

SOUTH CAROLINA SCHOOL TO WATCH



CAMPOBELLO GRAMLING SCHOOL

2013-14 School Statistics

(Source: PowerSchool, Pearson Education Inc.)

Community: Rural
Enrollment: 280 Middle School, 790 Total
Grade Levels: K4-8
School Schedule: Traditional

Student Demographics

4.6%	Hispanic
90%	White
<1%	Asian
2%	African American
0%	American Indian (Native American)

36%	Free/Reduced Lunch
7.1%	English Learners
N/A	Mobility Rate

ESEA / Federal Accountability Rating System

Overall Weighted Points Total: 92.5
Overall Grade Conversion: A



Designated in 2013;

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School Web Site: <http://www.spart1.org/cgs/>

School Characteristics and Replicable Practices

Academic Excellence

As a recent recipient of the Palmetto Gold and Silver Awards, our school is recognized as a high achiever on many different levels. As such, our expectations are high and our goals are set each year to improve upon what was achieved the year before. Prior to the beginning of each school year, each teacher analyzes PASS test data to create goals for each student and every classroom. Teachers and administrators use additional data such as MAP test scores to predict student achievement each fall. Within the first month of school, students are placed into small focus groups to work on the skills necessary for improvement in reading and math.

Each day, core teachers facilitate RtI Focus Groups, a specific time for students to receive extra help or enrichment at his or her own learning level. For example, a math teacher may lead small group activities for students who struggle in numbers and operations. Down the hall, another math teacher may be leading a group

discussion on tessellations with her students who have already mastered the geometry concepts that are a prerequisite for creating patterns. These focus groups are data-driven and adjust as the students' progress according to performance on benchmark tests and MAP results. In the fine arts, students who excel receive private instrument lessons or participate in art contests on the state and national level.

During normal classroom periods, whole group instruction has become only a small part of the routine. Teachers create differentiated mini-lessons that address the specific needs of small groups of students. Visitors to a middle school classroom will find students working in small groups on tasks designed by the teacher for each student. A combination of work stations and small, teacher-led groups can be found in any classroom.

Essential to our success with tracking students and their individual needs is the support from our district administrative office. Each semester, the superintendent, assistant superintendent and all cabinet staff spend a day at our school reviewing our data plan and intervention success. This information is then used to determine what support we need from the district office in terms of curriculum, instruction, and assessment.

Along with the South Carolina State Standards and Common Core State Standards, our school incorporates the Making Middle Grades Work philosophy of requiring critical thinking and deep understanding. Teachers align their assessments to the *Webb's Depth of Knowledge Descriptors, Examples and Questions Stems*. Instructional coaches assist teachers with creating assessment questions that challenge students to answer questions at the Strategic Thinking and Extended Thinking levels rather than simply at the Recall and Skill/Concept levels. Semester exams are analyzed using an exam analysis protocol to ensure that we are assessing student knowledge to the depth required by Common Core State Standards. Curriculum, instruction, assessment and appropriate academic intervention are all aligned to meet the high standards our school has established. Teachers focus on instruction that requires thinking, reasoning, and problem-solving.

At CGS, our focus is united in that we are dedicated to improvement and achieving our mission of *providing a quality, student-centered education*.

Developmental Responsiveness

Campobello Gramling School strives to provide a personalized education plan for all students. With the unique opportunity to foster a child's development from K4 through 8th grade, we are able to allow our adolescent learners to flow naturally into the middle school setting with the comfort of "never leaving home." As students transition from 5th to 6th grade, our teachers work closely together to ensure that the additional freedoms and experiences that are available as a middle school student do not interfere with the academic success of our students. The 6th grade hallway is easily accessible to all related arts areas; however, it is unique in that it is the only grade-level in the school that is located on a hall of its own. This allows our 6th grade students to recognize they are no longer elementary students, but gives them the transition year before moving to the 7th and 8th grade combined hallway.

CGS provides many different services to our students to foster growth and development of the whole child. Teachers meet weekly with the administration to discuss student success and challenges. The guidance counselors are always a part of these meetings and offer assistance. The resource teacher also attends these meetings to add observations and suggestions for all students, not only those students she serves.

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Social Equity

We recognize each student's differences and celebrate our diversity. We accomplish this by employing high-quality professionals who are trained in differentiated instruction and individual learning plans. Each Thursday, teachers in every grade level meet with counselors and administration to discuss students and specific needs of individual children. Professional Development on "Marvelous Mondays" is provided to teachers by special guests in topics such as differentiated instruction, special needs instruction in the classroom, co-teaching, ESOL resources, technology, and intervention strategies in the classroom.

Students are provided the opportunity to use many and varied approaches to achieve and demonstrate competence and mastery of standards. In addition to traditional methods of assessment, our students demonstrate competence by projects, group and team presentations, reader's theatre productions, Fine Arts Day, Middle School Smart Art Night, speeches and participation in a variety of writing, poetry and art contests, including the annual National Career Development Poster/Poetry Contest. Evidence of this assessment is displayed throughout our hallways.

Our unique K4-8th grade structure is key to knowing our students. Because so many of our students attend school here from pre-school through 8th grade, we are intimately familiar with the students' home life and background. We appreciate the different sets of values that each culture holds and we honor those traditions in our home-school relations. Our school's reward systems are designed to honor academic excellence as well as diversity, service, artistic talent and character.

Organizational Support

Campobello Gramling School provides a *quality student-centered education*. We believe that all students can learn and that students and teachers should engage in relevant learning experiences daily. There is a strong sense of urgency as we are constantly seeking opportunities for educational growth for students, teachers, and CGS families. We believe that each day presents an opportunity for learning as an educator, as a student, as a parent, and as a community school supporter.

A commitment to learning is evident at every level of the district. Each district office staff member devotes time each week to mentor/tutor a student in need, either instructionally or motivationally. Our trained Reading Recovery teachers volunteer at our Wildcat club to target specific reading interventions that our middle school teachers are typically not trained in. Local churches partner with us to provide "release time" for middle school students to leave our campus and travel to area churches where members of the community are available to guide students through Bible studies and act as community role models.

At Campobello Gramling, we believe that learning is a lifelong process. A positive climate sets the tone for learning. We know that education is a shared responsibility between school, home and the community and that effective leadership will impact teaching and learning. We understand that student work should be displayed and celebrated, and that failure is not an option. We employ a variety of instructional strategies that will maximize student achievement. We know that collaboration will improve teacher practice and student learning and that all of the student learning should be relevant. We teach students to think and problem solve.