

**NORTHWOOD MIDDLE SCHOOL
Greenville County Schools**

“Northwood: A Community of Learners”

**NORTHWOOD MIDDLE SCHOOL
SCHOOL PORTFOLIO**

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



NORTHWOOD MIDDLE SCHOOL

Greenville County Schools

Middle Grades 6-8

Principal, Treva Lee

710 Ikes Road

Taylors, SC 29687

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

Superintendent, W. Burke Royster

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Northwood Middle School

DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 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.

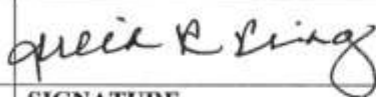
CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Julie Pringle		3/12/14
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Treva Lee		3/10/14
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 710 Ikes Road, Taylors, SC 29687

SCHOOL'S TELEPHONE: (864) -355-7000

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	Treva Lee
2. TEACHER	Debbie Goulart
3. PARENT/GUARDIAN	Kim Branham,
4. COMMUNITY MEMBER	Barry Horst
5. SCHOOL IMPROVEMENT COUNCIL	Julie Pringle
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
<u>PTA</u>	<u>Julie Pare</u>
<u>SIC</u>	<u>Jack Lemmons</u>
<u>SIC</u>	<u>Susan Rogers</u>
<u>SIC</u>	<u>Lynn Duncan</u>
<u>Assistant Principal</u>	<u>Karen Greene</u>

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

- N/A **Academic Assistance, PreK-3**
The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- ✓ **Academic Assistance, Grades 4-12**
The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- ✓ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- ✓ **Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.
- ✓ **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- N/A **Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
- ✓ **Recruitment**
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. *At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

- ✓ **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.
- N/A **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.
- N/A **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.
- N/A **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.
- ✓ **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.

Table of Contents

Introduction	7
Executive Summary	8
School Profile	10
Mission, Vision, and Beliefs	20
Data Analysis and Needs Assessments	22
Action Plan	
Goal Area 1: Student Achievement	35
Goal Area 2: Teacher and Administration Quality	65
Goal Area 3: School Climate	67
2012-2013 School Report Card and 2012-2013 ESEA Links	76

INTRODUCTION

Northwood Middle School is a public middle school located in Taylors, South Carolina. We are a Greenville County school serving grades sixth through eighth. Northwood is one of eighteen middle schools in the district. It opened in 1965 as a combination elementary and middle school. In 1972, it became a middle school which, at one point, served over 1200 students. In January 2008, Northwood Middle School moved into a new state-of-the-art facility. We currently serve 856 students with a staff of 3 administrators, 51 teachers, and 24 support staff. In addition to our subject area teachers, we have: six special education teachers (one is half time), one ESOL teacher, three guidance counselors and one clerk, one media specialist and one clerk, and an instructional coach. Our school consists of 51 classrooms including seven fully-equipped science labs, a media center, family/consumer science classroom with four kitchen/labs cafeteria, gymnasium with an exercise room and athletic fields, three fully-equipped computer labs, three laptop carts, art studio, chorus room, band and strings rooms, administrative offices, guidance offices, and an office for our SRO.

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

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

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

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

School Portfolio Team Members:

- Lynn Duncan, Instructional Coach
- Sue Broder, Teacher
- Debbie Goulart, Teacher
- Chris McCarrell, Teacher

School Portfolio Stakeholders:

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

EXECUTIVE SUMMARY

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

Needs Assessment for Student Achievement:

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

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

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

Needs Assessment for Teacher/Administrator Quality:

As of 2013-2014, the percentage of teachers at Northwood Middle that are “Highly Qualified” has reached the 100% mark. The number of teachers with advanced degrees has remained around 60% over the past four years. Three teachers have National Board Certification. As we move toward the implementation of the Common Core State Standards we would like to sustain the current level of highly qualified faculty and staff in order to successfully meet the needs of our students.

Needs Assessment for School Climate:

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

In 2013-2014 the faculty and portfolio committee reviewed the annual survey results from the South Carolina State Department of Education. The survey was given to eighth grade students and parents as well as to all teachers. In 2012-2013 there were responses from 27 teachers, 289 students, and 276 parents. We looked closely at the questions in the area of school climate.

In the area of *learning environment* satisfaction was expressed by 92.5% of the teachers, 76.5% of the students, and 82.2% of the parents surveyed. In the area of *social and physical environment* satisfaction was expressed by 96.3% of the teachers, 80.8% of the students, and 82.6% of the parents surveyed. In the area of *school-home relations* satisfaction was expressed by 96.2% of the teachers, 84.5% of the students, and 77.9% of the parents surveyed.

After reviewing all survey results since 2004-2005 there is a need for us to focus more closely on the areas of *school-home relations* and the *learning environment*. In the area of *learning environment* the faculty has focused on more rigorous instruction, literacy skills, and higher level thinking as we move toward the full implementation of the Common Core State Standards in 2014-2015. In the area of home-school relations we continue to update teacher websites and monitor parent contact logs.

Challenges for Northwood

- Increased poverty index each year over the past three
- Meeting AYP in all subgroups
- Movement toward full implementation of Common Core State Standards

Significant awards, results, or accomplishments from past 3 years

- Excellence award for United Way
- Invention Convention winners (1st, 2nd, 3rd place)
- National PTA Parent Involvement Award Winner
- Gilder Lehrman Institute of American History Affiliate School
- Jostens' Partnership in Excellence Yearbook Award
- SC Red Carpet Award Winner 2010

- 2010 State Silver Award Winner for Academic Achievement
- 2011 State Silver Award Winner for Academic Achievement
- 2012 State Silver Award Winner for Academic Achievement
- 2010, 2011, and 2012 “GOOD” Rated School (Both Absolute and Improvement Ratings)
- 2012 “A” Rated School (Elementary and Secondary Education Act (ESEA) Federal Accountability Act)
- Greenville County School District *Teacher of the Year* 2010-2011
- Greenville County School District Top Ten Finalist *Teacher of the Year* 2012-2013

SCHOOL PROFILE

Description of Surrounding Community for Northwood Middle School:

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

Community Population Descriptions:

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

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

Community Economy:

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

Partnerships:

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

Parents:

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

History:

Northwood Middle School was opened in 1965 as a combination elementary and middle school. Each school had its own principal, but shared the office and library facilities. In February of 1970, the School District of Greenville County was required to integrate its schools under order of the Supreme Court. This was done through the movement of students to meet a racial quota. The student body and faculty changed as a result of this action. In the early seventies, the county's educational philosophy changed. The traditional junior high school with their competitive sports and clubs were changing. The movement toward a middle school concept that emphasized experimentation, fewer competitive activities, and exposure to a variety of studies was being developed. By 1972, a middle school had been established.

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

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

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

Physical Description of the Building:

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

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

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

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

Administration:

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

Mr. Treva Lee came to Northwood in 2014 as a first year principal. He has previously held positions as Assistant Principal and Teacher. He has served in Greenville County for 14 years.

Mrs. Karen Greene is a former Administrative Assistant and teacher. She has served in Greenville County for 15 years.

Mr. Hawkins joined the administrative staff at the beginning of the 2011-2012 school year. He had previously served as the Administrative Assistant at Augusta Circle Elementary. He has served Greenville County for 9 years.

School Portfolio Leadership:

Our current School Portfolio Leadership Team includes:

- Lynn Duncan, Instructional Coach
- Chris McCarrell, 6th grade Social Studies teacher
- Sue Broder, 6th and 7th grade English teacher
- Debbie Goulart, 6th and 7th grade Science and Social Studies teacher

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

For the 2013 – 2014 school year, the Leadership Team was composed of the Instructional Coach, one Guidance Counselor, Media Specialist, teacher leaders from 6th, 7th, and 8th grades, a teacher from the Related Arts department, one Foreign Language teacher, and one Special Education teacher.

All faculty and staff members have input into the School Portfolio process through the Moodle site facilitated by our Instructional Coach.

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

Current After-school Meetings:

All teachers meet after school on the first Wednesday of each month with their respective departments. The second Wednesday of each month is designated for faculty meetings. The third Wednesday of each month is designated for Focus meetings. Each of these meetings is currently based on a common need for clarification or part of a decision-making process. Recommendations are made and returned to our principal for consideration. Grade level groups often meet to clarify and unify an approach to student management. Departments meet to exchange ideas and update all grade levels on upcoming events. The second Wednesday of each month is set aside for general faculty meetings. During these meetings, we often have professional development directed at the entire faculty. All subject area teachers attend monthly district meetings related to the teaching of the Common Core State Standards. We have also used planning periods for professional development that requires a smaller group orientation. Teams meet during their planning periods 2-3 Tuesdays a month for professional development. Teacher Professional Development Days are used for special topic meetings. Optional technology professional development has been provided by the Media Specialist and Instructional Coach, as well as District Staff.

Administrative Duties 2012-2013

PRINCIPAL'S MAJOR RESPONSIBILITIES--Mr. Lee

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

ASSISTANT PRINCIPAL--Karen Greene

1. Discipline: 8th Grade, Team 6-1, and Self Contained Special Education
2. Patrolling: 8th Grade Halls AM/PM
3. Cafeteria Supervision: 8th Grade Shift, 6th Grade Shift on alternate weeks

4. SmartFind Express/Substitutes
5. Absentee Form
6. Honor Roll Lists
7. EEDA Administrator
8. Special Permission
9. Emergency Management: Fire (once a month)/Tornado/Earthquake Drills
10. PAS-T Observations
11. Observations and Evaluations of Staff
12. Student Teacher Contact
13. Business Education Partnership Contact
14. Christian Release Time Program
15. Special Education Meeting Administrator
16. Attendance Intervention Administrator
17. Other duties as assigned by the principal
18. SRS Administrator
19. Student ID Cards

ADMINISTRATIVE ASSISTANT--Randy Hawkins

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

Analysis and Narrative of School Personnel Data:

Northwood Middle Faculty and Staff

6th Grade	7th Grade	8th Grade	Multiple Grades	Special Education	Related Arts/P.E.
12	14	14	5	6	10

Professional Preparation

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

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

Degrees	BA/BS	BA/BS +18	Masters	Masters +30	Doctorate
	9	5	23	16	0

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

School Year	2009-10	2010-11	2011-2012	2012-2013	2012-2013
Female Faculty	45	44	40	40	40
Male Faculty	11	12	12	11	11
Caucasian	50	52	50	49	47
African-American	6	4	2	2	2
Hispanic	N/A	N/A	N/A	N/A	1
Indian	N/A	N/A	N/A	N/A	1

Faculty and Staff Attendance Rates

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
94.3%	96.1%	93.1%	95.6%	95.6%

Faculty and Staff Retention Data

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
86.7%	89.2%	90.7%	88.7%	87.2%

Teachers with advanced degrees: 65.3%

Number of teachers with National Board Certification: 3

Analysis and Narrative of Northwood Student Population Data

Enrollment:

Our school currently (2013-2014) serves 856 students in grades 6, 7 and 8. The enrollment is projected to increase over the next couple of years based on high enrollments in our elementary feeder schools. Attendance boundaries are from Old Spartanburg Road and Wade Hampton Boulevard in the north to Suber Road and Alexander Road in the east. The southern boundary is Pelham Road and the western boundary is Hudson Road. Included also is the area between Edwards Road, East Lee Road, Wade Hampton and Watson Road.

Northwood continued to accept students requesting special permission during the 2013-2014 school year.

Student Attendance Rate

2008-09	2009-10	2010-11	2011-12	2012-13
96.6%	96.2%	95.5%	96.4%	96.1%

Student Ethnicity

	Caucasian	African-American	Hispanic	Other
2008-09	63%	20%	11%	6%
2009-10	63.7%	21.3%	10.5%	4.4%
2010-11	63.1%	18.7%	10.5%	5.7%
2011-12	61%	20%	11%	8%
2012-13	60%	26%	11%	3%

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

Student Retention by Grade

Year	Grade 6	Grade 7	Grade 8
09-10	9	7	0
10-11	5	3	3
11-12	4	6	8
12-13	3	7	0

Student Languages

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

Lunch Status

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

Poverty Index					
Percent Poverty	2008-09	2009-10	2010-11	2011-12	2012-13
	47.46%	54.67%	57.03%	60.99%	59.58%

Students with Disabilities

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

	2008-09	2009-10	2010-11	2011-2012	2012-2013
Disabled	13%	13%	11%	11%	11%

Gifted and Talented

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

2008-09	2009-10	2010-11	2011-2012	2012-2013
23.6%	22.7%	26.4%	24.8%	25.1%

Learning-Focused

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

Measures of Academic Progress (MAP)

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

Common Core State Standards

Teachers have attended district level in-services in their subject area that relate to the Common Core State Standards that will be fully implemented for ELA and Math in 2013-2014. They have worked in teams to develop performance tasks for their specific subject areas. Literacy skills are stressed in all classes.

Online Book Study

Over the past three years the faculty and has taken part in an online book study facilitated by the Instructional Coach. This has led to rich conversations about student achievement and how the needs of the middle level student can be addressed. The discussion forum is archived on our *Teaching and Learning Moodle* site.

Books:

Understanding by Design (2011-2012) and *A Framework for Understanding Poverty* (2012-2013)

Classroom Walk-Through Observations

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

Career Exploration

The Career Development Program at Northwood Middle is multi-faceted. In the Fall, we begin with the introduction of the 16 career clusters for all of our students in each grade in social studies classrooms. Career assessments, SCOIS in the 6th and 7th grades, and EXPLORE or the Preliminary ACT for the 8th grade, are then administered to each student. Using the results from EXPLORE, we have our 8th grade Individual Graduation Plan conferences during second semester. During these conferences, we share the EXPLORE results, SC education lottery scholarship information, High School expectations, grade point averages and the Uniform Grading Scale, qualifications for SC High School graduation, and finally the student chooses a career cluster in which he or she is interested in pursuing. Throughout the year, we hold "Lunch and Learn" sessions in which the students spend their lunch shift listening to a speaker in a particular career field and eating lunch. February brings us Engineering Week. This is when we partner with a local engineering firm and they spend the day with us speaking to various classes. The year will

culminate with our 8th grade Career Day. We have professionals representing many of the 16 career clusters spend the day with us to share their careers with our students. The teachers at Northwood are an integral part of the career development process by incorporating career exploration activities throughout the year in their instruction.

Professional Development

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

Media Center

In 2013-2014 the Media Center continued many of its popular programs from past years and added several new ones. For a third year, all students who read 500 pages over summer vacation earned a trip to an ice cream sundae bar at lunch. This is one of the more popular reading incentive programs. A new reading program this year was the Reading Rivalry. Clemson and Carolina fans read for their favorite team in hopes of earning a day to wear team colors. In the Spring, Northwood participated for the 6th year in the Greenville Drive Reading All Stars Program. Our administrators encouraged participation by promising to dance on the dugouts before the May 19th game if half of the student body participated. Although, Northwood didn't meet the goal, we had great participation. For a 3rd year, the Media Center is holding the South Carolina Junior Book Award Challenge. Students are encouraged to read books from this list to earn prizes all throughout the year. Students who read all 20 books are recognized at awards day with a special certificate. New this year was the Book Trailer Competition. This was a district wide program. Several groups of Northwood students created book trailers and one was chosen to represent our school at the district level. In addition to these reading programs, we continued hosting two Scholastic Books Fairs this year to promote reading throughout the school.

In addition to reading promotion, the Media Center was involved with research and computer skills classes. This year over 60% of teachers have worked with the media specialist or used materials from the media center to enhance instruction. Students and teachers have used media center resources for lessons on citations, note taking, locating appropriate sources and creating wikis. In 2012 eighth grade English classes created wikis for various research projects throughout the year. After the school received new computers in October of 2012 with Windows 7 and Office 2010, the media specialist taught a computer basics class to all sixth graders demonstrating how to save to the network and how to navigate the new features of Office 2010.

Additional Information

- A number of teachers use Compass Learning as a tool to enhance the ELA program and standards.
- In 2012-2013 a group of teachers and administrators visited Dutch Fork Middle School near Columbia and as a result a committee was formed to look at the possibility of implementing Positive Behavioral Interventions and Supports (PBIS) in the 2013-2014 school year.

MISSION/VISION/BELIEFS

Mission

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

Values and Beliefs

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

We believe:

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

Shared Vision

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

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

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

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

Curriculum

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

Assessment

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

Instruction

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

Learning Environment

- Effective communication through print, phone, school website, email and messenger system
- Effective classroom management strategies implemented
- Successful transition from elementary to middle school and middle to high school
- Successes and achievements celebrated throughout school year

- Desired behavior is modeled by adults throughout the learning community to create a safe and respectful environment
- High school course offerings (Spanish I, Geometry, Algebra I, and English I)

DATA ANALYSIS AND NEEDS ASSESSMENT

Demographic Data:

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

Enrollment remained in the mid 800 range from 2007-2012. In 2012-2013 the enrollment has passed the 900 mark. Then this year (13-14) we have 856 students enrolled. One factor that has had an impact on increased enrollment has been the increase in the number of special permissions to attend Northwood that have been granted. Due to the economic situation in our area there has been an increase in the percentage of students with free or reduced meals. The population in each of our other subgroups has remained steady.

Student Achievement:

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

Subject Area Data (Source:State Report Card):

MATH

MATH	2008-09 PASS Met or Exemplary	2009-10 PASS Met or Exemplary	2010-11 PASS Met or Exemplary	2011-12 PASS Met or Exemplary
All students	73.8%	80.4%	80.7%	74.95%
White	83.0%	87.8%	84.9%	83.9%
Hispanic	64.6%	78.3%	79.1%	74.8%
African-	69.8%	74.0%	76.6%	49.7%

American				
Other	96.6%	88.5%	90.0%	
Disabled	38.2%	46.1%	35.0%	22.0%
FARMS	59.3%	72.8%	71.6%	61.0%

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

Subgroups	PASS 2012 Math Mean	PASS 2013 Math Mean
All Students	650.0	650.9
White	660.4	662.6
African American	624.3	622.1
Asian/Pacific Islander	658.5	669.8
Hispanic	640.6	642.1
Disabled	598.2	596.6
LEP	627.2	646.4
Subsidized Meals	631.4	630.3

In 2012 and 2013, the Disabled subgroup scored below the Annual Measurable Objectives (AMO) in Math. Both Limited English Proficient and Asian students showed significant improvement in 2013.

WRITING

WRITING	2008-09 PASS Met or Exemplary	2009-10 PASS Met or Exemplary	2010-11 PASS Met or Exemplary	2011-12 PASS Met or Exemplary
All students	77.0%	72.1%	78.3%	82.9%
White	83.4%	80.8%	84.4%	87.1%
African-American	58.2%	59.7%	57.4%	69.1%
Hispanic	69.5%	64.6%	68.8%	92.3%
Other	N/AV	80.2%	90.9%	
Disabled	32.1%	27.7%	N/AV	27.3%
FARMS	63.6%	61.9%	60.2%	78.0%

In **2012** the percentage of students scoring met or exemplary on the PASS Writing test was 83% (Only 8th graders took this test in 2012.). These scores were no longer provided in 2013.

SCIENCE

SCIENCE	2008-09 PASS Met or Exemplary	2009-10 PASS Met or Exemplary	2010-11 PASS Met or Exemplary	2011-12 PASS Met or Exemplary
All students	76%	75.9%	74.5%	80.8%

White	84.2%	82.7%	83.2%	87.5%
African-American	52.5%	57.4%	57.8%	60.2%
Hispanic	70.9%	61%	53.4%	78.2%
Asian/Pacific Islander	100%	88.9%	72.2%	
Disabled	43.1%	37.9%	33.3%%	37.0%
FARMS	62.6%	64.4%	64.1%	73.4%

Subgroups	PASS 2012 Science Mean	PASS 2013 Science Mean
All Students	644.5	645.8
White	656.3	659.7
African American	619.0	614.1
Asian/Pacific Islander	634.1	664.3
Hispanic	635.2	639.3
Disabled	587.5	589.0
LEP	628.3	640.3
Subsidized Meals	626.4	622.3

Most of our subgroups in Science have risen but there has been a decrease in the mean score of African American and Subsidized Meal students scoring met or exemplary. In 2013, the African American, Disabled and Subsidized Meal subgroups scored below the Annual Measurable Objectives (AMO) in Science.

ENGLISH/LANGUAGE ARTS

ELA	2008-09 PASS Met or Exemplary	2009-10 PASS Met or Exemplary	2010-11 PASS Met or Exemplary	2011-12 PASS Met or Exemplary
All students	85.4%	84.4%	80.8%	78.0%
White	90.1%	90.6%	86.6%	85.9%
African-American	70.3%	68%	66.9%	60.2%
Hispanic	86.3%	71.3%	73.3%	75.5%
Asian/Pacific Islander	96.7%	97%	80%	
Disabled	51.5%	53.3%	43.6%	28.6%
FARMS	77.9%	74.3%	73.2%	68.9%

The data above indicates that ELA scores decreased for most subgroups from 2009 to 2011.

Subgroups	PASS 2012 ELA Mean	PASS 2013 ELA Mean
All Students	656.3	658.5
White	667.7	671.7
African American	631.6	628.4
Asian/Pacific Islander	648.1	671.0
Hispanic	645.7	646.5
Disabled	592.6	597.3
LEP	637.3	647.7
Subsidized Meals	639.8	637.7

In 2012, the African American and Disabled subgroups scored below the Annual Measurable Objectives (AMO) in ELA .In 2013, African Americans again scored below the AMO, as did the disabled subgroup. However, the disabled group did increase their mean score by 5 points. There was significant improvement made by the Asian and Limited English Proficient subgroups.

SOCIAL STUDIES

SOCIAL STUDIES	2008-09 PASS Met or Exemplary	2009-10 PASS Met or Exemplary	2010-11 PASS Met or Exemplary	2011-12 PASS Met or Exemplary
All students	71.5%	73.4%	74.3%	80.1%
White	80.2%	79.5%	82.7%	86.0%
African-American	46.7%	53.2%	53.9%	62.3%
Hispanic	69.6%	60.8%	58.5%	76.2%
Asian/Pacific Islander	90.5%	95%	85%	
Disabled	46.6%	47.6%	38.7%	32.8%
FARMS	46.7%	61.4%	59.8%	67.6%

The PASS scores in Social Studies for all students improved from 2009 to 2011. The subgroup of African Americans showed improvement each of those years.

Subgroups	PASS 2012 Social Studies Mean	PASS 2013 Social Studies Mean
All Students	643.9	648.0
White	654.8	659.9
African American	617.8	614.0
Asian/Pacific Islander	642.6	669.1
Hispanic	638.2	643.3
Disabled	587.5	592.0
LEP	628.3	649.6
Subsidized Meals	626.4	628.1

In 2012, the African American and Disabled subgroups scored below the Annual Measurable Objectives (AMO) in Social Studies. However, both Asian and Limited English Proficient students showed significant improvement from 2012 to 2013. Additionally, all subgroups, except African American, improved their mean scores in 2013.

PASS Student Performance Information----- Spring 2012

	Not Met	Met	Exemplary
<u>ELA</u>			
Grade 6	16	29.3	54.7
Grade 7	17.1	35.2	47.7
Grade 8	29.6	34.2	36.2
<u>Writing</u>			
Grade 6	NA	NA	NA
Grade 7	NA	NA	NA
Grade 8	36.4	36.4	47
<u>Mathematics</u>			
Grade 6	18	37.1	44.9
Grade 7	24.4	42.2	33.4
Grade 8	28.5	46.2	25.4
<u>Science</u>			
Grade 6	25.4	54.6	20
Grade 7	14.9	45.1	39.9
Grade 8	19.2	39.2	41.6
<u>Social Studies</u>			
Grade 6	11.6	48.1	40.3
Grade 7	20.2	39	40.8
Grade 8	27.6	36.6	35.8

PASS Student Performance Information----- Spring 2013

Subject	Not Met	Met	Exemplary
ELA	21.3	34.2	44.6
Math	24.7	40.5	34.8
Science	16.2	47.2	36.6
Social Studies	18.3	38.7	43
Writing	14	44.4	41.7

NORTHWOOD MIDDLE SCHOOL
“A Community of Learners”
“2010 Red Carpet Award Winning School”
2010, 2011 and 2012 “GOOD” Rated School
Both Absolute and Improvement Rates
“Silver” Award Winning School – 2010, 2011 & 2012
“A” Rated School – 2012

The Northwood faculty and staff are focused on increasing student achievement and academic excellence. Our motto, *A Community of Learners*, reflects our mission and vision. Our Action Plan over the next five years will reflect our work to make gains in all of our subgroups. Our PASS data shows achievement gaps and we will continue to analyze and disaggregate our data at all grade levels. As we continue to prepare for the Common Core State Standards in ELA and Math we have noted a need for the continued development of literacy skills in all subject areas. We will continue to work toward growing a learning environment that will increase student achievement through such areas as:

- Research-based Professional Development
- Learning-Focused Strategies
- Measures of Academic Progress (MAP)
- Rigorous Instruction
- Authentic Assessment and Performance Tasks
- Benchmark Testing
- Integration of Technology
- Study Groups
- Online Book Study
- Higher Order Thinking Skills (Revised Bloom’s Taxonomy)
- Literacy Skills
- Walk-Through Observations
- Compass Learning
- Data Disaggregation
- Mentoring
- Vocabulary Development

The above data and information is analyzed by the Northwood faculty in an effort to continually improve student achievement. The data gives us a basis for looking at our strengths and challenges each year and planning for continued growth. The 2013 State Report Card gave the mean for each subgroup instead of percentages.

Student Achievement Summary

According to our 2013 PASS scores we have the opportunity to make gains in certain areas. The seventh and eighth grade Math tests and the eighth grade ELA test are areas where major strides are needed. At less than 40% exemplary we can improve on the sixth, seventh and eighth grade Math tests, sixth and eighth grade Science tests, and the sixth grade Social Studies test. No test had more than 30% who did not meet, which also means that more than 70% of our students are scoring Met or Exemplary on PASS. As we plan for continuous improvement we need to look closely at the segment of our school population that makes up the remaining 30%. Knowing their challenges can help us determine what strategies could be used to increase their performance and how to best target this group. There is a need to look closely at what is happening in the Math scores. We plan to implement a program in all Math classes next year (2014-2015) called *Core Bites*. There appears to be a marked improvement in test scores between 6th and 7th grade which plateaus by 8th grade.

Additional Information:

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

Algebra 1

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

English Honors 1

A class offered for high school credit to eighth grade students qualifying to take the course. This year (2013-2014) we have 18 students in English Honors 1. On the Spring 2013 End of Course (EOC) Test 100% of our English Honors 1 students scored 70% or higher.

Spanish 1

Offered to eighth grade students meeting specific criteria. This class is offered for high school credit. . This year (2013-2014) we have 112 students in Spanish 1. There is an introductory Spanish class offered for sixth and seventh grade students as well as for any eighth grade students not taking Spanish 1. This year (2013-2014) we have 299 students taking introductory Spanish.

Geometry

Geometry is offered to 8th grade students who complete Algebra I in the 7th grade. This year (2013-2014) there are 6 students who take this class in the Media Center 4th period. This class has a teacher, but she is housed off-site. Students complete and submit assignments through Moodle. Each child was issued a print textbook, but most utilize the online textbook. At the end of each unit, the teacher visits the school answer questions and review before the unit test.

Student Achievement/Needs Assessment:

- Research and implement strategies to increase test scores and overall learning for Disabled students.
- Research and implement strategies to increase test scores for our African-American students.
- Increase rigorous instruction and assessment in all classes.
- Implement curriculum mapping (Rubicon Atlas) in all subject areas.
- Develop common assessments and benchmark tests.
- Implement higher level questioning in all subject areas.
- Increase collaboration among teachers of all subject areas.
- Integrate literacy skills at all grade levels.

Teacher and Administrator Quality:

Teachers	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Teachers with Advanced Degrees	61.5%	60.8%	60.0%	62.5%	65.3%
Teachers Returning from Previous Year	82.4%	88.6%	90.7%	88.7%	87.2%
Teacher Attendance Rate	94.3%	96.1%	93.1%	95.6%	95.6%

Principal’s years at Northwood (through 2014): 1

Assistant Principal’s years at Northwood (through 2014): 1

Administrative Assistant’s years at Northwood (through 2014): 3

Professional Learning Calendar/Procedural Trainings

Knights Around The Table

2013-2014

- August 22-23** Power Teacher Gradebook Setup Planning Periods
- August 29** MAP Overview Training Planning Periods
- October 1** Data Mining 1 hour
- October 9** Improving Communication with Stakeholders through IMS Planning Periods 1 hour
- October 11** Data Mining Our ESEA/PASS Demographics Planning Periods 1 hour
- October 15, 16** Setting PAS-T Goals
- October 22** Data Mining the Standards Planning Periods 1 hour
- October 29** Data Mining (Related Arts teachers only) Planning Periods 1 hour
- November 5** Text Dependent Questions Part 1 Planning Periods 1 hour
- November 12** Text Dependent Questions Part 1 (Special Education Teachers Only) 11:30
- November 13** Jason Flatt Act (All teachers) 3:45 PM-5:15 PM
- November 19** Text Dependent Questions Part 1 (Related Arts Teachers Only) 11:30
- November 20** Rubicon Atlas/Curriculum Mapping (All teachers) Media Center 3:45-5:15 PM
- November 26** Benchmark Testing (Discussions with ELA teachers) Varied Times Office 114
- December 4** A-Team Intervention Training AM Planning Periods (Procedural training for academic area teachers only 1,2,3 periods)
- December 10** GradeCam Training Planning Periods (1,3,6)

- January 7 AM** GradeCam Training (Related Arts/Marshall, Wolford) 11:30
- January 14** ENRICH Data Training 2014 (5,6,7 Periods)
- January 28** Data Mining Continues/Where Are We? (ELA)
- February 4** Data Mining Continues/Where Are We? (Math/Science)
- February 5** Planning for MAP Testing in March (Participants notified by email)
- February 18** Data Mining Continues/Where Are We? (Social Studies) PM Planning
- February 25** MAP Testing Overview (All teachers) AM Planning
- February 26** MAP Testing Overview Make-up Session 10:30
- March 3** MAP Testing Overview Make-up Session 12:45
- March 11** ENRICH Data Training Part 2 (Marshall, Wolford, Dempsey/Related Arts) 11:30
- April-May** Common Core Discussions, Data Mining Continued, Rigorous Instruction, Benchmarking, Community of Learners: A Snapshot

Planned Professional Learning Calendar/Procedural Trainings
Knights Around The Table
School Year 2014-2015
(Tentative)

- August-September** PowerTeacher, MAP, Lesson Planning (Rubicon Atlas)
- October** Data Mining, Goal Setting, Common Assessments
- November-December** The Layered Curriculum, Consensus Mapping
- January** CCSS for ALL
- February** Write in the Middle
- March** Book Study
- April** Are We Focused on Learning
- May** A Community of Learners: A Snapshot

Professional Development:

The Northwood faculty has had a wide variety of professional development opportunities over the past three years. These opportunities were based on school performance levels, needs assessment, and district initiatives. Professional development has addressed such areas as Learning Focus strategies, backward design (unit planning), Bloom's revised taxonomy, data disaggregation, rigorous instruction, Common Core State Standards, and integration of technology.

In addition to school-wide learning opportunities faculty members attend district workshops and state conferences. In 2013-2014 the faculty was trained in curriculum mapping with the Rubicon Atlas model. All professional development is grounded in research-based models.

SCHOOL CLIMATE

Introduction

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

2012-2013 Evaluations by Teachers, Students and Parents:

	Teachers	Students*	Parents*
Number of surveys returned	27	289	276
Percent satisfied with learning environment	92.5%	76.5%	82.2%
Percent satisfied with social and physical environment	96.3%	80.8%	82.6%
Percent satisfied with school-home relations	96.2%	78.8%	77.9%
Percent that feels safe at school during the school day	100%	92.4%	89.9%

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

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

I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL. 276 responses

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Don't Know
3.3	10.5	53.6	28.6	4

I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL. 276 responses

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Don't Know
5.1	13	52.5	25.4	4

I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD'S SCHOOL. 276 responses

% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Don't Know
3.3	10.1	60.1	22.5	4

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

I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL. 289 responses

% Disagree	% Mostly Disagree	% Mostly Agree	% Agree
6.9	16.6	51.9	24.6

I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL. 287 responses

% Disagree	% Mostly Disagree	% Mostly Agree	% Agree
5.2	13.9	43.2	37.6

I AM SATISFIED WITH HOME-SCHOOL RELATIONS. 284 responses

% Disagree	% Mostly Disagree	% Mostly Agree	% Agree
8.1	7.4	32.4	52.1

TEACHER SURVEY RESPONSES - 2012-2013 SCHOOL YEAR:

I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL. 27 responses

% Disagree	% Mostly Disagree	% Mostly Agree	% Agree	% Don't Know
3.7	0	44.4	48.1	0

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

% Disagree	% Mostly Disagree	% Mostly Agree	% Agree	% Don't Know
0	3.7	29.6	66.7	0

I AM SATISFIED WITH HOME-SCHOOL RELATIONS. 27 responses

% Disagree	% Mostly Disagree	% Mostly Agree	% Agree	% Don't Know
0	3.7	48.1	48.1	0

School Climate Needs Assessment

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

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 83.3% in 2012 to 88.3% in 2018.

ANNUAL OBJECTIVE: Annually increase by one 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	84.3	85.3	86.3	87.3	88.3
School Actual	83.3	89.1					
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 **78.7%** in 2012 to **83.7%** in 2018.

ANNUAL OBJECTIVE: Increase by **one** 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	79.7	80.7	81.7	82.7	83.7
School Actual	78.7	78.8					
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 – 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	656.3	658.5					
All Students	656.3	658.5					
Male	654.4	653.5					
Female	658.4	663.8					
White	667.7	671.7					
African-American	631.5	628.4					
Asian/Pacific Islander	648.1	671.0					
Hispanic	645.7	646.5					
American Indian/Alaskan	N/A	N/A					
Disabled	592.6	597.3					
Limited English Proficient	637.3	647.7					
Subsidized Meals	639.8	637.7					

ELA – District - Grades 6-8	Basel ine 2011 -12	Planni ng 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.

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

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

<u>STRATEGY Activity</u> ELA/WRITING	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Develop syllabus and unit/lesson plans in accordance to and consistent with SC state standards and common core standards.	2013-2018	ELA Instructional Coach	NA	NA	Posted weekly lesson plans on teacher websites.
Use of curriculum mapping for unit and lesson planning (<i>Rubicon Atlas</i>)	2013-2018	ELA Instructional Coach	NA	NA	Curriculum maps are available on Rubicon Atlas. Weekly planner on websites can be reviewed.
Teacher(s) to attend regular district meetings as appropriate to the course.	2013-2018	ELA Academic Specialist for 6-12 English Language Arts	NA	NA	Record of meetings attended, see Portal record.

EOCEP % ENGLISH I

- Student Achievement Teacher/Administrator Quality School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 100% in 2012 to 100% in 2018.

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

DATA SOURCE(S): SDE School Report Card

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

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

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 76% in 2012 to 86% in 2018.

ANNUAL OBJECTIVE: Increase by two 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	78	80	82	84	86
School Actual	76	75.3					
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 – School	Baseline 2011- 12	Planni ng Year 2012- 13	2013- 14	2014 -15	2015- 16	2016- 17	2017- 18
Projected Performance	624	628	632	636	640	644	648
Actual Performance	650	650.9					
All Students	650	650.9					
Male	652	651.6					
Female	647.8	650.2					
White	660.4	662.6					
African-American	624.3	622.1					
Asian/Pacific Islander	658.5	669.8					
Hispanic	640.6	642.1					
American Indian/Alaskan	N/A	N/A					
Disabled	598.2	596.6					
Limited English Proficient	637.8	646.4					
Subsidized Meals	631.4	630.3					

Math – District - Grades 6-8	Baseline 2011- 12	Planni ng 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.

<u>STRATEGY Activity</u> PASS MATH	<u>Time</u> line	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Develop syllabus and unit/lesson plans in accordance to and consistent with SC state standards (Common Core).	2013-2018	Math teachers Instructional Coach	NA	NA	Posted unit/weekly lesson plans on teacher website. Course syllabus is approved by principal at beginning of school year and posted to teacher's website.
Teacher(s) to attend regular district meetings as appropriate to course.	2013-2018	Math teachers Academic Specialist for 6-12 Mathematics	NA	NA	Record of meetings attended, see Portal record.
Math teachers will share instructional strategies, at their department meetings, that are working with their students for vertical teaming.	2013-2018	Math Department Chair Math teachers	NA	NA	Agenda/minutes from department meeting
Math teachers will provide before and/or after school tutoring sessions for students.	2013-2018	Math Department Chair Math teachers	NA	NA	Teacher logs of students attending tutoring sessions.

<u>STRATEGY Activity</u> PASS MATH	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Conduct professional development aimed at improving teacher effectiveness in mathematics classrooms.	2013-2018	Instructional Coach Subject area teachers	NA	NA	Agenda from professional development meetings Presentation posted on Moodle for reference.
Use of curriculum mapping for unit and lesson planning (<i>Rubicon Atlas</i>)	2013-2018	Math teachers Instructional Coach	NA	NA	Curriculum maps on the District Portal (August 2013) Lesson plans on staff drive can be reviewed.
Quarterly classroom observations by Administrators and Instructional Coach to ensure standards-based (Common Core) lessons are being taught.	2013-2018	Administrators Instructional Coach	NA	NA	Observation logs Written observation forms with feedback
Learning Focus strategies (essential questions, summarizing, extending, refining, etc.) implemented in all Math classes	2013-2108	Math teachers Instructional Coach	NA	NA	Lesson plans Unit plans Curriculum maps
Utilization of data to review and plan for instruction/assessment	2013-2018	Math teachers Instructional Coach	NA	NA	PASS scores, MAP scores, EOC scores, and Enrich Assess

EOCEP % ALGEBRA I

- Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 100% in 2012 to 100% in 2018.

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	100	100	100	100	100
School Actual	100	100					
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 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	99.4	99.9					
All Students	99.4	99.9					
Male	99.3	99.8					
Female	99.5	100					
White	99.6	100					
African-American	98.5	99.6					
Asian/Pacific Islander	100	100					
Hispanic	100	100					
American Indian/Alaskan	N/A	N/A					
Disabled	97.8	98.9					
Limited English Proficient	100	100					
Subsidized Meals	98.7	99.8					

% 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 School Name	Basel ine 2011 -12	Plann ing 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	99.5	99.9					
All Students	99.5	99.9					
Male	99.5	99.8					
Female	99.5	100					
White	99.6	100					
African- American	99	99.6					
Asian/Pacific Islander	100	100					
Hispanic	100	100					
American Indian/Alaskan	N/A	N/A					
Disabled	97.8	98.9					
Limited English Proficient	100	100					
Subsidized Meals	99	99.8					

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

% 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 81.4% in 2012 to 86.4% in 2018.

ANNUAL OBJECTIVE: Increase by one 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	82.4	83.4	84.4	85.4	86.4
School Actual	81.4	83.8					
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 – 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	644.5	645.8					
All Students	644.5	645.8					
Male	648.5	647.4					
Female	640.3	644.2					
White	656.3	659.7					
African-American	619	614.1					
Asian/Pacific Islander	634.1	664.3					
Hispanic	635.2	639.3					
American Indian/Alaskan	N/A	N/A					
Disabled	585	589.0					
Limited English Proficient	627.2	640.3					
Subsidized Meals	629.7	622.3					

Science – 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	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.

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

<u>STRATEGY Activity SCIENCE</u>	<u>Time line</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Science teachers will incorporate vocabulary development during lessons to help students determine the meaning of words and phrases as used in the text as required by Common Core State Standards for ELA	2013-2018	Academic subject area teachers Instructional Coach	NA	NA	Unit Plans Lesson Plans Assessment Administrative observations
Quarterly classroom observations conducted to ensure standards-based lessons are being taught	2013-2018	Administrators Instructional Coach	NA	NA	Observation logs Written feedback on observation forms
Learning Focus strategies (essential questions, summarizing, extending, refining, etc.) implemented in all Science classes	2013-2018	Science Department Chair Science teachers Instructional Coach	NA	NA	Unit Plans Weekly Lesson Plans Curriculum Maps
Use of curriculum mapping for unit and weekly lesson planning (<i>Rubicon Atlas</i>)	2013-2018	Science teachers Instructional Coach	NA	NA	Curriculum maps on District Portal and staff drive
Utilization of data to review/plan for instruction/assessment	2013-2018	Science Department Chair Science teachers Instructional Coach	NA	NA	PASS scores, MAP scores, Enrich Assess, and benchmark test results (item analysis)

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 79.9% in 2012 to 84.9% in 2018.

ANNUAL OBJECTIVE: Increase by one 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	80.9	81.9	82.9	83.9	84.9
School Actual	79.9	81.7					
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 – School Name	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	643.9	648					
All Students	643.9	648					
Male	648.2	653.5					
Female	638.9	642.1					
White	654.8	659.9					
African-American	617.8	614					
Asian/Pacific Islander	642.6	669.1					
Hispanic	638.2	646.3					
American Indian/Alaskan	N/A	N/A					
Disabled	587.5	592					
Limited English Proficient	628.3	649.6					
Subsidized Meals	626.4	628.1					

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.

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
SOCIAL STUDIES					
Quarterly classroom observations conducted by Administrators to ensure standards-based lessons are being taught	2013-2018	Administrators	NA	NA	Observation logs Written observation forms with feedback
Learning Focus strategies (essential questions, summarizing, extending, refining, etc.) implemented in all Social Studies classes	2013-2018	Social Studies teachers Instructional Coach	NA	NA	Unit Plans Weekly Lesson Plans Curriculum maps
Utilization of data to review and plan for instruction/assessment	2013-2018	Social Studies teachers Instructional Coach	NA	NA	PASS scores, MAP scores (Reading), Enrich Assess, benchmark test results (item analysis)
Use of curriculum mapping for unit and weekly lesson planning (<i>Rubicon Atlas</i>)	2013-2018	Social Studies teachers Instructional Coach	NA	NA	Curriculum mapping on District Portal Unit/Weekly Lesson Plans on school staff drive

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%	100%				

<u>STRATEGY Activity</u> TEACHER/ ADMINISTRATIVE QUALITY	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Weekly meetings for Professional Development in the areas of curriculum, instruction, and assessment.	2013-2018	Instructional Coach	NA	In-house	Professional Development Calendar and Attendance Records
Yearly review of HQ status and teacher qualifications.	2013-2018	Principal	NA	NA	Records of teacher evaluation and HQ status.
Each teacher will have 24 hours of Professional Development annually	2013-2018	Principal Instructional Coach Department Chairs	Varied	District In-house Individual teachers	Yearly review of teacher goals and Professional Development logs
Online Book Study (Using discussion forum in Moodle)	2013-2018	Instructional Coach Teachers Administrators Book study planning committee	NA	NA	Participation record from Moodle Archived discussion threads

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	96.4%	96.1%					
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 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	0.0%	0.9%					
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 81.8% in 2012 to 84.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 0.5 percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	82.3	82.8	83.3	83.8	84.3
School Actual	81.8	82.2					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

SDE has not yet provided GCS with the District’s Parent Survey results for 2011-12. Info is from 10-11.

STUDENT SATISFACTION – LEARNING ENV.

- Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 73.7% in 2012 to 76.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	74.2	74.7	75.2	75.7	76.2
School Actual	73.7	76.5					
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 95.3% in 2012 to 97.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	95.8	96.3	96.8	97.3	97.8
School Actual	95.3	92.5					
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 92.9% in 2012 to 94.9% by 2018.

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

DATA SOURCE(S): SDE School Report Card Survey results

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	93.3	93.7	94.1	94.5	94.9
School Actual	92.9	89.9					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8					

SDE has not yet provided GCS with the District’s Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

- Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 89.3% in 2012 to 91.3% by 2018.

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

DATA SOURCE(S): SDE School Report Card Survey results

	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	92.4					
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: Maintain the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 100 percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results

	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	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
SCHOOL CLIMATE					
Telephone messaging system for parent notification of absences, school news, dates for progress and/or report cards being issued, and other important information	2013-2018	District ETS Principal	NA	District funding	State Report Card survey results for school-home relations
Back to School Night Open House	2013-2018	Principal Teachers Guidance PTA	NA	Local funds PTA funds	Attendance records PTA membership
Maintain school website with calendar, staff directory, announcements, and important news	2013-2018	Principal Webmaster	NA	NA	Web Awards Number of hits each year District evaluation
Media Center available for student use before and after school	2013-2018	Media Specialist Media Center Clerk	NA	NA	Sign-in sheets in Media Center

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

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