

GREER MIDDLE SCHOOL

**AN AUTHORIZED INTERNATIONAL BACCALAUREATE
MIDDLE YEARS PROGRAMME**

3032 East Gap Creek Road
(864) 355-5800

GREENVILLE COUNTY SCHOOLS

Grades Served 6th, 7th, and 8th



INTRODUCTION

The Greer Middle School Portfolio

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

The categories used in this portfolio are based upon the Education for the Future Initiative Continuous Improvement Continuums, adapted from business' Malcolm Baldrige Award Program for quality business management and achievement. These categories were selected because we agree that the philosophies written into the continuums will lead to Greer Middle becoming a quality school. Within each category is a description of the intent of the category, a brief summary of where we are as a school, and our next steps.

The seven categories utilized in this school portfolio are –

- Information and Analysis
- Student Achievement
- Quality Planning
- Professional Development
- Leadership
- Partnership Development
- Continuous Improvement and Evaluation



This school portfolio is a living document that describes Greer Middle School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome. The last section, Continuous Improvement and Evaluation, summarizes our assessments on the Continuous Improvement Continuums. It is in this final chapter that one can see an overview of all the progress and changes we have been able to accomplish within each section and throughout our school during this time. It also shows how all of the parts fit together to make our school a positive place for our students.

Several teams of teachers were involved in developing the narratives for our portfolio based on input from the whole staff. Much of the narrative content

came from discussions of the staff in the process of evaluating our work using the Continuous Improvement Continuums. Our School Improvement Council and members of our P.T.S.A. also contributed parental data and input to this process. During these assessments, staff was asked to contribute “evidence” of our progress – actual documents that show the changes in our practices.

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

The Staff of Greer Middle School





Executive Summary

Summary of Greer Middle School Profile

As of October 2008, Greer Middle School served an enrollment of 900 students. Our ethnic statistics reflected the following percentages: 11 % Hispanic-American, 64 % Caucasian-American, 21% African-American, 1.0% Asian and 3% bi-racial or other. Over the past five years, our population has shown an increase within the Hispanic ethnic group. Black and white ethnic group totals have remained fairly stable, fluctuating one to three percentage points during this time. Our learning-disabled population numbers have declined somewhat in the last two years. Currently we have 52% male population to 48% female. 22% of our student population qualifies in the gifted and talented program and 15% of our population is served in the special education program. In terms of free and reduced lunch, our population currently is divided into the following: 40% free lunch, 7.5% reduced lunch and 52.5% who do not receive this service. Historically our lunch status categories fluctuate from three to four percentage points depending on the state of the economy. The 2007-2008 poverty index for Greer Middle stands at 55.65%. In 2006-2007 it was 55.38% so there is not much change in past year. However, the 2005-2006 poverty index was 51.76%. The increase in poverty over the past five years in our

community could simply reflect the current national economic situation. After five years of steady population increase, the 2007-2008 school year's population decreased by 87 students. This will have a dramatic impact on the school's faculty this year because the Greer Middle School staff will lose one administrator, guidance counselor, media center specialist and a teacher based on Greenville County School's guidelines. Currently, Greer Middle School staff includes fifty-seven teachers, four administrators, two media specialists, three guidance counselors, an IB coordinator, an instructional coach, a math coach and two career development facilitators.

Greer Middle School Priorities



The instructional priorities of Greer Middle School include incorporating the International Baccalaureate Middle Years Programme

within the state standards for each subject area. Our school follows the South Carolina state standards for class content and weaves the International Baccalaureate areas of interaction into every class curriculum. The Focused Learning model is implemented in every class, and our professional development activities have centered on differentiated

instruction techniques. Greer Middle School also strives to integrate technology in each learning opportunity. The organizational priorities include raising the achievement level of each student in our school. Greer Middle endeavors to increase parental participation in the activities and planning at the school and to create and maintain an environment supportive of learning.

Mission

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

Refining the Guiding Principles of the School

We believe our students should:

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

- Perform community service as a component of learning

Vision

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

Summary of Student learning Needs and Desired Results

Based on 2008 PACT scores, our data research and analysis indicated achievement gaps between minority groups. White Americans scored higher than Hispanic Americans who

in turn scored higher than African Americans in Math and English/Language Arts. Female students scored higher in English/language Arts than male students: 25% Below Basic for females compared to 41% of males who scored Below Basic. Also, females scored higher in Math: 25% Below Basic compared to 33% of the males Below Basic on PACT. Lunch Status reflected similar statistics with free and reduced lunch students scoring lower than those students who did not receive subsidized meals. To meet increased state and federal goals for student success in the coming years, Greer Middle School must raise the percentage of students scoring in basic, proficient and advanced categories of the state accountability test. Using state standards, differentiated teaching strategies, the Learning Focus model, MAP Testing and Compass Learning, the faculty and staff intend to increase student achievement. Greer Middle met twenty out of the



twenty-nine objectives on the state report card in 2007. The faculty is committed to making changes that will enhance the abilities of our students to perform at their highest level.

The Greer Middle School staff has stated the following goals and objectives for our school.

Performance Goal Area 1: Raise the Academic Challenge and Performance of Each Student.

ELA Performance Goal - From 2008-2009 until 2012-2013, the percent of students who meet or exceed their growth target RIT on the Reading MAP test will increase from 46% (example baseline) in 2007-08 to 60% in 2012-13. MAP target goals will increase by 3% each year, beginning with a goal of 49% in 2008-09.

Objective 1: The percent of students meeting or exceeding their MAP target goals will increase by 3% annually

***Performance Goal Area 1: Raise the Academic Challenge
and Performance of Each Student.***

MATH Performance Goal - From 2008-2009 until 2012-2013, the percent of students who meet or exceed their growth target RIT on the MATH MAP test will increase from 40% in 2007-08 to 50% in 2012-13. MAP target goals will increase by 2% each year, beginning with a goal of 42% in 2008-09

Objective 1: The percent of students meeting or exceeding their MAP target goals will increase by 2% annually

Performance Goal Area 2: Provide a School Environment Supportive of Learning

Performance Goal 1: The percentage of all core academic subject area teachers who are highly qualified as defined by NCLB in the appropriate content and grade will remain 100% in 2008-2009 and remain at 100% until 2012-2013.

Objective 1: During the 2008-2009 school year 100% of the GMS teachers will be highly qualified either through advanced degree programs, Praxis exams or selective employment practices.

Performance Goal Area 3: Provide a safe school environment supportive of learning

Performance Goal 1: The number of parent involvement opportunities related to parent/teacher activities that support home/school relations will continue to increase by one event from 2008-2009 to 2012-2013.

Objective 1: The number of opportunities for parent involvement in activities that support home/school relations will increase by one each year until 2013.

Significant Accomplishments/Results

- ❖ *International Baccalaureate Program Authorization (MYP)*
- ❖ *Recipient of \$5000 Partnership for Tomorrow Grant for 2007-2008 for Greer Middle School Ambassadors, Student Council, and Man-to-Man Programs*
- ❖ *Recipient of \$2265 Greer Chamber of Commerce Foundation 2008 Grant for Legacy of Leadership Forum*
- ❖ *Phone Book Project: World record for most recycled phone books 2007*
- ❖ *7th grade students participated in a national project on the Holocaust called "Neighbors Who Disappeared" in 2007-2008*
 - ❖ *Model UN program*
 - ❖ *Gateway to Technology Grant Recipient*
 - ❖ *S.C. State Finalist Picasso Art Project*
 - ❖ *S.C. Lt Governor's Writing award winner*
 - ❖ *State level Geography Bee participant*
 - ❖ *Regional Spelling Bee participant*
- ❖ *SC Western Region and Greenville County Youth Orchestra participants*
 - ❖ *Anti-Drug Calendar Contest winners*
 - ❖ *Battle of the Brain participants*
- ❖ *Beta Club 1st place scrapbook division and arts competition (2002, 2005)*
 - ❖ *Reflections contest winner in visual arts*