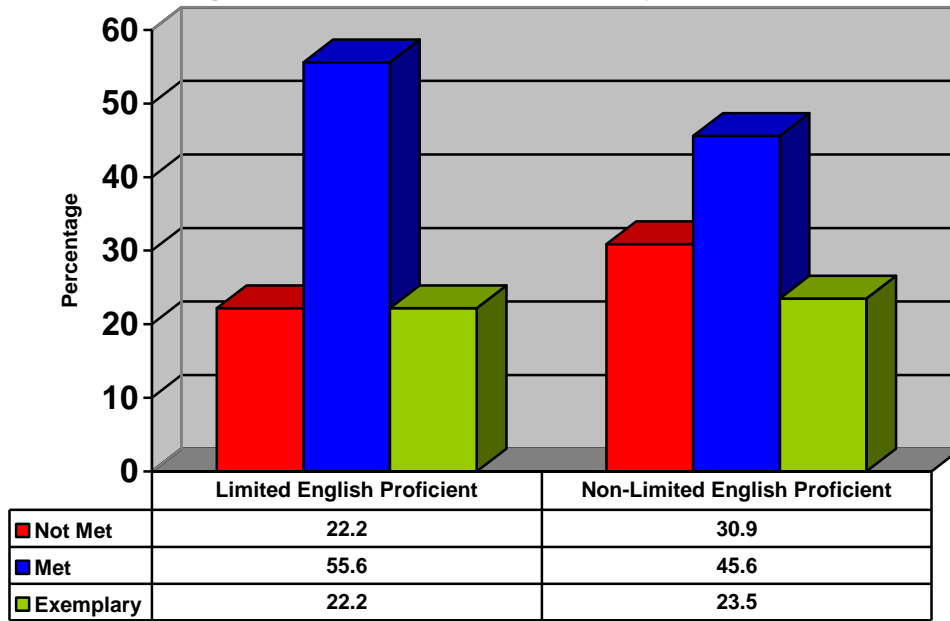
**Spring 2011 PASS ELA Scores By Subsidized Meal Status**



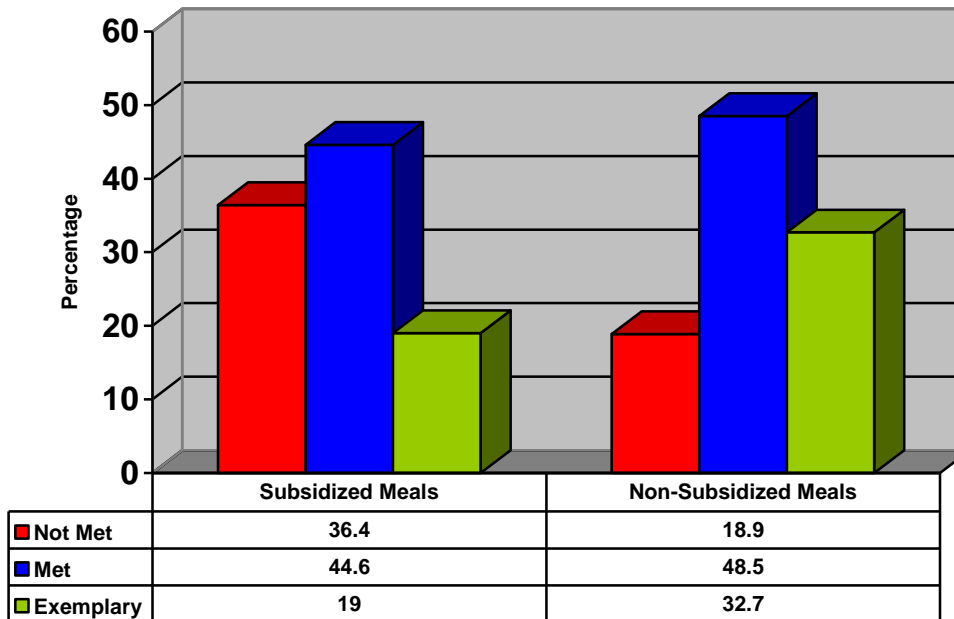
**Spring 2011 PASS Math Scores By Disability Status**



**Spring 2011 PASS Math Scores By LEP Status**



**Spring 2011 PASS Math Scores By Subsidized Meal Status**



## Woodmont Middle School Performance by Subgroup 2012

<b>Subgroups</b>	<b>ELA Mean</b>	<b>Math Mean</b>	<b>Science Mean</b>	<b>Social Studies Mean</b>	<b>ELA % Tested</b>	<b>Math % Tested</b>
<b>All Students</b>	644.3	645.1	627.2	631.8	100	100
<b>Male</b>	639.9	643.9	626.7	635.4	100	100
<b>Female</b>	649	646	627.7	628.1	100	100
<b>White</b>	652.7	654.6	637.9	638.1	100	100
<b>African American</b>	632	631	612	623.8	100	100
<b>Asian/Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Hispanic</b>	635.5	634.8	617.1	617.2	100	100
<b>American Indian/Alaskan</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disabled</b>	594.4	595.7	578.4	588.4	100	100
<b>Limited English Proficient</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Subsidized meals</b>	637.1	636.5	619.6	623.9	100	100
<b>Annual Measurable Objective (AMO)</b>	<b>624</b>	<b>624</b>	<b>624</b>	<b>624</b>	<b>95</b>	<b>95</b>

## Woodmont Middle School Performance by Subgroup 2013

<b>Subgroups</b>	<b>ELA Mean</b>	<b>Math Mean</b>	<b>Science Mean</b>	<b>Social Studies Mean</b>	<b>ELA % Tested</b>	<b>Math % Tested</b>
<b>All Students</b>	647.4	644.3	627.1	637.5	100	100
<b>Male</b>	644.4	644.1	630.3	640.9	100	100
<b>Female</b>	650.2	644.4	624	634.2	100	100
<b>White</b>	656.8	652.7	638.5	645.4	100	100
<b>African American</b>	635.9	630.5	613	625.7	100	100
<b>Asian/Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Hispanic</b>	622.7	636.4	614.1	632.7	100	100
<b>American Indian/Alaskan</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disabled</b>	596.9	590.2	580.4	587.7	100	100
<b>Limited English Proficient</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Subsidized meals</b>	642.1	639.2	621	632.7	100	100
<b>Annual Measurable Objective (AMO)</b>	<b>628</b>	<b>628</b>	<b>628</b>	<b>628</b>	<b>95</b>	<b>95</b>

## Woodmont Middle School Performance by Subgroup 2014

<b>Subgroups</b>	<b>ELA Mean</b>	<b>Math Mean</b>	<b>Science Mean</b>	<b>Social Studies Mean</b>	<b>ELA % Tested</b>	<b>Math % Tested</b>
<b>All Students</b>	628.5	627.6	631.3	630.5	100	100
<b>Male</b>	622.3	627.4	633.7	635.6	100	100
<b>Female</b>	634.7	627.8	628.7	625.5	100	100
<b>White</b>	639.4	636.7	641.5	636.4	100	100
<b>African American</b>	615.7	615	620.5	620.1	100	100
<b>Asian/Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Hispanic</b>	606.3	616.9	N/A	N/A	100	100
<b>American Indian/Alaskan</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disabled</b>	582.3	588	586.1	594.3	100	100
<b>Limited English Proficient</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Subsidized meals</b>	619.7	620	624.5	622.5	100	100
<b>Annual Measurable Objective (AMO)</b>	<b>632</b>	<b>632</b>	<b>632</b>	<b>632</b>	<b>95</b>	<b>95</b>

In 2014 the areas that met the ESEA requirement of a mean score of 632 were: male students in science and social studies, female students in ELA and white students in all areas.

The 2014 PASS data, show both strengths on which to build and areas of weakness that need to be addressed. Our scores of students scoring met or exemplary on PASS range from 60.6% to 75.8%. Considering the range we will focus on strategies to that will improve achievement for all students. The data revealed a need to focus on the disabled students. We will continue implementing an inclusion model for our special needs population next year. Our emphasis will also be preparing for the test standards and ACT Aspire.

The 2015 PASS Science scores reveal a slight increase in the 6<sup>th</sup> grade while the other grades remained about the same. The 2015 PASS Social Studies scores revealed a slight decrease at the 8<sup>th</sup> grade level while the other grades did not show any significant changes.

The 2016 PASS Science Scores reveal an increase in the 8<sup>th</sup> grade scores while the other grades showed decreases. The 2016 PASS Social Studies scores reflected decreases in the percent met and exemplary.

### **End of Course Data**

The 2016 data revealed that 100% of the students passed the EOC test in ELA and 100% of the students passed the EOC in math. The following table displays the percent of students passing the End of Course test for the past four years.

### **End of Course tests for the last three years:**

	2013	2014	2015	2016
ELA	100%	100%	98.1%	100%
Math	100%	100%	100%	100%

## **Using Student Achievement Data**

Over the past few years, the school faculty has become increasingly focused on data analysis and how it can be used to drive instruction to best meet the needs of our students. In addition, a data analysis team was formed to assist in disaggregating and aggregation of data. This team has provided the teachers with data analysis training as well. Teachers need to have the knowledge and tools to assist them in analyzing data from standardized tests as well as classroom assessments to determine student strengths and weaknesses.

Many types of data analysis have been completed. First and foremost, PASS data have been analyzed at the grade level, teacher level, and student level. We look at the achievement of the students as whole as well as specific subgroups. Teachers review scores of their current students to see where each child scored as well as to determine how close they were to the next achievement level. Time is spent in faculty meetings as well as Professional Learning Community meetings analyzing the data and determining how to best use the information to assist instructional decisions.

A school instructional initiative begun in the 2008-2009 school year was the implementation of benchmark testing in all core content areas. Teachers created grade level standards-based pacing guides for the year to ensure a guaranteed and viable curriculum. The instructional support staff used the pacing guides and created benchmark tests using the state standards as a basis for all questions. The tests were administered throughout the year in all core content areas. Benchmarks were administered twice during 2016-2017. The school used Gradecam, a software program that provides numerous data analysis reports on the benchmark tests at the school level, grade level, teacher level, and student level. Teachers met with instructional support staff to analyze the data and make informed instructional adjustments where needed. Benchmark tests were only given twice as compared to three times because of the state online testing in 2017. Benchmarks will continue to be used in 2017-2018.



## Teacher/Administrator Quality

The following table reveals teacher quality as defined by the School Report Card:

Teachers	2011	2012	2013	2014	2015	2016
Teacher with advanced degrees	60.5%	56.1%	56.1%	51.3%	44.7%	52.5%
Continuing contract teachers	89.5%	N/A	N/A	82.1%	78.9%	82.5%
Teachers returning from previous year	77%	87.2%	86.9%	85.2%	84.9%	86.5%
Teacher attendance	92.1%	93.9%	94.5%	94.5%	94.7%	94.8%
Professional development days/teacher	17.5 days	17.3 days	16.8 days	15.8 days	17	.9

The data reveals that the teacher attendance was up significantly in 2013, 2014 and 2015 as compared to 2012. Over the last four years there has been an increase in the percent of teachers returning from the previous year. All teachers are certified. All continuing contract teachers have technology proficiency endorsement. The percent of classes not taught by highly qualified teachers remained at 0% for 2014, 2015 and 2016.

## **Classes Not Taught by Highly Qualified Teachers**

<b>Year</b>	<b>Percent</b>
2010	5.8%
2011	2.8%
2012	2.6%
2013	4.8%
2014	0%
2015	0%
2016	0%

## **Professional Development**

Teachers at Woodmont Middle School have always been encouraged to attend workshops and conferences based upon individual needs. Over the last several years, funding has been limited for teachers to attend out of district trainings. This year eleven teachers were able to attend the South Carolina Middle School Conference. Four teachers participated in Discovery Ed Training. Four teachers attended the SC Arts Conference in Columbia; four attended the ABC grants workshops; three visited a STEAM school, Special Education teachers and regular Ed teachers attended inclusion trainings such as station training, and the Art teacher was able to attend the National Art Teacher Conference. During the 2016-2017 teachers have been involved in technology trainings. The district offers many workshops throughout the year in each content area. Many teachers also participate in the District's Summer Academy by taking classes of their choosing that will assist them in their classrooms. The District ELA, math, science and

social studies consultants conducted trainings each quarter for teachers regarding the implementation of the standards. Also, the District continues to provide a comprehensive training for teachers to incorporate technology into their existing curriculum through the Intel program. Teachers learn various strategies for facilitating computer instruction and integrating it throughout their curriculum.

Staff development for 2016-17 focused on the standards and preparing for the new tests, technology and arts integration.

The staff development for 2017-18 will focus on preparing to become a Steam school. And Arts Integration.

**SCHOOL-BASED PROFESSIONAL DEVELOPMENT CALENDAR**

For School Year 2016 - 2017

Instructional Coach Judy Davis School Woodmont Middle

Title	Presenter	Description	Date	Time	Number Attended	Targeted Group	Correlation to School Goals
Discovery Education	Atkins, Scott Trimpe, Burnett and Lawrence	Teachers learned and practiced with various tools that teachers learned during Discovery Ed training	8-9-15	9:00-11:00	45	Teachers	Goals 1,2, and 3
Test Analysis and Kahoot!!!	Judy Davis Gregg Scott Chris Lawrence	Teachers were given data about the 2016 test results and a presentation on Kahoot as a teaching tool was shown	9-21-16	Planning Periods	31	Teachers	Goals 1.2.and 3
Student- Led Conferences	Penny Boswell	Teachers planned how they would prepare students to lead the parent conferences.	10-4-16	Planning Periods	41	Teachers	Goals 2 and 3
Digital Tools and Apps Series 1	Gregg Scott	Teachers learned various Google Apps such as Quizlet and Plickers to use in their classrooms	11-1-16	3:30-5:00	11	All Teachers	Goals 1,2,and 3
MAP Training	Judy Davis	Teachers learned about MAP testing procedures and how to use the results to enhance instruction.	9-6-16	Planning periods	40	Teachers and staff responsible for administering and monitoring MAP	Goal 1,2,and 3

Autism	Duckworth	Teachers learned about the different aspects of autism and teaching strategies	10-19-16	Planning Periods	40	Teachers and staff	Goals 1,2,and 3
Digital tools and APPS Series 2	Gregg Scott	Teachers learned about Google tools such as Poll Everywhere and Answer Garden	11-15/16	3:30-5:00	14	Teachers and certified staff	Goal 1,2,and 3
Google Drive Basics Tech Tuesday	Scott and Shaw	Teacher learned various Google Apps	11-29-16	3:30-5:00	10	Teachers	Goal 1,2,and 3
Text Dependent Analysis	Debbie Barron	Teachers learned how to help students write text dependent compositions	12-12-16	Planning Periods	12	Teachers	Goals 1,2, and 3
Arts Integration	Gill Hamby	Teachers learned how to use art and drama in their lessons	1-10-17	Planning Periods	35	Teachers	Goals 1,2,3
Website Update	Shaw	Teachers learned how to improve their websites.	1-24-17	3:30-4:30	10	Teachers and staff	Goals 1,2,and 3
Inclusive Practices	Ann McIntyre	Teachers learned how to use strategies that helped sped students be successful in classes the general classes.	1-26-17	Planning Periods	34	Teachers	Goals 1,2,and 3
Intro to the Google Classroom	Burnett and Lawrence	Teachers learned to use Google practices in their classes	1-31-17	3:30-4:30	11	Teachers	Goals 1,2,and 3
Arts Integration	Lee and Scott	Teachers learned to use dance and music in their classrooms	2-7-17	Planning Periods	31	Teachers	Goals 1.2.and 3
Poetry to build content vocabulary	Kimberly Simms	Teachers learned how to use the art form of poetry to teach vocabulary	2-14-17	Planning Periods	32	Teachers	Goal 1,2,and 3

Arts Integration	Olson and Perham	A science and social studies teacher demonstrated how they used the fine arts in their lessons.	2-21-17	Planning Periods	29	Teachers	Goal 1, 2, and 3
STEAM	Chris Burris	Teachers learned what a steam focused school involves and the necessary training	2-13-17	Planning Periods	40	Teachers	Goals 1, 2 and 3
MAP Training	Judy Davis	Teachers receive refresher training on MAP	2-28-16	Planning Periods	34	Teachers	Goal 1, 2, and 3
Grade Level Planning Meetings	Tonya Woods Chad Maguire	Teachers discussed student progress and formulated strategies to improve student performance and behavior	Monthly	Planning Periods	39	Teachers	Goal 3
Middle School Conference	AMLE	Teachers attended various sessions to learn strategies.	3-4-6-17	All Day	11	Teachers	Goals 3
ELA Planning	Judy Davis	Teachers develop lesson plans and discuss standards	Every Thursday	Planning Periods	11	ELA Teachers	Goal 1 and 2
Math Planning	Judy Davis	Teachers develop lesson plans and discuss standards	Every Friday	Planning Periods	11	Math Teachers	Goal 1
Science Planning	Judy Davis	Teachers develop lesson plans and discuss standards	Every Wednesday	Planning Periods	9	Science Teachers	Goal 1
Social Studies Planning	Judy Davis	Teachers develop lesson plans and discuss standards and strategies	Every Wednesday	Planning Periods	9	Social Studies Teachers	Goal 1

## STAFF DEVELOPMENT FOR 2017-2018

DATE	NAME	DESCRIPTION	RESPONSIBLE PERSON
AUGUST	1.) New teacher Orientation 2.) Power School websites, orientation, teaming, goals of the year, inclusion and roles of teachers 3.) Intro Arts Integration 4.) Introduction to Steam Training	1.) To help new teachers become familiar with the school and the curriculum. 2.) To empower teachers to be ready for the year and to help teachers and students understand their expectations. 3.) discuss ways to infuse the arts into other content area 4.) Overview of the STEAM class	Mr Scott and Administration  Davis, Shaw Scott  Arts Teachers ,Davis  Chris Burris
SEPTEMBER	1.) Test Analysis, standards, SC READY , SC PASS, EOC assessment 2.) STEAM	1.) Teachers will examine assessment results and adjust teaching strategies to improve learning	Davis

		<p>and to match assessment methods.</p> <p>2.) Teachers will start the STEAM class</p>	Burris
<b>OCTOBER</b>	<p>1.) Arts Integration</p> <p>2.) Literacy across subject areas</p> <p>3.) Aligning Instruction to SC Tests</p> <p>4.) STEAM</p>	1.) Teachers will learn practices for arts integration	<p>Davis and artists</p> <p>Department Chairs</p> <p>Burris</p> <p>District Consultants, administrators, and teachers</p> <p>Related Arts Teachers</p> <p>Literacy Leadership Team</p>
<b>NOVEMBER</b>	1.) Benchmark Assessment and	1.) Departments and grade levels will review test data	Department chairs, IC



	<p>Corrective Instruction</p> <p>2.) Arts integration</p> <p>3.) Disciplinary Literacy</p> <p>4.) Assessment Strategies</p> <p>5.) STEAM</p> <p>6.) Discovery Education</p>	<p>2.) Teachers will provide examples of their arts integration</p> <p>3.) Department Chairs will provide literacy training in content areas</p> <p>4.) Teachers will develop their STEAM Projects</p>	<p>Teachers</p> <p>Teachers</p> <p>Birris</p>
<b>DECEMBER</b>	<p>1.) STEAM Projects</p>	<p>1.) Teachers will present their projects</p>	
<b>JANUARY</b>	<p>1.) Arts Integration Teaching Strategies for including the arts</p> <p>2.) Preparing for State Assessment</p> <p>3.) STEAM</p>	<p>1.) Arts and Regular Ed teachers will demonstrate how the arts are being used in the regular subjects.</p> <p>2.) Content teachers, Department chairs will provide in service on how to best help students</p>	<p>Arts Teachers</p> <p>Department Chairs</p> <p>Admin</p>

		for the tests. 3.) Admin will observe best steam practices in classrooms.	
<b>FEBRUARY</b>	1.) Planning for Special Student Night	1.) Decide on the criteria and theme for the night.	Admin  J. Davis Leadership Team
<b>MARCH</b>	1.) Preparing for end of the year assessments	1.) Teachers will review as needed	Teachers, Admin
<b>APRIL</b>	1.) Steam	1.) Review of where the school is in terms of STEAM	Burris

### Staff Development 2017-2018

#### Professional Learning Communities Meetings

Teachers will meet by subjects and grade levels each week to plan instruction and share strategies. The emphasis will be on the new standards and the new assessment instrument. The schedule is as follows:

Wednesdays - Science and Social Studies

Thursdays – ELA

Fridays – Math

### **Department Meetings**

Teachers meet for vertical articulation and to exchange ideas on the second Wednesday of each month.

### **District Professional Development Areas of Emphasis for 2016-2017:**

#### **ELA**

- Text Complexity
- Opinion/Argument writing
- Informational writing
- Narrative writing
- Constructing performance assessments
- Formative assessments ( with an emphasis on speaking, listening, and questioning
- Literacy
- Standards and Assessments

#### **Science**

- Cross-walking the current SC Science Standards with the 2014-2015 SC Science Standards
- Scientific inquiry/inquiry-based learning

- Informational writing
- Constructive performance assessments
- Formative assessment ( with an emphasis on speaking, listening, and questioning)
- Literacy
- Standards and Assessments
- 

### **Social Studies**

- Opinion/argument writing using primary sources, secondary sources and DBQ's
- Informational writing
- Constructing performance assessments
- Formative assessments ( with an emphasis on speaking, listening, and questioning)
- Literacy
- Standards and Assessments

### **Mathematics**

- Standards for Mathematical Practice – Implications for instruction
- Standards for Mathematical Content – Topics new to each course and/or grade level
- Constructing performance assessments
- Literacy
- Standards and Assessments

### **World Languages**

- Overview of the World Language standards and curriculum
- Linking the communication modes and culture to assessment
- Proficiency levels and the impact on assessment

## **PE/Health**

- Cross curricular connections
- Technology for PE teachers and students
- Promoting fitness
- SPARK-CATCH training

## **Visual and Performing Arts**

- CCSS implications for Visual and Performing Arts
- Arts integration strategies
- Arts education for the 21<sup>st</sup> Century

## **ESOL/RTI/GT/SPED**

- Preparing all students for CCSS curriculum/instruction/assessment
- Meeting the needs of the exceptional student
- Strategies for collaboration between exceptional educators and regular educators

**Staff development will be delivered to all teachers per the District's Plan when it is finalized. The 2017-2018 District Plan has not been disseminated at this time.**

## School Climate

The State of South Carolina Annual School Report Card for 2016 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	Teachers	Students	Parents
<b>Percent satisfied with the learning environment</b>	<b>61.4%</b>	<b>74.9%</b>	<b>89.3%</b>
<b>Percent satisfied with the social and physical environment</b>	<b>75%</b>	<b>80.8%</b>	<b>81.4%</b>
<b>Percent satisfied with school-home relations</b>	<b>40.9%</b>	<b>81.1%</b>	<b>55.9%</b>

## School Climate

The State of South Carolina Annual School Report Card for 2015 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	Teachers	Students	Parents
<b>Percent satisfied with the learning environment</b>	<b>78%</b>	<b>71%</b>	<b>75%</b>
<b>Percent satisfied with the social and physical environment</b>	<b>93%</b>	<b>69%</b>	<b>79%</b>
<b>Percent satisfied with school-home relations</b>	<b>51%</b>	<b>82%</b>	<b>44%</b>

The State of South Carolina Annual School Report Card for 2014 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Percent satisfied with the learning environment</b>	<b>80%</b>	<b>72.3%</b>	<b>82%</b>
<b>Percent satisfied with the social and physical environment</b>	<b>92.5%</b>	<b>80.4%</b>	<b>66%</b>
<b>Percent satisfied with school-home relations</b>	<b>66.6%</b>	<b>83.4%</b>	<b>54%</b>

The State of South Carolina Annual School Report Card for 2013 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Percent satisfied with the learning environment</b>	<b>73.4%</b>	<b>71.3%</b>	<b>81.2%</b>
<b>Percent satisfied with the social and physical environment</b>	<b>80.4%</b>	<b>72.4%</b>	<b>71.9%</b>
<b>Percent satisfied with school-home relations</b>	<b>47.8%</b>	<b>87.8%</b>	<b>73.5%</b>

The State of South Carolina Annual School Report Card for 2012 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Percent satisfied with the learning environment</b>	<b>88.1%</b>	<b>66%</b>	<b>72.7%</b>
<b>Percent satisfied with the social and physical environment</b>	<b>95.2%</b>	<b>68.4%</b>	<b>64.9%</b>
<b>Percent satisfied with school-home relations</b>	<b>70.7%</b>	<b>83.1%</b>	<b>65.3%</b>

The State of South Carolina Annual School Report Card for 2011 reported the following results from surveys given to teachers, students, and parents concerning their perceptions:

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Percent satisfied with the learning environment</b>	<b>73.2%</b>	<b>60.1%</b>	<b>76.5%</b>
<b>Percent satisfied with the social and physical environment</b>	<b>82.9%</b>	<b>73.4%</b>	<b>65.4%</b>
<b>Percent satisfied with school-home relations</b>	<b>52.5%</b>	<b>78.7%</b>	<b>68.8%</b>

The State of South Carolina Annual School Report Card for 2010 reported the following results from surveys given to teachers, students, and parents concerning their perceptions

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**Teachers                  Students                  Parents**



<b>Percent satisfied with the learning environment</b>	<b>85.7%</b>	<b>62.2%</b>	<b>83%</b>
<b>Percent satisfied with the social and physical environment</b>	<b>92.9%</b>	<b>68%</b>	<b>70.2%</b>
<b>Percent satisfied with school-home relations</b>	<b>61.9%</b>	<b>77.6%</b>	<b>70.2%</b>

In 2013 to a specific question on the survey related to safety, 80% of the students indicated that they felt safe at school; 86.9% of the teachers indicated that they felt safe at school; and 75.1% of the parents indicated that their child feels safe at school. For 2014 for these questions 87.2% of the students, 95% of the teachers and 83.6% of the parents indicated they or their children felt safe at school which was a significant improvement from 2013. For 2015 for these questions related to safety 84.7% of the students, 83.4% of the parents and 100% of the teachers felt safe at school. For 2016 for these questions related to safety 85.1 % of the students felt safe at school, 93.2% of the teachers felt safe at school, and 90% of the parents felt that their students were safe at school safe at school.

The 2016 data reveals that the area of concern for teachers is the school-home relations; the area of concern for students is the learning environment; and the area of concern for parents is the home- school relations.

**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

	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	36.6	39.6
School Actual	33.6		
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 \_\_\_\_% in 2012 to \_\_\_\_% in 2018.

**ANNUAL OBJECTIVE:** Increase by \_\_\_\_ 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X				100	100
School Actual	100	100	100	98.1	100		
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9	98.9	98.5	79.7 (MS & HS)	82.8 (MS & HS)		

End of Course data for MS only includes EOCEP scores for 7<sup>th</sup> and 8<sup>th</sup> 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

	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	28.1	31.1
School Actual	25.1		
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 \_\_\_\_% in 2012 to \_\_\_\_% in 2018.

**ANNUAL OBJECTIVE:** Increase by \_\_\_\_ 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X				100	100
School Actual	100	100	100	100	100		
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6	99.2	90.1 (MS & HS)	85.5 (MS & HS)		

End of Course data for MS only includes EOCEP scores for 7<sup>th</sup> and 8<sup>th</sup> 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

<b>% Tested ELA – School</b>	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
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.\*

<b>% Tested ELA – District Grades 6-8</b>	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
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.\*

<b>% Tested Math – School</b>	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
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.\*

<b>% Tested Math – District – Grades 6-8</b>	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	65.9	66.9	67.9
School Actual	64.9	62		
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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	70.7	71.7	72.7
School Actual	69.7	64.3		
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.\*

<b><u>STRATEGY</u></b> <b><u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person</u></b> <b><u>Responsible</u></b>	<b><u>Estimated</u></b> <b><u>Cost</u></b>	<b><u>Funding</u></b> <b><u>Sources</u></b>	<b><u>Indicators of</u></b> <b><u>Implementation</u></b>
<b>I. Strengthen all academic skills.</b>					
Provide opportunities for team collaboration and collegial study such as team meetings, curriculum planning meetings, grade level community meetings, and department meetings.	Aug-June 2013-18	Department Chairs Teachers IC Administrators	None	None	Meeting minutes Lesson Plans Unit Plans Observations Meeting Agendas
Administer benchmark tests in core content areas and utilize results to monitor and adjust instruction.	Aug-June 2013-18	Content Teachers IC	None	Supply Acct	Completed benchmark tests in core content areas Lesson plans Benchmark Test analysis data
Consistently monitor students' use of the Swoosh Organizational Notebook in all grades.	Aug- June 2013-18	Teachers Administrators	None	None	Records of Swoosh checks Improved grades
Maintain a Data Team as part of the Leadership Team to aggregate and disaggregate assessment data such as ACT Aspire, MAP and Benchmark and provide staff development on how to use the data.	Aug-June 2013-18	Gregg Scott IC IB Coordinator Teachers	None	None	Data Analysis Charts and Documents
Teachers will attend Professional Development sponsored by the District Specialist and share	Aug-June 2013-18	Teachers Administrators IC IB Coordinator	None	None	Attendance Rosters Lesson Plans

information.					
Teachers will become familiar with and use the District Curriculum Mapping/Unit Planning System.	Aug-June 2013-18	IC IB Coordinator Principal Teachers	None	None	Lesson Plans Unit Plans
<b>II. Continue to implement the School-wide Writing Initiative.</b>					
Provide staff development to all teachers relative to the type of writing required by SCREADY.	Aug-Sept 2016-18	ELA Teachers	None	None	Training materials Attendance Logs
All teachers will use the writing model.	Aug-June 2016-18	All Teachers	None	None	Lesson Plans Sample student work
<b>III. Promote Reading across the Curriculum.</b>					
Continue to have a school-wide reading initiative with a goal and prizes.	Aug-June 2013-118	Media Specialist Principal teachers	None	None	Number of Reflection forms submitted Circulation Numbers
Use Informational texts across the curriculum.	Aug-June 2013-18	Teachers Media Specialist	\$1000	District Media Center Funding	Books ordered Lesson Plans
Continue to have a Reading Club.	Aug-June 2013-18	Media Specialist Teachers	\$500	Fund Raisers	Attendance Lists Books Read
Develop a Literacy Plan and provide disciplinary and content literacy training.	June-June 2016-18	All Personnel	\$1000	District	Record of meetings and trainings
<b>IV. Implement the Inclusion Model for Special Education.</b>					
Train teachers on the expectations of this model.	Aug-Sept 2013-18	Special Ed., math and ELA teachers	None	None	Training schedule and visits

Monitor student and teacher progress.	Aug-June 2013-18	Administrators IC	None	None	Student grades Lesson Plans Class Observations
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**PROFESSIONAL DEVELOPMENT**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**GOAL AREA 2:** Ensure quality personnel in all positions.

**FIVE YEAR PERFORMANCE GOAL:** Meet the state objective that 100% of the classes are taught by highly qualified teachers.

**ANNUAL OBJECTIVE:** Reduce by 1% the number of classes not taught by highly qualified teachers.

**DATA SOURCE(S):**

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected	x	x	1.6	.6	0	0	0
Actual	2.6	4.8	0	0	0		

<b><u>STRATEGY</u></b> <b><u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person</u></b> <b><u>Responsible</u></b>	<b><u>Estimated</u></b> <b><u>Cost</u></b>	<b><u>Funding</u></b> <b><u>Sources</u></b>	<b><u>Indicators of</u></b> <b><u>Implementation</u></b>
<b>1.Hiring Practices</b>					
Hire only teachers who meet all certification qualifications.	May-June 2013-18	Gregg Scott	None	None	List of personnel showing all certified properly and HQ
Schedule teachers for courses for which they are highly qualified.	May-June 2013-18	Gregg Scott	None	None	SDE Report Card Data
<b>2. Prepare teachers to teach the Standards.</b>					
Provide Standards Based and STEAM Professional Development.	Aug-May 2013-18	Department Chairs Teachers IC Chris Burris	None	None	List of PD and attendance per the portal system
Teachers will attend District level Professional Development on standards Implementation and assessment.	Aug-June 2013-18	Teacher Administrators	None	None	Attendance logs
Teachers will share, in a structured format, what they learn at various professional development activities such as IB trainings and the Middle School Conference.	Aug-June 2013-18	Teachers Administrators IC	None	None	Agendas Training Materials
Teachers will be trained and participate in Peer Observations.	Aug-June 2013-18	Teachers IC Administrators	None	None	Record of Observations
Teachers will be trained in Literacy.	Aug-June 2016-18	Literacy Team	None	None	Records of training and training materials.

## 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	95.6	95.2	94.6	94.9	94.8		
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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
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	1.6%	1.2%	.8%	.6%	1.3%		
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%	0.6%	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 \_\_\_72.7\_% in 2012 to \_\_91\_% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by \_\_4\_\_ 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	76.7	80.7	84.7	88.7	91
School Actual	72.7	81.2	82	75	89.3		
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 66% in 2012 to 86% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 4 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	70	74	78	82	86
School Actual	66	71.3	82.3	71	74.9		
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 88.1% in 2012 to 94.5% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1.3 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	89.4	90.7	92	93.3	94.6
School Actual	88.1	73.4	80	78	61.4		
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 81.5 % in 2012 to 95.5 % by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 3 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	84.5	87.5	90.5	93.5	95.5
School Actual	81.5	75.1	83.6	83.4	90		
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 86.5 % in 2012 to 93.5 % by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1.5 \_\_\_\_\_ percentage point(s) annually students who feel safe at school during the school day.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	88	89.5	91	92.5	93.5
School Actual	86.5	80	87.2	84.7	85.1		
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 95.3 % in 2012 to 98.5 % 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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	96.3	97.3	98.3	98.5	98.5
School Actual	95.3	86.9	95	100	95.4		
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		

<b><u>STRATEGY</u> <u>Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person</u> <u>Responsible</u></b>	<b><u>Estimated</u> <u>Cost</u></b>	<b><u>Funding</u> <u>Sources</u></b>	<b><u>Indicators of</u> <u>Implementation</u></b>
<b>1. Student Attendance</b>					
Hold Attendance Awareness Week Activities.	Oct yearly	Racquel McCrary	None	None	List of Activities Attendance Data
Continue to provide popcorn and drink incentives quarterly for perfect attendance.	Oct-May 2013-18	Racquel McCrary	\$500	Local	List of students with perfect attendance each quarter
Attendance clerk will encourage students with poor attendance practices by checking in with them weekly.	Aug-June 2013-18	Attendance clerk Administration	None	None	Increased student attendance and record of contacts
<b>2. Expulsion/suspension for violent and/or criminal offenses</b>					
Hold discipline programs to remind students of behavior expectations.	Sept yearly	Administrators Counselors	None	None	Decreased incidents of serious offenses
Provide behavior management counseling.	Aug-June 2013-18	Counselors Administrators	None	None	Decrease in referrals
<b>3. Learning Environment</b>					
Provide frequent opportunities for parents and community members to visit and become involved in the school.	Aug-June 2013-18	SIC Committee Principal PTA Leadership	None	None	More volunteer hours, greater parent participation logs and increased parent ratings
Implement after school homework/tutorial assistance.	Aug-June 2013-18	Administration Teachers	None	None	More students passing all subjects and completing work
Implement a school day schedule that allows for student free time, make up	Aug-June 2013-18	Administration	None	None	More students with completed assignments



work time, and advisement.					Improved satisfaction with school environment
Solicit more student input regarding the learning environment and incentives.	Aug-June 2013-18	Student Council Administration Teachers	None	none	Increased satisfaction levels from students regarding the learning environment
<b>4. Safety Perceptions</b>					
Keep parents, students, and community well informed about the positive aspects of the school.	Aug-June 2013-18	Administration	\$500	Local	Increased ratings Positive brochures Log of messages sent to parents
Monitor all aspects of the building for safety.	Aug-June 2013-18	Plant Engineer Administration Teachers	None	None	Positive inspection reports from the District

## **2012-2013 School Report Card and 2012-2013 ESEA (Federal Accountability Rating System)**

2013 ESEA Federal Accountability Rating

<https://ed.sc.gov/data/esea/2013/school.cfm?SID=2301052>

12-13 SDE School Report Card

<https://ed.sc.gov/data/report-cards/2013/middle/c/m2301052.pdf>