

**Bryson Elementary School**  
"Here We Grow"

**Thomas R. Chambers**  
Principal

**Greenville County Schools**

**W. Burke Royster**  
Superintendent

**GCS Strategic Planning**  
**2013-2014 through 2017-2018**

**AdvancED District Accreditation**



**Bryson Elementary School**  
**Simpsonville, South Carolina**

## SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

### ***REQUIRED - SCHOOL INFORMATION AND SIGNATURES***

**SCHOOL:** Bryson Elementary School

**DISTRICT:** Greenville County Schools

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR:** 2015-16 (*one year*)

#### **Assurances**

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

#### **CHAIRPERSON, BOARD OF TRUSTEES**

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

#### **SUPERINTENDENT**

Mr. W. Burke Royster	<i>W. Burke Royster</i>	3/27/2015
PRINTED NAME	SIGNATURE	DATE

#### **CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Mrs. Amy Holcombe	<i>Amy Holcombe</i>	3/27/2015
PRINTED NAME	SIGNATURE	DATE

#### **PRINCIPAL**

Mr. Thomas R. Chambers	<i>Thomas R. Chambers</i>	3/27/2015
PRINTED NAME	SIGNATURE	DATE

**SCHOOL ADDRESS:** 703 Bryson Drive Simpsonville, SC 29681

**SCHOOL'S TELEPHONE:** (864) 355-3600

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

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

- | <u><b>POSITION</b></u>  | <u><b>NAME</b></u> |
|---|--------------------|
| 1. PRINCIPAL:   | Thomas R. Chambers |
| 2. TEACHER:   | Kelli Coons        |
| 3. PARENT/GUARDIAN:   | Dale McMinn        |
| 4. COMMUNITY MEMBER:  | John Barrett       |
| 5. SCHOOL IMPROVEMENT COUNCIL:  | Amy Holcombe       |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) |                    |

<u><b>POSITION</b></u>	<u><b>NAME</b></u>
<b>Teacher</b>	<b>Linda Johnson</b>
<b>Teacher</b>	<b>Karen Vargo</b>
<b>Teacher</b>	<b>Lisa Bolin</b>
<b>Teacher</b>	<b>Mindy Berry</b>
<b>Teacher</b>	<b>Mark Best</b>
<b>Teacher</b>	<b>Lisa Barrow</b>
<b>Teacher</b>	<b>Renee Stanislaw</b>
<b>Teacher</b>	<b>Ann Huggins</b>

**\*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.

- X **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.

**X** **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.

**X** **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.

**X** **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.

**X** **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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## **Introduction**

### **Improvement Plan Process**

Our preparation for the review process began with Bryson Elementary's Administration meeting with specialists from our District Department of Research, Evaluation, and Accountability. Together, AdvancED Standards were thoroughly reviewed. Based on the strengths and expertise of our faculty, staff, and community, AdvancED teams were then organized to assess our current status with regards to each standard and to develop goals and strategies for the next five years.

The Steering Committee designated a chairperson for each AdvancED Team. Chairpersons then met to develop a regular meeting schedule and formulate a plan for documenting the process as it progressed. Collaboration was integral to the process, not only within individual teams, but "team to team" collaboration as well. Parent groups and representatives, such as the PTA and School Improvement Council, were actively involved in the collaboration. Parents and staff worked in concert to develop meeting schedules that facilitated the participation of our community.

The Portfolio is a 'living' document that reflects who we are as a school and community. The document conveys our vision for our school, our goals, plans, progress toward our goals, and achievements. Further, the document also includes evidence of our work, demographic information, and insights on community involvement, such as partnerships, within our school.

Through this portfolio, we hope you get a glimpse into our world at Bryson Elementary. We hope you will see reflected within this document our continued progress toward increasing the achievement of all students, providing rich cultural experiences, and providing a warm, nurturing school environment that is a wonderful place for students, parents, community, and staff to call "home."

## Bryson Elementary School Portfolio Committees

<b>STANDARD 1 PURPOSE &amp; DIRECTION</b>	<b>STANDARD 2 GOVERNANCE/ LEADERSHIP</b>	<b>STANDARD 3 TEACHING &amp; ASSESSING FOR LEARNING</b>	<b>STANDARD 4 RESOURCES &amp; SUPPORT SYSTEMS</b>	<b>STANDARD 5 USING RESULTS FOR CONTINUOUS IMPROVEMENT</b>
Karen Connor Co-Chair	Lisa Barrow Co-Chair	Paula Williams Co-Chair	Mindy Berry Co-Chair	Renee Stanislaw Co-Chair
Mark Best Co-Chair	Karen Vargo Co-Chair	L. JOHNSON CO-CHAIR	BOLIN CO-CHAIR	Ann Huggins Co-Chair
Margaret Johnson	Beverly Neal	Carrie Bassett	Priscilla Westbrook	Laney Delong
Sarah Limbaugh	Christine Bartram	Kathy Sanders	Brenda Hilbert	Ashley Murrell
Stacie Wentzky	Kristi Mitros	Jane Whitley	Crystal Merck	Lisa Hoffman
Shannon Luzadder	Nichole Wagner	Mary Russell	Rachel Richards	Pam Bittner
Jennifer Boukather	Pam Gray	Sarah Miller	Tammi Trammell	Ann Duncan
Terri Chasteen	Teri Wallace	Jodi Kirchner	Joan Fifer	Nicole Shartzter
Kevin Ester	Kathryn Pate	Currie Brainard	Deb Wolfe	Tracey Abney
Kelli Coons	Darlene Miller	Katie Best	Ruthann Coggins	Amy Holcombe
Darralynn Baker	Tom Chambers	Kelli Coons	Ann Hardigree	Terri Chastain
Tracey Shillinger	Karen Spain	Erin Hoffman	Cindy Blake	Des Maragh
Jane Triplett	Debbie Brunn	Heather Turner		



## **Executive Summary**

Bryson Elementary, one of 51 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. Bryson Elementary is located in Simpsonville, South Carolina. The school was built in 1960 and currently houses 869 students. Bryson has 38 regular classroom teachers, 3 full-time Related Arts teachers, a second team of 3 Related Arts teachers two days per week (.4 each). We have 2 full-time EMD-Neuro teachers and 2 full-time Resource teachers. We have a full-time guidance counselor and a (.5) guidance counselor. We have a (.5) reading interventionist, (.4) a full-time speech therapist and one part-time speech therapist. Our building is also home to our Principal, Assistant Principal, Instructional Coach, Media Specialist, (.6) ESOL Teacher , (.5) Gifted and Talented Teacher as well as 11 instructional aides. Our full-time equivalency is 4.2.

Instructional and organizational priorities at Bryson Elementary focus on the needs of developing lifelong learners. Following the tenets of Total Quality Education and Learning Focused, teachers implement student learning goals, student data notebooks, and quality tools such as lotus diagrams, consensograms, force field analysis charts, and affinity diagrams to assist students in organizing learning. Our balanced literacy program, Fountas and Pinnell encourages direct reading instruction, independent reading, writing instruction, and practice with vocabulary development. Examples of technology integration can be seen in every classroom in each grade level. A district technology refresh program at our school enabled us to place three new laptops in each classroom and place twenty-eight new student laptops in our computer lab. Science instruction is driven by district science kits which are closely aligned to state science standards. Our building houses a science lab which is available to all teachers for use with their students. Instruction in mathematics is a three-pronged effort: the Houghton-Mifflin math series recently adopted by the District, Everyday Counts Calendar Math, and Compass Odyssey, to meet the needs of students at all ability levels. Teachers meet in professional learning communities to plan and to develop benchmark and other common assessments, in accordance with South Carolina curriculum standards for Kindergarten through fifth grade in all subject areas. Students are encouraged to develop personal responsibility through our guidance programs.

Each year the staff reviews the school's long-range plans to determine areas of strength and areas of needed emphasis in our curriculum. By analyzing student performance on Measuring Academic Performance (MAP), standardized tests, (Iowa Test of Basic Skills and the Palmetto Assessment of State Standards) teachers identify areas of need and can set grade-level-specific and school-wide academic goals. Our instructional focus is guided by four essential questions: What do students need to know and be able to do? How will we know they have learned it? What will we do when they haven't learned it? And what will we do when they already know it? The administration guides the staff through a review of the long-range plan each spring in order to develop plans for the following school year. Data teams review student progress three times annually. The faculty reviews long-range plans to determine which strategies have been successful in raising student achievement and which have not. The ones that have not resulted in desired outcomes will be removed from the plan. Those strategies that have been successful will be included as integral parts of the system.

For two years, our focus was Mathematics. Teachers have been trained in the use of and have implemented Everyday Math Counts Calendar Math daily. In kindergarten, first and second grades, classroom teachers administer the End of the Year Math test in August, December, and March to track student progress and to alert the teacher to skill areas needing more attention.

During 2009-2010, the staff determined that we should focus on Essential Facts K-5, Differentiating Instruction, Learning-Focused Strategies Model V.7, and Vertical Teaming to insure that each grade level was addressing the standards on a development continuum. We also re-focused our efforts on small fluid reading intervention groups based on MAP and PASS data. Informational text was a focus of instruction as well. During the year, Family Literacy and Compass Learning Nights were provided to keep parents abreast of available resources and current strategies used in instruction. The purchase of computer software to enrich and support student progress was a major focus. Compass Learning has been used as a resource to help raise student achievement. In first grade, the main focus is the Learning A-Z and RazKids. The Early Literacy Survey is used to screen every kindergarten student. The data from MAP testing is used as a baseline to prescribe practice activities in the Compass Learning Odyssey. A Response to Intervention (RTI,) teacher meets with Identified first grade students to give support in their deficient areas, the main focus is to intervene early. The Early Morning Tutorial Program for students who needed extra support was a positive factor in helping to raise student achievement. Bryson was a recipient of the Palmetto Gold Award for outstanding student academic performance and the Palmetto Silver Award for Closing the Gap during the 2009-2010 school year.

For 2010-2011, our goals focus on specific areas of weakness, as identified through analysis of PASS data. For writing, our focus areas are "Content" and "Conventions." For English Language Arts, the focus is "Informational Text." For math, the weakest instructional area, and thus our focus, is "Algebra." In addition, we emphasize the use and integration of Quality Tools and Learning Focused strategies and the development of common assessments at all grade levels. For 2011-2012, our goals focus on specific areas of weakness, as identified through analysis of PASS data. For writing, our focus area is "Voice." For English Language Arts, the focus is "Research." In math, the focus area is "Measurement." After analysis of PASS data, The staff determined that we should refocus our efforts on Mathematics. The school implemented grade-level common planning. Teams developed common formative math assessments to identify learning needs of students. Teachers strategically provided opportunities for intervention throughout the instructional unit. A school-wide math initiative, Poppin' Math Facts, was implemented in January. The goal was to increase student fluency and motivation with addition, subtraction, multiplication, and division facts. Students earned awards for their progress. Bryson was a recipient of the Palmetto Silver Award for outstanding student academic performance during 2011-2012 school year.

For 2012-2013, our goals were to focus on informational text and research by planning bi-weekly instruction in the media center for students in second, third, fourth, and fifth grades. The school also implemented Power Writing to improve writing scores on the writing portion of PASS. In math, third, fourth, and fifth grades used weekly formative math assessments to target areas of weakness. Students with low performance on weekly math assessments were

offered after school tutoring for one hour on Tuesdays and Thursdays with a grade level teacher.

For 2013-2014, our goals were to focus on informational text and research by planning bi-weekly instruction in the media center for students in second, third, fourth, and fifth grades. Bryson Elementary School offers intervention services through an early morning tutoring program, called Jumpstart to PASS. As a result of this and other efforts, our student test scores have risen. We have made every effort to address the needs of our identified subgroups and have strategies in place to assist students of all ability level to realize their potential.

For 2014-2015, our goals have been based on writing for multiple purposes across the curriculum. When planning for this year, the annual state assessment was still up in the air and we knew that no matter what it may be, quality writing instruction was going to be essential. Our yearlong professional development plan specifically targeted staff development that involved different modes of writing and incorporating research. Teachers have also been encouraged to attend numerous professional development opportunities within and outside of our school. We have focused on the continued implementation of the Fountas and Pinnell Balanced Literacy Model. This year, we have continued to offer the early morning program in the computer lab to assist students in the multiple areas of the curriculum through a program we call Compass Kids.

We continue to use MAP testing as a diagnostic tool for teachers, which Greenville County Schools implemented as a district-wide testing program for grades 2-8. Administration maintains a record of progress from Fall to Spring MAP results for each student. Teachers have also been provided target growth scores for each student in both subjects so that they are aware of the projected growth for spring.

## **Needs Assessment Summary for Student Achievement**

### **Current Conditions**

In 2010, Bryson earned a “Good” Absolute Rating and Growth Rating. Again, in 2011, Bryson earned a “Good” Absolute Rating and Growth Rating. In 2012, Bryson improved to an “Excellent” Absolute Rating and “Good” Growth Rating. Then in 2013, Bryson earned “Excellent” in Absolute Rating and Growth Rating. In 2014, we were able to maintain that “Excellent” in both Absolute Rating and Growth Rating.

### **Current Strategies Used to Increase Student Achievement**

Our highest priority is implementing the strategies related to our vision. Our school-wide strategies to increase student learning during the 2014-2015 school year include continued emphasis on and implementation of differentiated instruction in the classroom, focus on school-wide participation in the Poppin’ Math program with classroom and school-wide goals, emphasis on writing skills and standards with quarterly school-wide writing prompts, early identification of students who need additional academic support to increase PASS and ACT Aspire scores, and continued implementation of grade level data notebooks and two school-

wide “Mock” ACT Aspire testing days in the spring, and Measure of Academic Progress (MAP) data supported by Compass Learning.

Currently all classroom teachers are trained in the research-based Fountas and Pinnell’s Balanced Literacy delivery system for ELA. Likewise, classroom mathematics teachers use Houghton Mifflin Mathematics and Every Day Counts Calendar Math. In science classes, teachers utilize standards-based kits provided by the district for hands-on classroom instruction in content and processes. At each grade level, teachers are encouraged to work together as a collaborative team. We also work across grade levels to ensure a vertical articulation along the continuum of learning. We are also implementing AIMSweb and Level Literacy Intervention to support early intervention in kindergarten and first grade. Compass Learning is integral in providing students with individualized activities in all subjects, specifically English language arts and math.

### **Needs Assessment Summary for Teacher and Administrator Quality**

After our self-assessment on the Leadership Continuous Improvement Continuum, everyone recognized that we needed greater faculty and staff buy-in if decisions were to lead to substantive school improvement. Faculty also realized that we needed a leadership or decision-making structure that would help us implement our vision. A decision-making structure was designed to clarify the process and responsibilities of participants. This structure is shown on the next page and described below.

A leadership team, made up of the principal, assistant principal, instructional coach and chairperson of each of the action teams, was established to:

- Coordinate the work of the different committees
- Keep everyone informed about the work of all committees
- Integrate the findings and recommendations of committees
- Schedule time during faculty meetings for discussion of recommendations as they were being developed, thereby allowing input into recommendations throughout the process.

It was the responsibility of the leadership team members to inform their teams of leadership team discussions, and to bring concerns back to the leadership team to be addressed.

We created study teams to implement our shared vision and to recommend a plan within each area. We truly wanted teacher ownership of the action plan in the same way that our vision is shared. We also felt that if we could effectively communicate each team’s findings, the entire school community could grow as a result. These study teams in essence became the backbone of the decision-making structure.

The following committees are in place to achieve our vision:

- Faculty council - comprised of the principal, the assistant principal, instructional coach, and grade level chairpersons. The committee meets monthly, or as needed, to voice

concerns, share ideas and/or information. Each grade level chairperson summarizes contents of faculty council meetings with their respective grade levels.

- Math Team – Comprised of teachers from each grade level plus a Special Education representative, this committee correlates our work with State and District curriculum standards and initiatives and oversees common assessments.
- Science/Health – The Science/Health team is led by a third grade classroom teacher, Lisa Hoffman. This committee is comprised of grade level representatives, a physical education teacher, and a special education teacher. The purpose of the committee is to share Next Generation Science Standards, voice concerns, and to generate community involvement in healthy lifestyles choices.
- Intervention Team- The Intervention Team is led by Terri Chasteen, a reading intervention teacher and is conducted within each grade level. The Intervention Team provides assistance to parents and classroom teachers who have identified students who may be in need of more specific modifications. Suggestions are given for the teacher/parent to implement and approximately two weeks later; these suggestions are reviewed to determine their impact on the student. If they have been helpful, they will be continued for as long as they are needed. If they have not been helpful, the team may decide to refer the student on to the school psychologist for additional testing to determine if the child has learning disabilities. Each team conducts meetings once every month.
- English Language Arts Team – The ELA team is comprised of representatives from each grade level, plus related arts and Special Education. This group coordinates implementation of Common Core State Standards, Power Writing, Fountas and Pinnell and overall student success.
- Social Studies Team – The Social Studies committee is made up of our grade level representatives, an art teacher, and a counselor. The school’s district Social Studies contact leads the team. She shares all information from the district with grade level representatives. They led the implementation of South Carolina’s new Social Studies standards along with the integration of ELA standards.
- Curriculum Committee – Comprised of teachers from each grade level plus a Special Education representative-This committee correlates our work with State and District curriculum standards and initiatives and oversees common assessments.
- School Improvement Council - Led by Amy Holcombe. This committee is comprised of the principal, the assistant principal, and the following faculty members; Stacie Wentzky, Pamela Dunlap, Melinda Berry, and Kelli Coons. Non-school personnel, representatives of the community, are also members of the SIC. The purpose of the committee is to share new ideas, voice concerns, and to generate community involvement within our school. A School Improvement Council newsletter is printed and published each spring.

- A-Teams- each of the A-Teams are led by regular classroom teachers and are conducted within each grade level. The A-Team provides assistance to parents and classroom teachers who have identified students who may be in need of more specific modifications. Suggestions are given for the teacher/parent to implement and approximately two weeks later; these suggestions are reviewed to determine their impact on the student. If they have been helpful, they will be continued for as long as they are needed. If they have not been helpful, the team may decide to refer the student on to the school psychologist for additional testing to determine if the child has learning disabilities. Each team conducts meetings once every month.
- Technology Committee – The technology committee is made up of representatives from each grade level, related arts, and special education. This group develops technology plans for students and school. This group also updated the school’s technology plan which included a needs assessment for the technology refresh initiative. In following up with the refresh, this team also coordinated district level professional development based on the new aspects of the technology (Windows 8.1).
- There was an improvement in the overall ELA, Writing, Math, and Social Studies scores of the school on the PASS standardized testing. We attribute this success our balanced literacy program, the use of promethean boards, and the PTA’s ability to provide resources teachers need to help students be successful.
- Over the last years three to five years, there has been an increase in the overall scores on standardized tests for minority students at Bryson Elementary. This had been a weak area for Bryson, so the school emphasized RTI, small focus groups and other resources to get early intervention tutoring programs started for potentially weak students.
- This year our school has seen a significant increase in business and community involvement by way of the mentoring program headed up by our guidance department. Our school would like to see more business partners that are willing to donate time to mentoring and tutoring students. We have seen from test scores that an effort to work with students that are “at-risk” for scoring low on standardized tests improves those students’ scores. Through more business partners and donated time, we will be able to reach more students.
- We are striving to increase parental involvement at our school so that we can increase the number of programs such Popping Math at our school. Programs such as these have been shown to increase test scores, but without the help of parent volunteers, they are impossible. We also would like to use parent inventories so that we know the best way to utilize parents in our classrooms.
- The faculty would like to improve communication with the community about partnerships that are available with Bryson Elementary.

The first and third Wednesdays of each month are designated for faculty meetings. These meetings offer opportunities to share best practices taking place within the classrooms, share information regarding District and community matters/issues, and to collectively discuss matters of importance to the school community. The second Wednesday of each month is designated for committee meetings. All faculty members have assignments on committees such as Faculty Council, Focus Teams, Technology Committee, etc. All committees address areas of responsibility to consider pertinent matters essential to the ongoing operations of the total school program. Each committee meets with administrators as necessary to appraise administration of the respective committee's work and progress. All grade levels meet weekly to review rigor, pacing, data, and to collaborate for instructional planning.

### **The Faculty of Bryson Elementary**

The faculty at Bryson Elementary includes 36 regular classroom teachers, 4 full-time related arts teachers, 3 part-time specialists, 2 part-time specialists with an FTE of 3.2, 6 special education teachers, plus 1 full-time and 1 part-time (0.6 FTE,) guidance counselor. Our Instructional Coach, with a full-time contract, works with all teachers to help raise student achievement through professional development. All teachers strive to create a nurturing classroom and school climate conducive to learning for all students. Including faculty and administration, there are currently 3 male and 51 female professional educators working at Bryson. Five 6 members of the faculty and/or administration are African American; fifty-four are Caucasian.

### **Needs Assessment Summary for School Climate**

#### **The Facilities of Bryson Elementary**

##### **Safety, Cleanliness, and Adequacy of School Facilities**

Bryson Elementary and the District are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan; regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, with the District, and school plans stressing safety for the students first. At least one coordinated drill is held regionally in which the District participates.

Site custodians or utility workers assigned to site duties handle specific safety concerns regarding buildings and grounds. As needed, the maintenance department is called in if problems cannot be remedied by Bryson personnel. Our professional staff of six custodians performs basic cleaning operations throughout the school every day.

Other aspects of the school/district safety program include:

- District Safety Committee
- Bus evacuation drills

- Fire safety inspections
- Campus supervision
- SAFE Schools

### **Challenges**

- Transient community
- Attendance and tardies
- Changing socioeconomic conditions in society and our local community
- Some perceived lack of adequate parental support to foster academic growth at home
- Some students demonstrate poor levels of motivation

### **Awards**

- Safe School Award
- Palmetto Gold Award
- Donors Choose Grants
- Artist in Residence
- CATCH School
- Golden Standard for Cleaning-Recognition for Being the Cleanest Elementary School

### **Individual Awards**

- Students selected for District Honors Choir 2004-2014
- District and state PTA Reflections winners each year

### **Initiatives**

- Response to Intervention using LLI program in reading for Kindergarten and first grade
- Teachers use updated websites as a communication tool.
- Implemented use of Compass Learning, and other assessments through benchmarks
- Our Staff is “Highly Qualified” according to requirements of No Child Left Behind
- National Board Certified Teachers
- CATCH School
- Recorder Club
- Chorus
- Student Council
- Art Club
- Invention Convention
- Safety Patrols
- Student Recognition at quarterly awards program (includes Kiwanis Terrific Kid Program)
- Compass Kids (math and reading support program)
- 100 Bears Reading Club for kindergarten and first grade
- 7 Habits of Happy Kids Guidance Program
- After School Care Program
- Good News Club
- Poppin’ Math Facts
- Discovery Education Grant



## School Profile

Bryson Elementary School is located between Fountain Inn and Simpsonville, two suburbs of Greenville. The two communities have an estimated combined population of 36,000 and offer a variety of occupational opportunities including service, manufacturing, retail, and farming. Both cities have a strong sense of community and support local schools. These communities have experienced tremendous growth in recent years as international manufacturing companies having expanded into the surrounding community bringing workers from both here and abroad. Many new subdivisions are being built which feed into the school.

The Greenville community offers potential resources and strengths. Major manufacturing plants in the area include Kemet, Cryovac, Woven Electrics, BBA Non-wovens, Michelin, Hitachi, BMW, and General Electric. Colleges and universities include Greenville Technical College, Bob Jones University, and Furman University. Additionally, coursework from Clemson University, Lander University, University of South Carolina, Wofford College, and Converse College is offered at The University Center of Greenville. The Greenville County Art Museum, Peace Center, Roper Mountain Science Center, and local public libraries offer opportunities for enrichment.

Bryson is an integral part of the communities that we serve as both recipient and donor of time and talents. Many local businesses support our Spring Carnival, provide student incentives, and offer fundraisers. Our school contributes to the community by raising money for Jump Rope for Heart, and Operation Christmas Child. We also sponsor food drives for the Golden Strip Support Center, visits to local nursing homes, and our students correspond with deployed troops.

### Local and School Leaders

Bryson Elementary is located in Simpsonville, South Carolina. Bryson Elementary School is recognized as a leader in public education.



### The Leadership of Bryson Elementary

Our principal is Thomas Chambers. He has served as principal of Bryson Elementary for 19 years. Mr. Chambers received his bachelor's degree in Music Education from Lander College

and his Masters of Education and Education Specialist degrees from Clemson University. Mr. Chambers was a choral and music history teacher, as well as assistant principal and coach in several Greenville County Schools.



Ms. Leda Young joined the Bryson Elementary School Staff in 2013 to serve as assistant principal. Ms. Young is in her twelfth year of school supervision and administration in Greenville County. Prior to school leadership, Ms. Young was a special education teacher. She holds a Bachelor's degree in Business Administration from Bennett College, and Masters of Education from Converse College as well as a Masters in Administration and Supervision from Furman University. Ms. Young is certified in elementary education, special education, supervision and instruction as an elementary principal.

Bryson Elementary principal Mr. Chambers has been our lead decision maker and principal for 19 years. Historically, decisions have been made by the principal, faculty council, and district administration. With increased demands for higher student achievement and accountability at the classroom level, more teachers are involved in the decision-making process.

After our self-assessment, we recognized the need for greater faculty and staff buy-in if decisions were to lead to substantive school improvement. Faculty also realized that we needed a leadership or decision-making structure that would help us implement our vision. A decision-making structure was designed to clarify the process and responsibilities of participants. This structure is shown on the next page and described below.

A leadership team, made up of the principal, assistant principal, instructional coach and chairperson of each of the action teams, was established to:

- Coordinate the work of the different committees
- Keep everyone informed about the work of all committees
- Integrate the findings and recommendations of committees
- Schedule time during faculty meetings for discussion of recommendations as they were being developed, thereby allowing input into recommendations throughout the process

It was the responsibility of the leadership team members to inform their teams of leadership team discussions, and to bring concerns back to the leadership team to be addressed.

We created study teams to implement our shared vision and to recommend a plan within each area. We truly wanted the action plan to be owned in the same way that our vision is shared. We also felt that if we could effectively communicate each team's findings, the entire school community could grow as a result. These study teams in essence became the backbone of the decision-making structure.

The following focus teams/committees are in place to achieve our vision:

- Faculty council - comprised of the principal, the assistant principal, IC, and grade level chairpersons. The committee meets monthly, or as needed, to voice concerns, share

ideas and/or information. Each grade level chairperson summarizes contents of faculty council meetings with their respective grade levels.

- Math Team – Comprised of teachers from each grade level plus a Special Education representative, this committee correlates our work with State and District curriculum standards and initiatives and oversees common assessments.
- Science/Health – The Science/Health team is led by a third grade classroom teacher, Lisa Hoffman. This committee is comprised of grade level representatives, a physical education teacher, and a special education teacher. The purpose of the committee is to share Next Generation Science Standards, voice concerns, and to generate community involvement in healthy lifestyles choices.
- Intervention Team- The Intervention Team is led by Terri Chasteen, a reading intervention teacher and is conducted within each grade level. The Intervention Team provides assistance to parents and classroom teachers who have identified students who may be in need of more specific modifications. Suggestions are given for the teacher/parent to implement and approximately two weeks later; these suggestions are reviewed to determine their impact on the student. If they have been helpful, they will be continued for as long as they are needed. If they have not been helpful, the team may decide to refer the student on to the school psychologist for additional testing to determine if the child has learning disabilities. Each team conducts meetings once every month.
- English Language Arts Team – The ELA team is comprised of representatives from each grade level, plus related arts and Special Education. This group coordinates implementation of Common Core State Standards, Power Writing, and student success.
- Social Studies Team – The Social Studies committee is made up of our grade level representatives, an art teacher, and a counselor. The school's district Social Studies contact leads the team. She shares all information from the district with grade level representatives. They led the implementation of South Carolina's new Social Studies standards along with the integration of ELA standards.
- Technology Committee – The technology committee is made up of representatives from each grade level, related arts, and special education. This group develops technology plans for students and school.

## **The History of Bryson Elementary**

Bryson Elementary School, built in 1960, originally served as a segregated school for students in grades one through seven. The school was named in honor of the late Joseph Raleigh Bryson, who served as a United States Representative from January 3, 1939 to March 10, 1953. The school integrated and reorganized to serve students in kindergarten through fifth grade during the 1970s.

The original facility, built using the Florida plan of separate classroom pods, could accommodate 350 students. By the early 1990's, the student body had reached 563 and portable classrooms were added to accommodate the growing population. The facilities at Bryson Elementary include two multipurpose rooms, a gymnasium, library, computer lab, and a science lab.

In 1995 a new school was built across the field on the site of the former Bryson Middle School. The new Bryson Elementary School, with a capacity of 750 students, opened in 1995 with a student body of 510. Enrollment rapidly increased and portable classrooms were needed by the 2000 school year.

## **Partnerships**

Bryson Elementary envisions our families, staff, and community working together to help our children succeed. As educators, we believe that this is a shared responsibility. Our goal is to explore and develop new strategies, beyond those that we already have in place, to increase, enhance, and fully utilize business partnerships. Our existing partnerships have proven to be invaluable in student achievement by offering one-on-one tutoring, classroom speakers, and programs that offer incentives. The tutoring, speakers, and programs brought to our school by partnerships provide independent practice and skill development activities that correspond to grade level standards. This has been evident in increased test scores and improved classroom performance.

The community will benefit from these partnerships by giving more students the opportunity to make academic gains which will put them on course for college and future careers. Our students will succeed in careers that will enable them to give back to the community. Better educated students will give businesses quality employees in the future. With these things in mind, we must have a clearly articulated partnership structure for the school so that the partners' efforts directly impact our students' success in school and in life.

## **Partnership Development**

We have developed a partnership plan, as a part of our comprehensive school wide improvement plan, to ensure that our partners have the opportunity to contribute and benefit from these endeavors. It is our belief that our students have much to give to the community and that the community has much to give to our students.

We currently are benefiting from having parent volunteers and mentors that serve regularly in our schools. These volunteers serve our students in a wide variety of ways. Bryson Elementary has parent volunteers that coordinate programs that enhance our curriculum. For example, many parent volunteers worked to organize the Popping Math program at our school. This program encouraged students to master essential math facts. The volunteers used further partnership support by using incentives provided by members of the business community.

Parent volunteers at our school also contributed by tutoring, being classroom speakers, and using the community as a source for monetary and material contributions.

It takes countless people working numerous hours to get a program up and working in a school as large as Bryson Elementary. Therefore, without a high level of volunteer support, this and similar programs would never be realistic and we would not be able to see an increase in student achievement. The gains that have been made in student achievement are due to parent volunteers spending more than a couple of hours each week working at our school. In order to see continued success and academic gains, Bryson Elementary must not have a decline in parent volunteers and the number of hours that they help at our school.

Business partners have contributed greatly to our school. We have benefited from monetary contributions and donations, the donation of incentives that have been used to encourage student participation in worthwhile programs that increase student achievement, and additional volunteer hours that have been used to tutor students. We also have benefited from the large number of business partners that work with Bryson Elementary.

The following businesses and persons have contributed incentives to be used for student and teacher achievement:

- Applebee's
- Barnes and Noble Bookstore
- Baskin Robbins
- Bi-Lo
- Chick-fil-A
- Chuy's
- Cryovac Division D.R. Grace & Co.
- General Mills
- Golden Skate
- Hillcrest Surgical Association
- Hillcrest Eye Associates
- House of Pizza
- Huggins' Tae Kwon Do
- Ice Cream Station (Simpsonville)
- IHop
- Tony' Pizza
- Lowe's
- McDonald's
- Outback Steakhouse
- Papa John's Pizza
- Pepsi Cola Bottling Company
- Publix
- Ryan Homes-Quality Landscape
- Ryan's Steakhouse
- Simpsonville Rotary Club
- Savage Cabinet, Inc.-Caren Clark
- Simpsonville First Baptist Church
- Dr. Eric P. Thiess, DMD
- Target
- Upstate Karate
- Wendy's

The following businesses have made monetary contributions that have been used to support various programs:

- Bi-Lo
- Bosch Rexroth
- Cryovac
- Carpenter Cleaners
- General Mills
- Para Chem
- Pepsi Cola Bottling Company
- Ryan Homes Landscapes
- Simpsonville Rotary
- Target

- Golden Strip YMCA
- Ingles
- Nationwide Insurance
- Wal-Mart
- Waste Management
- Lowe's

The following businesses have donated supplies and other items that have been used in various programs at our school:

- Arby's
- Chick-fil-A
- K-mart
- McDonald's
- Wendy's
- O'Charley's
- Pizza Hut
- Publix Grocery Chain
- Target
- Wal-Mart
- Sonic's

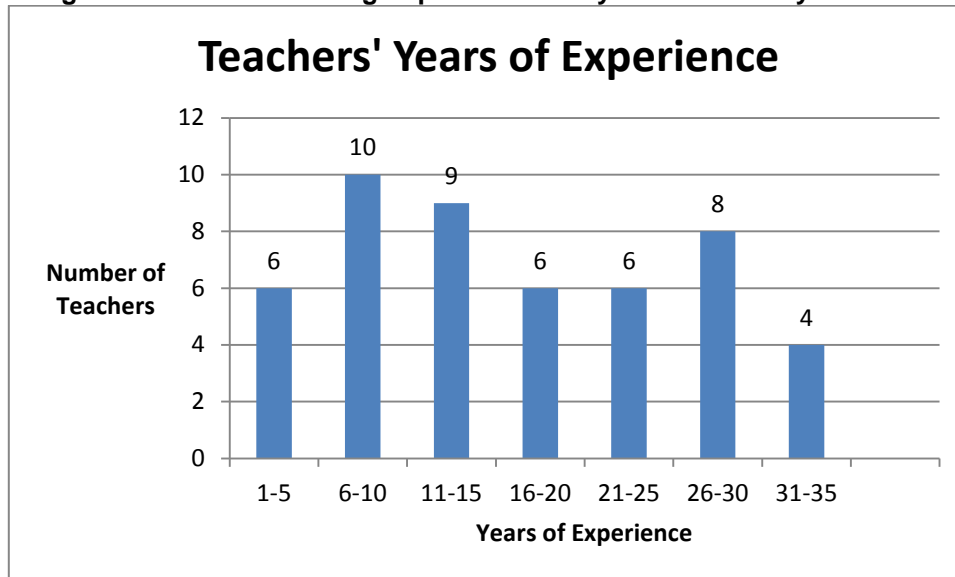
## **The Community of Bryson Elementary**

### **School Personnel**

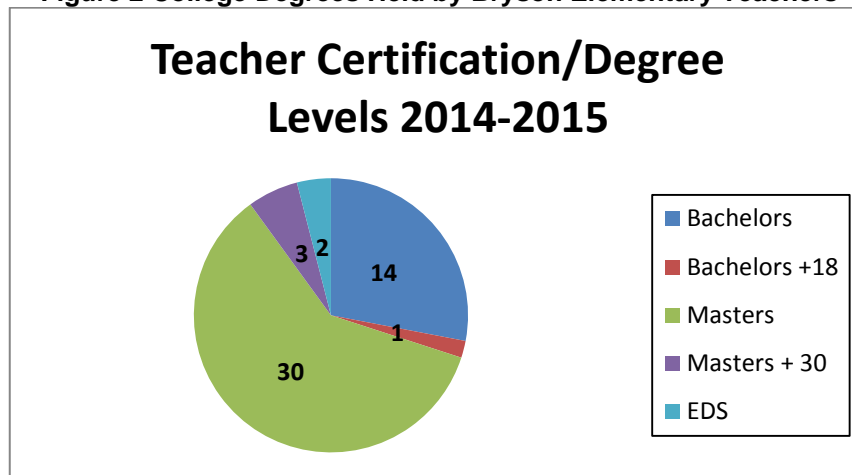
The faculty of Bryson includes 38 regular classroom teachers, 3 full-time Related Arts teachers, a second team of 3 Related Arts teachers two days per week (.4 each). We have 2 full-time EMD-Neuro teachers and 2 full-time Resource teachers. We have a full-time guidance counselor and a (.5) guidance counselor. We have a (.5) reading interventionist, (.4) a full-time speech therapist and one part-time speech therapist. Our building is also home to our Principal, Assistant Principal, Instructional Coach, Media Specialist, a (.6) ESOL Teacher, a (.5) Gifted and Talented Teacher as well as 11 instructional aides. Our Instructional Coach works with all teachers to help raise student achievement. All teachers strive to create a nurturing classroom and school climate conducive to learning for all students. Including faculty and administration, there are currently 4 male and 59 female professional educators working at Bryson. Seven members of the faculty and/or administration are African American; fifty-six are Caucasian.

Seventy percent (40) of all teachers have a Master's Degree or higher in their field, one teacher, (2%) of all teachers have a Bachelors +18 in their field, and 14 teachers (28%) have a Bachelor's degree in their field. Two educators are National Board Certified teachers. Bryson Elementary, one of 51 elementary schools in Greenville County School District, is a public, suburban school which serves kindergarten through grade five. The school was built in 1960 and currently houses 869 students. The average teacher salary in 2013-2014 was \$50,245. Bryson stresses the importance of daily attendance, the teacher attendance rate is 95.3%.

**Figure 1 Years of Teaching Experience of Bryson Elementary Teachers**



**Figure 2 College Degrees Held by Bryson Elementary Teachers**



The first graph shows the teachers' overall number of years of experience. The second graph shows a comparison of degrees held by our teachers. In addition to this data, our faculty also has 58 teachers who are computer proficient, as measured by State requirements.

Additional personnel include the school principal, assistant principal, secretary, attendance clerk, plant engineer and five other school custodians, a media clerk, and seven food services workers.

Other support personnel available to assist in meeting the needs of Bryson Elementary students include:

- Six kindergarten paraprofessionals

- Four special education paraprofessionals
- One full time school nurse

Our classroom level student/teacher ratio is:

- 23.3 to 2 in Kindergarten
- 20.0 to 1 in 1<sup>st</sup> grade
- 22.8 to 1 in 2<sup>nd</sup> grade
- 21.3 to 1 in 3<sup>rd</sup> grade
- 24.5 to 1 in 4<sup>th</sup> grade
- 25.6 to 1 in 5<sup>th</sup> grade

### Student Population

Bryson serves a culturally diverse population of students. The racial/ethnic make-up of students in Bryson in 2014-2015 is 56.2% White, 24% African-American, 13% Hispanic, 2% Asian, and 5% two or more races. Dedicated to meeting the educational needs of all students, Bryson serves 158 (18.5%) students with disabilities. Additionally, 76 (7.9%) Bryson students participate in the District’s gifted and talented program. Bryson also serves over 71 (8.3%). K-5 students who meet the state specifications for English for Speakers of Other Languages (ESOL).

At the beginning of the 2007 school year, Bryson Elementary had an enrollment of 1,035 students with some portable classrooms in use. In 2008, 200 of Bryson’s students were rezoned to the new Rudolph Gordon Elementary School to relieve the over-crowded conditions at Bryson. Five classroom teachers were assigned to the new school as well. All classroom teachers are now teaching inside the building, eliminating the need for portable classrooms.

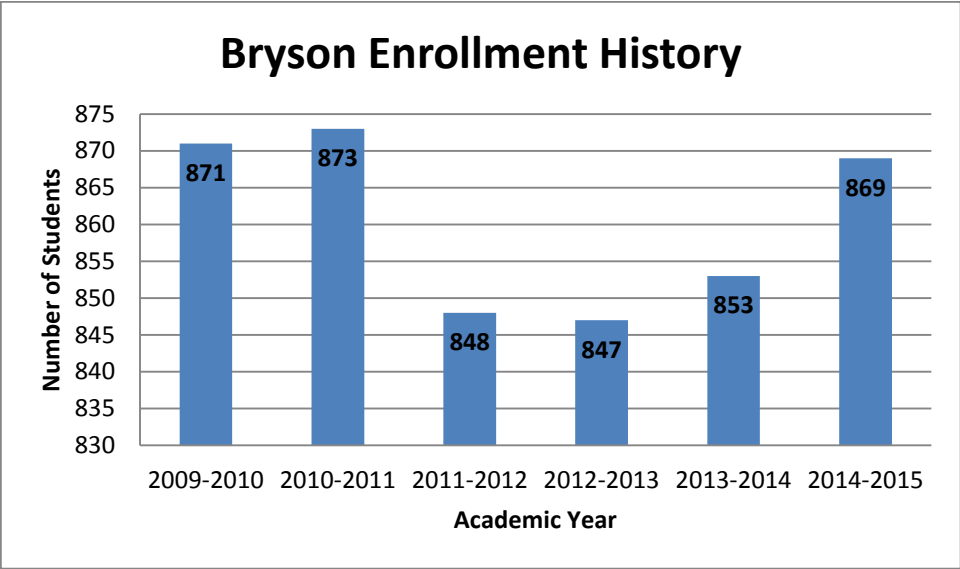
Bryson Elementary enrollment configuration by grade level is as follows:

<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>
Grade K -132	Grade K – 144	Grade K - 123	Grade K-143	Grade K-134	Grade K –140
Grade 1 -157	Grade 1– 145	Grade 1 - 155	Grade 1-139	Grade 1-153	Grade 1 – 140
Grade 2 -133	Grade 2 – 144	Grade 2 - 144	Grade 2-146	Grade 2-135	Grade 2 – 160
Grade 3 -142	Grade 3 – 138	Grade 3 - 146	Grade 3-140	Grade 3-140	Grade 3 – 128
Grade 4–159	Grade 4 – 142	Grade 4 - 137	Grade 4-140	Grade 4-146	Grade 4 – 147
Grade 5 -148	Grade 5 - 160	Grade 5 - 143	Grade 5-130	Grade 5-145	Grade 5 – 154
			Sp. Ed.-12		
<u>Total – 871</u>	<u>Total - 873</u>	<u>Total - 848</u>	<u>Total - 847</u>	<u>Total - 853</u>	<u>Total – 869</u>

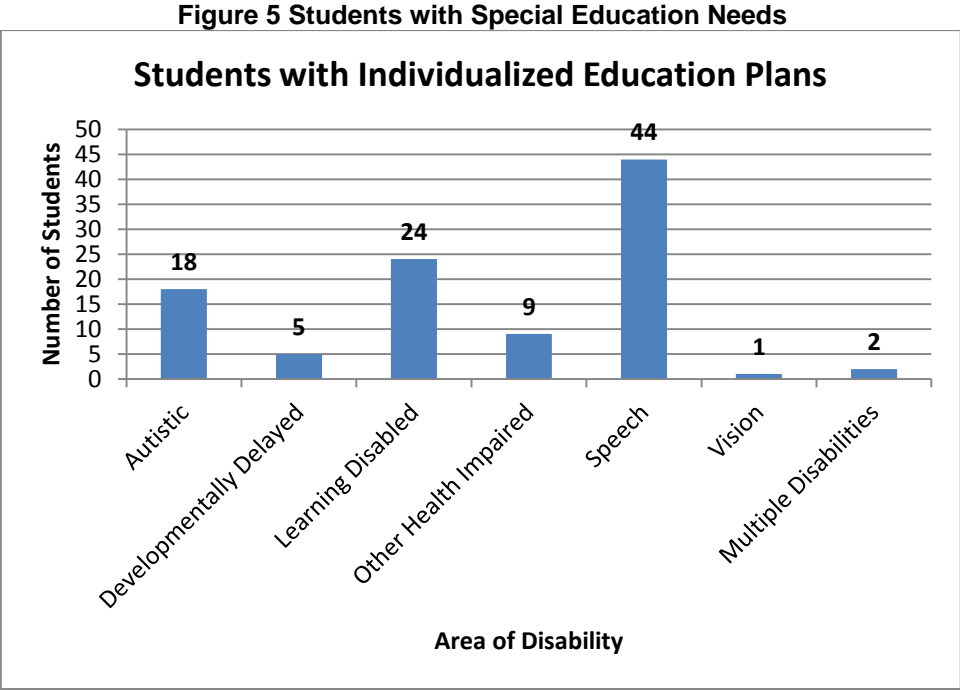
**Figure 3 Bryson Elementary Student Enrollment**

Enrollment at Bryson Elementary has changed across the past several years. This is the result of rezoning due to the construction of additional elementary schools. In 2001-2002, several students were rezoned to Fork Shoals Elementary. In 2002-2003, a large number of our students were rezoned to Bell’s Crossing Elementary. In 2008-2009, additional students were rezoned to the new Rudolph Gordon Elementary. In 2014 Student average daily attendance is was 97.1%.





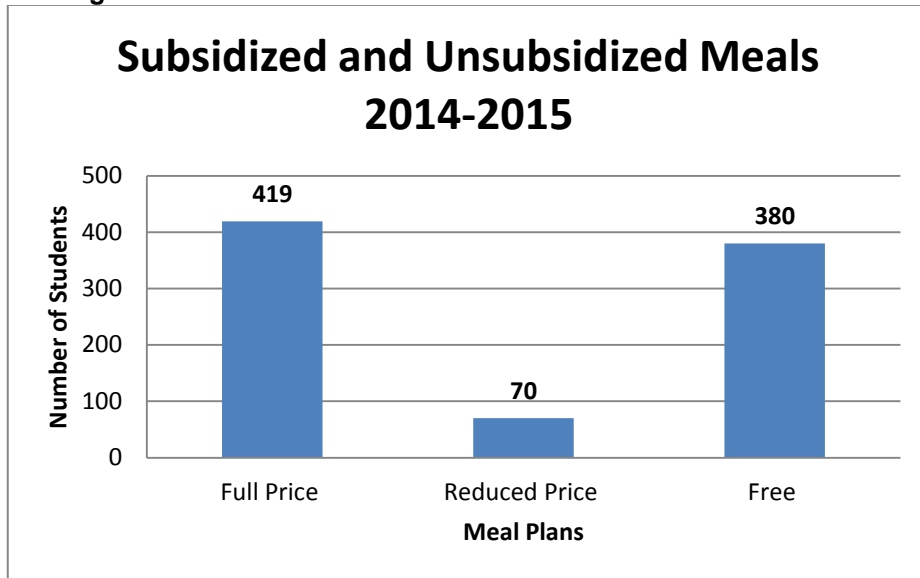
**Figure 4 Bryson Elementary Student Enrollment**



Bryson Elementary strives to meet the needs of all children. Support programs in special education are in place to assist children with academic difficulties. Bryson Elementary has one self-contained learning disabled classroom which is staffed with a teacher and a paraprofessional. Bryson Elementary also has two self-contained EM Neurological classes which are staffed with two full time teachers and three paraprofessionals. One full time resource

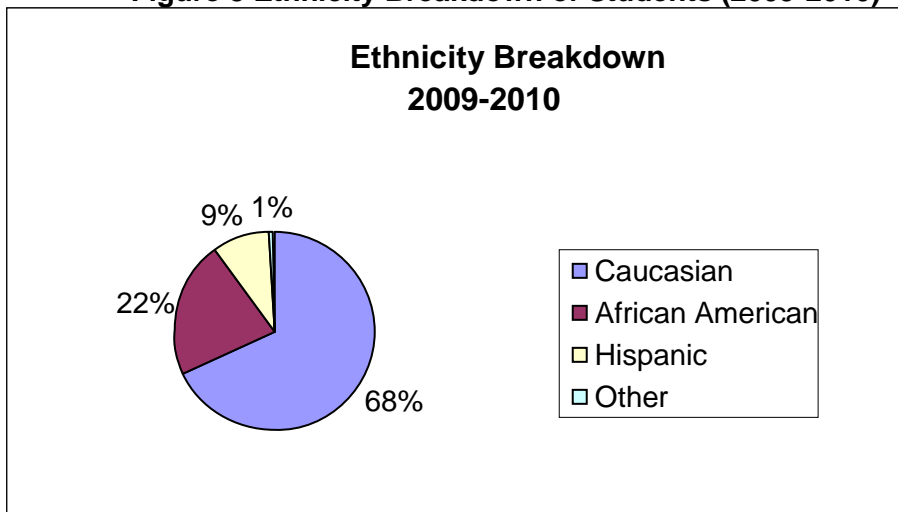
teacher is also available to serve students in a pull-out model. In addition, one full time speech therapist and a half time speech therapist also work with students in pull-out programs.

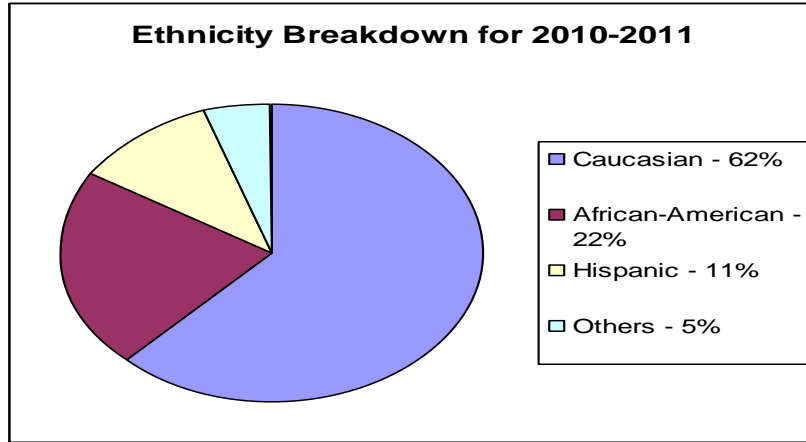
**Figure 6 Students Who Receive Free and Reduced Priced Meals**



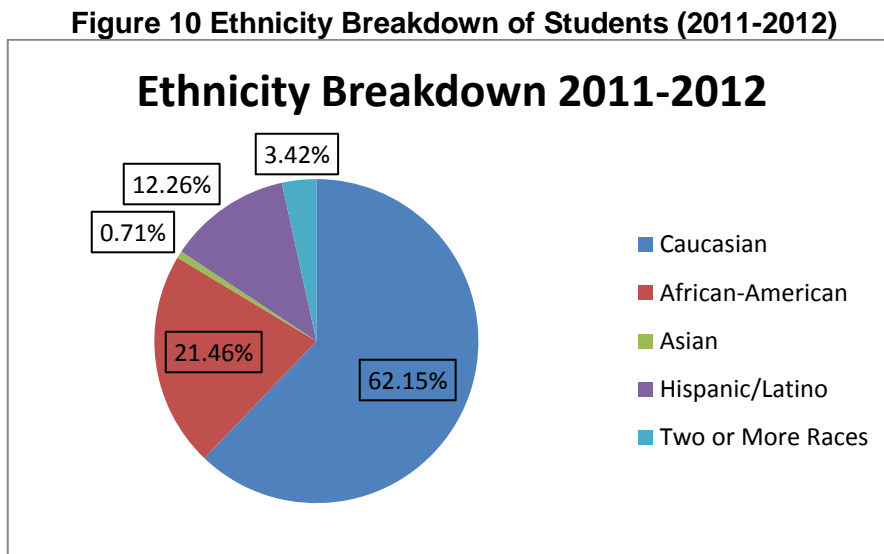
Seventy of the 853 students who attend Bryson Elementary School receive reduced lunch and 380 students receive free lunch. The other 419 students pay full price for school lunch. The Bryson Elementary School Report Card for 2014 indicates that the poverty index is at 63.81%. This percentage is based on the number of students who receive free and reduced meals and Medicaid assistance.

**Figure 8 Ethnicity Breakdown of Students (2009-2010)**





**Figure 9 Ethnicity Breakdown of Students (2010-2011)**



**Figure 10 Ethnicity Breakdown of Students (2011-2012)**

Figure 11 Ethnicity Breakdown of Students (2012-2013)

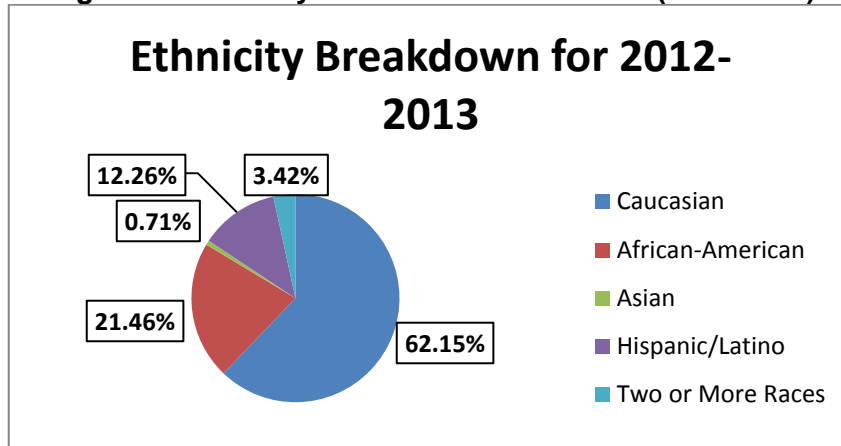


Figure 12 Ethnicity Breakdown of Students (2013-2014)

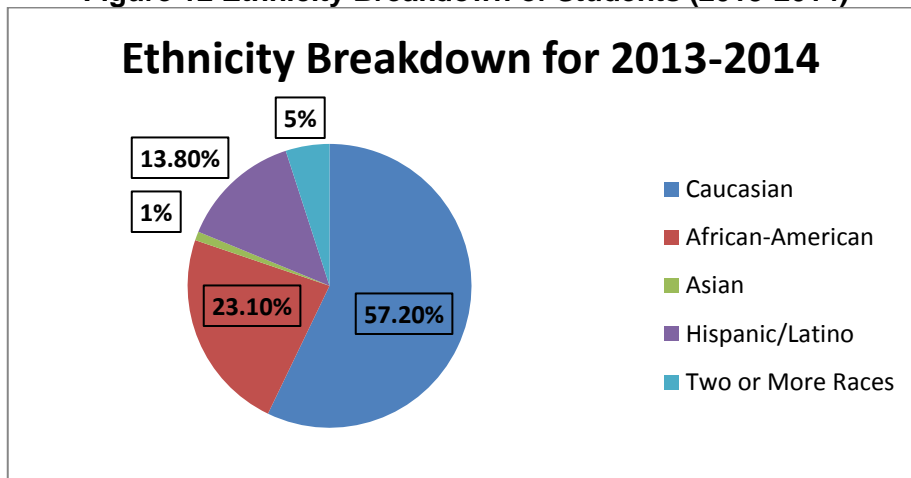
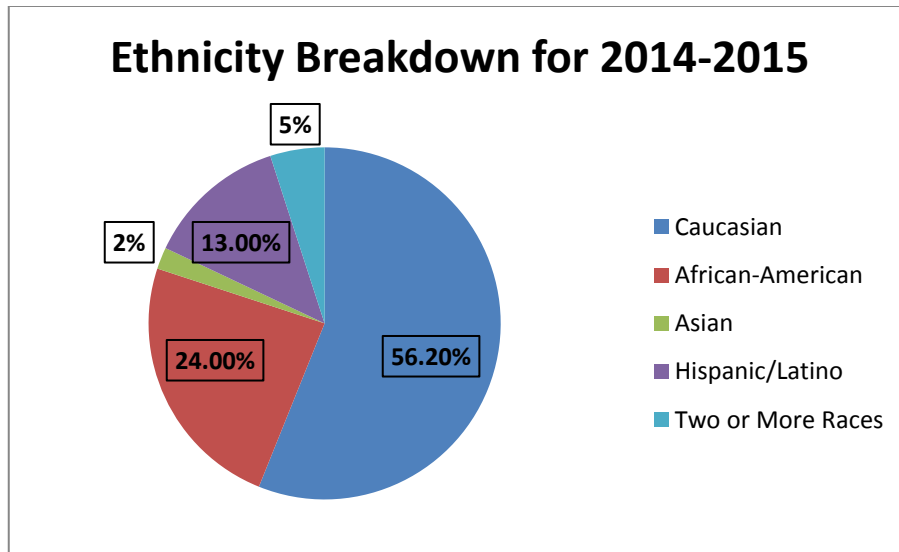


Figure 13 Ethnicity Breakdown of Students (2014-2015)



Currently the student body at Bryson Elementary is comprised of 56.2% Caucasian, 24% African American, 13% Hispanic, 2% Asian, and 5% are classified as having two or more races as shown in the graph above. Over the past several years, our population has changed due to several rezoning mandates that affected our attendance area and due to local population trends. As one can see from the charts, the overall population remains Caucasian. The primary languages are English and Spanish. Over the course of five years, the Caucasian population has decreased from 72% to 56.2%. Our Hispanic population has grown from 6% to 13%. African-American population has a slight increase from 23.1% to 24%. About 200 of our students were rezoned to the new Rudolph Gordon Elementary School several years ago. The other categories include 45 students of 2 or more races and 14 Asian students, totaling 7% of our student body. Our diversity continues to increase.

Bryson stresses the importance of daily attendance for all students and teachers. As reported in the 2014 Report Card, Bryson had an average student attendance rate of 97.1% The annual student retention rate was 1.9%, an increase from 1.7%.

### **Major Academic and Behavioral Features**

Our highest priority is implementing the strategies related to our vision. Our school-wide strategies to increase student learning during the 2011-2012 school year include continued emphasis on and implementation of differentiated instruction, Learning Focused and Quality Tools strategies in the classroom. We will continue to focus on school-wide participation in the Accelerated Reader program with classroom and school-wide goals, with emphasis on specific targeted skills in writing, English Language Arts, and math. Early identification of students who need additional academic support to increase Map scores and continued use of Data notebooks is ongoing.

Currently all classroom teachers are trained or participate in the research-based Fountas and Pinnell, a balanced literacy program for ELA Classroom teachers use Houghton Mifflin Mathematics, Every Day Counts, and the After School Math Achievers Kits, which are all research-based. In science classes, teachers use standards-based kits provided by the district for hands-on classroom instruction in content and processes. All teachers participated in David Langford's Quality Tools training. Bryson Elementary teachers have also participated in the CEEM program to enhance math and reading instruction through grade-level and cross grade-level collaboration teams. At each grade level, teachers are encouraged to work together as teams. We also work across grade levels to ensure vertical integration of learning. Working with focus groups of students to address specific needs is integral to our program. Teachers use various forms of assessment to identify students who may need extra assistance. The goal is for students to master the skills (standards) on each grade level with 80% accuracy or above.

### **Everyday Counts Calendar Math /Partner Games**

- Daily interactive math program
- Professional training required and provided for teachers
- Teacher driven and led
- Developed for and implemented across all grade levels
- Addresses key mathematical concepts

- Builds on previous concepts and lessons
- Instrumental in increasing math proficiency and test scores
- Develops multiple strategies, open-ended questions, and higher level thinking skills
- Fosters children's mathematical confidence and competence

### **100 Bear Book Club**

- Includes grades Kindergarten through fifth
- Availability of books covering multiple reading levels
- Designed to increase comprehension and vocabulary skills
- Visual incentives covering all levels
- Awards given at various stages of success

### **Reading A-Z/RazKids**

- First grade initiative
- Availability of books paper/electronic covering multiple reading levels
- Designed to increase comprehension and vocabulary skills
- Visual incentives covering all levels
- School-Home Connection Accountability

### **Starfall**

- Reinforces phonetic awareness and skills
- Increases oral reading and vocabulary skills
- Includes kindergarten, first grade, and special education children
- Teaches and promotes self confidence in technology skills
- Supplemental material available for reinforcement

### **Hands-on Science Lab**

- Lab experiences provided as needed for third, fourth, and fifth grades
- Taught by classroom teacher
- Reinforces curriculum standards

### **Vertical Teaming**

- Cross grade levels meet with a lower or higher grade level to discuss ways to improve/adjust curriculum to benefit all students

### **MAP (Measures of Academic Progress)**

- Computer generated diagnostic achievement tests for math and reading
- Gives immediate results
- Test given is adjusted to student performance level

### **Compass Learning**

- Computerized, individualized work in various academic areas
- Assignments generated by MAP performance levels and classroom teacher
- Students use weekly
- Students maintain data notebooks to chart progress

- **Poppin' Math Facts**
- Timed fact quizzes for 2<sup>nd</sup>-5<sup>th</sup> grades in addition, subtraction, multiplication, and division
- Administered weekly
- Students earn ribbons and awards for mastery of facts
- Purpose is to increase fluency with basic math facts
- Students become Math Coaches and tutor peers in class

### **AIMSweb- Progress Monitoring**

#### **RTI**

- **Kindergarten**
- **First Grade**

### **Level Literacy Intervention**

### **Fountas and Pinnell Balanced Literacy Model**

### **QUALITY TOOLS/ CONTINUOUS IMPROVEMENT**

- Helps students see improvement in their work and encourages responsibility
- Graphic organizers are effective tools used to summarize information

## **Mission, Vision, and Beliefs**



### **Mission Statement of Bryson Elementary School**

The mission of Bryson Elementary School is to provide diverse educational experiences that encourage responsible, productive, and creative individuals to become independent lifelong learners.

### **The Vision of Bryson Elementary School**

The vision of Bryson Elementary School is for our students to become independent, moral, and responsible. We envision a safe, structured, and stimulating environment in which students can

utilize and optimize their own unique capabilities. We aspire to develop well-rounded students to be productive citizens in an ever-changing society.

### **Our Beliefs**

- We believe a student’s success is the shared responsibility of the community, parents, students, and staff.
- We believe children learn best in a safe, structured, and stimulating environment.
- We believe educational experiences should prepare students to be moral, responsible, productive citizens and independent thinkers.
- We believe each child has academic potential and, when challenged, can achieve personal success.
- We believe all students have the ability to learn and should remain actively engaged in learning through a fundamentally based curriculum enhanced by technology and an integrated art program.
- We believe each child can grow socially and emotionally while developing strong values and self-discipline.

### **Data Analysis and Needs Assessment**

Instructional and organizational priorities at Bryson Elementary focus on the needs of developing lifelong learners. Following the tenets of Total Quality Education and Learning Focused, teachers implement student learning goals, student data notebooks, and quality tools such as lotus diagrams, consensograms, force field analysis charts, and affinity diagrams to assist students in organizing learning. A balanced literacy program fashioned after the Fountas and Pinnell model encourages direct reading instruction, student self-selected reading, writing instruction, and practice with vocabulary development. Examples of technology integration can be seen in every classroom at every grade level. A district technology refresh program at our school distributed laptop computers to every classroom teacher and refreshed our main hallway laptop lab. Science instruction is driven by district science kits which are closely aligned to state science standards. Our building houses a science lab which is available to all teachers for use with their students. Instruction in mathematics is a three-pronged effort: the Houghton-Mifflin math series recently adopted by the District, Everyday Counts Calendar Math, and Compass Odyssey, to meet the needs of students at all ability levels. Teachers meet in professional learning communities to plan and to develop benchmark and other common assessments, in accordance with Common Core State Standards in ELA and Mathematics along with South



Carolina curriculum standards for Kindergarten through fifth grade in science and social studies. Students are encouraged to develop personal discipline through our guidance programs.

Each year the staff reviews the school's long-range plans to determine areas of strength and needed emphasis in our curriculum. By analyzing student performance on standardized tests, (Iowa Test of Basic Skills, Palmetto Assessment of State Standards, and soon with ACT Aspire) teachers identify areas of need and can set grade-level-specific and school-wide academic goals. Our instructional focus is guided by four essential questions: What do students need to know and be able to do? How will we know they have learned it? What will we do when they haven't learned it? And what will we do when they already know it? The administration guides the staff through a review of the long-range plan each spring in order to develop plans for the following school year. Data teams review student progress three times annually. The faculty reviews long-range plans to determine which strategies have been successful in raising student achievement and which have not. The ones that have not resulted in desired outcomes will be removed from the plan. Those strategies that have been successful will be included as integral parts of the system.

For two years, our focus had been Mathematics. Teachers have been trained in the use of and have implemented Everyday Math Counts Calendar Math daily. In kindergarten, first and second grades, classroom teachers administer the End of the Year Math test in August, December, and March to track student progress and to alert the teacher to skill areas needing more attention.

During 2009-2010, the staff determined that we should re-focus our efforts on Reading. Our resources have been directed toward the purchase of computer software to enrich and remediate student progress. Students and teachers then had the Lexia program available. The Early Literacy Survey is used to screen every kindergarten student and is used as a baseline. This year we administered the mCIRCLE Assessment for Kindergarten Readiness as well. A Response to Intervention (RTI,) teacher meets with designated students for remediation purposes, with a focus upon early reading intervention. AIMSWeb data is reviewed every other month by the RTI team to review progress monitoring data.

For 2011-2012, after analysis of PASS data, the staff determined that we should refocus our efforts on Math. The school implemented grade-level common planning. Teams developed common formative math assessments to identify learning needs of students. Teachers strategically provided opportunities for remediation throughout the instructional unit. A school-wide math initiative, Poppin' Math Facts, was implemented in January. The goal was to increase student fluency and motivation with addition, subtraction, multiplication, and division facts. Students earned awards for their progress.

For 2012-2013, Bryson Elementary School offers intervention services through an early morning tutoring program. As a result of this and other efforts, our student test scores have risen. We have made every effort to address the needs of our identified subgroups and have strategies in place to assist students of all ability level to realize their potential. Grade levels have begun data analysis of weekly common formative math assessments. Students in third,

fourth, and fifth grades are offered afternoon tutoring based on weekly analysis of math assessments on Tuesdays and Thursdays.

For 2013-14, Bryson Elementary offers intervention services through an early morning tutorial program as well as an afterschool homework help in grades 3-5. Grade levels continue data analysis of weekly common formative math assessments.

In 2014-2015, after careful analysis of PASS data, Balanced Literacy Survey Feedback, and the uncertainty of what the next state assessment was going to be, we decided to focus on writing across the curriculum for a variety of purposes. We have continued the Poppin' Math Facts Initiative, even including Kindergarten this year. We also continue to work with students in the early morning computer lab program, Compass Kids, four days each week.

## **Student Achievement**

### **Current Conditions**

In 2010, Bryson earned a “Good” Absolute Rating and Growth Rating. Again, in 2011, Bryson earned a “Good” Absolute Rating and Growth Rating. In 2012, Bryson improved to an “Excellent” Absolute Rating and “Good” Growth Rating. Then in 2013, Bryson earned “Excellent” in Absolute Rating and Growth Rating. In 2014, we were able to maintain that “Excellent” in both Absolute Rating and Growth Rating.

### **Current Strategies Used to Increase Student Learning**

Our school-wide strategies to increase student learning during the 2010-2011 school year included emphasis on and implementation of differentiated instruction in the classroom, Learning Focused strategies, focus on school-wide participation in the Accelerated Reader program with classroom and school-wide goals, emphasis on writing skills and standards with quarterly school-wide writing prompts, early identification of students who need additional academic support to increase MAP and PASS scores, and implementation of Quality Tools including data notebooks. Our achievement focus areas include “Content” and “Conventions” in writing, “Informational Texts” for English Language Arts, and “Algebra” for math. These areas of focus were selected based upon an analysis of PASS results during 2012-2013. In the 2013-2014 school year, PASS and MAP results indicated that the areas of focus would be on Informational Texts, Voice and Content, and Measurement. For the 2014-2015 school year, after looking at testing results we realized that although our scores were satisfactory, we noticed potential areas of growth in the area of Voice in Writing and Research in Reading.

Currently all classroom teachers are trained in the research-based Fountas and Pinnell’s Balanced Literacy for ELA. Classroom mathematics teachers use Houghton Mifflin Mathematics, Every Day Counts Math, Compass Odyssey, which are all research-based. In science classes, teachers use standards-based kits provided by the district for hands-on classroom instruction in content and processes. Learning-Focused strategies and Best Practices are demonstrated in monthly staff development meetings. At each grade level,

teachers are encouraged to work together in teams. We also work across grade levels to ensure a continuum of learning.

### **Using Student Achievement Data**

It is now easier than ever to systemically use data to make informed decisions about the instructional program. For example, MAP data is readily available from the NWEA database. . As a result, students who need additional support are identified earlier with a greater chance of academic success. In addition, our benchmark assessments, administered quarterly, are used as formative assessment to inform the instructional process. Annual PASS results allow us to identify areas in need of focus throughout the school.

### **Student Support Systems**

Recognizing that some students need additional support unavailable in the regular education classroom, Bryson Elementary has worked with the District to provide a variety of special services.

- We have two full-time resource teachers to work with students with learning disabilities and other health impairments. Grades four and five are an inclusion model, and other grades are part of a pull out model. Students leave their regular education class to receive direct, small group instruction in the resource room. The resource teacher works in collaboration with classroom teachers to inform them of student Individualized Education Program (IEP). We also have two self-contained Special Education classes.
- When a teacher believes a student has special needs that might require additional attention, the student is referred to the Assistance Team. The purpose of the team is to try to match student needs with resources that are available through the school, District, or community.
- Other support systems available to our students include: Speech Therapy, Occupational Therapy, and an ESOL teacher.
- , Sunshine Math, and a Reading Intervention Specialist, Response to Intervention.
- **AIMSWEB/RTI-** This is an intervention that supports kindergarten and special education students who needs extra support in ELA.
- **Leveled Literacy Intervention-** This program supports students in first grade who needs extra support in reading.

### **Summary of Progress**

We have a clear path for increasing student achievement before us. With accessible student achievement data, teachers are able to differentiate instruction to meet the unique needs of our

students as the year progresses. We continue to provide additional support in reading and math for identified low-achieving students and make use of focus groups for this purpose.

### **Next Steps**

The Bryson Elementary staff agreed that the following needs to occur at the school level with respect to student achievement. The staff needs to:

- Continue emphasis on differentiated instruction to meet student needs.
- Focus on English Language Arts.
- Focus on Writing in Science
- Evaluate existing programs/initiatives to determine effectiveness

### **Root Causes**

2014-2015 Bryson Elementary is a large school with a population of 869 students, of which 450 qualify for free or reduced lunch. In addition, our school currently provides 18% of the population with special education services. Seventy-six students qualify for ESOL services, or 8.3 percent of the school population receives English as a Second Language services.

### **What factors contribute to academic weaknesses?**

- Transient community
- Changing socioeconomic conditions in society and our local community
- Some perceived lack of adequate parental support to foster academic growth at home
- Some students demonstrate poor levels of motivation

### **What are the gaps in student achievement?**

Over the years from 2009-2014, there has been sufficient improvement in the achievement of subgroups. African Americans and Subsidized meals met the Annual Measurable Objective (AMO) in several subject areas. Although our Disabled Students have made gains, they did not meet the Annual Measurable Objective.

### **What are the gaps in English/Language Arts?**

Scores reveal that the gap is closing between our subgroups and White student performance and free-reduced lunch vs. paid lunch students scoring Met and Exemplary. We continue to focus on these subgroups by providing additional support programs.

### **What are the root causes in English/Language Arts?**

Based on strategies applied at all grade levels, Focus Groups, Compass Odyssey, Descartes, benchmark analysis and other strategies, students are meeting their target growth goals in ELA. Our lowest scoring groups in ELA in 2013-14 were our African-American students at 83.5% (76/91) Met or Exemplary, which is higher than the district average, and our Disabled students at 42% (21/50) Met or Exemplary.

### **What are the gaps in Math?**

With regards to scoring Met and Exemplary on PASS Math, White students (85%) outscored Hispanic (80.7%), and African Americans (75%) students in math.

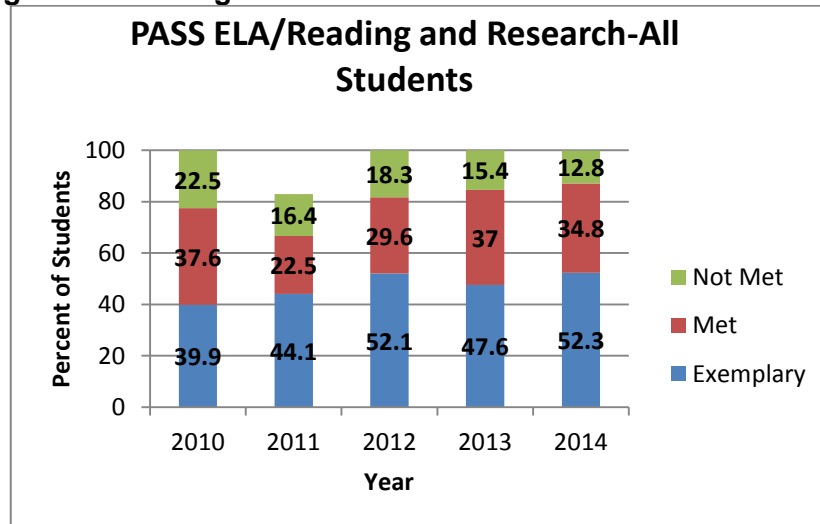
**What are the root causes in Math?**

Students are scoring significantly better in math because teachers have discovered through the vertical planning meetings that discrepancies exist between grade levels in the ways standards and academic specific vocabulary are interpreted and presented. Moreover, we have determined that math terminology needs to be consistent among/across all grade levels.

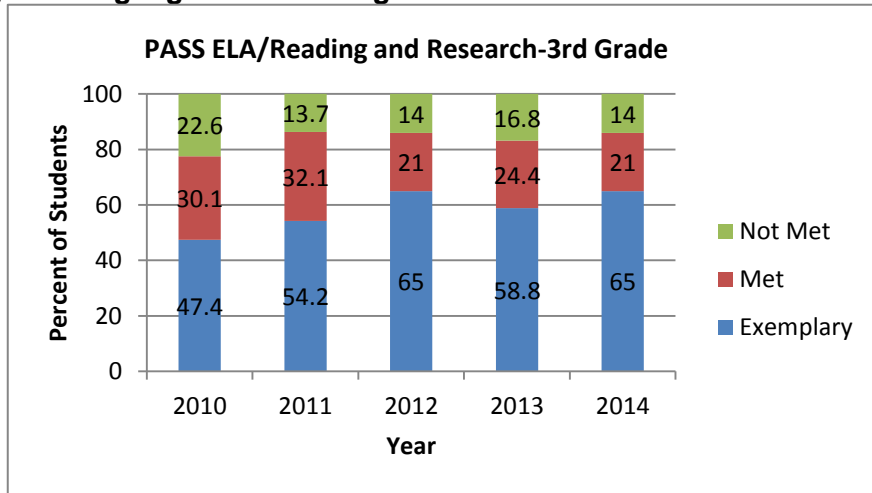
**Student Achievement**

Improved student achievement is an ongoing goal area for Bryson Elementary. The objectives of this goal area are to increase the number of students in grades 3, 4, and 5 who scored Met or Exemplary on PASS. Several strategies have been implemented at our school to reach this goal. School-wide initiatives such as Fountas and Pinnell Balanced Literacy and our writing focus, including quarterly prompts and benchmarks, provide opportunities for students to improve their understanding of concepts assessed by PASS and ACT Aspire while also working towards meeting common goals. Curriculums such as Fountas and Pinnell and Everyday Counts Calendar Math teach and reinforce basic ELA and math skills. In addition, our school continually assesses academic levels through MAP testing and Benchmark testing to pinpoint areas of weakness. Furthermore, Bryson Elementary has initiated weekly common formative math assessments to identify and remediate students. Along with these strategies and programs, Bryson Elementary has developed a professional development plan that addresses the objectives stated in the goals. The professional development plan includes many different strategies that will help reach our goals and is based on the needs of our staff and students.

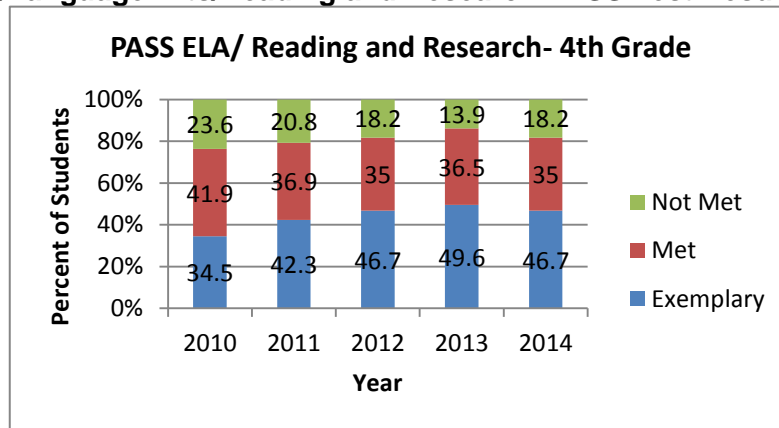
**Figure 14 Reading/Research PASS Test Results for All Students**



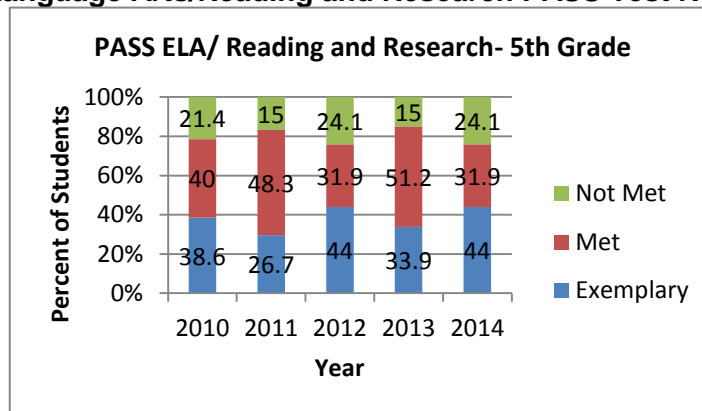
**Figure 15 English/Language Arts/Reading and Research PASS Test Results for Third Grade**



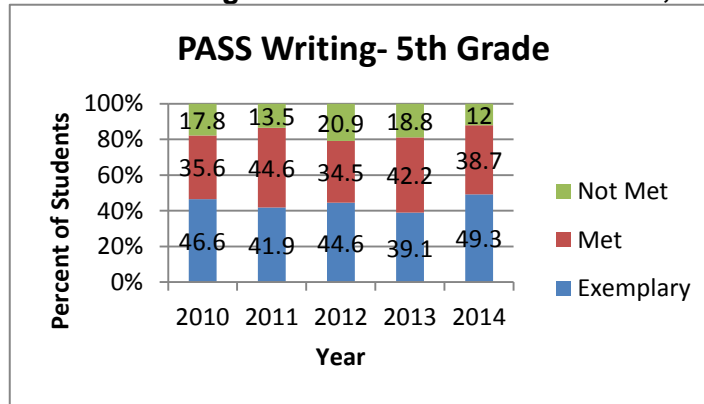
**Figure 16 English/Language Arts/Reading and Research PASS Test Results for Fourth Grade**



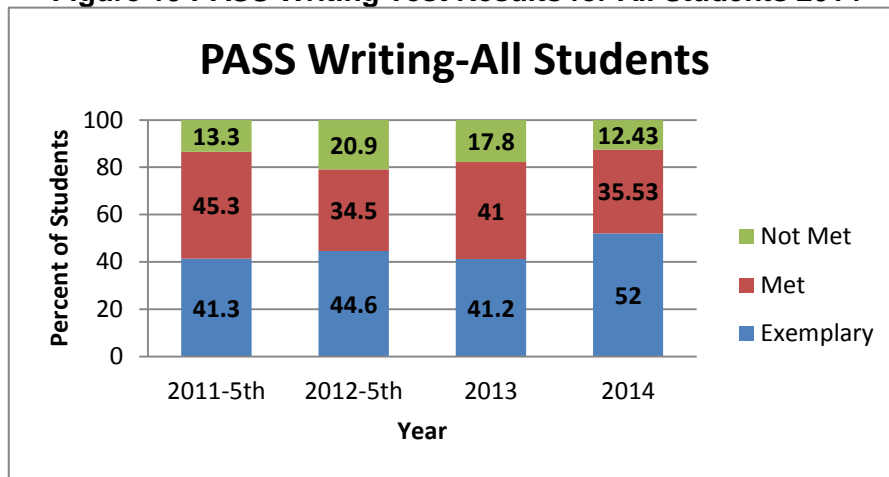
**Figure 17 English/Language Arts/Reading and Research PASS Test Results for Fifth Grade**



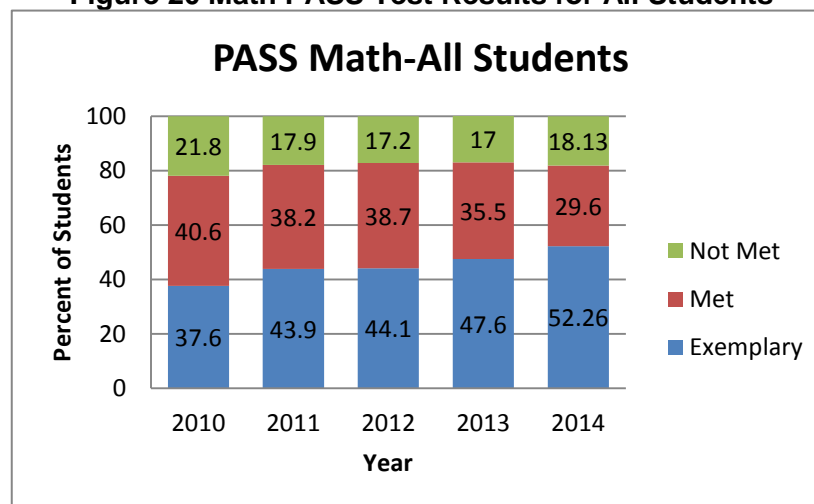
**Figure 18 PASS Writing Test Results for Fifth Graders, 2010-2014**



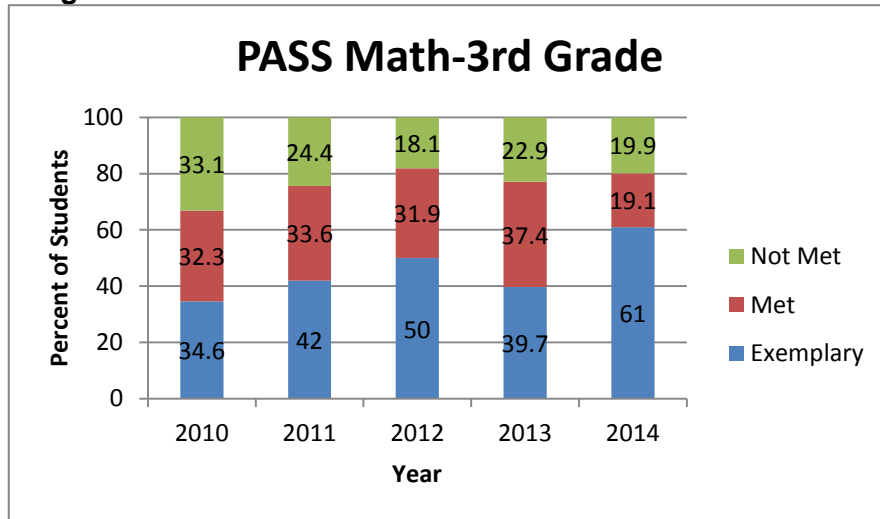
**Figure 19 PASS Writing Test Results for All Students 2014**



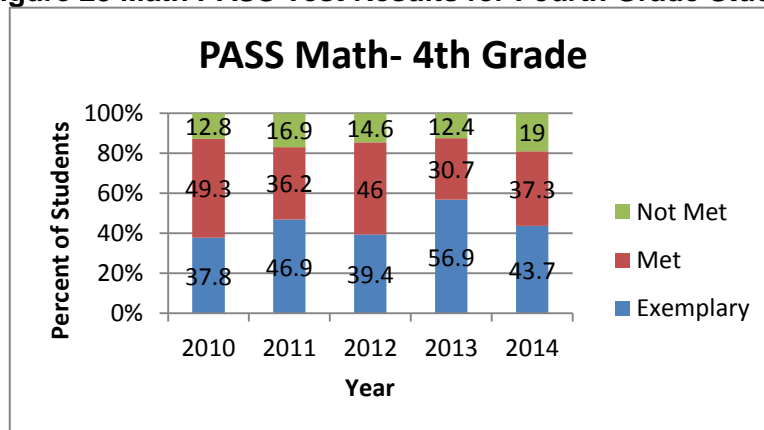
**Figure 20 Math PASS Test Results for All Students**



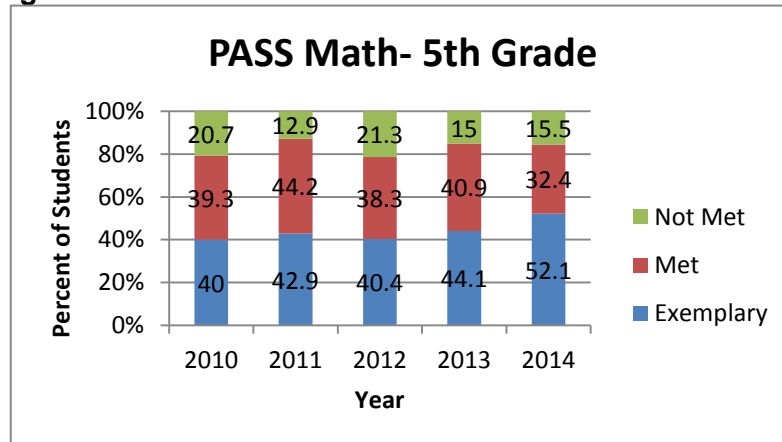
**Figure 21 Math PASS Test Results for Third Grade Students**



**Figure 23 Math PASS Test Results for Fourth Grade Students**

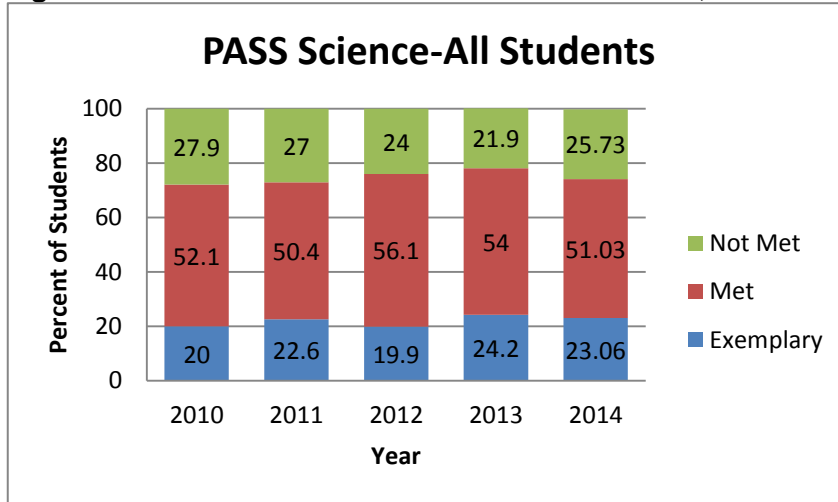


**Figure 24 Math PASS Test Results for Fifth Grade Students**

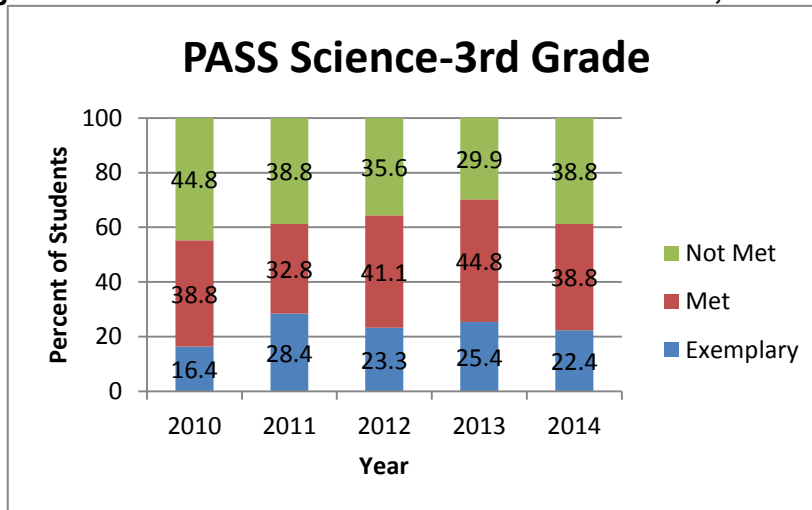




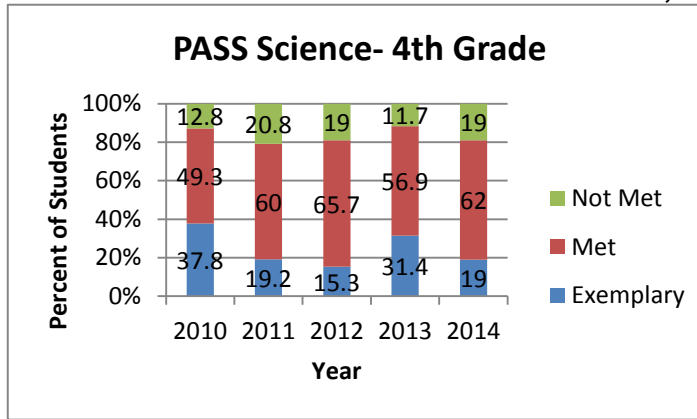
**Figure 25 PASS Science Results for All Students, 2010-2014**



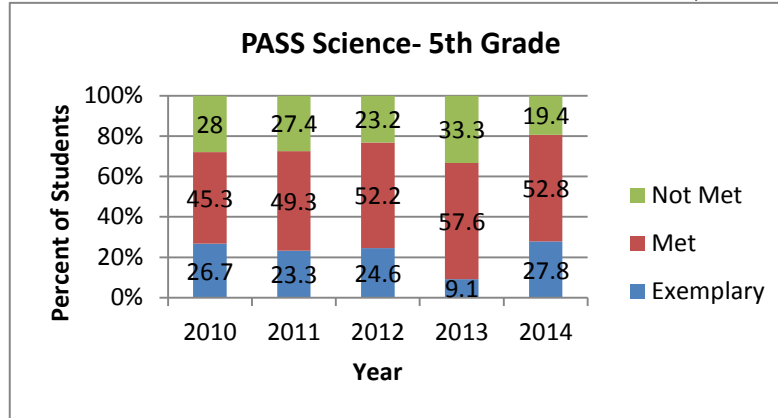
**Figure 26 PASS Science Test Results for Third Grade, 2009-2013**



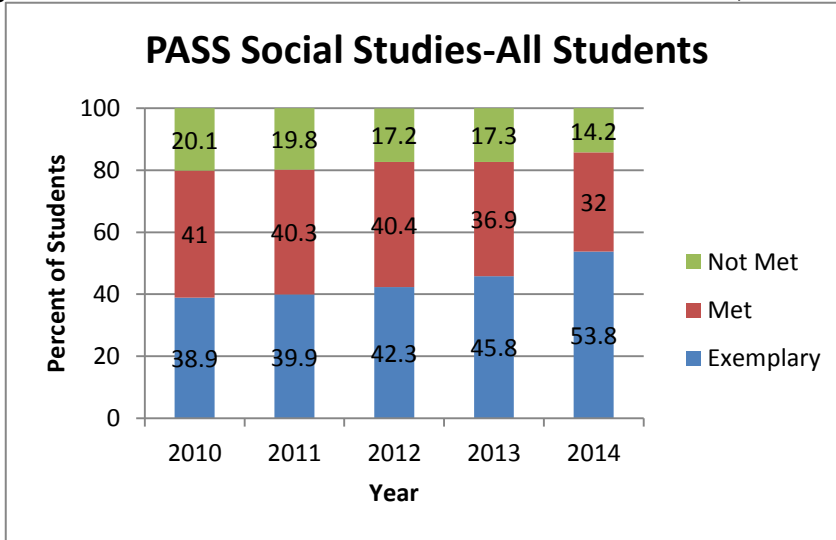
**Figure 27 PASS Science Test Results for Fourth Grade, 2010-2014**



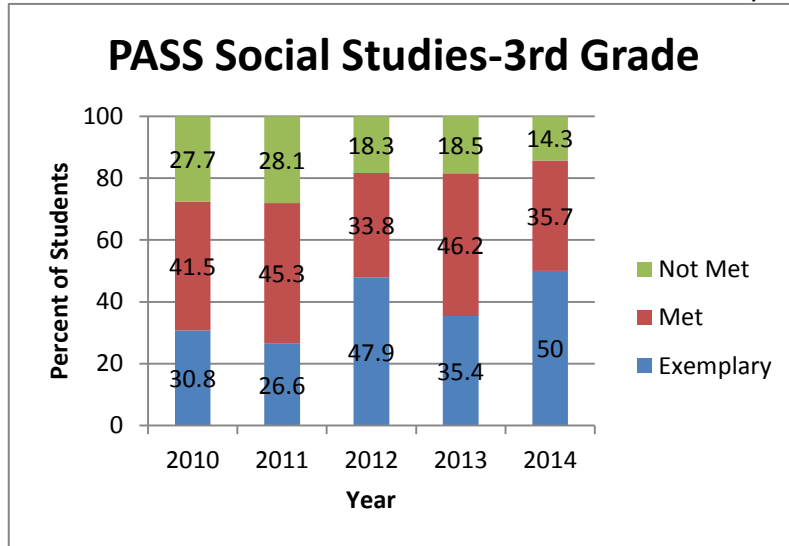
**Figure 28 PASS Science Test Results for Fifth Grade, 2010-2014**



**Figure 29 PASS Social Studies Test Results All Student, 2010-2014**



**Figure 30 PASS Social Studies Test Results for Third Grade, 2010-2014**



**Figure 31 PASS Social Studies Test Results for Fourth Grade, 2010-2014**

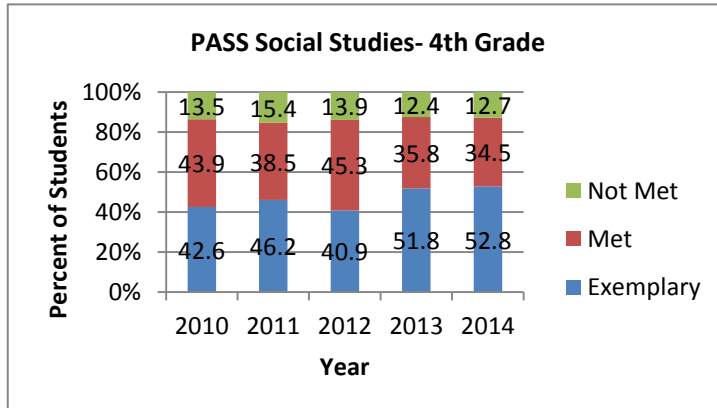
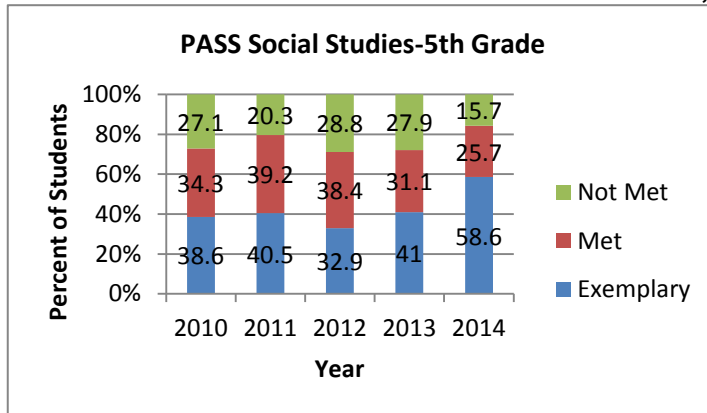


Figure 32 PASS Social Studies Test Results for Fifth Grade, 2010-2014



**SCHOOL SUMMARY**  
Iowa Tests of Basic Skills® (ITBS®) / CogAT®  
South Carolina Grade 2 Gifted and Talented Testing Program

School: Bryan Park 201140  
District: Greenville 01-2301

Form: C  
Test Date: 11/01/11  
Name: 0029 0088/0208  
Order No.: 00584772  
Page: 1

	READING		Word Analysis	Listening-Comp.	LANGUAGE		MATHEMATICS			TOTAL	SCORE TOTAL	Social Studies	Science	Status of Information	COMPOSITE
	Vocabulary	Comprehension			Reading	Writing	Concepts	Problems	Geometry						
<b>Grade 2</b>															
ITBS/CogAT	138	135			135	135	135	135	135	135					
Average Standard Score (SS)	103.8	107.0			107.0	108.8	107.0	107.0	107.0	107.0					
Percentile Rank of Average SS: National Student Norms	60	55			55	55	55	55	55	55					
NPR of Average SS: (NPR/NPR)	54	48			48	48	48	48	48	48					
Difference (NPR/NPR)	+10	+7			+7	+11	+7	+7	+7	+7					
Number of Students Tested = 142															
<b>ITBS</b>	127	129			129	129	129	129	129	129					
Number of Students Tested	127	129			129	129	129	129	129	129					
Average Standard Score (SS)	103.4	106.2			106.2	108.4	106.2	106.2	106.2	106.2					
National Norms of Average SS	6	6			6	6	6	6	6	6					
Normal Curve Equivalent of Average SS	60	52			52	54	52	52	52	52					
Percentile Rank of Average SS: National Student Norms	68	54			54	55	54	54	54	54					
Number of Students Tested = 142															

Cognitive Abilities Test™ (CogAT®)

	Number of Students	Average USB	AGE SCORES			GRADE SCORES			School Profile Age Percentile Rank						
			Average SAs	PR	S	PR	S	PR	SS	SC	TE	SS			
<b>Grade 2</b>															
VERBAL	138	109.0	88.4	46	6	60	9	V	48						
QUANTITATIVE	137	102.3	88.5	46	6	60	9	Q	45						
NONVERBAL	137	124.3	105.0	64	6	81	9	N	64						
COMPOSITE	138	106.2	101.1	53	6	55	8	C	53						
Number of Students Tested = 144															

USB = Universal Scale Score    SAS = Standard Age Score    PR = Percentile Rank    S = Score

Composite Standard Age Scores were used to compute the predicted Standard Score.  
For further information on the interpretation of this report, please visit [www.iowa-testing.com](http://www.iowa-testing.com) or the Interpretive Guide.

\* = Each Composite is not included in the Math Total as in any score that includes the Math Total

Figure 33 CogAT/ITBS Scores 2011



**SCHOOL SUMMARY**  
*Iowa Tests of Basic Skills® (ITBS®) / CogAT®*  
 South Carolina Grade 2 Gifted and Talented Testing Program

School: Bryson Elem 2301040  
 District: Greenville D1 2301

Form: C  
 Test Date: 11/2012  
 Norms: 09/23 0205/C2005  
 Order No.: 00058036  
 Page: 1

	READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS			TOTAL	CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE
	Vocabulary	Comprehension	TOTAL			Spelling	Total	Concepts	Problems	Computation*						
<b>Grade 2</b>																
ITBS/CogAT	Number of Students Included	5	145	5				147	147		147					
	Average Standard Score (SS)	121.2	163.6	143.0				156.6	159.1		157.9					
	Percentile Rank of Average SS: National Student Norms	3	69	19				54	59		56					
	NPR of Average PSS (PNPR)	54	52	59				45	45		46					
	Difference (NPR-PNPR)	-51	+17	-40				+9	+14		+10					
	Number of Students Tested = 150															
ITBS	Number of Students Included	5	145	5				147	147		147					
	Average Standard Score (SS)	121.2	163.6	143.0				156.6	159.1		157.9					
	National Stanline of Average SS	1	6	3				5	5		5					
	Normal Curve Equivalent of Average SS	10	61	32				52	55		53					
	Percentile Rank of Average SS: National Student Norms	3	69	19				54	59		56					
	Number of Students Tested = 150															

*Cognitive Abilities Test™ (CogAT®)*

	Number of Students	Average USS*	AGE SCORES				GRADE SCORES			School Profile Age Percentile Rank						
			Average SAS*	PR	S		PR	S		PR <sub>1</sub>	25	50	75	99		
<b>Grade 2</b>																
VERBAL	147	159.3	98.2	46	5	50	5	V	46							
QUANTITATIVE	147	159.7	97.7	44	5	49	5	Q	44							
NONVERBAL	147	176.7	103.3	58	5	61	6	N	58							
COMPOSITE	147	165.2	99.6	49	5	53	5	C	49							

USS = Universal Scale Score    SAS = Standard Age Score    PR = Percentile Rank    S = Stanine

Composite Standard Age Scores were used to compute the predicted Standard Score.  
 For further information on the interpretation of this report, please visit [www.iwatests.com](http://www.iwatests.com) or refer to the Interpretive Guide.

\* - Math Computation is not included in the Math Total or in any score that includes the Math Total.

**Figure 34 CogAT/ITBS Scores 2012**



**SCHOOL SUMMARY**  
*Iowa Tests of Basic Skills® (ITBS®) / CogAT®*  
 South Carolina Grade 2 Gifted and Talented Testing Program

School: Bryson Elem 2301040  
 District: Greenville D1 2301

Form: C  
 Test Date: 11/2012  
 Norms: 09/23 0205/C2005  
 Order No.: 00058036  
 Page: 1

	READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS			TOTAL	CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE
	Vocabulary	Comprehension	TOTAL			Spelling	Total	Concepts	Problems	Computation*						
<b>Grade 2</b>																
ITBS/CogAT	Number of Students Included	5	145	5				147	147		147					
	Average Standard Score (SS)	121.2	163.6	143.0				156.6	159.1		157.9					
	Percentile Rank of Average SS: National Student Norms	3	69	19				54	59		56					
	NPR of Average PSS (PNPR)	54	52	59				45	45		46					
	Difference (NPR-PNPR)	-51	+17	-40				+9	+14		+10					
	Number of Students Tested = 150															
ITBS	Number of Students Included	5	145	5				147	147		147					
	Average Standard Score (SS)	121.2	163.6	143.0				156.6	159.1		157.9					
	National Stanline of Average SS	1	6	3				5	5		5					
	Normal Curve Equivalent of Average SS	10	61	32				52	55		53					
	Percentile Rank of Average SS: National Student Norms	3	69	19				54	59		56					
	Number of Students Tested = 150															

*Cognitive Abilities Test™ (CogAT®)*

	Number of Students	Average USS*	AGE SCORES				GRADE SCORES			School Profile Age Percentile Rank						
			Average SAS*	PR	S		PR	S		PR <sub>1</sub>	25	50	75	99		
<b>Grade 2</b>																
VERBAL	147	159.3	98.2	46	5	50	5	V	46							
QUANTITATIVE	147	159.7	97.7	44	5	49	5	Q	44							
NONVERBAL	147	176.7	103.3	58	5	61	6	N	58							
COMPOSITE	147	165.2	99.6	49	5	53	5	C	49							

USS = Universal Scale Score    SAS = Standard Age Score    PR = Percentile Rank    S = Stanine

Composite Standard Age Scores were used to compute the predicted Standard Score.  
 For further information on the interpretation of this report, please visit [www.iwatests.com](http://www.iwatests.com) or refer to the Interpretive Guide.

\* - Math Computation is not included in the Math Total or in any score that includes the Math Total.

**Figure 35 CogAT/ITBS Scores 2013**

**SCHOOL SUMMARY**  
 State Assessment  
 South Carolina Grade 3 Orifed and Standard Testing Program

Measure	2013-2014				2014-2015					
	Score	Target	Standard	Score	Target	Standard	Score	Target	Standard	
<b>Student Achievement</b>										
Number of Students Tested	100			100			100			
Average Standard Exceeded (SE)	75%			75%			75%			
Average Standard Exceeded (SE) (2013-2014)	75%			75%			75%			
Average Standard Exceeded (SE) (2014-2015)	75%			75%			75%			
Average Standard Exceeded (SE) (2013-2014)	75%			75%			75%			
Average Standard Exceeded (SE) (2014-2015)	75%			75%			75%			
Average Standard Exceeded (SE) (2013-2014)	75%			75%			75%			
Average Standard Exceeded (SE) (2014-2015)	75%			75%			75%			
<b>Attendance</b>										
Number of Students Below 10%	100			100			100			
Number of Students Below 10% (2013-2014)	100			100			100			
Number of Students Below 10% (2014-2015)	100			100			100			
Number of Students Below 10% (2013-2014)	100			100			100			
Number of Students Below 10% (2014-2015)	100			100			100			
Number of Students Below 10% (2013-2014)	100			100			100			
Number of Students Below 10% (2014-2015)	100			100			100			

Figure 36 CogAt/ITBS Scores 2014

### Goal Area 2: Teacher/Administrator Quality

The professional development plan at Bryson Elementary is a threefold plan that will assist us in addressing our future professional development goals. One goal is to raise teacher/administrator quality as mandated by Goal 2 of Greenville County's Guide to Educational Excellence. This goal contains two specific objectives. Objective one: Ensure all teachers are INTEL proficient. Objective two: All teachers will implement differentiated instruction across all subject areas. The following are some strategies Bryson Elementary will implement in order to achieve these objectives.

- Incorporate Know-It-All website plans to help drive instruction
- Staff development on differentiated instruction
- Staff development on analyzing MAP/RIT scores
- Using DesCartes – Major MAP resource
- Current Media Center Resources
- School's professional development calendar
- School district's professional development portal
- Provide COMPASS Odyssey training for teachers

Bryson Elementary is implementing the objectives in the following ways:

- Baldrige tools
- Best practices in differentiated instruction
- ETV Streamlining
- Fountas and Pinnell/Big Blocks/Building Blocks

- Save A Tree—Virtual Library
- INTEL or A.L.I.V.E.— A majority of the teachers are already achieved technology proficiency
- Learning focused training Part II
- MAP goal setting in-service
- School Safety Plan
- Web site programs for teachers in place
- AIMSweb (This intervention supports kindergarten, first grade, and special education students that needs extra support in ELA.)
- Integration of Quality Tools and Learning-Focused strategies

### **Future Professional Development**

PASS test results and analysis thereof, plus needs as indicated by teachers and assessed by administration, drive our professional development plans. Annual areas of focus are selected in addition to our long-term goals.

The first and third Wednesdays of each month are designated for faculty meetings. These meetings offer opportunities to share best practices taking place within the classrooms, share information regarding District and community matters/issues, and to collectively discuss matters of importance to the school community. The second Wednesday of each month is designated for committee meetings. All faculty members have assignments on committees such as Faculty Council, Curriculum Committee, Technology Committee, etc. All committees address areas of responsibility to consider pertinent matters essential to the ongoing operations of the total school program. Each committee meets with administrators as necessary to appraise administration of the respective committee's work and progress. All grade levels meet weekly to review rigor, pacing, data, and to collaborate for instructional planning.

### **Professional Development Plan**

Professional Development at Bryson follows a three-fold plan. The first goal is to improve school climate by increasing parental support to enhance student achievement as mandated by Goal 5 of Greenville County's Guide to Educational Excellence. This goal contains three specific objectives – to provide parent workshops, provide additional opportunities for parental involvement in PTA, and to provide school activities to enhance the cultural diversities of our school population. Following are some strategies that will be implemented in order to achieve these objectives:

- Activities to enhance cultural diversity
- Black history activities
- Community speakers to serve as guest speakers, presenters, role models, and career connections (Career Day)
- Parent volunteers for various programs
- Provide community/school forms for communication
- Community surveys

- SIC (School Improvement Council)
- Various family nights
- Teacher Professional Development Surveys

The School's Professional Development Calendar and the District Portal provide up-to- date professional development opportunities for teachers throughout the year.

## Professional Development Plan 2014-2015

<p><b>Bryson Elementary School</b>  <b>SCHOOL-BASED PROFESSIONAL DEVELOPMENT CALENDAR</b>  <b>Tom Chambers, Principal</b>  <b>Leda Young, Assistant Principal</b>  <b>Kelli Coons, Instructional Coach</b>  <b>For School Year 2014 - 2015</b></p>
--

<b>Date/Time</b>	<b>Title</b>	<b>Description</b>	<b>Targeted Group</b>	<b>Presenter</b>	<b>Goal Correlation</b>
August 11, 2014	The Speed of Trust: Trust, Collaboration, and Team Building	Trust and Teamwork through collaboration	All Faculty	Chambers	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
August 13, 2014	PASS Data Analysis	Faculty will discuss and analyze data from PASS test	All Faculty	Coons	Goal 1: Academic Achievement
August 14, 2014	Discovery Education Training	Participants will learn how to integrate Discovery Education as part of their literacy instruction.	BES Discovery Team Members	Disc. Ed	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
August 15, 2014	Discovery Education Training	Participants will learn how to integrate Discovery Education as part of their literacy instruction.	BES Discovery Team Members	Disc. Ed	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality



August 18, 2014	Power Teacher Training	Teachers will set up their Gradebooks for upcoming year	All Faculty	Coons, Johnson	Goal 2: Teacher Administrator Quality
August 21, 2014	Literacy Specialist Forum	New Read to Succeed Initiatives were discussed.	Coons & Chasteen	Sparkman	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
August 27, 2014	M.A.P. Administration Refresher	Staff will receive training for MAP testing	All Faculty	Coons	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
September 3, 2014	Small Group Instruction Using Scholastic Storyworks Magazine	Kristen Senn from Storyworks Magazine will demonstrate how to use this magazine in your balanced literacy block	All Faculty	Coons	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
September 8, 2014	CogAT & ITBS Workshop	Training on how to properly administer the ITBS/CogAT Assessments	Instructional Coach	Hunter	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
September 11, 2014	I.C./Principal Meeting		Coons & Chambers	D.O. Staff	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
September 16, 2014	RTI Leadership Meeting	Team will discuss students eligible	RTI Leadership Team	Chasteen	Goal 1: Academic

		for RTI services			Achievement
September 17, 2014	Digital Citizenship & Internet Safety in the Classroom	Staff will discuss and learn about internet safety.	All Faculty	District Technology Safety	Goal 3: School Environment
September 22, 2014	New Teacher Feature	New teachers will participate in this seminar style meeting and learn about specific programs	First-year teachers (3)	Coons	Goal 2: Teacher Administrator Quality Goal 3: School Environment
September 24, 2014	Furman Consortium: Uncovering Ideas in Science	Participants will learn about how to uncover common misconceptions students have in science.	Chambers, Coons, Bittner, & L.Hoffman	Paige Keeley	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
September 24, 2014	Special Services Spotlight	Special Education Reps and ESOL Reps will be here to discuss support services offered at Bryson	All Faculty	Abee, Hardigree, Vargo, Holcombe	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
October 1, 2014	F & P Guided Reading Refresher	Staff will review all aspects of a balanced literacy block and prepare for Kathy Northcutt visit	All Faculty	Coons	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
October 1, 2014	mClass: Circle STC Training	Training on how to use the mClass assessment	STC	Hunter	Goal 1: Academic Achievement Goal 2:
October 2, 2014	Enrich Assess Training	Administrators will participate in a training on how to use enrich data	Administration, Instructional Coach, and Guidance	Hale	Goal 1: Academic Achievement Goal 2: Teacher Administrator

					Quality
October 2, 2014	mClass: Circle Training	Teachers will be introduced to the mClass: Circle Assessment for Kindergarten Readiness.	IC, Kindergarten Teachers, & Ester	Sparkman	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
October 6, 2014	Fountas and Pinnell Visit	Classrooms will be observed and debriefing will take place with each teacher	All Faculty	Northcutt	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
October 8, 2014	Enrich Assess Training	Teachers will learn how to access enrich and use enrich to create reports in order to analyze student data.	All Faculty	Coons	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
October 13, 2014	Discovery Education Training	Teachers will again work on Discovery Education implementation into their classrooms. Lesson plans and model lessons will be shared	BES Discovery Team Members	Disc. Ed	Goal 2: Teacher Administrator Quality
October 15, 2014	Best Practices in Science	Teachers will participate in a workshop in order to debunk some scientific myths.	All Faculty	Hoffman, Bittner	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
October 16, 2014	Spartanburg Writing Project: Fall Writing Conference	Participants will attend workshops in regards to best practices in writing.	Faculty Representatives (15)	Various	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality

					Goal 3: School Environment
October 20, 2014	New Teacher Feature		First-year teachers (3)	Coons	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
October 21, 2014	Coaching Balanced Literacy	Attend a district level presentation about essentials in the balanced literacy block.	Instructional Coach	Murray	Goal 2: Teacher Administrator Quality
October 22, 2014	Balanced Literacy Review	Use information from previous session and report back to faculty as a refresher.	All Faculty	Coons	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
October 29, 2014	Best Practices in Writing Instruction: Voice & Vocabulary	Teachers will participate in a workshop that involves strategies specific to voice and using vivid vocabulary.	All Faculty	Coons	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
October 29, 2014	Furman Consortium: Comprehension of Complex Text		Reading Focus Team Members	Serravallo	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
November 10, 2014	Fountas and Pinnell Visit	Demonstrations by various grade levels and model lessons discussed by Fountas and Pinnell rep.	All Faculty	Northcutt	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality

November 12, 2014	Reading Assessment- Best Practices	Teachers will look at examples of best practices in reading and compare sample assessments	All Faculty	Coons	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
November 15, 2014	SCIRA Fall Conference	Workshops	Instructional Coach	Various	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
November 17, 2014	New Teacher Feature		First year teachers (3)	Coons	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
November 19, 2014	Research and Best Practices w/ Kristy Jennings	We will model informational reading and writing in the K-2 range and 3-5 range.	All Faculty	Jennings	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
November 24, 2014	Instructional Coach Meeting		Instructional Coach	District Staff	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
December 2, 2014	Coaching Balanced Literacy		Instructional Coach	Murray	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
December 11.	Instructional		Instructional		Goal 1:

2014	Coach Meeting		Coach		Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
December 15, 2014	New Teacher Feature		First year teachers (3)	Coons	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
December 16, 2014	Literacy Specialist Forum		Coons & Chasteen	Sparkman	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
December 17, 2014	Focus Team Meetings	All Teams meet to plan upcoming events and debrief with admin	All Faculty	Chambers	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
January 7, 2015	Formative Assessment	Teachers will learn how to effectively integrate formative assessments in their classrooms.	All Faculty	Fogle	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
January 14, 2015	Incorporating Research	Teachers will participate in a	All Faculty	Coons	Goal 1: Academic

		workshop that addresses bringing research and informational text into your writing.			Achievement Goal 2: Teacher Administrator Quality
January 15, 2015	Instructional Coach Meeting		Instructional Coach	District Office	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
January 26, 2015	New Teacher Feature		First year teachers (3)	Coons	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
January 27, 2015	Furman Consortium: Assessment for Instruction	Literacy Teacher's Playbook explain how to use data in your classroom.	Reading Focus Team Members	Serravallo	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
January 28, 2015	Writer's Showcase	Grade levels bring samples of their student's writing and collaboratively look over the pieces and critique	All Faculty	Coons	Goal 1: Academic Achievement
January 29-31, 2015	S.C.C.T.E. Conference	Workshops	Instructional Coach		Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3:
February 10, 2015	Coaching Balanced Literacy		Instructional Coach	Murray	Goal 1: Academic Achievement Goal 2:

					Teacher Administrator Quality
February 11, 2015	Media Center: Reference Resources	Debbie Wolfe will review resources available in the library and discuss recently purchases informational texts to integrate into the curriculum.	All Faculty	Wolfe	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
February 11, 2015	Fountas and Pinnell Visit	Round table discussion of questions and concerns about balanced literacy.	All Faculty	Northcutt	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
February 12, 2015	Instructional Coach Meeting		Instructional Coach	District Office	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
February 19-21, 2015	SCIRA Reading Conference	Workshops	Instructional Coach	Various	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
February 23, 2015	New Teacher Feature	Grading policies, professionalism, and building relationships will be discussed.	First year teachers (3)	Coons	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
February 25, 2015	Character Education	Character education and Stephen Covey style workshop	All Faculty	Chasteen, Holcombe	Goal 3: School Environment



March 4, 2015	Furman Consortium: Project Based Learning	Presenter from NC works in a PBL school and shares experiences	Chambers, Coons, and Focus Team Members	Cuilla	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
March 18, 2015	Incorporating Project Based Learning in the Classroom	Faculty that attended the workshop will present their findings and incorporate Lego education	All Faculty	Coons	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
March 23, 2015	New Teacher Feature	Windows 8.1 refresher for student laptops and other current issues	First year teachers (3)	Coons	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
April 8, 2015	Instruction Using Guided Math	Guided Math presentation about how to best use small groups during math instruction.	All Faculty	Coons	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
April 20, 2015	New Teacher Feature	Preparing for testing and the close of the year	First year teachers (3)	Coons	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
April 22, 2015	Inquiry Based Science Journals	Teachers will learn more about writing within their science classrooms	All Faculty	Coons	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality

May 14, 2015	Instructional Coach Meeting		Instructional Coach		Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
May 18, 2015	New Teacher Feature		First year teachers (3)		Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment

**\*\*This is a tentative schedule and can be modified to meet the professional development needs of the faculty and staff at Bryson Elementary School during the 2014-15 school year.**

## Professional Development Plan 2015-2016

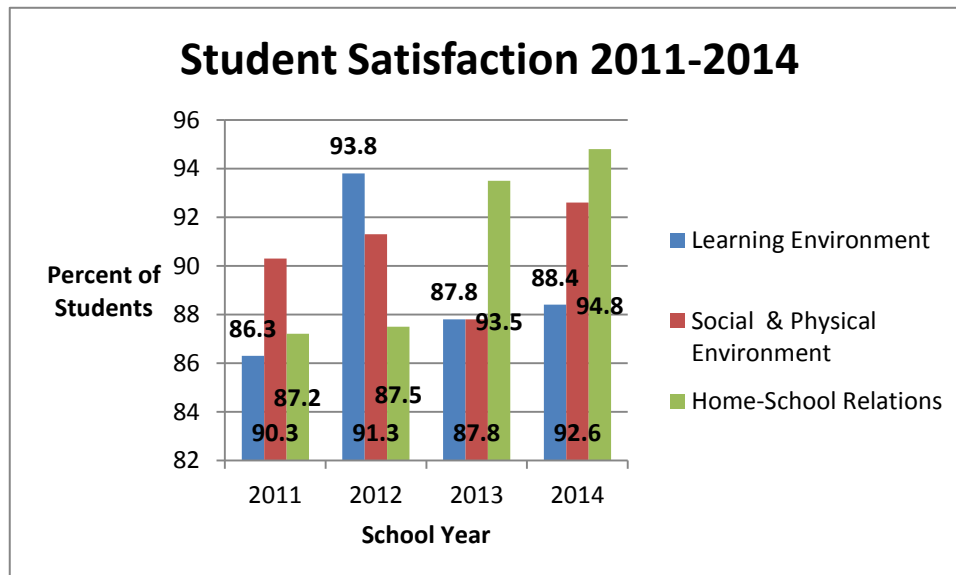
<b>Bryson Elementary School            SCHOOL-BASED PROFESSIONAL DEVELOPMENT CALENDAR            Tom Chambers, Principal            Leda Young, Assistant Principal            Kelli Coons, Instructional Coach            For School Year 2015 - 2016</b>						
Title	Presenter	Description	Date	Time	Targeted Group	Correlation to 2013-14 School Goals
<b><i>The Continuum for Literacy Learning</i></b>	<i>Kelli Coons</i>	Teachers will review the 7 components of the Continuum for Literacy Learning	8/15	9:00 - 11:00 (2 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<b><i>Interactive Read Aloud and Literature Discussion</i></b>	<i>Kelli Coons</i>	Teachers will review and discuss how to utilize interactive read a-louds to build deeper meaning.	9/14	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<b><i>Shared Reading and Performance Reading</i></b>	<i>Kelli Coons</i>	Teachers will review how students can read a shared text	10/12	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher

		and reflect meaning in their voices.				Administrator Quality Goal 3: School Environment
<b>Writing About Reading</b>	<i>Kelli Coons, Bartram, Richards</i>	Teachers will learn how students extend their understanding through using a variety of writing genres and illustrations.	11/9	12:30-1:30 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<b>Writing in Science</b>	<i>Kelli Coons</i>	Teachers will learn how to students write for a variety of purposes and audiences in science	12/14	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<b>Google Apps</b>	<i>Kelli Coons</i>	Teachers will learn how students can present ideas through oral discussion and technology.	1/18	3:00-4:30 (2 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
<b>Phonics, Spelling, and Word Study K-2</b>	<i>Kelli Coons</i>	Teachers will learn how students learn the structure of words to help them in reading and spelling.	2/15	3:00-4:30 (2 hr)	K-2 <sup>th</sup> Grade Teachers	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
<b>Focus Teams</b>	<i>Tom Chambers (P), Leda Young (AP), Kelli Coons</i>	Vertical articulation and analysis of test data to determine SMART goals for the school & teams will meet to plan research best practices on each team and will present to faculty	Various Days second week of month	3:00-4:00 (1 hr each month=10 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<b>Grade Level Instructional Planning</b>	<i>Tom Chambers (P), Leda Young (AP), Kelli Coons</i>	Grade levels will meet to compare writing pieces, running record observations, plan instructional reading groups, & plan formative assessments, discuss data -	Weekly	3:00-4:00 (1 hr each month=6 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<b>Continuing Balanced Literacy</b>	<i>Kelli Coons</i>	Teachers will learn how to continue effectively implementing balanced literacy, literacy centers, and	9/ 10/	P=8:00-11:00 I= 11:45-2:45 (6 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School

		reading groups				Environment
<b>Continuing Balanced Literacy Winter</b>	<i>Kelli Coons</i>	Teachers will learn how to effectively implement balanced literacy, literacy centers, and reading groups	1/	<i>P=8:00-11:00 I= 11:45-2:45 (3 hr)</i>	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<b>Guided Math</b>	<i>Kelli Coons</i>	Teachers will gain an understanding of asking questions within, beyond, and about the text complexity in the classroom	3/16	<i>3:00-4:00 (1 hr)</i>	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<b>PBL: What does it look like in your room?</b>	<i>Kelli Coons</i>	Teachers will learn how to create a rigorous learning unit	9/ multiple days	<i>3:00-4:00 (1 hr)</i>	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment

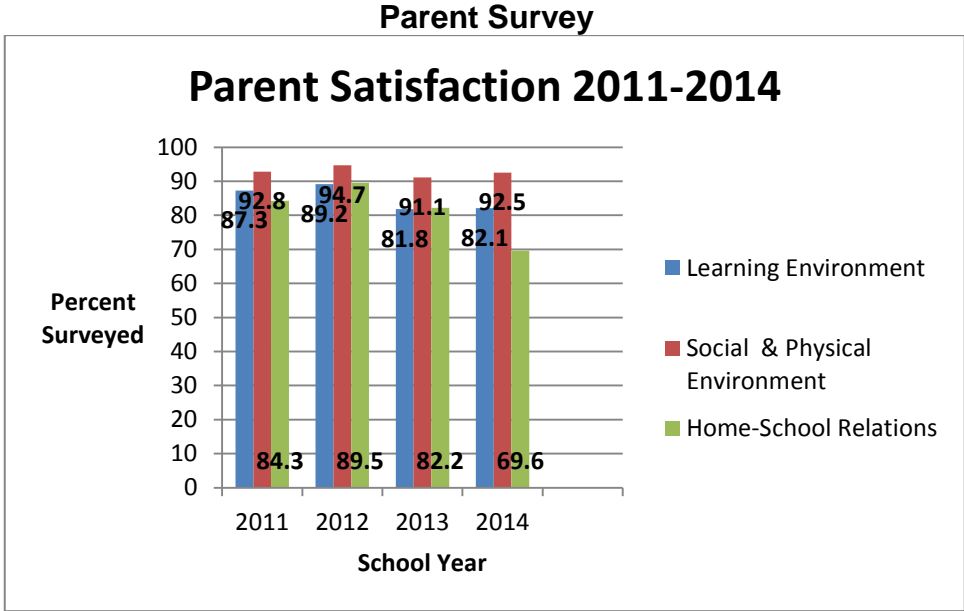
**\*\*This is a tentative schedule and can be modified to meet the professional development needs of the faculty and staff at Bryson Elementary School during the 2014-15 school year.**

### Goal 3: School Climate Needs Assessment



**Figure 33 Student Survey Results**

The graph was developed from the results of multiple student surveys. From 2011 to 2014, the student satisfaction with the learning environment at Bryson Elementary has increased from 86.3 to 88.4 percent. Student satisfaction with the social and physical environment has increased from 90.3 percent in 2011 to 92.6 percent in 2014.

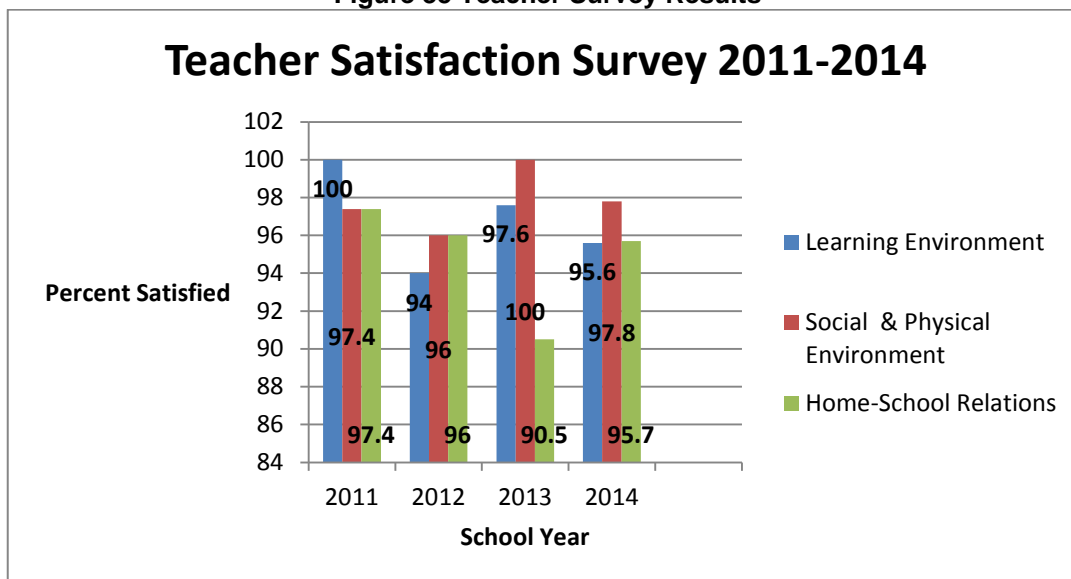


**Figure 34 Parent Survey Results**

The graph was developed from the results of parent surveys. The percentage of parents satisfied with the learning environment has increased since last year. Social and physical environment has also improved. However, the decline in satisfaction with school-home relations is something we must address. We have decreased from 82.2% to 69.6%.

**Teacher Survey**

Figure 35 Teacher Survey Results



The graph was developed from the results of multiple teacher surveys. The majority of teachers at Bryson Elementary are satisfied with the learning environment. Teacher satisfaction in the learning environment has decreased a bit since last year and definitely since 2011. The social and physical environment is still satisfactory. We also saw an increase in the teacher satisfaction with school- home relations.

### Classroom Discipline/Learning Climate

Bryson Elementary provides a disciplined, stimulating learning climate for students. The climate for learning at Bryson Elementary is enhanced by involved parents. Parents are encouraged to become involved in school committees and councils, to help with homework, and to encourage and honor children’s successes. Student discipline is the responsibility of all Bryson Elementary staff members.

A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Bryson Elementary offers many opportunities for student participation and recognition.

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.

Subject matter and courses are reviewed on a regular basis. Pacing guides have been developed in alignment with State Academic Standards and local needs. Parents are encouraged to be active participants in the school and the educational process.

### Counseling and Other Student Support Services

Students at Bryson Elementary receive a high level of support services from an outstanding staff. Bryson has 2 (1.5 FTE,) guidance counselors. Students at Bryson also have access to

testing services provided by Greenville County School District and Piedmont Mental Health. Student support services are also offer through the special education department, the school nurse, school psychologists, and the visiting dental hygienist.

## **Needs Assessment**

After careful analysis of surveys and needs among the students, families, and staff at Bryson, the staff has decided to implement a school-wide character education program that will be headed by the guidance counselors. The guidance counselors attended training during the summer of 2011 to implement Covey's 7 Habits of Happy/Successful Students. The program will be outlined as the following to ensure fidelity:

- We will fully implement a school-wide character ed. program based on and fully utilizing the Covey materials. This will mean most/all of the current materials being used for classroom guidance will no longer be used.
- Our guidance team should begin collaborating and planning immediately to develop differentiated lessons for the 7 Habits that are age/grade level appropriate.....and avoids overlap so that what is taught in one grade is not duplicated at the next. Each grade level's curriculum should deepen the child's understanding of and application of the 7 Habits to the 'real world' and assist them in applying them to be more successful.
- Continuing next school year, guidance will be expected to post weekly lesson plans on the "T" drive reflecting the instruction of the 7 Habits. The format for the lesson plans should mirror those of all other grade levels. If, as a team, guidance wants to modify the format, these modifications should be shared with administration.

The school will also focus on providing more opportunities for parents to be involved in the educational process with their children and the teachers. The staff sees a need to develop and implement some parenting to workshops to assist parents with their child's academic success.

**ACT ASPIRE WRITING**

**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 each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in writing as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in writing as measured by ACT Aspire.

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

	<b>Baseline 2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

**ACT ASPIRE ENGLISH**

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority



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

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in English as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in English as measured by ACT Aspire.

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

	<b>Baseline 2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

**ACT ASPIRE READING**

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in reading as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in reading as measured by ACT Aspire.

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

	<b>Baseline 2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

**ACT ASPIRE MATH**

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in mathematics as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Meet or exceed the standard in mathematics as measured by ACT Aspire.

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

	<b>Baseline 2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

**ACT ASPIRE % TESTED**

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

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

<b>% Tested ELA – School</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested ELA – District Grades 3-5</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested Math – School</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				

Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

**SCPASS SCIENCE**

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	<b>Baseline 2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

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

**SCPASS SOCIAL STUDIES**

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	<b>Baseline 2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

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

**ITBS**

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

**PERFORMANCE STATEMENT:** Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.



**ANNUAL OBJECTIVE:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**DATA SOURCE(S):** Fall ITBS/CogAT report produced by Riverside Publishing

<b>Reading</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	62 <sup>nd</sup> percentile	percentile		

\*Fall 2014 students began taking a new form of the ITBS\*

<b>Mathematics</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	49 <sup>th</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>Reading</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	60 <sup>th</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b>Mathematics</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	49 <sup>th</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

<b><u>STRATEGY Activity</u></b>	<b><u>Time-line</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Create a clearly defined, standards-based, articulated curriculum for all students K-5 <sup>th</sup> : <ol style="list-style-type: none"> <li>a. Integrate Common Core State Standards</li> <li>b. Include 21<sup>st</sup> century skills across all content areas</li> <li>c. Continue to develop integrated curriculum across all core content and related arts areas</li> <li>d. Provide innovative technology to support curriculum</li> <li>e. Provide curriculum that utilizes multiple delivery models</li> <li>f. Integrate literacy skills across content areas</li> <li>g. Ensure standard based curriculum is implemented in resource</li> </ol>	2013-2018	Academic Specialists Administrators Instructional Coach Faculty		District Funds PTA	Professional Development Agendas Classroom Observations Lesson Plans

and self-contained					
Professional development specifically designed to enhance the instruction <b>State Standards</b> and Curriculum	2013-2018	Administrators Instructional Coach Vertical Team Members Faculty	0	0	Professional Development Agendas
Continue training and workshops related to Balanced Literacy program	2013-2018	Academic Specialists Administrators Instructional Coach Faculty	0	0	Implementation of Balanced Literacy Model Observations Professional Development Agendas
Professional development designed to emphasize multiple modes of writing writing: opinion/argument, informational, and narrative  Comprehensive Writing Assessments Fountas and Pinnell Writing: Editing Checklist Writing Conferences Power Writing	2013-2018	Language Arts Academic Specialists Administrators Instructional Coach ELA Vertical Team Faculty	0	0	Observations Lesson Plans Professional Development Agendas
Compass Learning	2013-2018	Administrators Instructional Coach Faculty	0	District Funds	Professional Development Agendas Lesson Plans Observations MAP Scores PASS Scores Scores
Implementation of morning tutorial	2013-2018	Administrators	\$500	Local Funds	MAP Scores

program for English Language Arts and Mathematics		Instructional Coach Faculty			PASS Scores Smarter Balanced Scores
Focus on implementation of Response to Intervention (RTI) in Tier 2 with fidelity b. Monitor and track student progress to determine annual intervention eligibility, retention implications, and number of students reading on grade level by 2 <sup>nd</sup> grade	2013-2018	Director of Academic Support Services  Coordinator of Response to Intervention  Director of Early Childhood Education  Academic Specialist for English Language Arts  RTI Teacher	Teacher Salary	District Funds	AIMSWEB Data Analysis  Observations
Provide <b>Palmetto Assessment of State Standards (PASS) &amp; ACT Aspire</b>	2013-2018	Administrators  Instructional Coach			
Implement and maintain participation in the 100 Bear Book Club	2013-2018	Classroom Teachers			
Professional Development designed to emphasize State Math Standards: mathematical practice and mathematical content	2013-2018	Math Academic Support Specialist  Administrators  Instructional Coach  Faculty	0	District Funds	PASS Scores  Professional Development Agendas  Lesson Plans  Classroom Observations
Professional development on constructing performance assessments	2013-2018	Academic Support Specialists  Administrators  Instructional Coach	0	District Funds	Professional Development Agendas/Plans  Lesson Plans  Classroom Observation

Focus on the intentional and ongoing alignment of a standards-based curriculum to meet the needs of students with disabilities	2013-2018	<p>Director of Academic Support Services</p> <p>Special Education Curriculum Specialist</p> <p>Response to Intervention Teacher</p> <p>Inclusion Teachers</p> <p>School Psychologist</p> <p>Administrator</p> <p>A-TEAM Coordinator</p>	0	District Funds	<p>Observations</p> <p>Meeting Summary</p>
Ensure students with limited English proficiency demonstrate proficiency in English and develop higher levels of academic achievement in all subject areas through rigorous, research-based curriculum and resources	2013-2018	<p><b>English for Speakers of Other Languages (ESOL)</b> Coordinator</p> <p>ESOL Teacher</p>	\$30,000	<p>District Funds</p> <p>Title III</p>	<p>Professional Development</p> <p>Observations</p> <p>MAP Scores</p> <p>PASS Scores</p>
Continue to implement research-based instructional delivery model	2013-2018	<p>Administration</p> <p>Instructional Coach</p> <p>Science Academic Specialists</p> <p>Administrators</p> <p>Instructional Coach</p> <p>Science Vertical</p>			Test Data

		Team			
		Teachers			
Professional development designed to emphasize inquiry-based learning	2013-2018	Administration Instructional Coach Science Focus Team	0	0	Professional Development Agendas Lesson Plans Observations
Teachers use of the science lab for hand on experiments and projects Science FOSS Kits	2013-2018	Teachers Science Specialist District	0	0	Lesson Plans Assessment Results
Students participate in the Invention Convention (yearly) Roper Mountain Science Center (Educational Resource for teachers, students, families and adults)	2013-2018	District Teachers	0	0	Certificates of Awards and Participation
Common Science Assessments across grade levels (quarterly) (?)	2013-2018	Faculty	0	0	Data Analysis Lesson Plans
Coordinated Approach To Child Health (CATCH) Program	2013-2018	Faculty Cafeteria Staff Students			Data Analysis Over Time
District Social Studies Planning Guides	2013-2018	District Faculty	0	0	Test Data
Resources from recommended texts, research projects focused on grade level specific Social studies Standards/CCSS	2013-2018	Faculty Instructional Coach Academic Specialists	0	0	Lesson Plans Test Data

## PROFESSIONAL DEVELOPMENT

Student Achievement   
  Teacher/Administrator Quality   
  School Climate   
  Other Priority

**GOAL AREA 2:** Ensure quality personnel in all positions.

**FIVE YEAR PERFORMANCE GOAL:** Certified personnel will participate in professional development through the balanced literacy model. Totaling at least 15 renewal credits.

**ANNUAL OBJECTIVE:** Certified personnel will earn at least 3 renewal credits towards balanced literacy professional development.

**DATA SOURCE(S):** Professional Development Portal

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Projected	x	x	3	6	9	12	15
Actual	3	3	3	6			

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Provide professional Development to support State Standards and the Fontas and Pinnell Literacy Program	<u>2013-2018</u>	District Administration Teachers	No Cost		Professional Development Calendar  Test Data
All classroom teachers are to have a Promethean Board in their class rooms to support the use of technology in instruction	<u>2013-2018</u>	Administration District Tac Media Specialist	\$800.00 per classroom	PTA District	Classroom Observation Lesson Plans
Professional Development- Teachers teaching teachers-“What Research Says”	2013-2018	Administration Teachers Instructional Coach	No Cost		Presentations at faculty meetings  Professional Development Calendar
Teachers are given the opportunity to attend local and state conferences	2013-2018	Administration Teachers	\$2,000	Local Funds District	Classroom Practices Sharing strategies
Annual contract, ADA Contract ad Induction Contract Teachers-mentoring and evaluation support	2013-2018	Administration Instructional Coach, Teachers	No Cost	NA	PAS-T, PAS-A,PAS-IC Notebooks and Evaluations



## STUDENT ATTENDANCE

Student Achievement   
  Teacher/Administrator Quality   
  School Climate   
  Other Priority

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

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

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

**DATA SOURCE(S):** SDE School Report Card – School Profile page – Students section

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.	96.7	97.1				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

**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 87.6% in 2012 to 91%% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .3 percentage point(s) annually parents who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey item #5

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	89.8	90.1	90.4	90.7	91
School Actual	87.6	81.8	82.1				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

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

## 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 87.8% in 2012 to 94.1% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1% percentage point(s) annually students who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Student Survey item #18

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	94	94.1	94.2	94.3	94.4
School Actual	93.8	87.8	88.4				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6				

## 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 97.6% in 2012 to 99% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .2 percentage point(s) annually teachers who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Teacher Survey item #27

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	94.4	94.6	94.8	95	95.2
School Actual	94	97.6	95.6				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

## 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 94.7% in 2012 to 95.5% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .2 percentage point(s) annually parents who indicate that their child feels safe at school.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey item #18

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	95.1	95.3	95.5	95.7	95.9
School Actual	94.7	91.1	92.5				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

\*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 87.8% in 2012 to 97.8% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .2 percentage point(s) annually students who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Student Survey item #30

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	88	88.2	88.4	88.6	88.8
School Actual		87.8	88.4				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

## TEACHER SATISFACTION – SAFETY

Student Achievement   
  Teacher/Administrator Quality   
  School Climate   
  Other Priority

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

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .2 percentage point(s) annually teachers who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Teacher Survey item #39

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	99.2	99.4	99.6	99.8	100
School Actual		100	97.8				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Inform the school community of school policies for the safety of all stockholders	2013-2018	Administration District Teachers	No Cost		School Handbook District and school's Website  Bear Tracks (newsletter) PTA
Involve Parents in School Improvement Meetings	2013-2018	Administration	No Cost	NA	Parent Survey
School Safety Plans Workshops and Safety Drills	2013-2018	Administration Teachers	No Cost	NA	Parent Survey Results
Provide Parental Workshops, Technology Night and Family Reading Nights	2013-2018	Administration Teachers	No Cost	NA	Documentation of Families participating
Monthly fire drills	2013-2018	Administration	No Cost	NA	Fire Drill Log
School Safety Report	2013-2018	Administration	No Cost	NA	Yearly Safety Report

		Cafeteria Manager  Plant Engineer			
CATCH Program	2013-2018	Administration  PE Teacher  Teachers	No Cost	NA	Activity Log  Activity Report to State
Daily School Safety Walk by Police Officers-Twice	2013-2018	Administration  Police Officers	No Cost	NA	Log in of Police Officers



## **Data Sources**

[State Department of Education Bryson Elementary School Report Card 2013-2014 \(Summary\)](#)

[State Department of Education Bryson Elementary School Report Card 2013-2014 \(Full\)](#)

[ESEA Federal \*\*Accountability\*\* Rating for Bryson Elementary 2013-2014](#)