Strategic Education Plan

Greenville Middle Academy

Dr. Robert Palmer, Principal

The School District of Greenville County

Mr. Burke Royster, Superintendent

2013-2018

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL:

DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-15 *(one year)*

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Wendy White	*Wendy White*	3/27/14
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Robert Palmer	*Robert L. Palmer*	3/27/14
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 339 Lowndes Ave., Greenville, S.C. 29607

SCHOOL'S TELEPHONE: (864) 355-5600

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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:	Dr. Robert Palmer
2. TEACHER:	Ms. Susan Park
3. PARENT/GUARDIAN:	Ms. Gig Marchant
4. COMMUNITY MEMBER:	Mr. Matt Tebbetts
5. SCHOOL IMPROVEMENT COUNCIL:	Mr. Mike Douglas

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

POSITION	*NAME*
Instructional Coach	Anne C. Peden
Program Coordinator	Alonda Rollison
Teacher	Denise Henson
Teacher	Sarah Evanson-Atkinson
Teacher	Hailey Caldwell
Teacher	Gaille Cook
Teacher	Karla Hensler
Teacher	Taki Johnson
Teacher	Barbara Calmes
Teacher	Louise Riley
Student	Willkins Norwood

*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

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).

__X__   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).

__X__   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.

__X__   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*.

__X__   **Technology**

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

__X__   **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.

__X__   **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).

__X_   **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.

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Greenville Middle Academy

Introduction

An executive committee, consisting of the five Standards chairs who divided the stakeholders into subgroups for working teams. Following the Greenville County Portfolio process, the committees gathered data on Information and Communication/Values/Beliefs, Leadership, Curriculum and Instruction, Resources/Services, Assessment/Data. As teams worked, they presented findings to the stakeholders in faculty and SIC meetings. The Committees used data to compile indicators for the Portfolio and AdvancED documents.

The Greenville County Portfolio process helped guide the AdvancED Self-Study. We analyzed data using Parent, Staff, Student Survey results, State Depart School Reports Cards, and ESEA Federal Accountability Rating. The self-study was guided by State and District Technology Plans, National Professional Development Standards, the Greenville County Strategic Plan, and the Greenville County Portfolio process.

Greenville Middle School Academy is fully accredited by the South Carolina State Department of Education and AdvancED. We also meet all planning, implementation, evaluation and reporting requirements of the Educational Accountability Act and Act 135, and the Greenville County Strategic Plan.

Executive Committee members included chairs of each of the subcommittees. Each grade level team or the ELA, Math, Special Education, or Related Arts Department was represented. The committees included the following: Communication/Values/Beliefs, Leadership; Curriculum and Instruction, Resources/Services, and Assessment/Data.

AdvancED Groups

Standard 1
Communication/Values/Beliefs
Karla Hensler--Chair
Claire Berg
Gaille Cook
Haydn Culbertson
Gabbie Dempsey
Karen Greene
Cindy Kay
Amy Knobel-Chester
Susan Park
Sara Tuttle

Standard 2 – Leadership
Kenneth Skipper--Chair
Hailey Caldwell
Charlie Forrester
Jim Hensler
Ann Howell
Anne Matthews
Mary McDade
Kristine White
Louise Riley
Cathy Stephens
Stephanie Yarbrough

Standard 3 – Curriculum and Instruction
Ginger Shirley--Chair
Brad Baker
Kathleen Carey
Frank Anderson
Joey Colon
Christina Devon
Angela Phillips
Nick Hall
Temple Langston

Barry Rhodes
David Roach
Allonda Rollison

Standard 4 -- Resources/Services

Elizabeth Seay--Chair
Irena Anderson
Pamela Cao
Sheri Corbin
Laurie Gallego
Chancey Greco
Sean Hogan

Standard 5 – Assessment/Data

Barbara Calmes--Chair
Temechia Bates
Jackie Batson
Laura Black
David Gray
Denise Henson
Taki Johnson
Debra Lusk
Brooke Patterson
Blair Powers
Janie Wassynger

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS
Greenville Middle School Academy of Traditional Studies

Needs Assessment

In the area of **Student Achievement**, to raise the academic challenge and performance of each student in all minority groups has been our most significant challenge. Achievement is discussed in the Data Analysis for Goal 1. Greenville Middle needs to:
- Focus on maintaining school writing performance as measured by PASS.
- increase overall school ELA performance by 0.3 percent each year.
- increase overall school Math performance by 1 percent each year.
- increase overall school Science performance by 0.5 percent each year.
- increase overall school Social Studies performance by 0.5 percent each year.
- focus on raising minority student performance (African-Americans and Hispanics) in all subject areas.

In the area of **Teacher/Administrative Quality**, goal two focuses on maintaining quality instructional and administrative personnel. We need to:

- maintain in-house Professional Development to improve instruction in reading and writing across the curriculum and Global integrated studies.
- revisit 21st Century and Common Core skills.
- continue reading/writing/vocabulary across the curriculum.
- continue data analysis and incentives.

School Climate, goal three, addresses several delineated items regarding Greenville Middle: attendance; expulsion rate; and parent, student, and teacher survey results regarding learning environment and safety at school. Although survey results are generally high in all areas, several concerns were identified. We need to:

- maintain the Global perspective and classes that have been initiated and work to extend this focus.
- introduce Classroom Character Education/Career Education Program.
- introduce Focus Discussion Groups.
- teach Etiquette and Safety in all life connections.
- communicate this work with parents, students, and teachers.

Academic Programs and Features

Greenville Middle School Academy of Traditional and Global Studies maintains an emphasis on reading, writing, and vocabulary development across the curriculum with a strong liberal arts interdisciplinary curriculum. Our program also includes a global focus which incorporates skills identified by the *Partnership for the 21st Century.* Because 21st Century Skills include "world

languages," Greenville Middle will continue to expand our foreign language program. Our school currently offers Spanish and French for exploratory classes and high school credit as well as an after school exploratory Mandarin Chinese class. In 2014 Furman was unable to support this class, but we hope to continue it in 2015. Our challenge is to maintain this high level of achievement.

Some features of Greenville Middle School, Academy of Traditional and Global Studies are:

- Magnet School for Traditional and Global Studies
- High School Credit Awarded for Algebra I, Geometry, Honors English I, Spanish I, French I and II, and Greenville County's French Transition Program
- First Responder Program with Personnel Trained to Respond to Emergencies
- Global Studies Classes and Interdisciplinary School-Wide Curriculum Projects
- Latin/Greek Stems Vocabulary Development Program
- Media Literacy Digital Displays and On-Line Publications
- Library/Media Center—over 25,000 Titles for Student Check-out
- 30 Station Publishing Computer Lab, Journalism Computer Lab, Keyboarding Lab, 20 Station Research Lab, 6 Portable Lap-top Labs
- Related Arts Courses: Band, Strings, Chorus, Art, Photography, Yearbook, Broadcasting, Radio Journalism, Journalism, Spanish, French, Physical Education, Global Studies, Input Technology, Newspaper—www.greenvillemirror.com
- Gifted and Talented Program
- National Junior Beta Club and National Junior Honor Society
- Math Counts, International Languages Club, Geography Bee, Quiz Bowl, Battle of the Books, Mock Trial, Robotics, Interscholastic and Intramural Sport Teams, and Remote Control Car Club.

Greenville Middle Academy and its students receive district, state, and national recognition.

- ***Met State and National Adequate Yearly Progress Criteria***
  The No Child Left Behind Act is the federal law that evaluates public school performance to see whether specific groups of students are making "Adequate Yearly Progress." Greenville Middle was named a 2011 Palmetto Silver Award winner and recently a 2012 Palmetto Gold Award winner for student achievement.
- Test Scores above District and State averages
- Palmetto's Finest School
- Music Showcase Festival Superior Rating
- Multiple Award-Winning PTA
- Junior Scholars/Duke Tip
- Student Awards and Recognition Program
- Multiple State/National PTA Reflections Winners
- State Beta Club Officers and State Competition Winners
- National Award for Guidance and Career Exploration Programs
- Fourteen National Board Certified Teachers
- State PTA Principal of the Year and Golden Apple Principal.

Greenville Middle Academy of Traditional Studies
Greenville Middle School Academy of Traditional Studies
Characteristics
School Profile

History

Greenville Middle School began in 1938 as Greenville Junior High School in the building that had been Greenville High School. It was located on Prospect Hill at the head of what is now known as McBee Avenue. Originally constructed in 1888, the facility was the first public school building in the city.

Greenville Junior High School served the community from 1938 until 1965 at this location. During this period, the 82 separate school districts in Greenville County were consolidated into one unified district. By 1949, the school's population had increased to 1600 students. In the fall of 1965, Greenville Junior High moved to the current facility. When the school district implemented the middle school concept, Greenville Junior High School became Greenville Middle School. Because of declining population, in 1997 Greenville Middle School became a Select School, Greenville Middle Academy, with a focus on reading, writing, and vocabulary across the curriculum.

Select School status impacts our school program in two major ways. As a Select School, we are allowed to recruit students from all attendance areas of the school district— students who are interested in our academic focus on "Reading, Writing, and Vocabulary Development across the Curriculum." Students have chosen to attend Greenville Middle Academy from approximately twenty other public and private middle schools. The school district also budgets extra funds to support Select School programs. Our budget has funded hardware and software for a Writing Lab, a lab manager/technology coordinator, a program coordinator, a journalism teacher, and instructional supplies to support our school-wide focus.

Beginning 2007-2008, Greenville Middle proposed a rebirth from "Traditional Studies" to "Traditional Studies: A Global Perspective." This new Renaissance for our "flat world" learner must include expanding our study of the English Language Arts of Reading, Writing, and Vocabulary Across the Curriculum by including the other two Language Arts as defined in the state Standards—Listening/Speaking and Thinking. At the same time, we plan to expand our study of language to examine cultural norms, analyze ways of thinking and problem-solving, and explore global culture while at the same time, delve more deeply into our own complex and diverse cultures. Our recent SACS-CASI Portfolio process identified a need for focus on academic achievement for all students and for minority students in particular.
In 2010, Greenville Middle met Adequate Yearly Progress as defined by the SC Department of Education. GMA was the first middle level school in the district to attain that goal.

Teacher and Administrator Quality

Greenville Middle Academy has a highly qualified staff. 60% of teachers have ten or more years' experience. 81.6% of staff members hold advanced degrees, and 5.5% of staff members hold Doctorate degrees. Eight teachers (14.6%) are National Board Certified. Over the past few years the experience level of our normally stable staff has lowered as many teachers have retired. Teacher attendance rate for 2012-2013 was 94.9%. 24% of the staff is male, and 93% are white with 7% African American.

Administration

Our school PTSA is routinely involved in the operation of our school. Without them, many of the efforts we initiate would not be possible. Currently, we send out a form at the beginning of the school year to determine the volunteer skills available. Parents, teachers, and administrators are very involved in our School Improvement Council. They meet quarterly and discuss opportunities to support our school. They are currently seeking ways to help our school maintain a high level of instruction.

Greenville Middle School currently has a Leadership Team made up of grade level team leaders, special area team leaders, and administrators. They meet with the principal on the second Tuesday of the month to share and discuss school-wide issues.

Administrators:

Dr. Robert Palmer
Ms. Stephanie Yarbrough – MA +30
Dr. Lee Givins

Support staff:

2.5 guidance counselors: Taki Johnson, Pamela Cao, Laurie Gallego
Three clerks for data, guidance, and attendance: Faye Fedder, Jill Hall, Sandra Lord
Secretary/bookkeeper: Rhonda Duncan
Program Director – Alonda Rollison
Instructional Coach – Dr. Anne Peden

Student Demographic Data

Greenville Middle is an inner-city school. From 1988 to 1996 as families began to leave the downtown area and relocate in suburban areas, enrollment dropped from 832 students to 654. District plans to construct a new Riverside Middle School further impacted Greenville Middle's enrollment. In 1996, Greenville Middle applied to become a "Select School" and in 1997 became Greenville Middle School Academy of Traditional Studies.

Since that time, our enrollment has increased. During the 2004-2005 school year, we began to prepare for building renovation while remaining on site. After two years with the eighth grade in portable classrooms and no progress toward construction, the district decided to move Greenville Middle off site to the old Southside High School approximately 7 miles and 15-20 minutes from Greenville Middle. Because of the distance, many of our home-based students decided to attend schools closer to their neighborhoods, and magnet interest dropped as well. Since we have returned to the newly remodeled building, students have returned to GMA. Currently, we serve 810 home-based and magnet students.

Greenville Middle Academy
Population Totals
2009-2014

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
765	817	798	829	810

Ethnicity

The current population consists of
- 58.8% White
- 23.5% Black
- 11.5% Hispanics
- 6.2% students of other ethnicities.

Student Population by Ethnicity
2009-2014

	Black	**Hispanic**	**Other**	**White**
2009-2010	213 (27.8%)	81 (10.6%)	30 (3.95)	443 (57.9%)
2010-2011	229 (28.5%)	81 (10.1%)	25 (3.1%)	470 (58.4%)
2011-2012	207 (25.8%)	93 (11.6%)	45 (5.6%)	458 (57.0%)
2012-2013	200 (24.1%)	95 (11.5%)	57 (6.9%)	477 (57.5%)
2013-2014	190(23.5%)	94(11.5%)	50(6.2%)	476(58.8%)

Lunch Status
2009-2013

	Paid	Free/Reduced
2008-2009	59.3%	40.7%
2009-2010	54%	46.0%
2010-2011	55.8%	44.2%
2011-2012	58.5%	41.5%
2012-2013	60.7%	39.1%

Attendance

Over the 2012-2013 year, 97.0% was Greenville Middle's average attendance.

Retention Rate

During the academic year 2012-2013 Greenville Middle had a student retention rate of 1.0% which was down from 1.5% the year before.

Exceptional Education

GMS served 10.7% students who are classified as needing special education in 2012-2013. The majority of students receiving special education assistance were learning disabled, followed by speech and language impaired, autistic, trainable mentally disabled, and visually handicapped.

Gifted and Talented

Students in our gifted program are identified according to the South Carolina state guidelines and school district policies. At the middle school level, these students are served in the Language Arts classrooms for Gifted and Talented instruction. Total gifted population was 32.7% in 2011-2012 and 31.5% in 2012-2013 . 39.8% of the total population was enrolled in high school credit courses in 2011-2012.

Magnet

The Greenville Middle Magnet Program (Traditional and Global Studies and French Transition) currently has a district-determined ceiling of 247 students in all three grades and maintains a waiting list of candidates.

Greenville Middle School Academy of Traditional and Global Studies maintains an emphasis on reading, writing, and vocabulary development across the curriculum with a strong liberal arts interdisciplinary curriculum. Our program also includes a global focus which incorporates skills identified by the *Partnership for the 21st Century.* Because 21st Century Skills include "world languages," Greenville Middle will continue to expand our foreign language program. Our school currently offers Spanish and French for exploratory classes and high school credit as well as an after school exploratory Mandarin Chinese class.

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- Latin/Greek Stems Vocabulary Development Program
- Media Literacy Digital Displays and On-Line Publications
- Library/Media Center—over 25,000 Titles for Student Check-out
- 30 Station Publishing Computer Lab, Journalism Computer Lab, Keyboarding Lab, 20 Station Research Lab, 6 Portable Lap-top Labs, and a Portable I-Pad Lab
- Related Arts Courses: Band, Strings, Chorus, Art, Photography, Yearbook, Broadcasting, Journalism, Spanish, French, Physical Education, Global Studies, Input Technology, Newspaper—www.greenvillemirror.com
- National Junior Beta Club and National Junior Honor Society
- Math Counts, International Languages Club, Geography Bee, Quiz Bowl, Battle of the Books, Mock Trial, Robotics, Remote Control Car Club, Drama/Debate Club, Radio Broadcasting, Interscholastic and Intramural Sport Teams.

MISSION, VISION, BELIEFS

In September of the 2012-2013 school year, Greenville Middle School began rebranding our beliefs and mission by examining our *School Renewal Plan* and *Greenville County's Guide for Educational Excellence: Priorities for Performance.* Our charge was to revisit and re-brand ourselves. This comprehensive process to build consensus involved all school stakeholders: teachers, administrators, support staff, parents, students, the School Improvement Committee and the local PTA Board. A core group of faculty met to begin the process to clarify our values and beliefs, purpose, mission, vision, and goals. Study groups examined the school's current mission and vision statements. We then answered the following questions about Greenville Middle:

- What does GMA do very well? What are the most important things we want to communicate to the community?
- Is there anything we need to change about what we already do?
- What are several ways we can reach out to the community?

This faculty study group prepared an initial draft of the composite beliefs and submitted them to the full staff for review and comment. We revised the draft based on feedback we received.

Values and Beliefs

We understand the necessity for preparing students for increasingly rigorous higher order thinking and performance, a mastery of 21st Century Skills, and our need to prepare them to compete in a global society. Our students will face career challenges and participate in a globally competitive workforce.

The results of those sessions follow.
We believe...

- The student is the center of the educational process.
- Education is the shared responsibility of the student, home, school, and community.
- All students can progress.
- Each student is a valued individual with unique intellectual, physical, social, and emotional needs.
- Students learn best in a safe, orderly, and inviting environment that provides opportunities for success.
- Students learn best when they accept responsibility for being actively engaged with the teacher in the learning process.
- Positive relationships and mutual respect among and between students and staff enhance students' self-esteem.
- Students learn in different ways and should be provided with a variety of curricula, instructional approaches, activities, and assessments to support their learning.
- A unified focus with state and international standards should integrate international content through all subject areas.

- The school should provide career awareness and experiences for all students.
- Children need opportunities to connect with international communities.
- High expectations for all students and teachers should guide the development of curriculum and instructional strategies.
- Students should have opportunities to study one or more world languages.
- The school should provide educational experiences that actively engage students and enable them:
    - to demonstrate understanding of essential knowledge and skills
    - to communicate effectively
    - to solve problems competently
    - to think critically and creatively
    - to act responsibly
    - to apply learning in meaningful contexts
    - to produce quality work.

Commitment to continuous improvement is critical for all students to achieve their maximum potential.

Mission

$E = MC_2$
Enlightenment = Making Children Count

Shared Vision

The following are the curriculum, instruction, assessment, and environmental strategies to support effective learning for Greenville Middle School students:

Curriculum
- Organize teaching to address state standards.
- Integrate standards into our Magnet School interdisciplinary focus.
- Provide a variety of instructional methods to accommodate learning styles.
- Emphasize reading and writing across the curriculum as a means of accessing, organizing, and communicating information in all disciplines.
- Focus on Latin and Greek stems to enhance vocabulary development.
- Teach specific Global Knowledge and Skills
- Offer a capstone course devoted to global knowledge and skills.
- Provide a comprehensive career awareness program.
- Align instruction and assessment.
- Offer a challenging curriculum.

Instruction
- Employ current research-based methodology.
- Maintain high expectations for teachers and students.
- Vary expectations to address all learning styles and abilities.

- Provide hands-on, interactive, student-centered learning.
- Implement a technologically advanced communication and learning program. Allow flexibility in grouping students for instruction.
- Design lessons for students to learn to work cooperatively.
- Employ Learning Focused methods.
- Maintain a range of ages, experiences, and backgrounds of staff members.
- Group students and teachers to allow for teaming and time for team planning.
- Foster independent learning techniques in students.
- Focus staff development to address identified instructional needs.

Assessment
- Use multiple assessment formats—portfolios, performances, rubrics, teacher created assessments, and student created self-assessments.
- Use assessments to identify areas for re-teaching.
- Vary assessments according to ability levels.
- Design objective and alternative types of assessments

Environment
- Insure an environment that is
    o safe
    o caring
    o supportive
    o respectful
    o inviting
    o friendly.
- Maintain and consistently enforce a strong school-wide discipline plan.
- Maintain a comfortable temperature.
- Continue a strong and supportive PTA relationship.
- Maintain a supportive and visible administration.
- Value school, student, and teacher achievement.

Vision
Greenville Middle School Academy of Traditional Studies' vision is to offer a strong Traditional and Global Studies program as a choice for Greenville County students. The academic program encompasses diverse, academically challenging opportunities focusing on reading, writing, and vocabulary development, acquiring 21ˢᵗ Century skills, and global understanding as a means of accessing, organizing, and communicating knowledge in all subject areas. The staff of GMA plans to prepare adolescents to become motivated, self-directed, confident, life-long learners and global citizens in an ever changing technological world.
We understand the necessity for preparing students for increasingly rigorous higher education coursework in order for them to compete in a global society. Our students will face career challenges and participate in a globally competitive workforce.

Goals

- Raise student performance by offering an academically challenging curriculum focused on reading, writing, and vocabulary development in all curricular areas.
- Support learning by insuring a safe, caring, supportive respectful, inviting, and friendly school environment.
- Collect relevant data in a timely, organized, and systematic manner.

Data Analysis and Needs Assessment

Student Achievement – Goal 1

Data from the relevant sources include PASS data from the SC State Report Cards, 2012 and 2013, and the ESEA/Federal Accountability System Report. For the 2013 School Year, the Report Card afforded Greenville Middle an "Excellent" Absolute Rating and a "Good" Growth Rating. The Federal Accountability System awarded Overall Weighted Points of 92.8 and an Overall Grade Conversion of A.

DATA ANALYSIS

The first goal addresses student achievement. Therefore, teachers looked at PASS data to analyze for strengths and gaps. The following information is key to their findings.
GMA's magnet focus is Traditional Studies (reading, writing, and vocabulary across the curriculum). An emphasis on improving learning in all subject areas, reading data is especially important. The following PASS data helps reveal our strengths and needs.

Over time PASS English Language Arts scores show the percentages of students scoring Met or Exemplary have been near 80%. This slight fluctuation may be attributed to changes in the specific students enrolled, but the baseline percentage (82.6%) was the highest of any year recorded. Maintaining that high percentage proved difficult. In 2009- 2010 the percentage fell to 77.8%, which was a drop of nearly six points. In 2010-2011 two points were regained (79.8%). The percentage of students who scored Met and Exemplary in 2012 rose to 87.7%. In 2013 the percentage fell slightly to 86.9% which is less than a percentage point.

For 2013-2018, our goal is to maintain the percentage of students meeting standard in writing as measured by the Palmetto Assessment of State Standards from <0.5% in 2012 to <0.5% in 2018. For ELA our goal is to increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the PASS test from 83.7% in 2012 to 85.5% in 2018.

2012-2013 Data

On closer analysis of all tested areas in 2013, Greenville Middle scored in the middle of state "Schools Like Ours" and at or near the top of all district middle schools especially in the communication areas. In Writing and ELA, PASS scores for all students show percent of students scoring Exemplary to rise and then decrease over the 3-year period. In 2012, 66.8% of students scored Exemplary in Writing, but in 2013 only 60.4% scored at that level. Over the 3-year

period, Math, Science, and Social Studies saw an increase in percent of students scoring Exemplary while the percent scoring Not Met decreased over this same period.

For all ethnicities, the percent scoring Not Met has remained relatively constant over the three-year period. Hispanic students' scores show an increase in percent of students scoring Exemplary over the period while the percent scoring Not Met remained unchanged. For White students percent of students scoring Exemplary has increased over the period while percent of students scoring Not Met has increased 205%. Similar to White students, Black students' Exemplary scores increased over time as did Not Met scores. On the PASS ELA test, more White students score Met or Exemplary than both Blacks and Hispanics. Of the three subgroups, Hispanic students scored lowest.

In Math, Hispanic students' scores showed improvement in percent of students moving from Not Met into the Met category. Percent scoring Exemplary was basically unchanged. Scores for White students over this period have remained unchanged in the Not Met category while the percent of student scoring Exemplary has increased about 10% over time. The same is true for Black students. The percent of Black students in the Not Met category is about four times greater than White students. Fewer percent of Hispanic students score Not Met than do Blacks. For all subgroups in Social Studies, percent scoring Met has increased over the three-year period. All subgroups score lower that on ELA PASS tests. While percent of White students scoring has increased over time, so has the percent scoring Not Met. For Black students, students scoring Not Met has decreased over the period and the percent scoring Exemplary has increased.

Information was also gathered using the Performance Goals on student achievement. For comparing growth from 2012 to 2013 the following data was garnered.
- Writing scores improved 3.3 percentage points above maintance.
- ELA scores improved 3.2 percentage points exceeding the goal of 0.3 percent.
- Math scores improved 2.9 percentage points exceeding the goal of 1 percent.
- Science scores improved 1 percentage point exceeding the goal of 0.5 percent.
- Social Studies scores declined 1.7 percentage points not meeting the goal of 0.5 percent.
- In ELA African American students increased 6.2 points and Hispanics improved 11.4. In Math African Americans increased 3.5 points and Hispanics improved 10.6. For these groups growth was not evident in Science and Social Studies. The overall data shows growth from both groups.

In addition teachers at Greenville Middle Academy use MAP data for individual class and student to facilitate unit and lesson planning and to facilitate student improvement. Teachers identify skills from the Des Cartes charts provided by NWEA in order to instruct pupils at their levels. Each year fall MAP scores are studied and teachers identify students on which they focus instruction to move them into the MET category on PASS testing. Teachers aid students in reaching their growth goals through the use of Des Cartes skills for lesson plans and by providing incentives.

Teacher and Administrator Quality – Goal 2

The second goal addresses in-house professional development at GMA. Since the magnet focus at GMA is reading, writing, vocabulary across the curriculum and Global studies, professional development has been recursive covering these topics as often as possible.

Teachers are offered specific professional development weekly at Greenville Middle. Weekly Curriculum Meetings focus on teaching skills in reading and writing for all teachers. Specific data analysis for individuals, grades, departments, and the whole school is implemented every fall in order to find strengths and weaknesses. Also, technology workshops are used to promote integration of new programs in the curriculum. Monthly afternoon workshops are offered and speakers are often brought in to share expertise in various areas. Some teachers also attend conferences and other out of building offerings using professional development days offered by the district. The district encourages staff to visit other classrooms within the building as well as in other schools.

Offerings are often planned according to issues that arise during each year. Teachers are often given opportunities to lead these workshops and to share ideas and worries in all gatherings.

The Professional Development Calendar lists all in-house PD for this year. Not listed are teacher classroom visits and attendance at conferences.

NEEDS ASSESSMENT

The preceding discussion identified the following needs.

- Continuing opportunities for peer classroom visits are needed.

- Staff needs to revisit 21st Century Skills and Common Core Standards as implementation begins.

- Revisit teaching reading, writing, and vocabulary across the curriculum and global issues yearly.

- Continue data analysis and incentives yearly.

School Climate – Goal 3

The third goal, School Climate, concerns several delineated items regarding Greenville Middle: attendance; expulsion rate; and parent, student, and teacher survey results regarding learning environment and safety at school.

Over the past five years, Greenville Middle has focused on increasing the number of student opportunities for Global experiences in order to improve several factors especially attendance and learning environment. New offerings include the following:

- Global Studies Exploratory Class for all grades and all students

- French Exploratory Class for all grades and all students

- French I

- International Club

- Student opportunities for summer World Travel (France, China, Costa Rica, Europe)

- French Immersion Classes

- Grade level Integrated Global Units

- Mandarin After-school Course

- French II.

GMA's attendance rate in the baseline year of 2012-2013 was 97.0% and the survey results on the learning environment questions were similarly high. The parent's score being 91.3%,

student's score 81.1%, and teacher's score 100%. These perceptions are validation of the work that has been done.

The two factors relating to security during the school day are expulsion rate and survey results concerning safety. In the baseline year, no child was expelled from Greenville Middle. Several were at alternative school for short periods of time though. The survey question regarding safety at school were all above 90% (parents, 90.6%; students, 91.1%; teachers, 100.0%), which fell from the previous year slightly for parent and students, but rose for teachers. Several deadly safety breaches happened in schools across the nation just prior to the survey in 2013.

NEEDS ASSESSMENT

From this discussion the staff has identified the following list of next steps.

- Maintain the Global perspective and classes that have been initiated and work to extend this focus.

- Introduce Classroom Character Education/Career Education Program

- Introduce Focus Discussion Groups

- Teach Etiquette and Safety in all life connections

- Communicate this work with parents, students, and teachers.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from <0.5% in 2012 to <0.5% in 2018.

ANNUAL OBJECTIVE: Annually maintain students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	87.7	87.7	87.7	87.7	87.7
School Actual	87.7	91.0					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.8					

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores.

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 83.7% in 2012 to 85.5% in 2018.

ANNUAL OBJECTIVE: Increase by 0.3 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	84.3	84.6	84.9	85.2	85.5
School Actual	83.7	86.9					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.5					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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

ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	671.5	674.6					
Male	668	672.5					
Female	675.3	676.8					
White	689.8	691.2					
African-American	640.8	647.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	635.6	647.0					
American Indian/Alaskan	N/A	N/A					
Disabled	596.6	613.2					
Limited English Proficient	631.4	653.4					
Subsidized Meals	640.5	649.8					

ELA – District Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	651.7	653.7					
Male	646.7	649.5					
Female	656.8	658.1					
White	664.5	666.3					
African-American	624.6	626.9					
Asian/Pacific Islander	679.6	684.5					
Hispanic	650.8	637.9					
American Indian/Alaskan	631.2	647.7					
Disabled	589.7	593.6					
Limited English Proficient	632.5	637.4					
Subsidized Meals	630.0	632.9					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

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

ANNUAL OBJECTIVE: Increase by 0 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0					
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9	98.9					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 80.6% in 2012 to 85.6% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	81.6	82.6	83.6	84.6	85.6
School Actual	80.6	83.5					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.3					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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

Math – GMA	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	664.4	664.0					
Male	664	666.3					
Female	664.8	661.7					
White	681.2	678.6					
African-American	636.2	639.7					
Asian/Pacific Islander	N/A	N/A					
Hispanic	626.2	636.8					
American Indian/Alaskan	N/A	N/A					
Disabled	579.1	598.8					
Limited English Proficient	614.8	643.0					
Subsidized Meals	620.9	641.0					

Math – District Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	649.6	650.7					
Male	649.6	650.5					
Female	649.6	651.0					
White	661.4	662.7					
African-American	622.1	623.6					
Asian/Pacific Islander	694.9	695.3					
Hispanic	649.0	636.2					
American Indian/Alaskan	628.8	640.2					
Disabled	594.4	594.0					
Limited English Proficient	637.1	639.7					
Subsidized Meals	628.5	629.2					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

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

ANNUAL OBJECTIVE: Increase by 0.0 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	97.5					
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2013-14 through 2017-18.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

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

% Tested ELA School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	99.8					
Male	100.0	100.0					
Female	100.0	99.5					
White	100.0	99.8					
African-American	100.0	100.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100	98.9					
American Indian/Alaskan	N/A	N/A					
Disabled	100.0	100.0					
Limited English Proficient	100.0	98.9					
Subsidized Meals	100.0	100.0					

% Tested ELA District Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	100.0					
Male	99.9	100.0					
Female	99.9	99.9					
White	99.9	100.0					
African-American	99.8	100.0					
Asian/Pacific Islander	99.8	100.0					
Hispanic	99.9	99.9					
American Indian/Alaskan	100.0	100.0					
Disabled	99.2	99.9					
Limited English Proficient	99.8	99.9					
Subsidized Meals	99.8	99.9					

% Tested Math GMA	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	99.9					
Male	100.0	100.0					
Female	100.0	99.8					
White	100.0	99.8					
African-American	100.0	100.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100.0	100.0					
American Indian/Alaskan	N/A	N/A					
Disabled	100.0	100.0					
Limited English Proficient	100.0	100.0					
Subsidized Meals	100.0	100.0					

% Tested Math District – Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	99.9					
Male	99.9	99.9					
Female	100.0	100.0					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100.0					
Hispanic	99.9	100.0					
American Indian/Alaskan	100.0	100.0					
Disabled	99.8	99.9					
Limited English Proficient	99.9	100.0					
Subsidized Meals	99.9	99.9					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 81.8% in 2012 to 84.3% in 2018.

ANNUAL OBJECTIVE: Increase by 0.5 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	82.3	82.8	83.3	83.8	84.3
School Actual	81.8	82.8					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	77.0					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

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

Science – GMA	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	649.5	639.8					
Male	653.3	644.4					
Female	645.3	635.4					
White	666.0	651.9					
African-American	621.0	617.2					
Asian/Pacific Islander	N/A	N/A					
Hispanic	615.7	619.8					
American Indian/Alaskan	N/A	N/A					
Disabled	579.1	583.6					
Limited English Proficient	614.8	622.8					
Subsidized Meals	620.9	618.7					

Science – District Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	637.3	634.1					
Male	638.4	635.4					
Female	636.1	632.8					
White	649.9	646.7					
African-American	609.5	607.7					
Asian/Pacific Islander	670.1	666.8					
Hispanic	617.0	619.1					
American Indian/Alaskan	627.4	627.2					
Disabled	581.0	579.5					
Limited English Proficient	618.2	619.1					
Subsidized Meals	615.8	613.5					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 82% in 2012 to 85% in 2018.

ANNUAL OBJECTIVE: Increase by 0.5 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	83.0	83.5	84.0	84.5	85
School Actual	82.0	80.3					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.5					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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

Social Studies – Greenville Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	656.8	649.5					
Male	663.2	659.9					
Female	650.1	639.3					
White	673.8	666.1					
African-American	629	623.5					
Asian/Pacific Islander	N/A	N/A					
Hispanic	625	618.8					
American Indian/Alaskan	N/A	N/A					
Disabled	587.0	591.8					
Limited English Proficient	623.2	629.2					
Subsidized Meals	629.6	625.5					

Social Studies – District Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	641.9	642.7					
Male	646.1	647.6					
Female	637.5	637.7					
White	653.5	654.8					
African-American	615.7	615.5					
Asian/Pacific Islander	680.3	677.0					
Hispanic	632.8	629.7					
American Indian/Alaskan	622.9	631.4					
Disabled	589.9	589.6					
Limited English Proficient	626.6	631.2					
Subsidized Meals	620.5	620.0					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Continue to integrate Common Core Standards in all subject areas	2013-2018	Instructional Coach Subject Level Department Chairs	N/A	N/A	Student Performance on State and County Assessment Systems
Continue to integrate 21st Century Skills in all subject areas	2013-2018	Instructional Coach Program Coordinators Media Specialist	N/A	N/A	Student Performance on State and County Assessment Systems
Increase integrated innovative use of technology in all subject areas	2013-2018	Instructional Coach Teachers Media Specialist Technology Contact	N/A	N/A	School Technology Use Records
Continue to expand teachers' effective use of a variety of instructional models Inquiry-Based Learning Project-Based Learning STEM 21st Century Skills Rigorous, language-based and vocabulary building strategies for LEP students	2013-2018	Instructional Coach	N/A	N/A	Student Performance on State and County Assessment Systems
Integrate critical thinking strategies required for Smarter Balanced Assessment System	2013-2018	Instructional Coach	N/A	N/A	Student Performance on State and County Assessment Systems
Continue/expand World Language Program	2013-2018	Principal Program Coordinator	N/A	N/A	Master Schedule After-School Programs
Implement curriculum and instructional methods to increase academic achievement of LEP students	2013-2018	Instructional Coach ESOL Certified Teachers All Staff	N/A	N/A	ESOL Class Records Whole Faculty Professional Development Records

Implement curriculum and instructional methods to increase academic achievement of students with disabilities	2013-2018	Instructional Coach Special Education Lead Teachers	N/A	N/A	Fully Implemented Inclusion Model Staff Development Attendance Records

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Maintain 100% Highly Qualified and Middle Level certified personnel in all subject areas

ANNUAL OBJECTIVE: Employ only new personnel who are Highly Qualified and Middle Level certified.

DATA SOURCE(S): South Carolina State Certification Report, Position Control for School Baseline report.

	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	98%	98%					

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Continue professional development: Mentoring Professional learning teams Teacher-leader models	2013-2018	Instructional Coach Principal Department/Team Chairs	N/A	N/A	Professional Development Portal Records
Continue professional development focused on Common Core Standards and 21st Century Skills Argumentative and Informational Writing Constructing Performance Assessments Developing Formative Assessments emphasizing speaking, listening, questioning	2013-2018	Instructional Coach	N/A	N/A	Professional Development Portal Records
Continue Magnet Program focused professional development: Reading/Writing/Vocabulary Development Across the Curriculum Global Studies 21st Century Skills	2013-2018	Instructional Coach Magnet Program Coordinator	N/A	N/A	Professional Development Portal Records
Continue and expand professional expertise and techniques for teaching and assessing Limited English Proficient students (LEP) Students with disabilities Low-income students Gifted and Talented students	2013-2018	Instructional Coach ESOL Teachers Special Ed Teachers G/T Teachers	N/A	N/A	Professional Development Portal Records
New teacher orientation and ongoing professional development		Instructional Coach	N/A	N/A	Professional Development Calendar Observation Records
New teacher mentoring		Principal Instructional Coach Teacher Mentors	N/A	N/A	Professional Development Calendar Observation Records

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

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.1	97.0					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

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

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

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

DATA SOURCE(S): SDE School Report Card and GCS Incident Management System (IMS)

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual		0.5					
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%					

☐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 88.3% in 2012 to 91.3% by 2018.

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

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	89.3	89.8	90.3	90.8	91.3
School Actual	88.3	91.3					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 86.1% in 2012 to 89.1% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	87.1	87.6	88.1	88.6	89.1
School Actual	86.1	81.1					
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES/MS)	83.8	82.7					

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 94.7% in 2012 to 94.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.0 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X					
School Actual	94.7	100					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

☐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 94.2% in 2012 to 95.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.2 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	94.6	94.8	95	95.2	95.4
School Actual	94.2	90.6					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8					

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

☐Student 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 95.3% in 2012 to 95.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	95.3	95.3	95.3	95.3	95.3
School Actual	95.3	91.1					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2					

☐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 96.5% in 2012 to 97.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually teachers who feel safe at school during the school day.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	96.7	96.8	96.9	97.0	97.2
School Actual	96.5	100.0					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Introduce Classroom Character Education/Career Education Program	2013-2018	Laurie Gallego Guidance	N/A	N/A	Cluster Event Report
Implement 7th Grade "Dream Connectors" Project	2013-2018	Laurie Gallego Guidance	N/A	N/A	Cluster Events Report
Initiate bibliocounseling for identified students	2013-2018	Laurie Gallego Guidance	$200	Local Funds	Cluster Events Report
Focus on Internet Etiquette/Safety through online sources	2013-2018	Media Specialist Technology Specialist Media Literacy Teacher Keyboarding Teacher	N/A	N/A	Decreased incidents of inappropriate internet use
Increase parent communication by publishing a guidance/career newsletter	2013-2018	Laurie Gallego Guidance	N/A	N/A	Newsletters
Increase parent communication	2013-2018	All Staff	N/A	N/A	Parent/Student Survey results
Focus on improving communication with ESOL parents	2013-2018	All Staff District ESOL Personnel	N/A	N/A	Parent/Student Survey results

http://www.ed.sc.gov/data/report-cards/2012/middle/c/m2301059.pdf

http://www.ed.sc.gov/data/esea/2012/school.cfm?SID=2301059

http://ed.sc.gov/data/report-cards/2013/district.cfm?ID=2301