

SOUTH CAROLINA SCHOOL TO WATCH



T. E. MABRY MIDDLE SCHOOL



2013-2014 School Statistics

(Source: PowerSchool, Pearson Education Inc.)

Community: Rural
Enrollment: 425
Grade Levels: 7-8
School Schedule: Traditional

Student Demographics

5%	Hispanic
78%	White
4%	Asian
11%	African American
0%	American Indian (Native American)

54%	Free/Reduced Lunch
13%	English Learners
15%	Mobility Rate

ESEA/Federal Accountability Rating System	
Overall Weighted Points Total	90.3
Overall Grade Conversion	A

Re-Designated I in 2014;

T. E. Mabry Middle School • Spartanburg County School District One • 35 Oakland Avenue • Inman • South Carolina • (864) 472-8402 • Principal Marsha Clark • marsha.clark@spart1.org
School Web Site: <http://spart1.org/mms/>

School Characteristics and Replicable Practices

Academic Excellence

Mabry Middle School continues to provide interdisciplinary, technology-assisted, data-driven instruction that engages our students by challenging each to think deeply and respond critically to all subject matter. Our school constantly evaluates and reflects on our practice to guarantee continuous improvement.

All of our students are expected to meet high academic standards. Mabry's curriculum, instruction, assessment and appropriate academic interventions maintain alignment with our high

standards. Mabry's curriculum emphasizes deep understanding of important concepts and the development of essential skills. The instructional strategies used at Mabry Middle include a variety of challenging and engaging activities that are clearly related to the grade-level standards, concepts and skills being taught. The faculty and master schedule provide students time to meet the demands of our rigorous academic standards. Mabry students are provided the support they need to meet rigorous standards. The adults at Mabry Middle School are provided time and frequent opportunities to enhance student achievement by working with colleagues to deepen their knowledge and to improve their standards-based practice.

Developmental Responsiveness

Mabry Middle School persists in creating a personalized environment that supports each student's intellectual, ethical, social, and physical well-being. Our school continues to provide access to comprehensive services to foster healthy physical, social, emotional, and intellectual development. Mabry's teachers foster curiosity, creativity, and the development of social skills in a structured and supportive environment through collaboration with our support staff. Our curriculum is both socially significant and relevant to the personal and career interests of our young adolescents. Our teachers use an interdisciplinary approach to reinforce important concepts, skills, and address real-world problems. Our students are provided multiple opportunities to explore a rich variety of topics and interests in order to develop their identity, learn about their strengths, discover and demonstrate their own competence, and plan for their futures. Our Mabry students have opportunities for voice—posing questions, reflecting on experiences, and participating in decisions and leadership activities. Mabry's staff members develop alliances with families to enhance and support the well-being of their children. Staff members provide all students with opportunities to develop citizenship skills to use the community as a classroom, and to engage the community in providing resources and support. Mabry Middle School provides age-appropriate, co-curricular activities to foster social skills and character, and to develop interests beyond the classroom environment.

Social Equity

To the fullest extent possible, all Mabry students participate in heterogeneous classes with high academic and behavioral expectations—including ESOL students, students with disabilities, and gifted learners.

Our students are provided the opportunity to use varied approaches to achieve and demonstrate competency and mastery of standards. Our teachers continually adapt curriculum, instruction, assessment, and scheduling to meet their students' diverse and changing needs. All our students have equal access to valued knowledge in all school classes and activities. All our students have ongoing opportunities to learn about and appreciate their own and others' cultures. Our school community knows every student well. Our faculty welcomes and encourages the active participation of all its families and makes sure that all its families are an integral part of the school. Our reward system is designed to value diversity, civility, service, and democratic citizenship. Mabry's staff members understand and support the family backgrounds and values of its students. Our school rules are clear, fair, and consistently applied.

Organizational Support

Mabry's entire staff has the shared vision of how a high-performing school's goals and expectations drive every facet of school change. Spartanburg District One prides itself on providing "Student-Centered Education." Our district's vision is for every student to "Become the Best They Can Be in Academics, Athletics and the Arts." Our school mission continues to be "To Do the Right Thing for Every Student, Each and Every Day" and our 2013-2014 theme is "Attitude is Everything." Our administration has acted as the driving force behind these visions rallying everyone to answer the call to always be the best that Mabry can be.

Mabry's leadership has the responsibility and authority to hold the school-improvement enterprise together, including day-to-day know-how, coordination, strategic planning, and communication. Our school is a community of practice in which learning, experimentation, and time and opportunity for

reflection are the norm. Our school and district devote resources to content-rich professional development, which is connected to reaching and sustaining our school vision and increasing student achievement. Mabry Middle School is not an island unto itself. We are part of a larger educational system of districts, networks and community partnerships. Our school staff holds itself accountable for our students' success. Our district and our school staff possesses and cultivates the collective will to persevere; believing it is their business to produce increased achievement and enhanced development of all students. Our school and district staffs work with colleges and universities to recruit, prepare, and mentor novice and experienced teachers. Our school includes families and community members in setting and supporting the school's trajectory toward high performance.