

Greer Middle IB School

"Empowering Learners for a World Class Education"

3032 East Gap Creek Road, Greer, SC 29651



School Portfolio 2014-2015

Updated and Revised May 2014

Bruce Mathis

Principal

Greenville County Schools
School System

Mr. Burke Royster

Superintendent

Scope of Plan 2013-2018

SCHOOL RENEWAL PLAN COVER PAGE (Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES



SCHOOL: Greer Middle IB School

DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-15 (*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

| | | |
|-----------------------|------------------|-------------|
| Mr. Charles J. Saylor | | |
| PRINTED NAME | SIGNATURE | DATE |

SUPERINTENDENT

| | | |
|----------------------|--|--|
| Mr. W. Burke Royster | | |
|----------------------|--|--|

| | | |
|---------------------|------------------|-------------|
| PRINTED NAME | SIGNATURE | DATE |
|---------------------|------------------|-------------|

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

| | | |
|-----------------------------|------------------|-------------|
| Mrs. Anne Marie Wall | | |
| PRINTED NAME | SIGNATURE | DATE |

PRINCIPAL

| | | |
|-------------------------|------------------|-------------|
| Mr. Bruce Mathis | | |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL ADDRESS: 3032 East Gap Creek Road, Greer, SC 29651

SCHOOL'S TELEPHONE: (864) 355-5800

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

| <u>POSITION</u> | <u>NAME</u> |
|---|-----------------|
| 1. PRINCIPAL | Bruce Mathis |
| 2. TEACHER | Erich Sturgill |
| 3. PARENT/GUARDIAN | Blair Keeley |
| 4. COMMUNITY MEMBER | Drenda Belue |
| 5. SCHOOL IMPROVEMENT COUNCIL | Anne Marie Wall |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

POSITION

NAME

Career Development Facilitator _____ **Allison Rosemond**

Guidance _____ **Karen Clinkscale**

Media Specialist _____ **Amelia Sinclair**

8th Grade Teacher _____ Nanette Davis

8th Grade Teacher _____ Andrea Coker

7th Grade Teacher _____ Brittany Seaman

6th Grade Teacher _____ Matthew Irvin

Assistant Principal _____ Katherine Malone

Instructional Coach _____ Carlton Greene

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

 Academic Assistance, PreK–3

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

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

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

 X **Parent Involvement**

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

 X **Staff Development**

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

 X **Technology**

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

 N/A **Innovation**

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

Recruitment

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

X Collaboration

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

Developmental Screening

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Half-Day Child Development

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

Developmentally Appropriate Curriculum for PreK–3

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

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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Link to Greer Middle 2013 State Report Card

<http://www.greenville.k12.sc.us/greerms/parents/2013-2014/2013%20Report%20Card.pdf>

Link to 2012-2013 ESEA

<http://ed.sc.gov/data/esea/2013/school.cfm?SID=2301060>

Greer Middle IB School

“Empowering Learners for a World Class Education”

An Authorized International Baccalaureate Middle Years Programme

Introduction

3032 East Gap Creek Road

(864) 355-5800

GREENVILLE COUNTY SCHOOLS

Grades Served 6th, 7th, and 8th



The Greer Middle School Portfolio

The Greer Middle School portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The five categories utilized in this school portfolio are—

- Executive Summary
- School Profile
- Mission, Vision and Beliefs
- Data Analysis and Needs Assessment
- Action Plan



This school portfolio is a living document that describes Greer Middle School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student

learning—our ultimate outcome. Several teams of teachers were involved in developing the narratives for our portfolio based on input from the whole staff. Much of the narrative content came from discussions of the staff in the process of evaluating our work. Our school has three focus groups that consist of all our staff and these groups developed the portfolio. Our School Improvement Council and members of our P.T.S.A. also contributed parent data and input to this process. During these assessments, staff members were asked to contribute “evidence” of our progress—actual documents that show the changes in our practices.

Please enjoy this comprehensive treasure as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!



Leadership Team

| Position | Name |
|-----------------|----------------|
| Principal | Bruce Mathis |
| Teacher | Erich Sturgill |
| Parent/Guardian | Blair Keeley |

Community Member

Drenda Belue

School Improvement Council

Anne Marie Wall

Assistant Principal

Katherine Malone

Guidance

Karen Clinkscale

8th Grade Teacher

Andrea Coker

Instructional Coach

Carlton Greene

Media Specialist

Amelia Sinclair

7th Grade Teacher

Brittany Seaman

6th grade Teacher

Matthew Irvin

8th grade Teacher

Nanette Davis



Executive Summary

Greer Middle IB School Profile

“Empowering Learners for a World Class Education”

As of May 2014, Greer Middle School served an enrollment of 977 students. Our ethnic statistics reflected the following percentages: 17 % Hispanic-American, 62 % Caucasian-American, and 18 % African-American. Over the past five years, our population has shown an increase within the Hispanic ethnic group. Black and white ethnic group totals have remained fairly stable, fluctuating from one to three percentage points during this time. Currently we have 48% male population to 52% female. The poverty index for Greer Middle School for the 2013-2014 school year is **70.36%** continuing a rising trend from 51.76 in 2005-2006.

Currently, Greer Middle School staff includes fifty-six teachers, three administrators, one media specialist, two guidance counselors, an instructional coach, a part-time IB coordinator and one career development facilitator.

greer Middle School Priorities



The instructional priorities of Greer Middle School include incorporating the International Baccalaureate Middle Years Programme within the state standards for each subject area. Our school follows the South Carolina state standards for class

content and weaves the International Baccalaureate areas of interaction into every class curriculum.

The Focused Learning model is implemented in every class, and our professional development activities have centered on differentiated instruction techniques. Greer Middle School also strives to integrate technology in each learning opportunity. The organizational priorities include raising the achievement level of each student in our school. Greer Middle endeavors to increase parental participation in the activities and planning at the school and to create and maintain an environment that is supportive of learning.

Summary of Student Achievement Needs Assessment

Based on 2012 PASS scores, our data research and analysis indicated achievement gaps between minority groups.

White Americans scored higher than Hispanic Americans who in turn scored higher than African Americans in Math and English/Language Arts.

| Greer Middle – 2013 Report Card | ELA | Math |
|--|------------|-------------|
| Projected Performance | 624 | 624 |
| White | 663 | 653.1 |
| African-American | 629 | 622.4 |
| Hispanic | 631.6 | 631.9 |

Female students scored higher in English/language Arts than the male students and almost the same in Math as male students:

| Greer Middle – 2012 Report Card | ELA | Math |
|--|------------|-------------|
| Projected Performance | 624 | 624 |
| All Students | 650.3 | 642.9 |
| Male | 647.8 | 643 |
| Female | 652.7 | 642.3 |

Lunch Status reflected similar statistics with free and reduced lunch students scoring lower than those students who did not receive subsidized meals.

| Greer Middle 2012 Report Card | ELA | Math |
|--------------------------------------|------------|-------------|
| Projected Performance | 624 | 624 |
| All Students | 650.3 | 642.9 |
| Subsidized Meals | 637.2 | 631 |

See the Needs Assessment section for the full range of student achievement data.

To meet increased state and federal goals for student success in the coming years, Greer Middle School must raise the percentage of students scoring in Met and Exemplary categories of the state accountability test. Using state standards, differentiated teaching strategies, the Learning Focus model, MAP Testing and Compass Learning, the faculty and staff intend to increase student achievement. In 2011 GMS met 25 of 29 objectives on the state report card. The faculty is committed to making changes that will enhance the abilities of our students to perform at their highest level.

Summary of Teacher and Administrator Quality Needs Assessment

Greer Middle’s Teacher Quality Goal. The administration restored the percentage to 100% for the 2011-2012 school year.

| | Teachers | Our School | State Objective |
|--------|---|------------|-----------------|
| • 2013 | Classes not taught by highly qualified teachers | 0% | 0% |
| • 2012 | Classes not taught by highly qualified teachers | 0% | 0% |
| • 2011 | Classes not taught by highly qualified teachers | 0.4% | 0% |

Summary of School Climate Needs Assessment

Greer Middle’s School Climate Evaluation Results from the State Report Card

Percent satisfied with:

| Year | | Teachers | Students | Parents |
|--------|----------------------|----------|----------|---------|
| • 2012 | learning environment | 94.5% | 82.1% | 88.9% |
| • 2012 | | 95% | 75.8% | 80.9% |
| • 2011 | | 98.3% | 80.2% | 88.2% |

| | | | | |
|--------|---------------------------------|-------|-------|-------|
| • 2013 | social and physical environment | 98.1% | 83.3% | 81.2% |
| • 2012 | | 96.7% | 77.9% | 76.9% |
| • 2011 | | 100% | 82.3% | 82% |
| • 2013 | school-home relations | 94.5% | 87.7% | 85.4% |
| • 2012 | | 95% | 88.6% | 76.9% |
| • 2011 | | 89.7% | 84.3% | 81.5% |

A comparison of the results from 2010 to 2013 indicates that Greer Middle continues to receive high marks for school climate from all stakeholders.

Greer Middle School Performance (5 Year Trend)

From the 2008-2009 school year through the 2012-2013 school year, the percent of students scoring MET and above on the PASS English/Language Arts test increased from 64 % (baseline) in 2008-09 to 76.13% in 2012-2013. That is a net increase of 12.13%.

From the 2008-2009 school year through the 2012-2013 school year, the percent of students scoring MET and above on the PASS Math test increased from 63.7 % (baseline) in 2008-09 to 71.8 % in 2012-2013. That is a net increase of 8.1%.

From the 2008-2009 school year through the 2012-2013 school year, the percent of students scoring MET and above on the PASS Writing test increased from 65.4 % (baseline) in 2008-09 to 79.7% in 2012-2013. That is a net increase of 14.3%.

Significant Challenges from the Past 3 Years

- a. Common Assessments – Our faculty is working toward producing common assessments in core academic class on all grade levels. Our school began the process with quarterly benchmark testing and is striving to create all assessments as common assessments.

- b. Common Curriculum Guides – Our school has used a combination of teacher created and district created curriculum guides in the past. We are attempting to create common curriculum guides in all academic subject areas.

- c. Focus on Student Learning – Greer Middle is in the process of changing the focus of the classroom from what the teacher is teaching to what the student is learning. As with any faculty progress is slow in some areas and more rapid in others.

Significant Awards/Accomplishments/Results From the Past 3 Years

❖ 2012-2013 Palmetto Silver Award Winner

❖ 2011-2012 Palmetto Silver Award Winner



❖ *International Baccalaureate Program Authorization (MYP)*

❖ *Boys Basketball County Champion 2013-2014*

❖ *Boys Basketball County Runner-up 15-1 2012-13*

❖ *Girls Basketball County Final Four 2013-14*

❖ *Making Middle Grades Work Site*

❖ *Successful IB Evaluation Visit*

❖ *Attendance Blitz Winner*

❖ *Middle School Ambassadors and Student Council Programs*

❖ *Model UN program*

❖ *Gateway to Technology Program*

❖ *State level Geography Bee participant*

❖ *Regional Spelling Bee participant*

❖ *Battle of the Brain participants*

Greer Middle School Profile 2013-2014

“Empowering Learners for a World Class Education

Greer Middle School as of May 2014 consists of 977 students in grades six through eight and it strives to give all students successful learning experiences. Our facility celebrated its twelfth birthday this year and now has 54 instructional staff members. Greer Middle School is located at 3032 East Gap Creek Road in Greer, South Carolina.



The Community of Greer

Greer, the second largest city in both Greenville and in Spartanburg counties, continues to grow by leaps and bounds. It is the fastest growing city in South Carolina with subdivisions literally springing up everywhere. The Greer Chamber of Commerce lists the following statistics about the city.

Average Temperature

| | |
|----------------------|--|
| Annual Mean.....60°F | Annual Precipitation51.27 inches |
| Mean High.....70.7°F | Earliest Freeze Day.....10/22 |
| Mean Low.....49.2°F | Last Freeze Day.....4/05 |

POPULATION

City of Greer

1990.....10,322
2000.....16,843
2003.....19,989
2005 estimate over 20,000
2010 25,775

Greer Area

15-mile radius, 2003504,168
30-mile radius, 2003929,324

As the population continues to grow in the community, so does the population in the schools that serve them. Crestview and Chandler Creek, two of our elementary feeder schools, continue to experience sustained population growth just as Greer Middle School does.



The Partnership for Tomorrow, a major program of the Greer Chamber offers the following insights to Greer and its growth:

“Greer is one of the dynamic areas of the nation and the world,” observed Doug Woodward, Director of Research at the Darla Moore School of Business at the University of South Carolina. Woodward’s economic impact study found that 4,000 new jobs and \$1.5 billion in capital investment have occurred in the Greer area since the formation of the Partnership For Tomorrow in 1998. He estimated that job growth has added \$198 million to the local economy, and the ripple effect boosted that to an estimate of \$304 million.”

“By the year 2010, the Greater Greer area will be recognized as the heart of the Greenville – Spartanburg region, contributing to the economic vitality and quality of life for which the upstate region is known.. Our community’s key demographic and economic indicators will equal or exceed the upstate regional average. Through strong partnership alliances with business, government, and education, the Partnership For Tomorrow will continue to foster economic and community development, revitalization of the city center and enhanced educational opportunities, providing overall economic success.”

“Whether your goal is to practice, enhance and advance your career, raise a family, get a quality education, or enjoy your retirement years, the Greater Greer community will provide a diverse, economically stable, cultural, educational and pro-business environment.”



History of Greer Middle School 2013-2014 Update

Greer Middle School is a beautiful facility which is only twelve years old. Not only has our facility changed in the recent past as a direct result of the growing population in our area, but our administrative leadership has also changed and grown. Our school's administrative team now consists of one principal, one assistant principal, and one administrative assistant. This administrative team is supported by our full-time instructional coach and a full-time International Baccalaureate (IB) coordinator. During the 2004-05 school year, Greer Middle School finalized its IB authorization process and is now an official International Baccalaureate Middle Years Programme school. Our administrative leadership continues to support this process which has transformed Greer Middle School into an internationally recognized world class institution. Teachers have been to IB training sessions in Ottawa and Montreal, Canada; Myrtle Beach, South Carolina; Houston, Texas; and Charlotte, North Carolina to learn how to implement the IB curriculum into their classes.

Greer Middle School Students 2013-2014 Update

Greer Middle School operates on a seven period day for the 2013-2014 school year. The number of hours of operation and the days students are in attendance remained the same as last year. Course offerings remained the same except the Gateway to Technology class was added. This class is a part of a program called Project Lead the Way, which is designed to prepare an increasing and more diverse group of students to be successful in engineering and engineering technology programs.

Greer Middle School operates on a seven-period day with fifty seven minutes in each period. Hours of operation are 8:30 A.M. to 3:30 P.M. for students.. Students are in attendance 180 days. All students are required to take math, reading, language arts, science and social studies in assigned instructional teams. Accelerated studies and enrichment are offered through the language arts Gifted and Talented classes at each grade level. Students must qualify through standardized test scores, IQ scores, grades, and teacher



recommendations. Honors Algebra and Geometry are offered for high school credit to students who qualify along with Spanish I, French I and English I Honors. Character education is integrated into all classes. Spanish and French is offered as a related art to all students. Special education teachers serve students in self-contained, tutorial and/or inclusion classes.

Related arts and physical education teachers serve students in home arts, music, art, technology, keyboarding, Spanish and French, band and strings. The related arts program is designed to encourage students to explore various arts and incorporate them into their lives. The courses are offered on a rotating semester schedule. All students are required to take one semester each of physical education, foreign language, technology, and the arts. Each class has its own curriculum designed to introduce the student to the subject and to become more proficient each year. Each class is designed with interests and skills of the student in mind and follows district guidelines and state standards where applicable.



Students at Greer Middle School are recognized for excellence. In 2004 the Greer Middle School Academic Team made the final four in The Battle of the Brains academic contest sponsored by WSPA radio in Spartanburg South Carolina. Twenty-eight teams participated in this year's contest. In 2005 the team lost in the 1st round to McCracken Middle which has been in the final four every year. In 2006, 2007 and 2008 our Academic Team made the "Sweet Sixteen" round but was unable to advance. In 2009 our Academic Team won the contest. Students participate yearly in the Scripps-Howard National Spelling Bee and in the National Geographic Society's Geography Bee. In 2006-2007, one of our students finished in the top ten in the state geography bee. Students progress to regional finals in both of these events yearly. Greer Middle students have corresponded with several well known authors over the course of the year in language arts classes. Students contribute to several writing contests during the year including: Parent Teacher Student Association, Lt. Governor's, Santee Cooper, and Maggie's Drawers.



Seventh and eighth grade students participate in middle school volleyball, soccer, basketball, baseball and softball as well as an intramural program. This year the boys



basketball team won the county tournament and finished with a 17-1 record. In the 2012-2013 season the boys basketball team advanced to the county finals with a 15-0 record and the girls went to the second round of the playoffs. Both teams won their regions. Our 2013 softball team advanced to the second round of the county playoffs with a 10-3 record. In 2006 the girls basketball team advanced to the championship game of the county tournament and captured 2nd place. Band students participate in tournaments, clinics and solo and ensemble festivals. Strings students participate in the Middle School Orchestra Festival sponsored by the Greenville County Orchestra. They also participate in the county, regional, and state solo and ensemble music festivals. Some students participate in the after school Greenville County Honors Orchestra program. Art students have participated in the Riverplace Arts Festival, the Solicitor's Anti-Drug Calendar contest, and the Middle School Juried Art Exhibition.

Students are encouraged to become involved in community service projects through Beta Club. Community Service is also a major part of the International Baccalaureate Middle Years Programme and students were required to keep a log of their community service hours for IB. Kuterah Donald is the IB Coordinator for our Middle Years Programme.

In 2003-2004 Greer Middle School began implementation of the International Baccalaureate Middle Years Program. This prestigious academic program was launched with sixth graders in a whole school approach. Greer Middle School submitted its application for full status in the summer of 2004 after completing teacher training and scheduling for the following year.

In 2004-2005 Greer Middle submitted its application for full status and received an authorization visit in March of 2005. We had a visit by two assessors from the International Baccalaureate Organization right before Spring Break. Our visitors were from Colorado and Texas and they met with teachers from both our school and Greer High School. In addition, they met with parents from our PTSA, SIC and other community members as well as District Superintendent Dr. Penny Fisher and our School Board member Pat Suddeth. The assessors were very impressed with our faculty and students. In the summer of 2005, we were notified that we had been given full authorization as an International Baccalaureate Middle Years Programme School.

In the past, Greer Middle School has several funded programs which focus on helping “at risk” students and the special needs of all students. This assistance is provided by having both during and after-school programs with specialized instruction. Greer Middle School also has a gifted and talented program for identified students, an after school program sponsored by Communities in Schools, and an after school program for Academic Plan Students who are identified by Palmetto Achievement and Challenge Test scores.



Greer Middle School Leaders

Mr. Bruce Mathis is Greer Middle School’s current principal. Mr. Mathis has been an assistant principal at Greer High School and has taught at Chapman and Greenwood High Schools before becoming a principal.



Our assistant principal is Mrs. Katherine Malone. Mrs. Malone is in her fourth year as an administrator and her third year at Greer Middle School. Her duties at Greer Middle School include working with eighth grade students, supervising buses, teacher incentives and observing classrooms. sixth and seventh grade students, and teachers, teacher and student incentives, books and teacher evaluation.



Mrs. Stephanie Lackey is our administrative assistant and is in her first year at Greer Middle School. Mrs. Lackey works with sixth and seventh grade students, and teachers, teacher and student incentives, books and teacher evaluations.

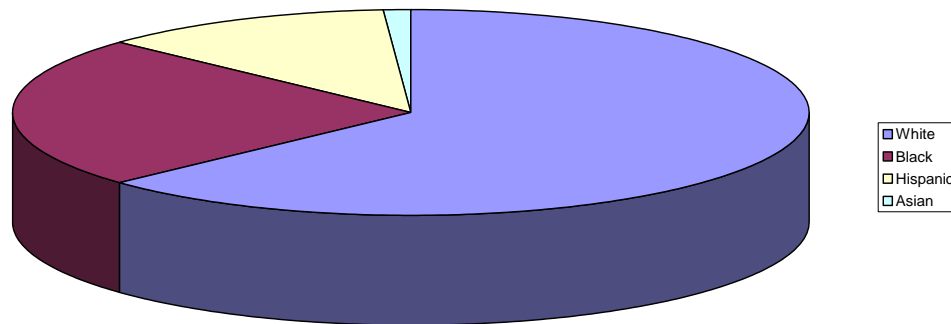
Greer Middle School Staff

There are currently ninety four staff members at Greer Middle School. Of this number, sixty-one are certified personnel, twelve are support staff, eight are food service workers, nine are custodial staff and one is a registered nurse. Of the certified personnel, three are administrative staff, fifty five are faculty members, one is a media specialist, one is an instructional coach, two are guidance counselors, and one is an IB coordinator. Sixty five percent of the teachers have Master's Degrees or above. On an average, our teachers have been employed at Greer Middle 8.4 years. We have thirteen teachers this year who are new to Greer Middle School and five of those are new to teaching. Each grade level is well represented with a balance of experience and youth in education. The years of experience of the teachers are displayed below by grade level.

Teacher Experience by Grade Level 2012-2013

| Grade Level | 1-3yrs | 4-5yrs | 6-8yrs | 9-10yrs | 11-15yrs | 16-20yrs | 21-25yrs | 26+ |
|--------------|--------|--------|--------|---------|----------|----------|----------|-----|
| 6 | 2 | 2 | 1 | 0 | 2 | 1 | 1 | 3 |
| 7 | 3 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| 8 | 2 | 3 | 2 | 2 | 2 | 0 | 1 | |
| Related Arts | 3 | 1 | 1 | 1 | 2 | 2 | 1 | |
| Special Ed | | 1 | 2 | 1 | 0 | 3 | 0 | 1 |

Greer Middle School Student Population



From 2009 thru the 2013-14 school year Greer Middle's Population averaged between 900 and 970 students. The ethnic percentages and NCLB subgroups remained the same with the white and black student populations decreasing slightly while the Hispanic population increased four to five percentage points. Female and male students are 52% to 48% now.

Retention rates have decreased to almost zero as Acceleration classes have given students the opportunity to be successful during the academic school year. In 2013 our student attendance rate was 95.8%.

The ethnic percentages are 66% Caucasian-American, 1% Asian-American, 22% African-American, and 11% Hispanic-American. Looking at the past four years, it is evident that while our African-American and Asian (or other) American populations have remained steady, our Caucasian-American students have steadily decreased in number, while our Hispanic-American students have steadily increased, going from 4.9% to 11%.

Additional Staff

Greer Middle School has an officer from the Greer Police Department who is our School Resource Officer. Officer Wright was the School Resource Officer at Greer Middle School for 2013-2014.

A counselor from Greer Mental Health provides programs for a select number of Greer Middle Students.

Other support personnel available to assist in meeting the needs of Greer Middle School students



include the district psychologist, a contract school nurse, a speech and language specialist, and network computer engineer. Our student/teacher ratio is calculated at 25.5 to 1 for the 2013-2014 school year with the reality being that there are classes that range from 24 to 35 for academic subjects and larger for related arts classes.

Administrators meet with team leaders and personnel on a regular basis to discuss issues of academic and disciplinary concern. They also conduct teacher observations within the classrooms on a regular basis. Each teacher is required: to publish a class syllabus on their teacher website, submit a copy of the syllabus to the assigned administrator at the beginning of each school year and update the weekly planner on the teacher website. Administrators schedule end of the year conferences to discuss progress of the goals, concerns, and/or areas in need of improvement or focus.

The faculty and staff network with educators around the state and are active in professional organizations such as



the State Middle School Association and the Greenville County Council for Social Studies.

Greer Middle School strives to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Greer Middle School offers many opportunities for student participation and recognition. An awards banquet is held in May of each year to celebrate the success in learning of many of our students.



Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. The student handbook and other information about school and classroom rules are distributed and discussed on a regular basis and are posted to the Greer Middle School website. Curriculum and courses are reviewed on a regular basis. Our Academic Standards have been developed to align with State Academic Standards and local needs. Parents are encouraged and welcomed to be active participants in the process of their student's education.

Greer Middle School Media Center

In 2006-07 a Promethean Board was installed in the Media Center to enhance learning for students and faculty members. For 2004-2005 Greer Middle received funds from the school district to purchase 1750 new books for our media center. Amelia Sinclair is our media specialist. Ms. Sinclair is in her first year with Greer Middle School. Our school has a modern and up to date media center that contains over 10,317 items in its collection. The media center offers electronic resources via its computer network. Students and teachers may access many of the programs either from the media center, the computer labs, or classrooms. There are over fifteen different software programs that can be utilized.

Safety, Cleanliness, and Adequacy of School Facilities

Greer Middle School and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan; each month regular fire

and emergency drills are held to maintain a state of readiness. Planning for various potential emergencies is done in coordination with regional agencies such as the Greer Police Department, the Greenville County Sheriffs Department and the Greer Fire Department. District and school plans stress safety for the students first. At least one coordinated drill is held across the county in which all the schools in the district participate.



Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff, led by the plant engineer Charlie Farmer, consists of eight custodians who perform basic cleaning operations in every classroom, the halls, and restrooms every day.

Other aspects of the school/district safety program include:

- District safety committee
- Bus evacuation drills
- Fire safety inspections
- Campus supervision

- Bullying prevention program
- Peer Mediation program
- Crisis Response Team Training

Counseling and Other Student Support Services

Students at Greer Middle School receive a high level of support services from an outstanding staff. Our Guidance department has three counselors to assist students. Ms. Clinkscale has been at Greer Middle School for over 26 years and has worked in the guidance department for 18 years. Mrs. Cash has worked at Greer Middle School for over 30 years.

Mission, Vision and Beliefs of Greer Middle IB School

“Empowering Learners for a World Class Education”

Our mission, vision and beliefs are communicated annually to all stakeholders during annual student/parent orientation meetings, PTSA meetings, SIC meetings and on our school website.

We expect that our students will develop both scholastically and socially. Every class will develop content that is correlated to the state curriculum standards and use research proven techniques to deliver that content. Consequently, each student will be evaluated according to the content in the state standards. Each student is expected to become familiar with the areas of interaction as they relate to the International Baccalaureate program. We will develop and maintain good parent-teacher communications to ensure student success. Because our students will be eventually entering the world of work, it is imperative that they be cognizant of the expectations for them there. Therefore, we will instill a sense of discipline by developing the student’s character, teaching them that there are consequences to their actions, that they must work with each other and instilling in them the importance of punctuality.

Mission

The mission of Greer Middle School is to empower students to become independent, productive learners who exemplify good character in an increasingly global society.

Vision

When the vision of Greer Middle School is implemented, teachers will be assisting and supporting students who are actively engaged in optimal learning opportunities. Students will learn through relevant, hands-on instructional techniques that are geared to their learning needs. Students and teachers will be guided by the state and International Baccalaureate curriculum standards. Teams of teachers will strive to constantly evaluate student learning in order to promote the idea that assessment is the bridge to revision and academic growth. Vertical teaming will be used to provide a smooth transition for all students across all grade levels, from our feeder schools, and into high school. Real-world activities and research-based learning strategies will be used to make learning relevant for all students. Teachers will use ongoing authentic assessment of student learning that is aligned with the state and International Baccalaureate standards. Conversations about student success become a regular element of communication among students, parents, and teachers. Students will participate in service learning and reflect on what they have learned and how it may affect the world in which they live. This community will strive to create an environment of quality learning that heavily integrates technology into the school's curriculum and will be committed to student success through highly effective interaction and problem-solving. Students will continue their education knowing they have even greater opportunities to become independent, productive learners in a global community.

Greer Middle Guiding Beliefs

We believe our students should:

- Give and be given respect
- Be constantly challenged with standards-driven curriculum and instruction
- Share the accountability for education with parents, teachers, and the community
- Receive curriculum, instruction, and assessment aligned to meet their individual learning needs
- Be able to communicate effectively and solve problems
- Feel safe both emotionally and physically in and out of the classroom
- Reflect upon ideas and events in a global setting
- Perform community service as a component of learning

Data Analysis of Student Achievement



Student Learning Needs and Desired Results

Expectations for student learning are high at every level of governance.

The No Child Left Behind Act places expectations at a very high level and states that each school must make adequate yearly progress or there will be consequences. It also places additional requirements on public schools such as: Annual testing of all public school students in reading and math; annual report cards on school performance for parents, voters and taxpayers; ensuring that every child reads by the 3rd grade; a highly qualified teacher in every public school classroom.



NCLB goes even further and states the need for accountability with these statements: A significant

achievement gap exists between disadvantaged students and their more affluent peers, despite billions in Federal spending since 1965. 60% of poor fourth-graders cannot read at a basic level. U.S. students lag behind their international peers in key subjects. Past



federal education policy has lacked focus and has never insisted on results. The law mandates increases in student achievement yearly based on scores of the state testing program. Clearly the federal government is serious about providing all students with a quality education. For more information please visit the NCLB website at <http://www.ed.gov/nclb/landing.jhtml?src=ln> .

The state of South Carolina through the Education Oversight Committee has established its own expectations for student learning. They have established ten goals for education in our state. The ones that are most germane to our school and situation are as follows: Goal 1: SC will rank in the top half of states on NAEP examinations and other international and national measures. Goal 2: Nine out of 10 SC students will score at or above grade level on PASS, SC's standards-based criterion-referenced tests. Goal 9. The gap among achievements of students of different racial/ethnic groups and different economic status will be eliminated. The state Department of Education has developed state standards for the curriculum of each course or class offered in South Carolina schools. The Palmetto Assessment of State Standards, which is also a measure used in meeting adequate yearly progress, is based upon the state standards. Schools are expected to show an increase in student achievement each year on these tests.

The Education Oversight Committee also reported on the 2020 Vision for South Carolina which includes these goals.

READING PROFICIENCY

Goal: By 2020, 95% of all students in grades 3 and 8 will be reading on grade level.

ON-TIME GRADUATION

Goal: By 2020, 88.3 percent of our students will graduate on time.

COLLEGE PREPAREDNESS AND WORKFORCE READINESS

Goal: By 2020, 85 percent of high school graduates will qualify for postsecondary education or employment.

Schools Rated At Risk

Goal: By 2020, there will be no schools rated At Risk.

For more information you may wish to visit the following websites:

<http://www.eoc.sc.gov/Home/Annual%20Report/March1%20Report%20FINAL.pdf>

http://www.state.sc.us/eoc/PDF/SCEOC_Objectives_0304.pdf

Our district, Greenville County Schools, has established its own expectations for student achievement which are known as Priorities for Performance. Priorities for Performance is a set of strategies designed to support the district mission and the goals adopted by the Board of Trustees in March 1999 and reaffirmed in 2012-2013. These goals include the primary goal to (1) accelerate significantly the academic achievement of each student, and four supportive goals: (1) ensure quality personnel in all positions, (2) provide a school environment supportive of learning, and (3) improve public understanding and support of public schools, (4) effectively manage/further develop necessary financial resources. These goals are quoted from the district website and for more information you may visit this website at <http://www.greenville.k12.sc.us/Departments/main.asp?titleid=edplan>

Poverty Index of Greer Middle IB School

| | |
|-----------|--------|
| 2005-2006 | 51.76% |
| 2006-2007 | 55.38% |
| 2007-2008 | 55.65% |
| 2008-2009 | 60.52% |
| 2009-2010 | 64.64% |
| 2010-2011 | 68.75% |
| 2011-2012 | 68.95% |
| 2012-2013 | 69.63% |
| 2013-2014 | 70.36% |



Greer Middle Demographics 2013-2014 School Year

| School | Grade | Asian | | Black or African American | | Hispanic or Latino | | Multi-Racial | | White | | Total |
|--------|-------|-------|---|---------------------------|----|--------------------|----|--------------|---|-------|----|-------|
| | | M | F | M | F | M | F | M | F | M | F | |
| GMS | 6 | 1 | 2 | 30 | 28 | 32 | 40 | 7 | 9 | 100 | 72 | 322 |
| GMS | 7 | 0 | 1 | 38 | 33 | 30 | 40 | 8 | 6 | 101 | 92 | 349 |
| GMS | 8 | 1 | 1 | 26 | 25 | 28 | 22 | 10 | 8 | 93 | 90 | 305 |

Overview

Summary of Student Learning Needs and Desired Results

Based on a comparison of 2009-2013 PASS scores, our data research and analysis indicated achievement gaps between minority groups. White Americans scored higher than Hispanic Americans who in turn scored higher than African Americans in Math and English/Language Arts. There were achievement gaps between males and females in those same areas. Lunch status data when compared to the students as a whole reflected the same trends in achievement.

Greer Middle School Overall Grade Conversion **B**

Points Total – Greer Middle 84.8

The following five charts display how all students compared in ELA, math, science, social studies and writing. Our analysis of all subject areas shows that the exemplary and met categories of student scores are increasing while the not met category is decreasing.

| Greer Middle ELA | Exemplary | Met | Not Met |
|------------------|-----------|-------|---------|
| 2013 | 37.9 | 38.23 | 24.4 |
| 2012 | 41.3 | 33.9 | 24.8 |
| 2011 | 38.6 | 34.3 | 27.1 |
| 2010 | 35.3 | 35.8 | 28.9 |
| 2009 | 25.4 | 39.8 | 34.8 |
| | | | |
| | | | |

| Greer Middle Math | Exemplary | Met | Not Met |
|--------------------------|------------------|------------|----------------|
| 2013 | 26 | 45.8 | 28.2 |
| 2012 | 29 | 45 | 24.8 |
| 2011 | 31.2 | 42.3 | 26.5 |
| 2010 | 25 | 41.4 | 33.6 |
| 2009 | 22.8 | 42.6 | 34.6 |

| Greer Middle Science | Exemplary | Met | Not Met |
|-----------------------------|------------------|------------|----------------|
| 2013 | 23.5 | 52 | 24.5 |
| 2012 | 24.5 | 50.2 | 25.3 |
| 2011 | 23.6 | 48.2 | 28.2 |
| 2010 | 22.7 | 46.9 | 30.4 |
| 2009 | 16.3 | 47.4 | 36.2 |

| Greer Middle Social Studies | Exemplary | Met | Not Met |
|------------------------------------|------------------|------------|----------------|
| 2013 | 38 | 35.7 | 26.3 |
| 2012 | 39.3 | 38.5 | 22.2 |
| 2011 | 40.2 | 35.2 | 24.6 |
| 2010 | 29.6 | 39.4 | 31 |
| 2009 | 23.4 | 39.1 | 37.5 |

| Greer Middle Writing | Exemplary | Met | Not Met |
|-----------------------------|------------------|------------|----------------|
| 2013 | 33.2 | 46.5 | 20.2 |
| 2012 | 39.7 | 37.6 | 22.7 |

| | | | |
|------|------|------|------|
| 2011 | 31.2 | 38.8 | 30 |
| 2010 | 29 | 44.6 | 26.5 |
| 2009 | 21.6 | 43.2 | 35.2 |

Mean Scale Scores from 2012 State Report Card

| Greer Middle Mean Scale Score 2012 | ELA 2011-12 | ELA 2012-13 | Math 2011-12 | Math 2012-13 |
|---|--------------------|--------------------|---------------------|---------------------|
| All Students | 651.4 | 650.3 | 645.9 | 642.9 |
| Male | 646.3 | 647.8 | 646 | 643 |
| Female | 656.1 | 652.7 | 645.8 | 642.9 |
| White | 661.2 | 663 | 654.3 | 653.1 |
| African-American | 632.9 | 629 | 627.4 | 622.4 |
| Hispanic | 636.8 | 631.6 | 637 | 631.9 |
| Disabled | 593.2 | 597.1 | 599.5 | 597.6 |
| Limited English Proficient | 633.6 | 631.3 | 618.8 | 630.2 |
| Subsidized Meals | 639.3 | 637.2 | 618.9 | 631 |

| Greer Middle Mean Scale Score 2012 | Science 2011-12 | Science 2012-13 | Social Studies 2011-12 | Social Studies 2012-13 |
|---|------------------------|------------------------|-------------------------------|-------------------------------|
| All Students | 629.9 | 629.9 | 640.9 | 638.2 |
| Male | 633.5 | 632.2 | 647.6 | 645.2 |
| Female | 626.8 | 627.7 | 634.7 | 631.5 |
| White | 639.7 | 640.6 | 650.7 | 649.4 |
| African-American | 608 | 608.5 | 626.5 | 615.1 |

| ELA | | Exemplary | | | Met | | | Met | Met |
|------------|------|------------------|------|------|------------|------|------|------------|------------|
| 2011 | 48.8 | 21.4 | 24.1 | 30.3 | 36.3 | 43.8 | 20.9 | 42.3 | 32.1 |
| 2010 | 42.8 | 17.3 | 20.8 | 34.6 | 39.7 | 40.8 | 22.6 | 43 | 38.3 |
| 2009 | 29.8 | 10.3 | 16.5 | 41.9 | 41.8 | 29.1 | 28.3 | 47.9 | 54.4 |

| Greer Middle math | White Exemplary | African American Exemplary | Hispanic Exemplary | White Met | African American Met | Hispanic Met | W Not Met | AA Not Met | Hisp Not Met |
|--------------------------|------------------------|-----------------------------------|---------------------------|------------------|-----------------------------|---------------------|------------------|-------------------|---------------------|
| 2011 | 37.3 | 19 | 24.1 | 42.2 | 39.9 | 44.5 | 20.5 | 41.1 | 31.4 |
| 2010 | 27.7 | 11.2 | 12.4 | 45.2 | 36.3 | 36.4 | 26.1 | 52.5 | 51.2 |
| 2009 | 25 | 7.2 | 14.6 | 47.3 | 37.4 | 38.8 | 27.7 | 55.4 | 46.6 |

| Greer Middle science | White Exemplary | African American Exemplary | Hispanic Exemplary | White Met | African American Met | Hispanic Met | W Not Met | AA Not Met | Hisp Not Met |
|-----------------------------|------------------------|-----------------------------------|---------------------------|------------------|-----------------------------|---------------------|------------------|-------------------|---------------------|
| 2011 | 31.2 | 10 | 13.9 | 47.2 | 48.2 | 51.5 | 21.7 | 41.8 | 34.7 |
| 2010 | 29.7 | 11.1 | 8.3 | 47.1 | 37.6 | 61.1 | 23.3 | 51.3 | 30.6 |
| 2009 | 18.6 | 9.6 | 11.8 | 51.9 | 42.4 | 41.2 | 29.6 | 48 | 47.1 |

| Greer Middle social studies | White Exemplary | African American Exemplary | Hispanic Exemplary | White Met | African American Met | Hispanic Met | W Not Met | AA Not Met | Hisp Not Met |
|------------------------------------|------------------------|-----------------------------------|---------------------------|------------------|-----------------------------|---------------------|------------------|-------------------|---------------------|
|------------------------------------|------------------------|-----------------------------------|---------------------------|------------------|-----------------------------|---------------------|------------------|-------------------|---------------------|

| | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|------|
| 2011 | 46.9 | 28.7 | 30 | 33.5 | 39.3 | 36.7 | 19.5 | 32. | 33.3 |
| 2010 | 35.2 | 18.8 | 20.2 | 39.8 | 39.3 | 41.7 | 25 | 41.9 | 38.1 |
| 2009 | 28.2 | 10.9 | 17.6 | 40 | 39.1 | 39.2 | 31.8 | 50 | 43.2 |

| Greer Middle writing | White Exemplary | African American Exemplary | Hispanic Exemplary | White Met | African American Met | Hispanic Met | W Not Met | AA Not Met | Hisp Not Met |
|----------------------|-----------------|----------------------------|--------------------|-----------|----------------------|--------------|-----------|------------|--------------|
| 2011 | 39.6 | 21.4 | 3.3 | 38.5 | 37.5 | 46.7 | 21.9 | 41.1 | 50 |
| 2010 | 35.8 | 17.8 | 20 | 44 | 46.7 | 43.3 | 20.2 | 35.6 | 36.7 |
| 2009 | 26.7 | 13.8 | 11.9 | 46.6 | 36.4 | 40.6 | 26.7 | 49.7 | 47.5 |

Gender Comparison of Greer Middle Student Achievement Data

2012 Female students scored higher in English/language Arts than males. In math the scores were similar. In science and social studies for 2012 males outperformed females. Over time females outscored males in ELA while males performed better in science and social studies. In math the scores were not significantly different.

| Greer Middle Report Card | ELA | Math | Science | Social Studies |
|--------------------------|-------|-------|---------|----------------|
| All Students 2013 | 650.3 | 642.9 | 629.9 | 638.2 |
| All Students 2012 | 651.4 | 645.9 | 629.9 | 640.9 |
| Male 2013 | 647.8 | 643 | 632.2 | 645.2 |
| Male 2012 | 646.3 | 646 | 633.5 | 647.6 |
| Female 2013 | 652.7 | 642.9 | 627.7 | 631.5 |
| Female 2012 | 656.1 | 645.8 | 626.8 | 634.7 |

| Greer Middle ELA | All Exemplary | Male Exemplary | Female Exemplary | All Met | Male Met | Female Met | All Not Met | Male Not Met | Female Not Met |
|-------------------------|----------------------|-----------------------|-------------------------|----------------|-----------------|-------------------|--------------------|---------------------|-----------------------|
| 2011 | 38.9 | 33.6 | 44 | 34.1 | 38.3 | 30.1 | 27 | 28.1 | 25.9 |
| 2010 | 34 | 30.5 | 37.8 | 36.4 | 35.6 | 37.3 | 29.6 | 33.9 | 24.9 |
| 2009 | 23.5 | 20 | 27.4 | 40.5 | 38.5 | 42.5 | 36 | 41.5 | 30.1 |

| Greer Middle math | All Exemplary | Male Exemplary | Female Exemplary | All Met | Male Met | Female Met | All Not Met | Male Not Met | Female Not Met |
|--------------------------|----------------------|-----------------------|-------------------------|----------------|-----------------|-------------------|--------------------|---------------------|-----------------------|
| 2011 | 31.3 | 31.6 | 31.1 | 42.3 | 41.3 | 43.3 | 26.4 | 27.1 | 25.6 |
| 2010 | 22.1 | 21 | 23.3 | 42.3 | 41.6 | 43.2 | 35.5 | 37.4 | 33.5 |
| 2009 | 19.8 | 19.9 | 19.7 | 43.9 | 40.5 | 47.5 | 36.4 | 39.6 | 32.8 |

| Greer Middle science | All Exemplary | Male Exemplary | Female Exemplary | All Met | Male Met | Female Met | All Not Met | Male Not Met | Female Not Met |
|-----------------------------|----------------------|-----------------------|-------------------------|----------------|-----------------|-------------------|--------------------|---------------------|-----------------------|
| 2011 | 16.5 | 18.6 | 14.3 | 47.9 | 43.3 | 53 | 35.5 | 38.1 | 32.7 |
| 2010 | 22.8 | 21.2 | 24.2 | 46.9 | 49.3 | 44.4 | 30.3 | 29.5 | 31.1 |
| 2009 | 23.7 | 24.1 | 23.4 | 48.2 | 46.6 | 49.7 | 28.1 | 29.3 | 26.9 |

| Greer Middle social studies | All Exemplary | Male Exemplary | Female Exemplary | All Met | Male Met | Female Met | All Not Met | Male Not Met | Female Not Met |
|------------------------------------|----------------------|-----------------------|-------------------------|----------------|-----------------|-------------------|--------------------|---------------------|-----------------------|
| 2011 | 40.3 | 46.8 | 34 | 35.2 | 30.9 | 39.3 | 24.5 | 22.3 | 26.7 |
| 2010 | 29.7 | 31.1 | 28.2 | 39.6 | 38.8 | 40.5 | 30.7 | 30.1 | 31.3 |
| 2009 | 23.4 | 27.3 | 19.2 | 39.1 | 36. | 42.4 | 37.5 | 36.7 | 38.4 |

Lunch Status Comparison of Greer Middle Student Achievement Data

Lunch Status reflected similar statistics as compared to the other categories with free and reduced lunch students scoring lower than those students who did not receive subsidized meals in all areas.

| Greer Middle 2012 Report Card | ELA | Math | Science | Social Studies |
|--------------------------------------|------------|-------------|----------------|-----------------------|
| All Students 2013 | 650.3 | 642.9 | 629.9 | 638.2 |
| All Students 2012 | 651.4 | 645.9 | 629.9 | 640.9 |
| Subsidized Meals 2013 | 637.2 | 631 | 617.9 | 621.7 |
| Subsidized Meals 2012 | 639.3 | 634.1 | 618.9 | 626.6 |

| Greer Middle ELA | Subsidized Meals Exemplary | All Exemplary | Sub Meals Met | All Met | Sub Meals Not Met | All Not Met |
|-------------------------|-----------------------------------|----------------------|----------------------|----------------|--------------------------|--------------------|
| 2011 | 27.9 | 38.9 | 35.5 | 34.1 | 36.6 | 27 |
| 2010 | 21.3 | 34 | 38.9 | 36.4 | 39.8 | 29.6 |
| 2009 | 15.2 | 23.5 | 37.8 | 40.5 | 47 | 36 |

| Greer Middle Subsidized Meals math | Sub Meals Exemplary | All Ex | Sub Meals Met | All Met | Sub Meals Not Met | All Not Met |
|---|----------------------------|---------------|----------------------|----------------|--------------------------|--------------------|
| 2011 | 20.8 | 31.3 | 45 | 43.3 | 34.2 | 26.4 |
| 2010 | 13.7 | 22.1 | 39.5 | 42.3 | 46.8 | 35.5 |
| 2009 | 12.2 | 19.8 | 40 | 43.9 | 47.8 | 36.4 |

| Greer Middle Subsidized Meals science | Sub Meals Exemplary | All Ex | Sub Meals Met | All Met | Sub Meals Not Met | All Not Met |
|--|----------------------------|---------------|----------------------|----------------|--------------------------|--------------------|
| 2011 | 15.9 | 23.7 | 47.3 | 48.2 | 36.8 | 28.1 |
| 2010 | 14 | 22.8 | 45.5 | 46.9 | 40.5 | 30.3 |
| 2009 | 13 | 16.5 | 40.1 | 47.9 | 46.8 | 35.5 |

| Greer Middle Subsidized Meals social studies | Sub Meals Exemplary | All Ex | Sub Meals Met | All Met | Sub Meals Not Met | All Not Met |
|---|----------------------------|---------------|----------------------|----------------|--------------------------|--------------------|
| 2011 | 29.9 | 40.3 | 38.6 | 35.2 | 31.5 | 24.5 |
| 2010 | 22.8 | 29.7 | 38.3 | 39.6 | 38.9 | 30.7 |
| 2009 | 15.6 | 23.4 | 38.7 | 39.1 | 45.7 | 37.5 |

| Greer Middle Subsidized Meals writing | Exemplary | All | Met | All | Not Met | All |
|--|------------------|------------|------------|------------|----------------|------------|
| 2011 | 20.6 | 31.5 | 38.9 | 39.3 | 40.5 | 29.2 |
| 2010 | 21.3 | 29.2 | 44.3 | 44.9 | 34.5 | 25.9 |
| 2009 | 14 | 21.8 | 40.8 | 43.6 | 45.2 | 34.6 |

Summary of Teacher and Administrator Quality Needs Assessment

Greer Middle's Teacher Quality Goal. The administration restored the percentage to 100% for the 2011-2012 school year.

| | Teachers | Our School | State Objective |
|--------|---|-------------------|------------------------|
| • 2013 | Classes not taught by highly qualified teachers | 0% | 0% |
| • 2012 | Classes not taught by highly qualified teachers | 0% | 0% |
| • 2011 | Classes not taught by highly qualified teachers | 0.4% | 0% |

Professional Development Calendar 2013-2014

| <u>Time Line</u> | <u>Who Participates</u> | <u>Strategy/Action</u> |
|------------------|-------------------------|---|
| August 15 | GMS Faculty | Using Enrich to Improve Student Achievement |
| August 15 | GMS Faculty | Rubicon Atlas and Curriculum Planning |
| August 19 | GMS Faculty | Using Technology to Access Student Learning |
| August 19 | GMS Faculty | Motivating Reluctant Learners |
| August 19 | GMS Faculty | How to Plan Rigorous Instruction |
| August 28 | GMS Faculty | TNT: (Mr. Mathis speaks of GMS policies and procedures for the 2013-2014 school year) |
| September 11 | GMS Faculty | TNT – MAP training for 2013-2014 |
| September 25 | GMS Faculty | PAS-T Annual update and Safe-T Training |
| October 9 | GMS Faculty | TNT-Upgrading Rigor in your curriculum |
| October 17 | GMS Faculty | Focus Learning 2013 Version |
| October 23 | GMS Faculty | Jason Flatt Act Training |
| November 13 | GMS Faculty | TNT: MAP Data Discussions |
| November 20 | GMS Faculty | TNT - Common Core Standards |
| December 12 | GMS Faculty | TNT – Common Core Resources |
| January 8 | GMS Faculty | TNT- Proactive Discipline III |
| January 22 | GMS Faculty | TNT-Failure Rate Discussions |
| February 12 | GMS Faculty | TNT-SRS teacher training |
| February 26 | GMS Faculty | TNT-Common Assessments |

| | | |
|----------|-------------|--|
| March 12 | GMS Faculty | TNT-PASS Writing Test Training |
| March 26 | GMS Faculty | TNT-Schools Like Us Visit – Mabry Discussion |
| April 9 | GMS Faculty | TNT-Data Analysis-Gradecam |
| April 23 | GMS Faculty | TNT-PASS Test Training |
| May 7 | GMS Faculty | TNT-Sharing Learning Focus Success |
| May 21 | GMS Faculty | TNT- Assessment and Exams Discussion |

Summary of School Climate Needs Assessment

Greer Middle School’s Climate Evaluation Results from the State Report Card

Percent satisfied with:

| Year | learning environment | Teachers | Students | Parents |
|--------|---------------------------------|----------|----------|---------|
| • 2013 | | 94.5% | 82.1% | 88.9% |
| • 2012 | | 95% | 75.8% | 80.9% |
| • 2011 | | 98.3% | 80.2% | 88.2% |
| • 2010 | | 96.4% | 71.4% | 83.7% |
| • 2013 | social and physical environment | 98.1% | 83.3% | 81.2% |
| • 2012 | | 96.7% | 77.9% | 76.9% |
| • 2011 | | 100% | 82.3% | 82.0% |
| • 2010 | | 100% | 78.8% | 82.9% |

| | | | | |
|--------|-----------------------|-------|-------|-------|
| • 2013 | school-home relations | 92.7% | 87.7% | 85.4% |
| • 2012 | | 95% | 88.6% | 76.9% |
| • 2011 | | 89.7% | 84.3% | 81.5% |
| • 2010 | | 82.1% | 84.5% | 79.7% |

A comparison of the results from 2010 to 2013 indicates that Greer Middle continues to receive high marks for school climate from all stakeholders.

To meet increased state and federal goals for student success in the coming years, Greer Middle School must raise the percentage of students scoring in Met and Advanced categories of the state accountability test. Using state standards, differentiated teaching strategies, the Learning Focus model, MAP Testing and Compass Learning, the faculty and staff intend to increase student achievement. In 2013 Greer Middle scored an 84.8 on the state rating system. In 2012 GMS scored an 89.3 on the state school rating system and in 2011 met 25 of 29 objectives. In 2010 GMS met 27 of 29 objectives on the state report card. The faculty is committed to making changes that will enhance the abilities of our students to perform at their highest level.

Conclusions

Various issues were listed by the portfolio committee following the team meetings that were held to discuss the strengths and weaknesses of Greer Middle School students. Language arts teachers stressed the need for students to increase writing and research skills. Math teachers identified solving word problems, percent, ratio and multi-step problems as areas to improve upon. Science teachers expressed a concern about a lack

of process skills and research skills by their students. Social Studies teachers discussed the need for improved informational text reading skills in order for students to be successful. Assessment of student work such as science projects, research papers, open responses and technology products such as PowerPoint presentations and brochures in classes indicate that students need to develop greater ability in research skills. Students also need to improve their thinking and reasoning skills in all subject areas. Finally, students at Greer Middle School need to have more instruction and assessment on constructed responses based on state standards to be successful on the PASS Test.

Most teachers agreed that our students have an area of strength in technology and computer usage. They felt that the MAP testing program has helped to identify individual student strengths and weaknesses and is a great tool for the teachers to use in assisting students to identify deficiencies and improve learning. This tool allows both the teacher and student to work smarter and it concentrates their efforts in areas that would produce the most beneficial results in student achievement.



| <u>Time Line</u> | <u>Who Participates</u> | <u>Strategy/Action</u> |
|---------------------|-------------------------|--|
| <u>August 15</u> | <u>GMS Faculty</u> | <u>Using Enrich to Improve Student Achievement</u> |
| <u>August 15</u> | <u>GMS Faculty</u> | <u>Rubicon Atlas and Curriculum Planning</u> |
| <u>August 19</u> | <u>GMS Faculty</u> | <u>Using Technology to Access Student Learning</u> |
| <u>August 19</u> | <u>GMS Faculty</u> | <u>Motivating Reluctant Learners</u> |
| <u>August 19</u> | <u>GMS Faculty</u> | <u>How to Plan Rigorous Instruction</u> |
| <u>August 28</u> | <u>GMS Faculty</u> | <u>TNT: (Mr. Mathis speaks of GMS policies and procedures for the 2013-2014 school year)</u> |
| <u>September 11</u> | <u>GMS Faculty</u> | <u>TNT – MAP training for 2013-2014</u> |
| <u>September 25</u> | <u>GMS Faculty</u> | <u>PAS-T Annual update and Safe-T Training</u> |
| <u>October 9</u> | <u>GMS Faculty</u> | <u>TNT-Upgrading Rigor in your curriculum</u> |
| <u>October 17</u> | <u>GMS Faculty</u> | <u>Focus Learning 2013 Version</u> |
| <u>October 23</u> | <u>GMS Faculty</u> | <u>Jason Flatt Act Training</u> |
| <u>November 13</u> | <u>GMS Faculty</u> | <u>TNT: MAP Data Discussions</u> |
| <u>November 20</u> | <u>GMS Faculty</u> | <u>TNT - Common Core Standards</u> |
| <u>December 12</u> | <u>GMS Faculty</u> | <u>TNT – Common Core Resources</u> |
| <u>January 8</u> | <u>GMS Faculty</u> | <u>TNT- Proactive Discipline III</u> |
| <u>January 22</u> | <u>GMS Faculty</u> | <u>TNT-Failure Rate Discussions</u> |
| <u>February 12</u> | <u>GMS Faculty</u> | <u>TNT-SRS teacher training</u> |
| <u>February 26</u> | <u>GMS Faculty</u> | <u>TNT-Common Assessments</u> |

| | | |
|------------------------|---------------------------|--|
| <u>March 12</u> | <u>GMS Faculty</u> | <u>TNT-PASS Writing Test Training</u> |
| <u>March 26</u> | <u>GMS Faculty</u> | <u>TNT-Schools Like Us Visit – Mabry Discussion</u> |
| <u>April 9</u> | <u>GMS Faculty</u> | <u>TNT-Data Analysis-Gradecam</u> |
| <u>April 23</u> | <u>GMS Faculty</u> | <u>TNT-PASS Test Training</u> |
| <u>May 7</u> | <u>GMS Faculty</u> | <u>TNT-Sharing Learning Focus Success</u> |
| <u>May 21</u> | <u>GMS Faculty</u> | <u>TNT- Assessment and Exams Discussion</u> |

| <u>Time Line</u> | <u>Participants</u> | <u>Activity</u> |
|-------------------------|---|--|
| July-Aug 2014-2015 | GMS Leadership Team w/Principal Bruce Mathis | Planning sessions for 2014-2015 school year |
| 13-Aug | GMS Faculty | Using Enrich to Improve Instruction |
| 13-Aug | GMS Faculty | Data Analysis and Common Core |
| 13-Aug | GMS Faculty | Using Technology to Improve Student Learning |
| 15-Aug | GMS Faculty | Professionalism and Supervision of Students |
| 15 Aug | GMS Faculty | Rubicon Atlas Curriculum Updates |
| 27-Aug | GMS Faculty | TNT: MAP Training for 2014-2015 |
| 10-Sep | GMS Faculty | TNT: Common Core Curriculum Updates |
| 24-Sep | GMS Faculty | PAS-T Annual update and Safe-T Training |
| 8-Oct | GMS Faculty | TNT- Common Standards & Assessment |
| 22-Oct | GMS Faculty | TNT: PAS-T Goals and Expectations |

| | | |
|--------|-------------|---|
| 5-Nov | GMS Faculty | TNT: MAP Data Discussions |
| 19-Nov | GMS Faculty | TNT - Smarter Balance Discussions |
| 10-Dec | GMS Faculty | TNT – Common Core Resources |
| 7-Jan | GMS Faculty | TNT- Proactive Discipline II |
| 21-Jan | GMS Faculty | TNT-Motivating Reluctant Learners |
| 4-Feb | GMS Faculty | TNT-SRS Teacher Training |
| 18-Feb | GMS Faculty | TNT-Common Core and Smarter Balance |
| 4-Mar | GMS Faculty | TNT-PASS or Smarter Balance Writing Test Training |
| 18-Mar | GMS Faculty | TNT-Map Spring Testing Update |
| 8-Apr | GMS Faculty | Disaggregating MAP results and using correlations for PASS preparation. |
| 22-Apr | GMS Faculty | PASS or Smarter Balance Test Training |
| 6-May | GMS Faculty | TNT-Common Core Reflections |
| 20-May | GMS Faculty | TNT- Assessment and Exams Discussion |

PASS %WRITING

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 and English Language Arts each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 77.4% in 2012 to 82.4% in 2018.

ANNUAL OBJECTIVE: Annually increase by 1.0 percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

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 | 78.4 | 79.4 | 80.4 | 81.4 | 82.4 |
| School Actual | 77.4 | 77.8 | | | | | |
| District Projected | X | X | 78.8 | 79.8 | 80.8 | 81.8 | 82.8 |
| District Actual | 77.8 | 78.8 | | | | | |

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores.

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS % ELA

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 74.2% in 2012 to 79.2% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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 | 75.2 | 76.2 | 77.2 | 78.2 | 79.2 |
| School Actual | 74.2 | 76.1 | | | | | |
| District Projected | X | X | 79.0 | 80.0 | 81.0 | 82.0 | 83.0 |
| District Actual | 78.0 | 80.5 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS AVG. ELA

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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

| ELA – Greer Middle | Baseline 2011- 12 | Planning Year 2012-13 | 2013- 14 | 2014- 15 | 2015-16 | 2016-17 | 2017-18 |
|---------------------------|----------------------------------|--------------------------------------|---------------------|---------------------|----------------|----------------|----------------|
| Projected Performance | 624 | 628 | 632 | 636 | 640 | 644 | 648 |
| Actual Performance | | | | | | | |
| All Students | 651.4 | 650.3 | | | | | |
| Male | 646.3 | 647.8 | | | | | |
| Female | 656.1 | 652.7 | | | | | |
| White | 661.2 | 663 | | | | | |
| African-American | 632.9 | 629 | | | | | |
| Asian/Pacific Islander | N/A | N/A | | | | | |

| | | | | | | | |
|----------------------------|-------|-------|--|--|--|--|--|
| Hispanic | 636.8 | 631.6 | | | | | |
| American Indian/Alaskan | N/A | N/A | | | | | |
| Disabled | 593.2 | 597.1 | | | | | |
| Limited English Proficient | 633.6 | 631.3 | | | | | |
| Subsidized Meals | 639.3 | 628 | | | | | |

| ELA – District - Grades 6-8 | Baseline 2011- 12 | Planning Year 2012-13 | 2013- 14 | 2014- 15 | 2015-16 | 2016-17 | 2017-18 |
|--|----------------------------------|--------------------------------------|---------------------|---------------------|----------------|----------------|----------------|
| Projected | 624 | 628 | 632 | 636 | 640 | 644 | 648 |
| Actual | | | | | | | |
| All Students | 651.7 | 653.7 | | | | | |
| Male | 646.7 | 649.5 | | | | | |
| Female | 656.8 | 658.1 | | | | | |
| White | 664.5 | 666.3 | | | | | |
| African-American | 624.6 | 626.9 | | | | | |
| Asian/Pacific Islander | 679.6 | 684.5 | | | | | |
| Hispanic | 650.8 | 637.9 | | | | | |
| American Indian/Alaskan | 631.2 | 647.7 | | | | | |
| Disabled | 589.7 | 593.6 | | | | | |
| Limited English Proficient | 632.5 | 637.4 | | | | | |
| Subsidized Meals | 630.0 | 632.9 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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 maintained to 100% in 2018.

ANNUAL OBJECTIVE: Maintain our current percentage points annually of 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

| Greer Middle | 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 | | | | | |
| 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 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS % MATH

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 74% in 2012 to 79% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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 | 75 | 76 | 77 | 78 | 79 |
| School Actual | 74 | 71.8 | | | | | |
| District Projected | X | X | 78.4 | 79.4 | 80.4 | 81.4 | 82.4 |
| District Actual | 77.4 | 77.3 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS AVG. MATH

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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

| Math – Greer Middle School | Baseline 2011-12 | Planning Year 2012-13 | 2013- 14 | 2014- 15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|---------------------|-----------------------------|-------------|-------------|---------|---------|---------|
| Projected Performance | 624 | 628 | 632 | 636 | 640 | 644 | 648 |
| Actual Performance | | | | | | | |
| All Students | 645.9 | 642.9 | | | | | |
| Male | 646 | 643 | | | | | |
| Female | 645.8 | 642.9 | | | | | |
| White | 654.3 | 653.1 | | | | | |
| African-American | 627.4 | 622.4 | | | | | |
| Asian/Pacific Islander | N/A | N/A | | | | | |

| | | | | | | | |
|----------------------------|-------|-------|--|--|--|--|--|
| Hispanic | 637 | 631.9 | | | | | |
| American Indian/Alaskan | N/A | N/A | | | | | |
| Disabled | 599.5 | 597.6 | | | | | |
| Limited English Proficient | 638.5 | 630.2 | | | | | |
| Subsidized Meals | 634.1 | 631 | | | | | |

| Math – District - Grades 6-8 | Baseline 2011-12 | Planning Year 2012-13 | 2013- 14 | 2014- 15 | 2015-16 | 2016-17 | 2017-18 |
|---|-----------------------------|--------------------------------------|---------------------|---------------------|----------------|----------------|----------------|
| Projected Performance | 624 | 628 | 632 | 636 | 640 | 644 | 648 |
| Actual Performance | | | | | | | |
| All Students | 649.6 | 650.7 | | | | | |
| Male | 649.6 | 650.5 | | | | | |
| Female | 649.6 | 651.0 | | | | | |
| White | 661.4 | 662.7 | | | | | |
| African-American | 622.1 | 623.6 | | | | | |
| Asian/Pacific Islander | 694.9 | 695.3 | | | | | |
| Hispanic | 649.0 | 636.2 | | | | | |
| American Indian/Alaskan | 628.8 | 640.2 | | | | | |
| Disabled | 594.4 | 594.0 | | | | | |
| Limited English Proficient | 637.1 | 639.7 | | | | | |
| Subsidized Meals | 628.5 | 629.2 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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 maintained to 100% in 2018.

ANNUAL OBJECTIVE: : Maintain our current percentage point(s) annually of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

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

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS % TESTED

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2013-14 through 2017-18.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

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

| % Tested ELA Greer Middle School | Baseline 2011-12 | Planning Year 2012-13 | 2013- 14 | 2014- 15 | 2015-16 | 2016-17 | 2017-18 |
|---|-----------------------------|--------------------------------------|---------------------|---------------------|----------------|----------------|----------------|
| Projected Performance | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |
| Actual Performance | | | | | | | |
| All Students | 99.8 | 100 | | | | | |
| Male | 99.5 | 100 | | | | | |
| Female | 100 | 100 | | | | | |
| White | 99.8 | 100 | | | | | |
| African-American | 99.5 | 100 | | | | | |
| Asian/Pacific | N/A | N/A | | | | | |

| | | | | | | | |
|----------------------------|------|-----|--|--|--|--|--|
| Islander | | | | | | | |
| Hispanic | 100 | 100 | | | | | |
| American Indian/Alaskan | N/A | N/A | | | | | |
| Disabled | 99.3 | 100 | | | | | |
| Limited English Proficient | 100 | 100 | | | | | |
| Subsidized Meals | 99.6 | 100 | | | | | |

| % Tested ELA District Grades 6-8 | Baseline 2011- 12 | Planning Year 2012-13 | 2013- 14 | 2014- 15 | 2015-16 | 2016-17 | 2017-18 |
|---|----------------------------------|--------------------------------------|---------------------|---------------------|----------------|----------------|----------------|
| Projected Performance | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |
| Actual Performance | | | | | | | |
| All Students | 99.9 | 100.0 | | | | | |
| Male | 99.9 | 100.0 | | | | | |
| Female | 99.9 | 99.9 | | | | | |
| White | 99.9 | 100.0 | | | | | |
| African-American | 99.8 | 100.0 | | | | | |
| Asian/Pacific Islander | 99.8 | 100.0 | | | | | |
| Hispanic | 99.9 | 99.9 | | | | | |
| American Indian/Alaskan | 100.0 | 100.0 | | | | | |
| Disabled | 99.2 | 99.9 | | | | | |
| Limited English Proficient | 99.8 | 99.9 | | | | | |
| Subsidized Meals | 99.8 | 99.9 | | | | | |

| % Tested Math Greer Middle School | Baseline 2011- 12 | Planning Year 2012-13 | 2013- 14 | 2014- 15 | 2015-16 | 2016-17 | 2017-18 |
|--|----------------------------------|--------------------------------------|---------------------|---------------------|----------------|----------------|----------------|
| Projected Performance | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |
| Actual Performance | | | | | | | |
| All Students | 99.8 | 99.9 | | | | | |
| Male | 99.5 | 99.8 | | | | | |
| Female | 100 | 100 | | | | | |
| White | 99.8 | 99.8 | | | | | |
| African-American | 99.5 | 100 | | | | | |
| Asian/Pacific Islander | N/A | N/A | | | | | |
| Hispanic | 100 | 100 | | | | | |
| American Indian/Alaskan | N/A | N/A | | | | | |
| Disabled | 99.3 | 99.3 | | | | | |
| Limited English Proficient | 100 | 100 | | | | | |
| Subsidized Meals | 99.6 | 99.8 | | | | | |

| % Tested Math District – Grades 6-8 | Baseline 2011- 12 | Planning Year 2012-13 | 2013- 14 | 2014- 15 | 2015-16 | 2016-17 | 2017-18 |
|--|----------------------------------|--------------------------------------|---------------------|---------------------|----------------|----------------|----------------|
| Projected Performance | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |
| Actual Performance | | | | | | | |
| All Students | 100.0 | 99.9 | | | | | |
| Male | 99.9 | 99.9 | | | | | |
| Female | 100.0 | 100.0 | | | | | |
| White | 100.0 | 99.9 | | | | | |
| African-American | 99.9 | 99.9 | | | | | |
| Asian/Pacific Islander | 100.0 | 100.0 | | | | | |
| Hispanic | 99.9 | 100.0 | | | | | |
| American Indian/Alaskan | 100.0 | 100.0 | | | | | |
| Disabled | 99.8 | 99.9 | | | | | |
| Limited English Proficient | 99.9 | 100.0 | | | | | |
| Subsidized Meals | 99.9 | 99.9 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS % 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: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 74.7% in 2012 to 79.7% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

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 | 75.7 | 76.7 | 77.7 | 78.7 | 79.7 |
| School Actual | 74.7 | 75.5 | | | | | |
| District Projected | X | X | 76.9 | 77.9 | 78.9 | 79.9 | 80.9 |
| District Actual | 75.9 | 77.0 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS AVG. SCIENCE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

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

| Science – Greer Middle School | Baseline 2011-12 | Plannin g Year 2012-13 | 2013- 14 | 2014- 15 | 2015-16 | 2016-17 | 2017-18 |
|----------------------------------|---------------------|------------------------------|-------------|-------------|---------|---------|---------|
| Projected Performance | 624 | 628 | 632 | 636 | 640 | 644 | 648 |
| Actual Performance | | | | | | | |
| All Students | 629.9 | 629.9 | | | | | |
| Male | 633.5 | 632.2 | | | | | |
| Female | 626.8 | 627.7 | | | | | |
| White | 639.7 | 640.6 | | | | | |
| African-American | 608 | 608.5 | | | | | |
| Asian/Pacific Islander | N/A | N/A | | | | | |

| | | | | | | | |
|----------------------------|-------|-------|--|--|--|--|--|
| Hispanic | 619.6 | 618.3 | | | | | |
| American Indian/Alaskan | N/A | N/A | | | | | |
| Disabled | 585.5 | 583.1 | | | | | |
| Limited English Proficient | 618.8 | 615.4 | | | | | |
| Subsidized Meals | 618.9 | 617.9 | | | | | |

| Science – District Grades 6-8 | Baseline 2011-12 | Plannin g Year 2012-13 | 2013- 14 | 2014- 15 | 2015-16 | 2016-17 | 2017-18 |
|--|-----------------------------|---------------------------------------|---------------------|---------------------|----------------|----------------|----------------|
| Projected Performance | 624 | 628 | 632 | 636 | 640 | 644 | 648 |
| Actual Performance | | | | | | | |
| All Students | 637.3 | 634.1 | | | | | |
| Male | 638.4 | 635.4 | | | | | |
| Female | 636.1 | 632.8 | | | | | |
| White | 649.9 | 646.7 | | | | | |
| African-American | 609.5 | 607.7 | | | | | |
| Asian/Pacific Islander | 670.1 | 666.8 | | | | | |
| Hispanic | 617.0 | 619.1 | | | | | |
| American Indian/Alaskan | 627.4 | 627.2 | | | | | |
| Disabled | 581.0 | 579.5 | | | | | |
| Limited English Proficient | 618.2 | 619.1 | | | | | |
| Subsidized Meals | 615.8 | 613.5 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS % 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: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 77.8% in 2012 to 82.7% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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 | 78.7 | 79.7 | 80.7 | 81.7 | 82.7 |
| School Actual | 77.8 | 79.7 | | | | | |
| District Projected | X | X | 79.9 | 80.9 | 81.9 | 82.9 | 83.9 |
| District Actual | 78.9 | 79.5 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS AVG. SOCIAL STUDIES

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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

| Social Studies - Greer Middle School | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------------------------------------|------------------|-----------------------|---------|---------|---------|---------|---------|
| Projected Performance | 624 | 628 | 632 | 636 | 640 | 644 | 648 |
| Actual Performance | | | | | | | |
| All Students | 640.9 | 638.2 | | | | | |
| Male | 647.6 | 645.2 | | | | | |
| Female | 634.7 | 631.5 | | | | | |
| White | 650.7 | 649.4 | | | | | |
| African-American | 626.5 | 615.1 | | | | | |
| Asian/Pacific Islander | N/A | N/A | | | | | |

| | | | | | | | |
|----------------------------|-------|-------|--|--|--|--|--|
| Hispanic | 620.3 | 621.3 | | | | | |
| American Indian/Alaskan | N/A | N/A | | | | | |
| Disabled | 589.9 | 586.5 | | | | | |
| Limited English Proficient | 619 | 624.3 | | | | | |
| Subsidized Meals | 626.6 | 621.7 | | | | | |

| Social Studies – District – Grades 6-8 | Baseline 2011-12 | Planning Year 2012-13 | 2013- 14 | 2014- 15 | 2015-16 | 2016-17 | 2017-18 |
|---|-----------------------------|--------------------------------------|---------------------|---------------------|----------------|----------------|----------------|
| Projected Performance | 624 | 628 | 632 | 636 | 640 | 644 | 648 |
| Actual Performance | | | | | | | |
| All Students | 641.9 | 642.7 | | | | | |
| Male | 646.1 | 647.6 | | | | | |
| Female | 637.5 | 637.7 | | | | | |
| White | 653.5 | 654.8 | | | | | |
| African-American | 615.7 | 615.5 | | | | | |
| Asian/Pacific Islander | 680.3 | 677.0 | | | | | |
| Hispanic | 632.8 | 629.7 | | | | | |
| American Indian/Alaskan | 622.9 | 631.4 | | | | | |
| Disabled | 589.9 | 589.6 | | | | | |
| Limited English Proficient | 626.6 | 631.2 | | | | | |
| Subsidized Meals | 620.5 | 620.0 | | | | | |

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|---|------------------------|---|----------------------------------|-----------------------------------|---|
| Benchmark Testing | | | | | |
| Administer quarterly benchmark tests in all academic classes | 2013-2018 | GMS Teachers Instructional Coach | <u>None</u> | <u>None</u> | Item analysis results Minutes from grade level subject area meetings |
| Map Testing | | | | | |
| Students complete reading and math diagnostic test. | 2013-2018 | Instructional Coach | District Funds | District Funds | Testing Schedule and NWEA records |
| Teachers trained to interpret and use MAP data for improving instruction. | 2013-2018 | Instructional Coach | None | None | TNT on the portal |
| Differentiate Instruction using Promethean Boards | | | | | |
| Use Promethean Boards to Differentiate Instruction and increase student use of technology | 2013-2018 | Admin Team | None | None | Observations |

| | | | | | |
|---|-----------|---------------------------------------|----------------|----------------|---|
| Teachers will continue training to use Promethean Boards and create Flip Charts. | 2013-2018 | Instructional Coach/District Trainers | None | None | Creation of Flip Charts |
| Remediation Classes | | | | | |
| Students who score NOT MET on PASS or below 195 on MAP reading or math will attend a remediation class instead of a related arts class. | 2013-2018 | ELA /math teachers | None | None | Increased student achievement on MAP and PASS |
| Rubicon Atlas | | | | | |
| Use of curriculum resources for unit and lesson planning (Rubicon Atlas) | 2013-2018 | GMS teachers Admin Team | District Funds | District funds | Lesson plans on teacher websites can be reviewed. |

| | | | | | |
|--|-----------|--------------------------------|------|------|---|
| Flex Activities(Prime Time & Bug) | | | | | |
| All students will have learning opportunities in English LA and math beyond the classroom. | 2013-2018 | GMS Academic Teachers | None | None | School wide participation in Prime Time and Bug Logs |
| Acceleration Class | | | | | |
| All students failing a class at the progress report for the 1 st nine weeks will be placed in an acceleration class | 2013-2018 | GMS Academic Teachers | None | None | Acceleration rosters |
| Assignment Recovery Class | | | | | |
| All students that failed to turn in an assignment for the previous week will be assigned ARP during their lunch class | 2013-2018 | GMS Academic Teachers | None | None | ARP Documents |
| Learning Focus Strategies | | | | | |
| Learning Focus strategies (essential questions, summarizing, extending, refining, etc.) implemented in all classes | 2013-2108 | GMS teachers Admin Team | None | None | Lesson plans Unit plans Curriculum maps |

| DATA Utilization | | | | | |
|---|-----------|--------------------------------|------|------|--|
| Utilization of data to review and plan for instruction/assessment | 2013-2018 | GMS teachers Admin Team | None | None | PASS scores, MAP scores, EOC scores, and Enrich Assess |

PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: All subject area (ELA, Math, Science, and Social Studies) teachers will be Highly Qualified (HQ) in their area of certification by the fall of 2013 and remain HQ through 2013-2018.

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

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

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

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|---|------------------------|----------------------------------|------------------------------|-------------------------------|--|
| | | | | | |
| Yearly review of HQ status and teacher qualifications. | 2013-2018 | Principal | None | None | Records of teacher evaluation and HQ status. |
| Professional Development at GMS | 2013-2018 | Admin Team | None | None | Yearly review of teacher goals and Professional Development logs |
| Professional Development at the GCS Summer Institute | 2013-2018 | GMS Teachers | None | None | Professional Development logs |
| Employment policy will include a clause about "highly qualified" criteria | 2013-2018 | Principal | None | None | District policy manual |

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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School Projected | X | X | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |
| School Actual | 96.2% | 95.8% | | | | | |
| District Projected | X | X | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |
| District Actual | 95.9% | 95.6% | | | | | |

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 and GCS Incident Management System (IMS)

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School Projected | x | x | Less than 0.8% | Less than 0.8% | Less than 0.8% | Less than 0.8% | Less than 0.8% |
| School Actual | 2.6% | 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% | | | | | |

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 80.9% in 2012 to 85.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 1 percentage point(s) annually parents who are satisfied with the learning environment.

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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School Projected | X | X | 81.9 | 82.9 | 83.9 | 84.9 | 85.9 |
| School Actual | 80.9 | 88.9% | | | | | |
| District Projected | X | X | 89.0 | 89.5 | 90.0 | 90.5 | 91.0 |
| District Actual | 88.0* | 88.1 | | | | | |

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 75.8% in 2012 to 78.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 percentage point(s) annually students who are satisfied with the learning environment.

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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013- 14 | 2014- 15 | 2015-16 | 2016-17 | 2017-18 |
|--|---------------------|-----------------------------|-------------|-------------|---------|---------|---------|
| School Projected | X | X | 76.3 | 76.8 | 77.3 | 77.8 | 78.3 |
| School Actual | 75.8% | 83.3% | | | | | |
| 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% | | | | | |

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 95% in 2012 to 97.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 percentage point(s) annually teachers who are satisfied with the learning environment.

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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School Projected | X | X | 95.5 | 96 | 96.5 | 97 | 97.5 |
| School Actual | 95% | 94.5% | | | | | |
| District Projected | X | X | 92.5 | 93.0 | 93.5 | 94.0 | 94.5 |
| District Actual | 98.0% | 92.6% | | | | | |

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 84.4% in 2012 to 86.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .4 percentage point(s) annually parents who indicate that their child feels safe at school.

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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School Projected | X | X | 84.8 | 85.2 | 85.6 | 86 | 86.4 |
| School Actual | 84.4 | 85.4 | | | | | |
| District Projected | X | X | 93.9 | 94.3 | 94.7 | 95.1 | 95.5 |
| District Actual | 93.5 | 92.8 | | | | | |

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 89.3% in 2012 to 91.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .4 percentage point(s) annually students who feel safe at school during the school day.

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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School Projected | X | X | 89.7 | 90.1 | 90.5 | 90.9 | 91.3 |
| School Actual | 89.3 | 86.3 | | | | | |
| District Projected | X | X | 91.9 | 92.3 | 92.7 | 93.1 | 93.5 |
| District Actual | 90.9 | 90.2 | | | | | |

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL Increase to 98.5 in 2012-2013 and Maintain the percent of teachers who feel safe at school during the school day from 98.3% in 2012 to 98.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 98.5 percentage point(s) annually teachers who feel safe at school during the school day.

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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School Projected | X | X | 98.5 | 98.5 | 98.5 | 98.5 | 98.5 |
| School Actual | 98.3 | 98.2 | | | | | |
| District Projected | X | X | 98.5 | 98.5 | 98.5 | 98.5 | 98.5 |
| District Actual | 98.9 | 98.3 | | | | | |

| STRATEGY Activity | <u>Timeline</u> | <u>Person Responsible</u> | <u>Estimated Cost</u> | <u>Funding Sources</u> | <u>Indicators of Implementation</u> |
|------------------------------|------------------------|--------------------------------------|----------------------------------|-----------------------------------|--|
| | Fall/Spring | Principal | None | None | Agenda |

| | | | | | |
|--|-----------|--|--|--|---|
| <p>Parent Orientation Sessions:</p> <ul style="list-style-type: none"> • Parents of rising 6th graders • Parents of rising 7th and 8th graders | 2013-2018 | Instructional Coach Guidance Media Specialist Teachers PTA | | | Attendance records Volunteer forms |
|--|-----------|--|--|--|---|

| | | | | | |
|---|-----------|---|----------------|----------------|--|
| <p>Telephone messaging system for parent notification of absences, school news, dates for progress and/or report cards being issued, and other important information</p> | 2013-2018 | District ETS Principal | District Funds | District Funds | State Report Card survey results for school-home relations |
| <p>Administer parent/student/teacher surveys from the SDE</p> | 2013-2018 | Instructional Coach 8th grade teachers | None | None | Survey results |
| <p>Back to School Night Open House</p> | 2013-2018 | Principal Teachers Guidance | None | None | Attendance records PTA membership |

| | | | | | |
|---|-----------|------------------|------|------|--|
| | | PTA | | | |
| Media Center available for student use before and after school | 2013-2018 | Media Specialist | None | None | Sign-in sheets in Media Center |
| Annual Safety Training In-service | 2013-2018 | Admin | None | None | In-Service logs |
| Parent Involvement Opportunities | 2013-2018 | Admin | None | None | Hosting Events i.e. Moms to Lunch etc. |

Link to Greer Middle 2013 State Report Card

<http://www.greenville.k12.sc.us/greerms/parents/2013-2014/2013%20Report%20Card.pdf>

Link to 2012-2013 ESEA

<http://ed.sc.gov/data/esea/2013/school.cfm?SID=2301060>