School Renewal Annual Update

2016-2017

MAULDIN MIDDLE SCHOOL

1190 Holland Road

Simpsonville, SC 29681

Phone: 355-6770

Greenville County Schools
Dr. Burke Royster, Superintendent

Action Plan 2013-14 through 2017-2018

Christopher F. Kilian, Principal
Jordan Finlay, Assistant Principal
Julie Whetston-Carlson, Assistant Principal
Sam McDowell, Administrative Assistant

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SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Mauldin Middle School

DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2017-18 *(one year)*

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Mr. W. Burke Royster	*WBurke Royster*	3/17/2016
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Phillip McGowan		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Mr. Christopher F. Kilian	*Christopher F. Kilian*	4/4/2016
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS:1190 Holland Road Simpsonville, SC 29681

SCHOOL'S TELEPHONE: (864) 355-6770

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

POSITION	*NAME*
1. PRINCIPAL	Christopher F. Kilian
2. TEACHER	Debbi Long
3. PARENT/GUARDIAN	Nicole Westmoreland
4. COMMUNITY MEMBER	Stewart Mathis
5. SCHOOL IMPROVEMENT COUNCIL	Vanessa Rhodes

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	*NAME*

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

ASSURANCES FOR SCHOOL PLAN
(Mandated Component)

Act 135 Assurances

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

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

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

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

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

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

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

_____ **Recruitment**
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English

proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

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

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

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

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

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

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

Introduction

Mauldin Middle School wants to improve student achievement, to gain and develop resources, and to build and maintain a positive relationship with our community. Our stakeholders support our school and its programs by working with us to promote and clarify our school's mission and beliefs. Our greatest stakeholder asset is our parents, who are the business, religious and political leaders in our community.

Developing our School Improvement Plan

Staff members at Mauldin Middle are kept up to date with our school's improvement plans through faculty meetings, the principal's weekly update, phone blasts, and informal conversations. Various department heads were informed of the districts' goals and objectives and how they related to Mauldin Middle School. Our School Improvement Council was informed of the process and timeline related to the Improvement Plan for the new cycle of 2013-2018. Our final draft of our improvement plan will be made available to all stakeholders via our school website as well as hard copies being provided to the board of our PTA and all members of the School Improvement Council.

Reaching Consensus on the Self-Assessment

Our initial involvement with the Self-Assessment Survey was during our back to school events. Our principal briefed the staff on the process as defined by the district, laying out the scheduled activities and tasks that had been assigned. Later, during the month of October, our instructional coach hosted staff meetings on Wednesday and teacher planning periods to inform the staff of the survey process and to administer the survey. Also, in fall of 2012, the School Improvement Council was also informed of the survey and the timeline of the portfolio and self-assessment completion. Our School Improvement Council was given the task of informing stakeholders in the community.

In the spring of 2013, staff members were broken into groups for the initial consensus meetings on the Self-Assessment process. Within each group was a subject area teacher and a related arts teacher or a special education teacher. Our guidance staff was interspersed throughout the groups. Before the meetings with each group, our instructional coach provided descriptions of each respective indicator and performance level to all staff members. On the first day of consensus building the teachers met during planning periods with the instructional coach who led the discussion and assigned the task of secretary to each group. All of the indicators/standards and performance levels were discussed and explained in detail. The teachers were then asked to think about the performance level of our school before they came back to the full faculty with their performance level in mind.

Within a week, the full faculty met to reach a final consensus on the self-assessment. Each indicator was briefly discussed and then the faculty voted for their respective performance level. Using "majority rules" as our measure, we then decided which performance level fit each indicator.

Executive Summary

Mauldin Middle School has been in existence for sixteen years. Our numerous accomplishments have been made through the conscious efforts of our teachers, students, parents, administrators and community members. Mauldin Middle School lies in the southeastern portion of Greenville County on the border of Mauldin and Simpsonville. The school opened in the fall of 1999 to help meet the needs of a burgeoning county. The community we serve consists primarily of middle and upper middle class families with many professionals and blue collar workers. Due to the nature of the manufacturing business, our students are often new to South Carolina and oftentimes new to the United States. Our school boasts of a building that features three separate wings for each of the three grades housed here. Our school currently contains 1,023 sixth, seventh, and eighth grade students. Due to the opening of a new middle school our enrollment has dropped and is expected to drop again next year.

Teacher/Administrator Quality

Our faculty consists of 57 certified teachers, 4 administrators, and 46 support staff. Fourteen of our teachers are National Board Certified. All of our teachers are Highly Qualified as defined by the No Child Left Behind Act. Our administrators all hold advanced degrees in School Administration and have a combined experience total of approximately 110 years. Each administrator enhances their professional development by attending in-services, professional development conferences and professional readings throughout the school year. The administrative team meets each Monday morning informal meetings are held throughout the week as needed.

School Climate

The perceptions presented in this report are based on data from a survey from 8th grade parents, 8th grade students, as well as, the Mauldin Middle School Staff.

Teacher Perceptions

Teacher responses were in agreement to the following statements:
- 90% of teachers agree "I am satisfied with the learning environment."
- 90% of teachers agree "I am satisfied with social and physical environment."
- 94% of teachers agree "I am satisfied with school-home relations."

Student Perceptions

Student responses were in agreement with the following statements:
- 70% of students agree "I am satisfied with the learning environment."
- 67% of students agree "I am satisfied with social and physical environment."
- 88% of students agree "I am satisfied with school-home relations."

Parent Perceptions

Parent responses were in agreement to the following statements in descending order:
- 86% of parents agree "I am satisfied with the learning environment."
- 86% of parents agree "I am satisfied with social and physical environment."
- 71% of parents agree "I am satisfied with school-home relations."

We would like to improve the parents' satisfaction with school-home relations. We implemented several policies to address this issue. We changed our format for our Back to School orientation. Parents and students were invited to come to pick up schedules and meet the teachers prior to the first day of school. The Principal sends out a phone blast each Monday morning to keep parents/guardians updated on the latest news here at MMS. In addition, we utilize our teacher websites by using a uniform weekly planner. Parents/guardians now are able to access the teacher's weekly planner on-line for upcoming class assignments and assessments. We now have a Mauldin Middle School Facebook page which is updated weekly and a Twitter account to help keep the community informed.

With respect to School Climate and improving our safety features, our school building has the latest in security upgrades including a "catch" entry area, sexual predator alert system and entry/exit door magnetic locking mechanisms. We have school wide ID badges for students and teachers. We have duty posts both in the morning and after school at each student areas. We have teachers/administrators stationed at all entrances of the building during the pick-up and drop off times. We have upgraded our flooring in our academic wings as well as replacing the carpeting in our media center. We added additional six Chromebook carts during the 2015-2016 school year and provided over 20 hours of technology professional development hours for our faculty. Each administrator and the instructional coach now have iPads in use every day. We also have upgraded all of our sports fields, including a new field house, lighting for our track and soccer field and improved fencing along our baseball and softball areas. Our bus loading/unloading driveways restriped to reflect the results of our loading/unloading safety audit that was completed in the fall of 2012. Plans are in motion to provide addition parking for the sporting events that take place on our campus. Our beautification committee has met several times this year to update our look.

Our students have many opportunities to participate in extra-curricular activities at Mauldin Middle. Some of these activities include athletics, National Junior Beta Club, Sandlapper Club, Girl's Science Club, Student Council, Service Learning Corps, Step Team, Band, Strings, Chorus, Battle of the Brains, Be a Fan, BLUSH, Pop In and Read Club, Lego Robotics, and other clubs. Considering the population changes we are experiencing, our opportunities are many and we continually evaluate how to meet the needs of all of our students.

We continue to closely analyze our test scores in order to maximize our staff development strategies and increase the number of students meeting or exceeding the state standard on the SC Palmetto Assessment of State Standards (SCPASS) and SC READY. Our teachers are Highly Qualified as defined by the No Child Left Behind Act, and fourteen of our teachers are National Board Certified Teachers. Our Belief is: Professional Excellence. Every Minute. Every Day which encourages all of our students to strive for their best grades, excellent behavior and impressive attendance. Mauldin Middle School was named a Red Carpet School twice due to our family friendly environment and outstanding customer service. The Mauldin Mustangs, our collective athletic, academic and performing groups, continue to distinguish themselves in district, state and national competitions. In conjunction with our school PTA, each student is given multiple opportunities to enhance his or her self-awareness through Beta Club, Sandlapper Club, Girl's Science Club, Student Council, Service Learning Corps, Step Team, Band, Strings, Chorus, as well as our athletic and academic teams. Our drama students capped off the academic year with an extraordinary performance of "Cinderella" Our PTA, School Improvement Council, Band and Athletic Booster Clubs have joined our business partners, including Publix, Arby's, Chic-Fil-A and Sam's Wholesale Club, to provide both teachers and students with additional resources and assistance in the successes we have enjoyed this year. We are proud of what we have accomplished in each of our sixteen years and we look forward to being a leader in middle school education for many years to come.

School Profile

The Facility

Mauldin Middle School opened as a new school in Simpsonville, South Carolina, in the fall of 1999. The building is 137,000 square feet and has 50 permanent indoor teaching stations (classrooms), 9 science labs, 1 Gateway to Technology lab, 1 keyboarding lab, 3 permanent computer labs with 81 student workstations, 3 offices, a cafetorium, a gymnasium, a well-equipped, up-to-date media center (19 student computer workstations, 13,246 books with an average copyright date of 2005), and Promethean Boards in every classroom. The school has 4 basketball courts, a newly paved track, 2 softball/baseball fields, and a football/soccer field outdoors. Our track and fields have been upgraded with lights, additional storage, and new fencing. The school has three entrance/exits for cars and buses.

Safety, Cleanliness, and Adequacy of School Facilities

Mauldin Middle School and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan, and regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and our school plans stress safety for the students first. At least one coordinated drill is held regionally in which the district participates.

Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or

utility workers assigned to site duties. Our professional staff of eight custodians performs basic cleaning operations in every classroom every day.

Other aspects of the school/district safety program include:
- District safety committee
- Bus evacuation drills
- Fire safety inspections
- Campus supervision
- Crisis Management Plan

Learning Climate

Mauldin Middle School provides a disciplined, but stimulating, learning climate for students. The climate for learning at Mauldin Middle is enhanced by involved parents. Parents are encouraged to become involved in school committees, to help with homework and tutoring after school, and to encourage and honor their child's successes. Student discipline is the responsibility of all Mauldin Middle staff members.

A school-wide School Climate Committee, composed of teachers, administrators, and school resource officer, has been implemented this year. This purpose of this program is to put procedures in place to help students be successful behaviorally as well as academically.

A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Mauldin Middle offers many opportunities for student participation and recognition. Each grade level recognizes those students who qualify for Principal's Honor Roll (all A's), Honor Roll (All A's and B's) which earns each student an achievement card for special recognition, and B.U.G. (Bringing Up Grades) Honor Roll (students whose grades improved over the last quarter and the Mustang Excellence Award. Extracurricular activities are discussed in the next section.

Subject matter and courses are reviewed on a regular basis. Academic Standards have been developed in alignment with State Academic Standards and local needs. Parents are encouraged and welcomed to be active participants in the process.

School-wide programs and educational models offered and utilized at Mauldin Middle include the following:

Within the Education Plan Greenville County's Guide to Educational Excellence, Focus Area One concentrates on student learning and achievement. It is here that Greenville County has outlined the initiative to raise the academic challenge and performance of each student. This includes increasing the opportunity for each student to participate in courses that award high school credit in middle school.

In pursuing this initiative, Mauldin Middle School prides itself in presenting the opportunity for every student to take a variety of courses that offer high school credit.

Students can embark in a more rigorous course load by advancing to Algebra I and Geometry, English 1 Honors as well as Spanish. This in turn allows the student to take more AP courses once they enter high school if desired.

The Mustang Book Award is a school-wide reading initiative for 7th and 8th graders. Students read a minimum of five books from a list of twenty nominated books (chosen by the media specialists for their interest, age appropriateness, and Lexile levels) before the first week in May. Students who read the minimum number get to attend a free pizza party where they eat and vote for their favorite book from the list. Last year, 327 students participated in the program.

Mauldin Middle School was chosen to be part of Discovery Education Digital Tech Corps. For the next three years, a core group of teachers and administrators at MMS will be trained in the best use of technology in class instruction. Discovery Education includes a multimedia library of educational videos, images, activities, and lessons that are appropriate for every age and learning level, correlated to state standards. Discovery Education is a way for teachers and students to incorporate technology and digital media in the classroom to enhance the learning environment. Our professional development sessions have been led by our instructional coach and our Digital Tech Corp teachers and they have trained the faculty in the best practices of technology in the classroom. In the fall of 2016, MMS participated in the district's Personalized Learning initiative and each student received a Chromebook to use.

Other programs incorporated into our school are Brain Pop and IXL Math program. Brain Pop is a technology program including all subject areas for teachers in grades 6-8. It can be used for introducing a new concept as well as for reviewing or summarizing concepts that have already been taught. It appeals to student interest as it reinforces concepts being taught in the classroom. IXL is an online math program which allows students the opportunity to complete math problems and receive immediate feedback. This program has increased our students overall achievement.

Accelerated Reader is a program that encourages independent reading by students. Students choose a book to read, and then take a computer generated test to check for comprehension.

Silent Reading Activity (SRA) is a self-paced, independent leveled enrichment reading program. Students read short story passages, and then answer questions to check for comprehension. Story levels are based on the students' independent reading ability. Multiple skills are covered within one lesson.

Extracurricular Activities

Students are afforded many opportunities to participate in extracurricular activities.

Clubs include:
- National Junior Beta Club (a nationally recognized academic club)
- Sandlapper Club (for 8th grade students who explore areas of South Carolina)
- Service Corps (students who do service projects for the school)
- Girl's Science Club (for any 6th or 7th grade level female student interested in doing after school science activities, experiments, and projects)
- Battle of the Brains
- Student Council (to promote school spirit and give a voice to the student body)
- Be A Fan Club
- Drama Club

Athletic teams include:
- Intramural programs for basketball and volleyball
- Basketball, softball, baseball, soccer, and volleyball
- STEP Team (students dance in the traditional African-American fraternity style)

Opportunities in the arts include:
- Yearbook and newspaper journalism classes
- Annual school music/drama performance
- Band, strings, and choral competitions and concerts
- "Reflections" contest sponsored by the PTA

PTA

Mauldin Middle has had 100% PTA membership ever since the school opened. Our PTA is active in the school both through volunteer work and fundraising activities. Volunteers help teachers in the classroom, tutor students who need additional academic help, work in our office and guidance departments, help to raise money for our school, run book fairs in the media center, sponsor school dances, and provide a variety of other services that assist in the day-to-day instruction at the school.

School Report Card

Mauldin Middle School received an absolute rating of "Good" according to our state's latest report card. This rating is based in part on student test scores, teacher/student attendance, and improvement over the previous year. Our improvement rating for the 2012-2013 school year was "Below Average." Mauldin Middle School has implemented several changes in order to work toward improvements on these annual ratings.

Partnerships

Mauldin Middle School has two official partners through the school district, Publix and Sam's Club. We have several unofficial partners in Chick-Fil-A, Michelin, and Arbys. The goal of partnerships is to increase student achievement through working together. Our Partnership Development committee is currently working on how to increase mutual participation with our two official partnerships. One way the Sam's Club partnership is been utilized to increase student achievement is towards a picnic for students who increase individual fall MAP scores in two out of the four areas in which they are tested. Hopefully, this incentive will increase or contribute to student achievement. Holland Baptist Church partners with us to recognize teachers that exceed expectations. We recognize an outstanding faculty member each month with a Golden Horseshoe of the Month Award with a gift card provided by Holland Baptist Church.

The Students

Mauldin Middle serves 962 students as of March 2017. Our enrollment over the past few years can be seen in the chart below. The decrease in enrollment can be attributed to the opening of Dr. Phinnize J. Fisher Middle School due to losing students who were previously zoned for Mauldin Middle School.

Figure 1

Student Population
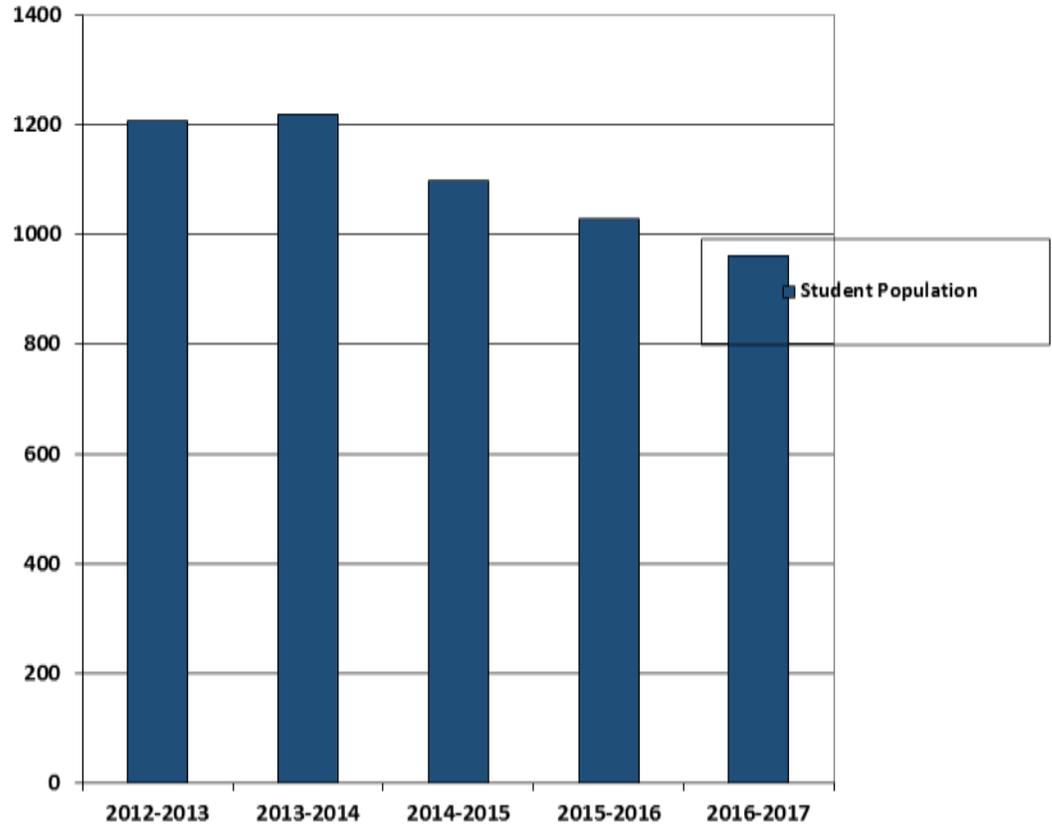
As is evident from looking at **Figure 2**, the majority of our students are Caucasian. The current school population consists of 220 African-American students (21.3%), 629 Caucasian (60.8%), 80 Hispanic (7.7%), 54 Multi-Racial (5.2%), 38 Asian students (3.7%), and 13 students who classify themselves as "other" (1.3%). The most significant gains are found with our Hispanic students. This subgroup has more than tripled in number since we first opened.

Figure 2
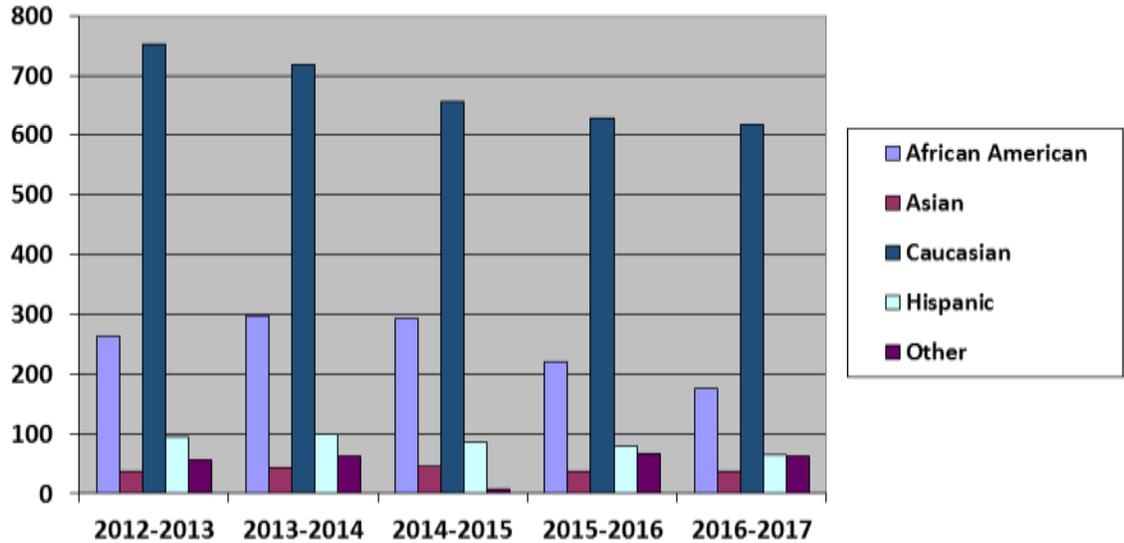
Figure 3
Student Attendance

School Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percent Attendance	97.3%	96.5%	95.7%	96.5%	96.8%

As seen in **Figure 3**, our student attendance rates at Mauldin Middle have remained steady over the past few years. Mauldin Middle has an average daily attendance of over 96%, and our school ranks among the highest of the district for student attendance.

Figure 4

As seen in Figure 4, the total number of students receiving free or reduced meals has changed due to the reduction of our student population. There is a decrease of free and reduced meals this year with 29.47% of our students receiving free and reduced lunch. Our school also serves breakfast in the morning for these students as well as to those students who would like to purchase breakfast before the beginning of the school day.

Special Education Services
Figure 5
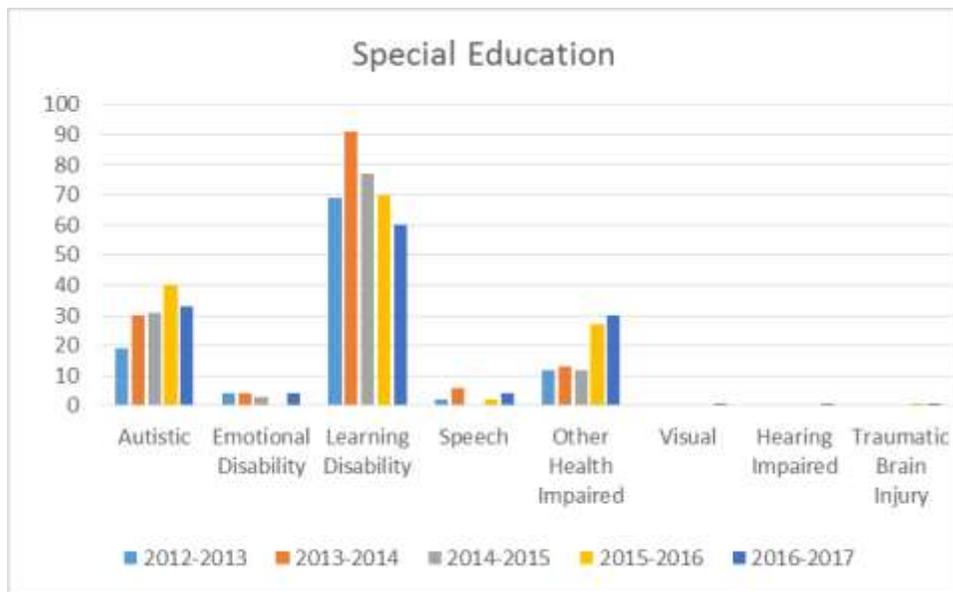
(**Figure 5**). Within the past five years, the majority of students receiving special assistance were learning disabled, followed distantly by students in our autistic, other health impaired, and speech programs.

Gifted Student Enrollment
Figure 6
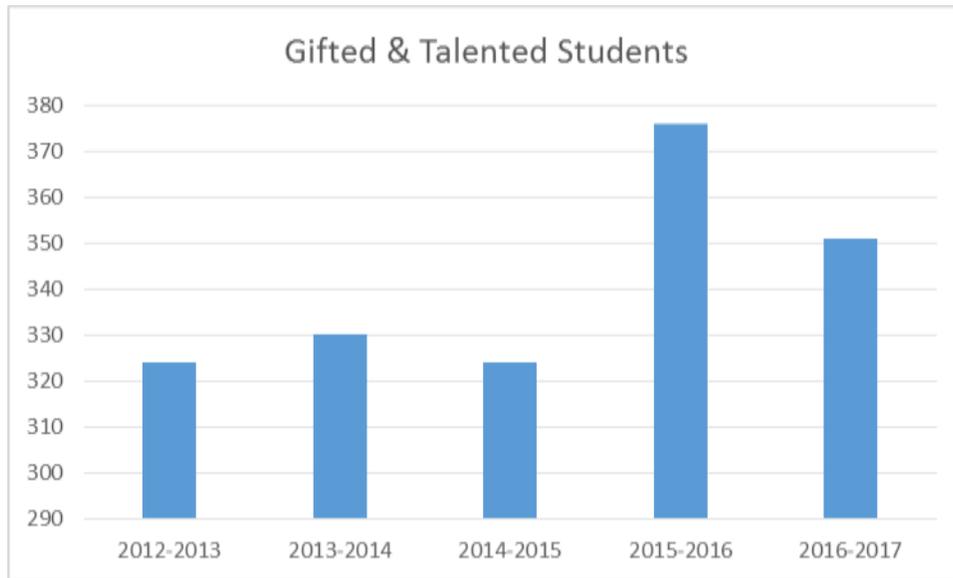
As seen in **Figure 6**, the number of students qualifying as gifted and talented has increased slightly from year to year in spite of a decrease in student population. The current trend is upward with respect to gifted and talented enrollment.

School Leadership

Mauldin Middle School's leadership team is comprised of one principal, two assistant principals, one administrative assistant and an instructional coach. In the spring of 2005 we also implemented a faculty council as part of the leadership capacity in our community. The Faculty Council is a forum made up of one teacher from each grade level, one representative from related arts, one media specialist, instructional coach, principal, and one guidance counselor. Here important issues that affect the school are discussed, and can be brought to the table by anyone on the council. Another aspect of our leadership includes grade-level chairs and department chairs who meet with the principal on a regular basis as well as submitting agendas and minutes from their meetings when the principal is not present. A student centered learning team was established this school year to develop MMS's five year plan for student centered learning.

Administrators conduct regular classroom instructional observations of all teachers as part of the PAS-T evaluation model that has been implemented this year. Teachers are

observed as part of a schedule created by the administrative team based on the evaluative cycle of each teacher. The purpose of observations is to observe and provide feedback on the instructional effectiveness of our teachers. Along with Greenville County Schools, we feel that in order to ensure instructional capacity, all of our teachers will be Highly Qualified as defined by *No Child Left Behind*.

The Staff

Fifty-seven teachers currently work at Mauldin Middle School. The current student to teacher ratio is twenty-five to one. There are four administrators in the school: one principal, two assistant principals, and one administrative assistant. Support staff include three guidance counselors, an instructional coach, one guidance clerk, one full-time media specialists, one full time media clerk, one full time career development facilitator, one school secretary, one attendance clerk, one full time office clerk, two half-time office clerks, one full time and one half time school nurses, one plant engineer with a staff of eight, and one cafeteria manager with a staff of seven. The number of staff, including certified support staff (administration, guidance counselors, media specialists), is shown below by ethnicity and gender.

The number of males employed compared to females has remained fairly constant for the last few years. As well, the number of Caucasian teachers compared to African-American teachers has been approximately the same since the school opened. Our Hispanic teachers are fluent in both English and Spanish.

Ninety percent of the certified staff holds +18 hours toward a Master's Degree or higher and additional certifications. Many of our teachers with a B.A. or B.A. +18 hours are currently working on higher degrees. ourteen of our staff are currently National Board certified, while other staff members are currently seeking National Board certification.

Most of the staff at Mauldin Middle are veteran teachers with over one half of the staff having fifteen years or more experience. Our department heads and grade level chairpersons are experienced teachers and contribute greatly to our high level of professionalism.

The staff turnover rate has remained low over the past five years.. Our turnover rate has most recently been affected by district/state mandated excessing, teachers retiring, and teachers leaving to begin their families.

Mission

The mission of Mauldin Middle School is to prepare all students to succeed in becoming lifelong learners and responsible, productive citizens.

Vision

Mauldin Middle School is in partnership with our parents and community in order to respect and address each student's needs gifts, learning styles, and cultures. We will provide our students a nurturing environment for learning through ongoing character education, responsible decision-making curriculum, and school sponsored organizations and programs. Through the cooperative efforts of home, school, and the community, we will prepare our students to become productive citizens.

School Beliefs

- All students can learn.
- Students are the center of the educational process.
- Students should be actively engaged in the learning process through the use of a variety of teaching and assessment strategies.
- Students should have equal access to educational opportunities.
- Students should learn in a safe, positive, and inviting environment.
- Education is the shared responsibility of home, school, and the community.
- Curriculum and instruction should meet the needs of all students.
- Curriculum should be based on the South Carolina Curriculum Standards.

The original school beliefs were written when Mauldin Middle School first opened in the fall of 1999. These beliefs have been revisited and revised several times throughout our history. As a school, we reviewed the beliefs to make sure all staff members knew and agreed with the school beliefs. The beliefs are evident in the daily practices of the school.

Student Expectations

In order to help our students achieve the mission of Mauldin Middle School, the following are important criteria:

- Willingness to learn
- Character education (such as trustworthiness, respect for others, fairness, citizenship, responsibility, caring)
- An appreciation for life-long learning
- Literacy in content areas
- Mastery of basic mathematics, language, and scientific concepts
- Literacy in technology
- Critical thinking
- Problem-solving skills
- Collaborative skills

We hold high expectations for our students in several ways. Our school philosophy is Professional Excellence, Every Minute, Every Day. We encourage students through programs such as the incentive program for academics and attendance, the Beta Club, Math Counts team, the Academic Team, Battle of the Brain team, drama and fine arts ensembles, athletic teams, intramurals, invention convention, science fair, and various essay and poster contests. The service corps also gives students opportunities for sharing responsibilities at the school.

Data Analysis and Needs Assessment

Current Conditions

We are concerned that our male students, particularly black males, are not achieving at the same level as other demographic groups. Several plans have been implemented to help raise all students' achievement. We have several teachers who offer free tutoring sessions both after school and before school for any student who would like to attend. In January, we began a free tutoring/enrichment service for all of our students. Before and after school, for one hour, 3 days a week, students can sign up and come in for tutoring or enrichment. We currently have 15 teacher that rotate each week, although we make sure to have at least one math teacher available each afternoon session. As of March, 2015 we have over 90 students being served through this program. The enrichment program makes use of Compass Learning.

In addition, all academic, special education, and related arts teachers have been trained in research based instructional strategies through the district sponsored Focused Learning Program. This program includes many strategies teachers may use to enhance teaching in the classroom. According to current research, implementation of Focused Learning Strategies results in significant academic improvement. Our goal for the 2015-2016 school year is that these strategies will become consistently and pervasively a part of every teacher's classroom instruction.

Additionally, all teachers are using the Power Teacher and Enrich reporting systems that allows instant access to a student's progress. Students' reading comprehension is enriched through the Accelerated Reader program. This optional reading program assesses what a student was able to understand when reading a novel. We have held Compass Learning Training Sessions for teachers and the use of this program has made its way into their lesson plans on a more regular basis. Several math teachers hold after-school help sessions for students. Algebra I students improve their math skills using the Cognitive Algebra software in the computer lab. We also have an A-Team referral process for poor academic performance. Special Education students receive special help in mainstreamed classes.

Strategies to Increase Student Achievement

Even with the hard work of the Mauldin Middle School staff, we continue to push our students to become more successful academically. When we looked at our students' standardized test scores, we were struck by how much area was available for improvement in differentiation among grade levels and gender in all the tests. Overall, the females seem to score slightly better in language arts and reading than the males, and there are noticeable gender differences in math as well. Staff members believe that improved achievement can result from several new approaches including:

- Learning Focused Strategies
- Brain-Based Learning

- Cooperative Learning
- Multiple Intelligences
- Learning Styles
- Student Centered Learning
- Differentiation

Reference Materials to Support Student Achievement

The teachers at Mauldin Middle School have been using the following books to help close the gaps between students' ability levels and to see that all students' academic levels are being met.

- *Classroom Instruction that Works* by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollack
- *How to Differentiate Instruction in Mixed-Ability Classrooms* by Carol Ann Tomlinson
- *So Each May Learn* by Harvey Silver, Richard W. Strong, and Matthew J. Pernini
- *Understanding by Design* by Grant Wiggins and Jay McTighe
- *Meaningful and Manageable Assessment Through Cooperative Learning* by David W. Johnson and Roger T. Johnson
- *The Roller Coaster Years* by Charlene C. Giannetti and Margaret Sagarese
- *Cooperation in the Classroom* by David Johnson, Roger Johnson, and Edythe Holuber
- *Assessment Solving the Assessment Conundrum* by David Lazear
- *Words, Words, Words* by Janet Allen
- *When Kids Can't Learn, What Teachers Can Do* by Kylene Beers
- *Do You Know Enough About Me to Teach Me?* by Stephen G. Peters
- *Hear Our Cry: Boys in Crisis* by Paul Slocumb

Strategies to Increase Student Learning

Teachers at Mauldin Middle School keep abreast of the latest methods for teaching and learning. Teachers have taken advantage of staff development opportunities that have been offered at Mauldin Middle School, in the district, and through nearby universities and professional conferences. We recognize that students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to address the different learning styles of students. To the degree that time and budgets allow, we encourage all staff to be involved in staff development opportunities that will increase student learning. Of course, our highest priority is implementing the strategies related to our vision.

At each grade level, teachers are encouraged to work together as a team. We also work across grade levels regularly to ensure a continuum of learning that makes sense for the

students. These teams are set up to ensure students' needs are met and to discuss curriculum ideas.

To meet students' learning needs, teachers have varied current instructional and assessment strategies according to student abilities and subjects taught. Surveys at our school indicate the use of higher level problem solving, critical thinking, memorization, verbal questioning, reading aloud, diagrams, essay questions, true-false questions, multiple choice questions, short answer responses, fill-in the blanks, observation, labs, and projects. In addition, teachers encourage student writing across the curriculum, and teach students to organize information and facts into graphic organizers, tables, and graphs for more logical and efficient interpretation.

Many of the strategies being implemented at Mauldin Middle School have been introduced to the teachers though Learning Focused workshops. Every classroom teacher in our school has been Learning Focused trained. Teachers new to the Greenville County School system and self-contained teachers will all attend the training sessions provided throughout the school year. The culture of our school includes a bell work or Do-On-Arrival activity in each class for the students to begin upon entering the classroom. These activities include a variety of activating strategies, summarizing strategies, and other teaching strategies found in the Learning Focused manual.

Assessment Strategies

Most teachers at Mauldin Middle School feel that standardized tests do not tell the complete story of the learning that is taking place in their classrooms. On a daily basis, most of the teachers at our school use observation, discussion, and several Learning Focused strategies such as "think, pair, share" and "ticket out the door" to assess how their students have obtained information presented in class. Other frequently used assessment strategies are teacher-made tests, power point presentations, publishers' tests, projects, presentations, essays, and both student self-evaluation and peer evaluation. Less often, our teachers use portfolios to evaluate the students. Teachers often incorporate rubrics in their assessment methodologies.

Using Student Achievement Data

Mauldin Middle School continues to use data to inform our faculty before making decisions about our instructional program. By using Enrich and Power School our PASS and MAP data was disaggregated by gender, ethnicity, grade level, subject, and scoring level. An overall summary of the data was then presented to our whole staff. The data was also presented in disaggregated form and analyzed at grade level meetings early in the school year. The teachers examined the data for their specific students they taught the previous year and for the students that they presently teach. By analyzing both sets of data, the teachers could see gaps and/or possible weak areas of instruction. They use this information to plan accordingly for both current and future students.

Student Achievement Results

This year, our staff has worked closely with the district and our teachers to organize student achievement records into a historical database that the administration and teachers can easily access and analyze.

The Test

The School District of Greenville County has required the use of the Palmetto Assessment of State Standards (PASS), a criterion referenced test, at all grade levels. Another important tool for determining student achievement is the Measures of Academic Progress Test, or MAP. A summary of our results follows, starting with the overall, followed by disaggregated results.

Overall Progress

During the school year, Mauldin Middle School staff reviewed its teaching practices and achievement results to both determine and address our strengths and weaknesses. We analyzed our student achievement results, which are displayed in this section of our school portfolio. A summary of these results follows, along with our plans for future improvement.

Student Achievement

The mission of Mauldin Middle School is to prepare all students to succeed in becoming lifelong learners and responsible, productive citizens. Our motto is Professional Excellence. Every Minute. Every Day. We strive to make our motto a reality by expecting the best from everyone involved with Mauldin Middle School: Parents, Teachers, Staff, Students and Community Members. Mauldin Middle School achieved an absolute rating of "Good" on the 2014 Annual School Report Card from the South Carolina State Department of Education. Our growth rating was "Average" which was up from "Below Average" the previous year. Our students performed well on the PASS test in May 2015. Our sixth grade students scored Met or Exemplary with the following percentages on each of the PASS tests: Science – 82.4%, and Social Studies – 91.3%. Our seventh grade students scored Met or Exemplary with the following percentages on each of the PASS tests: Science – 77.5%, and Social Studies – 81.4%. Our eighth grade students saw success on the PASS as well. Our eighth grade students scored Met or Exemplary with the following percentages on each of the PASS tests: Science – 71.9%, and Social Studies – 81.3%. ACT Aspire was given in the spring of 2015.

Although we are proud of our students for attaining these scores, we believe we can always improve our test scores, especially in some specific areas. First, in order to continue to improve our scores, we have implemented Student Centered Learning staff development and instruction on differentiation to further enhance our instruction with Special Education students. We are also continuing our work to close the gap between our African-American/Hispanic students and our Caucasian students. Another subgroup on which we focus is our subsidized lunch students. Our teachers work together to research test scores of both former and present students in order to look for trends in the data. We have also held professional development

opportunities for our teachers and administration to develop further understanding of dealing with poverty in the classroom. Our administration meets with students who are underperforming in order to motivate and assist them throughout the year. Our entire staff works together to identify student needs and trends in our school, both in and out of the classroom. We are hoping to see improvement in all subgroups and anticipate seeing the benefits of our hard work.

Next Steps:
- Continue to analyze our student achievement and demographic data
- Poll our staff, parents, and students regarding teaching practices, so we can determine how well we are meeting needs and achieving our goal of continuous improvement
- Give extra attention to students who are not passing PASS, especially those who are only several points below a passing score.

Overall Results as Compared with the Middle Schools Like Ours and State

Below are Mauldin Middle School's PASS scores in Science and Social Studies as compared to district and state scores for students scoring Met or Exemplary

Subject	Schools Like Ours	Statewide	MMS
Science	76.70%	67.60%	76.80%
Social Studies	83.60%	75.90%	84.20%

Subject	6th Grade	7th Grade	8th Grade
Science	82.40%	77.50%	71.90%
Social Studies	91.30%	81.40%	81.30%

When compared to the state and district scores, Mauldin Middle School's PASS scores are better than the state in both social studies and science.

Below are Mauldin Middle School's ACT Aspire scores in English, Reading, Math, & Writing and SCPASS scores in Science and Social Studies as compared to district and state scores.

	ACT ASPIRE ENG	ACT ASPIRE RDG	ACT ASPIRE MATH	ACT ASPIRE WRT	SCPASS SCI	SCPASS SS
MAULDIN MIDDLE	81.1	53.6	46.3	38.2	76.8	84.2
GREENVILLE COUNTY	73.3	44	54.6	28.5	72	78.2
STATEWIDE	68.2	37.2	71.6	24.4	68	76.3

Even though Mauldin Middle's math and ELA scores are rarely below the state or district average in any subject or grade level, special attention has been given to these each subject areas. Our ACT Aspire math scores were much lower than we anticipated. Teachers met as a team to discuss the testing on specific content areas and their subsequent results.

The teachers then reviewed both state and district standards to insure their coverage within their curricula, and they created action plan to help students realize the achievement of meeting the standard set forth with our state testing. After reviewing our test data and meeting with the departments, we implemented a tutoring and enrichment program before and after school three days a week. The primary focus has been math during these sessions.

Students Eligible for Advanced Testing and Placement

Approximately 12% of Mauldin Middle School's seventh and eighth graders are eligible to take the PSAT and the SAT/ACT each year. This eligibility is determined primarily by their PASS scores; however, students coming to us from other parts of the country are eligible through a percentile score of at least 95% on other nationally normed tests. Seventh grade students become eligible to participate in Duke University's Talent Identification Program (TIP) and may take the SAT/ACT by scoring in the top 5% on the state PASS tests or another accepted standardized test.

Eighth grade students earned the privilege of being named Junior Scholars by first achieving PASS scores of advanced or proficient during their 6th grade year. Having such scores qualifies them to take the PSAT. Attaining a score of fifty in either the math, verbal, or writing section of the test earns them the designation of Junior Scholar. The chart below shows Mauldin Middle School's achievements over the last five years.

Eligible for:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
SAT/ACT	143	120	121	109	109
TIP	143	94	91	115	113
PSAT	82	120	121	109	126
Junior Scholars	44	45	37	23	31

Measures of Academic Progress Results

The Northwest Evaluation Association is a nation non-profit research center that has created the Measures of Academic Progress Test, also known as MAP. Students in all Greenville County Schools started taking the test in the fall of 2005 and will continue to take the test twice each year in order to measure student academic growth over time. Mauldin Middle School students first took the tests in 2005-2006 with reading, language and math tests. In the fall of 2006, students also added the science test. Because NWEA's science test is not aligned with South Carolina's current science standards, our school elected to return to taking only the Math, and Reading MAP tests. Teachers use MAP scores to determine individual student's strengths and weaknesses, to pinpoint how to better help them throughout the school year. In addition, teachers can pair or group students more appropriately, create effective literature circles, and use the information to help them differentiate instruction. Language arts teachers also use the Lexile reading scores to assist students with selecting appropriate, yet challenging, reading materials. An important part of using MAP scores is setting individual goals with students, which teachers do in the fall and target spring scores.

Student Support Systems

Recognizing that some students need support beyond that available in the classroom, Mauldin Middle School has worked with the district to provide a variety of special services.

- We have 4 resource/inclusion teachers to work with students with learning disabilities. These teachers work primarily in collaboration with classroom teachers and sometimes pull out students to work on skills. We also have three self-contained special education classes.

- When a teacher believes that a student has special needs that require attention, the teacher refers the students to the Assistance Team. The purpose of the team is to match students' needs with resources that are available through the school, district, or community.

- We have an ESOL teacher who facilitates English acquisition and provides extra help in other content areas as needed. She receives students based on teacher and guidance counselor recommendations.

- We are committed to make every effort to place students with limited English proficiency in classrooms with teachers who are certified to teach them.

- We have three full time guidance counselors and one full time guidance clerk. The counselors provide added assistance to students.

- Our sixth and seventh graders enjoy the benefit of one team of teachers. The math, language arts, literature, science, and social studies teachers plan during the same period to discuss possible ways to help the students on their team.

- Our PTA provides parent volunteers who tutor students and provide demonstrations.

- All academic teachers and related arts teachers attended Focused Learning training. We plan our lessons and activities based on a system that has proven to increase student success.

- All grade levels may use Compass Learning on a regular basis as support to their curriculum. This district-provided software is directly aligned with students' performance on MAP testing.

- Eighth grade students have the opportunity to take keyboarding, which expands their keyboarding and technology skills. The computer lab is available to accommodate special emphasis classes, as teachers may take their students to the lab to work on web quests, power point presentations, or word processing of various assigned compositions.

- Mauldin Middle subscribes to Brain Pop, a website that reinforces skills through videos and quizzes.

Looking Back on the Last Three Years

Based on data, we have a clear path for increasing student achievement before us. We know how to implement content and performance standards in our classrooms. We have added additional support in reading for ESOL students, broadened hands-on learning in the classrooms, and created partnerships with local agencies to support student and family needs. We have also learned to study our student achievement results along with Mauldin Middle School processes.

Next Steps:
- Examine student assessment data regularly, as a whole faculty and in grade-level teams
- Continue to use MAP scores to improve instruction and student goal-setting.
- Become involved in action research in our individual classrooms
- Develop a non-threatening process for peer coaching
- Share our work, so that every child in the school can benefit from each teacher's talents
- Collect authentic assessment data so we can use it for action research
- Incorporate vocabulary instruction across the curriculum.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in ELA as measured by SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in ELA as measured by SC READY.

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

	Baseline 2015-16	**2016-17**	**2017-18**
School Projected	X	52.1	
School Actual	49.1		
District Projected	X	49	52
District Actual (MS only)	46		

Baseline data to be established in 2015-16.

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☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from ___99___% in 2012 to ___100___% in 2018.

ANNUAL OBJECTIVE: Increase by ___0.2___ percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card and SDE EOCEP data file used for accountability calculations

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	99.2	99.4	99.6	99.8	100
School Actual	99	99.1	98.3	98.6	98.6		
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9	98.9	98.5	79.7 (MS & HS)			

End of Course data for MS only includes EOCEP scores for 7th and 8th graders at GCS traditional middle schools and charter middle schools.

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	46.0	
School Actual	43.0		
District Projected	X	44	47
District Actual	41		

Baseline data to be established in 2015-16.

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I at 97% or above.

ANNUAL OBJECTIVE: Maintain 97 percent annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97	97	97	97	97
School Actual	100	99.4	97.1	100	97.4		
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6	99.2	90.1 (MS & HS)	85.5 (MS & HS)		

End of Course data for MS only includes EOCEP scores for 7th and 8th graders at GCS traditional middle schools and charter middle schools.

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

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

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested ELA – District Grades 6-8	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested Math – District – Grades 6-8	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X	78.3		
School Actual	77.3	72.8		
District Projected	X	73.9	74.9	75.9
District Actual	72.9	71.4		

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	85.7		
School Actual	84.7	79.3		
District Projected	X	82.2	83.2	84.2
District Actual	81.2	78.8		

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

PROFESSIONAL DEVELOPMENT

☐Student Achievement ☒Teacher/Administrator Quality ☐School Climate ☐Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

THREE YEAR PERFORMANCE GOAL: 100% of all staff will be trained in Student Centered Instruction and Digital Tech Training.

ANNUAL OBJECTIVE: Maintain 100% participation of all staff training in Student Centered Instruction. Year #1 of Digital Tech Training, 100% of the Digital Tech Corps attend training. Year 2 and 3, 100% of staff will attend Digital Tech Training.

DATA SOURCE(S): Sign-in sheets, GCS Portal

	Baseline	**Planning Year**	**2015-16**	**2016-17**	**2017-18**		
Projected	x	x	100%	100%			
Actual			100%	100%			

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.2	96.5	95.7	96.1	95.7		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain a student expulsion rate below 0.5% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student expulsion rate below 0.5% of the total school population.

DATA SOURCE(S): SDE School Report Card - School Profile page – Students section

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	0.8%	0.7%	0.3%	0.4%	*Incorrect data on school report card		
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%	0.6%	0.7%	0.9%		

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from _78.1____% in 2012 to ____91.6_% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ____1_ percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	80.6	83.1	85.6	88.1	91.6
School Actual	78.1%	84.5%	85.9	84.5	86.4		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from _69.6____% in 2012 to __85.6__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _3.2____ percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	72.8	76	79.2	82.4	85.6
School Actual	69.6	71.3	62.6	71.3	67.8		
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES/MS)	83.8	82.7	81.6	83.9 (ES, MS, & HS)	83.8 (ES, MS, HS)		

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from _98.3___% in 2012 to _98.8___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _0.1___ percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	98.4	98.5	98.6	98.7	98.8
School Actual	98.3	96.9	75.4	90	93.4		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from _88.2____% in 2012 to 98.2_____% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by __2__ percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90.2	92.2	94.2	96.2	98.2
School Actual	88.2	88.3	81.3	88.3	82.4		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	91.7	91.7		

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

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from ___87.2___% in 2012 to _94.8____% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.8	90.3	91.8	93.3	94.8
School Actual	87.2	72.4	70.8	72.4	88.5		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

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

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

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	100	100	100	100	100
School Actual			95.1	90	98.4		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

STRATEGY Activity	Time line	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Analyze standardized test data, and disseminate scores.	Ongoing 2017-18	Administration Teachers	None		Agendas
Implement developed GCSD unit tests to raise the rigor of classroom assessments.	2017-18 (Weekly)	Teachers	None		Lesson Plans
Communicate with parents via agendas, email , etc., for homework completion	2017-18 (Weekly)	Teachers	$5000.00	PTA (Agendas)	Website/Agendas
Teachers will evaluate the strengths/weaknesses of each student as determined by www.nwea.org and will differentiate learning as needed.	October 2017	Teachers	None		Lesson Plans
All staff will receive instruction in Fire, Tornado, Earthquake and Shelter-In-Place Drills	August 2017	Administration	None		Sign In Sheets Drill Records Directional Signs
Crisis Management Teams will be trained according to responsibility	September 2017	Administration	None		Sign In Sheets
All staff will be trained in Blood-Borne Pathogen awareness	August 2017	Administration	None		Online
All staff will be trained in Hazard Communications	August 2017	Administration	None		Online
Student rosters for evacuation will be completed (bus, car, walker)	August 2017	Administration	None		Rosters
All staff will be briefed on each component of the School Safety Plan	August 2017	Administration	None		Agendas
Provide IDs for all staff and students	August	District	2500	Local Funds	Use of locks

	2017				
Administration will screen, recommend and assign staff in a fair and equitable manner based on school needs, assessment data, and local, state and federal requirements.	August 2017	Principal	None		Personnel Contracts Baselines
Administration implements formal/informal procedures to support and assist all new personnel	Ongoing 2017-18	Principal Administration	None		PAS-T
Administration implements formal/informal procedures to support and retain quality instructional and support personnel.	Ongoing 2017-18	Principal Administration	None		PAS-T
Administration manages the supervision and evaluation of all staff in accordance with local, state and federal requirements	Ongoing 2017-18	Principal Administration	None		Employee Files
Maintain 100% Highly Qualified status for all contracted teachers	August 2017	Administration Teachers			Contracts
Utilize effective and innovative professional development models.	Ongoing 2017-18	Administration Instructional Coach Teachers			Long Range Plans Lesson Plans Use of established norms for each professional development.
Provide ongoing training to teachers for the implementation of state curriculum standards.	2017-2018	Administration	None		Rosters
Provide ongoing training to teachers on the cognitive rigor matrices and their implications for instruction and assessment.	Ongoing 2017-18	Administration	None		Agendas
All staff will complete a professional development plan.	September 2017	Administration Teachers	As Needed	District Professional Development	MMS Professional Development Plan
Develop and implement consistent use of rubrics to assess writing across the curriculum.	Ongoing 2017-18	Administration Teachers Instructional Coach		Professional Development	Attendance Lesson Plans Observations

Accelerate the intentional use of technology to meet the performance standards as defined by SC state standards. Implement the training provided by Digital Tech Corps.	Oct. 2017	Administration Teachers Instructional Coach	Chromebooks provided by district	District Technology	Use of Technology
Continue to develop integrated curriculum across all core content and related arts area.	Ongoing 2017-18	Administration Instructional Coach		Professional Development	Agendas Lesson Plans Observations
Ensure standards-based curriculum is implemented in all models, inclusion and self-contained.	Ongoing 2017-18	Special Education Teachers		Professional Development	Agendas
Continue to improve the Gifted and Talented curriculum to ensure alignment and extension of grade level curriculum and standards	Ongoing 2017-18	Administration Teachers Instructional Coach		Professional Development Curriculum Guides	Lesson Plans Attendance Observations
Improve the overall health and academic performance of all students through the implementation of coordinated health program.	Ongoing 2017-18	Administration Physical Education Teachers			Lesson Plans Observations
Emphasize differentiation and/or individualization of instruction through innovative, research-based instructional practices focusing on Student Centered Instruction.	Ongoing 2017-18	Administration Instructional Coach		District Professional Development	Sign In Sheets Professional Development Plans
Challenge and accelerate student learning at all levels and though various innovative learning opportunities.	Ongoing 2017-18	Administration Career Development Facilitator		District Guidance and Support	Field Trips Guest Speakers
Provide ongoing training and support on inclusive practices and inclusive models for service delivery	Ongoing 2017-18	Special Education Teachers		District Special Education	Professional Development Attendance
Increase interactions with business, religious, and community leaders to	Ongoing 2017-18	School Improvement Council			Agendas Attendance

share information and solicit support		PTA			
Increase media coverage and postings of positive news stories	Ongoing 2017-18	School Improvement Council PTA School Headliners			Media Articles School Website MMS Facebook Twitter
Develop a plan to communicate requirements of SC State Standards and assessments to parents and community stakeholders	Ongoing 2017-18	Administration School Improvement Council PTA			Agendas Sign in Sheets Back to School Events Special PTA Events School Website
Continue to support our plan for a seamless transition for 5th and 8th graders	Ongoing 2017-18	Administration Feeder Schools			Guidance Department Attendance High School Nights
Communicate academic expectations to all stakeholders	August 2017	Administration			Back to School Nights PTA First Day Packets School Website
Reduce incidents of students being bullied as measured by reports of bullying	June 2017	Administration Guidance Teachers			Informal Reports Referrals Documented
Continue to implement a comprehensive anti-bullying program	Ongoing 2017-18	Administration Guidance Teachers	$1000	Local Funds PTA	"Know Way" Bullying Programs and Follow-up Lesson Plans
Maintain the use of the Incident Management System (IMS) to provide accurate tracking of all discipline incidents	Ongoing 2017-18	Administration			Daily Use of IMS ISS Roster
Continue to communicate school district behavior code to parents, students, and school personnel.	Ongoing 2017-18	Administration PTA Teachers			Student handbook PTA Newsletter School Website