



**2010 - 2011
School
Portfolio**



**Northwest Middle School
1606 Geer Highway
Travelers Rest, SC 29690**



Northwest Middle School Portfolio 2009-2010

This is a living document subject to change. *Last updated: March 30, 2011*

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INTRODUCTION

Northwest Middle School is a middle grades public school for grades six through eight. Originally built in 1973, it is located just north of the city of Travelers Rest, South Carolina. The staff at Northwest Middle School includes: three administrators, an instructional coach, a career development facilitator, an IBMYP coordinator, two counselors, a School Resource Officer, two health room nurses, thirty-one academic teachers, ten related arts teachers, six special education teachers, and one Title 1 math teacher. It is one of 18 middle schools in the Greenville County School District. Northwest Middle was renovated in 1997-1998. Our facility consists of academic classrooms, a media center, two computer labs, a gymnasium with exercise room and athletic fields, band room with practice rooms, a consumer education room, a cafeteria/auditorium, and administrative as well as guidance and career offices.

Northwest Middle School is located in a rural setting with a beautiful view of the nearby mountains. For over 30 years, it has won local, state, and national awards for outstanding accomplishments related to the education of our young people. Northwest has had seven Top Ten Finalists for District Teacher of the Year. One faculty/staff member was the Christa McAuliffe Fellow for South Carolina. By combining a strong academic program with an International Baccalaureate component, our school provides a quality, student-centered education for all students in grades six through eight.

The information provided in this portfolio provides a snapshot of a student-centered middle school. Teachers, staff, parents, and community members have worked together to examine data and analyze its impact on student achievement. We have discussed current educational research and how it can be used to benefit our students. We have asked many questions and found many answers. We continue to look at our findings and recommendations to develop our action plan in order do all that we can to improve student achievement at Northwest Middle School.

EXECUTIVE SUMMARY

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

Values and Beliefs

We believe...

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

Purpose

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

Mission

Our mission statement is:

In cooperation with the home and community, Northwest Middle School offers all students equal access to educational opportunities by providing a balanced curriculum to ensure all students will communicate effectively, think critically, and act responsibly.

Shared Vision

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

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

Overall

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

Curriculum

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

Instruction

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

Assessment

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

Despite the dedicated work of Northwest Middle School's staff, our students have not been as successful academically as we believe they could be. When we looked at our PASS and MAP (Measures of Academic Progress) results, we were struck by how much better they could be across grade levels and gender in all test areas. Our staff believes that improved student achievement can result from several approaches including:

- ❖ Learning-Focused Strategies
- ❖ Quality Tools
- ❖ Differentiated Learning
- ❖ Curriculum Mapping
- ❖ Reading in the Content Strategies
- ❖ Implementation of the IBMYP Program

INFORMATION AND ANALYSIS

School Profile

Northwest is a middle school with grades six through eight built in 1973 that currently houses 865 students, forty-eight instructional staff members, two guidance counselors, an IB coordinator, Career Facilitator, and three administrators. It is one of seventeen middle schools in Greenville County School District. Northwest Middle is located in Travelers Rest, South Carolina.

The facilities at Northwest Middle consist of forty-six classrooms, a small and large gymnasium, media center, two computer labs, keyboarding lab, teacher workroom, and a faculty conference room.

A BRIEF HISTORY

Northwest Middle School opened in the fall of 1973 as an open classroom school. In 1998 Northwest Middle School benefited from a multi-million dollar renovation project which has given the interior and exterior a new look. The entire school was restructured for a state of the art educational facility. All classrooms have networked computers connected to the Internet and are now more accessible to the media center, lunchroom, and related arts classrooms.

Northwest Middle students receive instruction in English/Language A, math, science, social studies, foreign language (Spanish), home economics, band, general music, art, computer keyboarding, physical education, career development, computer graphics and design, and special education. Most of the students at Northwest Middle come from four Greenville County elementary schools: Duncan Chapel, Gateway, Heritage, and Slater-Marietta. When our students leave Northwest, most will attend Travelers Rest High School, while some will attend Berea High School. Many students go on to receive degrees from technical schools and/or four-year colleges or universities.

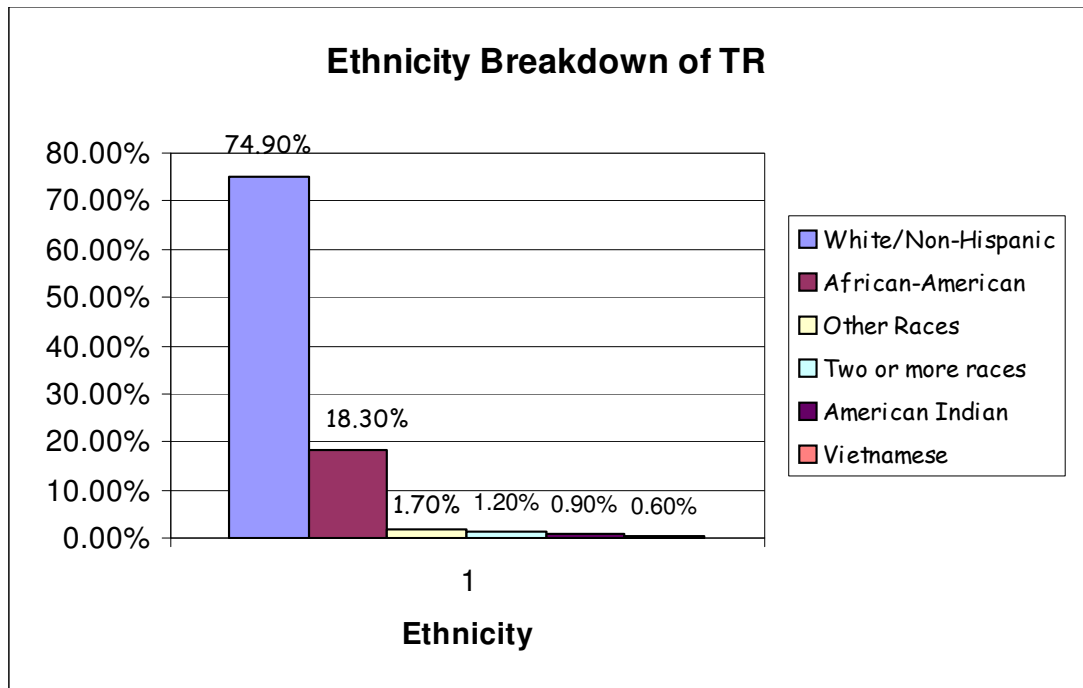
Our community is very involved in our school and is a major reason for our success. Through the years many people have worked extremely hard, both parents and teachers, to help us achieve the present status of our school. Our PTSA is a very important means of financial and moral support. We are a proud community with great educational expectations for our students.

Our Community

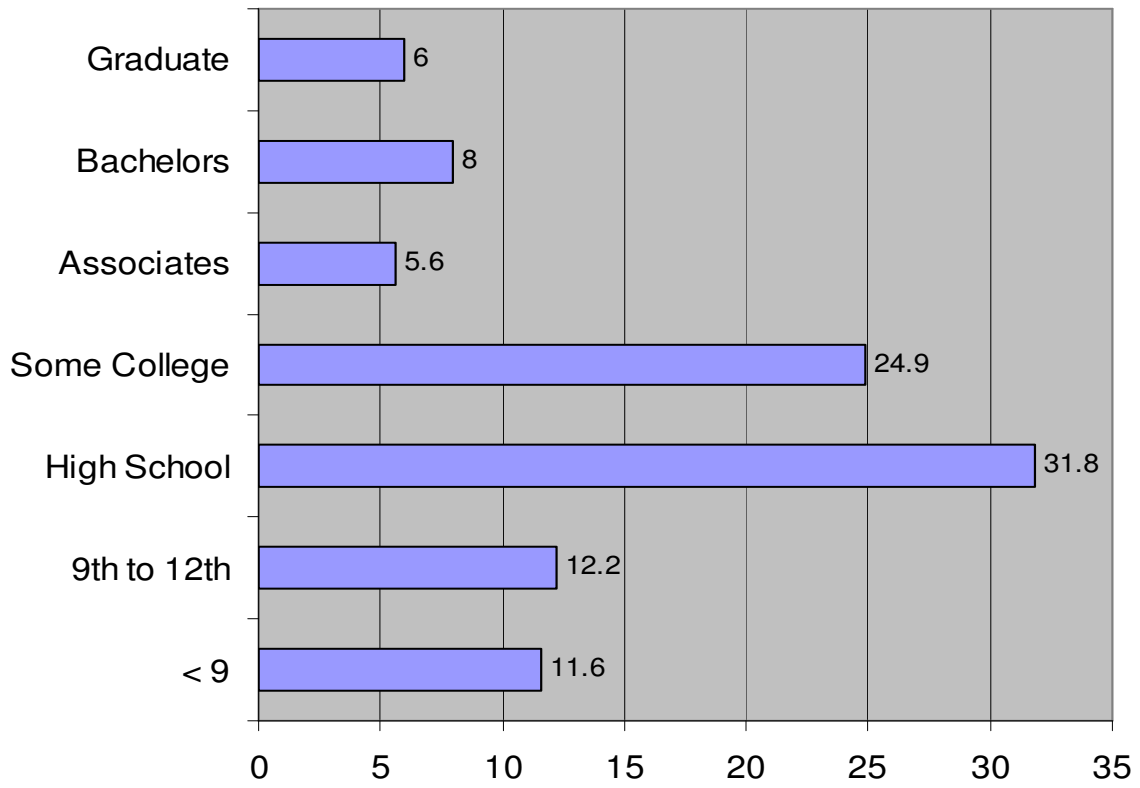
Travelers Rest is a growing community with a small town atmosphere and six traffic lights. It is undergoing a major downtown development centered on the Swamp Rabbit Trail. With a population just over 4,000 people, Travelers Rest hosts a number of industries including twenty-five area restaurants, textile, brass works, wood works, and a galvanizing plant and has hopes of drawing more business and commerce to the area. Travelers Rest is beginning to experience a “big box” development with the opening of its own Wal-Mart. Several housing developments are either being planned or under construction. As a result, Travelers Rest is poised to experience substantial population growth within the next few years. Schools include Gateway and Heritage Elementary schools, Northwest Middle School, and Travelers Rest High School.

Slater-Marietta is a rural community with a population of about 2,200, and we receive students from their elementary school, Slater-Marietta Elementary School.

The ethnicity breakdown for Travelers Rest is illustrated in the chart below:



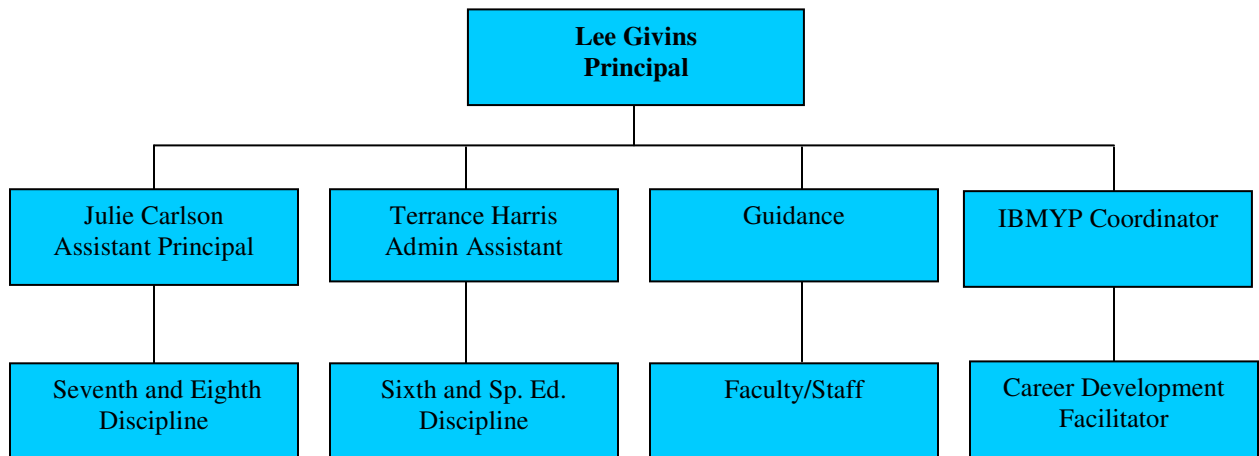
Percent of Education Levels in TR



The majority of the adult population of Travelers Rest has a high school education or more. Approximately 14% of the population possess a Bachelors or Masters and above while 24% did not complete high school. About 1 in 4 is a high school drop out and about 1 in 7 holds a bachelor degree or higher.

School Leadership and Administration Structures

Northwest's administrative structure is comprised of a principal, Lee Givins, and assistant principal, Elaine Hitch, and an administrative assistant, Julie Carlson. The structure and responsibilities of each level is illustrated in the following organizational chart:



Our Leaders



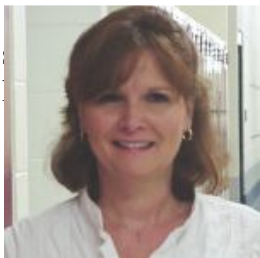
Our principal is Mr. Lee Givins, a graduate of the Citadel with a masters degree from Furman University. He was in the classroom three and a half years as a social studies teacher, served as assistant principal for two years at Southside High School, assistant principal for three years at Beck Academy, and assistant principal for four years at Northwest Middle before taking his current position. He is completing his work on his

PhD from the University of South Carolina. He is now in his ninth year as principal of Northwest.

On educational leadership, Mr. Givins believes:

A leader must motivate people to be and do their best in every aspect of their professional and personal situations.

To motivate people, the leader must know the key motivators for each person. A leader should work to remove obstacles preventing his followers from fulfilling his expectations. A leader must know how to follow in order to know how to lead. A leader should be on guard, always, to be the kind of leader others would want to follow. He



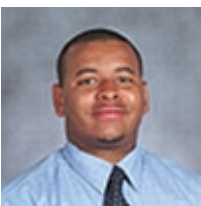
s followers are watching and emulating his spoken and unspoken

The assistant principal is Mrs. Julie Carlson. Mrs. Carlson is in her eighth year at Northwest. This is her fifth year as an administrative assistant. She graduated from USC with a B.S. in Business, an M.A.T. in Elementary Education, and Ed.S. in Administration and Supervision, and was a classroom teacher for eight years, having taught Science, Language Arts, and Social Studies.

On educational leadership:

I believe in working with teachers and students in order to help them become successful. An educational leader works with all stakeholders, including parents, and community members, to bring everyone together with the ultimate goal of educating our children and helping them to be productive citizens.

An educational leader should keep their feet on the ground but always keep an eye on the future.



The administrative assistant is Mr. Terrence Harris. This is Mr. Harris' first year at Northwest. He graduated from USC with a B.A. in History, an M.T. in Secondary Education, and M.Ed in Administration and Supervision, and was a classroom teacher for six years, having taught Social Studies.

On educational leadership:

A school leader must establish strong rapport with teachers, parents, and members of the community but also with students. The overall school climate should mirror that of the classroom – where an environment of high expectations, teamwork, and mutual respect is the norm. A school leader should always be cognizant of what is needed in order to make the school successful by staying abreast of the latest research based educational strategies and being receptive to ideas from all stakeholders. A good leader leads by example and models the same expectations that he or she has for those they lead.

Analysis and Discussion of Northwest Middle Staff

Northwest Middle School’s instructional faculty totals forty-seven which includes: three sixth grade teams, three seventh grade teams, and two eighth grade teams of core curriculum teachers totaling twenty-nine teachers. Three of these teachers instruct combined grade levels. The Special Education team includes six teachers, of these, three are self-contained and three are inclusion teachers. Additionally, there are two special education aids. The related arts team includes eleven teachers. These eleven include: one keyboarding instructor, one computer technology instructor, two physical education teachers, one home living instructor, a band and general music director, two Spanish teachers, one accelerated math teacher, one accelerated reading instructor, and one art teacher. There is one media specialist and one media center clerk. Two guidance counselors, a guidance clerk, and a career development facilitator, and an in-school suspension aid also serve our student’s population. Administrative faculty includes one principal, one assistant principal and an administrative assistant. Support staff includes a school secretary, an attendance clerk and an assistant clerk, plant manager, grounds keeper, and resource officer. Also serving our school are a nurse, cafeteria manager and staff, as well as bus drivers. Other support personnel available to assist in meeting the needs of Northwest Middle students include the district psychologist, a speech and language specialist, and network computer technician.

Of the fifty instructional and administrative faculty members, thirty have master degrees, five have educational specialist degrees and seventeen have additional degrees. The ethnicity of the faculty includes forty-six Caucasians, three African Americans and one Hispanic. Thirty-five are females and seventeen are males.

Four faculty members have been selected as one of the top ten teachers of the year for Greenville County in the last few years, with one as the third runner up. Four faculty members have National Board certification in their areas of instruction.

Twenty-five percent of the teaching and administrative faculty has twenty-five years or more experience in the classroom. The delineation of the number of years the teachers have taught is shown below.

Years Experience	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
Number of faculty	4	3	8	3	8	3	8	13

Sixty-eight percent of the teachers have advanced degrees; the average teacher salary is \$45,445.

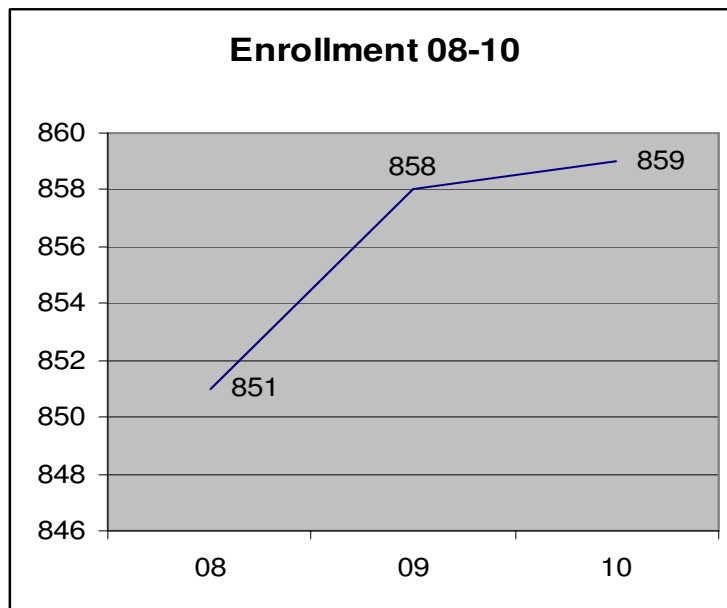
Our student/teacher ratio is 22.5 to 1.

Analysis and Discussion of Student Population Data

Northwest's current enrollment configuration by grade level is as follows:

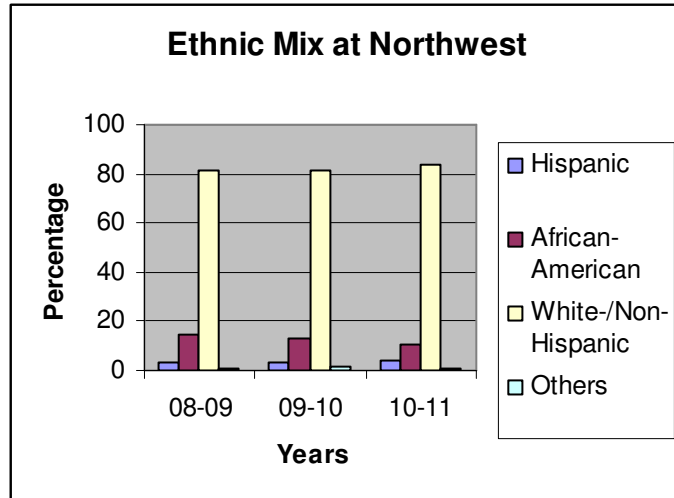
Grade 6	298
Grade 7	286
Grade 8	275
Total	859

Northwest Middle's enrollment configuration over the past three years:

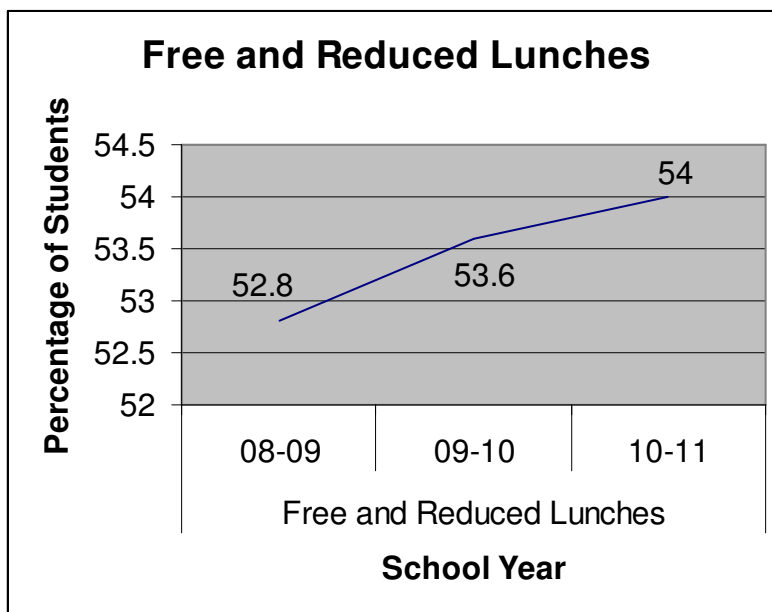


Student attendance rates at Northwest Middle have remained steady over the past few years. There are twenty-five students with limited English proficiency and none with migrant status.

The ethnicity mix of Northwest Middle School over the past three years has changed little:



We have seen a rise over the last two years of students on the free or reduced lunch program. The current year is about 54%.



Instructional and Organizational Effectiveness

School Processes

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

Each grade is organized into teams. Sixth grade has three teams of four teachers; seventh grade has three teams consisting of four teachers. Counted in the sixth and seventh grade teams is one team of teachers that teaches sixth and seventh graders. Eighth grade has two teams of four teachers. An additional eighth grade teacher is part of both teams. She teaches students from both teams. Tutorial classes and inclusion are provided for identified students. Each grade level has a Flex time used for career development, and DEAR (Drop Everything and Read). There is a school-wide grading policy which conforms to the state and district grading scale. Each grade level and department has determined the appropriate grade weights for tests, homework, projects, and other work. All teachers are following district guidelines. There is consistency in disciplining of students in teams, grade level, and school wide. All teachers have their own website where they showcase their classes and provide important information including homework, class activities, and dates in order to foster communication with parents and students.

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

Northwest Middle School's educational models are guided by our State mandated Standards Based Instruction. The standards have been aligned with national standards and the state's Palmetto Assessment of State Standards (PASS). Our teachers incorporate these standards into a Learning Focus format with their lesson plans. Our teachers are implementing Differentiated Instruction and Learning Focus strategies as well as focusing on reading in the content areas.

Teachers at Northwest Middle, in our effort as an International Baccalaureate School, continue to meld IBMYP expectations into their unit plans as we try to help to develop well-rounded learners. The MYP provides students in grades six through ten with academic challenges and life skills development to stimulate their academic and social growth. The program is administered under the auspices of the International Baccalaureate Organization. It is the centerpiece of a three-tiered educational mission, along with Primary Years Program at the elementary level and the Diploma Program at the high school level. The goal is to help students become critical thinkers and responsible citizens of their community, state, nation and world. We want them to be global learners.

The IBMYP centers around the student through five areas of interaction: Approaches to Learning, Community and Service, Human Ingenuity (creativity, inventions and their impact on the world), Environments, and Health and Social Education. These areas are incorporated into the students' educational journey through the eight curriculum areas: language A, language B, humanities, physical education, technology, arts, sciences, and mathematics.

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

Classroom Discipline/Learning Climate

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

Safety, Cleanliness, and Adequacy of School Facilities

Northwest Middle and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan; regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing safety for the students first.

Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional custodial staff performs basic cleaning operations in every classroom every day.

Other aspects of the school/district safety program include:

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

Counseling and Other Student Support Services

Students at Northwest Middle receive a high level of support services from an outstanding staff. Career testing and counseling are offered to our students. Counselors regularly visit the classrooms for guidance lessons on subjects such as the dangers of smoking, bullying, careers, peer pressure, eating disorders, and other topics. During recent school years, Ms. Barber held weekly small group counseling sessions with sixth grade students. This was an opportunity for the students to discuss issues such as the death of loved ones, personal problems, and school struggles. During these sessions students were able to eat lunch with Ms. Barber and build new relationships. Counselors and the Career Development Facilitator work together to expose students to various career topics. One of the events includes an Eighth Grade Career Day. Some students are invited to participate in job shadowing, also. Guidance counselors help to make sure that students are signed up for the correct classes each year. A curriculum night was held in January. Rising ninth graders and parents meet with a counselor to discuss schedules and the transition from middle school to high school. The counselor/student ratio is 430.5 to 1. There is a full-time clerk in the guidance office.

Perceptions

Results from an in-house survey given to parents, students and teachers during the 2010-2011 school year have been broken down for the purpose of this portfolio. Reported responses were chosen based on the relevance to the District Education Plan. Parents, teachers and students were given similar questions for comparison. This is the fifth year this survey has been given; however, this is the second year that the survey(s) have been administered electronically. Unfortunately, a very small percentage of parents responded to the survey again this year. The survey was placed on the school website, a telephone call out was placed to each family and each student was given a reminder notice. The notice listed complete instructions for accessing the link to the website from home and hard copies were offered to those without internet access. Less than 20 hard copies were requested. All students were taken to the computer lab to respond to their portion and most teachers completed the survey as well. Reported responses have been grouped into three sections:

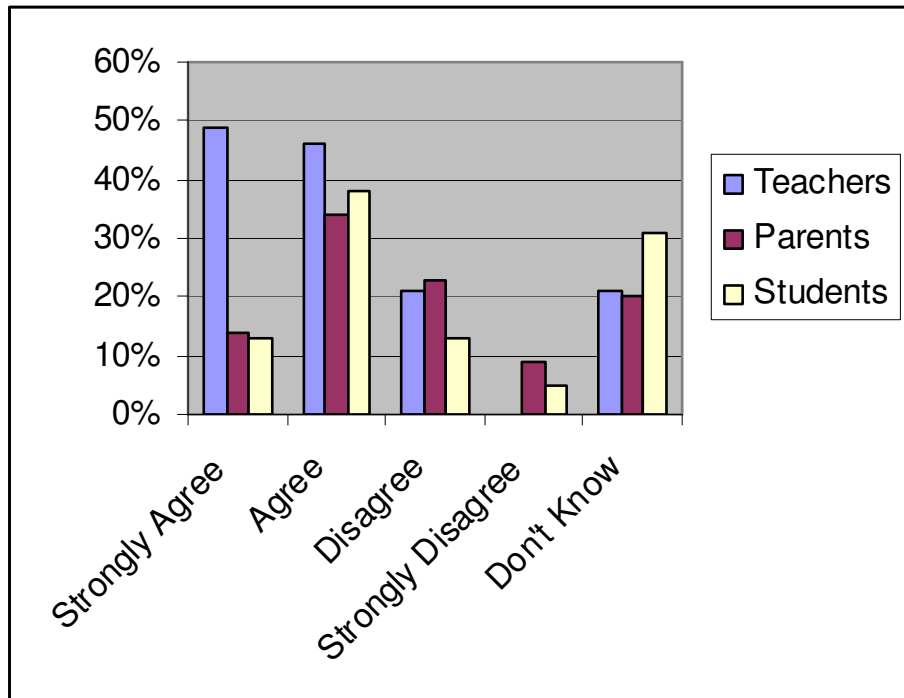
- Parental Involvement
- Learning Environment
- Curriculum

Parental Involvement Statements:

Parents have a good understanding of the school's programs and operations.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parents	16%	59%	18%	2%	5%

The majority of parents feel that they understand the school's programs. This would include such information as to how the schedule runs, how classes are assigned and how the International Baccalaureate program is implemented. Ten percent more responded affirmatively this year showing an increase in parent awareness.

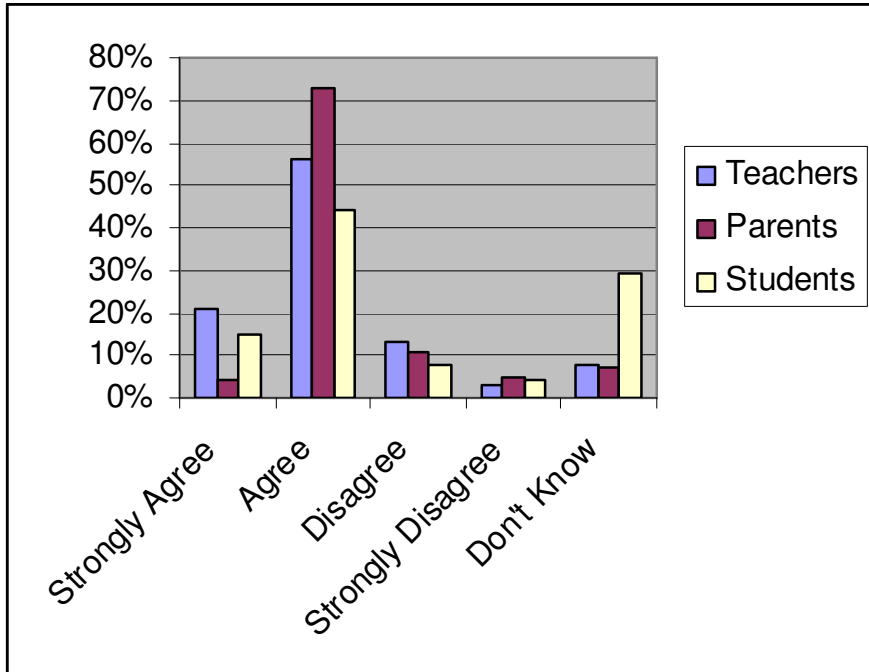


Teachers regularly communicate with the parents of their students.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Teachers	49%	46%	21%	0%	21%
Parents	14%	34%	23%	9%	20%
Students	13%	38%	13%	5%	31%

The majority of teachers, 95%, feel that there is adequate communication with parents, while 75% of parents and 62% of students agree with the statement. There remains a disparity between the perception of teachers and perception of parents and students about communication but parent agreement has improved by 23 percentage points from last year's survey.

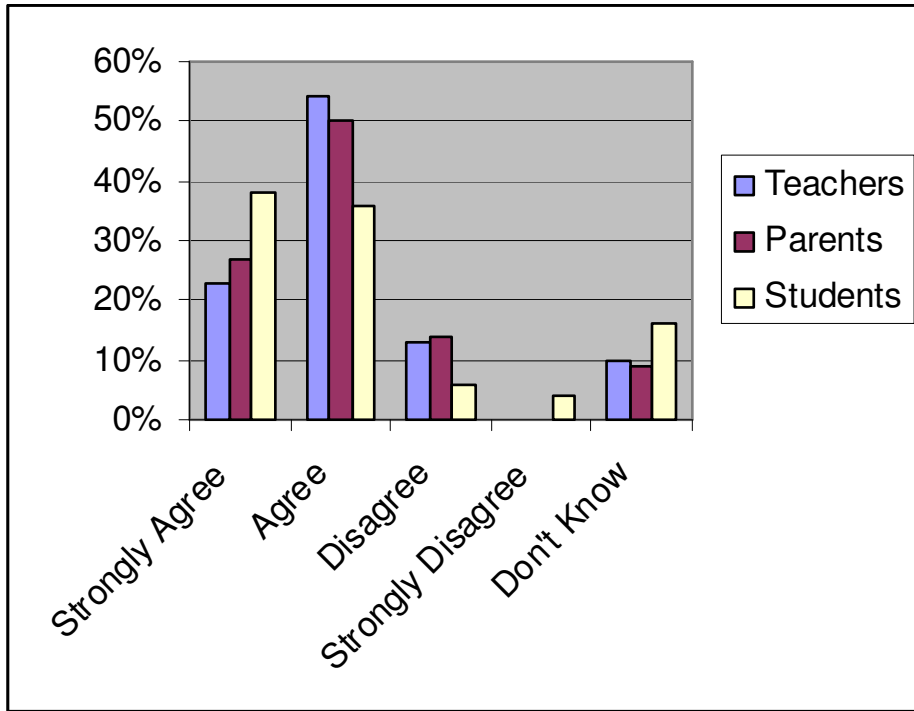
Learning Environment Statements:



Our school’s facilities are adequate to support the instructional program.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Teachers	21%	56%	13%	3%	8%
Parents	4%	73%	11%	5%	7%
Students	15%	44%	8%	4%	29%

While the majority still agree that facilities are adequate, fewer teachers, parents, and students feel the facilities meet the needs of the school. Budget cuts district-wide have caused an increase in class sizes.

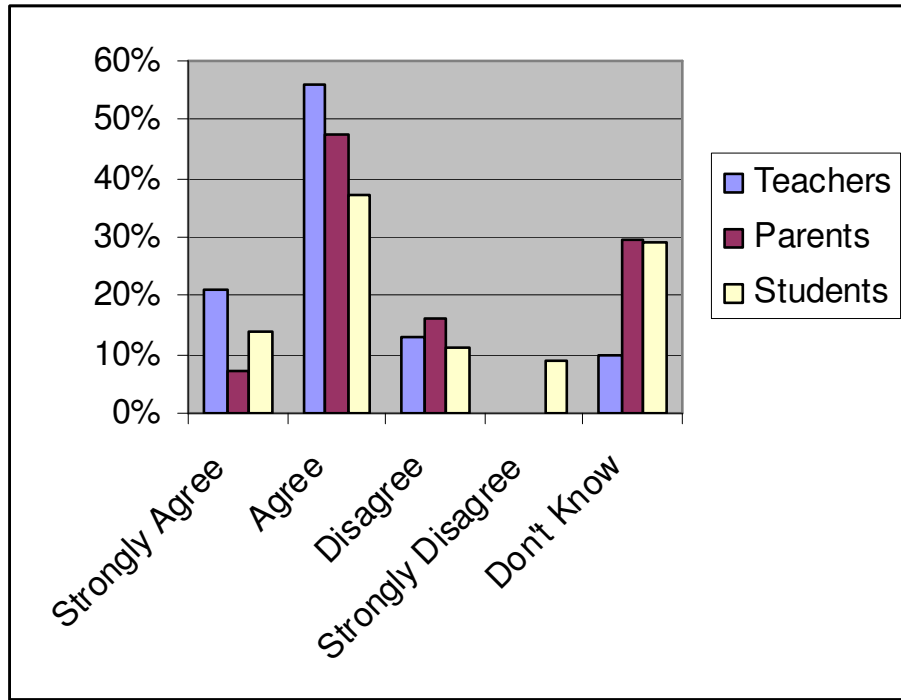


Teachers and administrators consistently enforce school rules.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Teachers	23%	54%	13%	0%	10%
Parents	27%	50%	14%	0%	9%
Students	38%	36%	6%	4%	16%

There is generally equal agreement that school rules are consistently enforced.

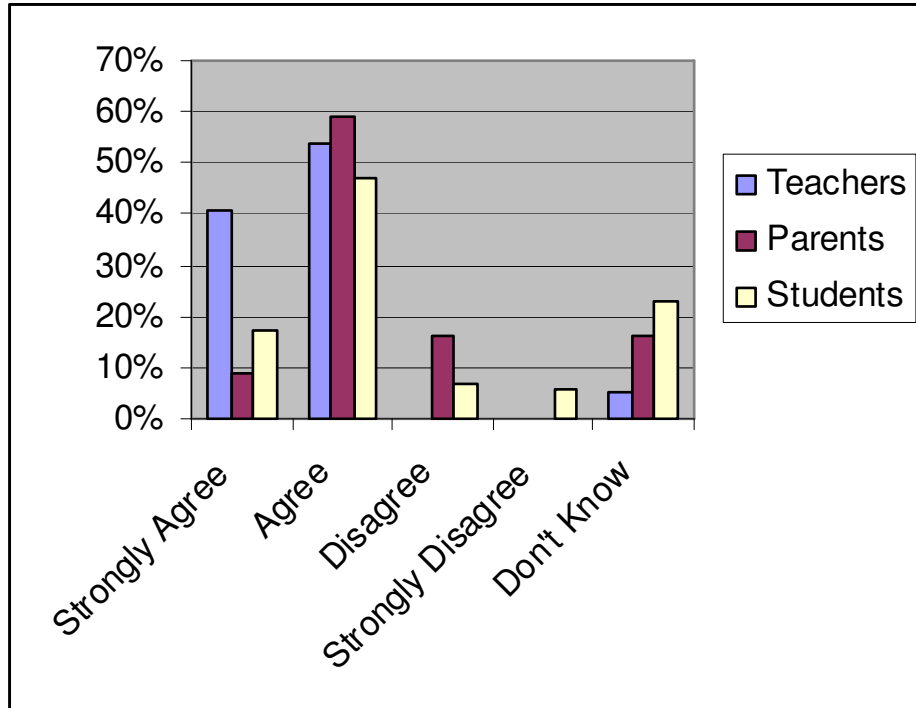
Curriculum Statements:



Students see a relationship between what they are studying and their everyday lives.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Teachers	21%	56%	13%	0%	10%
Parents	7%	47.5%	16%	0%	29.5%
Students	14%	37%	11%	9%	29%

While about half agree with this statement, about 30% of both parents and students are neutral (don't know). Seventy-seven percent of teachers feel there is a relationship between subjects studied and everyday lives. Teachers could possibly improve communication with students that links what they are studying to possible uses in the future.



Teachers provide instructional activities that involve students in their learning.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Teachers	41%	54%	0%	0%	5%
Parents	9%	59%	16%	0%	16%
Students	17%	47%	7%	6%	23%

Perceptions on Organizational Effectiveness:

Seventy-seven percent of teachers feel that students do see a link between their everyday lives and the subjects taught and 95% felt the school was doing a good job of providing activities that involve students in their own learning. Parents do not see as clearly the link with everyday life because 55% agree with the statement and 68% agree that teachers

involve students in their learning. A lower percentage of students say they see a link between what they are studying and their every day lives but 64% agree that teachers provide activities that involve students in their learning. Teachers may need to directly link subjects studied to uses in the future.

Perceived Strengths and Challenges of Organizational Effectiveness:

These findings are based on data collected from the Student/Parent/Teacher in-house surveys administered during the 2010-2011 school year.

According to information gained in the survey, overall there seems to be an information gap between parents and students and teachers. Students are aware that teachers are communicating with their parents. They are learning material and able to apply it to their lives and are involved in their learning, but parents are less likely to agree. While the school could make attempts to remedy this, it could possibly be a result of the time period in adolescence where children tend to communicate less with their parents unless asked directly. Providing parents with information on how to communicate effectively with teens and preteens would help with these perceptions.

Strengths according to our teachers are: dedication -- not only to the profession, but to the students and their success. Northwest has a very low yearly teacher turnover and a vast amount of teaching experience and education levels. Teachers at Northwest are lifelong learners. We have a very supportive administration and faculty and staff are very supportive of each other. Teachers display professionalism.

Priorities for Building and Strengthening Organizational Effectiveness

1. Improve Academic Achievement as Measured by PASS, MAP and EOC scores

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

The PASS test continues to be the statewide achievement test taken by students across the state. Here at Northwest, we are using a variety of strategies to increase test scores. Teachers meet weekly in grade level groups. This provides structured time for collaboration. We often break out into subject groups to discuss curriculum, common assessments, strategies, ideas, etc. In faculty meetings, teachers share information from professional development that we can implement to help to improve test scores. This year teachers have focused on special education or African American subgroups. Some teachers are using benchmark testing and practice testing provided by the district.

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

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

All teachers use a combination of focus learning and differentiated instruction strategies to meet children where they are and to address all learning styles. In the past, our faculty has had extensive in-service addressing reading in the content areas. We continue to stress the importance of reading skills in all subjects. Teachers are implementing a variety of these strategies in all curriculum areas. We hope that using these strategies will help to increase achievement.

We continue to use teaming to divide the children into groups with common teachers so they receive consistent discipline, consistency in expectations, and concentrated attention which we believe will have a positive effect on test scores.

2. Help students to see a relationship between what they are studying and their everyday lives.

Learning becomes more “real” when students can see the relationship between what they are studying at school and what is happening in their lives. As an International Baccalaureate Middle Years Programme faculty and staff we are committed to helping students see the connections between what they are learning and the real world. Since becoming an IBMYP school, our faculty has put a great deal of effort into collaborating in lesson planning and trying to be more aware and diligent in making those “real-life” connections. We will continue to collaborate within our teams and with related arts to try to make those natural connections. We will continue to teach with interdisciplinary, thematic instruction. For many of our teachers, making the connections is natural, but we must find ways to help students realize that they are making the connections and we must give them opportunities to see and state the relationship between the subjects that they are studying and their lives. According to our web site, the IBMYP program is a student-

centered program that both embraces and transcends traditional school subjects by helping students see the connections between the academic disciplines. Hopefully, as we strive to help the students become “global learners” we will help them make these connections.

3. Improve Parent Communication

As reported earlier, this year’s survey results indicate that the number of parents satisfied with the parent/teacher communication doubled. Of course, we are aiming for 100% satisfaction, but are pleased with this positive improvement.

We continue to analyze reasons that parents may feel that there is a lack of communication between home and school. This year, in a continued effort to save postage and paper costs, the school newsletter has been published electronically. Perhaps, some parents do not use the school’s web page to access information. Many may have been more used to the hard copy of the newsletter. If this way of publishing the newsletter is continued next year, we will need to continue to think of ways to encourage parents to view the newsletter online. Perhaps, each time the newsletter is available online, a message could be given to all families via the phone messenger. Another suggestion could be for Flex Time teachers to show the newsletter to their students and perhaps that would spark interest and cause the students to go home and encourage their parents to read the newsletter online. We still need to take into consideration the families without Internet access.

According to Camille Domingus, *Involving Parent: Motivating Student*, leaders of a school should "establish honest and effective communication with the parents, take initiative to build relationships, and give parents information and skills to motivate students and celebrate their successes."

Suggestions for improving parent communication even more focus on increasing the number of positive contacts parents have from teachers, such as occasional phone calls or emails to parents praising a child for a job well done.

Sixth grade teachers did meet with parents of rising fifth graders In January in an effort to help make the transition from elementary to middle school a smooth one. Parents were told that they will no longer be receiving weekly reports containing student work and communication from the child’s teacher. Middle school students are expected to assume more responsibility for their own learning. Teachers at the middle school level cannot make a phone call or send a note home each time a student does not complete an assignment or each time a student does poorly on an assignment.

During back to school nights and PTSA open houses, parents are informed as to ways that parents can be in contact with the teachers. Parents should also realize that progress reports and report cards are a form of communication with the teachers. Now, district-wide, parents can see their child’s grades in “real time” by using the Parent Portal. Some of our parents still need to come to the school to receive their password. Parents need to respond when a request is made for a parent to call to set up a conference about his/her child. Teachers will continue to help parents be aware of the procedures to follow if they desire more information from a teacher.

Teachers will continue to post current assignments and student work on websites. Some teachers have students keep track of their grades. Again, as students assume more

responsibility, there should be expectations between parents and students as to the communication that is expected between them.

We also suggest that the PTSA meet more often with events that bring in families, such as dinners and performances by student groups. We might also consider having meetings in the areas of Greenville where some of our disadvantaged students live, to make the meetings more accessible for parents. Since this is the age where students can become less likely to communicate with their parents, perhaps PTSA could offer programs dealing with parent/child communication so that children will be more likely to answer the question “What did you do in school today?” or “What is going on at school?” with a more complete and more accurate answer than “Nothing.”

Greenville County Schools

DISTRICT PROFILE

Greenville County Schools (GCS) is widely recognized as a leader in public education. Serving over 70,900 students, GCS is the largest public school system in South Carolina. According to the latest publication from the National Center of Education Statistics, GCS is the 54th largest school district in the nation. The area served by GCS covers over 800 square miles and includes almost all of Greenville County and portions of Laurens and Spartanburg Counties. The District facilities include 6 child development centers, 49 elementary schools, 18 middle schools, 14 high schools, 4 career centers, and 7 special focus centers. Among the elementary, middle, and high schools, 12 International Baccalaureate programs and 11 magnet academics operate, providing unique educational opportunities, including concentrations in foreign language, communication arts, pre-engineering, and science and technology.

GCS has 17 schools receiving federal funding from Title I. Title I funds allow schools to provide opportunities for children to acquire the knowledge and skills contained in the challenging state content standards. The GCS Title I program provides enriched and accelerated educational programs. These programs include school-wide programs that provide additional staffing, professional development, and parent involvement programs to help parents participate in the education of their children at home and at school.

GCS serves a culturally diverse population of students. The racial/ethnic make-up of students in GCS in 2009-2010 was 59.4% white, 26.0% African-American, 10.9% Hispanic, 2.6% Asian, and 0.3% Native American. Dedicated to meeting the educational needs of all students, GCS serves over 10,251 (14.4%) students with disabilities. Of those, over 7,955 are students with disabilities more severe than speech and an additional 2,296 are students with speech disabilities. Additionally, 14,176 (20.0%) GCS students participate in the District's gifted and talented program. GCS also serves over 5,800 (8.2%) K-12 students who meet the state specifications for English for Speakers of Other Languages (ESOL).

GCS stresses the importance of daily attendance for all students and teachers. As reported in the 2009-2010 annual District Report Card, GCS had an average student attendance rate of 95.9% and a teacher attendance rate of 97.5%. The annual student dropout rate was 3.6%.

There are 5,074 teachers in the District; 63.5% hold Master's degrees or higher and 605 are National Board Certified. The average teacher salary in 2009-2010 was \$46,593.

Thirteen Greenville County schools have been named National Blue Ribbon Schools of Excellence. Over the last thirty years, 20 Greenville County schools have been designated Palmetto's Finest Schools, our state's highest honor for schools. In May 2010, 15 Greenville County schools were identified as Red Carpet Schools for their efforts to provide the highest level of customer service to their parents and school community. Forty-eight Greenville County schools have received the honor at least once. Twenty-nine schools are part of the PTA National Schools of Excellence, and 34

schools have been identified as Baldrige Model Schools. Additionally, GCS staff have garnered several prestigious state awards in the last year, including SC Teacher of the Year, SC Secondary Principal of the Year, and SC Superintendent of the Year. Finally, 88% of our 2010 graduates went on to pursue higher education and earned approximately \$82.7 million in academic scholarships, including 12 seniors who earned National Merit Scholarships.

In 2008-2009, Greenville County Schools earned National Accreditation from the AdvancED Accreditation Commission, recognizing GCS as a high quality school district and granting full accreditation to the school district and all of its schools.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

GOAL AREA 1

AYP and Report Card Ratings

In 2010, the percentage of GCS schools that met AYP increased by 4.6 percentage points from 2009. Figure 1.1 displays the percentage of GCS schools that met AYP for the past five years. The percentage of elementary and middle schools that met AYP increased in 2010. No GCS high schools met AYP in 2010. While the district has not met AYP since 2004-2005, the number of objectives met has increased. The district met 29 out of 37 objectives (78.4%) in 2005-2006 and 2006-2007, 27 out of 37 objectives (73.0%) in 2007-2008, and 34 out of 37 objectives (92.0%) in 2008-2009 and 2009-2010.

Figure 1.1 AYP History in GCS

GCS All Schools*	No	Yes	Total	% Met
05-06	60	24	84	25.6%
06-07	58	26	84	31.0%
07-08	70	14	84	16.7%
08-09	49	37	86	43.0%
09-10	43	39	82	47.6%
Elementary				
05-06	28	20	48	41.7%
06-07	28	19	47	40.4%
07-08	39	8	47	17.0%
08-09	17	31	48	64.6%
09-10	13	35	48	72.9%
Middle				

05-06	17	0	17	0.0%
06-07	17	0	17	0.0%
07-08	17	0	17	0.0%
08-09	17	1	18	5.6%
09-10	15	3	18	16.7%
High				
05-06	14	0	14	0.0%
06-07	13	1	14	7.1%
07-08	13	1	14	7.1%
08-09	14	0	14	0.0%
09-10	14	0	14	0.0%

**GCS All Schools data include traditional schools and special centers. Career centers were included prior to 2010, when the SC Department of Education ceased calculation of AYP for career centers.*

For the last five years, the Absolute Rating for Greenville County Schools has remained at Average, while the Growth Rating has fluctuated between At-Risk in 2005-2006 to Average in 2009-2010. In 2008-2009, the district’s Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. Figure 1.2 displays the Absolute and Growth Rating totals and percentages for GCS traditional schools, special centers, and career centers since 2005-2006. The last two years have seen increases in the number of schools earning an Absolute Rating of Good or Excellent.

Figure 1.2 Absolute and Growth Rating History in GCS

GCS DISTRICT RATINGS	2009-10				2008-09			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT
Total Excellent	18	20.9%	19	22.1%	18	20.9%	10	11.6%
Total Good	24	27.9%	25	29.1%	15	17.4%	16	18.6%
Total Average	37	43.0%	32	37.2%	46	53.5%	45	52.3%
Total Below Average	6	7.0%	3	3.5%	4	4.7%	11	12.8%
Total At-Risk	1	1.2%	7	8.1%	3	3.5%	4	4.7%
Total	86		86		86		86	

GCS DISTRICT RATINGS	2007-08				2006-07			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	IMPROVE. NUMBER	IMPROVE. PERCENT
Total Excellent	8	9.5%	11	13.1%	7	8.4%	5	6.0%
Total Good	17	20.2%	12	14.3%	16	19.3%	8	9.6%
Total Average	34	40.5%	12	14.3%	35	42.2%	8	9.6%

Total Below Average	20	23.8%	29	34.5%	18	21.7%	24	28.9%
Total At-Risk	5	6.0%	20	23.8%	7	8.4%	38	45.8%
Total	84		84		83		83	

GCS DISTRICT RATINGS	2005-06			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	IMPROVE. NUMBER	IMPROVE. PERCENT
Total Excellent	12	14.6%	6	7.4%
Total Good	19	23.2%	13	16.0%
Total Average	28	34.1%	7	8.6%
Total Below Average	17	20.7%	16	19.8%
Total Unsatisfactory	6	7.3%	39	48.1%
Total	82		81	

Palmetto Assessment of State Standards Results

In spring 2009, South Carolina instituted the new Palmetto Assessment of State Standards (PASS) to replace the Palmetto Achievement Challenge Tests (PACT) in grades 3-8. The new state test includes five subject areas: writing, English language arts (reading and research), mathematics, science, and social studies. PASS scores are reported using three scoring levels: Not Met, Met, and Exemplary. Students scoring Met or Exemplary are considered to have met the state’s academic standards.

In spring 2010, Greenville County Schools’ students met or exceeded the state average on 26 of 30 tests on PASS.

Figure 1.3 displays the difference between GCS and SC PASS writing scores. GCS had more students scoring Met and Exemplary in grades 3, 5, 7, and 8 when compared to the state.

Figure 1.3 Percent Met and Exemplary on 2010 PASS Writing

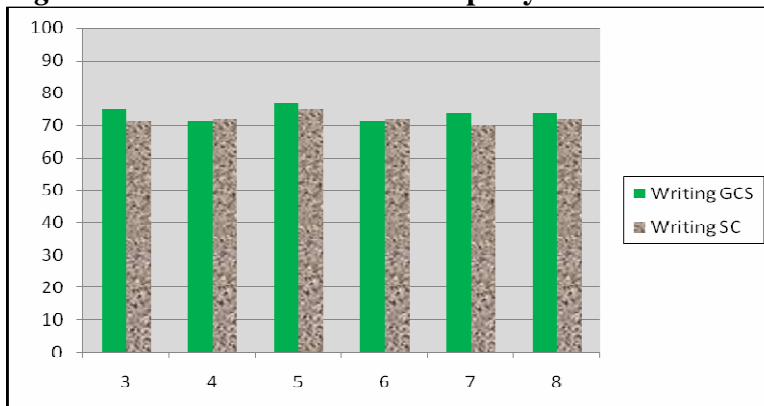


Figure 1.4 displays the difference between GCS and SC PASS ELA (Reading/Research) scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5 and 8 when compared to the state.

Figure 1.4 Percent Met and Exemplary on 2010 PASS ELA (Reading and Research)

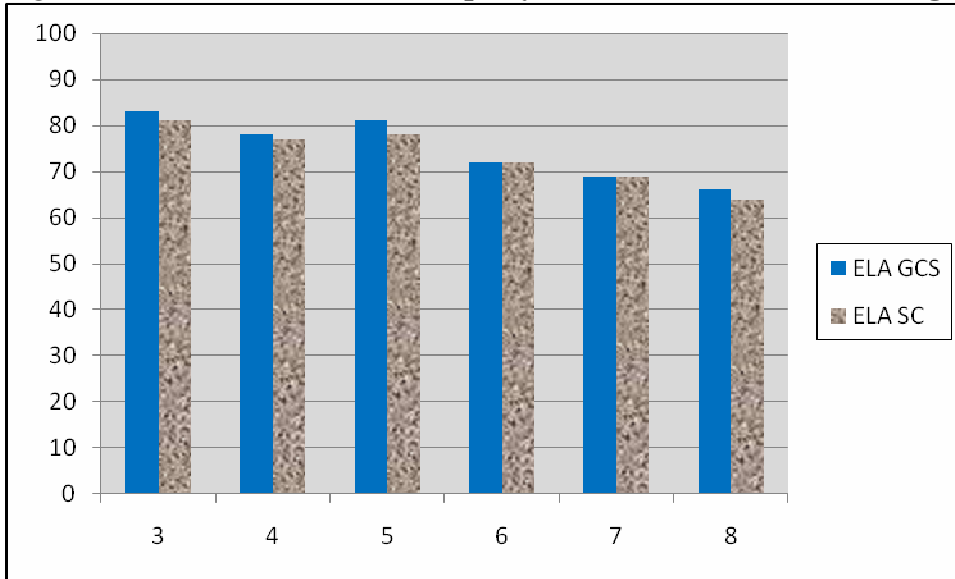


Figure 1.5 displays the difference between GCS and SC PASS math scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5 and 8 when compared to the state.

Figure 1.5 Percent Met and Exemplary on 2010 PASS Math

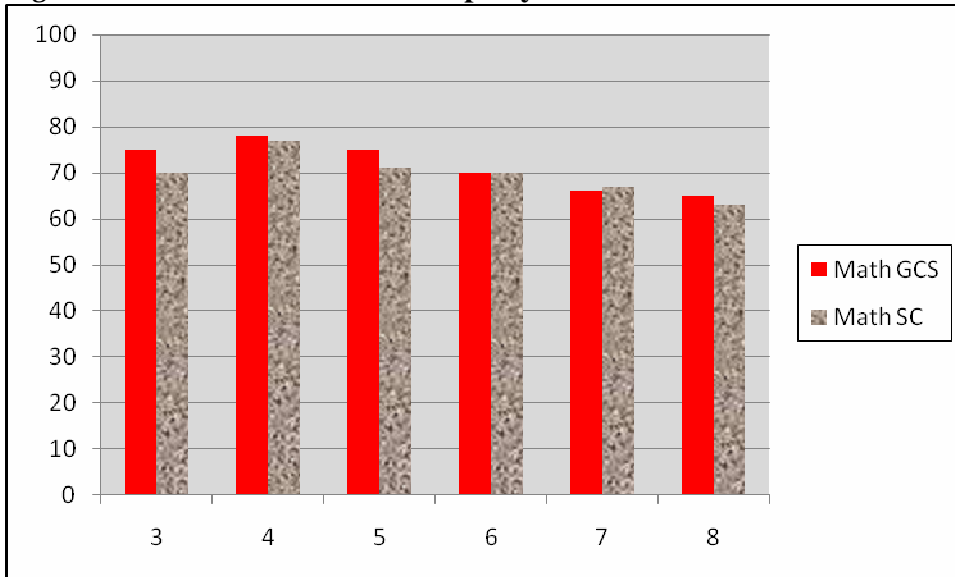


Figure 1.6 displays the difference between GCS and SC PASS science scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5, 6, and 8 when compared to the state.

Figure 1.6 Percent Met and Exemplary on 2010 PASS Science

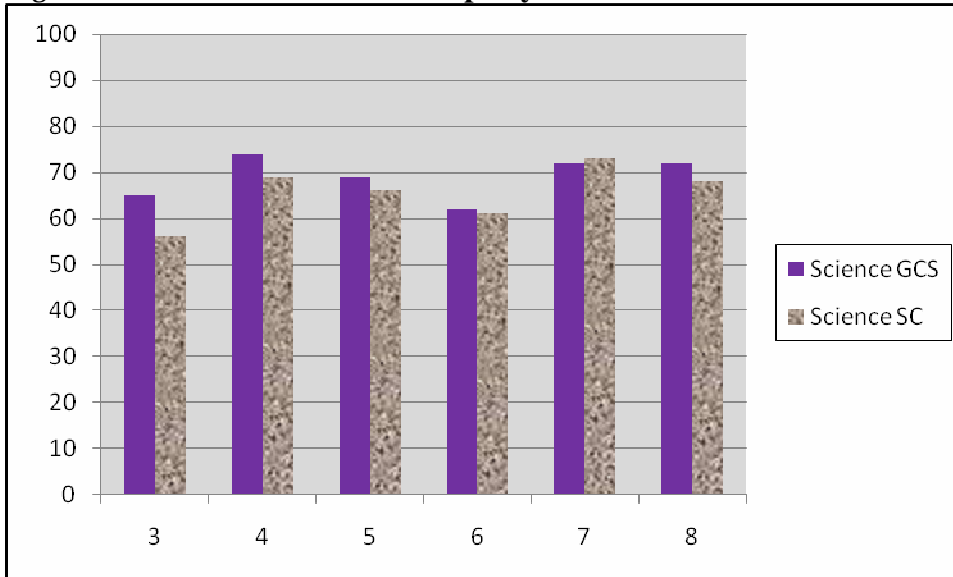
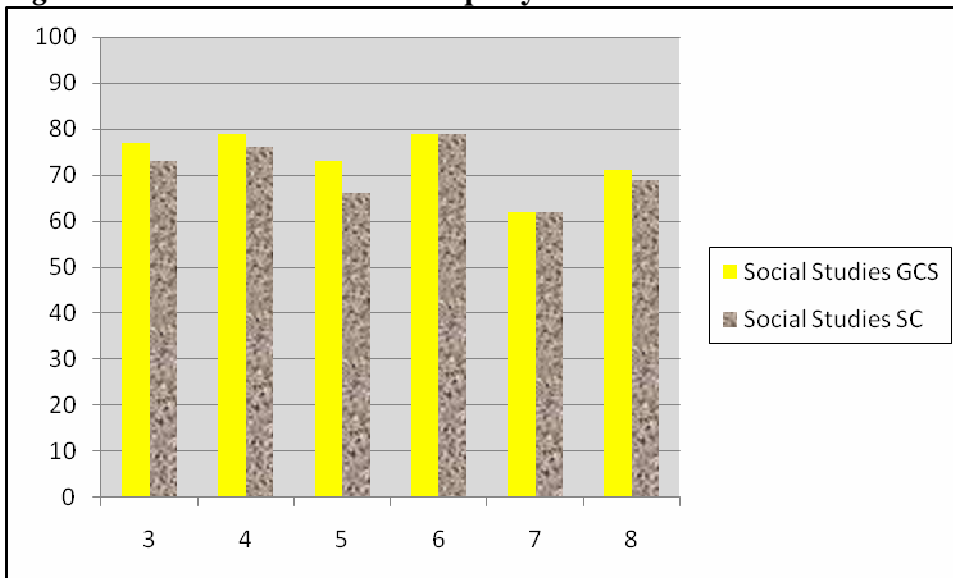


Figure 1.7 displays the difference between GCS and SC PASS social studies scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5, and 8 when compared to the state.

Figure 1.7 Percent Met and Exemplary on 2010 PASS Social Studies



Measures of Academic Progress (MAP)

Since 2005-2006, an additional resource for assessment in Greenville County has been used, the Measures of Academic Progress (MAP) test. This computerized system of testing is administered two to three times a year in every elementary and middle school and in certain high schools in reading and mathematics, and two optional subjects, language usage and science. MAP correlates with national and state curriculum and standards, and is nationally norm-referenced. The difficulty of each test adjusts to each individual student's performance, meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. Unlike the PASS and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year. MAP results are regularly being used in the schools as one of several data sources for curriculum decisions, student placement, and parent conferences, but not for district level accountability. As MAP testing continues, the results will increasingly be used to help assess students' academic achievement and in district planning.

High School Assessment Results

End-of-Course Exam Program

End-of-Course exams are administered at the end of English I and Algebra I courses in middle schools and high schools and at the end of physical science and U.S. History and the Constitution courses in high schools. EOCEP passage rates have increased in all subject areas over the last five years. Figures 1.8-1.11 display the number of students tested, the percentage passing (scores A-D), and the mean scale score for each subject from 2005-2006 to 2009-2010.

Middle school students' and high school students' English I EOCEP passage rates have increased over the last five years from 74.2% in 2005-2006 to 78.4% in 2009-2010.

Figure 1.8 5-Year English I EOCEP Performance

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number Tested	5314	5534	5730	5561	5692
% Passing	74.2	63.9	69.4	71.9	78.4
Mean Scale Score	78.0	75.8	77.2	76.9	78.9

Middle school students' and high school students' Algebra I EOCEP passage rates have increased over the last five years from 79.6% in 2005-2006 to 83.8% in 2009-2010.

Figure 1.9 5-Year Algebra I EOCEP Performance

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number Tested	5563	5752	5561	6082	5739
% Passing	79.6	82.6	80.4	76.9	83.8
Mean Scale Score	79.0	79.3	79.9	79.1	81.8

The Physical Science EOCEP passage rates (high schools only) have increased over the last five years from 56.3% in 2005-2006 to 68.8% in 2009-2010.

Figure 1.10 5-Year Physical Science EOCEP Performance

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number Tested	5119	4933	5105	5473	5558
% Passing	56.3	54.2	62.0	61.4	68.8
Mean Scale Score	72.1	72.1	74.2	74.6	77.6

In 2008-2009, the US History and the Constitution EOCEP results (high school only) were reported for the first time. In the second year of administration, the passage rate for GCS students increased from 54.0% in 2008-2009 to 56.2% in 2009-2010.

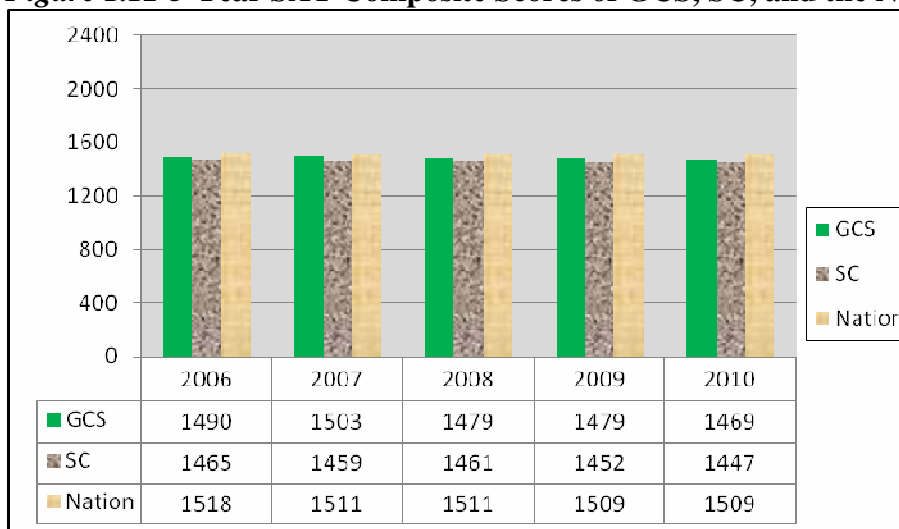
Figure 1.11 2-Year U.S. History and the Constitution EOCEP Performance

	2008-2009	2009-2010
Number Tested	4702	4761
% Passing	54.0	56.2
Mean Scale Score	71.9	72.2

SAT

GCS high school students have continued to maintain SAT scores that are higher than the South Carolina state average for reading, math, and composite scores. In GCS, the average composite score on the SAT decreased from 1479 in 2009 to 1469 in 2010. Fifty-six percent (2,550) of the 2009-2010 GCS seniors took the SAT at least once in high school. The average critical reading score was 494, the average writing score was 476, and the average math score was 599. Figure 1.12 displays the SAT composite score results from the past five years. GCS composite scores have remained higher than the average SC score and slightly behind the average national score.

Figure 1.12 5-Year SAT Composite Scores of GCS, SC, and the Nation

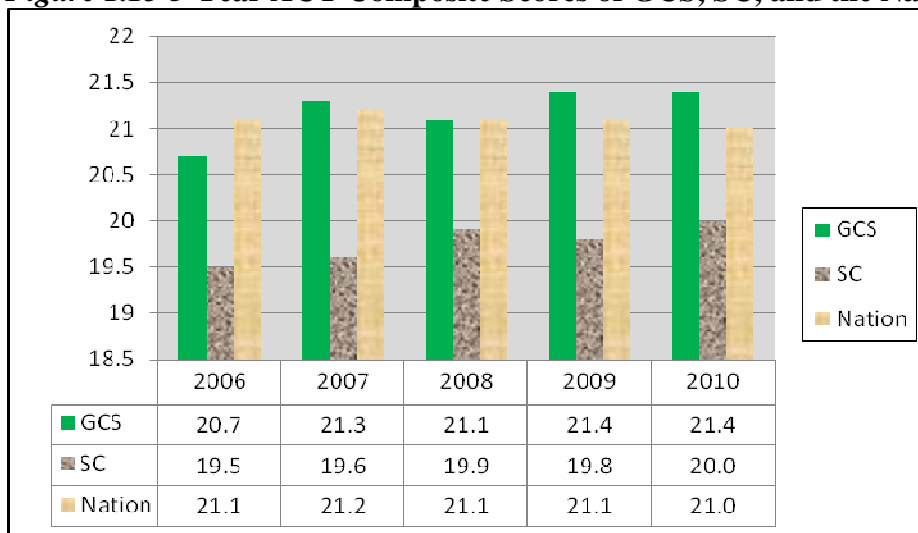


Note: Composite scores for SC and the nation include private and home school students.

ACT

The number of GCS students who take the ACT, another college entrance exam, continues to rise every year. The composite score in GCS remained steady at 21.4 from 2009 to 2010. In 2010, GCS students outperformed students in SC and the nation in ACT subtests: English (20.9), math (21.2), reading (21.6), and science (21.2). Over the last five years, GCS students' composite ACT scores have been at or above the state and national averages. Figure 1.13 displays the ACT composite score results over the past five years in GCS, SC, and the nation.

Figure 1.13 5-Year ACT Composite Scores of GCS, SC, and the Nation



Note: Composite scores for SC and the nation include private and home school students.

Advanced Placement Exams

The number of Advanced Placement (AP) exams administered increased from 2009 to 2010, while the percentage of AP exams with a score 3 or higher remained constant. Figure 1.14 displays the total number of AP exams taken, as well as the percent with a score of 3 or higher.

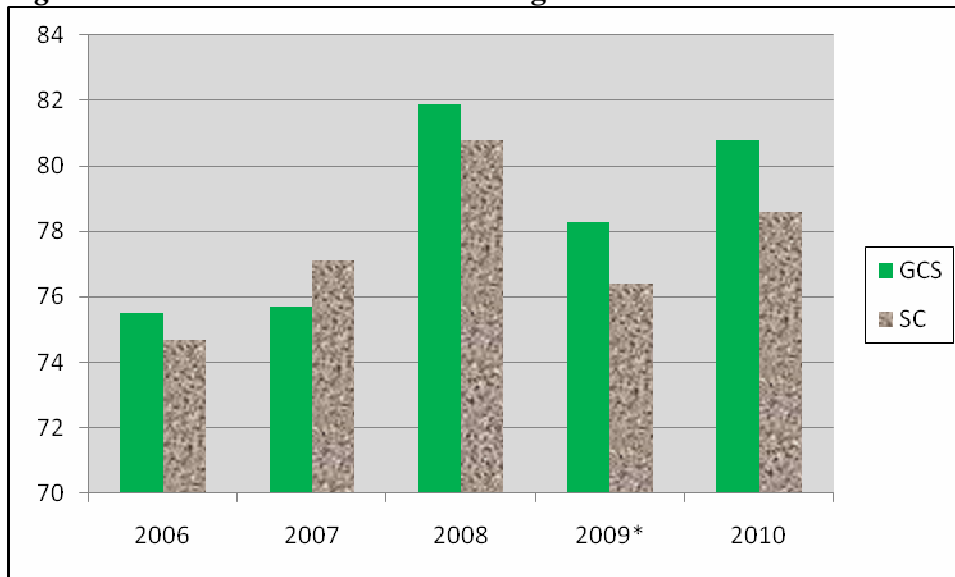
Figure 1.14 Number of AP Exams and Percent Scoring 3-5 in GCS

Year	# Exams	% 3-5 Scores
2006	4,568	48%
2007	4,943	51%
2008	4,457	51%
2009	4,311	57%
2010	4,838	57%

High School Assessment Program

South Carolina students take participate in the High School Assessment Program (HSAP) in their second year in high school and must pass both the ELA and math portions in order to receive a state high school diploma. HSAP scores are reported using four scoring levels: Level 1, Level 2, Level 3, and Level 4. A score of Level 2 is considered passing. The last five years of data for HSAP are shown in Figure 1.15. Over the last several years, GCS first attempt HSAP passage rates have remained above the state's passage rates.

Figure 1.15 Percent of Students Passing Both Sections of HSAP on 1st Attempt



Note: The SC Dept. of Education began reporting scores for all students tested in 2009.

The Achievement Gap

The achievement gap for students receiving free or reduced-priced meals and students paying full-price for meals must continue to be a high priority need for improvement in Greenville County Schools.

Figure 1.16 displays the difference in PASS scores in 2009 and 2010 between students paying full price for meals and students receiving free or reduced-priced meals (FARM). The gap between full-pay and FARM students exists in all subjects and has not significantly decreased over the last two years. The gap for all subjects ranged from 22.5% to 25.7% in 2010.

Figure 1.16 % of Students by Lunch Status Scoring Met and Exemplary on PASS

	ELA		Math		Science		Social Studies	
	2009	2010	2009	2010	2009	2010	2009	2010
FARMS	61.2	63.1	57.5	58.9	55.9	56.7	62.3	61.1
Full-Pay	85.0	86.3	81.8	83.0	80.9	82.4	83.8	83.6
<i>Difference</i>	<i>23.8</i>	<i>23.2</i>	<i>24.4</i>	<i>24.0</i>	<i>25.1</i>	<i>25.7</i>	<i>21.4</i>	<i>22.5</i>

Students in Greenville County Schools receiving free or reduced priced lunch also have lower first-attempt HSAP exam scores than full-pay lunch students, as shown in Figure 1.17 below. The gap is larger for math than ELA. While the gap has been reduced over the last two years, it still ranged from 16.8% to 19.4%.

Figure 1.17 % of Students by Lunch Status Scoring at or Above Level 2 on HSAP 1st Attempt

	ELA		Math	
	2009	2010	2009	2010
FARMS	74.5	77.9	67.2	71.2
Full-Pay	92.8	94.7	87.5	90.6
<i>Difference</i>	<i>18.3</i>	<i>16.8</i>	<i>20.3</i>	<i>19.4</i>

The gap is also evident in passing rates for end-of-course exams, as show in Figure 1.18 below. The largest gaps in 2010 were seen in Physical Science and U.S. History. The achievement gap decreased from 2009 to 2010 in both Algebra I and English I.

Figure 1.18 % of Students by Lunch Status Scoring Passing End-Of-Course Examinations

	Algebra I		English I		Physical Science		US History	
	2009	2010	2009	2010	2009	2010	2009	2010
FARMS	56.9	74.6	55.3	65.4	59.2	54.8	33.1	38.4
Full-Pay	85.0	89.4	81.5	86.3	65.8	77.0	63.2	65.3
<i>Difference</i>	<i>28.1</i>	<i>14.8</i>	<i>26.2</i>	<i>20.9</i>	<i>6.6</i>	<i>22.2</i>	<i>30.1</i>	<i>26.9</i>

Graduation rates in 2009-2010, as reported on the GCS AYP report, illustrate the achievement gaps that currently exist in Greenville County Schools. The graduation rate for students receiving free or reduced-priced lunch was 60.9% and the graduation rate for full-pay students was 81.9%.

STUDENT ACHIEVEMENT

In the 2010-2011 school year, the faculty and staff at Northwest Middle School continued to gather information from the district database as it related to our individual students' achievement records. The staff continues to see the benefit of analyzing student achievement data, and in turn using the analysis to guide us towards qualified decision making. As a result of the information and analysis, the classroom teachers can more effectively help students achieve the values, beliefs, purpose, mission, vision, and goals of our school and themselves.

General School Information

During the 2009-10 academic school year, Northwest Middle School made an Average for both the Absolute Rating, as well as the Growth Rating as graded and presented in the 2010 South Carolina Annual School Report Card. As of the same time period, the School Report Card published Northwest Middle having 859 students. According to our school report card there are 432 male and 418 female students for a total of 859 students attending our school.

Various ethnic groups were represented within our student population. There were 679 white students, 112 African American students, 4 Asian/Pacific Islanders, 20 Hispanic and 2 American Indian/Alaskans. 457 of our students receive subsidized meals.

The Test

The School District of Greenville County requires the use of the PASS, a criterion based test, at grades sixth, seventh, and eighth. As mandated in Chapter 18, Title 59 of the 1976 Code, the Education Accountability Act was amended (May 2008) to provide for the development of a new statewide assessment program. This program, known as the Palmetto Assessment of State Standards (PASS), was first administered in the spring of 2009. The PASS is administered to South Carolina public and charter school students in grades three through eight. PASS includes tests in five subject areas: writing, English language arts (reading and research), mathematics, science, and social studies. PASS test items measure student performance on the South Carolina Academic Standards. PASS test results are used for school, district, and federal (No Child Left Behind) accountability purposes.

All students in grades three through eight take the PASS English language arts (ELA) and mathematics tests. **For spring 2011, only those students in grades 5 and 8 will take the writing test.** All students in grades 4 and 7 take both the science and social studies tests. Students in grades 3, 5, 6, and 8 take either the science or the social studies test. Approximately half of the students in each of these grades are randomly assigned to take the PASS science test; the other half are assigned to take the social studies test in each of these grades (per school).

As reported in the South Carolina Annual School Report Card, 99.1% of the student population at Northwest Middle was tested via the PASS Test in 2009-10 school years. A summary of our test results are forthcoming beginning with overall test results for our school; next our testing data segment of the report, followed by disaggregated results and other pertinent information.

Student Achievement Summary

During the 2010-2011 school year, Northwest Middle Schools' staff has become more data-driven than ever before. We have reviewed our demographic data and gathered perceptions data through questionnaires from students, parents, and staff. We have also analyzed our student achievement results.

What the Data Tells Us

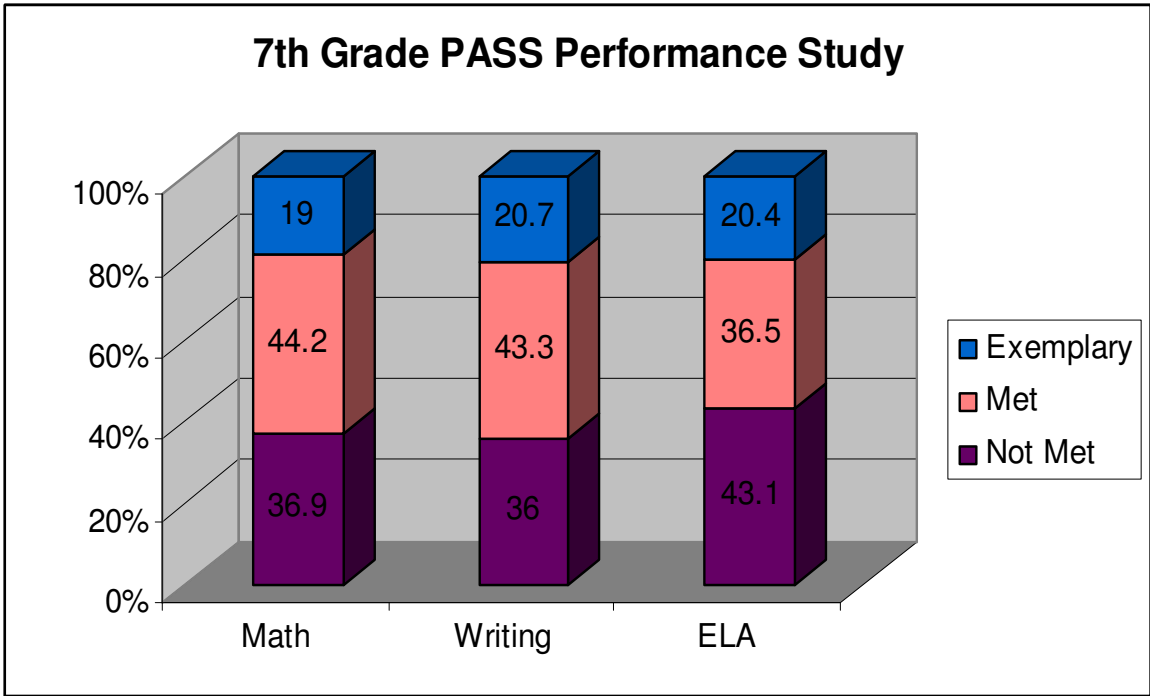
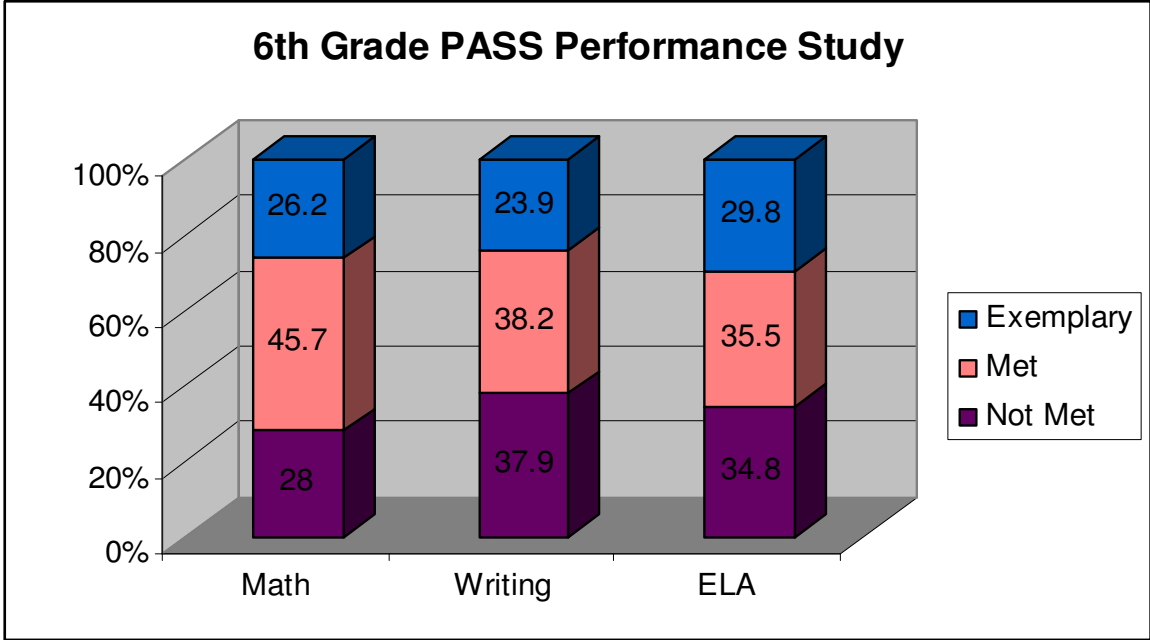
Over the past years, we can see that our demographics have changed. We know from census data in addition to this information that our population will continue to change. We must stay aware of our student and community populations so we can prepare to meet their needs.

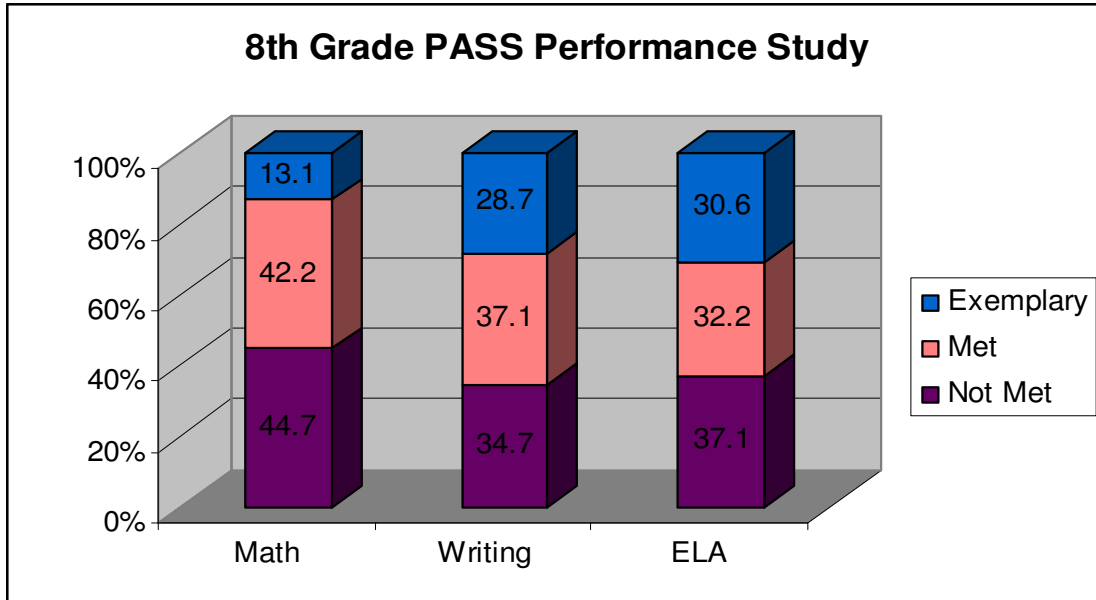
Overall Test Results

In the 2010-2011 school year, Northwest Middle School's focus on student achievement centered around the PASS test. Last year's data reflects a baseline from which we will work for the next several years.

PASS Student Performance Summary--- Spring 2010

Mathematics	Not Met	Met	Exemplary
Grade 6	28.0	45.7	26.2
Grade 7	36.9	44.2	19.0
Grade 8	44.7	42.2	13.1
Writing	Not Met	Met	Exemplary
Grade 6	37.9	38.2	23.9
Grade 7	36.0	43.3	20.7
Grade 8	34.7	37.1	28.7
English/Language Arts	Not Met	Met	Exemplary
Grade 6	34.8	35.5	29.8
Grade 7	43.1	36.5	20.4
Grade 8	37.1	32.2	30.6
Science	Not Met	Met	Exemplary
Grade 6	48.6	39.4	12.0
Grade 7	38.3	48.9	12.8
Grade 8	33.9	39.7	26.4
Social Studies	Not Met	Met	Exemplary
Grade 6	34.3	49.3	16.4
Grade 7	57.5	28.9	13.6
Grade 8	46.8	37.1	16.1





PASS PERFORMANCE BY GRADE LEVEL for School Year 2009-2010

Grade 6

62.1% met or were exemplary in Writing while 37.9% did not meet the state standard in Writing.

65.2% met or were exemplary in English/Language Arts while 34.8% did not meet the state stand in English/Language Arts.

72% met or were exemplary in Mathematics while only 28% did not meet the state standards for Mathematics.

Of those students tested in Science, 51.4% met or were exemplary while 48.6% did not meet the state standards for Mathematics.

Of those students tested in Social Studies, 65.7% met or were exemplary while 34.3% did not meet the state standards for Mathematics.

Grade 7

64% met or were exemplary in Writing while 36% did not meet the state standards in Writing.

56.9% met or were exemplary in English/Language Arts while 43.1% did not meet the state standards in English/Language Arts.

63.1% met or were exemplary in Mathematics while 36.9% did not meet the state standards in Mathematics.

61.7% met or were exemplary in Science while 38.3% did not meet the state standards in Science.

42.5% met or were exemplary in Social Studies while 57.5% did not meet the state standards in Social Studies.

Grade 8

65.3% met or were exemplary in Writing while 34.7% did not meet the state standards in Writing.

62.9% met or were exemplary in English/Language Arts while 37.1% did not meet the state standards in English/Language.

55.3% met or were exemplary in Mathematics while 44.7% did not meet the state standards in Mathematics.

66.1% met or were exemplary in Science while 33.9% did not meet the state standards in Science.

53.2% met or were exemplary in Social Studies while 46.8% did not meet the state standards in Social Studies.

PASS PERFORMANCE BY ETHNICITY AND GENDER

English/Language Arts

With regards to gender, in 2009-2010 females performed better with only 31% not meeting goal, while 36.9% of males did not meet goal. White students performed better than all other ethnicities with 35.5% not meeting goal, while 53.9% of both Hispanic and African American students not meeting goal.

Mathematics

In 2009-2010, females performed slightly better than males with the percentage not meeting goal being 35.2 and 36.9 respectively. African American students had a percentage of 55.9 not meeting goal compared to Hispanic students percentage of 43.3, and white students percentage of 33.3 not meeting goal.

Science

In 2009-2010, males performed better than females on the Science portion of the test. The percentage not to meet goal for males was 38.2 and the percentage not to meet goal for females was 42.2. White students whom did not meet goal was 36.6%, with African American students next with 60% not meeting goal, and Hispanic students with 47.8% not meeting goal.

Social Studies

Females again performed better than males in 2009-2010 on the Social Studies portion of the test. The percentage to not meet goal for females was 36.6 and the percentage not to meet goal for males was 37.1. The percent of white students whom did not meet goal was 47.6, while the percent of African American students whom did not meet goal was 57.8, and the percent of Hispanic students whom did not meet goal was not applicable.

In Summary

Our student achievement results on the PASS test in 2009-2010 indicate that there is need for improvement. Mathematics seems to be stronger at all three grade levels. With a combined 63.5% of Northwest Middle School students either meeting or scoring exemplary on PASS. We will continue to strive to raise our scores in ELA, Science and Social Studies. We know we can improve our scores in all areas and we are working diligently to make this a reality. An area that we feel needs our most improvement is Social Studies. Overall, 53.8% of Northwest Middle School students met or score exemplary. 46.2% did not meet the grade level standard. Also, we need to improve the number of students in the exemplary range. We hope with the approaches and implementations we have developed for Northwest Middle School, that the outcomes we have projected will be fully realized.

Next Steps

We at Northwest Middle School must continue to gather and analyze our student achievement data along with our questionnaire results and demographic data. We will continue to use PASS data as a baseline to drive instruction. In addition, we must bring the student achievement analyses down to the classroom level and make sure each teacher has her/his classroom's historical results on the first day of school. This will guide us in implementing our school's vision throughout our academic program for our students. To accomplish this, we have implemented the following:

Northwest Middle School has offered a variety of courses to help meet the academic needs of the entire student body during the 2010-2011 school year. The following is a list of those courses:

Algebra I

This is a high school credit class offered to eighth grade students who have demonstrated a mastery level in the area of mathematics that qualifies them to take this course. We have 58 students in Algebra 1. 98.4% of our Algebra 1 students scored 70% or higher on the End of Course Test.

English I Honors

This is a high school credit class offered to eighth graders who have demonstrated a mastery level in the area of Language Arts that qualifies them to take this course. We had 25 students in this class. 100.0% of our English 1 students scored 70% or higher on the English 1 test.

Challenge Language Arts

Challenge Language Arts is offered to students who demonstrate a high level of achievement in the area of Language Arts. This school year we have 50 sixth graders, 56 seventh graders, and 12 eighth graders in the challenge language arts classes.

Resource (Special Education)

Specific skill instruction in the areas of math, language arts, science and social studies is provided to identify students by 3 resource teachers, one teacher per grade level. These students receive their skill instruction in their deficit areas during one of their related arts classes, a pull-out class, or an inclusion class.

Self-Contained (Special Education)

Many students in our student body have been identified as needing a very structured environment in which to receive academic instruction. Three special education teachers provide this instruction to students this year.

Spanish I

Eighth grade students who meet specific guidelines are able to select to take this specialized class their final year at Northwest Middle School. Students who take this class receive high school credit. There are 62 students taking this class this year. Just as a note, an introductory Spanish class is offered to sixth, seventh, and eighth graders who do not take Spanish I.

Computer Technology

A "Hands-on" Related Arts class meeting daily for one quarter for each grade level. The students jump in by creating contact databases, Excel Databases, Household Budgets, and Business Plans for a new product being introduced to the market. Students also employ proper "*Usage and etiquette*" of the Internet, as well as, privacy issues, identity theft, etc. These are a few of the general topics presented to each class. Students also learn the correct and effective use of several other tools such as: Personal Computers, student directories, the Greenville County School District e-mail system, and the Microsoft software programs of Excel, WORD, PowerPoint, and Publisher. "Hands-On" projects are designed so students can develop computer skill sets and become technologically "savvy," which is now required in high school, college, and the workplace.

In-School-Suspension

We have one clerk who works with students who are in ISS.

Math Assistance

This year we are offering extra help in math for students who did not do well on last year's math PASS test. This is a semester class offered in place of one of their related arts classes. We have 4 classes per grade level. 55 sixth graders, 49 seventh graders, and 63 eighth graders participate in these classes.

Reading Assistance

This year we are offering extra help in language/reading for students who did not do well on last year's language PASS test. This is a semester class offered in place of one of their related arts classes. We have 4 classes for our 6th & 7th graders and 2 classes for our 8th graders. 40 sixth graders, 37 seventh graders, and 21 eighth graders participate in these classes.

Approaches

- I.** Students who are “at risk” of academic failure will be identified in the spring of the prior school year.
- II.** Content will be coordinated across the curriculum to provide more collaboration by subject and grade areas.
- III.** Teachers will collaborate with colleagues as well as mentor new teachers.
- IV.** Teachers will use PASS scores to determine students' strengths and weaknesses and to help drive instruction.

Implementation

- I.** Identification of “at risk” students will be implemented via
 - liaisons for elementary feeder schools and each grade level
 - student profile sheets (update form, color coordinate)
 - PASS scores
 - scheduling “at risk” students equitably among classes
- II.** Interdisciplinary study will be implemented through the use of vertical and horizontal planning.
- III.** Collegial collaboration will be implemented through scheduled:
 - team meetings
 - grade level meetings
 - department meetings
 - school designated committee meetings
 - faculty meetingsand will enhance teaching methodologies through:
 - visiting other classrooms at Northwest Middle School
 - visiting other schools within and outside Greenville County Schools
- IV.** Teachers will use PASS data to set goals for students’ targeted growth on the PASS.
- V.** New Northwest Middle School teachers and others who request or need assistance will be assigned a mentor by a department head with approval of the principal.
- VI.** A Title I reading teacher has been added to our faculty.

Outcome

- I.** “At risk” students’ overall academic performance will improve.
- II.** Students will develop a more global understanding through interdisciplinary studies.
- III.** Collegial collaboration will create an educationally stimulating environment where teachers are open to new ideas.
- IV.** Students will increase their PASS scores by 2% each year.

Quality Planning

In the fall of 2002, the faculty of Northwest Middle School began work on and developed a shared vision. From this vision, we developed individual goals, objectives, and strategies for our students that are summarized in our comprehensive school-wide improvement plan. This plan is updated and revised yearly beginning with the 2003-2004 school year. Our mission, vision, and goals will be revisited each year until 2013.

Planning Time

At NWMS each academic faculty member has two period-looped planning times lasting a total of 114 minutes. This time includes parent conferences, team meetings, professional training and development meetings, IB meetings, grade level, and content area planning meetings. We have continued to develop our International Baccalaureate Middle Years Program (IBMYP) process through training in IB Interdisciplinary Connections and MYP Technology and the Design Cycle. The PYP and IB Diploma programs are involved in vertical teaming in order to provide for more continuity to the entire IB program. Additionally, each faculty member has had the opportunity to receive training in Technology (for example the use of communication and record keeping in Power School, district portal training in a new web-site design, Promethean Boards, and Compass Learning). Each faculty member also receives additional refresher lessons in Learning Focus Strategies, content reading strategies, Differentiated Instruction and Assessment, and IB Planning and Assessments. Some teachers have selected training in Compass Learning Odyssey Fundamentals which increases achievement in all subject areas aligned with South Carolina Standards and NWEA RIT bands. While a great deal

of professional development takes place during the planning periods, it is still necessary to meet after school to deal effectively with the issues raised by the School Portfolio process. Teachers have committed the first Wednesday of each month to work on the School Portfolio either in whole group or committee meetings. The second Wednesday is designated for IB meetings, the third Wednesday for Department meetings, and the fourth Wednesday for Faculty meetings. We also use this time for vertical and horizontal teaming either in departments or grade levels.

Impact

The self-assessment undertaken by this faculty produced a viable plan for our growth and development as a school community. Our written goals with measurable objectives are in line with state and national growth indicators. We have taken into consideration the NCLB Act and SC State Report Card in developing strategies and actions for seeing that we reach these goals. We will continue to develop, integrate, and provide opportunities for professional development, parent and community partnerships, and other leadership initiatives that will help Northwest Middle School become the school community that we envision. Our faculty has always been willing to work together to do what is necessary to provide the best possible educational experience for our students.

Summary of Progress

This year's work in quality planning has focused on our refinement and alignment as we develop Northwest's IBMYP Program. Our IBMYP coordinator continues to work

with the faculty on curriculum issues as well as to coordinate the various parts of the program that directly affect the students. Our new faculty members were given initial IBMYP training locally along with the high school teachers. We are more involved in vertical teaming with our colleagues at the high school. We also met with other middle school colleagues at least once a year. Besides the above mentioned local opportunities for professional development, teachers have also been involved in district, state, and national conferences including the South Carolina Middle School Association, South Carolina Alliance for Arts Education, Upstate Technology Conference, South Carolina Guidance Regional Conference, South Carolina Council of Teachers of Mathematics, and Professional Learning Communities at Work Summit.

Next Steps

The Committee for Quality Planning, with input from the faculty and staff, has established three goals to ensure that Northwest continues on the positive course set through our Portfolio discussions. These goals include: 1) Raising the academic challenge and performance of each student, 2) Implementing standards-based instruction in all subject areas, and 3) Refining the IB Middle Years Program at all grade levels. These goals will be reached through measurable objectives that include the use of hard data to indicate positive results. All faculty, administrative team, and staff, play a role in realizing these goals for our school community. By following the strategies and actions outlined in our plan, we can meet the goals that will allow us to become the best school possible for the students in our community.

OUR SCHOOL ACTION PLAN 2010-2013

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

Student Achievement Teacher/Admin Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) Other Priority

Performance Goal 1: The percentage of students scoring Met and above on the PASS Math test will increase from 76.5% in 2009-10 to 100% in 2012-13.

Objective 1: The percentage of students scoring Met and above on the PASS Math test will increase from 76.5% in 2009-10 to 84.3% in 2010-11.

Baseline

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Projected Performance		74.2	84.3	92.1	100
<i>Actual Results</i>	65.6	76.5			

<u>Strategy Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>	<u>Monitor (Date) Finished, Continued Modified</u>
1. Benchmarks Differentiated Learning Strategies used in Math classes	2010-2013	Teachers	\$0	NA	Unit Plans Lesson Plans	Continued
2. Analyze MAP scores to help plan for instruction in Math	2010-2013	Teachers	\$0	NA	50% of students at 50 th percentile or above	Continued
3. Utilize Math Curriculum Maps Develop Curriculum Maps for Math	2010-2013	Math department	\$0	Curriculum Maps Unit Plans	Continued	
4. Utilize Compass Learning Program to increase MAP Math scores.	2010-2013	Administration	\$0	MAP Math scores	Continued	
5. Utilize formative and summative assessment in math classes.	2010-2013	Teachers	\$0	NA	Learning Focused Strategies Unit Planning	Continued
6. Identify students in Math who show potential and move into accelerated courses.	2010-2013	Guidance Teachers	\$0	NA	Teacher made assessments Review of MAP scores	Continued

Performance Goal 2: The percentage of students scoring Met and above on the PASS ELA test will increase from 73.5% in 2009-10 to 100% in 2012-13.

Objective 1: The percentage of students scoring Met and above on the PASS ELA test will increase from 73.5% in 2009-10 to 82.3% in 2010-11.

Baseline

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Projected Performance		75.175	82.3	91.2	100
<i>Actual Results</i>	66.9	73.5			

<u>Strategy Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>	<u>Monitor (Date) Finished Continued Modified</u>
1. Utilize Daily Oral Language; Daily Grammar; and Analogies in all ELA classes	2010-2013	Teachers	\$0	NA	Unit Plans Classroom Observation	Continued
2. Utilize Differentiated Learning Strategies in ELA classes	2010-2013	Teachers	\$0	NA	Department Meetings Unit Plans	Continued
3. Analyze MAP scores to help plan for instruction in ELA.	2010-2013	Teachers	\$0	NA	50% of students at 50 th percentile or above	Continued
4. Utilize formative and summative assessment in ELA.	2010-2013	Teachers	\$0	NA	Learning Focused Strategies Unit Planning	Continued
5. Identify students in ELA who show potential and move into accelerated courses.	2010-2013	Guidance Teachers Admin.	\$0	NA	Teacher made assessments Review of MAP scores	Continued
6. Utilize ELA curriculum maps	2010-2013	ELA Department	\$0	NA	Curriculum Maps Unit Plans	Continued

Performance Goal 3: The percentage of students scoring Met and above on the PASS Writing test will increase from 63.7% in 2009-10 to 100% in 2012-13.

Objective 1: The percentage of students scoring Met and above on the PASS ELA test will increase from 63.7% in 2009-10 to 75.8% in 2010-11.

Baseline

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Projected Performance		74.425	75.8	87.9	100
<i>Actual Results</i>	65.9	63.7			

<u>Strategy Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>	<u>Monitor (Date) Finished Continued Modified</u>
1. Utilize Daily Oral Language; Daily Grammar; and Analogies in all ELA classes	2010-2013	Teachers	\$0	NA	Unit Plans Classroom Observation	Continued
2. Utilize Differentiated Learning Strategies in ELA classes	2010-2013	Teachers	\$0	NA	Unit Plans	Continued
3. Analyze MAP scores to help plan for instruction in ELA.	2010-2013	Teachers	\$0	NA	50% of students at 50 th percentile or above	Continued
4. Utilize formative and summative assessment in ELA.	2010-2013	Teachers	\$0	NA	Learning Focused Strategies Unit Planning	Continued
5. Identify students in ELA who show potential and move into accelerated courses.	2010-2013	Guidance Teachers Admin.	\$0	NA	Teacher made assessments Review of MAP scores	Continued
6. Utilize ELA Curriculum Maps	2010-2013	IB Coordinator	\$0	NA	Curriculum Maps Unit Plans	Continued

Performance Goal 4: The percentage of students passing the EOC annually from 2010 to 2013.

Objective 1: The percentage of Northwest Middle students passing the ELA EOC will increase annually as detailed below:

Baseline

	2009	2010	2011	2012	2013
Gr 8— ELA(EOC)	100*	100*	100*	100*	100*
<i>Actual Results</i>	100	100			

***Projected results**

<u>Strategy Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>	<u>Monitor (Date) Finished Continued Modified</u>
1. Utilize Daily Oral Language; Daily Grammar; and Analogies in all ELA classes	2010-2013	Teachers	\$0	NA	Unit Plans Classroom Observation	Continued
2. Utilize Differentiated Learning Strategies in ELA classes	2010-2013	Teachers	\$0	NA	Unit Plans	Continued
3. Utilize formative and summative assessment in ELA.	2010-2013	Teachers	\$0	NA	Learning Focused Strategies Unit Planning	Continued
4. Identify students in ELA who show potential and move into accelerated courses.	2010-2013	Guidance Teachers Admin.	\$0	NA	Teacher made assessments Review of MAP scores	Continued
5. Utilize ELA Curriculum Maps	2010-2013	ELA Department	\$0	NA	Curriculum Maps Unit Plans	Continued

Objective 2: The percentage of Northwest Middle students passing the Math EOC will increase annually as detailed below:

Baseline

	2009	2010	2011	2012	2013
Gr 8— M (EOC)	98.4*	100*	100*	100*	100*
<i>Actual Results</i>	98.4	100			

***Projected results**

<u>Strategy Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>	<u>Monitor (Date) Finished Continued Modified</u>
1. Utilize Differentiated Learning Strategies in Math classes	2010-2013	Teachers	\$0	NA	Unit Plans Lesson Plans	Continued
2. Utilize Map Curriculum Maps	2010-2013	Math Department	\$0	Curriculum Maps Unit Plans	Continued	
3. Utilize formative and summative assessment in math classes.	2010-2013	Teachers	\$0	NA	Learning Focused Strategies Unit Planning	Continued

Performance Goal 5: Beginning with the 2008 school year, Implement the IB Middle Years Program at all grade levels with the guidance of the School Improvement Committee. From 2010 through 2013 continue authorization as an International Baccalaureate school.

Objective 1: Provide MYP training for staff as needed and funded.

Objective 2: Develop a timeline for continued improvement of IBMYP.

Objective 3: Obtain IBMYP certification in technology.

<u>Strategy Activity</u>	<u>Timeline (Year)</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>	<u>Monitor (Date) Finished Continued Modified</u>
1. Provide opportunity for all teachers to receive training in MYP for their subject area.	2010-2013	Admin	NA	NA	Professional Leave Forms Teacher reflections Teachers share with faculty as budget allows	Continued
2. Utilize professional development days, team meetings, grade level meetings, department meetings, and faculty meetings for study groups and for vertical teaming to develop MYP criteria.	2010-2013	Department Chairs Team Leaders	\$0	<u>NA</u>	Standard Meeting Forms	Continued
3. Increase collaborative curriculum development and integration within teams and grade levels.	2010-2013	Teachers	\$0	<u>NA</u>	Unit Plans Content meetings Monthly content goals	Continued
4. Increase use of instructional technology in all subject areas.	2010-2013	Admin	\$0	<u>NA</u>	Student created projects	Continued
5. Increase number of parents and business partners in the development of the MYP.	2010-2013	SIC Guidance PTA Committee	\$0	<u>NA</u>	Volunteer Sign-in Sheets	Continued
6. Provide opportunities for teachers to visit MYP schools.	2010-2013	Administration	NA	<u>NA</u>	Professional Leave Forms	Continued
7. Develop units of study in each subject area.	2010-2013	Teachers	\$0	<u>NA</u>	Teacher Portfolios Unit Plans	Continued
8. Provide collaboration time for faculty to plan the integration of the 50 hours of technology in the curriculum for MYP.	2010-2013	Admin	\$0	<u>NA</u>	Standard Meeting Forms	Continued

OUR SCHOOL ACTION PLAN 2010-2013

Goal Area 2:

- Student Achievement Teacher/Admin Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) Other Priority

Performance Goal 1: Teachers in each academic subject area will attend professional development workshops at the district and/or state level that address the SC teaching and learning standards

Objective 1: Align instruction on assessment with state standards through team, grade, and departmental meetings.

Objective 2: Increase collaborative curriculum development across grade levels.

Objective 3: Support increased knowledge and use of student technology standards in all subject areas.

STRATEGY Activity	Timeline (Month, Year)	Person Responsible	Estimated Cost	Funding Sources (Act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
1. Unit plans will be aligned to state curriculum standards, refer to content and process standards, and reflect integration of IMBYP and LF strategies.	Beginning of school year & Prior to each unit	Teachers Admin	\$0		Check list used by administration PAS-T portfolios	Beginning of school year and prior to each unit
2. Teachers attend state and national workshops aligned with SC standards.	As offered	Admin Teachers	\$0		Professional development logs	As offered
3. Faculty meetings will be both vertical and horizontal, and team leaders will meet monthly.	Each month	Admin	\$0		Standardized meeting reports Leadership Committee	Each month As Needed
4. Provide test data for teachers to use in formative assessment and development of instructional strategies.	Beginning of Academic Year	Guidance Admin	\$0		Unit plans Assessment samples	Beginning of academic year
5. Provide professional development opportunities including literacy instruction in all content areas and on appropriate technology with the state standards.	As offered	Media Specialist Department heads	\$0		Teacher Planning Unit plans Student work samples	As offered
6. Develop a plan for the effective use of an instructional computer lab aligned to the teaching of state standards.	Each month	Tech Coordinator Lab Supervisor	\$0		Written plan distributed to all faculty and administrators	Continued
7. Establish study groups to review and discuss resources related to standards-based instruction.	2010-2013	Department Heads	\$0		Department Meeting Logs	2010-2013

OUR SCHOOL ACTION PLAN 2010-2013

Goal Area 3:

Student Achievement Teacher/Admin Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.) Other Priority

Performance Goal 3: Provide a safe, inviting, and informative learning environment for students, parents, faculty, staff, and local community members.

Objective 1: To increase parental involvement in school activities. 85% of parents/guardians will participate in parent/teacher/student activities (including parent-teacher conferences, PTA meetings, Academic Improvement Plan conferences and IEP meetings).

Objective 2: To increase communications with all stakeholders.

<u>Strategy</u> Activity	<u>Timeline</u> (Year)	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding Sources</u>	<u>Indicators of</u> <u>Implementation</u>	<u>Monitor</u> (Date) Finished Continued Modified
1. Provide frequent opportunities for parents to volunteer through tutoring, assisting in the classroom, SIC membership, PTSA membership, extracurricular activities, book fairs, sports concession sales, etc.	Aug-June 2010-2013	Administration Athletic Director SIC Chair PTSA Chair	<u>0</u>	PTSA	Office Login	<u>Continuing</u>
2. Invite community leaders to get involved with our school through various activities such as the Veterans Day Program, Veterans History Project, Career Day, Lunch Buddies, Principal's Lunch and as guest speakers in classrooms.	Aug – June 2010-2013	Administration 8 th grade teachers Counselors	<u>\$500</u>	PTSA Business Partners Grants	Local Newspaper and PTSA Newsletter Scrapbook	<u>Continuing</u>
3. Conduct a "Volunteer Drive" in the fall.	Aug – Sept 2010-2013	SIC and PTSA Chairs	<u>0</u>	PTSA	Number of Volunteers	<u>Continuing</u>
4. Increase the number of submissions by teachers to local newspapers and the PTSA Newsletter.	Aug – June 2010-2013	Public Relations Contact	0		Increase in number of weeks published	<u>Continuing</u>
5. Compile a scrapbook of news clippings and articles to be placed in the Main Office.	Aug – June 2010-2013	Public Relations Contact	0		Completed scrapbook	<u>Continuing</u>
6. Provide a weekly updated web page for each teacher.	Weekly 2010-2013	Individual Teachers Webmaster	0		Webmaster checks	<u>Continuing</u>

PROFESSIONAL DEVELOPMENT

Professional development is a priority for teachers and administrators at Northwest Middle School. The NWMS administration continues to be very supportive and encouraging of staff in the area of professional growth.

Our staff has the opportunity to attend a variety of workshops and conferences including: IBMYP workshops, IBMYP roundtable discussions, professional learning communities, and a variety of summer academy programs. Multiple technology training sessions, on the district and state level, as well as many “in-house” offerings are also a part of NWMS staff’s professional development.

As we reflected on the *Next Steps* document designed by the Student Achievement Committee, we could see that there is a direct correlation between the approaches to improving student achievement and offerings in professional development. In recent years, every teacher in the building has been trained in how to incorporate teaching methods and strategies that strengthen our International Baccalaureate Middle Years Program. These strategies include how to design integrated unit plans and how to incorporate the Areas of Interaction, a key component in IB framework. Many teachers have taken coursework and Praxis examinations to meet the “highly qualified” component of the No Child Left Behind law. Several faculty and staff members are pursuing advanced degrees in their areas of certification including preparation for National Board Certification. We currently have four National Board Certified faculty members and our principal has completed his Ph. D. coursework in Educational Administration in preparation for the presentation of his doctoral dissertation. Additionally, the State Department of Education requires all teachers show technology proficiency by their next certificate renewal, and Greenville County offers its teachers

Intel Teach to the Future II, classes that allow them to demonstrate this proficiency.

Numerous teachers have completed *Intel I*, and a significant number will be taking *Intel II* in the near future.

We have also continued training in the Middle Years International Baccalaureate Program in order to support our status as an IB World School. As an IB MYP school, we continue to focus much of our professional development efforts on enhancing this program.

After we developed our mission statement and examined student achievement, we realized the IB MYP is an ideal way to address the educational needs in our school community. We continue implementing Learning-Focused strategies to support a balanced curriculum; we hope to see improvements in student test scores, student and teacher attendance, and a decrease in discipline referrals and number of failures.

PROFESSIONAL DEVELOPMENT PLAN

Traditionally, teachers have participated in professional development in order to achieve recertification from the State Department of Education. Others pursue advanced degrees and take classes for graduate credit. Others simply want to keep up with current trends in their subject area, and high-quality professional development is the necessary ingredient in that process. At Northwest Middle School, our plan over the past few years has been to offer professional development opportunities targeted to the specific goals in our school action plan. We work as a site-based managed school where the administration seeks input from the faculty to assess our professional development needs. We are fortunate to have seasoned staff members who collaborate with one another in math, science, social studies, and language arts. We also have a career development facilitator housed in our guidance office who assists teachers, students, and counselors. Northwest's faculty has a shared philosophy to encourage the development of active, engaged, and student-centered classrooms. We are also fortunate to have an IB coordinator on staff who aides teachers in the implementation of our IB curriculum and acts as our liaison to our fellow IB teachers at Heritage Elementary School and Travelers Rest High School.

Our current professional development plan rests on three key goals: 1) raise the academic challenge and performance of each student, 2) continue standards based instruction in all subject areas, and 3) continue authorization as an International Baccalaureate school.

We align our annual professional development plan and school-wide goals to the following mission statement: *In cooperation with the home and community, NMS offers all students equal access to educational opportunities by providing a balanced curriculum to ensure all students will communicate effectively, think critically, and act*

responsibly. In order to help students be successful learners, novice teachers receive training in Learning-Focused Strategies, while veteran teachers continue to revisit and strengthen these areas as needed. The Learning-Focused model assists teachers in implementing the school's vision by ensuring exemplary instruction is consistent across grade levels.

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

As an IB school, we focus on IB MYP frameworks of academic challenges needed by students for professional development to enhance instruction and achievement for our students. During planned IB grade level meetings, teachers continue to explore ways Northwest Middle School can be an effective International Baccalaureate School. Our coordinator attends the SCIBS (South Carolina International Baccalaureate Schools) meetings. In-service training is provided by our IB coordinator, inclusive of the components of the new IB MYP unit planner, the utilization of the IB online curriculum center resources, and the self study documentation for the IB MYP evaluation. Training consists of curriculum integration, collaborative planning, instruction on student portfolios, rubrics and assessments, and IB goals and strategies. By implementing IB strategies and incorporating the Learner Profile, teachers continue to provide a balanced

and integrated curriculum that is integral to our school's vision as well as the IB mission statement.

Northwest Middle School's science curriculum uses an inquiry approach to teach students science concepts. As such, the science department focuses its training on using different forms of inquiry and formative assessment to increase student achievement. Science teachers have the option to attend workshops held by Greenville County Science Teachers' Association.

Social studies teachers work to plan, implement, and assess student learning. Teachers have acquired numerous strategies that are beneficial to the delivery of such a vast curriculum. Currently, social studies teachers are working with South Carolina State Department of Education representatives to draft new curriculum standards for all grade levels.

Social studies teachers have opportunities to plan with other subject area teachers to integrate curricula among the content areas. All grade levels have successfully implemented a curriculum mapping process. With the uniform pacing and instruction afforded by the map, this subject area had the highest percentage of students meeting or exceeding minimum standards on the PASS.

Social studies teachers use curriculum maps to see how their state standards overlap with the language arts standards. This knowledge makes planning integrated units less demanding on teachers and also allows students the chance to make connections as they acquire new skills and knowledge.

During the first part of 2011, the district English Language Arts Consultant visited Northwest Middle on a monthly basis to conduct seminars on various topics with all grade level teachers. ELA teachers are also encouraged to attend monthly GCTE

meetings, during which various speakers present information concerning topic studies and instructional delivery practices. The ELA department chair conducts regular meetings to inform and gather input from teachers with regard to Common Core Standards that are in the planning stages and will be implemented for the 2013-2014 school year.

Professional development for math teachers (GRASP workshops) provides opportunities that increase content knowledge and recognize best practices in mathematics. Teachers continue to use of a weekly review that spirals through the math curriculum. Students are able to repeat skills and make connections to new learning. Teachers consistently use the “Fantastic Five” daily opener. Students answer five questions per day based on the five strands of math standards. The math department at NWMS holds monthly meetings for the purpose of vertical teaming. Math teachers continuously develop consistent and aligned lessons for sixth through eighth grades. Collaborative planning is designed for scaffolding of lessons to enhance student success. The implementation of these strategies yields increases in mathematics achievement for students.

The special education department attends various courses throughout the year to help them in creating, implementing, and maintaining Individualized Education Plans. Special education teachers receive literacy training and review behavior basics, as well as participate in comprehensive training of the FBA and BIP procedures. All teachers and aids in the self contained setting are recertified each year in Nonviolent Crisis Intervention Training. This course emphasizes early intervention and the response to crisis situations as well as how to de-escalate students who exhibit acting out behavior. Special education teachers also learn acceptable physical restraint procedures.

The Fine Arts Department has attended many conferences and workshops to integrate music and visual arts into the regular curricular programs. This integration will continue into the IB units of each grade level, as research studies point to strong relationships between learning in the arts and fundamental cognitive skills and capacities used to master other core subjects, including reading, writing, and mathematics.

Northwest Middle School's Director of Bands has the privilege of attending a clinic by nationally recognized adjudicators while in Chicago, Illinois. This experience helps bring recognition to Northwest and the band program as they perform at a national music festival.

Currently there are many professional development opportunities for teachers. Several teachers at our school have entered the profession from non-traditional paths, such as business administration and human services. These individuals earn certification through the Professional Alternative Certification for Educators (PACE) program, and bring an alternative perspective to the curriculum taught at our school. This program requires participants to successfully complete nine graduate credit hours and attend additional program workshops. Several faculty and administrative staff members are pursuing advanced degrees in their areas of certification. Induction and second year teachers are participating in training through the Professional Assessment System for Teachers (PAS-T) seminars.

Northwest teachers realize the importance of technology in reaching the goals of our action plan. In addition to demonstrating their technology proficiency via Intel training, teachers access our computer lab for in-services on how to use the Online Curriculum Center when planning IB units of instruction and ways to utilize Streaming Video as a teaching tool. Teachers receive training on how to bring virtual field trips into

the classroom that are highly engaging and provide teachers and students opportunities to visit exotic locations or provide access to content and materials that otherwise may have been unavailable through conventional field trips. Numerous teachers have Promethean boards in their classrooms. These interactive whiteboards allow teachers to prepare digital lessons with customized text, images, video, and audio. Promethean board flipchart lessons establish student interest and maintain enthusiasm for learning. All teachers are afforded the use of a Promethean board for lessons taught in the media center.

Northwest's teachers continue to use materials from David Langford's Quality Learning Seminars. These are rewarding learning experiences that arm teachers with the tools and methods to improve student learning. As teachers use these strategies and methods, students discover how to chart their learning, evaluate their work, and take responsibility for the learning process. Teachers have attended various training sessions on the operation of the new Power School computerized grading program, and recently learned how to recommend and register students for annual classes.

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

Teacher performance is assessed by the administration using the District instrument, the PAS-T. Performance standard one of this instrument is the knowledge of curriculum, content, and developmental needs which can only be improved through professional development. However, systematic professional development that is correlated to our school's mission and vision enhances all PAS-T performance standards. As a part of PAS-T evaluation, teachers are required to set goals for improving student achievement. These goals directly correlate to goal number one of our school action plan. It was decided professional development choices should be based on four evaluation components: 1) improving test scores, 2) improving student and teacher attendance, 3) decreasing discipline referrals, and 4) decreasing the number of failures.

In addition to working on our goals, we also use professional development time to change how we work together. We observe in other teachers' classrooms and participate in vertical team meetings. As an IB MYP school, we do a great deal of team planning in order to set student achievement goals and plan for meaningful instruction. Teachers share strategies and information via computer intranet files to enhance collegial support. Each department's monthly learning goals are posted in the staff workroom, so that we are informed about what other grades and departments are doing, and enhance our teaching accordingly.

Since the IB MYP encourages the student centered learning and learning methodologies, along with interdisciplinary learning and areas of interaction, teachers are becoming well-versed in the tools of IB MYP instruction, including criterion-referenced rubrics and subject area assessment tasks. This year teachers continue training in the use of IB MYP Portfolios. The purpose of the portfolio is to give students a way to display their best IB MYP work from each subject area. Teachers receive professional

development as to the required assignments for their subject areas and the rubrics used in their assessment. Our IB coordinator has also facilitated professional development on the IB MYP Personal Project which is a comprehensive body of work students complete by the end of their sophomore year. Many Northwest teachers were selected to mentor students from Travelers Rest High School as they worked on this quest. This year teachers also plan for instruction that highlight the ten IB Learner Profiles which allows students to be introspective and reflective about the learning process.

Teachers vary instruction and learning methods with the incorporation of Learning-Focused Strategies. Teachers continue to engage in action research; however, we realize the need for continued professional development to address issues concerning student achievement. With the current implementation of MAP testing, teachers now have a resource to correlate measurements between student performance and achievements recorded on individual state testing scores. Teachers can use the information to develop plans for instructional strategies aimed at student improvement. The vision for meeting the goals set forth in Northwest's action plan are addressed in our professional development calendar (see attachment *a*)

IMPACT

Teachers have reported success in using Learning-Focused strategies. Some of these strategies include the use of graphic organizers, using collaborative pairs, vocabulary development, and decision-making skills. One of the most beneficial aspects is that these instructional approaches link to IB MYP's Areas of Interaction. We have also moved from weekly lesson plans to unit plans which more closely fit the IB MYP framework. Northwest students are global thinkers who see how learning is transferred

from one class to another, and to their world as a whole. Students have an opportunity to reflect on their learning and examine the design cycle of their efforts and showcase their learning in IB MYP portfolios.

SUMMARY OF PROGRESS

The talented teachers in this school understand that students are the center of the educational process. Northwest's Teachers of the Year have placed in the top ten in the district numerous times. In addition we have staff members who serve as guest presenters or clinicians in other schools and at associational conferences.

We have discovered that when we implement strategies that carry across our common grade levels, we can provide substantial support for each other and impact student achievement even more. This discovery is proven by increased test scores and the strong bond among faculty members. As we become more knowledgeable of our mission statement, goals and objectives, we are better able to focus our professional development to address our needs. Working through the analysis of where we are and where we want to be has been very beneficial in keeping us on the right track.

NEXT STEPS

As we work to raise the academic challenge and performance of students, teachers will continue to use information and strategies gleaned from various professional development opportunities to help students meet their annual growth target goals on reading, math and language arts MAP tests. Northwest has a team of teachers who will be

attending the Professional Learning Communities at Work conference in Orlando this summer. Our teachers are working together toward the shared purpose of improving student learning. While we have made many crucial improvements in professional development at Northwest that have helped us with our vision, we will continue to improve our work even more by upgrading our approach, implementation, and expected outcomes. We desire collegial coaching and action research that is focused on student achievement. We also look at students' assessments and needs as a base for professional development. Teachers will have ongoing conversations about student achievement data. Our implementation of professional development will involve the teacher as an action researcher. Furthermore, student learning styles and profiles will determine instruction and assessment strategies. Finally, the outcome of our professional development will show evidence of innovative, dynamic lessons through the use of differentiated strategies. We will follow students' test scores to determine and track gains, and professional development will be correlated with achievement. Teachers will continue to attend professional meetings and workshops offered by the district and state. Northwest teachers regularly share ideas and methods acquired during workshops, courses, and personal research. These dedicated educators plan to equip our students with the 21st century skills needed to succeed in work, school, and life. Ultimately, professional development will drive teaching and learning at all levels.

Northwest Professional Development Plan: 2010-2011

Strategy / Action	Presenter(s)	Who Participates	Resources	Date
Intel	Donna Smith and Tim Van Heule	Smith	Handouts / Projects	6/14/2010-6/24/2010
Make Technology Happen	Stuart Gay	Roe	Handouts	6/22/2010
Favorite Free Video Utilities	Linda Reardon	Roe	Handouts	6/22/2010
Dive Deep Into Digital	Hall Davidson	Roe	Handouts	6/22/2010
Don't Read to Me- A presentation on Presentations	Christopher Craft	Roe	Handouts	6/22/2010
Internet Safety: Who Lives Inside Your Computer?	Luanne Whitmire	Roe	Handouts	6/22/2010
Mash Media	Hall Davidson	Roe	Handouts	6/22/2010
Content Creation: Chromakey	Hall Davidson	Roe	Handouts	6/23/2010
The Teacher With a Thousand Brains	Hall Davidson	Roe	Handouts	6/23/2010
Presenting with Prezi	Rick Veazey	Roe	Handouts	6/23/2010
Enhancing Presentations Using Geometer's Sketchpad	Paul Shotsberger	Roe	Handouts	6/23/2010

Are You Over-Disciplining Students One Request at a Time?	Jodie Randisi	Roe	Handouts	6/23/2010
Ag in the Classroom- Make Your Classroom a Real Barnyard	Elizabeth Reynolds, Kyle Rollins, and Laura Herd	Brundridge	Handouts	7/6/2010
Promethean Skills for the English Content Area	Kathryn Barrett	Taylor	Notes	7/6/2010
Ignite Creativity in the Middle School Student Writer	Sarah Evanson	Taylor	Handouts	7/6/2010
Grant Writing 101	Lisa Finley, Jason McCreary, and Laura Herd	Brundridge	Handouts	7/8/2010
Power School Basic Navigation	Donna Goldsmith, Mark Grimes, Polly Fisher	O'Connor	Handouts	7/12/2010
Level 2 Love and Logic	Colleen Kimbler	Taylor	Handouts	7/12/2010
Promethean Activinspire Training	Rachel Turner	Taylor	Notes	7/12-15/2010
ADEPT Certification	Patty Fox	Deighton	Sample Evaluations	7/13/2010 – 7/15/2010
Power School Enrollment	Donna Goldsmith, Mark Grimes, Polly Fisher	O'Connor	Handouts	7/13/2010
Power School Scheduling	Donna Goldsmith, Mark Grimes, Polly Fisher	Givins and O'Connor	Handouts	7/14/2010
Activating and Summarizing Strategies for all Disciplines	Carolyn Johnson	Taylor	Handouts	7/14/2010
Power School Communications and Printing Reports	Donna Goldsmith, Mark Grimes, Polly Fisher	Givins and O'Connor	Handouts	7/15/2010

Metal Relief Sculpture	Tammie Nimmons	Tinsley	Metal, alcohol, ink, paper	7/20/2010
Grammar-Not Again! Nontraditional Strategies for Teaching Grammar	Debbie Barron	Taylor	Handouts	7/20/2010
Web Pages Without Tables	Michael Simmons, Jeff McCoy, Laura Herd	Roe	Handouts	7/20/2010
PAS-T Upgrade Training for Evaluators	Patricia Fox, Laura Herd, Deborah McGarr	Givins	Handouts	7/21/2010
Beginner Arts Integration Training Institute	Diane Lee and Laura Herd	Brundridge	Handouts	7/30/2010
All Arts Day	Diane Lee	Tinsley	Handouts	8/11/2010
Intel II	Donna Smith	Smith	Handouts / Projects	8/23/2010-11/1/2010 and 3 more sessions
Power School Basic Navigation	Jeff McCoy and Donna Goldsmith	Givins	Handouts	8/25/2010
PAS-T Orientation	Patricia Fox	DiBridge	Handouts	8/26/2010
Grief Seminar: "Children, Adolescents, and Grief	Rob Rhodes, Billie Lindley, Dr. Kenneth J. Doka	O'Connor and Barber	Handouts	9/14/2010
Enrollment 101	Laura Herd	O'Connor	Handouts	9/21/2010
SC Regional Workshop K-12 School Counselor	Various	O'Connor and Barber	Handouts	9/23/2010
A-Team and 504 Procedures for Middle Schools	Melanie DeWitt and Evelyn Correll	O'Connor, Haracy	Handouts	9/23/2010

South Carolina Alliance for Arts Educators: Examining Literacy September 23-24, 2010	Judy Thibault Klevins	Brundridge	Various	9/23/2010- 9/24/2010
PAS-T Festivity Performance Standards	Julie Carlson	NWMS Faculty	Handouts / Power Point	9/29/2010
AHA-Heartsaver First Aid with CPR/AED adult and child	Kori Adkins	NWMS First Responders	Manual, CPR Masks, Gloves	10/14/2010
Tweak Your Website	Jim Roe	Brundridge, Reynolds	Handouts	10/14/2010
GCIRA Kickoff Event	Kelly Nalley and Donna Tesner	Taylor	Handouts	10/14/2010
The Scope on a Rope	Kyle Rollins and Adrienne Lopez	Lawton	Handouts	10/15/2010
Monthly School Counselor Meetings	Rob Rhodes and Billie Lindley	O'Connor and Barber	Handouts	10/20/2010 and monthly thereafter
Intel II: Emerging Technologies	Donna Smith	Edwards	Handouts	11/1/2010
Parents and School Counselors as Allies. Early Identification of emotional and behavioral disorders	Rob Rhodes, Billie Lindley, Cindy Troyer	O'Connor and Barber	Handouts	11/9/2010
IB MYP 101	Lori Mason and Julie Carlson	Smith	Handouts	11/10/2010
Power Scheduling Prepare to Load a Schedule Training	Donna Goldsmith	O'Connor	Handouts	11/12/2010
Real Teen: Real Talk, Real Solutions	Various	O'Connor and Barber	Handouts	11/19/2010
SCOIS Training	Phyllis Barber and Julie Carlson	NWMS Faculty	Handouts	11/23/2010

GCIRA "Your Ticket to Holiday Books and Technology	Various	Haracy	Handouts	12/7/2010
IB MYP Evaluation Assessment	Lori Mason and Julie Carlson	NWMS Faculty	Handouts	12/8/2010
Introduction to Adobe Dreamweaver	Michael Simmons	Roe	Handouts	12/13/2010
Region Band Adjudication	Jessica Davis	Powell	Adjudication Guide	1/8/2011
Pre-Season Coaches Meeting	Bill Utsey	NWMS Coaches	Handouts	1/20/2011
Advanced Assessment Skills for the Band Director	Steven Gillespie and Diane Lee	Powell	Adjudication Guide	1/22/2011
Basic Assessment Skills for the Band Director	Steven Gillespie and Diane Lee	Powell	Adjudication Guide	1/25/2011 and 1/27/2011
Reporting Child Abuse	State Department	Barber	Handouts	1/27/2011
CPI Refresher Class	Sheri Farrington, Karen Bailey, and Evelyn Correll	Brundridge	Handouts	2/3/2011
Music Educators Conference	Scott Rush and Joni Brown	Powell	Handouts	2/5/2011
Power School Scheduler	Donna Goldsmith	O'Connor	Handouts	2/10/2011
Nature and Needs of the Gifted Child	Anna Pruitt Converse College	Di Bridge	Internet Resources	Spring 2011
All County Band Clinic	Quincy Hilliard	Powell	Handouts, Method Book	2/10/2011-2/11/2011

Procedures for Annual Reviews	Ivan Jefferson and Evelyn Correll	Brundridge	Handouts	2/28/2011
Region Band Clinic	Dr. Les Hicken	Powell	Handouts	2/25/2011- 2/26/2011
Get a Bright Outlook	Sandy Bailey and Kathi Christy	NWMS Faculty	Handouts / Power Point	3/9/2011
All State Band Clinic	Ray Cramer	Powell	Handouts	3/12/2011 and 3/13/2011
Feng Shui	Angela Tinsley	Tinsley		3/15/2011
National Concert Festival	TBA	Powell	TBA	4/8/2011
Professional Learning Communities Conference	TBA	Kathi Christy	TBA	7/2011

LEADERSHIP

Northwest Middle School Principal, Mr. Lee Givins, has been the leader for ten years. During this time, decision making has changed from a principal-based to a leadership-based approach. Decisions require principal approval; however, with the increased demands on time for all staff members, Mr. Givins has established effective means of allowing the various committees and departments to make decisions for which they are qualified to make.

After the self-assessment on the Leadership Continuous Improvement Continuum, everyone, including Mr. Givins, agreed that there is a need to improve our communication between departments and committees so we may reach the next level within the leadership continuum. A leadership structure representing true shared decision-making is present, but greater steps need to be taken to allow for input from all stakeholders in the education process.



Our Definition...

Leadership – a shared decision-making structure that allows for input from all sectors of the school, district, and community ensuring strong communication, flexibility, and refinement of approach and beliefs.

Decision-making Structure

The Leadership Team

A leadership team, made up of the principal and leaders of each of the academic teams, is established to:

- Coordinate the efforts of the different committees.
- Lead various studies relevant to curriculum issues.
- Present material, lead discussions, and make recommendations to faculty as a whole concerning school issues.
- Direct school-wide communication and dissemination of information.

It is the role of the leadership team to coordinate the efforts of the various committees and strengthen communication among teams within the school. This communication should focus on school-wide development issues, dissemination of information, and general decision making issues. The establishment of effective communication is the basis of reaching our “Next Steps” on the Leadership Continuum of the School Portfolio.

Committee Structure

The leadership structure is divided into five main committees/teams. Each of these committees has an area of responsibility within the leadership structure. When an issue arises within the school, the appropriate committee will be in charge of addressing the topic and doing any necessary studies, planning, or discussion before addressing the staff as a whole. This preliminary discussion by committees will lead to an effective presentation of material when the entire staff comes together in monthly faculty meetings. Teachers will participate on one or more committees depending on their assignment and areas of knowledge.

Committees are divided into four main categories within our leadership structure:

- grade level (vertical teaming and curriculum issues as well as grade activities)
- department (curriculum issues and integration of units)
- Specialty (issues such as IBMYP, portfolio groups, study groups, activities, etc.)
- parent and community (community and parent concerns / involvement)

The role of the committees is to address issues relevant to achieving success in all school endeavors including portfolio development. Committees need to investigate issues relevant to them and present findings to the general staff when appropriate. All decisions within the school should focus on the best steps in reaching goals in areas of student development, academic achievement, and the overall instructional program.

Grade Level Committees

Grade levels are divided into three teams, except for eighth grade, which has two teams. Team leaders call team meetings, and act as liaison between administrators and the teachers on their team. They make sure concerns are expressed through the proper channels and help to smooth out problems. They try to make sure that their team has an equal voice in decisions about budget

or anything else of interest. Team members work together on curriculum issues, integration of units, particularly IB units, and discipline procedures. They coordinate scheduling of activities, plan field trips, plan community service projects, share approaches to teaching and learning, plan and implement special programs and speakers, and discuss student placement based on academic and discipline concerns. Parent conferences are scheduled and conducted as a team. The resource contact works with the psychologist and district special education coordinator to make sure that the services that students need are provided for them, and that all paper work is completed properly. The resource contact advises the other resource teachers of services that need to be offered and of changes in placement. She often sits in on IEP meetings as the LEA and can approve schedule changes. The Unity team contact person acts as liaison between the Special Education coordinator and the Special Education teachers, making sure that roles and expectations are current.

Department Committees

A department chair person acts as a liaison between the district department and teachers. They also conduct limited staff development related to their department. They explore new resources and publications available for their subject, and coordinate use of present resources with Mrs. Carlson. The department committee deals with curriculum issues, including what needs to be taught to be prepared for the next grade and methods to do that. They also work to integrate units with other subjects, and across grade levels. Eighth grade departments do vertical teaming with the high school. The department committees and their chair persons are:

- English/ Language Arts – Pat Earl
- Mathematics – David Deighton
- Science – Susan McCoy / Gary Pittillo
- Social Studies – David James
- Special Education – Lisa Brundridge

Specialty Committees

Management Team -- headed by *Lee Givins, principal*. Committee members are Julie Carlson, Assistant Principal; Terrance Harris, Administrative Assistant; Noreen O'Connor and Phyllis Barber, Guidance Counselors.

Portfolio Committees

In general, portfolio committees work together to compile a portfolio of education at Northwest Middle School, how it works, the progress that has been made, and how it can be improved. Each committee focuses on a different aspect of Northwest Middle School. The chairperson of each committee helps that committee have a sense of direction. He divides responsibilities so that the committee finishes work by deadlines. He also leads in finding the answers to questions the committee has. He provides feedback about the committee to other faculty/staff members. A summary of the function of each committee follows, along with the name of the committee chair person:

- **Executive Summary Committee** – Donna Smith, chairperson.
 1. Monitor the progress of the other committees.
 2. Act as a resource or go-between for collecting data and finding the answers to questions that committee members have.
 3. Evaluate committee reports, making suggestions where appropriate.
 4. Compile the committee reports into the completed portfolio.
- **Information and Analysis Committee** – Shannon Smith Pratt, chairperson
 1. Discuss the demographics of the school community (leadership, historical events, facilities, parental involvement, local business/developments, etc.)
 2. Discuss school leadership and administrative structures.
 3. Analyze and discuss staff (teaching experience, gender, ethnicity, education level, out of field permits, etc.)
 4. Analyze and discuss student population data (enrollment, attendance, disabled ethnicity, lunch status, special education, etc.)
 5. Analyze the school's instructional and organizational effectiveness.
 6. Compile surveys and analyze data to present evidence of the extent of effectiveness.
 7. Identify and discuss primary educational models used to achieve results (academic and behavioral).
 8. Establish and define priorities/goals for building and strengthening organizational capacity for effectiveness.
 9. Establish baseline data for each priority that describes the current performance level.
- **Student Achievement Committee** – Jeff Tharpe, chairperson
 1. Gather data to determine strengths and weaknesses at Northwest.
 2. Gather samples of student work from each teacher.
- **Leadership Committee** – Sandy Bailey, chairperson
 1. Identify leadership portfolio goals to determine direction of committee work.
 2. Articulate leadership organization at Northwest and updates adding new positions of leadership.
 3. Increase communication between all stakeholders at Northwest, to meet and improve our educational goals.
 4. Articulate the responsibilities of each part of the leadership.
- **Partnership Development Committee** – David James, chairperson
 1. Look at the current and desired partnerships for NWMS and how these partnerships impact student learning/achievement/attitudes.
 2. Set goals for partnership with the community.
 3. Talk with community leaders about the importance of school and community cooperation in the education of our young people.
- **Professional Development Committee** – Lynn Taylor, chairperson
 1. Survey staff about previous and upcoming professional development. We ask about how affective past professional development was and what teachers feel they will need in the future.
 2. Keep up with where we are with the CIC's (dots) and identifying what we need to do as a faculty so we can move toward reaching and maintaining 5's in each category (approach, implementation, and outcome).
 3. Update the narrative portion of our piece each year to include past, present and future professional development offerings that are correlated to our school

mission and vision, and that are tied to our school action plan.

4. Plan each year's professional development calendar.

☐ **Quality Planning Committee** – David Deighton, chairperson

1. Upgrade previous work, putting portfolio format into SACS format.
2. Keep students on-line and up to standards.
3. Make sure that Northwest is in alignment with district curriculum standards, MYP, state standards, MYP standards, and NCLB standards.
4. Make plans for improvement.

☐ **CIC Committee** – Pat Earl, chairperson

1. Examine the work of the other committees as to progress on the Education for the Future Initiative Continuous Improvement Continuums.
2. Compile a report from each committee as to progress made this year and goals set for improvement.

Parent and Community Committees

☐ **PTSA** – Beth McKinney, *PTSA Board President*

The PTSA promotes the welfare of children, works with the school and community to provide quality education for all children and youth and participates in the decision-making process establishing school policy. Our PTSA is a part of the larger South Carolina and National Congress of Parents and Teachers (National PTA), which is the largest and oldest volunteer association working exclusively on behalf of children and youth. The PTSA seeks to promote collaboration between parents, the school and the community at large. The efforts of the PTSA are promoted through an advocacy and education program directed toward parents, teachers, and the general public which were developed through conferences, committees, projects, and programs. Our pool of volunteers supports the educational efforts of the faculty, and assists the staff in various roles, including planning and other leadership needs. The net earnings of the PTA are used entirely to benefit the school, its students, staff and programs. The PTSA sponsors school-wide fund raisers, sponsors programs for student recognition (like the Miss Panther contest and talent show). Band concerts take place on PTSA meeting nights.

☐ **Student Improvement Council** – David Reaney, chairperson

Northwest's SIC has worked diligently this year for the benefit of our school. The emphasis of this committee is recognizing high achieving students at Northwest.

Decision-Making Process

General staff meetings and e-mail are used to present results of studies taking place and decisions that have been made concerning school issues. These meetings are also used to discuss new concerns and generate new ideas for development of our programs.

Committees meet on the following days:

- Portfolio committee – first Wednesday of month
- Grade level committees – second planning every Tuesday
- IB faculty meeting – second Wednesday of month
- Department committees – fourth Wednesday of month
- General faculty meeting – third Wednesday of month
- Team meetings – each day, during one common planning
- Other meetings – as needed, for special activities

These committee or staff meetings are used to discuss the work of the group and talk about improvement and implementation of the groups work. Results that are not communicated through general staff meetings should be distributed by staff e-mail.

Governance and Financial Management Process

- Teachers submit concerns and wish lists to their Academic Team leaders or Department chairperson
- The Faculty Council organizes and prioritizes teacher concerns and wish lists.
- A Management Team takes the input from the faculty Council and further refines and revises the request list.
- This report is then submitted to the School Improvement Council for their input.
- Finally, the requests are decided upon by the principal.

Communication

The lines of communication between Greenville County Schools, Northwest Middle School and the families of Northwest Middle School students have improved greatly. Thanks to a new program, **The School Messenger Notification System**, parents will be notified immediately regarding emergencies, general announcements, and student attendance. This new notification system has been in place since February 16, 2006. In addition to this program, Mr. Givins has implemented a faculty-staff phone tree to use in case of emergencies. In December 2005, telephones were installed in every classroom. Teachers now have voicemail and immediate access to an outside line making it more convenient to contact parents. Since February 2006, every student has an e-mail address. This allows student-teacher communication and the ability for the student to send projects and documents to themselves. Northwest's awarding-winning web site is another tool used to keep the communication lines open between home and school. Daily announcements, reports of activities happening in school and homework assignments are just a few items of interest found on our web site. Because of recent technological improvements, communication between home and school has improved.

Administration and Support Staff

Another important aspect of leadership at Northwest is provided by administration and support staff. The services that these people provide are absolutely essential to meeting the needs of students at Northwest Middle. In the interest of communication, these leadership roles are described in the following paragraphs.

Principal – Lee Givins

- Hire teachers and evaluate instruction as to whether it is on track with district, state, and national guidelines.
- Manage money. The Faculty Council and Management Team aid the principal in this responsibility.
- Serve on the PTSA board.
- Serve on the SIC board.
- Promote community relations.
- Serve on school district committees.
- Align Northwest with district vision and mission.
- Provide staff development.
- Serve as cluster leader for the Travelers Rest Cluster (group of schools that work together in the Travelers Rest area).
- Guide discipline and attendance.
- Guide teacher evaluation.
- Principal's Luncheon (for students earning all As)

Assistants to the Principal – Julie Carlson, Assistant Principal and Terrence Harris, Administrative Assistant.

Job Description for Assistant Principal

- Assume responsibility, according to district policy, for the operation of the school in the absence of the principal.
- Make classroom visits and observations for teacher evaluation through PAS-T. Hold follow-up conferences with teachers.
- Confer with students and parents regarding achievement, growth, discipline, and other matters related to the success of the student.
- Serve in IEP meetings as LEA representative.
- Prepare suspension and expulsion reports.

Specific Responsibilities – Julie Carlson

- Supervise substitutes for faculty and class coverage when a full day substitute is not needed.
- Prepare a teacher duty roster, which is posted on the school web site (link on the faculty page).
- Supervise and procure business education partners.

- Collect emergency lesson plans.
- Supervise emergency drills.
- Assist Mr. Harris in evaluating and ordering textbooks.
- Promote good relations with parents (thank you notes, etc.).
- Supervise dances, athletic events, and other after school events.
- Assume other duties as assigned by the principal.

Specific Responsibilities – Terrence Harris

- Inventory and requisition textbooks.
- Supervise bus evacuation drills one time per semester.
- Disseminate grant information.
- Manage Academic Intervention Program.
- Assume other duties as assigned by the principal.

Shared Responsibilities – Assistant Principal and Administrative Assistant

- Discipline – **AP** = Teams 6-1, 7-1, 7-3, 8-2; **AA** = 6-2, 6-3/7-3, 7-2, 8-1
- Buses – **AP** = Tues. and Thurs. **AA** = Mon., Wed., Fri.
- Bus Referrals
- Special Education – IEPs and discipline of Resource students from the teams they oversee
- Self-Contained – **AP** = IEPs and discipline primarily from ED and LD; **AA** = IEPs and discipline primarily from EMD with consult from AP
- Lunch duty – **AP/AA** out in the hall or behind the counter as needed

International Baccalaureate Middle Years Program [IBMYP] Coordinator – Lori Mason

The IBMYP is a student-centered program that focuses on the student’s intellectual and social development along with teaching an understanding of the student’s own history and global awareness in each subject area. It both embraces and transcends traditional school subjects by helping students see the connections between the academic disciplines – Arts, English, Foreign Language, Humanities, Math, Physical Education, Science, and Technology. The IBMYP Coordinator:

- Oversees the implementation of the MYP program in grades six through eight at Northwest Middle School and grades nine and ten at Travelers Rest High School.
- Works with students, parents and faculty to answer questions and ensure the success of the program at both schools.
- Schedules IBMYP training for new faculty members at Northwest.
- Provides periodic scheduled workshops and reflection sessions for the current faculty to keep them up to date on developments related to the MYP.
- Conducts informational meetings for parents throughout the year relating to different phases of the MYP, including a special meeting for sixth grade parents and parents of students new to the school to acquaint them with the program.
- Conducts information sessions to give the students opportunities to ask questions and

- offer ideas about their progress and involvement in the program.
- Spends the equivalent of two days per week at Northwest Middle School and the remaining time at Travelers Rest High School.

Guidance Counselors -- Noreen O'Connor and Phyllis Barber

The middle school guidance curriculum consists of structured developmental experiences through classroom and group activities in grades six through eight. The purpose of the curriculum is to provide information pertaining to personal/social relationships, educational/academic development, and career education. The curriculum is presented by the following strategies:

- Counselors teach, team teach, or assist in teaching guidance curriculum learning activities or units in classrooms, the guidance center, or other school facilities.
- Counselors conduct groups outside the classroom to respond to identified interests or needs of students.
- Counselors offer presentations and/or seminars for parent education as needed or requested.

Counselors provide activities for individual planning that help all students plan, monitor, and manager their own growth in personal/social relationships, educational/academic development, and career education. This is done with individuals or in small groups. Individual planning is carried out through individual assessment, individual advisement, small group counseling, consultation to parents, staff members, and community agencies, referral to other agencies, and crisis counseling.

Counselors provide program support through planning and evaluation, orienting staff and community to the counseling program, consulting with teachers and other staff to provide information and receive feedback on student needs, participating in professional development, and maintaining an information center for students, parents, and staff.

Specific Responsibilities – Noreen O'Connor

- Works primarily with 6th grade and half of 7th grade.
- Scheduling and schedule changes.
- Rosters.
- Report cards.
- Student data reports.
- Duke Talent Identification Program [7th grade].
- Shadow Program [7th grade] – with businesses in the community.
- 6th and 7th grade guidance classes – success in middle school; smoking.
- 6th grade Career Education; career folder.
- Honor Roll and boards at the end of the year.
- Rewards for honor roll students – achievement cards, cookies, etc.
- 6th and 7th grade parent conferences -- academic and behavior.
- Referrals to other agencies in Greenville County.
- Conferences for students with problems.

Specific Responsibilities – Phyllis Barber

- Works primarily with 8th grade and half of 7th grade.
- Coordinate Natural Helpers – peer counselors.
- Coordinate homebound instruction.
- One-on-one counseling.
- Academic plans and PACT testing.
- Guidance Advisory Committee – helps guidance; made up of parents, teachers, administration, and student government president.
- Administer PSAT test – distribute and interpret results.
- Administer Algebra test to rising 7th grade students.
- Coordinate annual Christmas project with Beta Club, Natural Helpers, and business partnership; helps about 20 children.
- High school registration.
- 8th grade career tests – EXPLORE Assessment.
- Coordinate 8th grade Career Day in February – about 20 speakers.
- Coordinate with Mrs. O'Connor tests – Iowa, PASS, NAEP
- End-of-course testing for 7th and 8th grade students taking courses for high school credit [Carnegie unit classes].

Guidance Clerk – Vivian Laws

- Request and send records.
- Enroll students.
- Serve as secretary and aide for guidance counselors.
- File test scores and pictures in student permanent records.
- Maintain student permanent records.
- Coordinates release time activity.

Career Development Facilitator – Furman Jackson

The Career Development Facilitator works to ensure the coordination, accountability, and delivery of career awareness, development, and exploration to students in middle school.

- Coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents.
- Assist school counselors and students in identifying and accessing career information and resource materials
- Provide educator, parents, and students with information on career and technology education programs offered in the district
- Support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study
- Learn and become familiar with ways to improve and promote career development opportunities within the district
- Coordinate with school counselors and administration career events, career classes, and career programming

- Attend continuing education programs on the certified career development facilitator curriculum sponsored by the State
- Support students in the use of computer assisted career guidance systems

School Library Media Specialist – Sandy Bailey

- Develops, plans, and implements effective integrated instruction and management of the media center program.
- Plans with administration, teachers, and students for the integration, promotion, and use of the media center services and materials within the school's instructional program.
- Instructs and assists students and teachers in using, producing, and retrieving media information to integrate into the curriculum.
- Facilitates the teaching/learning process.
- Makes all media easily accessible to students, teachers, and other school personnel.
- Creates and fosters a climate that motivates effective utilization of media facilities, resources, and services.
- Provides opportunities for personal and professional growth of the faculty as well as herself.
- Participates in curriculum development and implementation.
- Coordinates and directs the activities of media assistants [library clerk], student assistants, and parent volunteers.
- Develops and administers the media center budget.
- Evaluates the media center program, services, and materials in terms of adequacy in meeting curricular needs, student needs, community needs, and state, regional, and national standards, and modifies as appropriate.
- Establishes and carries out procedures for effective and efficient selection, acquisition, cataloging, processing organizing, maintaining, and circulating materials and equipment.
- Maintains accurate reports and records of materials and equipment.
- Formulates the specifications and design of the school media facilities.
- Coach for Middle School Book Bowl Team.

Media Assistant [Clerk] – Tami Ferguson

- Types and/or word processes orders for books, periodicals, supplies, audio-visu-als, equipment, etc.; automation computerization; correspondence; and reports.
- Files, sorts, shelves, processes, and organizes books, periodicals, audio-visu-als, paperbacks, catalogs, etc.
- Maintains requisition records, statistical inventory, and financial accounting.
- Circulates print and non-print media.
- Performs preventive maintenance and minor repairs on audio-visu-als and equipment.
- Assists students and staff with location and use of materials and equipment.

- Prepares bulletin boards, displays, and centers.
- Schedules use of and delivers materials and equipment.
- Maintains a good order and appearance of the media center.
- Prepares overdue lists.
- Assists with preparation of bibliographies.

School Secretary – Mary Lathan Holmes

- Check answering machine every morning.
- Check to see if all teachers and substitutes have signed in for the day.
- Cover front office as needed in the morning and at lunch.
- Enter and verify payroll for all subs and teachers.
- Enter all district purchase orders, copy purchase order, and send to district or to company, mark for payment after goods are received, and forward on to district office.
- Deal with items that come in on the courier [sending to correct person].
- Sort mail.
- Order supplies as needed by teachers and staff
- Keep account of all local money.
- Receipt money.
- Help with copiers.
- Type letters, forms, and memos as needed by administration.
- Pay all local bills.
- Do workman compensation paperwork.
- Update employee file and paperwork.
- Enter field trips and order bus.
- Keep record of absences and reasons.

School Clerk – Jennifer Drew and Sharon Smith

Specific Responsibilities – Jennifer Drew

- Answer phone.
- Handle late passes.
- Handle student excuses in the morning.
- Handle early dismissals.
- Locate students for administration.
- Oversee copy machine and supplies.
- Oversee office and teacher supplies.

Specific Responsibilities – Sharon Smith (1/2 day PM)

- Answer phone.
- Call students for early dismissal.
- Schedule conferences.
- Call buses.
- Take messages from parents about changes in student transportation.
- Send messages for changes in student transportation to teachers.

Full Time School Nurse – Kenya Farley

- Assesses student medical problems and meets student needs as appropriate.
- Administers medication as ordered by physicians.
- Keeps student emergency medical information and contact information.
- Informs teachers of students with medical needs accommodations that need to be made.
- Orders medical supplies and maintains health room.
- Provides teachers with plastic bandages, surgical gloves, etc. for use in the classroom.
- Oversees yearly professional development on emergency medical procedures for teachers [videos on hazardous substances and communicable diseases].
- Acts as a liaison between services provided by the community and the school [such as dental services].
- Counsels students concerning medical situations, personal hygiene, etc.
- Confers with parents about student needs and makes referrals to services available in Greenville County when appropriate.
- Makes decisions to send students home if medically advisable.
- Serves on school emergency team.

Resource Officer – Officer Allan Johnson

- Conducts law-related education.
- Serves as a counselor for students.
- Liaison for other law enforcement resources.
- Teach drug education at 6th grade level, in health class.
- Maintains NWMS Crime Watchers program.

Plant Engineer – Carol Willard

- Oversee cleaning and maintenance of the building, grounds, and maintenance machines, including minor repairs.
- Set up and clean up for assemblies, programs, and events.
- Maintain sound system for programs.
- Order supplies for maintenance.
- Keep records – supplies and custodial data.
- Monitor HVAC.
- Hire and fire custodians.
- Manage time and payroll for custodial staff.

- Maintain fire extinguishers, including yearly testing.
- Completes Slip, Trip, and Fall Report.
- Serves on the school emergency team.

Grounds Keeper – Diane Andrews

- Maintain grounds – mowing, weed control, landscaping.
- Care for grounds equipment.
- Serve on the school emergency team.
- Assumes other responsibilities as directed by the plant engineer.

Food Service Manager – Robbie Reeves

- Manage cafeteria staff.
- Prepare breakfast and lunch for students and staff.
- Order food for Northwest Middle.
- Maintain food service equipment and facilities.
- Keep records and report on meals served and monies received.

District-funded After-School Programs

- Athletic Program – Brandi Tucker, Athletic Director

The Athletic Program at Northwest is directed by Mrs. Tucker. Her duties include securing coaches, fundraising, managing finances, scheduling, transportation, insurance, eligibility and acts as a liaison between parents and coaches. . Mr. Meadows, Physical Education teacher at Northwest, assists Mrs. Tucker and maintains the school athletic facilities. The following is a list of coaches:

- Coach Todd Graham – Boys’ Basketball
- Coach Lynn Duncan – Girls’ Basketball and Volleyball
- Coach Jimmy Roberts – Girls’ Softball
- Coach Scott Drew – Boys’ Baseball
- Coach Jeffery Edwards- Boys’ Soccer
- Coach Anne Kelsey – Girls’ Soccer

Summary of Progress

The Northwest Middle School staff has created an effective decision making structure. This structure, along with the leadership of our principal, Mr. Givins, has given the school the basis for successful decision making and effective means of reaching our goals in creating a successful learning environment. The process that has been established is effective in several areas: shared decision-making roles, timely evaluation of school issues, time management for teachers, and more productive management of communication. The decision-making process that has been established provides for proper evaluation and discussion of important issues and also gives ownership to those people who are affected by the decisions being made. This leads to all staff members playing an important role in reaching the vision.

This year we have updated flow charts to reflect changes in personnel. We have described how all stakeholders communicate with each other. We have also delineated the governance and financial management process at Northwest Middle School.

Next Steps

In setting goals for progress along the Education for the Future Initiative Continuous Improvement Continuum, we have identified the following goals under the headings of approach, implementation, and outcome.

Approach

- Improve communication between teams for the purpose of improving instruction.

Implementation

- Improve interaction with district administrators, teachers, parents, students, and community about quality standards.
- Develop a plan for assessing how well standards are being implemented at all levels of leadership.
- Keep the flow chart of leadership updated.
- Post a monthly calendar of all meetings and events in Outlook Express.
- Post grade level IBMYP annual unit plans on the Staff Drive.

Outcome

- All levels of leadership should be focused through quality standards on the same goals. Teachers will be able to see how working out our vision through quality strategies is meeting student needs and leading to the attainment of student learning standards.
- All stakeholders will understand the goals, procedures, and operations of the school, and are able to use that knowledge to meet student needs and improve student achievement toward learning standards.

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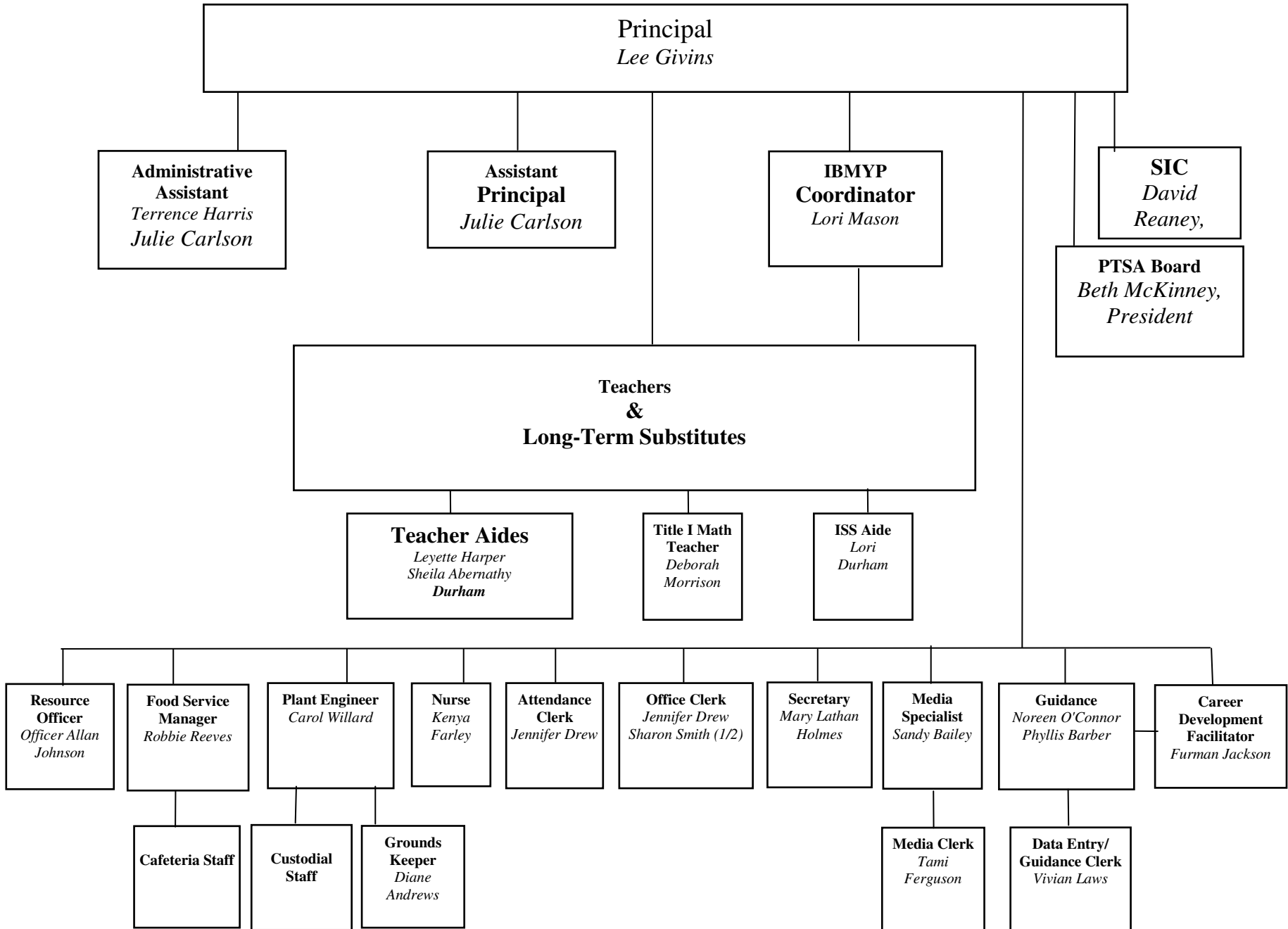
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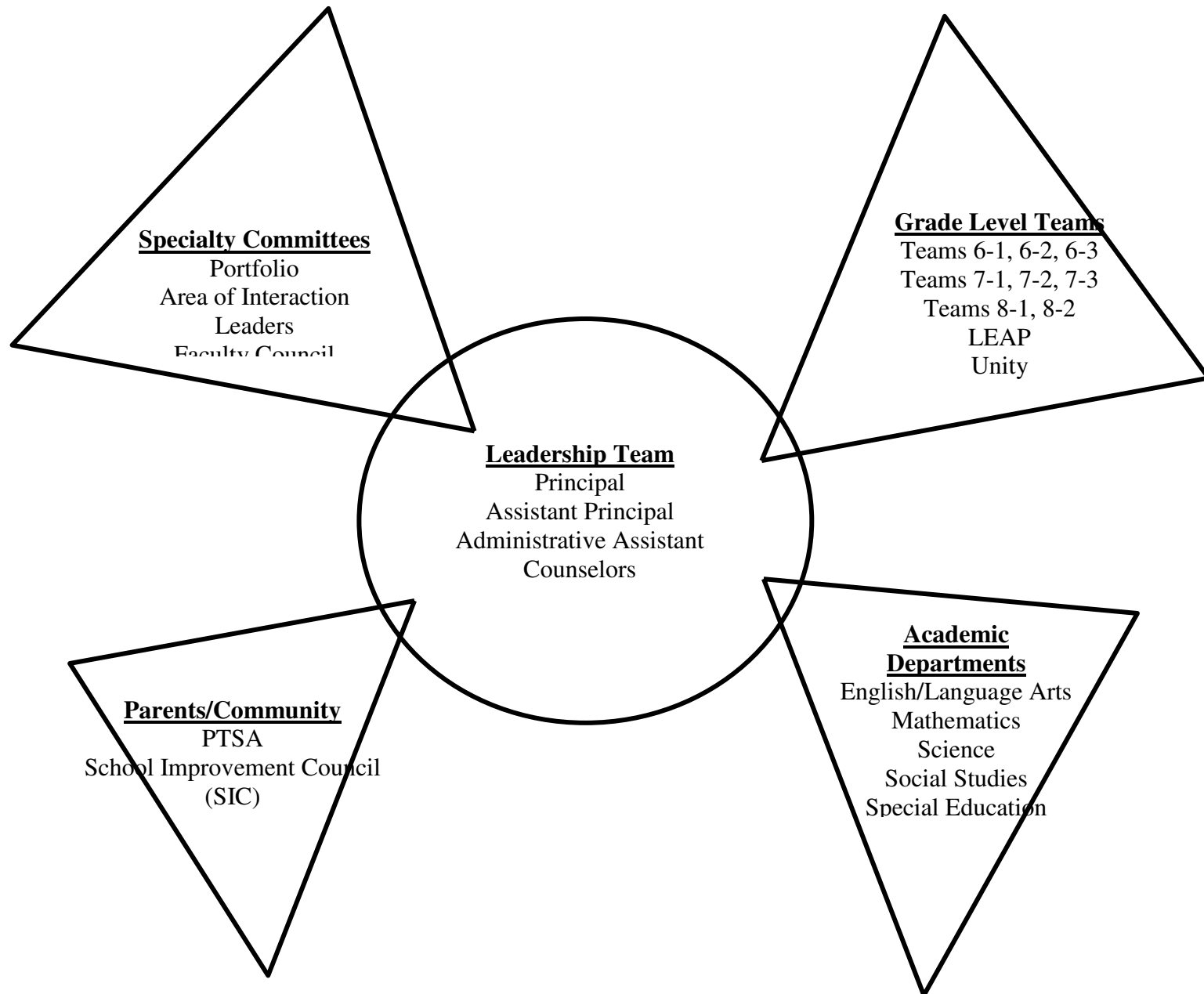
Principals

Organizational Flow Chart of Northwest Middle School

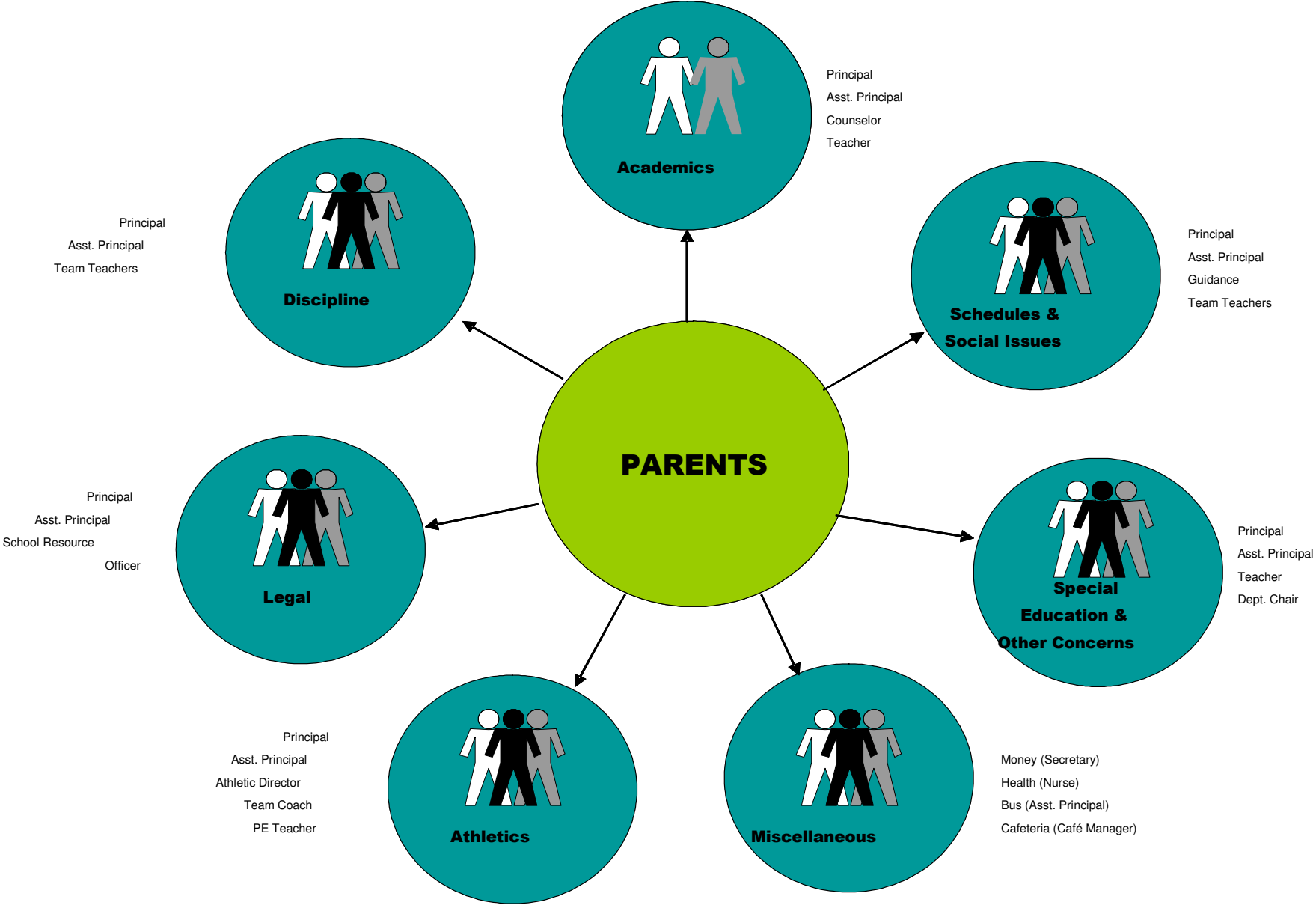


Leadership Structure of Northwest Middle School

2010-2011



How Parent Concerns Are Addressed



PARTNERSHIPS

Northwest Middle School is committed to a shared vision and purpose for student achievement. This vision and purpose helps to guide us in our partnership development.

The purpose of the business education partnership program is to expand and enrich learning opportunities for students, to create a climate of involvement and interaction between businesses and education and to foster an understanding between schools and businesses in preparing for the future of our community.

Northwest Middle School encourages and offers the opportunity for businesses to work with students, teachers, and administrators in providing a realistic picture of the business world, enhancing the curriculum, and working on projects needed by the school.

Examples of Business/School Partnerships

1. Community outreach dinner – Christmas event where businesses join with school to assist those less fortunate.
2. Nursing homes – Homerooms adopted patients at the local nursing home. They are remembered on special occasions (birthdays and holidays). Patients were invited to have lunch or attend special events at school. School groups in turn visited patients.
3. Tutoring – Colleges and local high school offered students to tutor/mentor students at Northwest. They devoted approximately one hour each week with their student to help them improve their educational experience.
4. Annual Veterans Day Program – Local businesses such as Carolina Fine Foods provided food, beverages, plates, and utensils.
5. Others—see list of existing partnerships.

Relationship between Partnerships and School Goals

While the effects of Partnership Development are hard to quantify, we feel the many activities that are presently going on here at Northwest Middle School have had and continue to have a positive impact on the school and the community. When students see school as more than just a building that they come to for seven hours a day, five days a week, they begin to see the connection between the classroom and the community. As students take part in service learning activities through the IBMYP they see that they can have an impact on the world around them.

The business partnerships that have sponsored the athletic teams have fostered a sense of school pride for the students who participate in athletics as well as for those students and community members who support the various teams at Northwest Middle School.

As an IBMYP school, the partnerships we have developed and continue to develop play an integral role in the students' education both inside and outside of the typical classroom.

Evidence of Success from Present Business/School Partnerships

1. Colleges & Universities – Local colleges and universities join Northwest in sending mentors and tutors for students. Northwest accepts interns and student teachers from local colleges and universities.
2. Career day –Local community businesses present information to students regarding a variety of careers. The community/business leaders work hand-in-hand with the school guidance counselor to plan/participate in this all-day event.
3. Resource speakers – Speakers share their experiences with students who help enrich and expand the curriculum for students.
4. Shadowing—Shadowing is a day of authentic experience, which introduces students to a particular job by pairing them with an employee in the work environment. The student shadows the worker for a specific time to better understand the requirements of a particular career.
5. Veteran’s Day—Yearly celebration which honors community veterans with a program and a reception. Faculty and students organize the program with the support of PTSA and local businesses. Veterans are encouraged to visit classrooms during this time as special guest speakers.
6. Release time—Students have the opportunity to work with local churches once a week. The church provides transportation and classes that teach the students to become better citizens. The church also takes an active role in our athletic program by providing chaperones and transportation to away games.
7. PTSA/SIC—Parent, community, and school organizations which work for the benefit of the school. They help make decisions that improve the school.
8. Milliken—Community business which partners with Northwest in many activities. One of the best known is their drive for the needy families of our school at Christmas.
9. Cliffs Valley Angels—a local residential development with many retired residents who donate time and resources to assist needy families at Christmas.
10. Red Cross—Student service organization which meets after school to plan and conduct projects for the community. Recent projects include raising over \$600 for relief efforts in Haiti following the earthquake in January 2010.
11. North Greenville Food Pantry—Student council has continued to support this agency as a project during the fall of each school year. Students have been involved in collecting various food items to donate to the food pantry.

12. Middle school athletics/business support—Northwest receives support from various businesses to support the following athletic programs: volleyball, basketball, softball, baseball, and soccer. These teams promote a sense of school pride for the students at Northwest.
13. Spanish classes—One of our foreign language teachers, Mr. Kye Vassey, has offered classes in Spanish at the local branch library.
14. Beta club—Student service club that performs a variety of projects for groups within the community.
15. Band—Performs community functions such as playing for local nursing home, Christmas tree lighting at local hospital, and participating in local Christmas parades.
16. Local museums—Students serve as volunteers.
17. Local newspapers—*The Travelers Rest Monitor* and *The Times-Examiner* provide coverage of our annual Veterans Day Program, Miss Panther Pageant, and sports events.
18. International Baccalaureate Middle Years Program (IBMYP)—Teachers and staff from Northwest Middle School work with teachers and staff from Travelers Rest High School to plan and to implement strategies related to the IBMYP.
19. Guidance Advisory Committee—Committee formed of teachers, parents, administrators, guidance counselors, and other staff to provide input to the Guidance Department on classes and other activities offered at Northwest Middle School.
20. Teacher Cadets—students from the local high school (Travelers Rest) who have an interest in teaching as a career, visit in the classrooms to get exposure to the teaching profession.
21. UNICEF—Foreign language classes collected donations for UNICEF during the Fall of 2010
22. Panther Patrons—a school supported program of parents and other interested individuals who donate money to Northwest Middle School for a variety of instructional uses at the school.
23. Ronald McDonald House—students collect and bring in “pop-top” tabs from cans. These tabs are then donated to the Ronald McDonald House as a fund raising effort.
24. Pennies for Patients—during the 2009-2010 school year, students participated in this program to raise money for Leukemia research. Prime time classes competed against one another. The school raised over \$1,300.

25. National Engineering Week—local firms have engineers come and discuss career opportunities in the field of engineering. These guest speakers are organized by Mr. Furman Jackson, the schools Career Counselor, and speak to students during science classes.

26. Local businesses—stores in Travelers Rest (Martha’s Hardware and the Café at Williams Hardware on Main Street) sell back issues of *Echoes* (a student publication from students at Northwest Middle School.)

Next Steps

Northwest Middle School is continually looking to build a stronger community-school relationship. We believe we must sell our program to the community and when the community is aware of all that Northwest has to offer, they will want to become a part of a growing and vital group. We are proud of our accomplishments, but feel we can still grow to reach our goal as a community leader.

One of our goals is to work with our school website coordinator to add information regarding current and desired partnerships to our school webpage. By providing this information, visitors to the website can see the positive results of existing partnerships as well as areas of need for desired partnerships.

We would also like to develop a database/matrix of existing partnerships and a method of measuring their effectiveness. Students and parents have been asked to complete several surveys during the course of the school year and we would like to develop a method of assessing our partnerships that would not require the administration of yet another survey. If such a method does not produce quality data, we would like to work with other committees to develop a timeline for disseminating surveys so as to not overload students, parents, and community members with all surveys at once.

Listed below are several desired partnerships, which we feel, will help us grow in our endeavor:

1. Parent volunteers—There is always a need for more parent volunteers in our school. We hope these parents will work with their places of business and combine their job with a service learning element.
2. Parenting classes—Local businesses work well with our school when we need a parent on site. We feel that parenting classes which are taught in cooperation with the business site would be helpful in helping parents to understand the middle years.
3. Medical help—There is a great need for the local medical facilities/businesses to work with the school and their families in fostering a healthier environment. Many families need assistance and it would benefit our school and the community.
4. Speakers on cultural awareness—Diversity is an element of the present and the future. We must train the community on our new and varied population. We would like to start with our staff and utilize local business/community leaders who are trained in this area. Our desire is to later offer training to businesses in our area.
5. “Breakfast Buddies”—A mentoring time when community volunteers would come in and eat breakfast with their assigned buddy while “adopting” this student to mentor. This program would be a weekly meeting and would help to develop a bond between the school, student, and volunteer.
6. Service Learning Partners—Our school would like to form service partnerships with local businesses where students would volunteer services for credit here at school. The businesses would be included in our school activities and become an educational partner.
7. Language Immersion Camp – This camp is held at Furman University and will provide extensive help in foreign language development. Adults and students will work together to foster growth in this area. Local business and community leaders will be asked to sponsor groups and in turn, we will offer language services to them.
8. Businesses with international relations/connections—Due to the new role as an IBMYP school, we believe any business connections that can be made with businesses that have international connections, such as Michelin, Hitachi, and others will be a benefit that will allow students to see more global connections.

We would also like to:

- Educate local realtors about our school and its work with the community.
- Inform the community (through our website) of events and programs supported by our partners.
- Host a tour of Northwest Middle School for potential partners.
- Develop an updated brochure on Northwest Middle School to distribute to potential partners—parents, businesses, higher education institutions, and other members of our community.

Continuous Improvement and Evaluation

Northwest Middle School Our School Action Plan for Year 2010 - 2011

Goal Statement 1: Raise the academic challenge and performance of each student.

Measurable Objectives:

1. The percentage of students meeting their MAP growth targets in Math and ELA will increase 2% annually from 2008 – 2013.
2. Raise the Academic Challenge and Performance of each student in Science and Social Studies.

Evaluation of Implementation and Effectiveness

Implementation Strategies	Products and Impact on Improving Student Performance	Next Steps
<p>Teachers will use all available resources to ensure that every effort is made to communicate effectively and efficiently with parents. Teachers regularly update their class websites that detail class assignments and homework; communicate with parents through emails, phone calls, and conferences; may require parental signature in student agenda book beside homework assignments; and send home grade / progress reports detailing student progress and achievement in all curricular areas. Parents have access to online student grade book.</p>	<p>Parental involvement is an <u>absolute</u> necessity and is essential for improving and impacting student achievement in all areas of the curricula. Teachers hope that such continued contacts will help formulate the partnership that is so vital for student academic success.</p>	<p>Administrators regularly check teacher websites to ensure that they are current and up-to-date. During PTA meetings or other times, the school may need to offer parental tutorials to show them how to access the information on the NWMS and teacher websites. Other classes may be developed as needed.</p>
<p>Teachers will use formative and summative assessments in all subject areas. Teachers continue to utilize essential questions and scaffolding to aid in instruction. Using open-ended questioning techniques is encouraged to evoke inquiry-based learning from the students. Mindful of the various academic needs of students, differentiated instruction exists in the multi-levelled ELA and math classrooms, but it is evident in all others as well.</p>	<p>Teachers have attended in-services and professional development in areas such as Focused Learning, Vertical Mapping, and subject area mapping across grade levels. Formative and summative assessments are required from each teacher, and are documented on unit lesson plans turned in on a regular basis.</p>	<p>Administrators check teacher unit lesson plans regularly to confirm usage of formative and summative assessments in all subject areas.</p>
<p>Identify students in Math and</p>	<p>Students who perform in the Gifted & Talented process and Exemplary</p>	<p>Data needs to be provided to all staff members to document</p>

<p>English who have exhibited high achievement levels and move them into advanced courses.</p> <p>Implement tutoring in Math and ELA for below basic students by teachers at teacher's convenience or at student's request.</p> <p>Teachers will analyze ITBS and/or MAP test scores to help plan for instruction in ELA and Math and PASS scores when made available.</p> <p>As an authorized International Baccalaureate Middle Years Programme (IB - MYP) School, teachers school-wide employ a variety of IB strategies to focus their instruction through the Areas of Interaction.</p> <p>Academic incentives are rewarded quarterly: -Principal Lunch - reward for students on the A Honor Roll list. -Counselors give rewards for A& B honor roll achievement. - Students' names are posted on the Northwest Middle School website.</p>	<p>area of the PASS Math and ELA tests may be eligible to be moved to an accelerated Math and/or advanced English course(s).</p> <p>Tutoring is currently available to all students at the teacher's convenience and at the student's request. Additionally, the Jr. Beta Club offers homework sessions/tutoring opportunities before and after school.</p> <p>ITBS and MAP scores are currently available to all staff members. Teachers use these scores to help plan for instruction in English and Math according to state standards. A school-wide program to improve math scores has been implemented. Teachers analyze student PASS scores to determine strengths and better focus instruction on areas needing improvement both school-wide as well as individually.</p> <p>Teachers and staff meet weekly and once a month after school with the IB Coordinator for professional development on learning strategies for use in school-wide classrooms. Instruction should incorporate a variety of activities that promote a global focus of community-mindedness.</p> <p>Students become intrinsically motivated to improve their academic performance.</p>	<p>student improvement in PASS scores in ELA and Math.</p> <p>Teachers may document students who participate in after school homework or tutoring sessions and track improvement in PASS ELA and Math scores. Our goal is 2% improvement in this area.</p> <p>Tracking students according to their MAP test scores will be evidence to the staff that using the scores to modify strategies is an effective tool in raising test scores.</p> <p>Our IB goals for our students are to be risk takers, reflective thinkers, and to be globally minded. Student community service opportunities are encouraged.</p> <p>Improve the percentage of students who achieve A & B Honor Roll.</p>
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**Northwest Middle School
Our School Action Plan for Year 2010 - 2011**

Goal Statement 2: Implement standards-based instruction in all subject areas

Measurable Objectives:

1. Align instruction on assessment with state standards through weekly team meetings.
2. Increase collaborative curriculum development across grade levels.
3. Support increased knowledge and use of student technology standards in all subject areas.
4. From 2008 – 2013 continue authorization as an International Baccalaureate school.
5. Provide MYP training for staff as needed and funded.
6. Implement creative, research based strategies to enhance student achievement.
7. Strengthen lines of communication between school and home.

Evaluation of Implementation and Effectiveness

Implementation Strategies	Products and Impact on Improving Student Performance	Next Steps
<p>Teachers encourage students to take more responsibility for goal setting and academic success through IB portfolio work. Students are able to evaluate their own grades and test scores. After self reflections they are then able to set goals for improvement and communicate that to their parents.</p>	<p>Students have completed self reflections pertaining to their grades, behaviors, and organizational strategies. These reflections are stored in the IB notebook.</p>	<p>B.U.G. sheets, along with report card copies, show graphic representations of performance and enables students to reflect and set goals for academic improvement.</p>
	<p>Unit plans will be aligned to state curriculum standards and they will integrate IBMYP and Learning Focus strategies as well. Differentiated instruction is implemented through instruction and throughout the curriculum.</p>	<p>Teachers create unit plans aligned to South Carolina state standards. Unit plans also address process standards and reflect the integration of IBMYP and Learning Focus strategies. Differentiated instruction is utilized through leveled classes such as ELA Studies, Strategies, Challenge and Honors classes. Algebra I is offered to students who qualify for that class. Additionally, Spanish I is a year long class for students who have shown linguistic potential. In the area of related arts, there are advanced courses offered in Art and Computer Tech. Administrators regularly check unit plans to assure adherence to standards. Teachers file best unit plans in PAST-T Portfolio.</p>
		<p>Curriculum coach and IB Coordinator continue to provide feedback and support in the form of professional development directed at increasing implementation of Learning Focus and IBMYP strategies.</p>

<p>Teachers attend school, district, and state workshops which are aligned with SC standards.</p> <p>Faculty meetings will be held in both vertical and horizontal formats. Team leaders and department heads will meet regularly in the newly established Leadership committee meetings. These meetings are scheduled as needed.</p>	<p>Teachers currently track professional development hours on the portal.</p> <p>Vertical department meetings have been held routinely within our school. Eighth grade teacher meet annually with teachers from all departments and at Travelers Rest High School. Together, we coordinate the registration process and communicate the guidelines for Freshman class assignments. Additionally, we discuss adherence to IBMYP standards as well as state standards and expectations.</p>	<p>Administration and Instructional Coach continue to notify staff when professional development opportunities become available.</p> <p>Meeting agendas and a documentation of meeting minutes are encouraged to assure efficiency and continuity.</p>
<p>Provide test data for teachers to use in formative assessment and development of instructional strategies.</p>	<p>Guidance and the Administration ensure that teachers have test data available for use in formative assessment and the development of instructional strategies.</p>	<p>Professional development is needed to instruct teachers in the technique of properly translating test data into working instructional strategies and formative assessments.</p>
<p>Provide professional development opportunities including literacy instruction in all content areas. Also, provide strategies which incorporate the use of current technology as it relates to the state standards.</p>	<p>The Media Specialist, Department Heads, and IB Coordinator will work together to create professional development opportunities to instruct in literacy instruction in all content areas. The IB Coordinator and Media Specialist have worked together to provide professional development on appropriate technology use with the state and IBMYP standards.</p>	<p>Continue to provide professional development opportunities in the area of teaching literacy in all subject areas and on appropriate technology use with the state standards.</p>
<p>Incorporate technology to enhance the teaching of state standards.</p>	<p>A plan has been developed and implemented for the available effective use of the instructional</p>	<p>The Tech Coordinator, IB Coordinator, and Media Specialist work together to continue offering</p>

<p>Increase student and teacher performance by encouraging overall wellness through participation in physical activity and sound nutritional choices.</p> <p>Parents and students now have access to real time grade books in all subject areas. In addition, there is an increased emphasis on maintaining updated teacher websites which communicate daily assignments, syllabi, classroom procedures and classroom assignments.</p>	<p>computer labs, classroom laptops, LCD projectors, interwrite pads, Promethean Boards, Elmo, etc.</p> <p>Physical Educators will provide a workout center to be used by both students and faculty. Physical Educators will increase the amount of physical activity during PE classes, as well as provide information and encouragement for a staff wellness program. Nutrition education is taught through the Home Living classes.</p> <p>Parents are given codes to access their student's grades which act to strengthen communication between home and school.</p>	<p>professional development to aid teachers in effective use of computer technology.</p> <p>Compile resources and research which outline the benefits of physical activity (fighting disease, increased brain function, life longevity, stress reduction) to be used both in class and distributed to NWMS staff. Fitness equipment is available for staff to use for overall physical and mental health. This voluntary program has been a motivation for teachers to increase their physical activity. Students will be issued a fitness-gram each semester and they are instructed to take it home for parents to see.</p> <p>Communicate to parents the process for access teacher websites and grade books.</p>
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**Northwest Middle School
Our School Action Plan 2010-2011**

Goal 3: Provide a safe, inviting, and informative learning environment for students, faculty, staff, and local community members.

Objective 1: To increase parental involvement in school activities. 85% of parents/guardians will participate in parent/teacher/student activities (including parent-teacher conferences, PTA meetings, Academic Improvement Plan conferences, and IEP meetings).

Objective 2: To increase communications with all stakeholders.

Evaluation of Implementation and Effectiveness

Implementation Strategies	Products and Impact on Improving Student Performance	Next Steps
<p>Provide frequent opportunities for parents to volunteer through tutoring, assisting in the classroom, SIC membership, PTSA membership, extracurricular activities, book fairs, sports concession sales, etc.</p>	<p>Parent Volunteers are logged in through the front office. Teachers, Administration, Athletic Director, PTSA and SIC Chair recruit volunteers.</p>	<p>Ask parent volunteers to help with the existing extended hours that the media center is currently offering. The media center extended hours are utilized for tutoring for students who need extra help. Increase the opportunity and number of peer tutoring taking place after school. Incorporate peer tutoring into flex time hours one day per week.</p>
<p>Invite community leaders to become involved with our school through various activities such as the Veterans Day Program, Veterans History Project, and Career Day. During Engineer Week, several engineers were invited into the science classes where they conducted presentations based in their respective</p>	<p>Administration, 8th grade teachers, counselors, and career specialists are responsible for organizing activities, which are documented through the PTSA newsletter and our award winning school website.</p>	<p>Encourage teachers to invite at least one speaker from the community to visit his/her classroom each semester to coincide with advisory/career classes and/or subject area activities.</p>

<p>fields. Teachers are encouraged to invite guest speakers into their classes, which add a greater dimension to the units of study.</p> <p>Conduct a Volunteer Drive in the fall, during PTSA Open House and Back to School Night.</p> <p>Provide parent access to grade book online. Encourage more teachers to submit articles for the PTSA Newsletter. We now post the Northwest Middle School Newsletter on our website.</p> <p>Each teacher has created webpages for students and parents to access information pertaining to all classes offered at Northwest Middle School. Teacher websites are evaluated by administrators.</p> <p>Encourage community to invest in the future of Northwest Middle school by becoming “Panther Patrons” with tax-</p>	<p>SIC and PTSA chairs conduct a drive during August – September and they create a list of available volunteers.</p> <p>Appoint a Public Relations contact to request articles from parents, teachers and students to be printed in the quarterly newsletter.</p> <p>Teachers update webpage’s weekly (or more frequently) with class assignments, and announcements. Our webmaster checks updates and he is available to assist teachers in creating new or updated webpage’s.</p> <p>Engage parent volunteers and with the PTA’s help provide food for a reception inviting the Veteran’s from our community.</p>	<p>PTSA to provide a categorized list of volunteers with phone numbers to teachers.</p> <p>Encourage teachers in all subject areas to submit examples of stellar students work to be posted on the school’s website. Parents provide e-mail addresses in order to receive e-mail progress reports. Teachers will continue to input email addresses into a data bank for effective and efficient teacher/parent communication.</p> <p>Each month, teachers have been asked to submit a list entitled “5 Things”. Students are supposed to know those “5 Things” by the end of each month. Mr. Givins has displayed the lists in the teacher’s workroom. We are all able to see what material is being taught by grade and class.</p> <p>The goal for the 2010 – 2011 school year is \$5,500.00. It is important to provide parents and students with fundraising</p>
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<p>deductible contributions. Provide a community wide celebrating of Veterans Day with the 8th graders as hosts. The PTSA, in a continuing effort to raise funds for the educational needs of our school, have initiated several innovative efforts to provide funds for the benefit of students.</p>	<p>In an effort to avoid having students sell products from door to door, the Panther Patrons Program has been initiated. Anyone who chooses to make a donation to our school may rest assured that 100% of that donation will be used for NWMS's educational needs. In addition, our PTSA provides volunteers who serve ice cream bi-weekly. The profits received from ice cream sales and school dances are added to our funding. The Miss Panther Pageant monies are used to support the band program at NWMS.</p>	<p>updates and communicate opportunities for ice cream purchases.</p>
<p>Provide opportunities for the parents, school staff, and community leaders to work toward improvement and provision of a safe school environment including a bullying prevention program, Crime Stoppers Report System, and the employment of a full-time SRO. Create and operate a student designed News Show Team that will be broadcast through the website. The staff entrance is protected by an electronic keypad with code. Northwest conducts safety drills each month to ensure the student and faculty's safety.</p>	<p>School officials, SRO, and city law enforcement will continue to assess traffic patterns and adjust as necessary to improve the safety of students during student drop-off and pick-up before and after school. Bullying prevention programs will be offered by guidance counseling staff to 6th grade students. All students are encouraged to participate anonymously in our Crime Stoppers Report System.</p>	<p>The SRO and guidance counseling staff will provide resources and information for teacher distribution to students to increase safety practices at the school. The SRO will use the Crime Stoppers Report Line via the webpage to address safety concerns. Traffic patterns and flow will be continuously analyzed and solutions will be offered to assure student safety before and after school.</p>