

Strategic Education Plan

Northwest Middle School

Dr. David McDonald, Principal

The School District of Greenville County

Mr. Burke Royster, Superintendent

2013-2018

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.

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL:	David McDonald
2. TEACHER:	Jeff Tharpe
3. PARENT/GUARDIAN:	Jennifer Burgess
4. COMMUNITY MEMBER:	Justin Smith
5. SCHOOL IMPROVEMENT COUNCIL:	Sandra Larson
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
<u>Assistant Principal</u>	<u>Julie Whetston-Carlson</u>
<u>Instructional Coach</u>	<u>Cindy Poteet</u>
<u>Career Development Facilitator</u>	<u>Furman Jackson</u>
<u>Media Specialist</u>	<u>Keri Reaney</u>
<u>Teacher</u>	<u>Shannon Pratt</u>
<u>Teacher</u>	<u>David James</u>
<u>Teacher</u>	<u>Kimberly Gibbs</u>
<u>Teacher</u>	<u>Lynn Taylor</u>

***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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Northwest Middle School

Introduction

Following the Greenville County Portfolio process, Northwest Middle School formed committees responsible for updating our strategic plan. The committees gathered data on the following: Information and Communication, Values and Beliefs, Leadership, Curriculum and Instruction, Resources and Services, Assessment. As teams worked, they periodically presented their findings to stakeholders. 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 from Parent, Staff, and Student Survey results, State Department 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.

Northwest Middle School 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.

The school portfolio committee members included chairs of each of the subcommittees and the school portfolio facilitators. The committees are listed below.

Portfolio Facilitators	Introduction Mission, Vision, Beliefs Appendix A	Data Analysis & Needs Assessment	Action Plan	Executive Summary	School Profile
Carlson (Chair)	James (Chair)	Tharpe (Chair)	Gibbs (Chair)	Taylor (Chair)	Pratt (Chair)
Jackson	Barber	Saul	Thomas	Bolden	Miguel
Reaney	Wells	Edwards	Garrison	DiBridge	Davis
	Meadows	Christy	Black	Mitchell	Dacko
	McMullen	Brueggeman	Brundridge	Moon	S. Drew
	Willard	Graham	Erickson	Stein	Huskey
			Pittillo	Blakely	Zibert
				Hall	

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

Needs Assessment

In the area of ***Student Achievement***, to raise the academic challenge and performance of each student with disabilities has been our most significant challenge. Northwest Middle needs to:

- increase school writing performance as measured by PASS.
- increase overall school ELA performance by 1.0 percent each year.
- increase overall school Math performance by 1.0 percent each year.
- increase overall school Science performance by 1.0 percent each year.
- increase overall school Social Studies performance by 1.0 percent each year.
- focus on raising disabled student performance in all subject areas.

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

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

In the area of ***School Climate***, goal three addresses several issues regarding Northwest Middle School.

We need to:

- maintain the global perspective and classes that have been initiated and work to extend this focus through continued implementation of the IBMYP.
- continue implementation of Professional Learning Communities.
- communicate this work with parents, students, and teachers.

Northwest Middle School's ***Significant Challenges*** from the past three years include

- Technology issues including wireless capability for the entire school, out of date computers, and lack of promethean boards.
- Low socioeconomic levels of students. A large number of students live in poverty.
- Student attendance and tardiness.

Northwest Middle School's **Significant Awards, Results, Accomplishments** from the past three years:

School Award

- 2012 Palmetto Silver Award/ Improvement in Test Scores

Teacher of the Year

- Anne Kelsey-Zibert – Greenville School District Teacher of the Year 2013-2014

Band

- 2 outstanding awards at South Carolina Junior Div. Concert Festival
- 2 superior ratings and 1 Excellent ratings for South Carolina Junior Div. Concert festival
- Three years ago, students in the NWMS Bands received silver and gold awards through Heritage Band Festival
- In past two years NWMS band students received 26 superior ratings at solo and Ensemble Festival with an additional 6 Excellent ratings.
- In past two years, 5 students have participated with the South Carolina All-State Bands and 11 students have participated in the South Carolina Region One Honor Band.

Sports

- Girls basketball—runner up in county
- Girls softball—1st Regional 2013
- Boys baseball-- 1st Regional 2012
- Girls soccer—2nd in Region 2013

Scholastic

- Authorized International Baccalaureate Middle Years School
- High School Credit Awarded for Algebra I, Honors English I, and Spanish I
- Gifted and Talented Program
- National Junior Beta Club
- ACE Awards 2013/ 2-students
- 2013 (22 Students) Junior Scholars/ PSAT
- 2012 (8 Students) “ “
- 2011 (29 students) “ “

- State Duke Talent ID Program winners...2013 / 3 Winners
2012 / 3 Winners
2011 / 3 Winners

Art

- Dream Career Poster Contest/ 2012/ Honorable Mention
- Multiple PTA Reflections Winners

School Profile

Description of the School Community

Northwest Middle School is a middle grades public school for grades six through eight. Originally built in 1973, it is located just north of the city of Travelers Rest, South Carolina. Northwest Middle opened as an open classroom school. In 1998 Northwest Middle School benefited from a multi-million dollar renovation project which gave the interior and exterior a new look. The entire school was restructured to be a state of the art educational facility. The facilities at Northwest Middle consist of forty-six classrooms, a cafeteria and kitchen, a small and large gymnasium, media center, a computer technology classroom, three computer labs, teacher workroom, and a Professional Development room. Northwest went through a technology refresh two years ago. Teachers and administrators and other staff received laptop computers and some classrooms were outfitted with new Promethean boards. As of 2014, all classrooms have a Promethean Board. All classrooms are connected to the internet and we also have wireless overlay with access points. Many classrooms also have document cameras and there are twenty-six cameras throughout the school's hallways.

The residents of Travelers Rest, Marietta, and Slater in Northern Greenville County continue to support the mission and vision of Northwest Middle School. Travelers Rest is a growing community with a small town atmosphere. It is undergoing a major downtown development centered on the Swamp Rabbit Trail. With a population just over 4,000 people, Travelers Rest hosts a number of industries including: area restaurants, textile, brass works, wood works, and a galvanizing plant and has hopes of drawing more business and commerce to the area. Travelers Rest has experienced a "big box" development with the opening of its own Wal-Mart. Many new businesses have opened recently and are experiencing success. Several housing developments are either being planned or under construction. As a result, Travelers Rest is poised to experience substantial population growth within the next few years. Gateway Elementary and Heritage Elementary are located in Travelers Rest. Furman University was recently annexed into the city of Travelers Rest.

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

Northwest also receives some students from Duncan Chapel Elementary School, located near Furman University, and also in Northern Greenville County.

Our community is very involved in our school and is a major reason for our success. Through the years many people have worked extremely hard to help us achieve the present status of our school. Members of the community are often willing to serve as resources for our teachers and students. The SIC and PTSA groups continue to support our teachers and

students in their quest for excellence in all they do. We are a proud community with great educational expectations for our students.

Administration

The administrative leaders of our school are: Dr. David McDonald, Julie Carlson, Jeff Jenkins, Cindy Poteet, and Heather Gordon.

Dr. McDonald grew up in Lancaster, South Carolina where he proudly attended public schools. Following graduation, he attended Winthrop University where he received a degree in History/Secondary Education. He returned home to teach at Lancaster High School. During this time he became incredibly interested in school administration and worked to receive his Masters degree in School Administration from Concordia University. After receiving his Masters degree, he was selected to serve as Assistant Principal at Indian Land Elementary/Middle School where he served two years before being named Principal of the newly created Indian Land Middle School and for one year, interim Principal of Indian Land Elementary School. During his six years as Principal of Indian Land Middle School, he was able to transform student learning. The school was honored as a National School to Watch, 6 time National Character Education Award Winner, Palmetto Silver and Gold Award recipient and many more accolades. He was excited to be chosen as Principal of Northwest Middle School beginning in 2013-2014. He recently completed his Doctor of Philosophy in Education Leadership from the University of South Carolina. Education has always been such an important part of his life and continues to dominate his goals. He believes that education is the door to everything in life. Dedication matched with hard work will always yield great rewards.

The Assistant Principal is Ms. Julie Carlson. This is her fourth year as Assistant Principal. Prior to being named as Assistant Principal, Ms. Carlson served as Administrative Assistant at Northwest for five years. She graduated from USC with a B.S. in Business, an M.A.T. in Elementary Education, and Ed. S. in Administration and Supervision, and was a classroom teacher for eight years, having taught Science, Language Arts, and Social Studies.

Our Administrative Assistant, Mr. Jeff Jenkins, is in his second year at Northwest. He graduated from Mars Hill College with a B.A. in History-Education and earned a M.Ed. in Administration and Supervision from Clemson University. Mr. Jenkins was a classroom teacher for eight years, having taught Social Studies.

Our Instructional Specialist is Dr. Heather Gordon. This is Dr. Gordon's second year at Northwest Middle. Prior to coming to Northwest, Dr. Gordon served as Principal at Pendleton High School, Assistant Principal for Curriculum and Instruction at James F. Byrnes High School, Assistant Principal, Administrative Assistant, and a social studies teacher at Mauldin High

School. Dr. Gordon has a BS in Secondary Education - Social Studies/Political Science from USC Upstate, an MA in Educational Administration from Furman University, a EdS from USC in Educational Administration, and received her PhD from USC in Educational Administration in August 2013.

Our Instructional Coach is Mrs. Cindy Poteet. This is Ms. Poteet's first year at Northwest Middle School where she serves as the Instructional Coach. Prior to moving to South Carolina this summer, Ms. Poteet served as a teacher and an administrator in Georgia public schools for fifteen years. She graduated with a B.S. in Elementary Education from Middle Tennessee State University, an M. A. in Technology in Education, and an Ed. S in Administration and Supervision from Lincoln Memorial University. Prior to becoming an administrator, she taught in the math classroom for nine years.

School Personnel Data

Northwest Middle School's instructional faculty totals forty-six members which include: eight teachers on two sixth grade teams and a two-person team, eight teachers on two seventh grade teams and a three-person team, and eight teachers on two eighth grade teachers on four person teams as well as a two person team. This makes a total of thirty-one Core Curriculum teachers. The Special Education team includes six teachers. Of these, three teach in the self-contained classroom and three are inclusion/resource teachers. Additionally, there are two special education aides. The Related Arts team includes nine teachers. These nine include: one Computer Technology instructor, two Physical Education teachers, one Consumer Science instructor, a Band director, a General Music/Chorus director, two Spanish teachers, and one Art teacher. There is one Media Specialist and one Media Center clerk. Two Guidance Counselors, a Guidance clerk, a Career Development Facilitator, a Mental Health Counselor and an In-School Suspension aide also serve our student population. Administrative faculty includes one Principal, one Assistant Principal, an Administrative Assistant (who carries on the role of an Assistant Principal), an Instructional Coach, and an Instructional Specialist. We also have an IB Coordinator. Our IB Coordinator serves Northwest and Travelers Rest High School. Support staff includes a school Secretary, an Attendance clerk, an assistant clerk, a Plant Engineer, and custodial staff including a grounds keeper. In addition, Northwest Middle has a School Resource Officer, a nurse, Cafeteria Manager and staff, as well as bus drivers. Other support personnel available to assist in meeting the needs of Northwest Middle students include the district psychologist, an ESOL teacher, a vision teacher, a speech and language specialist, and network computer technicians.

Of the instructional and administrative faculty members, twenty-two have Master degrees, four have Master's plus 30 hours, two have Educational Specialist (Ed.S) degrees, and three have Ph.Ds. The ethnicity of the faculty includes forty-three Caucasians, four African Americans and one Hispanic. Thirty-one are females and seventeen are males.

Five faculty members have been selected as one of the top ten teachers of the year for Greenville County. Our Teacher of the Year became Greenville County Schools’ District Teacher of the Year for 2013-14. Four faculty members have National Board certification in their areas of instruction.

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

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

Student Population Data

Our student population at Northwest Middle is a diverse mix of cultural, socio-economic, and ethnic groups drawn from a wide geographic area in northern Greenville County.

Northwest’s 2013 -2014 enrollment by grade level is as follows:

Grade 6 Total 254 Boys 137/Girls 117

Grade 7 Total 274 Boys 139/Girls 135

Grade 8 Total 263 Boys 126/Girls 137

Total 791

The breakdown by gender is: 402 males and 389 females. The racial/ethnic breakdown is: 626 white, 88 African American, 3 Asian/Pacific Islander, and 57 Hispanic and 14 two or more races. Of the total student population, 137 are disabled. Forty-three students are classified as Limited English Proficient. Of the total student population, 474 receive subsidized meals. (56%)

As reported in the 2012-13 School Report Card, the retention rate for 2013 was 0.6%. This was up from 0.3%. The student attendance rate was 93.5%. This was down from 94.4%. The percentage of the student population that was served by the gifted and talented program was 17.1%. The percentage of the student population having disabilities was 17.7%. These numbers have remained fairly consistent over the past several years.

Northwest's Major Academic and Behavioral Features, Programs, and Initiatives

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

All grade levels are divided into teams. Sixth grade has two teams of four teachers, and a two-person team. Seventh grade has two teams consisting of four teachers and a three-person team. Eighth grade has the same teaming format as sixth grade. Tutorial classes and inclusion are provided for identified students. On Tuesday afternoons students are offered the opportunity to make up or retake tests with an administrator proctoring. All teachers give an additional 1 ½ hours each week for before and/or after-school tutoring. We have also won a grant to institute an after-school program for identified students. We have a staggered daily schedule with no bells signaling class changes. This has helped to create a calmer hallway environment with all grade levels not in the hallways at the same time. There is a school-wide grading policy which conforms to the state and district grading scale. All grades/subjects must have a determined number of major and minor grades. All teachers are following district guidelines. There is consistency in disciplining of students in teams, grade level, and school wide. All teachers have their own website where they showcase their classes and provide important information including homework, class activities, and dates in order to foster communication with parents and students.

Students go to related arts classes in blocks. Sixth grade has related arts first and second periods. Seventh grade has related arts fifth and sixth periods. Eighth grade has related arts third and fourth periods. This allows teachers in each grade level to have a two 45 minute periods for collaborative and individual planning, for meetings, and for holding parent-teacher conferences.

Northwest Middle School's educational models are guided by our State mandated Standards Based Instruction. The standards have been aligned with national standards and the state's Palmetto Assessment of State Standards (PASS).

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

The IBMYP centers around the student through five areas of interaction: Approaches to Learning, Community and Service, Human Ingenuity (creativity, inventions and their impact on the world), Environments, and Health and Social Education. These areas are

incorporated into the students' educational journey through the eight curriculum areas: language A, language B, humanities, physical education, technology, arts, sciences, and mathematics.

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

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

Students at Northwest Middle receive a high level of support services from the guidance department. Career testing and counseling are offered to our students. Counselors regularly visit the classrooms for guidance lessons on subjects such as the dangers of smoking, bullying, careers, peer pressure, eating disorders, and other topics. During recent school years, Ms. Barber has a "Tiger Talk" group where identified students become pen-pals with Clemson athletes. Over the last two years, we have been fortunate to have a mental health counselor on site to help students in dealing with issues that they are struggling with. Mr. Furman Jackson, our Career Development Facilitator, meets on a regular basis with students who are struggling academically and provides one-on-one support for these students. He monitors their grades, homework assignments, and behavior. He also works with them on organizational skills. Each year our Counselors and the Career Development Facilitator work together to expose students to a wide variety of career topics. One of the events includes an Eighth Grade Career Day. Some students are invited to participate in job shadowing, also. Guidance counselors help to make sure that students are signed up for the correct classes each year. A curriculum night was held in February. Rising ninth graders and parents meet with a counselor during the second semester to discuss schedules and the transition from middle school to high school.

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

The PASS test continues to be the statewide achievement test taken by students across the state. Here at Northwest, we are using a variety of strategies to increase test scores.

Teachers meet weekly in grade level groups. This provides structured time for collaboration. We have scheduled weekly meetings by department to discuss curriculum, common assessments, strategies, ideas, etc.

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

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

For the second year, quarterly benchmark tests have been administered by all teachers in all core academic subjects. These tests are created by teachers with grade level counterparts. Benchmark tests are cumulative and closely follow state standards. All students take the benchmark tests. Data is collected by the teachers and compiled in Assessment Notebooks. This data is used to target weak areas to improve learning and better prepare students for end of the year PASS tests.

All teachers use a combination of Learning Focus and differentiated instruction strategies to meet children where they are and to address all learning styles. In the past, our faculty has had extensive in-service addressing reading in the content areas. We continue to stress the importance of reading skills in all subjects. Math and Language Arts teachers have attended all district professional development training in Common Core. Teachers are implementing a variety of these strategies in all curriculum areas. By using these strategies, our goal is to increase achievement.

Northwest Middle School is dedicated to the empowerment of students through innovative teaching and learning experiences.

MISSION, VISION, BELIEFS

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

Values and Beliefs

We believe...

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

Purpose

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

Mission

Our mission statement is:

The Northwest Middle School Community Unites to Give 100% Effort 100% of the Time To Achieve Academic and Personal Success!

Shared Vision

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

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

Overall

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

Curriculum

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

Instruction

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

Assessment

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

Environment

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

Vision

Northwest Middle School's vision is to offer a strong academic program. The educational 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 Northwest Middle plans to prepare adolescents to become motivated, self-directed, confident, life-long learners.

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

- Learning-Focused Strategies
- Differentiated Learning
- Curriculum Mapping
- Implementation of the IBMYP Program
- Common Core
- Assessment Notebooks

Data Analysis and Needs Assessment

Student Achievement

In the 2013-2014 school year, the faculty and staff at Northwest Middle School continued to gather information from the district database as it related to our individual students' achievement records. The staff believes it is beneficial to analyze student achievement data, and in turn, use the analysis to guide us towards qualified decision making. As a result of the information and analysis, our classroom teachers can more effectively help students achieve the values, beliefs, purpose, mission, vision, and goals of our school and themselves.

General School Information

During the 2012-2013 academic school year, Northwest Middle School scored a Growth Rating of "Average," and an "Average" for the Absolute Rating in the 2013 South Carolina Annual School Report Card. In addition, the school received an 83.1 (B) by the Federal Accountability Rating System. This system replaced the AYP indicators from the No Child Left Behind rating system. This new system utilizes more of the statewide assessments already in place and combines these subject area results to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years.

The Test: PASS

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

All students in grades three through eight take the PASS English Language Arts (ELA) and Mathematics tests. All students in grades 4 and 7 take both the Science and Social Studies tests. Students in grades 3, 5, 6, and 8 take either the Science or the Social Studies test. Approximately half of the students in each of these grades are randomly assigned to take the PASS Science test; the other half are assigned to take the Social Studies test in each of these grades (per school).

As reported in the South Carolina Annual School Report Card, 98.4% of the student population at Northwest Middle was tested via the PASS Test in the 2012-2013 school year. A summary of our test results is forthcoming beginning with overall test results for our school.

Student Achievement Summary

During the 2012-2013 school year, Northwest Middle Schools' staff has become more data-driven than ever before. We have reviewed our demographic data and gathered perceptions data through questionnaires from students, parents, and staff. We have also analyzed our student achievement results. We have implemented benchmark testing procedures throughout the school in all grades and academic subject areas. We feel this will lead to improved future performance on standardized testing.

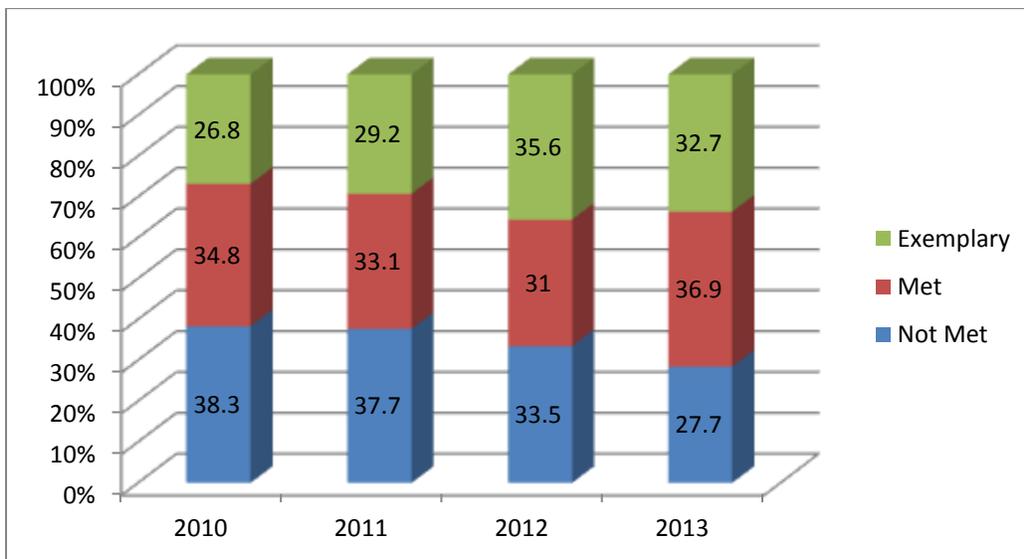
What the Data Tells Us

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

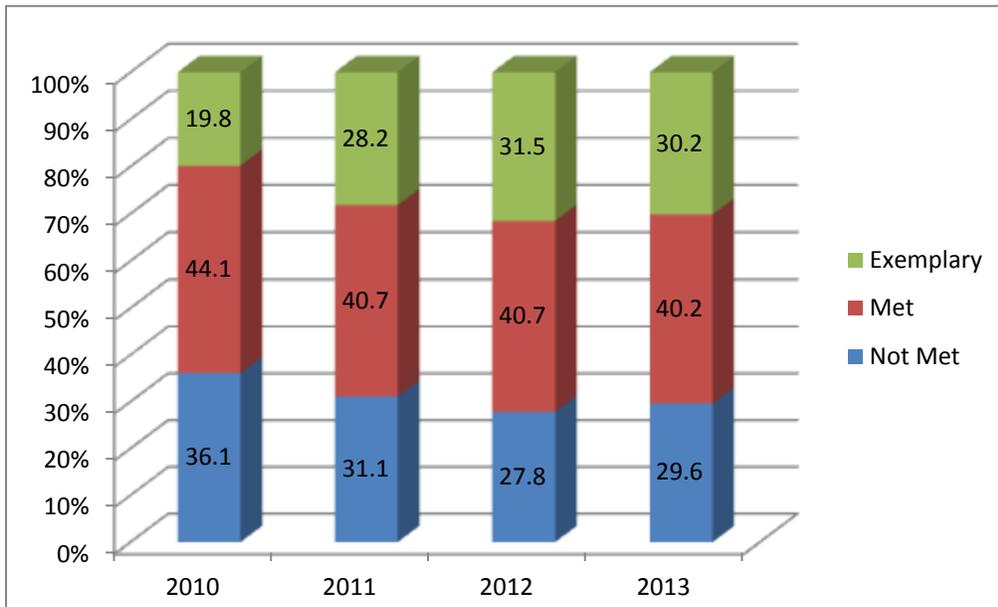
Overall Test Results

In the 2012-2013 school year, Northwest Middle School's focus on student achievement was centered around the PASS test. Previous years' data reflects a baseline from which we will work for the next several years.

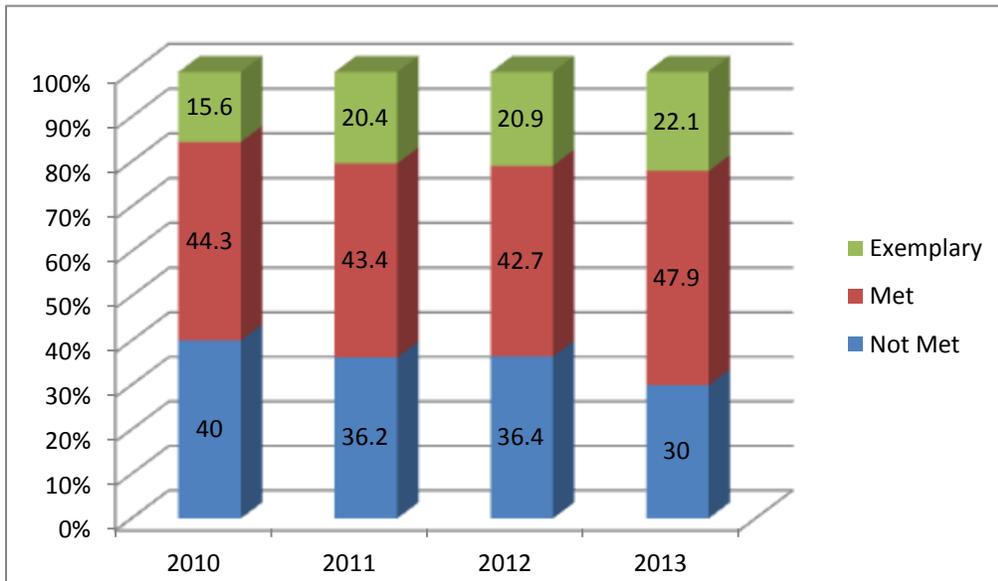
PASS Scores in ELA from 2010-2013



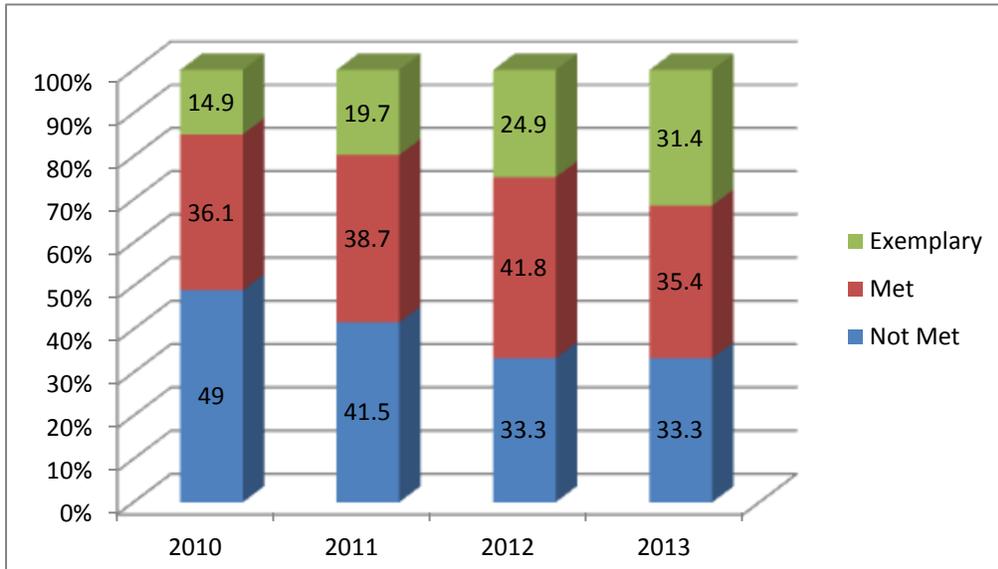
PASS Scores in Math from 2010-2013



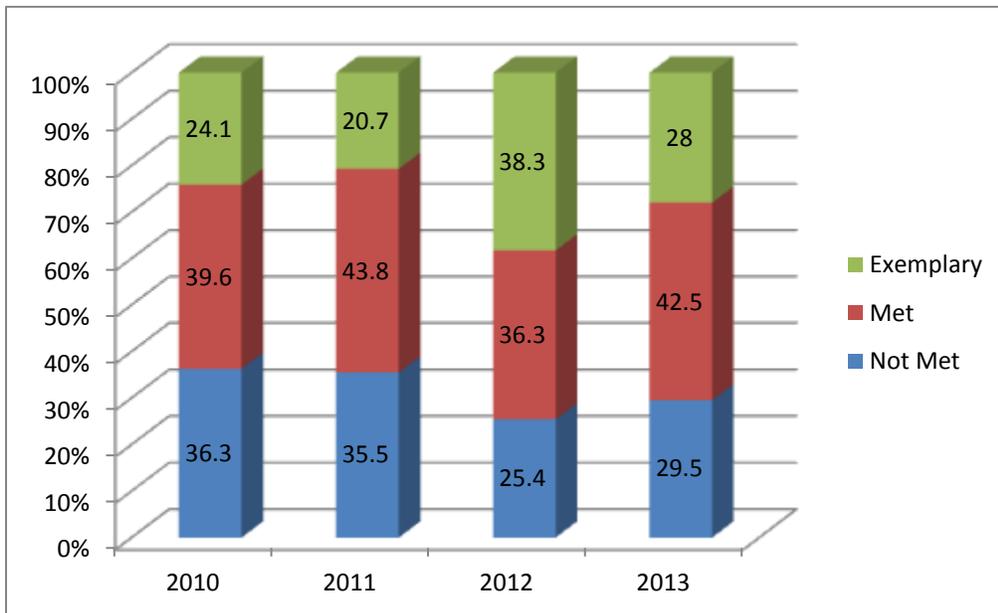
PASS Scores in Science from 2010-2013



PASS Scores in Social Studies from 2010-2013



PASS Scores in Writing from 2010-2013



PASS Student Performance By Grade in ELA and Math: Spring 2013

English/Language Arts	Not Met	Met	Exemplary
Grade 6	28	42.9	29.1
Grade 7	25.8	34	40.2
Grade 8	35.6	34.2	30.2
Mathematics	Not Met	Met	Exemplary
Grade 6	28.1	42.7	29.2
Grade 7	20	33.5	46.5
Grade 8	38.2	44.3	17.5

Mathematics

In 2012-2013, female average for mathematics was 648.8 and the male average for mathematics was 643.5. The average for mathematics for students who receive subsidized meals was 633.4. The overall average for all students in mathematics was 646.2.

ELA

In 2012-2013, female average for ELA was 648.9 and the male average for ELA was 637.6. The average for ELA for students who receive subsidized meals was 630.8. The overall average for all students in ELA was 643.3.

PASS Student Performance in Science and Social Studies: Spring 2013

6th Grade

Of those students tested in Science, 67.9% met or were exemplary while 32.1% did not meet the state standard for Science.

Of those students tested in Social Studies, 65% met or were exemplary while 35% did not meet the state standard for this subject.

7th Grade

In Science, 73.5% of the students tested scored met or exemplary, while 37.8% did not meet the state standard in Science.

In Social Studies, 65.3% of the students tested were met or exemplary, while 26.5% did not meet the state standard in Social Studies.

8th Grade

Students tested in Science were 65.7% met or exemplary, while 34.3% did not meet the state standard in Science.

In Social Studies, 68.1% of the students tested were met or exemplary, while 31.9% did not meet the state standard in Social Studies.

Science

Female students outperformed the male students in science, scoring a mean of 623.9 while the females scored a mean of 621.4. The mean for white students was 625.4, while the mean score for the African American students was 602.5. The mean score for Hispanics was 614.6.

Social Studies

Male students outperformed the female students in social studies, scoring a mean of 635.2 while the female scores had a mean of 623.6. The mean for white students was 632.3, while the mean score for the African American students was 610. The mean score for Hispanics was 619.

PERCENT TESTED ON ELA AND MATH PASS

ELA

Percent tested for ALL STUDENTS decreased from 2012-2013 held at 99.5 percent. This decrease includes the following SUBGROUPS: All students, Male, Female, White, Disabled, and Subsidized Meals. The following SUBGROUPS continued to stay at 100 percent: African American, Hispanic, and Limited English Proficiency.

Math

The percent tested for this subject also decreased from 2012-2013 from 99.5 to 99.4 percent. This decrease includes all of the following SUBGROUPS: Male, Female, White, and Subsidized Meals. The following SUBGROUPS that were 100 percent: African American, Hispanic, Disabled, and Limited English Proficiency.

EOCEP (End-of-Course Examination Program)

Overall: Percent of Students Passing the EOC

	2010	2011	2012	2013
English 1	100	100	100	100
Algebra 1	100	96.5	100	96.3

When considering the number of students enrolled in these high school credit courses, there is very little fluctuation in the percent of students passing from year to year. In 2011 and 2013, there were only one or two students who did not pass the Algebra 1 EOC. In the English 1 courses, we have a 100 percent passage rate each year. These trends show that honors students at Northwest are very capable and conscientious adolescents.

English I

The percent of students with scores of 70 or above on the English I End of Course test was 100 percent as of 2013. This is an accomplishment due to the fact that middle schools like ours for the same academic year had 95.5 percent of their students with scores at 70 or above.

Math

The percent of students with scores of 70 or above on the Math End of Course test has dropped to 95.5 percent into the academic year of 2013. Other students in schools like ours for the same academic year achieved 96.3 percent of scores of 70 percent or above.

Teacher and Administrator Quality

Professional development is a priority for teachers and administrators at Northwest Middle School. The NWMS administration continues to be very supportive and encouraging of staff in the area of professional growth. Our staff has the opportunity to attend a variety of workshops and conferences including: IBMYP workshops, IBMYP roundtable discussions, professional learning communities, and a variety of summer academy programs. Also additional opportunities include multiple technology training sessions, on the district and state level, as well as many “in-house” offerings of professional development.

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

We have also continued training in the Middle Years International Baccalaureate Program in order to support our status as an IB World School. As an IB MYP school, we continue to focus much of our professional development efforts on enhancing this program. After we developed our mission statement and examined student achievement, we realized the IB MYP is an ideal way to address the educational needs in our school community.

Professional Development Plan

Teachers have traditionally participated in professional development in order to achieve recertification from the State Department of Education. Others pursue advanced degrees and take classes for graduate credit. Some simply want to keep up with current trends in their subject area, and high-quality professional development is the necessary ingredient in that process. At Northwest Middle School, our plan over the past few years has been to offer professional development opportunities targeted to the specific goals in our school action plan. We work as a site-based managed school where the administration seeks input from the faculty to assess our professional development needs, while also insuring we are properly aligned with district and state mandates.

We are fortunate to have a mix of seasoned and new staff members who collaborate with one another in math, science, social studies, and language arts. We also have a career development

facilitator housed in our guidance office who assists teachers, students, and counselors. In addition, we are fortunate to share an IB coordinator with Travelers Rest High School. The IB Coordinator aides our teachers in the implementation of our IB curriculum, as well as acting as liaison to our fellow IB teachers at Heritage Elementary School and Travelers Rest High School. Northwest's Instructional Coach, along with our Instructional Specialist, facilitate, recommend, and implement changes in instructional practices of teachers enabling them to diagnose student needs more analytically; plan more productively; and teach more effectively. The Instructional Specialist and the Instructional Coach meet on a regular basis with each grade level team, each departmental team, and individual teachers for lesson improvements, Common Core implementation and evaluation, and Benchmark improvements. Having an additional curriculum consultant on-site as an extension of the classroom teacher fosters student achievement.

In addition to our Instructional Specialist, Instructional Coach, and IBMYP Coordinator, Northwest's Media Specialist also has many roles and responsibilities. The media center is a central hub where students can read, study, and research. Northwest's media center also houses a professional library which serves and supports the staff with professional resources from all content areas. Teachers rely on the media specialist for assistance in unit planning and technology needs.

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

We align our annual professional development plan and school-wide goals to the following mission statement:

The Northwest Middle Community Unites to Give 100% Effort, 100% of the Time to Achieve Academic and Personal Success.

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

As an IB school, we focus on IB MYP frameworks of academic challenges needed by students for professional development to enhance instruction and achievement for our students. During planned IB grade level meetings, teachers continue to explore ways Northwest Middle School can be an effective International Baccalaureate School. Our coordinator attends the SCIBS (South Carolina International Baccalaureate Schools) meetings. In-service training is provided by our IB coordinator, inclusive of the components of the new IB MYP unit planner, the utilization of the IB online curriculum center resources, and the self-study documentation from

the IB MYP evaluation. Training consists of curriculum integration, collaborative planning, instruction on student portfolios, rubrics and assessments, and IB goals and strategies. By implementing IB strategies and incorporating the Learner Profile, teachers continue to provide a balanced and integrated curriculum that is integral to our school's vision.

Several faculty and administrative staff members have advanced degrees in their areas of certification. Induction and second year teachers are participating in training through the Professional Assessment System for Teachers (PAS-T) seminars, and each novice teacher is assigned a personal mentor for additional guidance, leadership, and sage advice from a seasoned and professional instructor.

Furthermore, Northwest teachers realize the importance of technology in reaching the goals of our action plan. In addition to demonstrating their technology proficiency via Intel training, teachers access our computer lab for in-services on how to use the Online Curriculum Center when planning IB units of instruction and ways to utilize Streaming Video as a teaching tool. Teachers receive training on how to bring virtual field trips into the classroom that are highly engaging and provide teachers and students opportunities to visit exotic locations or provide access to content and materials that otherwise may have been unavailable through conventional field trips. All teachers have Promethean boards in their classrooms. These interactive whiteboards allow teachers to prepare digital lessons with customized text, images, video, and audio. Promethean board flipchart lessons establish student interest and maintain enthusiasm for learning. All teachers benefit from training on the Promethean Board every Tuesday. All teachers are afforded the use of a Promethean board for lessons taught in the media center.

Teachers continue to use Power School, a computerized grading program, and learned how to recommend and register students for annual classes. Our teachers use the electronic assignment/test grading software named GradeCam, especially for benchmark tests. The software not only electronically grades, records, and stores results of the assessment, it also provides quantitative data, trend, and needs analysis so the instructor can develop effective strategies for re-teaching, planning, and measuring progress on an individual student learning basis.

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

Teachers at Northwest also use professional development time to change how we work together. We observe in other teachers' classrooms and participate in vertical team meetings.

As an IB MYP school, we do a great deal of team planning in order to set student achievement goals and plan for meaningful instruction. Teachers share strategies and information via computer intranet files to enhance collegial support. Teachers vary instruction and learning methods with the incorporation of Learning-Focused Strategies. Teachers continue to engage in action research; however, we realize the need for continued professional development to address issues concerning student achievement. With the current implementation of MAP testing, teachers now have a resource to correlate measurements between student performance and achievements recorded on individual state testing scores. Teachers can use the information to develop plans for instructional strategies aimed at student improvement. The vision for meeting the goals set forth in Northwest's action plan is addressed in our professional development calendar.

Next Steps

As we work to raise the academic challenge and performance of students, teachers will continue to use information and strategies gleaned from various professional development opportunities to help students meet their annual growth target goals on reading, math and language arts MAP and PASS tests. Our teachers are working together toward the shared purpose of improving student learning through our PLC meetings and continuation of the implementation of Common Core Standards. While we have made many crucial improvements in professional development at Northwest that have helped us with our vision, we will continue to improve our work even more by upgrading our approach, implementation, and expected outcomes. We desire collegial coaching and action research that is focused on student achievement. We also look at students' assessments and needs as a base for professional development. Teachers will have ongoing conversations about student achievement data. Our implementation of professional development will involve the teacher as an action researcher. Furthermore, student learning styles and profiles will determine instruction and assessment strategies. Finally, the outcome of our professional development will show evidence of innovative, dynamic lessons through the use of differentiated strategies. We will follow students' test scores to determine and track gains, and professional development will be correlated with achievement. Teachers will continue to attend professional meetings and workshops offered by the district and state. Northwest teachers regularly share ideas and methods acquired during workshops, courses, and personal research. These dedicated educators plan to equip our students with the 21st century skills needed to succeed in work, school, and life. Ultimately, professional development will drive teaching and learning at all levels.

This year our staff followed a weekly meeting schedule with the following objectives:

- To develop common cumulative assessment for each 9 weeks grading period for each subject
- To develop long range plans and unit plans for each subject

- Work on daily plans as a curricular team with a focus on developing standards based instruction for rigor
- Work as whole team members to make cross-curricular instruction/activities/assignments throughout the entire school year.
- To develop common assessments, to include quarterly benchmark tests.
- Utilize MAP data to determine student growth and needs.

Monday	Tuesday	Wednesday	Thursday	Friday
Science and Admin Leadership	Social Studies	Professional Development by grade level/ELA	Team Meetings or Grade Level Meetings	Math and ELA (when not mtg Wed.)

School Climate

The third goal, School Climate, concerns several delineated items regarding Northwest Middle: attendance; expulsion rate; and parent, student, and teacher survey results regarding learning environment and safety at school. Over the past five years Northwest Middle has focused on increasing the number of student opportunities in order to improve several factors, especially attendance and learning environment:

- Bullying Program
- Chess Club
- Recycling Program
- Chorus
- Hands-On Visual Arts
- Nook Book Club
- School Beautification Days
- Washington Field Trip
- Various Community and Service Projects
- Veterans History Project

Northwest's attendance rate in the baseline year of 2012-2013 was 92.8%. The survey results on the learning environment questions were not as high. The parent score being 68%, a student score of 75.5%, and a teacher score of 65.8%. These perceptions are validation that there is still much work to be done.

The two factors relating to security during the school day are expulsion/suspension rate and survey results concerning safety. In the baseline year, the expulsion/suspension rate was 1.6%.

Next Steps

From the discussion of this data, 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 through continued implementation of the IBMYP.
- Review and modify behavior management program.
- 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: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 75.5% in 2012 to 80.5% in 2018.

ANNUAL OBJECTIVE: Annually increase by 1 percentage point 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	76.5	77.5	78.5	79.5	80.5
School Actual	75.5	70.5					
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 66.5% in 2012 to 71.5% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point 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	67.5	68.5	69.5	70.5	71.5
School Actual	66.5	69.6					
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	643.1	643.3					
Male	637.1	637.6					
Female	649.2	648.9					
White	645.1	646.6					
African-American	619.7	617.5					
Asian/Pacific Islander	N/A	N/A					
Hispanic	641.6	631.9					
American Indian/Alaskan	N/A	N/A					
Disabled	588.0	590.1					
Limited English Proficient	636.4	629.1					
Subsidized Meals	629.5	630.8					

ELA – District - Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	624	628	632	636	640	644	648
Actual							
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	100	100	100	100
School Actual	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					

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 72.2% in 2012 to 77.2% in 2018.

ANNUAL OBJECTIVE: Increase by 1 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	73.2	74.2	75.2	76.2	77.2
School Actual	72.2	70.4					
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 – 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	645.3	646.2					
Male	644.7	643.5					
Female	645.9	648.8					
White	647.0	648.5					
African-American	623.8	624.9					
Asian/Pacific Islander	N/A	N/A					
Hispanic	642.2	639.3					
American Indian/Alaskan	N/A	N/A					
Disabled	595.9	599.6					
Limited English Proficient	634.4	634.9					
Subsidized Meals	632.7	633.4					

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 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	100	100	100	100
School Actual	100	95.5					
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	99.5					
Male	100	99.5					
Female	100	99.5					
White	100	99.4					
African-American	100	100					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100	100					
American Indian/Alaskan	N/A	N/A					
Disabled	100	99.3					
Limited English Proficient	N/A	100					
Subsidized Meals	100	99.6					

% 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	99.9					
Male	99.9	99.9					
Female	99.9	100					
White	99.9	100					
African-American	99.8	99.9					
Asian/Pacific Islander	99.8	100					
Hispanic	99.9	99.8					
American Indian/Alaskan	100.0	100					
Disabled	99.2	99.6					
Limited English Proficient	99.8	99.8					
Subsidized Meals	99.8	99.9					

% Tested Math School Name	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	99.4					
Male	100	99.1					
Female	100	99.8					
White	100	99.3					
African-American	100	100					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100	100					
American Indian/Alaskan	N/A	N/A					
Disabled	100	100					
Limited English Proficient	N/A	100					
Subsidized Meals	100	99.6					

% 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 63.6% in 2012 to 68.6% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point 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	64.6	65.6	66.6	67.6	68.6
School Actual	63.6	70.0					
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 – 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	618.8	622.7					
Male	620.6	621.4					
Female	616.9	623.9					
White	620.9	625.4					
African-American	600.0	602.5					
Asian/Pacific Islander	N/A	N/A					
Hispanic	610.4	614.6					
American Indian/Alaskan	N/A	N/A					
Disabled	569.0	572.6					
Limited English Proficient	603.9	604.7					
Subsidized Meals	607.5	611.2					

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.

PASS % 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: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 66.7% in 2012 to 71.7% in 2018.

ANNUAL OBJECTIVE: Increase by 1 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	67.7	68.7	69.7	70.7	71.7
School Actual	66.7	66.8					
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.

PASS AVG. SOCIAL STUDIES

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 – School Name	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	624.9	629.6					
Male	626.6	635.2					
Female	623.0	623.6					
White	627.1	632.3					
African-American	607.5	610.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	613.0	619.0					
American Indian/Alaskan	N/A	N/A					
Disabled	581.5	587.1					
Limited English Proficient	603.9	619.2					
Subsidized Meals	611.3	615.3					

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.

<u>STRATEGY</u> <u>Activity</u>	<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>
The school will communicate with parents through all available resources such as school messengers, school newsletters, the school website, teacher websites, and school wide posters. Individual student grades may be monitored by parents through the Parent Portal. The school will send home information about new state testing to parents.	2013-2018	Teachers and Parents	None	Greenville County School District	Observation, School Report Card, and positive feedback from the stakeholders.
Teachers will plan collaboratively on a district and school level to prepare for the new federal accountability objectives as part of the new Common Core curriculum. Teachers will continue to use best practices in their subject areas including the learning focused model.	2013-2018	Teachers	None	None	School Report Card and positive feedback from the stakeholders.
Students will be grouped homogenously in all core classes so that all subgroups have access to high expectations from teachers (with the exception of the Gifted and Talented program).	2013-2018	Teachers and guidance	None	None	School Report Card and positive feedback from the stakeholders.
Teachers analyze PASS and MAP test scores to help plan for instruction in all core subject areas, with a focus on the weaknesses of subgroups in ELA and Math.	2013-2018	Teachers and guidance	Varies	Greenville County School District and State Funding	School Report Card and positive feedback from the stakeholders.
As an authorized International Baccalaureate Programme (IB-MYP) School, teacher school-wide employ a variety of IB strategies to focus their instruction through the Areas of Interaction.	2013-2018	IB Coordinator and teachers	Varies	Greenville County School District	School Report Card and positive feedback from the stakeholders.
Academic incentives rewarded quarterly. -Principle Lunch-reward for students on the A Honor Roll list. -Counselors give rewards for A&B honor roll achievement. -Principal's Honor Roll and the A/B Honor Roll are posted in the Northwest Middle School Newsletter.	2013-2018	Administration and faculty	Varies	Northwest Middle School	Observation and student feedback.

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 personnel in all subject areas.

ANNUAL OBJECTIVE: Employ only new personnel who are Highly Qualified.

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	100	100					

<u>STRATEGY</u> <u>Activity</u>	<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>
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 and Calendar
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, and questioning	2013-2018	Instructional Coach Administrators Department/Team Chairs	N/A	N/A	Professional Development Portal and Calendar
As an authorized International Baccalaureate Programme (IB-MYP) School, continue professional development focused on school-wide implementation of a variety of IB strategies.	2013-2018	IB Coordinator and teachers	Varies	Greenville County School District	Professional Development Portal and Calendar
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	Administrators Instructional Coach ESOL Teachers Special Ed Teachers G/T Teachers	Varies	N/A	Professional Development Portal and Calendar
New teacher orientation and ongoing professional development	2013-2018	Administrators Instructional Coach	N/A	N/A	Professional Development Calendar Observation Records
New teacher mentoring	2013-2018	Administrators Instructional Coach Teacher Mentors	N/A	N/A	Professional Development Calendar Observation Records

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: Achieve and 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	94.4	93.5					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

STUDENT EXPULSION

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

ANNUAL OBJECTIVE: Achieve 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%				
School Actual	1.2%	1.6%					
District Projected	X	X	Less than 0.5%				
District Actual	0.5%	0.6%					

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 70.3% in 2012 to 75.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 1 percentage point 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	71.3	72.3	73.3	74.3	75.3
School Actual	70.3	68.0					
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 73% in 2012 to 78% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point 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	74	75	76	77	78
School Actual	73	75.5					
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 83.3% in 2012 to 88.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point 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	84.3	85.3	86.3	87.3	88.3
School Actual	83.3	65.8					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

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 84.6% in 2012 to 86.6% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage points 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	85.0	85.4	85.8	86.2	86.6
School Actual	84.6	71.1					
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 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 89.7% in 2012 to 92.0% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage points 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	90.4	90.8	91.2	91.6	92.0
School Actual	89.7	85.3					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2					

TEACHER SATISFACTION – SAFETY

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 98.0% in 2012 to 98.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.1 percentage points 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	98.1	98.2	98.3	98.4	98.5
School Actual	98.0	92.1					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

<u>STRATEGY</u> <u>Activity</u>	<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>
Provide frequent opportunities for parents to volunteer through tutoring, assisting in the classroom, SIC membership, PTSA membership, extracurricular activities, book fairs, sports concession sales, etc.	<u>2013 - 2018</u>	All staff, parents, and community members	<u>N/A</u>	<u>N/A</u>	Observation, School Report Card, and positive feedback from the stakeholders.
Community members and stakeholders will be involved with the School Improvement Council. Invite community leaders to become involved with our school through various activities such as the Veterans Day Program and Career Day.	<u>2013 - 2018</u>	All staff, parents, and community members	<u>N/A</u>	<u>N/A</u>	Observation, School Report Card, and positive feedback from the stakeholders.
Encourage more teachers to submit articles for the PTSA Newsletter. We now post the Northwest Middle School Newsletter on our website.	<u>2013 - 2018</u>	Teachers and staff	<u>N/A</u>	<u>N/A</u>	School Report Card and positive feedback from the stakeholders.
Provide opportunities for the parents, school staff, and community leaders to work toward improvement and provision of a safe school environment including a bullying prevention program, Crime Stoppers Report System, and the employment of a full-time SRO. The staff entrance is protected by an electronic keypad with code. Northwest conducts safety drills to ensure the student and faculty's safety.	<u>2013 - 2018</u>	Teachers and staff	Varies	Greenville County School District	School Report Card and positive feedback from the stakeholders.

2012-13 School Report Card

<http://www.ed.sc.gov/data/report-cards/2012/middle/c/m2301077.pdf>

2012-13 ESEA (Federal Accountability Rating System)

<http://www.ed.sc.gov/data/esea/2012/school.cfm?SID=2301077>