

NORTHWOOD MIDDLE SCHOOL
Greenville County Schools
“Northwood: A Community of Learners”

NORTHWOOD MIDDLE SCHOOL
SCHOOL PORTFOLIO
Scope of Action Plan: 2013-2014 through 2017-2018



Greenville County Schools
W. Burke Royster, Ph.D, Superintendent
Mr. Treva Lee, Principal, Northwood Middle School
<http://www.greenville.k12.sc.us/northwd/>

Absolute Rating.....Excellent
Palmetto Gold.....2014-2015



SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL- Northwood Middle School

GREENVILLE COUNTY SCHOOL DISTRICT- Greenville Schools

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (*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

Dr. W. Burke Royster		3/31/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Carolyn Brightharp		3/30/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Treva Lee		3/30/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Matthew Boone		3/30/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 701 Ikes Road

Taylors, SC 29607

SCHOOL'S TELEPHONE: (864)355-7001

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|--------------------------|
| 1. PRINCIPAL _____ | Treva Lee _____ |
| 2. TEACHER _____ | Jennifer Steadman _____ |
| 3. PARENT/GUARDIAN _____ | Julie Paré _____ |
| 4. COMMUNITY MEMBER _____ | Julie Pringle _____ |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | Carolyn Brightharp _____ |
| 6. Read to Succeed Reading Coach _____ | Kim Long _____ |
| 7. School Read to Succeed Literacy Leadership Team Lead _____ | Matthew Boone _____ |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

** Must include the School Read to Succeed Literacy Leadership Team.

Leadership Team-

<u>POSITION</u>	<u>NAME</u>
Principal	Treva Lee
8 th Grade Chair	Rodney Beaty
7 th Grade Chair	Ashley Thomasson
6 th Grade Chair	Kim Hiott
Social Studies Chair	Wayne Miller
ELA Chair	Matthew Boone
Science Chair	Edwin Sharp
Math Chair	Vicki Brown
Related Arts Chair	Sharonda Sampson
Special Education Chair	Sarah Wolford
Assistant Principal	Karen Greene
Administrative Assistant	Randy Hawkins
Instructional Coach	Kimberly Long

***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 school 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.



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.



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.

Recruitment

The school 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.

Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

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

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Introduction

Northwood Middle School is a public middle school located in Taylors, South Carolina. We are a Greenville County school serving grades sixth through eighth. Northwood is one of eighteen middle schools in the district. It opened in 1965 as a combination elementary and middle school. In 1972, it became a middle school which, at one point, served over 1200 students. In January 2008, Northwood Middle School moved into a new state-of-the-art facility. We currently serve 853 students with a staff of 3 administrators, 52 teachers, and 24 support staff. In addition to our subject area teachers, we have: six special education teachers, one ESOL teacher, three guidance counselors and one clerk, one media specialist and one clerk, and an instructional coach. Our school consists of 51 classrooms including seven fully-equipped science labs, a media center, family/consumer science classroom with four kitchen and labs cafeteria, gymnasium with an exercise room and athletic fields, three fully-equipped computer labs, three laptop carts, art studio, chorus room, band and strings rooms, administrative offices, guidance offices, and a Greenville County Police Officer serves as our SRO.

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

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

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

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

School Portfolio Team Members:

- Kimberly Long, Instructional Coach
- Matthew Boone, ELA Teacher
- Claud Miller, Social Studies Teacher
- Vicki Brown, Math Teacher
- Edwin Sharp, Science Teacher

School Portfolio Stakeholders:

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

Executive Summary

During the process of our self-assessment work in the 2014-2015 school year, the faculty and staff recognized the importance of using data to guide our decision making in the areas of student achievement, teacher/administrator quality, and school climate. Our staff continues to see the benefits of using our data analysis to guide decision making at all levels. We have divided our needs assessment in to several categories that are addressed below:

Needs Assessment for Student Achievement

In analyzing our ACT Aspire, SCPASS, and SCReady results in each subject/standard/strand, we have noted areas in all grade levels for reading and writing, 7th and 8th grade math, 6th and 8th grade science, and 7th grade social studies as areas will continue to closely strive to increase student achievement. Improved student achievement can result from research-based approaches including:

- Use of target statements
- PLC, professional learning communities, for teacher collaboration
- Learning-Focus Strategies
- Rigorous Instruction
- Technology integration for student engagement
- Differentiated Learning
- Curriculum Mapping
- Common planning
- Literacy Skills in all Subjects
- Backwards Design of Assessments
- Benchmark Testing
- Common Tests

Needs Assessment for Teacher/Administrator Quality

As of 2014-2015, the percentage of teachers at Northwood Middle that are “Highly Qualified” has reached the 100% mark. The number of teachers with advanced degrees is at 73.1%. This is an increase from previous years. In addition, nearly 91% of teachers are returning teachers from the previous year. As we move toward the implementation of the South Carolina State Standards, we would like to sustain the current level of highly qualified faculty and staff in order to successfully meet the needs of our students.

Needs Assessment for School Climate

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

In 2014-2015 the faculty and portfolio committee reviewed the annual survey results from the South Carolina State Department of Education. The survey was given to eighth grade students and parents as well as to all teachers. In 2014-2015 there were responses from 37 teachers, 257 students, and 96 parents. We looked closely at the questions in the area of school climate.

In the area of *learning environment* satisfaction was expressed by 97.0% of the teachers, 73.0% of the students, and 96.0% of the parents surveyed. In the area of *social and physical environment* satisfaction was expressed by 92.0% of the teachers, 69.0% of the students, and 84.0% of the parents surveyed. In the area of *school-home relations* satisfaction was expressed by 95.0% of the teachers, 87.0% of the students, and 69.0% of the parents surveyed.

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

Challenges for Northwood

- Increased poverty index each year over the past three years
- Meeting AYP in all subgroups

Significant awards, results, or accomplishments from past 3 years

- Palmetto Gold (2014-2015)
- 2013 “EXCELLENT” Rated School (Absolute and “Good” Improvement Rating)
- 2012 State Silver Award Winner for Academic Achievement
- 2010, 2011, and 2012 “GOOD” Rated School (Both Absolute and Improvement Ratings)
- 2012 “A” Rated School (Elementary and Secondary Education Act (ESEA) Federal Accountability Act)
- Greenville County School District Top Ten Finalist *Teacher of the Year* 2012-2013
- Excellence award for United Way
- Invention Convention winners (1st, 2nd, 3rd place)
- National PTA Parent Involvement Award Winner
- Gilder Lehrman Institute of American History Affiliate School
- Jostens’ Partnership in Excellence Yearbook Award

School Profile

Description of Surrounding Community for Northwood Middle School

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

Community Population Descriptions

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

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

Community Economy

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

Partnerships

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

Parents

Northwood is very fortunate to have an especially active and effective PTA which participates in events such as fundraisers, volunteering in the library, and tutoring students. Fund raising includes World's Best Chocolate sales and Coupon Book Sales. Portions of the resulting funds are used to offer teacher mini-grants, which support instructional programs in the classrooms. In addition, these PTA fundraisers are instrumental in helping supply necessary materials in the classroom.

History

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

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

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

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

Physical Description of the Building

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

The administrative area contains office space for the principal, instructional coach, secretary, clerks, nurse, and the guidance department. The building contains three teacher workrooms and an office for the School's Resource Officer. Restroom facilities and storage areas are situated throughout the building. Each classroom wing contains restrooms for students. There are also student restrooms near the cafeteria and in the health room. There are numerous restrooms designated for teachers and staff. Located outside the building are several sports areas for the use of the physical education department. There is a six lane track surrounding a soccer field. There is a pony league size baseball field, a softball field, and tennis courts.

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

Administration

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

Mr. Treva Lee came to Northwood in 2013 as a first year principal. He has previously held positions as Assistant Principal and Teacher. He has served in Greenville County for 17 years.

Mrs. Karen Greene is a former Instructional Coach, Administrative Assistant and teacher. She has served in Greenville County for 18 years.

Mr. Hawkins joined the administrative staff at the beginning of the 2011-2012 school year. He had previously served as the Administrative Assistant at Augusta Circle Elementary. He has served Greenville County for 12 years.

School Portfolio Leadership

Our current, 2016-2017, School Portfolio Leadership Team includes:

- Treva Lee, Principal
- Karen Greene, Assistant Principal
- Randy Hawkins, Administrative Assistant
- Kimberly Long, Instructional Coach
- Claud Miller, Social Studies Department Chair
- Vicki Brown, Math Department Chair
- Edwin Sharp, Science Department Chair
- Matthew Boone, ELA Department Chair
- Kimberly Hiott, 6th Grade-Level Chair
- Ashley Thomasson, 7th Grade-Level Chair
- Rodney Beaty, 8th Grade-Level Chair
- Sarah Wolford, Special Education Chair
- Elizabeth Hamer, Head Guidance Counselor
- Greta Cleveland, Media Specialist
- Sharonda Sampson, Related Arts Department Chair

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

For the 2016-2017 school year, the Leadership Team was composed of the Administration Team Instructional Coach, one School Counselor, Media Specialist, grade-level chairs from 6th, 7th, and 8th grades, grade-level representatives, a teacher from the Related Arts department, and one Special Education teacher.

All faculty and staff members have input into the School Portfolio process through Google Forms, Leadership meetings, and department meetings.

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

Current School Meetings: 2016-2017

Leadership meets after school on the first Wednesday of each month. During these meetings, an emphasis is placed on strategies for student-centered learning for all students. The information is then taken back to the representative's given department and disseminated out.

The 1st and 3rd Wednesdays during the morning planning period are dedicated to PLC, professional learning communities, in which grade-level teachers of a common subject meet. In this meeting teachers not only plan and collaborate on pacing, curriculum, and lesson plans, but they also utilize student data, assessments, and work to determine next steps for students who have not yet attained mastery of the standards and those who need enrichment to advance their mastery. An administrator or the instructional coach is present for each meeting to help in facilitating and assisting in the PLC process.

The 2nd and 4th Wednesdays during morning planning are designated for grade-level meetings. These meetings are used to look at whole grade-level strategies for increasing student achieve, including positive reinforcement, field trips, scheduling conferences, and grade-level concerns. Administrators, the instructional coach, and the grade-level guidance counselor attend as well.

Professional development occurs during Tuesday planning periods. The focus is based on Northwood's student and staff needs with an emphasis on student-centered learning. In conjunction with our Discovery Education Digital Learning Cohort, we use Thursdays as an afterschool optional PD time to strengthen our technological needs.

Whole staff meetings and department meetings are scheduled as needed. Weekly newsletters from both the principal and the instructional coach are sent out to help in disseminate information pertinent to the teachers and staff. Along with this, there is a high emphasis of digital communication between staff and administration.

Administrative Duties: 2016-2017

PRINCIPAL'S MAJOR RESPONSIBILITIES--Mr. Lee

1. Serves as the administrative head of Northwood Middle School.
2. Has responsibility for coordination of the total resources of the school.
3. Has responsibility for coordination of the general supervision of all school activities, safety and welfare.
4. Develops a program of satisfactory conduct among students at Northwood and takes necessary actions, within the policies of the Board of Trustees, to correct and improve the conduct of students.

5. Maintains high morale among staff members.
6. Maintains sound human and professional relationships with the school family.
7. Consults with teachers, students, parents and other parts of the school community on a regular planned basis.
8. Carries on a program for the continuous improvement of instruction at Northwood Middle School.
9. Special Permission

ASSISTANT PRINCIPAL--Karen Greene

1. Discipline: 6th Grade and 8th Grade (A-L)
2. Patrolling Building
3. Cafeteria Supervision
4. Buses and Bus Referrals
5. Bus evacuation
6. Honor Roll Lists
7. EEDA Administrator
8. Emergency Management: Fire/Tornado/Earthquake/Lockdown Drills
9. PAS-T Observations
10. Observations and Evaluations of Staff
11. Student Teacher Contact
12. Business Education Partnership Contact
13. Christian Release Time Program
14. Special Education Meeting Administrator
15. Attendance Intervention Administrator
16. Other duties as assigned by the principal
17. SRS Administrator
18. Student ID Cards
19. OSHA/Workman's Comp Contract

ADMINISTRATIVE ASSISTANT--Randy Hawkins

1. Discipline: 7th Grade, 8th Grade (M-Z)
2. Patrolling Building
3. Cafeteria supervision
4. Lockers
5. SmartFind Express/Substitutes
6. Absentee Forms
7. Sex Ed. Scheduling
8. Textbooks
9. Pictures
10. PAS-T Observations
11. Observations and Evaluations of Staff
12. Other duties as assigned by the principal
13. Observation Schedule
14. Supervision of car rider arrival and dismissal

Analysis and Narrative of School Personnel Data 2016-2017

Northwood Middle Faculty and Staff

6 th Grade	7 th Grade	8 th Grade	Multiple Grades	Special Education	Related Arts/P.E.
10	10	9	4	7	11

Professional Preparation

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

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

Degrees	BA/BS	BA/BS +18	Masters	Masters +30	Doctorate
	13	1	28	13	0

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

School Year	2013-2014	2014-2015	2015-2016	2016-2017
Female Faculty	40	42	39	38
Male Faculty	11	8	11	13
Caucasian	47	47	45	47
African-American	2	2	4	4
Hispanic	1	1	1	0
Indian	1	0	0	0

Faculty and Staff Attendance Rates

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
93.1%	95.6%	95.6%	94.1%	93.2%	96.2%

Faculty and Staff Retention Data

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
90.7%	88.7%	87.2%	91.4%	90.6%	89.5

Teachers with advanced degrees: 79.6%

Number of teachers with National Board Certification: 6

Analysis and Narrative of Northwood Student Population Data for 2015-2016

Enrollment

Our school serves 853 students in grades 6, 7 and 8. The enrollment is projected to increase over the next couple of years based on high enrollments in our elementary feeder schools. Attendance boundaries are from Old Spartanburg Road and Wade Hampton Boulevard in the north to Suber Road and Alexander Road in the

east. The southern boundary is Pelham Road and the western boundary is Hudson Road. Included also is the area between Edwards Road, East Lee Road, Wade Hampton and Watson Road.

Northwood continued to accept students requesting special permission during the 2016-2017 school year.

Student Attendance Rate

2011-12	2012-13	2013-14	2014-2015	2015-2016
96.4%	96.1%	95.3%	95.8%	95.5%

Student Ethnicity

	Caucasian	African-American	Hispanic	Other
2011-2012	61.0%	20.0%	11.0%	8.0%
2012-2013	60.0%	26.0%	11.0%	3.0%
2013-2014	59.4%	20.6%	10.0%	9.8%
2014-2015	56.0%	22.5%	13.0%	8.5%
2015-2016	57.0%	22.0%	14.0%	7.0%

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

Student Retention by Grade

Year	Grade 6	Grade 7	Grade 8
2011-2012	4	6	8
2012-2013	3	7	0
2013-2014	9	12	0
2014-2015	6	2	0
2015-2016	4	3	0

Student Languages

As of the 135th day of 2015-2016, Northwood MS had **107 students (actively enrolled)** with an SC English Proficiency code of 1-7 or A-D which the SDE uses for the LEP subgroup.

Lunch Status

At the beginning of each academic year, in homeroom or upon registration, students are given a form for parents who wish to be considered for reduced meals. Students whose families qualify under the financial requirements are notified of their approval into the program.

Poverty Index				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
60.99%	59.58%	46.0%	52.9%	43.0%

Students with Disabilities

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

2011-2012	2012-2013	2013-14	2014-15	2015-2016
11%	11%	11.7%	12.4%	13.5%

Gifted and Talented

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

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
24.8%	25.1%	27.0%	30.4%	29.8%

Learning-Focused

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

Measures of Academic Progress (MAP)

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

Classroom Walk-Through Observations

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

Career Exploration

The career development program at Northwood Middle is multi-faceted. In the fall, we begin with the introduction of the 16 career clusters for all students in a classroom setting. Students explore their top career clusters using the results from Naviance assessments. These assessments guide our 8th grade individual graduation plan conferences during 2nd semester. During these conferences, we also discuss important high school information including South Carolina Education Lottery Scholarships, calculating GPA using the

uniform grading scale, high school graduation and college admission requirements. At the conclusion of the conference, students choose a career cluster and career goal in which he or she is interested in pursuing.

Throughout the year we hold several “Lunch and Learns” for which students sign up to spend their lunch period listening to a speaker representing one of the 16 career clusters. Seventh grade students are given the opportunity to participate in job shadowing in a career field of their choice. The year culminates with our 8th grade career day where students rotate to hear presentations from professionals who work in various occupations.

The teachers at Northwood are an integral part of the career development process by incorporating career exploration activities into their classroom curriculum. All Northwood counselors are certified Global Career Development Facilitators, a certification that requires comprehensive knowledge of career development standards, career development resources, and ways to collaborate with community members to foster student career development.

High School Courses Offered

Northwood Middle offers a variety of high school courses to students in 7th and 8th grades to accommodate academic needs.

- Algebra I Honors
- English I Honors
- Spanish I
- Geometry I Honors
- Keyboarding
- Virtual Desktop Publishing
- Google Basics
- Virtual Physical Education

Professional Development

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

Professional Development and Training Calendar 2016-2017

Date	Description
August-September	PowerTeacher Set-up, Chromebook, Google Drive/Forms, Google Classroom, MAP training, New Teacher Meeting, Using PASS and Ready Data

October	Google Slides, Advanced Google Forms, GradeCam training, PLC Support, SLOs, using MAP Data
November	Benchmarks, Classroom Strategies for ESOL Students, New Teacher Support Session, PLC Support
December	Inclusion Training, PLC Support
January	Reading Program Kickoff, PLC Support, Goal Check-ins, New teacher PAS-T, Benchmarks #2
February	MAP training, Reading Strategies in the Content Classroom, PLC Support
March	Inclusion-Universal Design of Instruction, Reading Strategies in the Content Classroom, PLC Support, SAMR, Benchmark #3, Using MAP Data in the Classroom
April	Spring Testing Training, Reading Strategies in the Content Classroom, PLC Support, Screencastify for Student Use
May	Google Updates, SLOs, Reflection for next year

The Northwood faculty has had a wide variety of professional development opportunities over the past three years. These opportunities were based on school performance levels, needs assessment, and district initiatives. Professional development has addressed such areas as Learning Focus strategies, backward design (unit planning), Bloom's revised taxonomy, data disaggregation, rigorous instruction, South Carolina State Standards, and integration of technology. We were selected to participate in the Digital Leader Corps three-year initiative for technology and to serve as a pilot school for the district Personalized Learning Initiative.

In addition to school-wide learning opportunities faculty members attend district workshops and state conferences. All professional development is grounded in research-based models.

Media Center

In 2015-2016, the Media Center continued many of its popular programs from past years. For a fourth year, all students who read 500 pages over summer vacation earned a trip to an ice cream sundae bar at lunch. This is one of the more popular reading incentive programs. All we continued the very popular Reading Rivalry. Clemson and Carolina fans read for their favorite team in hopes of earning a day to wear team colors. In the spring, Northwood participated for the 7th year in the Greenville Drive Reading All Stars Program. For a 5th year, the Media Center is holding the Northwood READS! Challenge. Students are encouraged to read books from this list to earn prizes all throughout the year. Students who read all 20 books are recognized at awards day with a special certificate. In addition to these reading programs, we continued hosting two Scholastic Books Fairs this year to promote reading throughout the school.

In addition to reading promotion, the Media Center was involved with research and internet safety classes. This year over 50% of teachers have worked with the media specialist or used materials from the media center to enhance instruction. Students and teachers have used media center resources for lessons on citations, note taking, locating appropriate sources and creating wikis. In 2015 the Media Center and

guidance department collaborated to host Rick Floyd as speaker on internet safety. He spoke to all 7th and 8th grade students as part of the new internet safety curriculum.

Additional Information

- A number of teachers use Compass Learning and USA Test Prep as a tool to enhance the ELA program and standards.
- In 2013-2014, a team from Northwood went to take part in a *Schools to Watch* in-service. They participated in breakout sessions to learn about the STW model, and overall best practices.

MISSION/VISION/BELIEFS

Mission

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

Values and Beliefs

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

We believe:

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

Shared Vision

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

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

Students, faculty, staff, and parents agree that a positive learning environment exists at Northwood and effective communication is the norm among these groups. Teachers and administrators implement and support effective classroom management strategies. Students are aware of how their behavior affects others and student behavior does not interfere with the teaching and learning process. Faculty and staff have ample

materials needed for effective teaching and learning. As a community, we celebrate success and all areas of giftedness while facilitating the transition to and from the middle school years.

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

Curriculum

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

Assessment

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

Instruction

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

Learning Environment

- Effective communication through print, phone, school website, email and messenger system
- Effective classroom management strategies implemented
- Successful transition from elementary to middle school and middle to high school
- Successes and achievements celebrated throughout school year
- Desired behavior is modeled by adults throughout the learning community to create a safe and respectful environment
- High school course offerings (Spanish I, Geometry, Algebra I, and English I)

Data Analysis and Needs Assessment

SC READY ELA

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	52.3%	
School Actual	49.3%		
District Projected	X	49%	52%
District Actual (MS only)	46%		

<u>STRATEGY</u> <u>Activity</u> ELA/WRITING	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Utilize a universal note-taking method (ex: Cornell Method) to be used for research and reading non-fiction.	2013-2018	ELA Department Chair ELA teachers	NA	NA	Note-taking Rubric used by all teachers in the ELA department
Incorporate the use of audio books and resources as an additional instructional tool as students are reading novels	2013-2018	ELA teachers	NA	NA	Frayer diagram for organizing essay writing, KIM organizer for vocabulary words

Administer quarterly benchmark tests for units.	2013-2018	ELA teachers Instructional Coach	NA	NA	Item analysis results
Use charts and organizers for chapters read to help identify themes, new vocabulary, character traits - both direct and indirect, and to summarize reading in small portions by writing journal entries from a character's point of view	2013-2018	ELA Teachers	NA	NA	Charts and organizers
Utilize notebooking for student prewriting (brainstorming, outlines, and character traits)	2013-2018	ELA Teachers	NA	NA	Notebooks
Quarterly classroom observations conducted by Administrators and Instructional Coach to ensure standards-based (Common Core) lessons are being taught.	2013-2018	Administrators Instructional Coach	NA	NA	Observation logs Written forms with feedback
Learning Focus strategies (Essential Questions, Summarizing, Extending, Refining, etc.) implemented in all ELA classes	2013-2018	ELA teachers Instructional Coach	NA	NA	Lesson plans Unit plans Curriculum Maps
Utilization of data to review and plan for future instruction/assessment	2013-2018	ELA teachers Instructional Coach	NA	NA	PASS scores, MAP scores, EOC scores, Enrich Assess, benchmark test results (item analysis)

Use of curriculum mapping for unit and lesson planning (<i>Rubicon Atlas</i>)	2013-2018	Administrators ELA teachers Instructional Coach	NA	NA	Curriculum maps are available on the Portal. Unit/Weekly Lesson plans on websites reviewed.
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EOCEP % Honors 1

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain a 100% of students receiving the benchmark standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

ANNUAL OBJECTIVE Maintain a 100% of students receiving the benchmark 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	100%	100%	100%	100%	
School Actual	100%	100%	100%	100%	100%		
District Projected (MS and HS)	X	X	77.3%	78.3%	79.3%	80.3%	81.3%
District Actual (MS only)	98.9%	98.9%	98.5%	79.7% (MS & HS)	82.8% (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.

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

SC READY MATH

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: 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	50.1%	
School Actual	47.1%		
District Projected	X	44%	47%
District Actual	41%		

<u>STRATEGY Activity 8th grade MATH</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Develop syllabus and unit/lesson plans in accordance to and consistent with SC state standards.	2013-2018	Math teachers Instructional Coach	NA	NA	Posted weekly lesson plans on teacher website. Course syllabus is approved by principal at beginning of school year and posted to teacher's website.
Use of curriculum maps developed by Academic Specialist for 6-12 Mathematics	2013-2018	Math teachers Instructional Coach	NA	NA	Curriculum maps are available on the Portal. Lesson plans can be reviewed on teacher website.
Teacher(s) to attend regular district	2013-2018	Math teachers Academic	NA	NA	Record of meetings attended, see Portal

meetings as appropriate to the course.		Specialist for 6-12 Mathematics			record.
Math teachers will provide before and/or after school tutoring sessions for students.	2013-2018	Math teachers	NA	NA	Teacher logs of students attending tutoring sessions.
Administer quarterly benchmark tests in math classes that are not high school credit.	2013-2018	Math Teachers Instructional Coach	NA	NA	Item analysis results Minutes from PLCs
Math teachers will share instructional strategies during PLCs	2015-2018	Math Teachers Administrators Instructional Coach	NA	NA	Minutes from PLCs

EOCEP % ALGEBRA I

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain a 100% of students receiving the benchmark standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

ANNUAL OBJECTIVE: Maintain a 100% of students receiving the benchmark standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

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

<u>STRATEGY</u> <u>Activity</u> MATH EOCEP ALG I GEOMETRY	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Develop syllabus and unit/lesson plans in accordance to and consistent with SC state standards.	2013-2018	Math teachers Instructional Coach	NA	NA	Posted weekly lesson plans on teacher website. Course syllabus is approved by principal at beginning of school year and posted to teacher's website.
Use of curriculum maps developed by Academic Specialist for 6-12 Mathematics	2013-2018	Math teachers Instructional Coach	NA	NA	Curriculum maps are available on the Portal. Lesson plans can be reviewed on teacher website.
Teacher(s) to attend regular district meetings as appropriate to the course.	2013-2018	Math teachers Academic Specialist for 6-12 Mathematics	NA	NA	Record of meetings attended, see Portal record.
Math teachers will provide before and/or after school tutoring sessions for students.	2013-2018	Math teachers	NA	NA	Teacher logs of students attending tutoring sessions.
Administer quarterly benchmark tests in math classes that are not high school credit.	2013-2018	Math Teachers Instructional Coach	NA	NA	Item analysis results Minutes from PLCs
Math teachers will share instructional strategies during PLCs	2015-2018	Math Teachers Administrators Instructional Coach	NA	NA	Minutes from PLCs

SC READY % TESTED

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 2015-16	2016-17	2017-18
Projected Performance	95%	95%	95%
Actual Performance			
All Students	49%		
Male	42%		
Female	58%		
White	62%		
African-American	17%		
Asian/Pacific Islander	62%		
Hispanic	41%		
American Indian/Alaskan	*		
Disabled	7%		
Limited English Proficient	42%		
Students in Poverty	*		

SC SDE did not provide baseline data for 2015-16.

% Tested ELA – District Grades 6-8	Baseline 2015-16	2016-17	2017-18
Projected Performance	95%	95%	95%
Actual Performance			
All Students	46%		
Male	40%		
Female	53%		
White	58%		
African-American	22%		
Asian/Pacific Islander	74%		
Hispanic	32%		
American Indian/Alaskan	*		
Disabled	6%		
Limited English Proficient	30%		
Students in Poverty	*		

SC SDE did not provide baseline data for 2015-16.

% Tested Math – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	95%	95%	95%
Actual Performance			
All Students	47%		
Male	45%		
Female	49%		
White	60%		
African-American	13%		
Asian/Pacific Islander	68%		
Hispanic	37%		
American Indian/Alaskan	*		
Disabled	4%		
Limited English Proficient	40%		
Students in Poverty	*		

SC SDE did not provide baseline data for 2015-16.

% Tested Math – District – Grades 6-8	Baseline 2015-16	2016-17	2017-18
Projected Performance	95%	95%	95%
Actual Performance			
All Students	41%		
Male	39%		
Female	42%		
White	53%		

African-American	16%		
Asian/Pacific Islander	75%		
Hispanic	27%		
American Indian/Alaskan	*		
Disabled	5%		
Limited English Proficient	28%		
Students in Poverty	*		

SC SDE did not provide baseline data for 2015-16.

SCPASS SCIENCE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: 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			
School Actual	75.5%	75.5%		
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.

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

SCPASS 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			
School Actual	82.3%	79.2%		
District Projected	X	82.2%	83.3%	84.2%
District Actual	81.2%	78.8%		

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

<u>STRATEGY Activity SOCIAL STUDIES</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Administer benchmark tests in all Social Studies classes	2013-2018	Social Studies teachers Instructional Coach	NA	NA	Item analysis results (Moodle) Minutes from grade level subject area meetings
Conduct/attend professional development aimed at improving teacher effectiveness in Social Studies classrooms	2013-2018	Academic subject area teachers Instructional Coach	<u>NA</u>	<u>NA</u>	Agenda from professional development meetings
Social Studies teachers will incorporate the use of primary sources	2013-2018	Social Studies teachers Instructional	NA	NA	Unit Plans Lesson Plans Curriculum maps

		Coach			
Social Studies teachers will incorporate common planning with ELA teachers in order to integrate literacy skills in Social Studies	2013-2018	ELA/Social Studies teachers Instructional Coach	NA	NA	Unit Plans Lesson Plans Curriculum maps
Social Studies teachers will develop common assessments	2013-2018	Social Studies teachers	NA	NA	Formal/Inform Assessments using Google Docs and Grade Cam

PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: All subject area (ELA, Math, Science, and Social Studies) teachers will be *Highly Qualified* (HQ) in their area of certification by the fall of 2015 and remain HQ through 2014-2018.

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

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

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

<u>STRATEGY Activity</u> TEACHER/ ADMINISTRATIVE QUALITY	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Weekly meetings for Professional Development in the areas of curriculum, instruction, and assessment.	2013-2018	Instructional Coach	NA	In-house	Professional Development Calendar and Attendance Records
Yearly review of HQ status and teacher qualifications.	2013-2018	Principal	NA	NA	Records of teacher evaluation and HQ status.
Each teacher will have 24 hours of Professional Development annually	2013-2018	Principal Instructional Coach Department Chairs	Varied	District In-house Individual teachers	Yearly review of teacher goals and Professional Development logs
Research- focus for professional development for all teachers	2013-2018	Instructional Coach Media Specialist ELA Teachers	Varied	In-house	Benchmark tests 2014-2015 ACT Aspire, SC Ready, NWEA MAP and PASS results
Professional Learning Communities (PLCs) for all grade/subject levels for social studies, science, math, and ELA	2016-2018	Instructional Coach Administration Core Teachers	NA	NA	Meeting Minutes

STUDENT ATTENDANCE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

DATA SOURCE(S): SDE School Report Card – 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	96.4%	96.1%	95.3%	95.8%	95.5%		
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 EXPULSION

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

DATA SOURCE(S): SDE School Report Card - 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%	.9%	2.7%	2.2%	1.8%		
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%		

PARENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 81.8% in 2012 to 93.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 2 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	83.8%	85.8%	87.8%	89.8%	91.8%
School Actual	81.8%	82.2%	82.3%	91.0%	87.9%		
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 SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 73.7% in 2012 to 85.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 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	75.7%	77.7%	79.7%	81.7%	83.7%
School Actual	73.7%	76.5%	69.7%	73.0%	73.0%		
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)		

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 92.5% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 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	96.3%	97.3%	98.3%	99.3%	100%
School Actual	95.3%	92.5%	95.3%	97.0%	85.0%		
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%		

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 89.9% in 2012 to 94.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point 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	90.9%	91.9%	92.9%	93.9%	
School Actual	92.9%	89.9%	87.5%	92.0%	90.7%		
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 SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 92.4% in 2012 to 97.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point 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	93.4%	94.4%	95.4%	96.4%	
School Actual	89.3%	92.4%	85.7%	69.0%	77.2%		
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%		

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0 percentage point 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%		
School Actual	100%	100%	97.6%	92.0%	97.5%		
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%		

<u>STRATEGY Activity</u> SCHOOL CLIMATE	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Maintain and update teacher websites with information related to student learning and classroom news.	2013-2018	Teachers	-0-	NA	Websites reviewed by Principal or Webmaster
Email school newsletter on a regular basis in order to keep stakeholders informed. Provide hard copies if requested.	2013-2018	Principal PTA	\$100	Local funds for copying	File copies
Parent Education Workshops	Fall/Spring 2013-2018	Principal Guidance PTA	N/A	Local funding	Agenda Attendance records
Orientation Programs (6th Grade Boot Camp & Tour, Meet the Teacher Sessions)	Spring/Summer 2013-2018	Principal School Counselors Teachers PTA	Varied	In-house	Agenda Advertisements
Administer parent/student/teacher surveys from the SDE	2013-2018	Instructional Coach 8 th grade teachers	NA	SDE	Survey results

Report Card 2015-2016: <http://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?v=2016&d=2301&t=M&s=074>