BEREA MIDDLE SCHOOL
Greenville County Schools

Building Relationships, Shaping Leaders

School Portfolio
2018 - 2019
Scope of Action Plan 2018 - 2019 through 2022 - 2023

Mr. Corey Collington - Principal
Dr. Burke Royster - Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Berea Middle School

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 *(one year)*

Required Signature Page
The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans
The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster	*(signature)*	4/23/19
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Corey O. Collington	*(signature)*	3-29-2019
PRINTED NAME	SIGNATURE	DATE
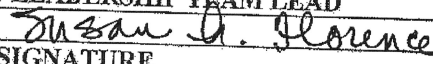
CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors	*(signature)*	4/23/19
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Stephen Sokol	*(signature)*	3-29-2019
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Susan A. Florence	*(signature)*	3-29-2019
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 151 Berea Middle School Road Greenville SC 29617

SCHOOL TELEPHONE: (864) 355-1700

PRINCIPAL E-MAIL ADDRESS: ccollington@greenville.k12.sc.us

Table of Contents

Stakeholder Involvement for School Renewal

	Position	**Name**
1.	Principal	Corey Collington
2.	Teacher	Adam Devlin
3.	Parent/Guardian	Christi Laws
4.	Community Member	Dr. Scott Henderson
5.	Paraprofessional	Yolanda Allen
6.	School Improvement Council Member	Stephen Sokol
7.	Read to Succeed Reading Coach	
8.	School Read To Succeed Literacy Leadership Team Lead	
9.	School Read To Succeed Literacy Leadership Team Member	Hannah Sweat

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

Position	**Name**
Instructional Coach	Dr. Johnny Wallace

** Must include the School Literacy Leadership Team for Read to Succeed

Read To Succeed Literacy Leadership Team: Nancy Wood, Maria Johnson, Rae Heath, Jennifer Czar, Hannah Sweat, Erin Nunley, Nancy Graham, Vicki Inman, Tara Olenja

ASSURANCES FOR SCHOOL PLAN
(Mandated Component)

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

○ Yes ○ No ◉ N/A	**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).	

◉ Yes ○ No ○ N/A	**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).

◉ Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental 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.

◉ Yes ○ No ○ N/A	**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.

◉ Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

○ Yes ○ No ◉ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

◉ Yes ○ No ○ N/A	**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).

○ Yes ○ No ◉ N/A	**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.

○ Yes ○ No ◉ N/A	**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. However, they may be housed at locations with other grade levels or completely separate from schools.

○ Yes ○ No ◉ N/A	**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.

○ Yes ○ No ◉ N/A	**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 how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.

○ Yes ○ No ◉ N/A	**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 not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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.

◉ Yes ○ No ○ N/A	**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.

INTRODUCTION

As a Title I school, Berea Middle is required to complete a comprehensive needs assessment that includes all stakeholders. The school compiles its needs based on SCPASS and SCREADY state tests; quarterly benchmark test results; teacher observations; teacher-made tests; attendance records; behavior referrals; teacher, parent, and student surveys; and any other pertinent data or information sources to assist in the improvement of student achievement. Throughout the year a series of Title I planning meetings, to which stakeholders are invited to attend, are held. At these meetings data and trends are discussed and reviewed and the Title I plan is prepared in conjunction with, and in consideration of all, processes and programs currently available.

In addition to the Title I meetings, other sources of information for the portfolio include analysis of
   ❖ data from various forms of assessment;
   ❖ parent, student, and teacher surveys for Berea Middle School; and
   ❖ previous school report cards.

Executive Summary

School Profile

Grades: 6th, 7th, 8th, resource and self-contained Special Education

Enrollment: 790

School Location: Berea area near Furman University, Greenville SC

Principal: Mr. Corey O. Collington

School Colors: Green and gold

School Mascot: Bulldog

Mission: Building Relationships, Shaping Leaders

<u>STUDENT ACHIEVEMENT</u>

<u>SCREADY and SCPASS</u>

A brief perusal of the SCREADY data indicates the percentage of students scoring met or exemplary for
- ELA was 28.3% in 2016; then decreased by 4% to 24.3% in 2017; and then increased by 1.4% to 25.7% in 2018.
- Math was 20.3% in 2016; then decreased by 2.2% to 18.1% in 201; and then increased by 7.6% to 25.7% in 2018.

A brief perusal of the SCPASS data indicates the percentage of students scoring met or exemplary for
- Social Studies was 66.3% in 2015; increased to 68.1% in 2016, and then decreased to 60.4% in 2017 and continued to decrease to 57.7% in 2018, with an overall decrease from 2015 to 2018 of 8.6%
- The percentage of students scoring at met or exemplary of Science in 2017 was 39.1% but decreased by 3.3% in 2018 to 35.8%.

Berea Middle School students outperformed schools like ours in End-Of-Course (EOC) tests in Algebra I and English I for the years 2017 – 2018 with 100% of the students passing the EOC.

SC READY 2016

Percentage of Students Scoring Meets and/or Exceeds

A review of the 2016 SCREADY Test results shows the following outcomes for Berea Middle:

- The percentage of students scoring meets or exceeds was greatest in the area of ELA.
- The percentage of females scoring meets or exceeds was greater in all grades and subject areas than males.
- The percentage of students scoring meets or exceeds by ethnicity was diverse among the grade levels.
    - In Sixth grade ELA, Two or More races had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
    - In Sixth grade Math, Two or More races had the greatest percentage scoring meets or exceeds followed by the White subgroup.
    - In Seventh grade ELA, Two or More races had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
    - In Seventh grade Math, Whites had the greatest percentage scoring meets or exceeds followed by the Two or More races subgroup.
    - In Eighth grade ELA, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
    - In Eighth grade Math, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
    NOTE: The Two or More Races subgroup is the smallest of the subgroups for Berea Middle School
- The weakest area of students scoring meets or exceeds was the African American subgroup in all subjects and grade levels.

SC READY 2017

Percentage of Students Scoring Meets and/or Exceeds

A review of the 2017 SCREADY Test results shows the following outcomes for Berea Middle:

- The percentage of students scoring meets or exceeds was greatest in the area of ELA.
- The percentage of females scoring meets or exceeds was greater in all grades and subject areas than males.
    - In Sixth grade ELA, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
    - In Sixth grade Math, Whites had the greatest percentage scoring meets or exceeds followed by the Two or More races subgroup.
    - In Seventh grade ELA, Two or More races had the greatest percentage scoring meets or exceeds followed by the White subgroup.
    - In Seventh grade Math, Two or More races had the greatest percentage scoring meets or exceeds followed by the White subgroup.
    - In Eighth grade ELA, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
    - In Eighth grade Math, Whites had the greatest percentage scoring meets or exceeds followed by the Two or More races subgroup.
    NOTE: The Two or More Races subgroup is the smallest of the subgroups for Berea Middle School.
- The weakest area of students scoring meets or exceeds was the African American subgroup in all subjects and grade levels.

SC READY 2018

Percentage of Students Scoring Meets and/or Exceeds

A review of the 2018 SCREADY Test results shows the following outcomes for Berea Middle:

- The percentage of students scoring meets or exceeds was the same in ELA and math.
- The percentage of females scoring meets or exceeds was greater in all grades and subject areas than males.
- The percentage of students scoring meets or exceeds by ethnicity was diverse among the grade levels.
  - In Sixth grade ELA, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanics subgroup.
  - In Sixth grade Math, Hispanics had the greatest percentage scoring meets or exceeds followed by the White subgroup.
  - In Seventh grade ELA, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanics subgroup.
  - In Seventh grade Math, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanics subgroup.
  - In Eighth grade ELA, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanics subgroup.
  - In Eighth grade Math, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanics subgroup.
- The weakest area of students scoring meets or exceeds was the African American subgroup in all subjects and grade levels.

SC PASS 2016

Percentage of Students Scoring Meets and/or Exceeds

A review of the 2016 SCPASS Test results shows the following outcomes for Berea Middle:

- The percentage of students scoring meets or exceeds was greatest in the area of Social Studies.
- The percentage of females scoring meets or exceeds was greater than males in grades six and seven and greater in grade eight for males than for females in the area of science.
- The percentage of females scoring meets or exceeds was greater than males in grades six and eight and greater in grade seven for males than for females in the area of social studies.
- The percentage of students scoring meets or exceeds by ethnicity was diverse among the grade levels.
  - In Sixth grade Science, Two or More races had the greatest percentage scoring meets or exceeds followed by the White subgroup.
  - In Sixth grade Social Studies, Two or More races had the greatest percentage scoring meets or exceeds followed by the White subgroup.
  - In Seventh grade Science, Whites had the greatest percentage scoring meets or exceeds followed by the Two or More races subgroup.
  - In Seventh grade Social Studies, Whites had the greatest percentage scoring meets or exceeds followed by the Two or More races subgroup.
  - In Eighth grade Science, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
  - In Eighth grade Social Studies, Whites had the greatest percentage scoring meets or exceeds followed by the Black subgroup.
    NOTE: The Two or More Races subgroup is the smallest of the subgroups for Berea Middle School
- For the most part, the weakest area of students scoring meets or exceeds was the African American subgroup in all subjects and grade levels.

SC PASS 2017

Percentage of Students Scoring Meets and/or Exceeds

A review of the 2017 SCPASS Test results shows the following outcomes for Berea Middle:

- The percentage of students scoring meets or exceeds was greatest in the area of Social Studies.
- The percentage of females scoring meets or exceeds was greater in all grades for Science.
- The percentage of females scoring meets or exceeds was greater than the percentage of males scoring meets or exceeds was greater in grades six and seven and less than the percentage of males scoring meets or needs in grade eight in the area of Social Studies.
  - In Sixth grade Science, Whites had the greatest percentage scoring meets or exceeds followed by the Two or More races subgroup.
  - In Sixth grade Social Studies, Whites had the greatest percentage scoring meets or exceeds followed by the Two or More races subgroup.
  - In Seventh grade Science, Two or More races had the greatest percentage scoring meets or exceeds followed by the White subgroup.
  - In Seventh grade Social Studies, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
  - In Eighth grade Science, Whites had the greatest percentage scoring meets or exceeds followed by the Two or More races subgroup.
  - In Eighth grade Social Studies, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
    NOTE: The Two or More Races subgroup is the smallest of the subgroups for Berea Middle School.
- The weakest area of students scoring meets or exceeds was the African American subgroup in all subjects and grade levels.

SC PASS 2018

Percentage of Students Scoring Meets and/or Exceeds

A review of the 2018 SCPASS Test results shows the following outcomes for Berea Middle:

- The percentage of students scoring meets or exceeds was greatest in the area of Social Studies.
- The percentage of females scoring meets or exceeds was greater than males in all grades in both science and social studies.
- The percentage of students scoring meets or exceeds by ethnicity was diverse among the grade levels.
    - In Sixth grade Science, Hispanics had the greatest percentage scoring meets or exceeds followed by the White subgroup.
    - In Seventh grade Social Studies, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanics subgroup.
    - In Eighth grade Science, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
- For the most part, the weakest area of students scoring meets or exceeds was the African American subgroup in all subjects and grade levels.

TEACHER AND ADMINSTRATOR QUALITY

♦ As a Title I school, Berea Middle is dedicated to ensuring 100% of the staff and faculty are highly qualified in the middle level content area in which they teach. Beginning with the 2013 – 2014 school year, all teachers will be highly qualified at the middle school level in the subject area for which the teacher provides instruction. One hundred percent of the faculty was highly qualified for the 2017 – 2018 school year. For the 2018 – 2019 school year not all teachers were highly qualified due to being in the PACE program.

♦ Teachers indicate there is a need for assistance in integrating subject content and higher level thinking into daily instructional delivery.

♦ To ensure teachers are current in the area of technology additional training in new and emerging technologies is provided as needed.

♦ During the 2017 – 2018 school year, teachers and administrators were provided with training in teaming and compassionate schools to enhance their professional abilities;

♦ Beginning in the 2015 – 2106 school year, Berea Middle School began the Stetson Inclusion program with all staff members being given professional development in this program.

♦ Teachers indicated a need for additional training in the Google suite software as the district moves toward becoming a Google district.

♦ The need for quarterly planning sessions for all core content areas continues to be a request of the faculty.

♦ School personnel take full advantage of the Title I Instructional Technology consultant to ensure full integration of technology into instructional delivery.

♦ Additional professional development was conducted in the implementation of the Mastery Connect program.

SCHOOL CLIMATE

• Beginning in the year 2012 – 2013 Berea Middle School implemented the Capturing Kids' Hearts discipline program as a result of the findings from the Robyn Jackson visit. This program is designed to increase the respect between teachers and students as well as among the students.

• Guidance Counselors continue delivery of the anti-bullying sessions.

• Survey results show that for the 2017 – 2018 school year
   ▪ 62.5 % of the faculty are satisfied with the learning environment in the school;
   ▪ 78.8% of the parents are satisfied with the learning environment in the school; and
   ▪ 69.3% of the students are satisfied with the learning environment in the school.

• Survey results show that for the 2016 – 2017 school year
   ▪ 69.6% of the faculty are satisfied with the social and physical environment of the school;
   ▪ 73.6% of the parents are satisfied with the social and physical environment of the school; and
   ▪ 76.6% of the students are satisfied with the social and physical environment of the school.

- Implementation of a Leadership Class for students through the Capturing Kids' Hearts program was begun in 2015 -2016.
- During the 2017 – 2018 school year, teachers and administrators were provided with training in teaming and compassionate schools to help improve the overall school climate.

PERFORMANCE GOALS FROM ACTION PLAN

Goal One: Student Achievement
- ❖ Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the SCREADY from 24.0% in 2018 to 34.0% in 2023.
- ❖ Maintain the percentage of students who meet standard (test score of 60 or higher) on the state-mandated End of Course test in English I from 100% in 2018 to 100% in 2023.
- ❖ Increase the percentage of students meeting standard in mathematics as measured by the SCREADY from 18.0% in 2018 to 28.0% in 2023.
- ❖ Maintain the percentage of students who meet standard (test score of 60 or higher) on the state-mandated End of Course test in Algebra I from 100% in 2018 to 100% in 2023.
- ❖ Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (SCPASS) at an annual rate of 2% per year from 2018 to 2023. This applies to grades 6 and 8 only.
- ❖ Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (SCPASS) at an annual rate of 2% per year from 2018 to 2023. This applies to grade 7.

Goal Two: Teacher and Administrator Quality
- ❖ Maintain the percentage of teachers who are highly qualified in the subject(s) for which they provide instruction at 100%.

Goal Three: School Climate
- ❖ Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they fell safe during the school day.
- ❖ Proactively address student behavior to maintain the percentage of students recommended for expulsion each year at less than 1% of the student population.
- ❖ Maintain a student expulsion rate below 0.07% of the total student population.
- ❖ Achieve an annual student attendance rate of 95%.

SIGNIFICANT CHALLENGES AND ACCOMPLISHMENTS

Berea Middle, like many other schools, is faced with challenges, many over which the school staff have no control. Significant challenges include

- an increase in the percentage of non-English speaking students enrolling in the school;
- a transient population which results in students coming in with a lack of content that may have not been taught at the previous school or coming in with content that has already been taught in another school and currently being taught at Berea Middle; and
- a lack of parental involvement in school activities.

Accomplishments at Berea Middle include

- conducting before school and after school tutoring sessions;
- incorporating online learning opportunities into the curriculum;
- continuation of quarterly planning meetings for grade level math and English teachers with assistance Title I Academic coaches in support of the implementation of the SC College and Career Ready Standards during the school year;
- quarterly planning meetings for grade level science and social studies teachers;
- during the 2015 – 2016 school year the 1:1 tablet initiative was completed, one year ahead of schedule;
- hiring of a Title I Secondary Disciplinary Literacy coach to help integrate components of literacy into each discipline at the middle school level;
- two staff members who are National Board Certified Teachers;
- continued implementation of the Capturing Kids' Hearts discipline program and the Teen Leadership class;
- implementation of Men Who Read Dress for Success and Berea's Outstanding Women Society programs;
- an on-site Greenville Health System health clinic;
- Community in Schools partnership and implementation of an Early Warning Response System; and
- continued implementation of the BELL Camp summer program to help prevent the summer side. In the summer of 2018, the BELL program was expanded to include rising seventh grade students who participated in the program as rising sixth graders in the summer of 2017. The BELL Program will continue in the Summer of 2019, reaching selected sixth and seventh graders.

School Community

Introduction
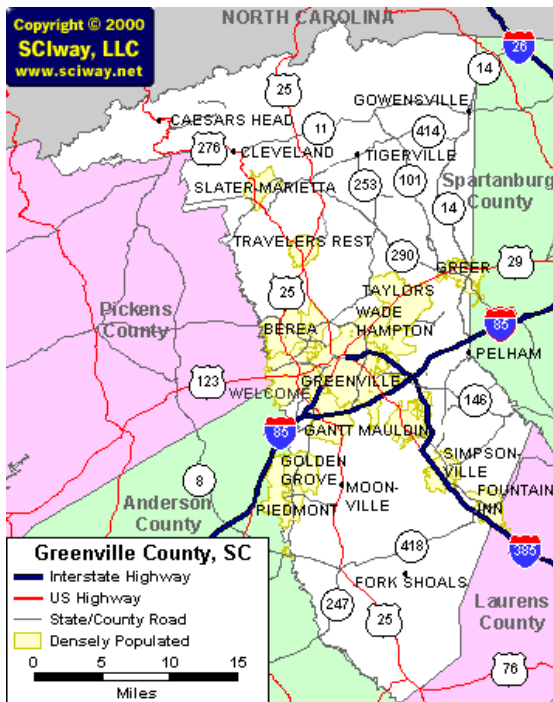
Berea Middle School is a suburban middle school located in the northwest quadrant of Greenville County. Our middle school serves students in grades six, seven, and eight. For the 2018 – 2019 school year, Berea had approximately 785 students enrolled (45th day of school) and has eighty staff members, which includes professional and para-professional staff. The school has been fully accredited since it opened. Our school is one of nineteen middle schools in Greenville County School District that serves Greenville County, South Carolina.

Berea Middle School first opened in 1973 in support of a middle school plan adopted by the school district. A fire destroyed part of the structure in 1974. Major renovation took place beginning in the fall of 1997 with completion in 1998. Dedication of the new facility was held in April 1998. Two new computer labs were installed in the fall of 2001. Student enrollment continues to fluctuate due to family mobility. Many of our students have parents and siblings who attended the school.

Northern Greenville County
Berea Middle School

To meet the requirements of **No Child Left Behind**, in 2002-2003, our school was chosen as an alternative middle school for students at Parker and Tanglewood Middle Schools. Enrollment increased by 100 students that year. In 2003-2004, additional alternative middle schools were chosen, and some students left our school. In the spring of 2004, the school district closed Parker Middle, a Title I school, and divided its student body among Beck Middle, Berea Middle, Lakeview Middle, and Tanglewood Middle.

Attendance lines for each school were redrawn to balance enrollment. To relieve overcrowding, Berea Middle did not allow special permission enrollment. Berea Middle received approximately 150 additional students. In September 2004, enrollment was 986. Parker Middle served as the District's Center for English as a Second or Other Language. When Parker closed, ESOL students returned to their home-base school. Rather than provide targeted assistance to the Title I identified students only, the District determined that Berea should become a school-wide Title I school, beginning in the fall of 2004. This designation allowed the school to provide assistance to all students at Berea. Berea lost its Title I status in 2006. However, due to an increase of low income families, and the rise of students qualifying for free and reduced meals, the status of Title 1 was reassigned to Berea Middle during the 2009 – 2010 school year.

There are numerous universities, colleges, and specialized educational centers in the local area. Greenville County is the site of The South Carolina Governor's School for the Arts, the Roper Mountain Science Center and an International Baccalaureate Program. Various magnet academies offer unique educational opportunities at the elementary, middle, and high school levels.

School Personnel Data

For the 2018 – 2019 Berea Middle had
- ✓ one principal, two assistant principals, one administrative assistant,
- ✓ thirty six regular classroom teachers,
- ✓ seven special education teachers,
- ✓ eleven related arts teachers
- ✓ one instructional coach,
- ✓ one part-time secondary disciplinary literacy facilitator,
- ✓ three full-time guidance counselors,
- ✓ one nurse,
- ✓ one media specialist,
- ✓ five teacher's aides,
- ✓ one in-school suspension aide,
- ✓ one secretary, one receptionist, three clerks, and one school resource officer,
- ✓ three Title I Staff: a facilitator, social worker, parent involvement coordinator,
- ✓ one school-based mental health counselor, and
- ✓ three Communities in Schools personnel.

Of the fifty-four teachers
- ❖ 74% are females and 26% are males;
- ❖ 35% are African American; 61% Caucasian, and 4% Hispanic.

Sixty-one percent of the current faculty has a minimum of 3 years of teaching experience.

Longitudinal data show

Data Topic	Year	2014	2015	2016	2017	2018
Teachers with advanced degrees		61.2%	62.2%	61.7%	60.0%	59.6%
Continuing contract teachers		75.5%	80.0%	76.6%	74.0%	75.0%
Teachers returning from the previous year		86.3%	82.9%	83.5%	84.5%	87.8%
Attendance rates		94.9%	94.8%	93.5%	92.2%	92.0%

Student Population Data

The current enrollment at Berea Middle is 785 students, based upon the 45th day of enrollment.   The percentage of males is 56.3% and the percentage of females is 43.7%

The 2018 – 2019 school year breakdown by ethnicity was
- ♦ 27.4% black or African American;
- ♦ 38.1% Hispanic or Latino;
- ♦ 25.2% White; and
- ♦ 9.4% other races.

Additional historical data about our student population are

Data Topic	Year	2014	2015	2016	2017	2018
Students enrolled in high school credit courses		52.4%	33.4%	18.0%	26.0%	15.0%
Retention rate		1.4%	0.9%	2.7%	1.0%	0.3%
Attendance rate		95.7%	94.7%	95.1%	94.2%	NA
Eligible for gifted and talented		10.7%	10.5%	8.8%	10.5%	11.5%
Disabilities other than speech		16.5%	15.9%	17.9%	18.1%	NA
Out-of-school suspensions		0.1%	5.0%	1.4%	0.7%	NA

Major Academic and Behavioral Features/Programs

Berea Middle students are involved in various academic and behaviors initiatives. These initiatives include
- ✍ the continued implementation IXL Math, web-based software program designed to increase the fluency of the basic whole number math facts in the four operations;
- ✍ teaming at all grade levels with the four core subjects being represented on each team;
- ✍ continued implementation of the Capturing Kids' Hearts discipline program;
- ✍ common grade level planning for the core subject areas;
- ✍ administration of quarterly benchmarks in the four core subject areas; this is the tenth year of benchmark testing; Mastery Connect was implemented in the 2017 – 2018 school year; increased usage of Mastery Connect;
- ✍ implementation of an anti-bullying curriculum taught by the guidance counselors;
- ✍ integration of the Discovery Education online textbooks in the science curriculum;

- continued implementation of the personal learning devices initiative to increase the use of technology in the daily delivery of instruction;
- continued implementation of Gateway to Technology classes;
- implementation of a monthly club schedule;
- continuation of the Early Warning Response System as part of the OnTrack Greenville initiative;
- weekly OnTrack Greenville meetings with Communities in Schools personnel with discussion focusing on individual students and wrap-around services needed to accelerate success;
- implementation of the Stetson Inclusive practices;
- implementation of a Teen Leadership class to promote self-advocacy and advocacy for others;
- implementation of an in-school health clinic through the Greenville Health System;
- integration of AR 360 and Big Universe to help increase the reading levels of all students;
- continued use of the Read 180, System 44 and Language Live reading programs to increase the overall reading levels of lower performing students;
- continued implementation of Brain POP ESL to help students with limited English Proficiency; and
- continued use of the USA Test Prep program.

Mission, Vision, and Beliefs

VALUES AND BELIEFS
Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us: they describe what we think about work and how we think a school should operate. Staff members were asked to brainstorm independently before we produced our core beliefs about instruction, curriculum and assessment, and how these positively impact our students' learning.

WE BELIEVE:
- Curriculum, instruction, and assessment must be aligned to meet the needs of all students and be aligned with state and national standards.

- Teachers must have high expectations of all students – all staff personnel must have high expectations of academic performance and social behavior (each student must be able to reach his/her full potential).

- Assessment needs to be efficient, regular, manageable, and used as a tool to determine where students are in order to adjust instructional practices.

- Students should feel safe, emotionally and physically, both inside and outside of the classroom. Students and teachers should respect and positively interact with each other.

- Curriculum and instruction must be standards-driven, uniform within each grade level, and articulated across grade levels.

- Grade-level meetings need to be focused on curriculum, instruction, and assessment, and reflective of teachers' needs, in order to build teacher capacity and increase student success.

VISION
The vision of Berea Middle School is to produce responsible citizens by meeting the needs of middle school students through quality education in a safe environment.

MISSION
The mission of Berea Middle School is to assist students in **Building Relationships** and work with students in **Shaping Leaders.**

SCREADY: ELA

Meets or Exceeds by Grade Level

Percentage of Students Scoring Met or Exceeds for ELA: 2016 - 2018

	Sixth	Seventh	Eighth
2016	27.1	26.8	30.0
2017	26.0	24.5	21.9
2018	23.3	26.0	20.2
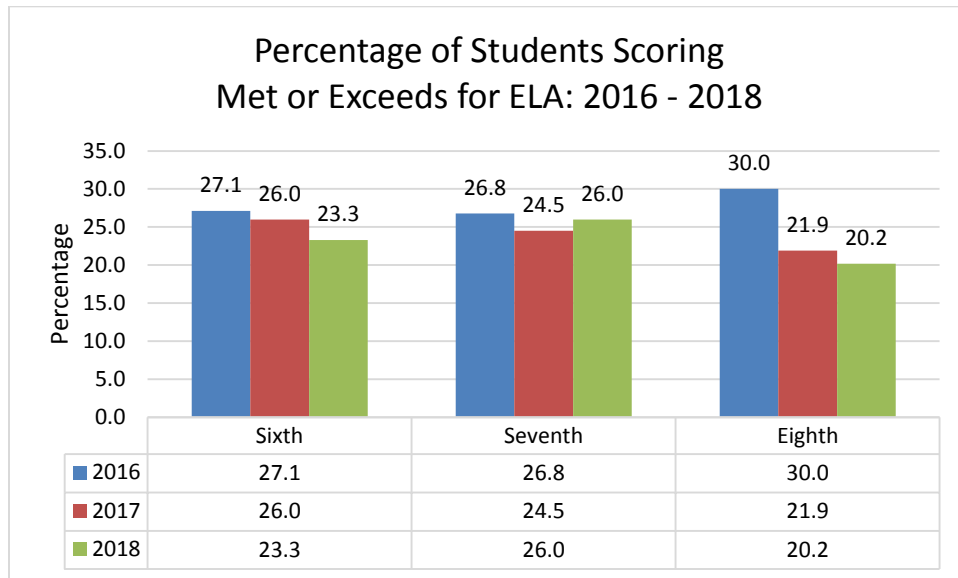
A review of the SCREADY data for the 2016, 2017 and 2018 administrations of the SCREADY test for ELA shows a decrease in the percentage of students scoring Meets or Exceeds from the 2016 administration to the 2018 administration for grades six and eight. For grade seven, the percentage of students scoring meets or exceeds decreased from 2016 to 2017, increased from 2017 to 2018, with an overall decrease from 2016 to 2018.

Four Levels of Scoring by Grade Level: ELA

Percentage of Students Scoring at Various Levels for Grade 6 ELA

	DNME	APE	ME	EE	TME
2016	23.3	49.5	22.4	4.8	27.1
2017	34.6	39.4	20.8	5.2	26.0
2018	35.0	41.7	17.9	5.4	23.3
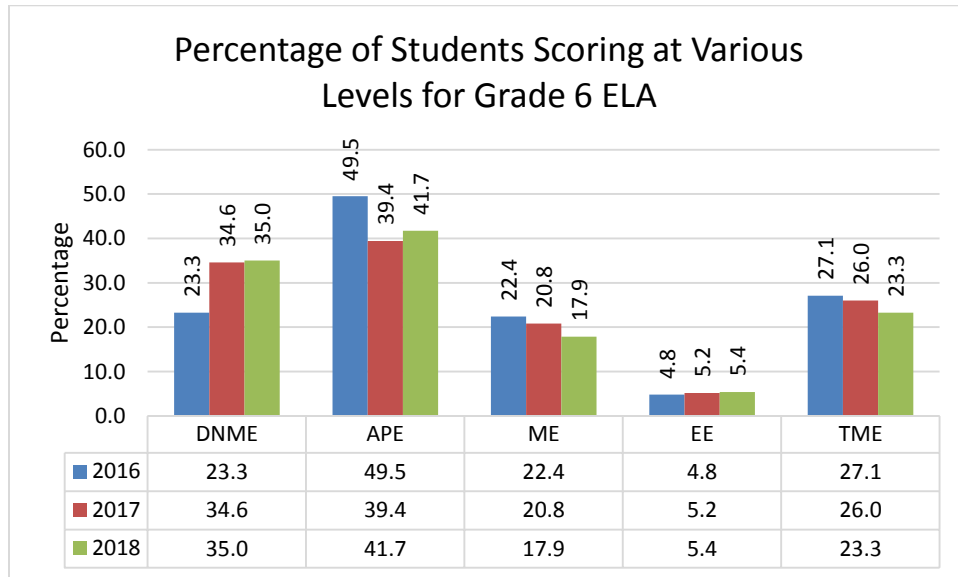
A review of the 2016 – 2018 administrations of the SCREADY test for Grade 6 ELA shows the following. The percentage of students scoring at the
- does not meet expectations level increased from 2016 to 2017 and increased again from 2017 to 2018.
- approaches expectations level decreased from 2016 to 2017 then increased from 2017 to 2018.
- meets expectations level decreased from 2016 to 2017 and decreased again from 2017 to 2018.
- exceeds expectations level increased from 2016 to 2017 increased again from 2017 to 2018.
- total meets and exceeds expectations levels decreased from 2016 to 2017 and decreased again from 2017 to 2018.

Percentage of Students Scoring at Various Levels for Grade 7 ELA

	DNME	APE	ME	EE	TME
2016	25.4	47.8	24.4	2.4	26.8
2017	35.2	40.3	21.9	2.6	24.5
2018	43.4	30.6	16.5	9.5	26.0
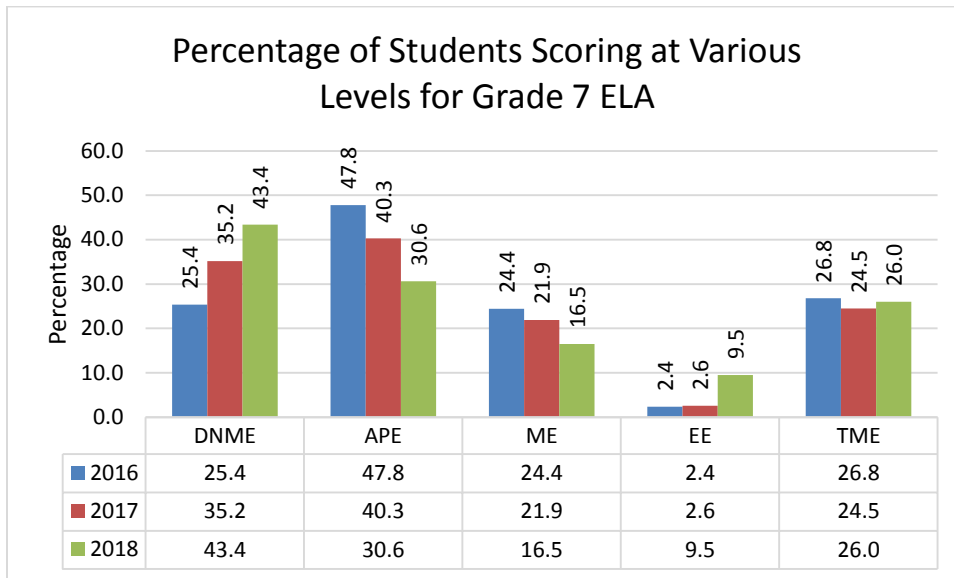
A review of the 2016 – 2018 administrations of the SCREADY test for Grade 7 ELA shows the following. The percentage of students scoring at the

- does not meet expectations level increased from 2016 to 2017 and increased again from 2017 to 2018.
- approaches expectations level decreased from 2016 to 2017 and decreased again from 2017 to 2018.
- meets expectations level decreased from 2016 to 2017 decreased again from 2017 to 2018.
- exceeds expectations level increased from 2016 to 2017 increased again from 2017 to 2018.
- total meets and exceeds expectations levels decreased from 2016 to 2017 but increased from 2017 to 2018.

Percentage of Students Scoring at Various Levels for Grade 8 ELA

	DNME	APE	ME	EE	TME
2016	30.5	39.5	23.5	6.5	30.0
2017	42.0	36.1	17.8	4.1	21.9
2018	42.9	36.9	13.5	6.7	20.2
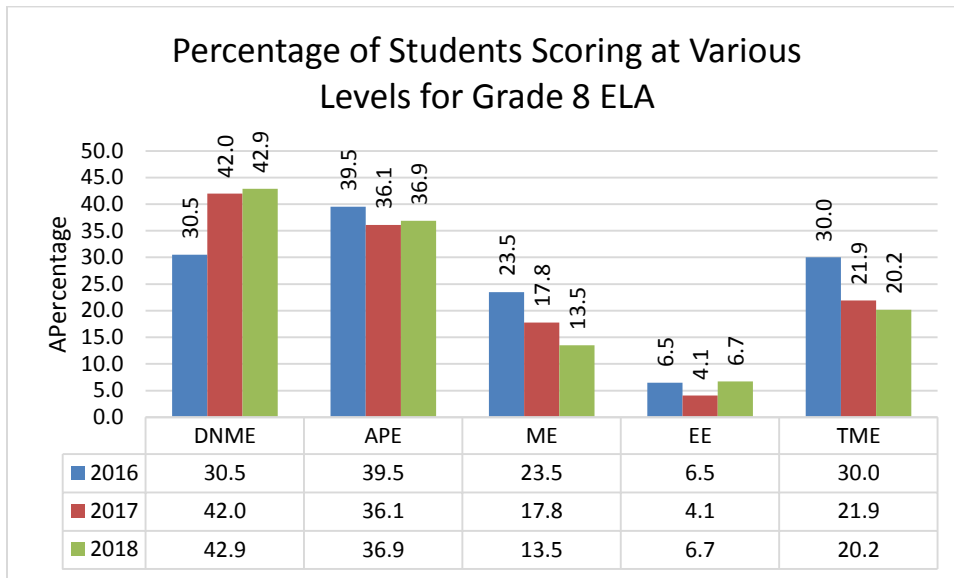
A review of the 2016 – 2018 administrations of the SCREADY test for Grade 8 ELA shows the following. The percentage of students scoring at the

- does not meet expectations level increased from 2016 to 2017 and increased again from 2017 to 2018.
- approaches expectations level decreased from 2016 to 2017 but increased from 2017 to 2018.
- meets expectations level decreased from 2016 to 2017 and decreased again from 2017 to 2018.
- exceeds expectations level decreased from 2016 to 2017 but increased from 2017 to 2018.
- total meets and exceeds expectations levels decreased from 2016 to 2017 decreased again from 2017 to 2018.

Meets or Exceeds by Gender by Grade Level: ELA
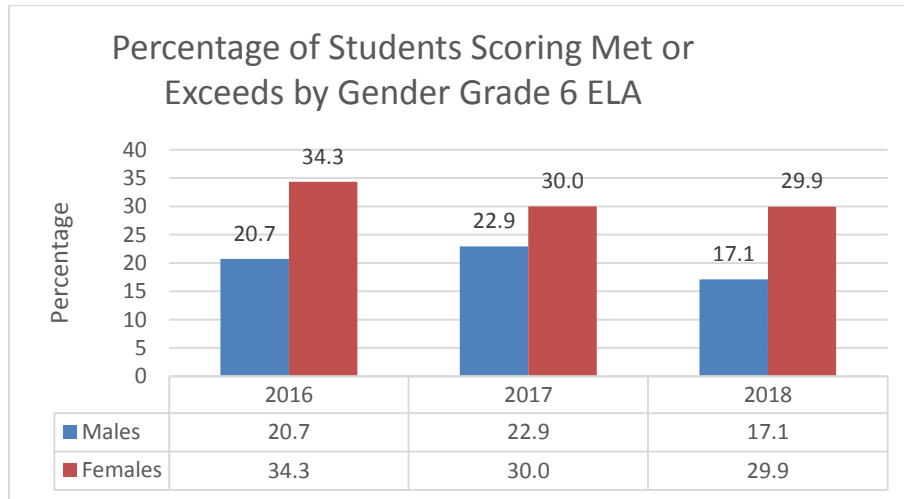
Percentage of Students Scoring Met or Exceeds by Gender Grade 6 ELA

	2016	2017	2018
Males	20.7	22.9	17.1
Females	34.3	30.0	29.9

The percentage of students by gender scoring meets or exceeds from the 2016 to 2018 administrations of the grade six ELA test show the percentage of males scoring meets or exceeds increased from 2016 to 2017, but decreased from 2017 to 2018 with an overall decrease from 2016 to 2018. For females, the percentage of students scoring meets or exceeds decreased from 2016 to 2017 and then decreased again from 2017 to 2018.

Percentage of Students Scoring Met or Exceeds by Gender Grade 7 ELA

	2016	2017	2018
Males	18.9	18.4	23.2
Females	36.2	31.5	29.8
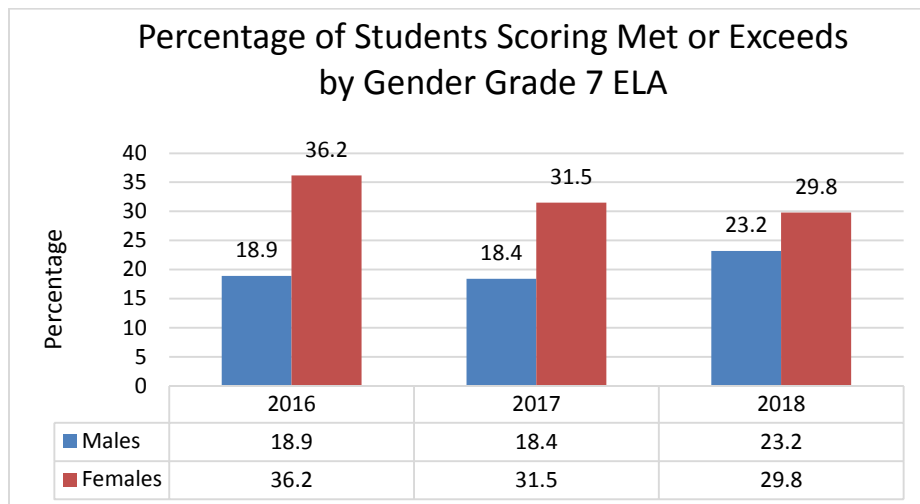
The percentage of students by gender scoring meets or exceeds from the 2016 to 2018 administrations of the grade seven ELA test show the percentage of males scoring meets or exceeds decreased from 2016 to 2017, but increased from 2017 to 2018 with an overall increase from 2016 to 2018. For females, the percentage of students scoring meets or exceeds decreased from 2016 to 2017 and then decreased again from 2017 to 2018.

Percentage of Students Scoring Met or Exceeds by Gender Grade 8 ELA

	2016	2017	2018
■ Males	20.7	15.8	14.0
■ Females	38.0	29.7	27.6
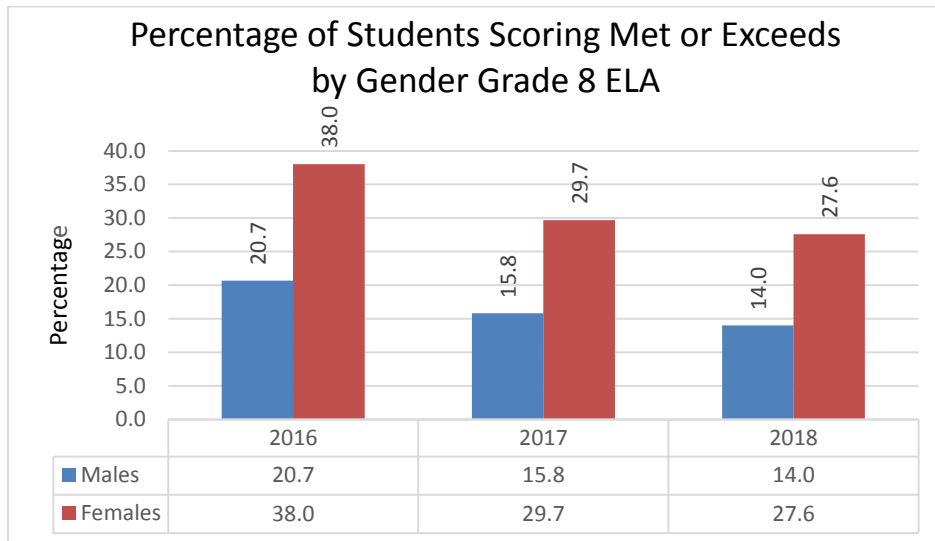
The percentage of students by gender scoring meets or exceeds from the 2016 to 2018 administrations of the grade eighth ELA test show the percentage of males scoring meets or exceeds decreased from 2016 to 2017, the decreased again from 2017 to 2018. For females, the percentage of students scoring meets or exceeds decreased from 2016 to 2017 and then decreased again from 2017 to 2018.

Meets or Exceeds by Ethnicity by Grade Level: ELA
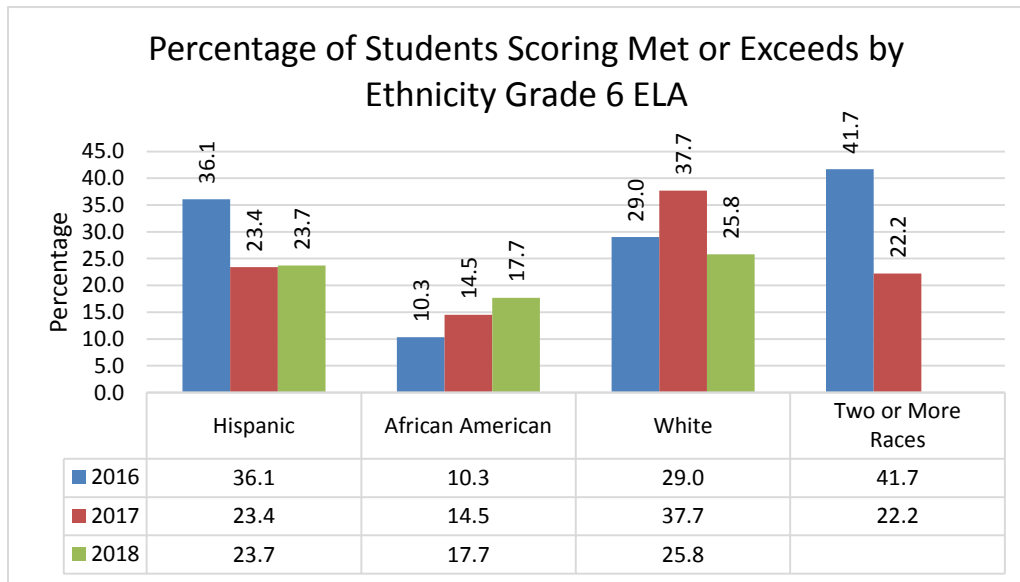
Percentage of Students Scoring Met or Exceeds by Ethnicity Grade 6 ELA

	Hispanic	African American	White	Two or More Races
■ 2016	36.1	10.3	29.0	41.7
■ 2017	23.4	14.5	37.7	22.2
■ 2018	23.7	17.7	25.8	

The percentage of students scoring meets or exceeds fell from the 2016 administration to the 2017 administration of the grade six ELA test for Hispanics, then increased from the 2017 to 2018 administration with an overall decrease from 2016 to 2018; increased for African Americans from 2016 to 2018; increased for Whites from 2016 to 2017, then decreased from 2017 to 2018, with an overall decrease from 2016 to 2018. The two or more races subgroup was two small for the 2018 administration.

Percentage of Students Scoring Met or Exceeds by Ethnicity Grade 7 ELA

	Hispanic	African American	White	Two or More Races
2016	27.4	23.3	27.3	38.5
2017	23.6	15.8	27.7	31.3
2018	24.2	17.2	34.7	
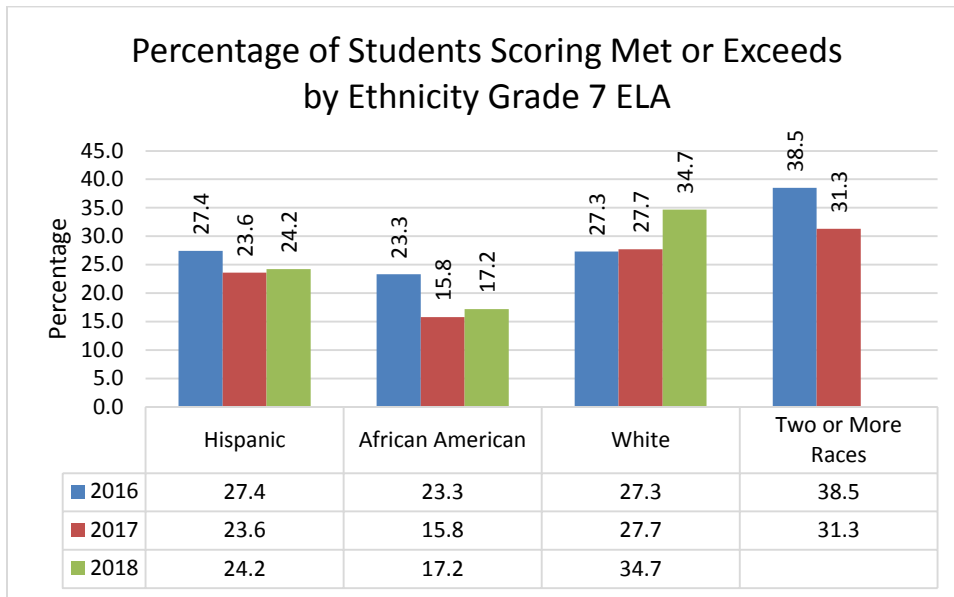
The percentage of students scoring meets or exceeds fell from the 2016 administration to the 2017 administration of the grade seven ELA test for Hispanics, then increased from the 2017 to 2018 administration with an overall decrease from 2016 to 2018; decreased for African Americans from 2016 to 2017, then increased from 2017 to 2018 with an overall decrease from 2016 to 2017; and increased for Whites from 2016 to 2018. The two or more races subgroup was two small for the 2018 administration.

Percentage of Students Scoring Met or Exceeds by Ethnicity Grade 8 ELA

	Hispanic	African American	White	Two or More Races
2016	28.8	20.4	34.8	0.0
2017	24.1	9.8	28.8	20.0
2018	17.5	9.7	33.3	
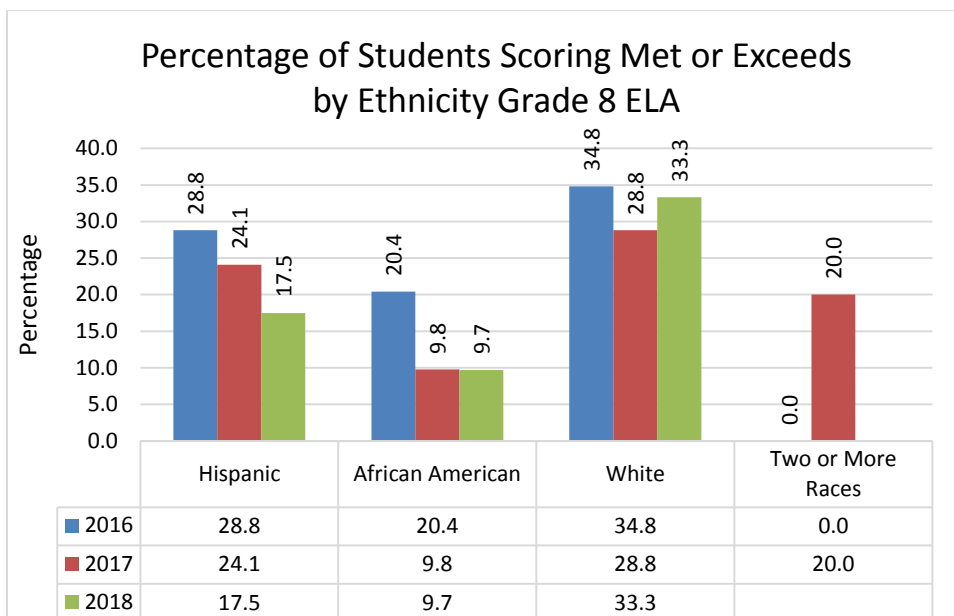
The percentage of students scoring meets or exceeds fell from the 2016 administration to the 2018 administration of the grade eight ELA test for Hispanics; decreased for African Americans from 2016 to 2018, and decreased for Whites from 2016 to 2017 then increased from 2017 to 2018, with an overall decrease from 2016 to 2018. The two or more races subgroup was two small for the 2018 administration.

Meets or Exceeds by Limited English Proficiency by Grade Level: ELA

Percentage of Students Scoring Met or Exceeds by Limited English Proficiency Grade 6 ELA

	2016	2017	2018
LEP	42.4	25.0	25.0
Non-LEP	21.2	26.4	22.4
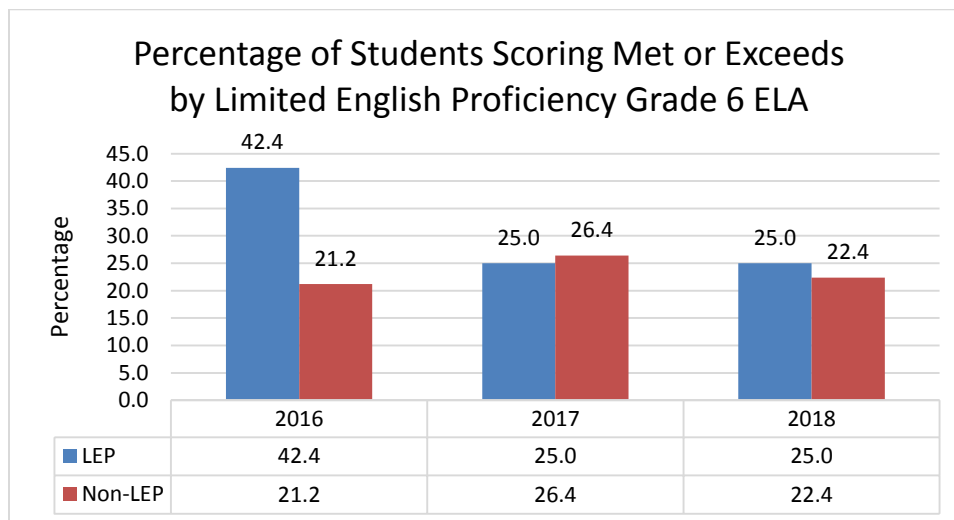
The percentage of LEP students scoring meets or exceeds on grade six ELA test decreased from the 2016 to 2017 administration of the test, and remained the same for the 2017 and 2018 administrations while the percentage of Non-LEP students scoring meets or exceeds increased from the 2016 to the 2017 administration of the test, then decreased from the 2017 to 2018 administration of the test with an overall increase from the 2016 to 2018 administration of the test.

Percentage of Students Scoring Met or Exceeds by Limited English Proficiency Grade 7 ELA

	2016	2017	2018
LEP	27.1	29.0	25.0
Non-LEP	26.7	22.6	26.6
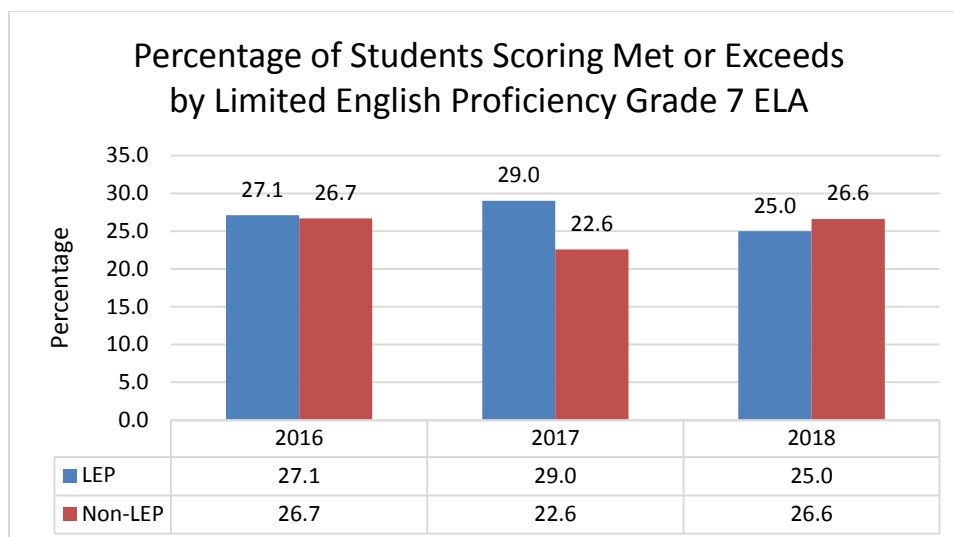
The percentage of LEP students scoring meets or exceeds on grade seven ELA test increased from the 2016 to 2017 administration of the test, and then decreased from the 2017 to 2018 administration with an overall decrease from the 2016 to 2018 administration. The percentage of Non-LEP students scoring meets or exceeds decreased from the 2016 to the 2017 administration of the test, then increased from the 2017 to 2018 administration of the test with an overall decrease from the 2016 to 2018 administration of the test.

Percentage of Students Scoring Met or Exceeds by Limited Englilsh Proficiency Grade 8 ELA

	2016	2017	2018
LEP	24.1	23.5	19.8
Non-LEP	32.4	21.2	20.5
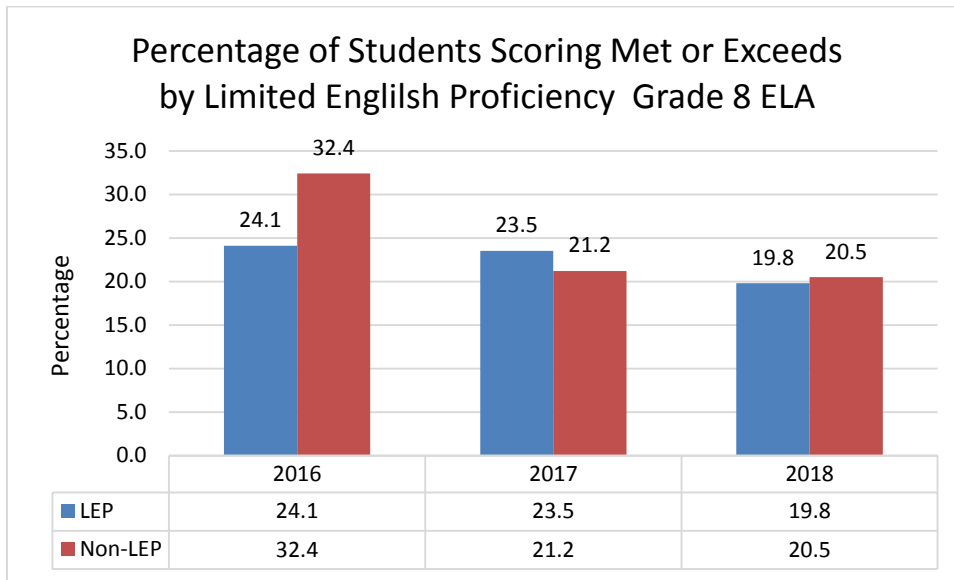
The percentage of LEP students scoring meets or exceeds on grade eight ELA test decreased from the 2016 to the 2018 administration of the test. The percentage of Non-LEP students scoring meets or exceeds decreased from the 2016 to the 2018 administration of the test.

Meets or Exceeds by Students in Poverty by Grade Level: ELA
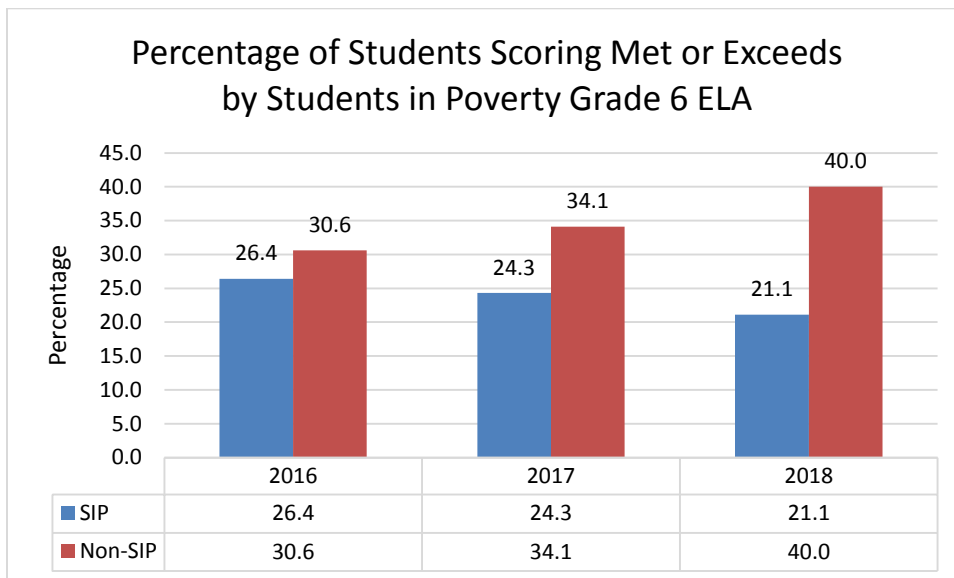
Percentage of Students Scoring Met or Exceeds by Students in Poverty Grade 6 ELA

	2016	2017	2018
SIP	26.4	24.3	21.1
Non-SIP	30.6	34.1	40.0

The percentage of Students in Poverty scoring meets or exceeds decreased from the 2016 to 2018 administration of the grade six ELA test. The percentage of Non-Students in Poverty scoring meets or exceeds increased from the 2016 to 2018 administration of the grade six ELA test.

Percentage of Students Scoring Met or Exceeds by Students in Poverty Grade 7 ELA

	2016	2017	2018
SIP	27.6	22.4	24.6
Non-SIP	26.8	32.0	31.9
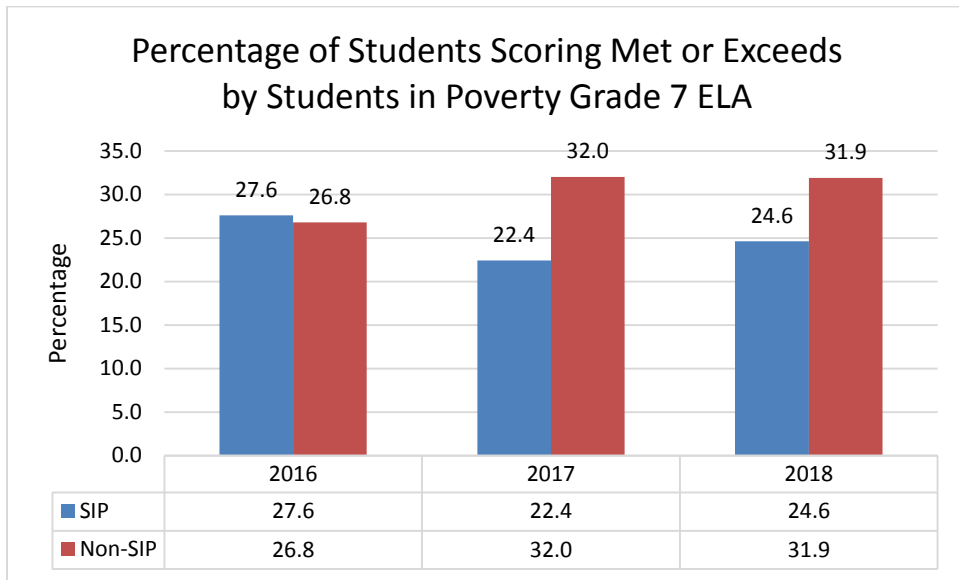
The percentage of Students in Poverty scoring meets or exceeds decreased from the 2016 to 2017 administration of the grade seven ELA test; then increased from the 2017 to 2018 administration with on overall decrease from the 2016 to 2018 administration. The percentage of Non-Students in Poverty scoring meets or exceeds increased from the 2016 to 2017 administration of the grade seven ELA test, then decreased from the 2017 to 2018 administration with on overall increase from the 2016 to 2018 administration.
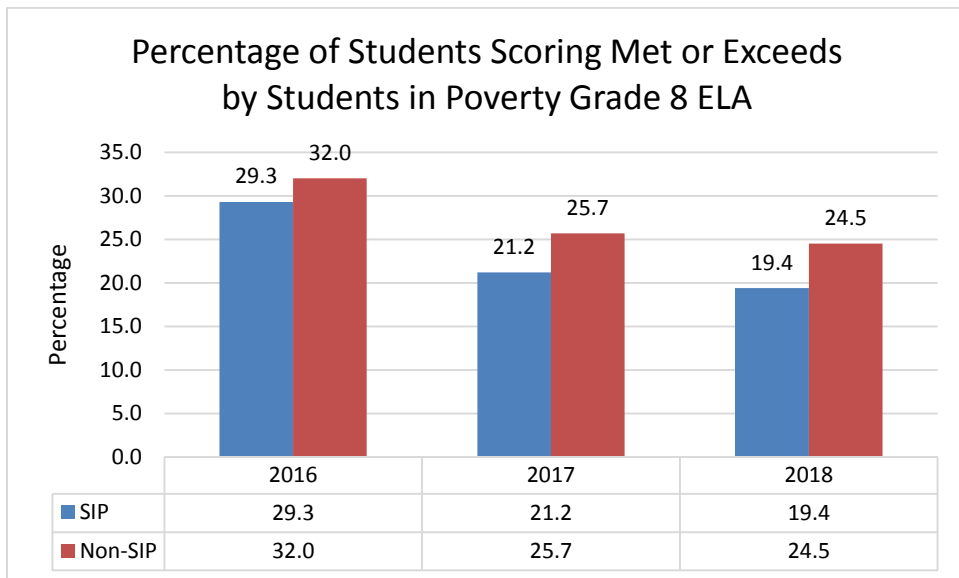
Percentage of Students Scoring Met or Exceeds by Students in Poverty Grade 8 ELA

	2016	2017	2018
SIP	29.3	21.2	19.4
Non-SIP	32.0	25.7	24.5

The percentage of Students in Poverty scoring meets or exceeds decreased from the 2016 to 2018 administration of the grade eight. The percentage of Non-Students in Poverty scoring meets or exceeds decreased from the 2016 to the 2018 administration.

SCREADY: Math

Percentage of Students Scoring Met or Exceeds for Math

	Sixth	Seventh	Eighth
2016	23.7	20.3	19.5
2017	26.4	11.2	16.0
2018	34.9	17.8	18.3
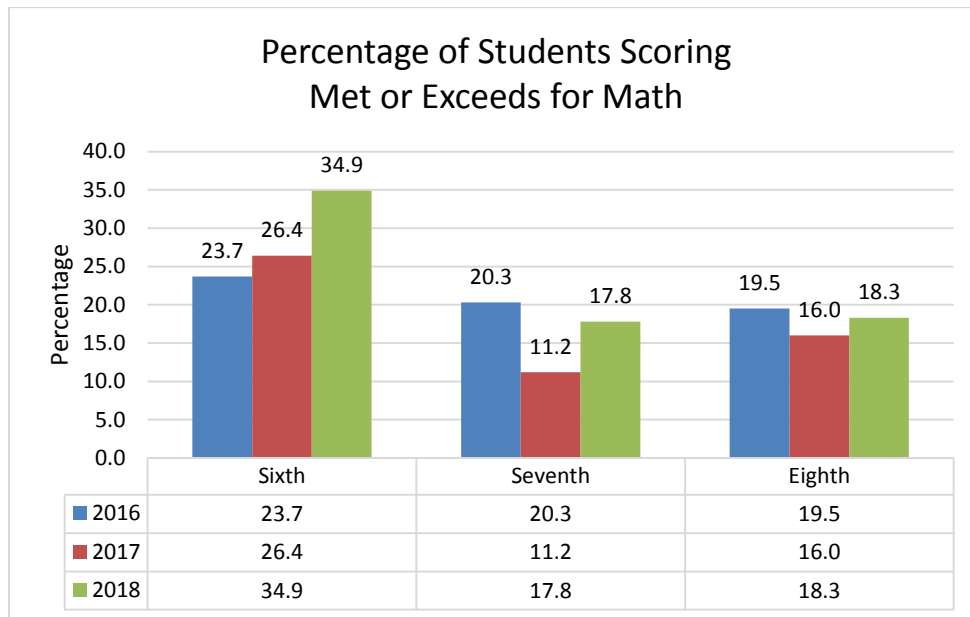
A review of the SCREADY data for the 2016 – 2018 administrations of the SCREADY test for math shows an increase in the percentage of the students scoring Meets or Exceeds in grade six from the 2016 administration to the 2018 administration. For seventh grade, percentage of students scoring Meets or Exceeds decreased from the 2016 administration to the 2017 administration for grades seven and eight, the increased from the 2017 to 2018 administration for both tests, with an overall decrease for both grades from 2016 to 2018.

Four Levels of Scoring by Grade Level: Math

Percentage of Students Scoring at Various Levels for Grade 6 Math

	DNME	APE	ME	EE	TME
2016	38.1	38.1	16.3	7.4	23.7
2017	39.7	33.9	15.1	11.3	26.4
2018	31.5	33.6	24.9	10.0	34.9

A review of the 2016 – 2018 administrations of the SCREADY test for Grade 6 Math shows the following. The percentage of students scoring at the
- does not meet expectations level increased from 2016 to 2017 then decreased from 2017 to 2018 with an overall decrease from 2016 to 2018.
- approaches expectations level decreased from 2016 to 2018.
- meets expectations level decreased from 2016 to 2017 then increased from 2017 to 2018 with an overall increase from 2016 to 2018.
- exceeds expectations level increased from 2016 to 2017, then decreased from 2017 to 2018 with an overall increase from 2016 to 2018.
- total meets and exceeds expectations levels increased each year from 2016 to 2018.

Percentage of Students Scoring at Various Levels for Grade 7 Math

	DNME	APE	ME	EE	TME
2016	40.1	39.6	14.2	4.1	20.3
2017	40.7	48.1	9.1	2.1	11.2
2018	43.0	39.3	11.2	6.6	17.8
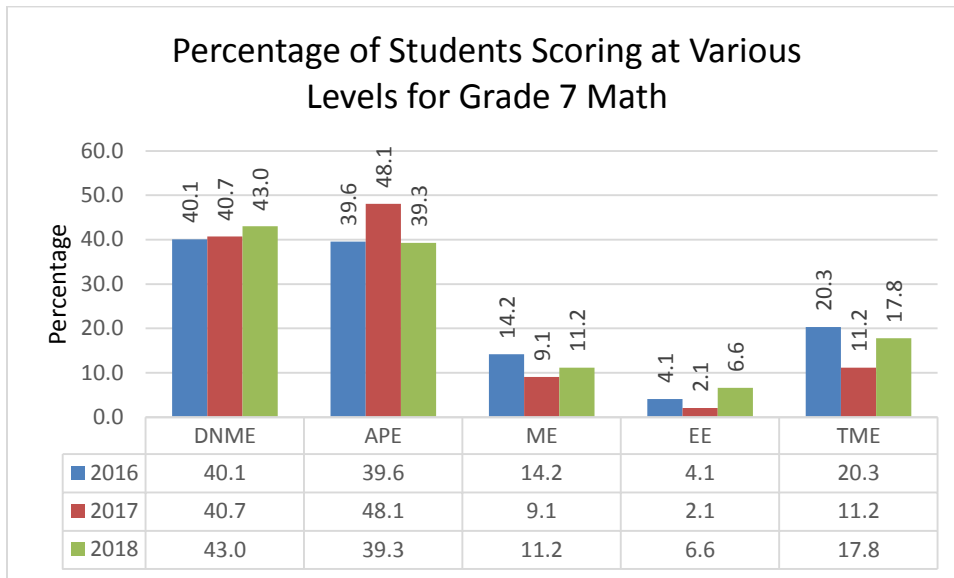
A review of the 2016 – 2018 administrations of the SCREADY test for Grade 7 Math shows the following. The percentage of students scoring at the

- does not meet expectations level increased each year from 2016 to 2018.
- approaches expectations level increased from 2016 to 2017 then decreased from 2017to 2018 with an overall decrease from 2016 to 2018.
- meets expectations level decreased from 2016 to 2017 then increased from 2017 to 2018 with an overall decrease from 2016 to 2018.
- exceeds expectations level decreased from 2016 to 2017, then increased from 2017 to 2018 with an overall increase from 2016 to 2018.
- total meets and exceeds expectations levels decreased from 2016 to 2017, then increased from 2017 to 2018 with an overall decrease from 2016 to 2018.

Percentage of Students Scoring at Various Levels for Grade 8 Math

	DNME	APE	ME	EE	TME
2016	40.5	40.0	15.0	4.5	19.5
2017	42.3	41.7	12.0	4.0	16.0
2018	50.4	31.3	13.5	4.8	18.3

A review of the 2016 – 2018 administrations of the SCREADY test for Grade 8 Math shows the following. The percentage of students scoring at the
- does not meet expectations level increased each year from 2016 to 2018.
- approaches expectations level increased from 2016 to 2017 then decreased from 2017 to 2018 with an overall decrease from 2016 to 2018.
- meets expectations level decreased from 2016 to 2017 then increased from 2017 to 2018 with an overall decrease from 2016 to 2018.
- exceeds expectations level decreased from 2016 to 2017, then increased from 2017 to 2018 with an overall increase from 2016 to 2018.
- total meets and exceeds expectations levels decreased from 2016 to 2017, then increased from 2017 to 2018 with an overall decrease from 2016 to 2018.

Meets or Exceeds by Gender by Grade Level: Math

Percentage of Students Scoring Met or Exceeds by Gender Grade 6 Math

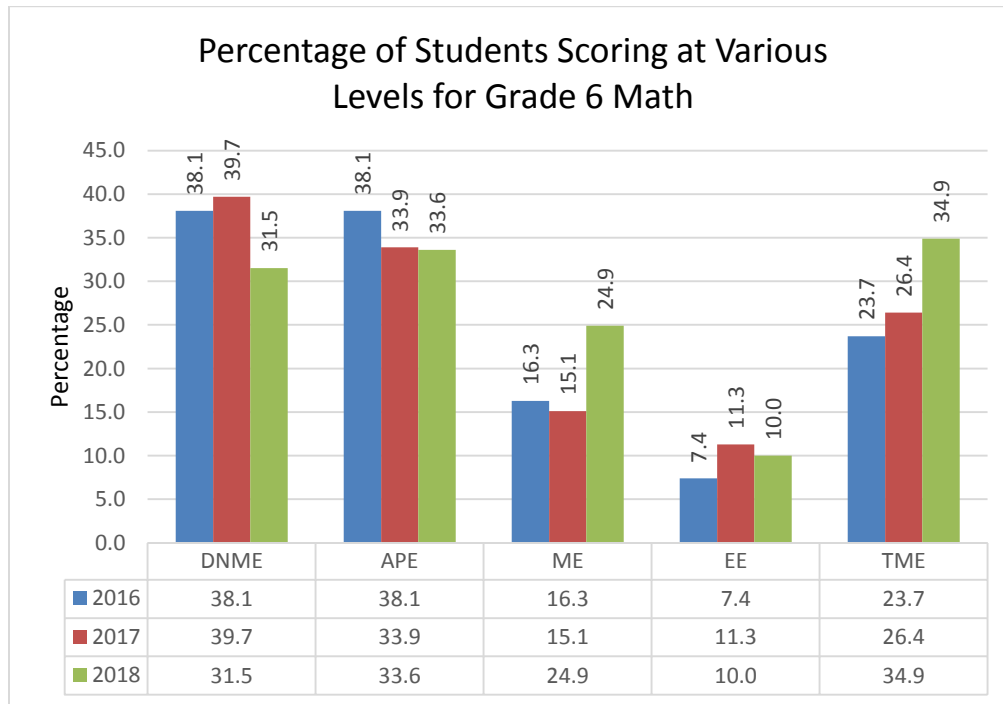|	2016	2017	2018
Males	20.7	15.8	29.0
Females	38.0	29.7	41.0

The percentage of students by gender scoring meets or exceeds from the 2016 to 2018 administrations of the grade six Math test show the percentage of males scoring meets or exceeds decreased from 2016 to 2017, but increased from 2017 to 2018 with an overall increase from 2016 to 2018. For females, percentage scoring meets or exceeds decreased from 2016 to 2017, but increased from 2017 to 2018 with an overall increase from 2016 to 2018.

Percentage of Students Scoring Met or Exceeds by Gender Grade 7 Math

	2016	2017	2018
Males	21.7	9.1	18.1
Females	26.0	13.8	17.3

The percentage of students by gender scoring meets or exceeds from the 2016 to 2018 administrations of the grade seven Math test show the percentage of males scoring meets or exceeds decreased from 2016 to 2017, but increased from 2017 to 2018 with an overall decrease from 2016 to 2018. For females, percentage scoring meets or exceeds decreased from 2016 to 2017, but increased from 2017 to 2018 with an overall decrease from 2016 to 2018.

Percentage of Students Scoring Met or Exceeds by Gender Grade 8 Math

	2016	2017	2018
Males	18.5	13.3	14.7
Females	20.4	19.5	22.4
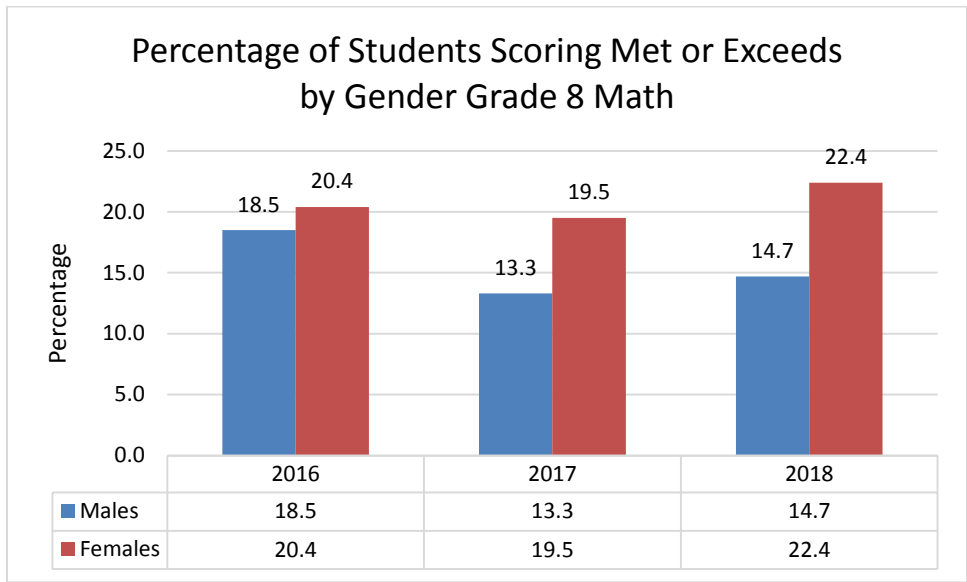
The percentage of students by gender scoring meets or exceeds from the 2016 to 2018 administrations of the grade eight Math test show the percentage of males scoring meets or exceeds decreased from 2016 to 2017, but increased from 2017 to 2018 with an overall decrease from 2016 to 2018. For females, percentage sc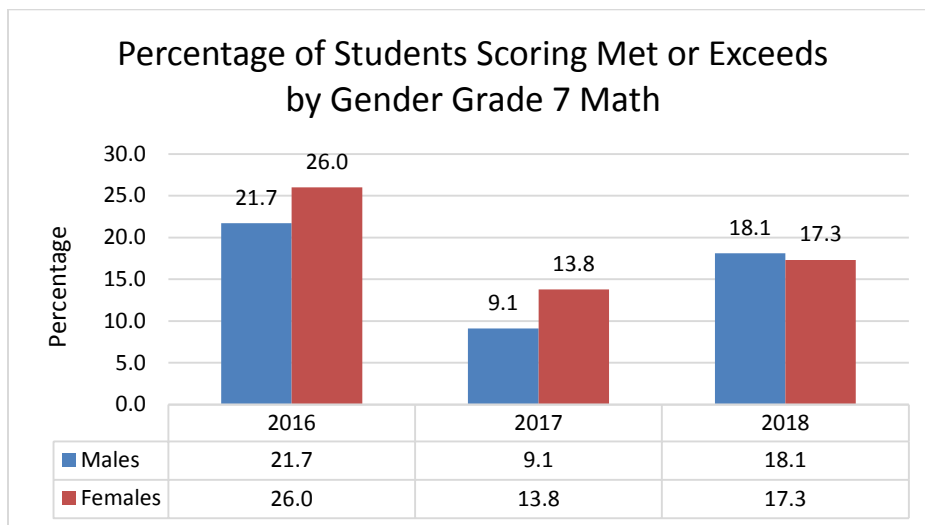oring meets or exceeds decreased from 2016 to 2017, but increased from 2017 to 2018 with an overall increase from 2016 to 2018.

Meets or Exceeds by Ethnicity by Grade Level: Math
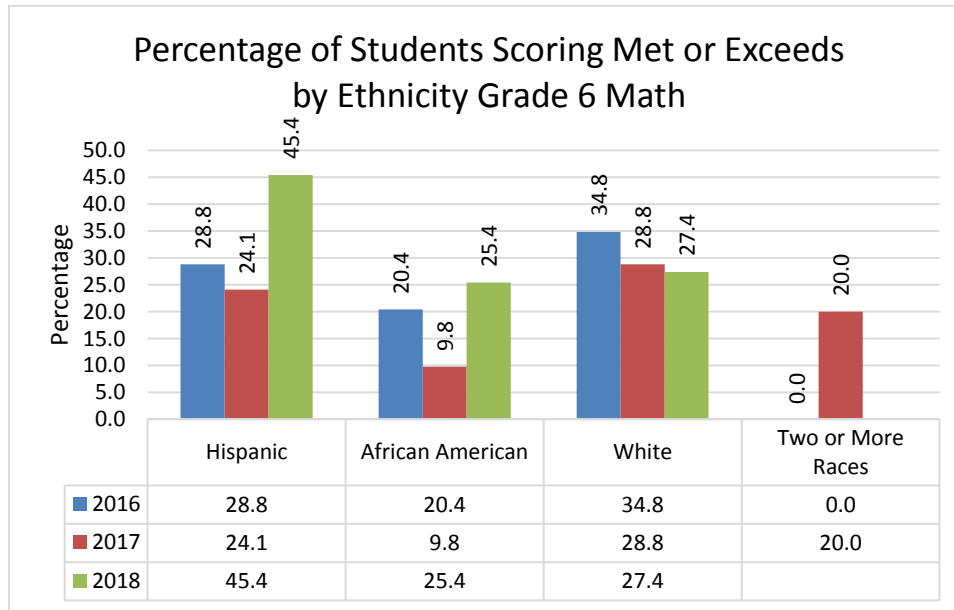
Percentage of Students Scoring Met or Exceeds by Ethnicity Grade 6 Math

	Hispanic	African American	White	Two or More Races
■ 2016	28.8	20.4	34.8	0.0
■ 2017	24.1	9.8	28.8	20.0
■ 2018	45.4	25.4	27.4	

The percentage of students scoring meets or exceeds decreased from the 2016 administration to the 2017 administration of the grade six Math test for all ethnicities except for Two or More Races. The percentage of students scoring meets or exceeds increased from the 2017 to 2018 administration for Hispanics and African Americans resulting in an overall increase from 2016 to 2018. For Whites, the percentage of students scoring meets or exceeds decreased from the 2017 to 2018 administration resulting in an overall decrease from 2016 to 2017.

Percentage of Students Scoring Met or Exceeds by Ethnicity Grade 7 Math

	Hispanic	African American	White	Two or More Races
2016	26.0	8.6	27.4	58.3
2017	8.3	1.8	18.5	25.0
2018	14.3	10.3	26.4	
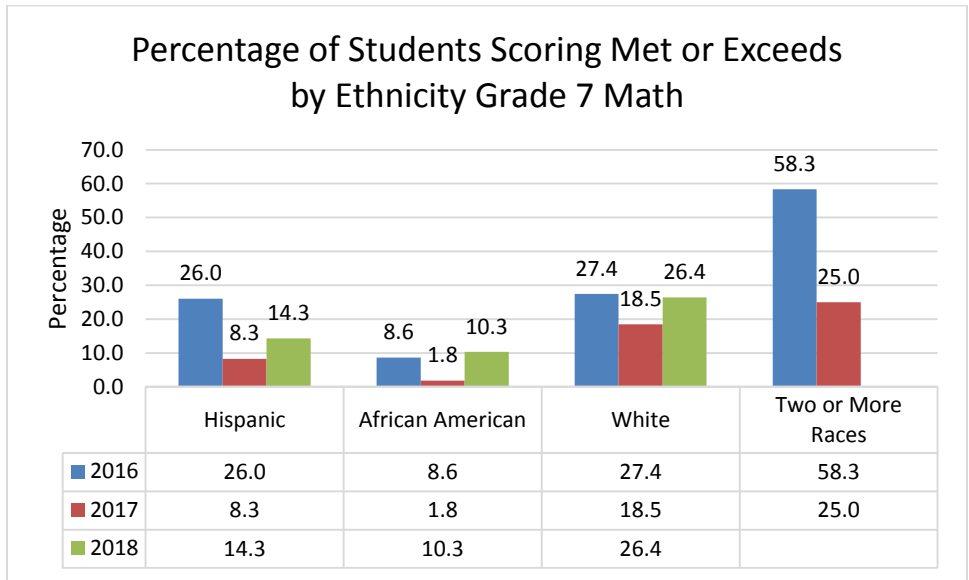
The percentage of students scoring meets or exceeds decreased from the 2016 administration to the 2017 administration of the grade seven Math test for all ethnicities. The percentage of students scoring meets or exceeds increased from the 2017 to 2018 administration for all ethnic groups. For Hispanics, there was an overall decrease in the percentage of students scoring meetings or exceeds from 2016 to 2018. For African Americans, there was an overall increase in the percentage of students scoring meetings or exceeds from 2016 to 2018. For Whites, there was an overall decrease in the percentage of students scoring meetings or exceeds from 2016 to 2018. The number of students in the Two or More Races subgroup was too small to give a percentage tested.

Percentage of Students Scoring Met or Exceeds by Ethnicity Grade 8 Math

	Hispanic	African American	White	Two or More Races
2016	20.5	8.2	24.2	0.0
2017	18.6	3.9	22.6	20.0
2018	18.4	6.9	25.0	
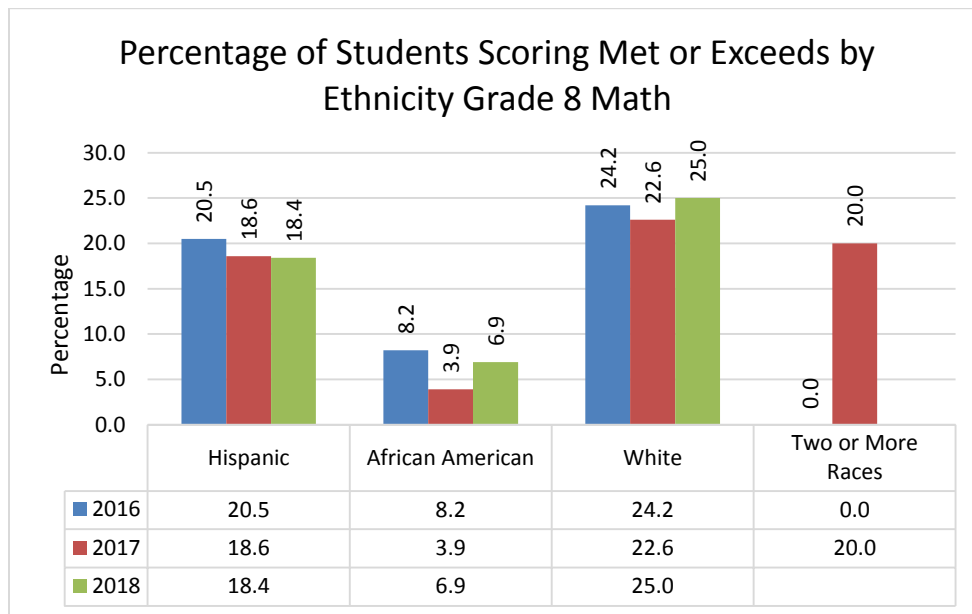
The percentage of students scoring meets or exceeds decreased from the 2016 administration to the 2017 administration of the grade eight Math test for all ethnicities. The percentage of students scoring meets or exceeds decreased from the 2017 to 2018 administration for Hispanics resulting in an overall decrease from the 2016 to the 2018 administration of the test. For African Americans, the percentage of students scoring meets or exceeds increased from the 2017 to the 2018 administration of the test resulting in an overall decrease in the percentage of students scoring meets or exceeds from the 2016 to 2018 test administration. For Whites, the percentage of students scoring meets or exceeds increased from the 2017 to the 2018 administration of the test resulting in an overall increase in the percentage of students scoring meets or exceeds from the 2016 to 2018 test administration. The number of students in the Two or More Races subgroup was too small to give a percentage tested.

Meets or Exceeds Limited English Proficiency by Grade Level: Math

Percentage of Students Scoring Met or Exceeds by Limited English Proficiency Grade 6 Math

	2016	2017	2018
LEP	24.1	23.5	50.0
Non-LEP	32.4	21.2	26.1
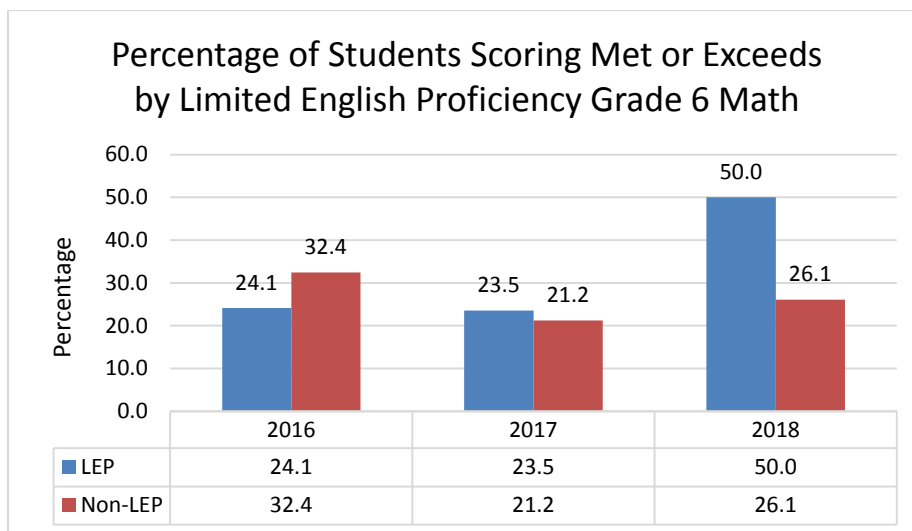
The percentage of LEP and Non-LEP students scoring meets or exceeds on grade six Math test decreased from the 2016 to 2017 administration of the test. For both subgroups the percentage scoring meets or exceeds increased from the 2017 to 2018 administration. For the LEP students there was an overall increase for those scoring meets and exceeds from the 2016 to 2018 test administration. For the Non-LEP students there was an overall decrease for those scoring meets and exceeds from the 2016 to 2018 test administration.

Percentage of Students Scoring Met or Exceeds by Limited English Proficiency Grade 7 Math

	2016	2017	2018
LEP	28.1	11.7	14.3
Non-LEP	21.9	11.0	19.6
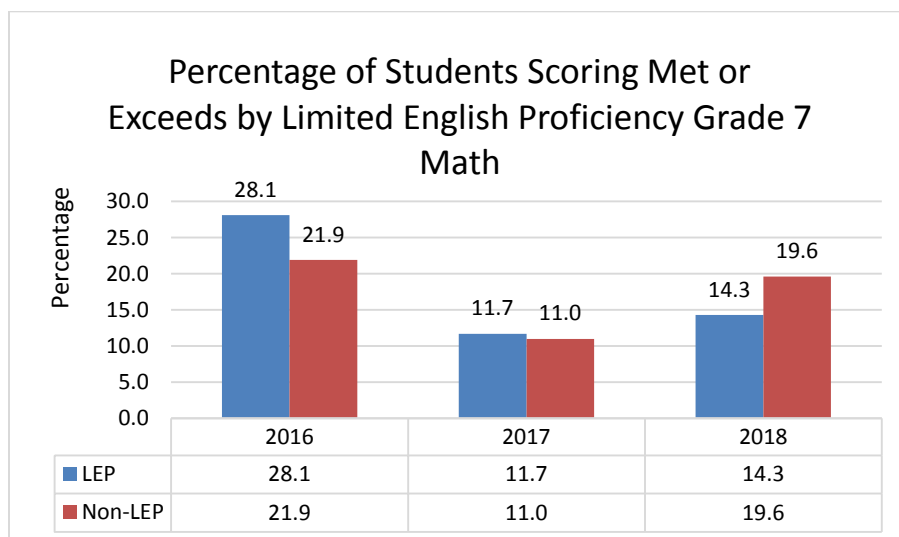
The percentage of LEP and Non-LEP students scoring meets or exceeds on grade seven Math test decreased from the 2016 to 2017 administration of the test. For both subgroups the percentage scoring meets or exceeds increased from the 2017 to 2018 administration. For the LEP and Non-LEP students there was an overall decrease for those scoring meets and exceeds from the 2016 to 2018 test administration.

Percentage of Students Scoring Met or Exceeds by Limited English Proficiency Grade 8 Math

	2016	2017	2018
LEP	17.2	14.3	21.0
Non-LEP	20.4	16.8	17.0
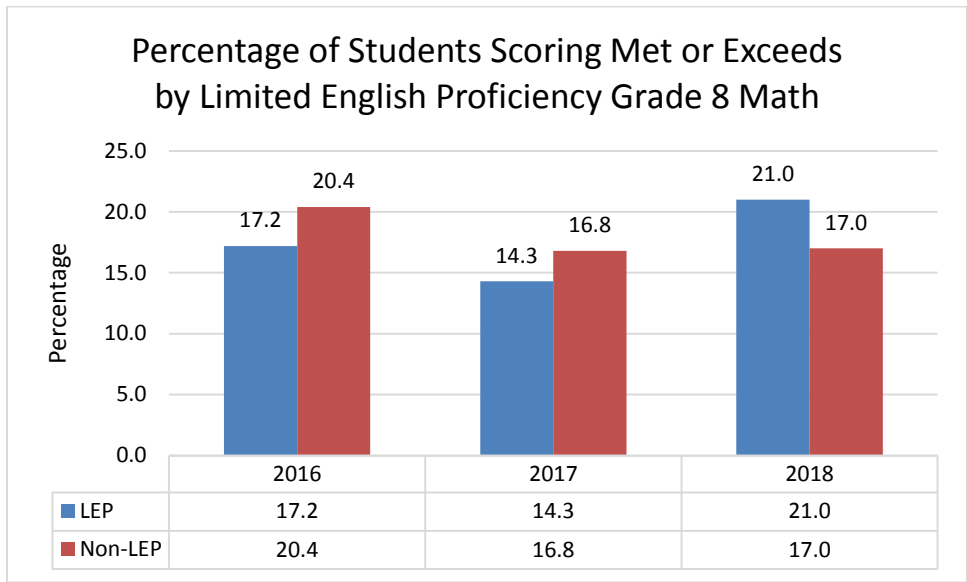
The percentage of LEP and Non-LEP students scoring meets or exceeds on grade eight Math test decreased from the 2016 to 2017 administration of the test. For both subgroups the percentage scoring meets or exceeds increased from the 2017 to 2018 administration. For the LEP students there was an overall increase for those scoring meets and exceeds from the 2016 to 2018 test administration. For the Non-LEP students there was an overall decrease for those scoring meets and exceeds from the 2016 to 2018 test administration.

Meets or Exceeds Students in Poverty by Grade Level: Math
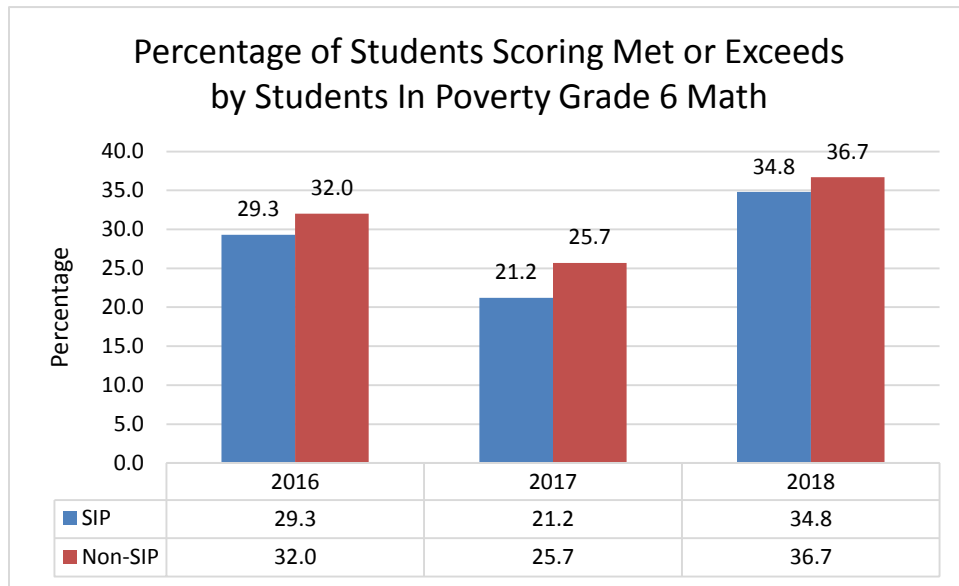
Percentage of Students Scoring Met or Exceeds by Students In Poverty Grade 6 Math

	2016	2017	2018
SIP	29.3	21.2	34.8
Non-SIP	32.0	25.7	36.7

The percentage of Students in Poverty and Non-Students in Poverty scoring meets or exceeds decreased from the 2016 to 2017 administration of the grade six Math test. Both subgroups increased the percentage scoring meets or needs increased from the 2017 to 2018 test administration, resulting in an overall increase in the percentage of students both subgroups scoring meets or exceeds from the 2016 to the 2018 administration of the test.

Percentage of Students Scoring Met or Exceeds by Students In Poverty Grade 7 Math

	2016	2017	2018
SIP	20.1	9.8	16.9
Non-SIP	36.5	15.5	21.3
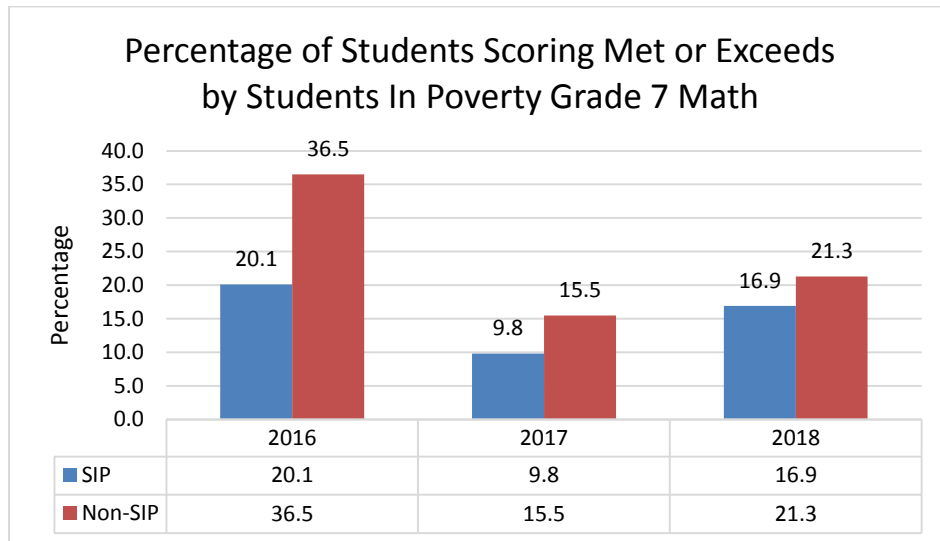
The percentage of Students in Poverty and Non-Students in Poverty scoring meets or exceeds decreased from the 2016 to 2017 administration of the grade seven Math test. Both subgroups increased the percentage scoring meets or needs increased from the 2017 to 2018 test administration. However, there was an overall decrease in the percentage of students in both subgroups scoring meets or exceeds from the 2016 to the 2018 administration of the test.

Percentage of Students Scoring Met or Exceeds by Students In Poverty Grade 8 Math

	2016	2017	2018
SIP	20.0	17.2	17.4
Non-SIP	18.0	12.8	22.4
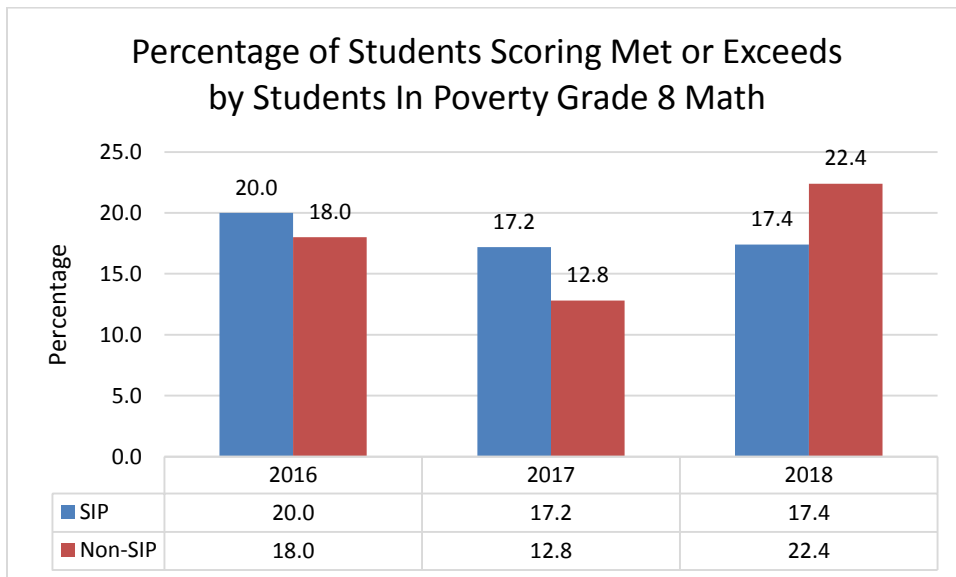
The percentage of Students in Poverty and Non-Students in Poverty scoring meets or exceeds decreased from the 2016 to 2017 administration of the grade eight Math test. Both subgroups increased the percentage scoring meets or needs increased from the 2017 to 2018 test administration. For the SIP subgroup, there was an overall decrease in the percentage of students scoring meets or exceeds from the 2016 to 2018 administration. For the Non-SIP subgroup, there was an overall increase in the percentage of students scoring meets or exceeds from the 2016 to 2018 administration.

SCPASS: Science

Percentage at Each Achievement Level by Grade: Science: 2016

	Not Met	Met	Exemplary	Total Met or Exemplary
Grade 6	58.6	37.2	4.2	41.4
Grade 7	35.7	50.2	14.1	64.3
Grade 8	44.7	38.2	17.1	55.3
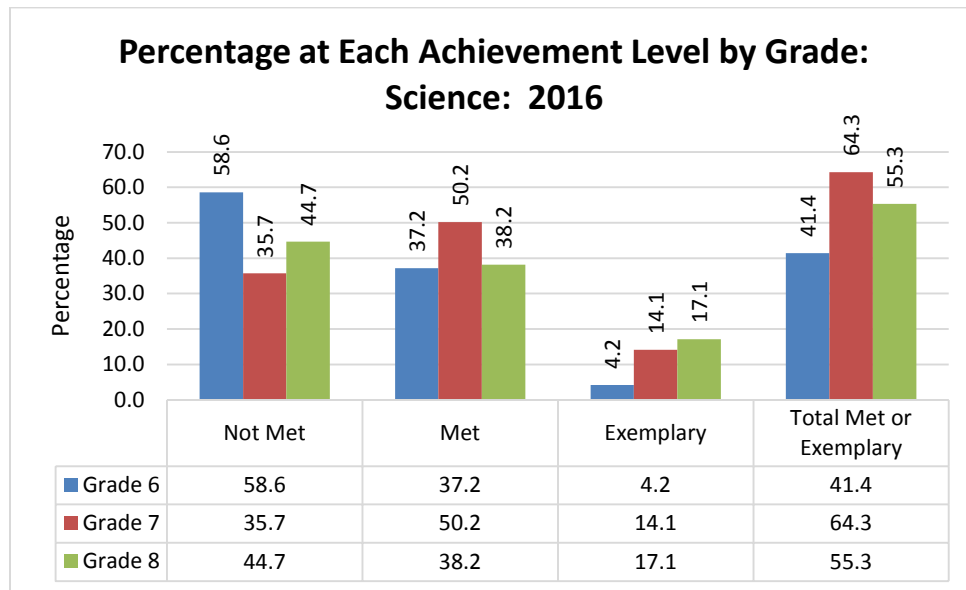
A review of the SCPASS Science data for the 2016 administration showed the greatest percentage of students scoring met or exemplary was at the seventh grade, followed by the eighth grade with the sixth grade having the smallest percentage scoring met or exemplary.

NOTE: For the 2017 administration of the SCPASS test for science, a new test, with different scoring categories was implemented. Therefore, the can be no direct comparison with the results of the 2016 and 2017 administrations of the SCPASS Science test.

Percentage at Each Achievement Level by Grade: Science: 2017

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Total Meets or Exceeds Expectations
Grade 6	42.7	25.1	20.1	12.1	32.2
Grade 7	43.2	30.7	18.3	7.9	26.1
Grade 8	39.2	29	26.7	5.1	31.8
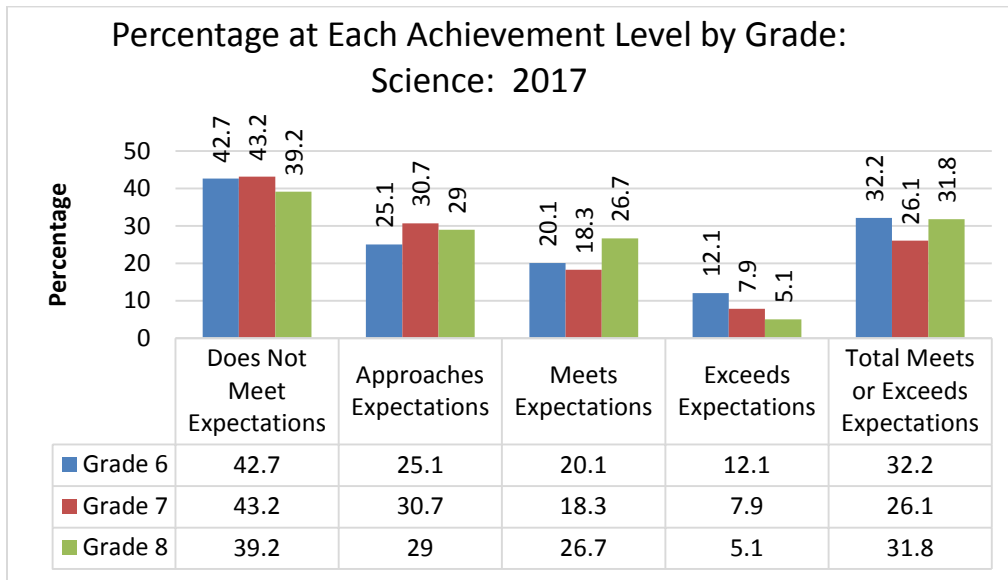
A review of the results from the 2017 administration of SCPASS Science shows the greatest percentage of meets and exceeds occurred at the sixth grade, followed by the eighth grade, with the lowest percentage scoring meets or exceeds at the seventh grade.

Percentage at Each Achievement Level by Grade: Science: 2018

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Total Meets or Exceeds Expectations
Grade 6	42.5	27.1	18.8	11.7	30.4
Grade 8	39.2	29.0	26.7	5.1	31.8
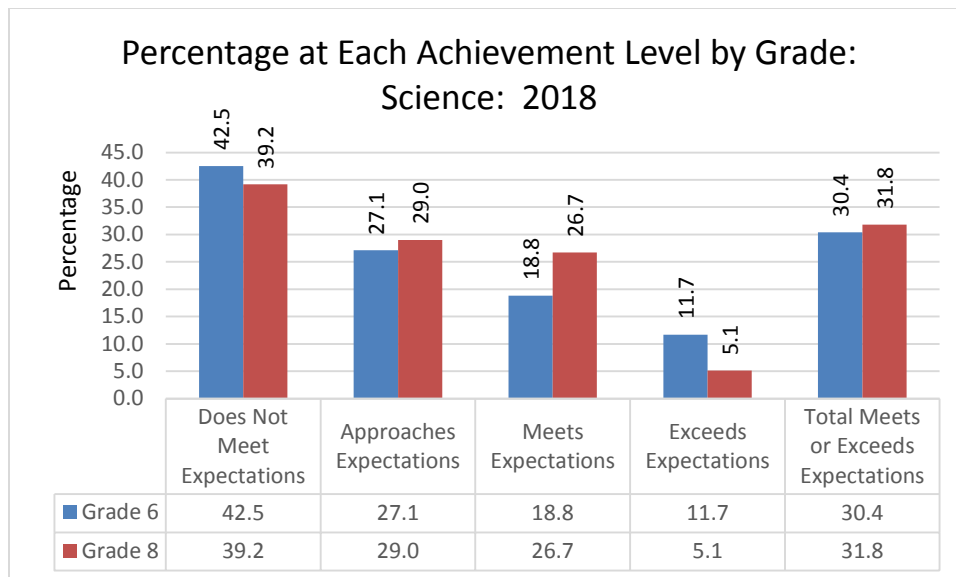
A review of the results from the 2018 administration of SCPASS Science shows the greatest percentage of meets and exceeds occurred at the eighth grade with the lowest percentage scoring meets or exceeds at the sixth grade.

Meets or Exceeds by Gender by Grade Level: Science
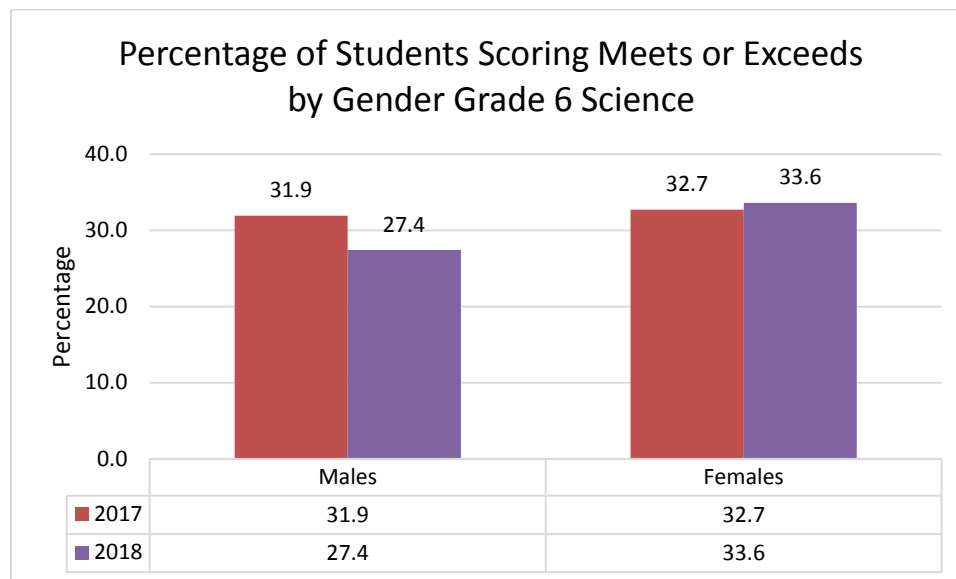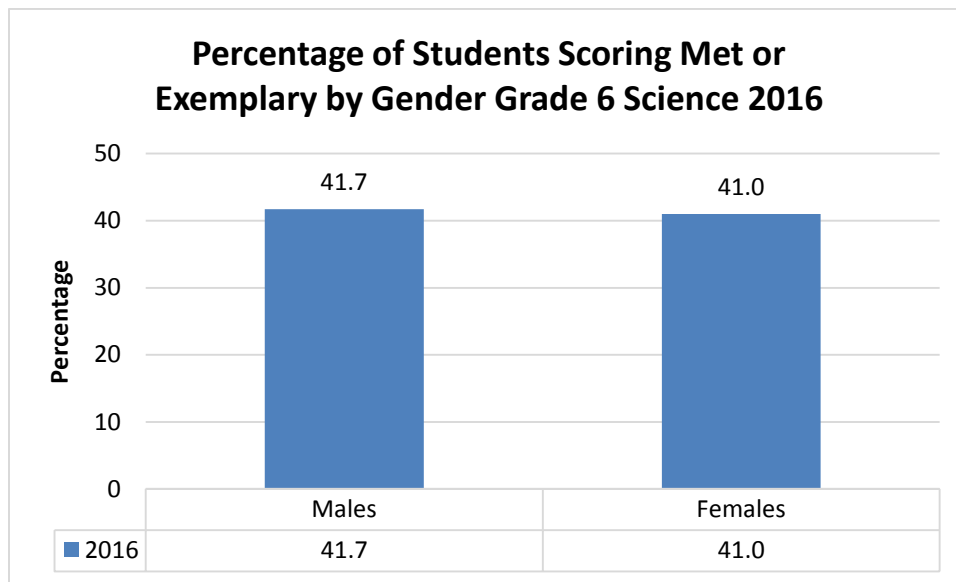
Percentage of Students Scoring Met or Exemplary by Gender Grade 6 Science 2016

	Males	Females
2016	41.7	41.0

Percentage of Students Scoring Meets or Exceeds by Gender Grade 6 Science

	Males	Females
2017	31.9	32.7
2018	27.4	33.6

A review of the 2017 to 2018 administration of the sixth grade science SCPASS test shows that the percentage of males scoring meets or exceeds decreased from the 2017 to 2018 administration of the test while the percentage of females scoring meets or exceeds increased from the 2017 to 2018 test administration.

Percentage of Students Scoring Met or Exemplary by Gender Grade 7 Science 2016

	Males	Females
2016	60.9	68.4

Percentage of Students Scoring Meets or Exceeds by Gender Grade 7 Science 2017

	Males	Females
2017	24.2	28.4

NOTE: Seventh grade students did not take the Science test in 2018.

Percentage of Students Scoring Met or Exemplary by Gender Grade 8 Science 2016

	Males	Females
2016	55.4	55.1

Percentage of Students Scoring Meets or Exceeds by Gender Grade 8 Science

	Males	Females
2017	29.6	34.6
2018	31.6	39.7

A review of the 2017 to 2018 administration of the eighth grade science SCPASS test shows that the percentage of males and females scoring meets or exceeds increased from the 2017 to 2018 administration of the test.

Meets or Exceeds by Ethnicity by Grade Level: Science

Percentage of Students Scoring Met or Exemplary by Ethnicity Grade 6 Science 2016

	Hispanic	African American	White	Two or More Races
2016	41.6	25.9	51.6	58.3

Percentage of Students Scoring Meets or Exceeds by Ethnicity Grade 6 Science

	Hispanic	African American	White	Two or More Races
2017	29.4	17.7	47.8	33.3
2018	34.0	22.6	30.6	0.0

A review of the 2017 to 2018 administration of the sixth grade science SCPASS test shows that the percentage of students by ethnicity scoring meets or exceeds increased from the 2017 to 2018 administration for Hispanics and African Americans but decreased for the Whites subgroup. There was not a subgroup for Two or More Races for the 2018 administration.

Percentage of Students Scoring Met or Exemplary by Ethnicity Grade 7 Science 2016

	Hispanic	African American	White	Two or More Races
2016	54.4	56.7	79.1	69.2

Percentage of Students Scoring Meets or Exceeds by Ethnicity Grade 7 Science 2017

	Hispanic	African American	White	Two or More Races
2017	26.0	14.0	32.3	37.5

Seventh Grade students did not take the science test in 2018.

Percentage of Students Scoring Met or Exemplary by Ethnicity Grade 8 Science 2016

	Hispanic	African American	White	Two or More Races
2016	51.4	46.9	63.6	0.0

Percentage of Students Scoring Meets or Exceeds by Ethnicity Grade 8 Science

	Hispanic	African American	White	Two or More Races
2017	27.1	19.6	49.1	20.0
2018	35.9	19.4	48.3	0

A review of the 2017 to 2018 administration of the eight grade science SCPASS test shows that the percentage of students by ethnicity scoring meets or exceeds increased from the 2017 to 2018 administration for Hispanics and decreased for African American and White subgroups. There was not a subgroup for Two or More Races for the 2018 administration.

Meets or Exceeds by Limited English Proficiency by Grade Level: Science
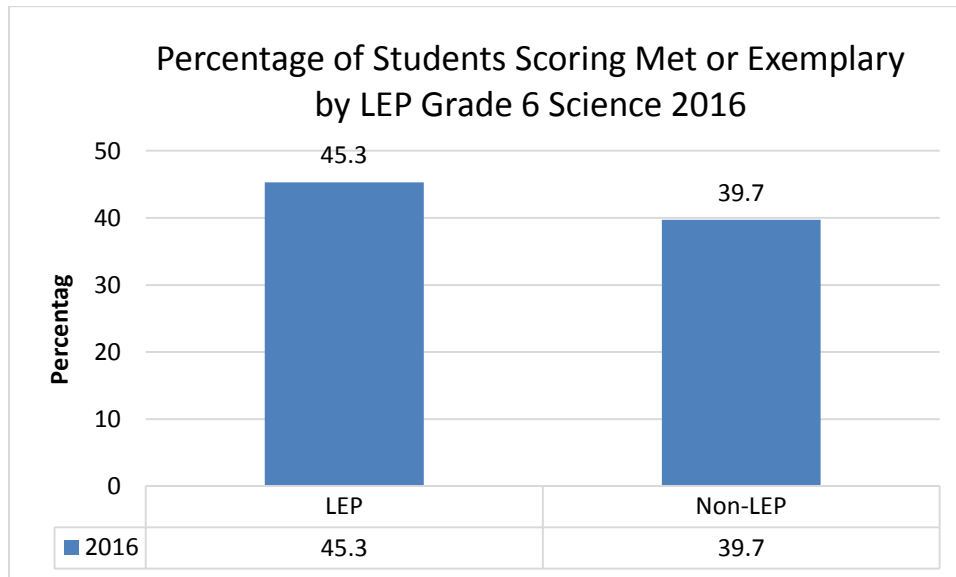
Percentage of Students Scoring Met or Exemplary by LEP Grade 6 Science 2016

	LEP	Non-LEP
2016	45.3	39.7

Percentage of Students Scoring Meets or Exceeds by LEP Grade 6 Science

	LEP	Non-LEP
2017	29.0	33.7
2018	36.4	27.0

A review of the 2017 to 2018 administration of the sixth grade science SCPASS test shows that the percentage of students by Limited English Proficiency scoring meets or exceeds increased from the 2017 to 2018. The percentage of students scoring meets or needs for the Non-Limited English Proficiency decreased from the 2017 to 2018 test administration.

Percentage of Students Scoring Met or Exemplary by LEP Grade 7 Science 2016

	LEP	Non-LEP
2016	56.9	67.6

Percentage of Students Scoring Meets or Exceeds by LEP Grade 7 Science 2017
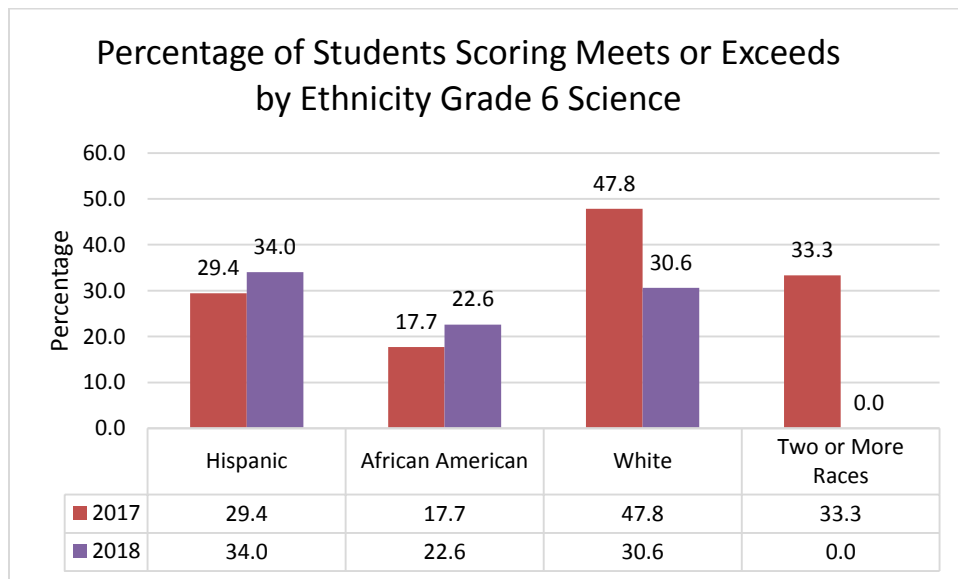
	LEP	Non-LEP
2017	58.4	56.1

Seventh Grade students did not take the science test in 2018.

Percentage of Students Scoring Met or Exemplary by LEP Grade 8 Science 2016

	LEP	Non-LEP
2016	43.9	59.9

Percentage of Students Scoring Meets or Exceeds by LEP Grade 8 Science

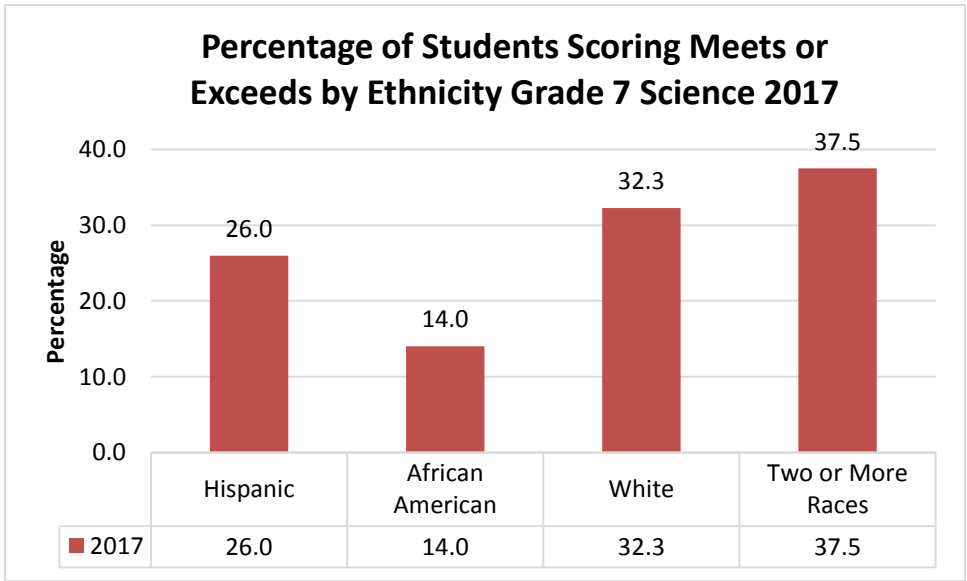|	LEP	Non-LEP
2017	25.0	35.0
2018	33.3	36.3
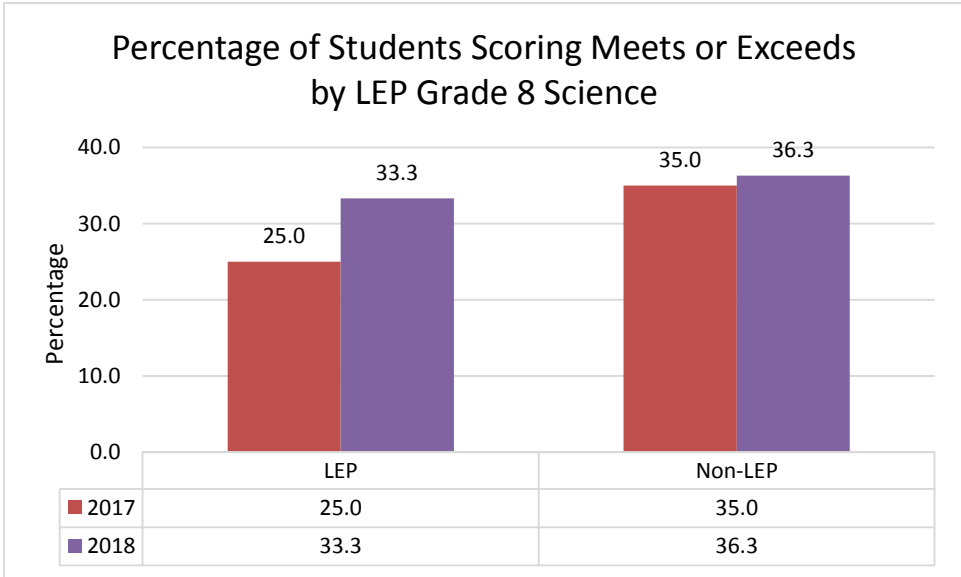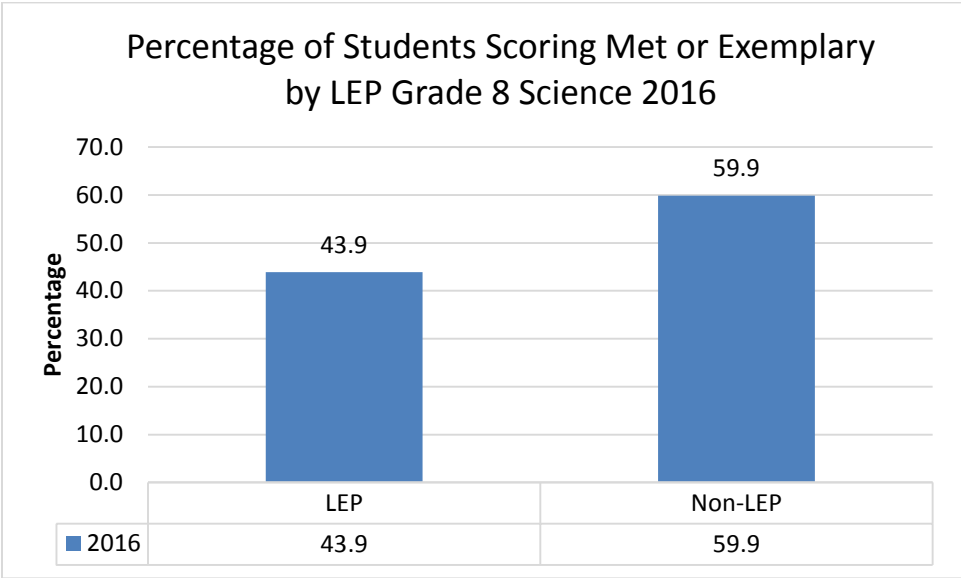
A review of the 2017 to 2018 administration of the eighth grade science SCPASS test shows that the percentage of Limited English Proficiency students and Non-Limited English Proficiency students scoring meets or exceeds increased from the 2017 to 2018.

Meets or Exceeds by Students in Poverty by Grade Level: Science
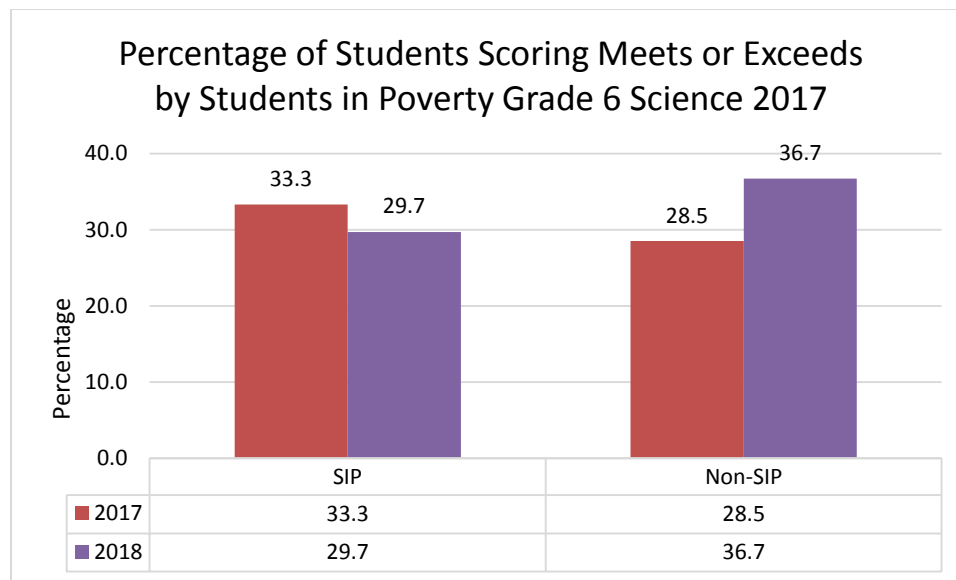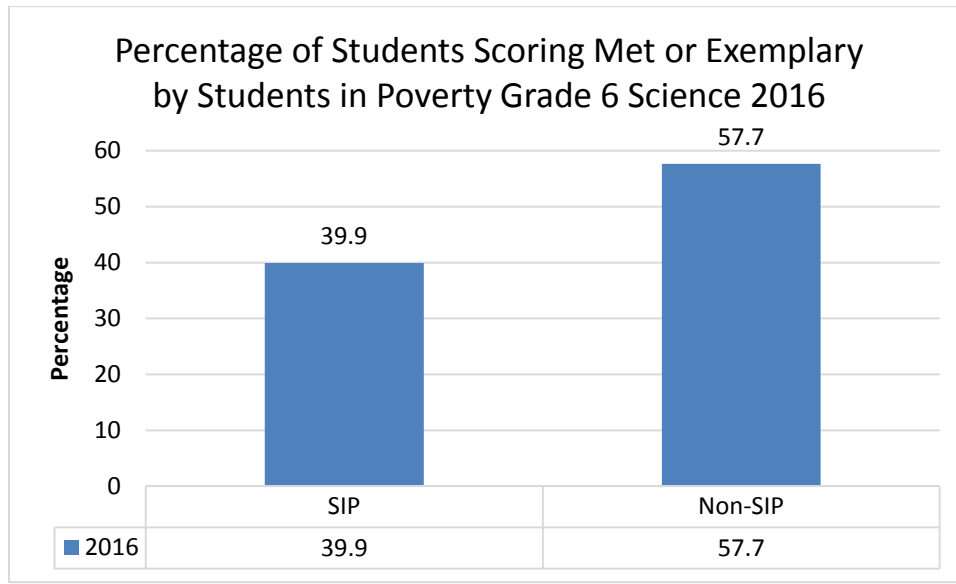
Percentage of Students Scoring Met or Exemplary by Students in Poverty Grade 6 Science 2016

	SIP	Non-SIP
2016	39.9	57.7

Percentage of Students Scoring Meets or Exceeds by Students in Poverty Grade 6 Science 2017

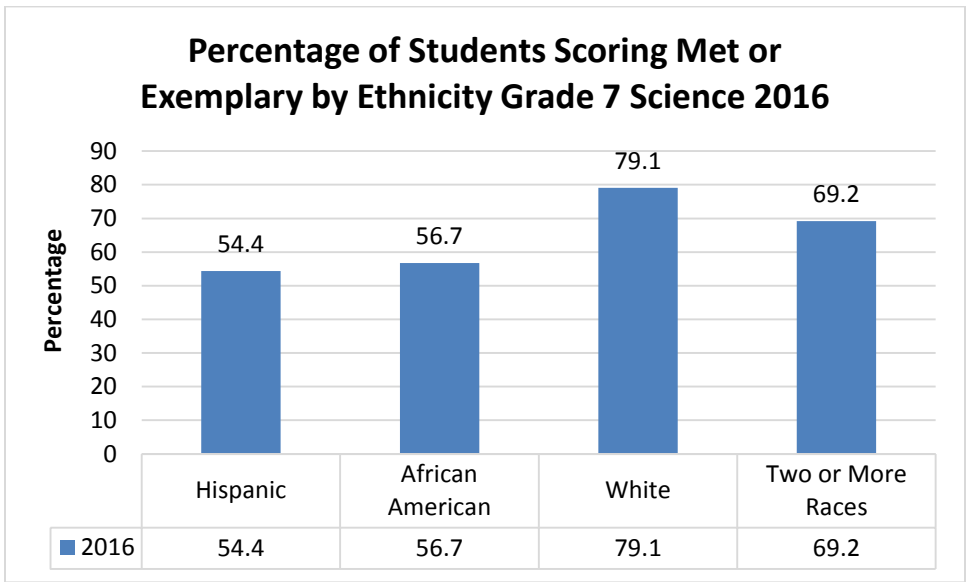|	SIP	Non-SIP
2017	33.3	28.5
2018	29.7	36.7

A review of the 2017 to 2018 administration of the sixth grade science SCPASS test shows that the percentage of Students in Poverty scoring meets or exceeds decreased from the 2017 to the 2018 test administration. The percentage of Non-Students in Poverty scoring meets or exceeds increased from the 2017 to the 2018 test administration.

Percentage of Students Scoring Met or Exemplary by Students in Poverty Grade 7 Science 2016

	SIP	Non-SIP
2016	67.3	63.6

Percentage of Students Scoring Meets or Exceeds by Students In Poverty Grade 7 Science 2017
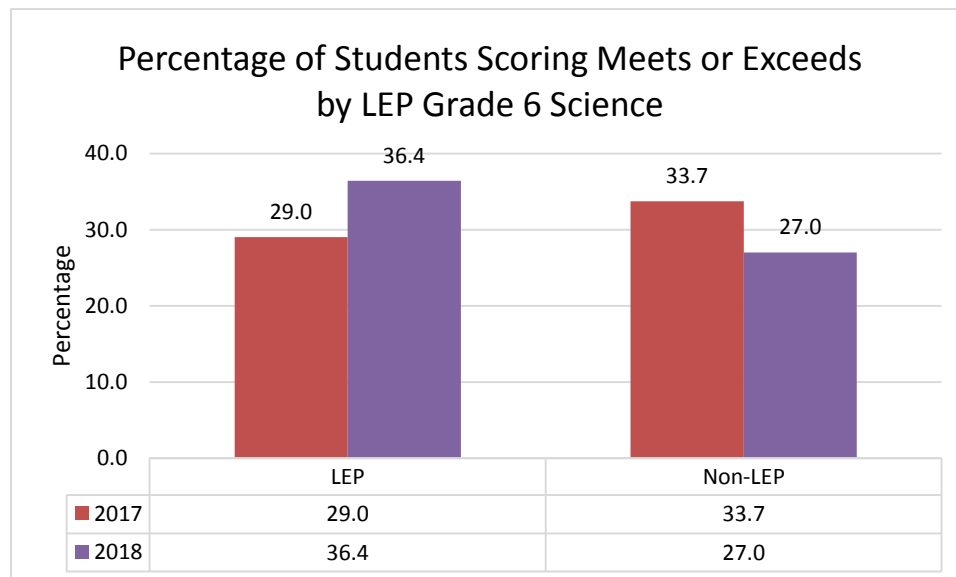
	SIP	Non-SIP
2017	56.3	58.6
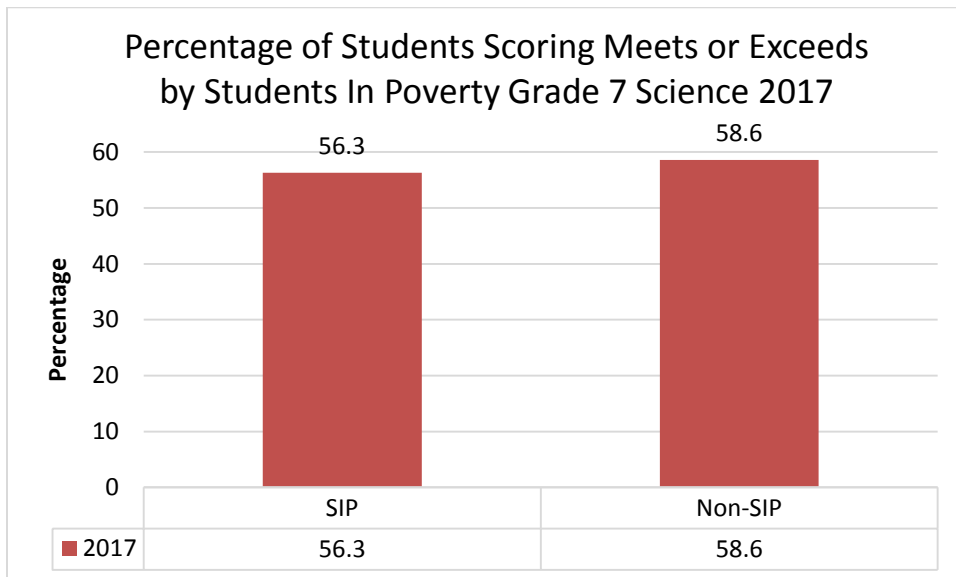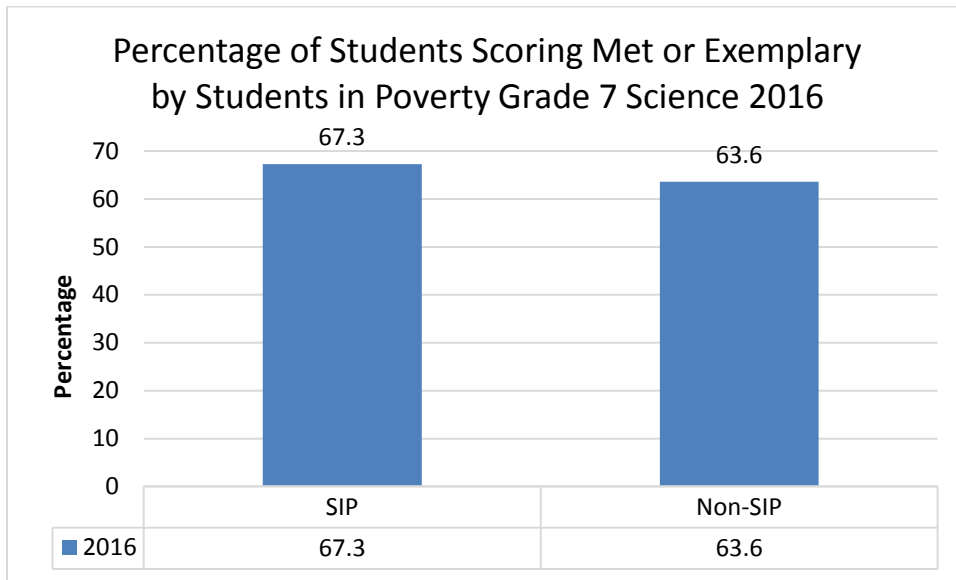
Seventh grade did not take the science test in 2018.
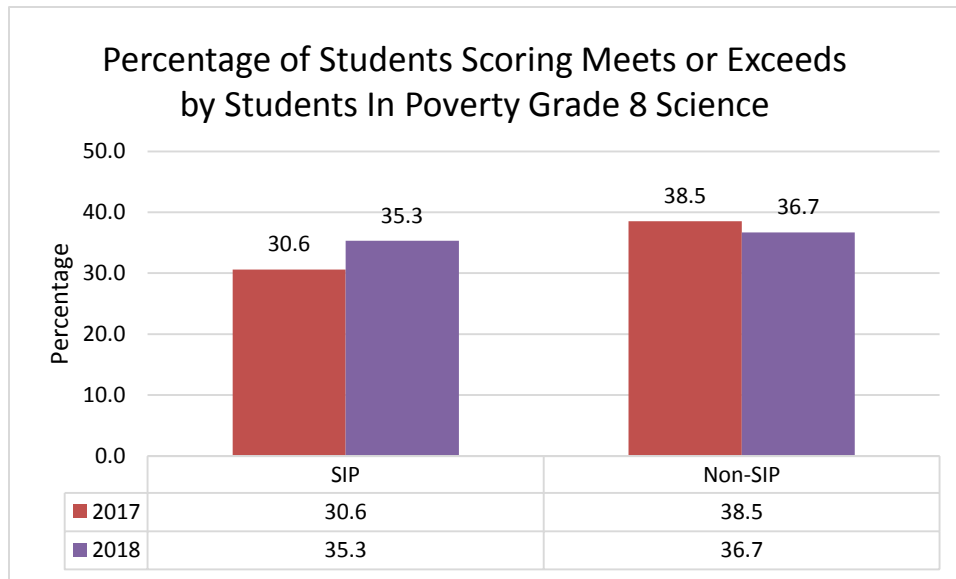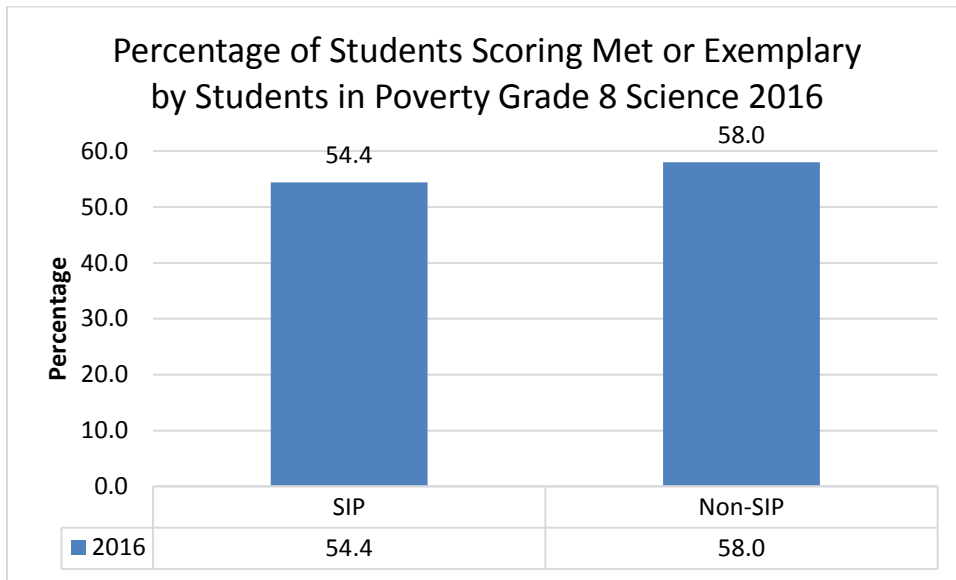
Percentage of Students Scoring Met or Exemplary by Students in Poverty Grade 8 Science 2016

	SIP	Non-SIP
2016	54.4	58.0

Percentage of Students Scoring Meets or Exceeds by Students In Poverty Grade 8 Science

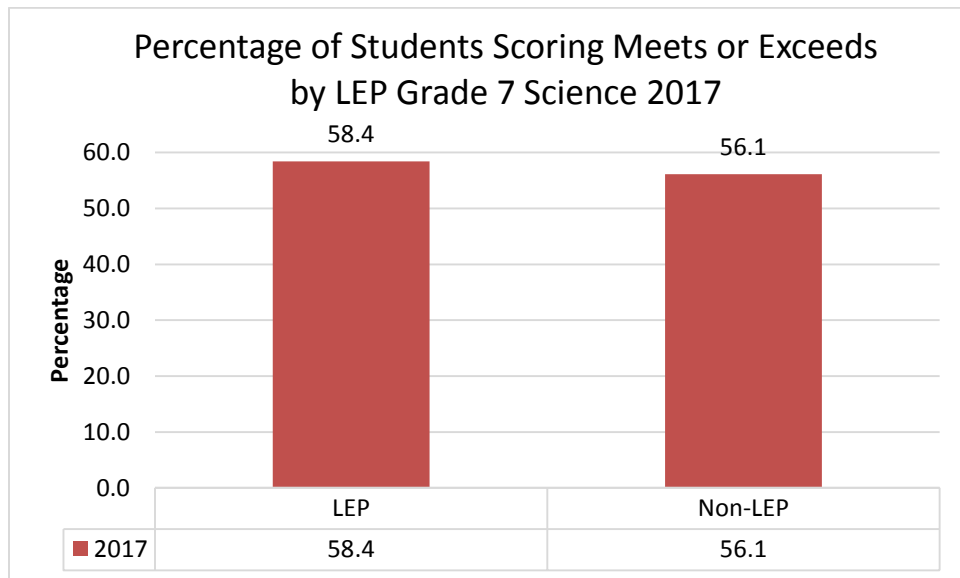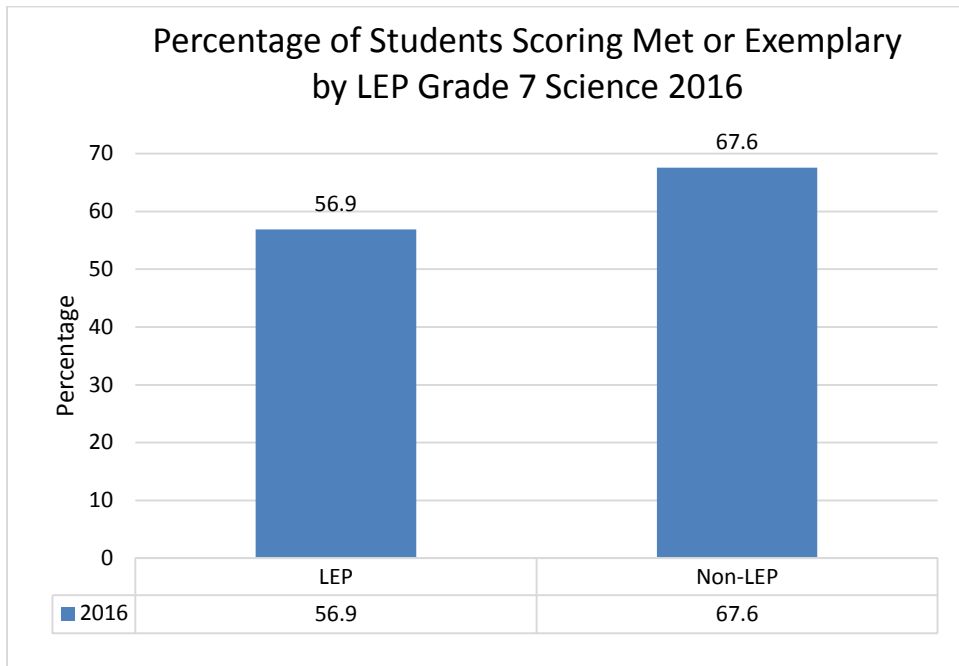|	SIP	Non-SIP
2017	30.6	38.5
2018	35.3	36.7

A review of the 2017 to 2018 administration of the eighth grade science SCPASS test shows that the percentage of Students in Poverty scoring meets or exceeds increased from the 2017 to the 2018 test administration. The percentage of Non-Students in Poverty scoring meets or exceeds decreased from the 2017 to the 2018 test administration.

SCPASS: Social Studies
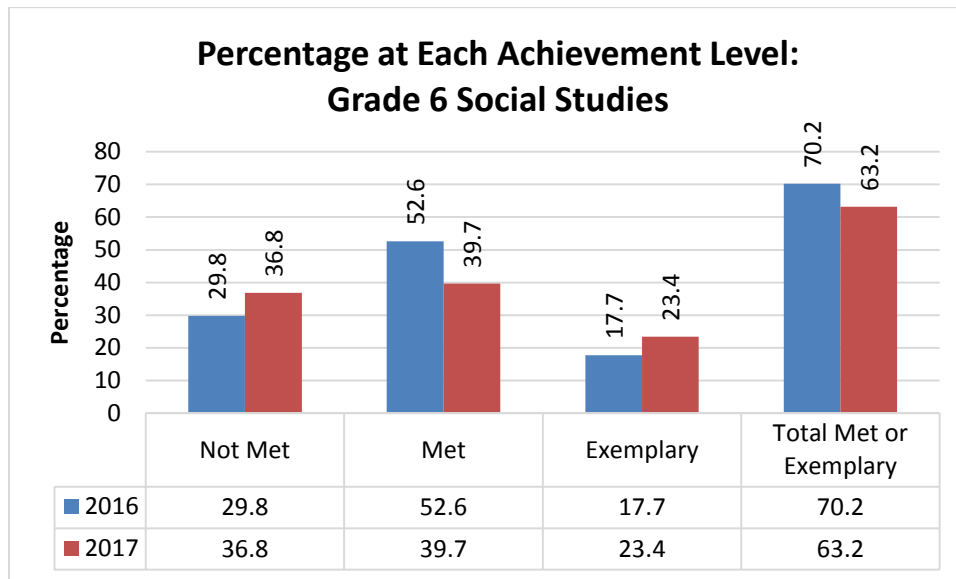
Percentage at Each Achievement Level: Grade 6 Social Studies

	Not Met	Met	Exemplary	Total Met or Exemplary
2016	29.8	52.6	17.7	70.2
2017	36.8	39.7	23.4	63.2

The percentage of students scoring met or exemplary decreased from the 2016 to 2017 administrations of the Grade Six Social Studies test. NOTE: Sixth Grade did not take a Social Studies Test in 2018.

Percentage at Each Achievement Level: Grade 7 Social Studies

	Not Met	Met	Exemplary	Total Met or Exemplary
2016	31.5	36.2	32.4	68.5
2017	41.1	29.5	29.5	58.9
2018	45.5	24.8	28.8	54.5
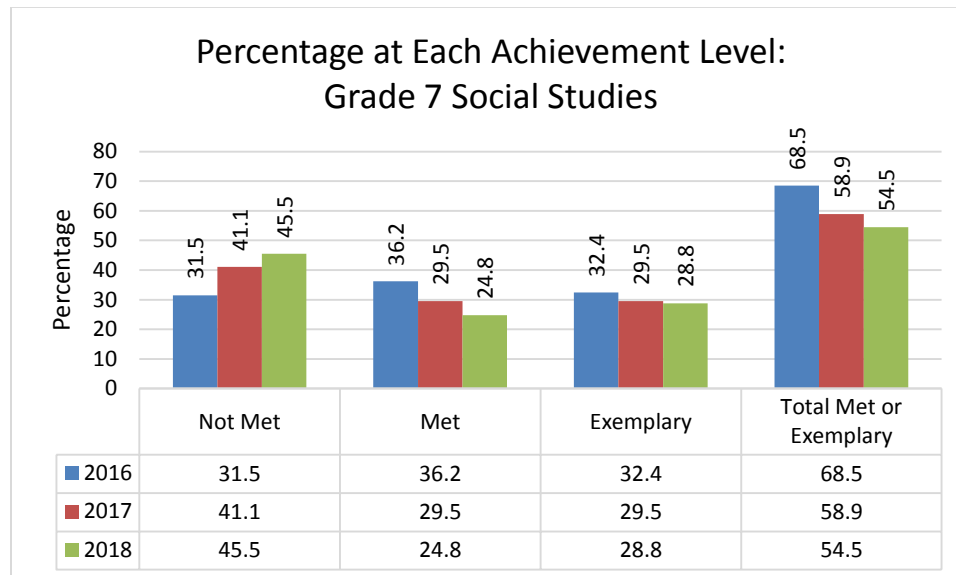
A review of the data for SCPASS Seventh grade social studies show the percentage of students scoring at the Not Met level has increased from 2016 to 2018. The percentage of students scoring at the Met, Exemplary and Total Met and Exemplary levels has decreased from the 2016 to 2018 test administration.
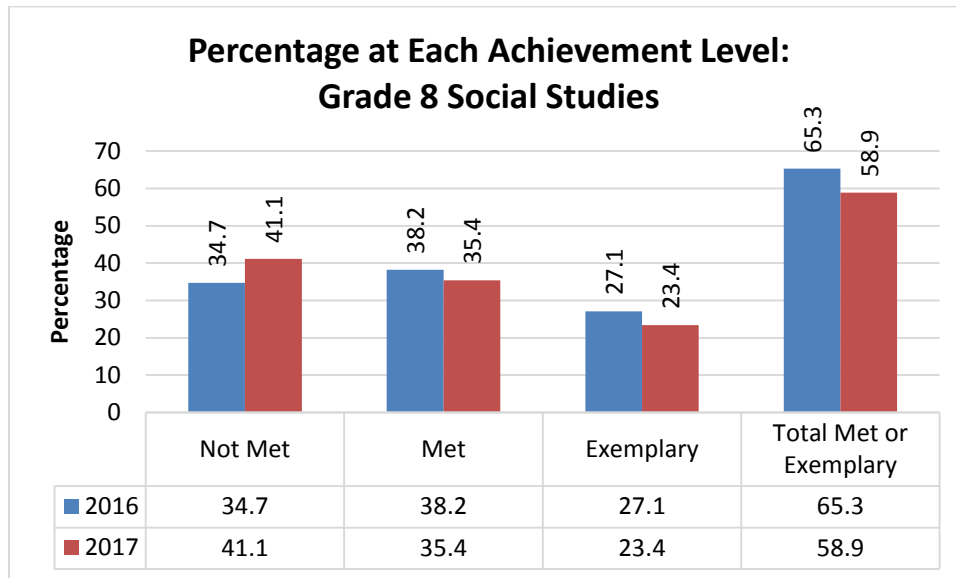
Percentage at Each Achievement Level: Grade 8 Social Studies

	Not Met	Met	Exemplary	Total Met or Exemplary
2016	34.7	38.2	27.1	65.3
2017	41.1	35.4	23.4	58.9

The percentage of students scoring met or exemplary decreased from the 2016 to 2017 administration of the Grade Eight Social Studies test. NOTE: Eighth Grade did not take a Social Studies Test in 2018.

Meets or Exceeds by Gender by Grade Level: Social Studies

Percentage of Students Scoring Met or Exemplary by Gender Social Studies Grade 6

	2016	2017
Males	69.6	56.3
Females	71.0	72.1
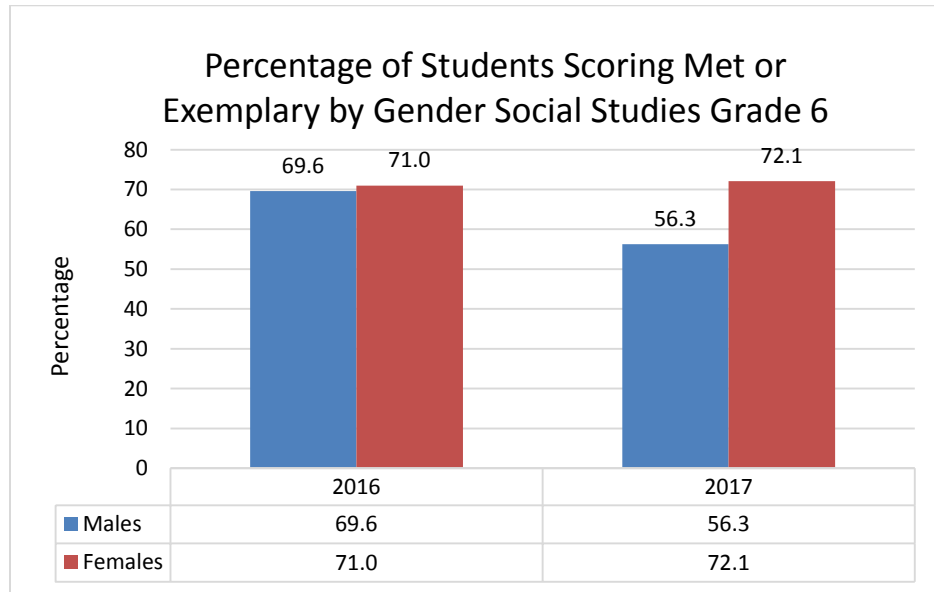
The percentage of males scoring met or exemplary decreased from the 2016 to 2017 administration of the SCPASS Grade Six Social Studies test while the percentage of females scoring met or exemplary increased over the same time period. NOTE: Sixth grade did not take a social studies test in 2018.

Percentage of Students Scoring Met or Exemplary by Gender Social Studies Grade 7

	2016	2017	2018
Males	69.6	56.8	52.2
Females	67.3	61.5	57.7
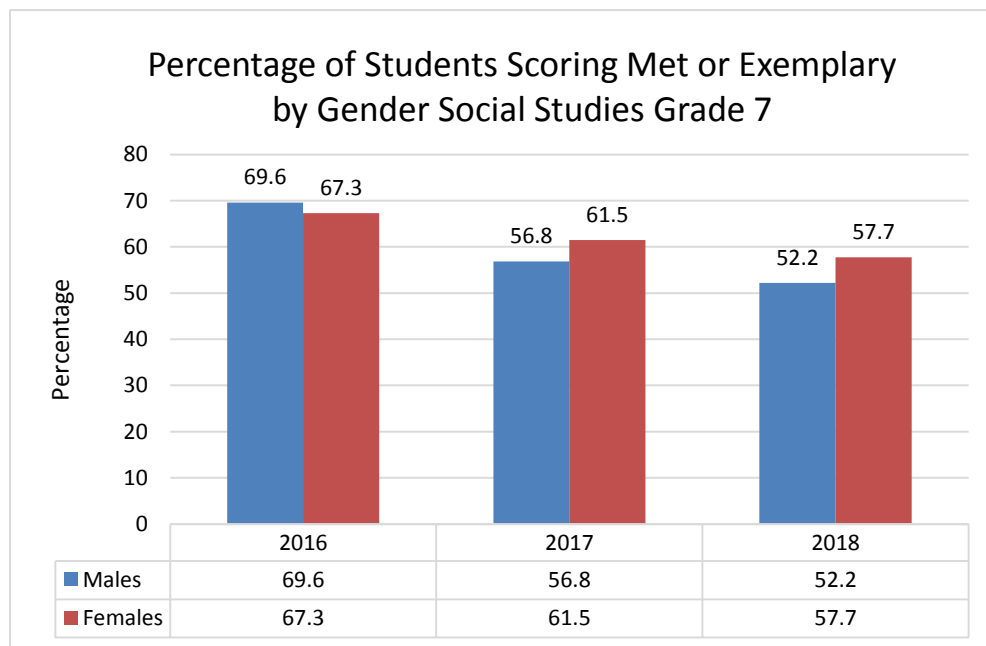
The percentage of males and females scoring met or exemplary decreased each year from the 2016 to 2018 administration of the SCPASS Grade Seven Social Studies test.
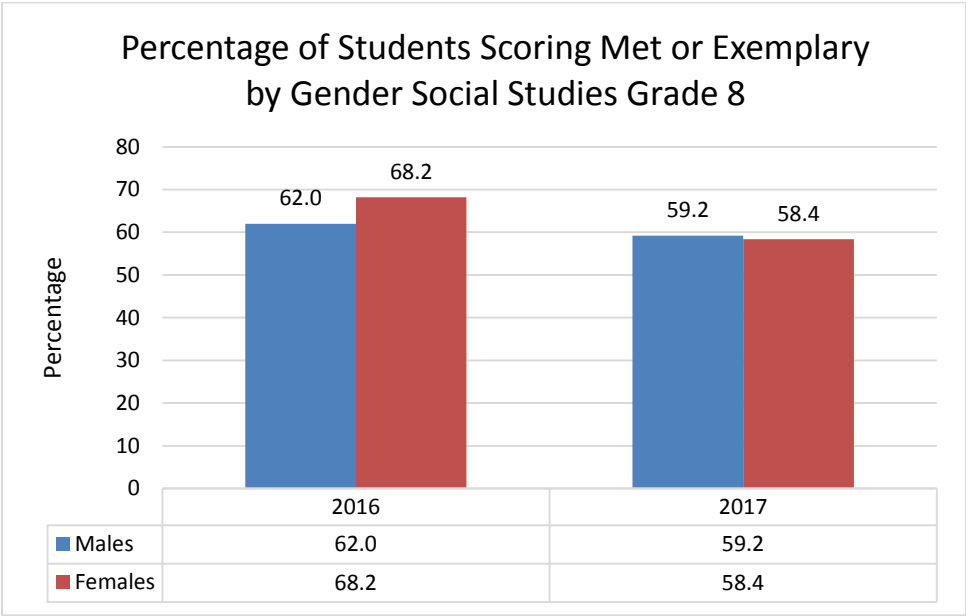
Percentage of Students Scoring Met or Exemplary by Gender Social Studies Grade 8

	2016	2017
Males	62.0	59.2
Females	68.2	58.4

The percentage of males and females scoring met or exemplary decreased from the 2016 to 2017 administration of the SCPASS Grade Eight Social Studies test. NOTE: Eighth grade students did not take a social studies test in 2018.

Meets or Exceeds by Ethnicity by Grade Level: Social Studies

Percentage of Students Scoring Met or Exemplary by Ethnicity Social Studies Grade 6

	Hispanic	African American	White	Two or More Races
2016	68.8	65.5	71.0	83.3
2017	63.5	54.8	68.1	66.7
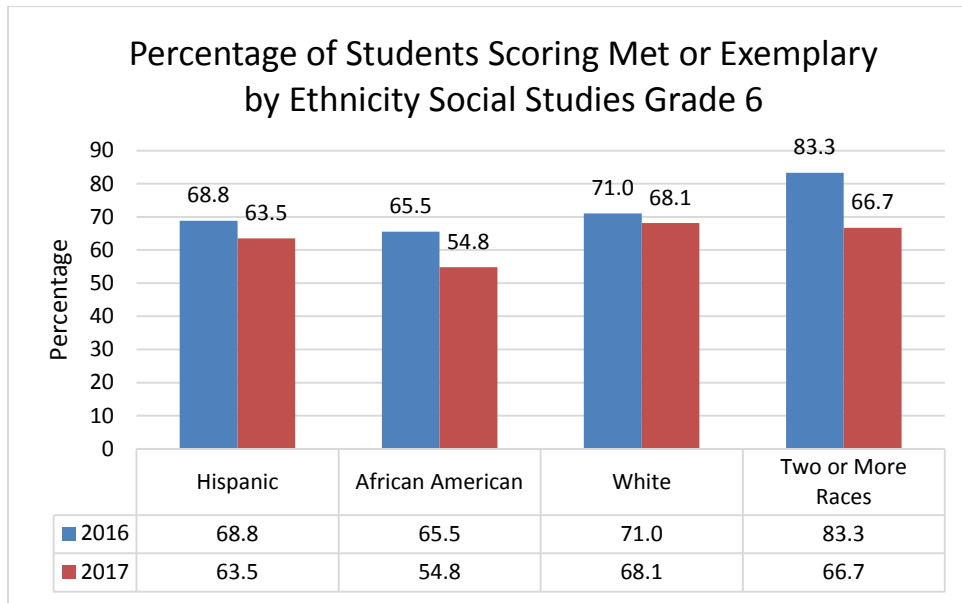
The percentage of students, based upon ethnicity, scoring met or exemplary decreased from the 2016 to 2017 administration of the SCPASS Grade Six Social Studies test for all subgroups. NOTE: Sixth grade students did not take a social studies test in 2018.

Percentage of Students Scoring Met or Exemplary by Ethnicity Social Studies Grade 7

	Hispanic	African American	White	Two or More Races
2016	66.2	61.7	76.1	69.2
2017	59.4	54.4	63.1	50.0
2018	50.5	50.0	65.3	0.0

The percentage of students, based upon ethnicity, scoring met or exemplary decreased from the 2016 to 2018 administration of the SCPASS Grade Seven Social Studies test for the Hispanic and African American subgroups. For the White subgroup the percentage of students scoring met or exemplary decreased from 2016 to 2017 the increased from the 2017 to the 2018 administration resulting in an overall decrease from 2016 to 2018. The percentage of Two or More Races decreased from 2016 to 2017 but there was not a subgroup for comparisons for 2018.
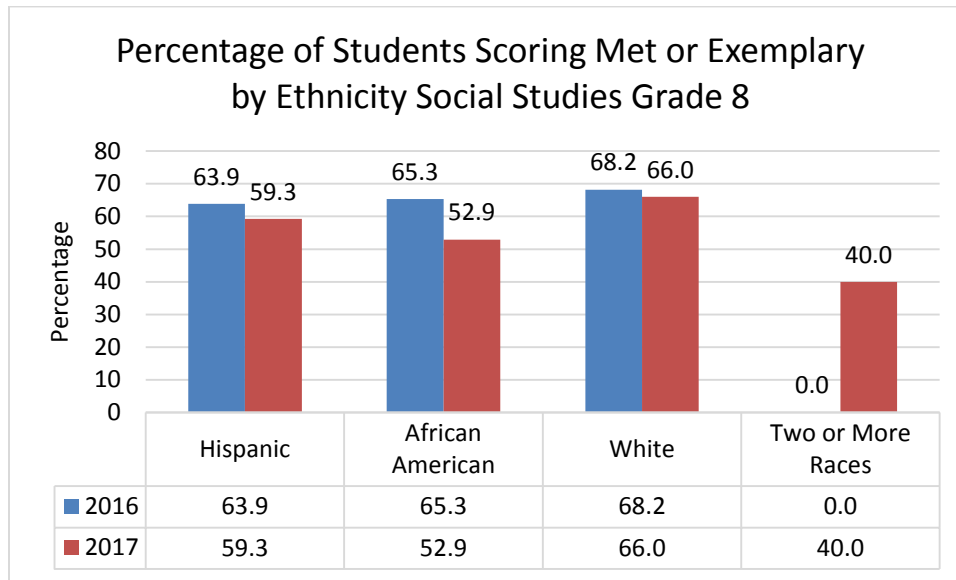
Percentage of Students Scoring Met or Exemplary by Ethnicity Social Studies Grade 8

	Hispanic	African American	White	Two or More Races
2016	63.9	65.3	68.2	0.0
2017	59.3	52.9	66.0	40.0

The percentage of students, based upon ethnicity, scoring met or exemplary decreased from the 2016 to 2017 administration of the SCPASS Grade Eight Social Studies test for all subgroups. The only exception is the Two or More Races subgroup which did not have any students for the 2016 administration. NOTE: Eighth grade students did not take a social studies test in 2018.

Meets or Exceeds by Limited English Proficiency by Grade Level: Social Studies

Percentage of Students Scoring Met or Exemplary by LEP Social Studies Grade 6

	2016	2017
LEP	73.4	61.8
Non-LEP	68.9	63.8

The percentage of students, based upon Limited English Proficiency (LEP), scoring met or exemplary decreased from the 2016 to 2017 administration of the SCPASS Grade Six Social Studies test for LEP and Non-LEP students. NOTE: Sixth grade students did not take a social studies test in 2018.

Percentage of Students Scoring Met or Exemplary by LEP Social Studies Grade 7

	2016	2017	2018
LEP	69.2	58.4	47.6
Non-LEP	68.2	59.1	58.2

The percentage of students, based upon Limited English Proficiency (LEP), scoring met or exemplary decreased from the 2016 to 2018 administration of the SCPASS Grade Seven Social Studies test for LEP and Non-LEP students.

Percentage of Students Scoring Met or Exemplary by LEP Social Studies Grade 8

	2016	2017
LEP	57.9	57.1
Non-LEP	68.3	59.7

The percentage of students, based upon Limited English Proficiency (LEP), scoring met or exemplary decreased from the 2016 to 2017 administration of the SCPASS Grade Eight Social Studies test for LEP and Non-LEP students. NOTE: Eighth grade students did not take a social studies test in 2018.

Meets or Exceeds Students in Poverty by Grade Level: Social Studies

Percentage of Students Scoring Met or Exemplary by Students In Poverty Social Studies Grade 6

	2016	2017
SIP	68.1	62.4
Non-SIP	78.8	67.3

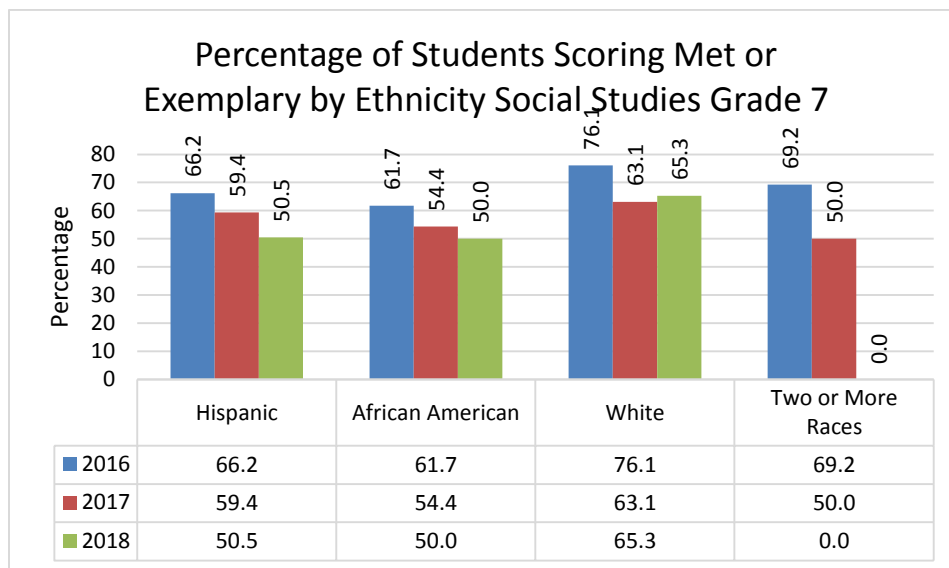The percentage of students, based upon poverty level (SIP), scoring met or exemplary decreased from the 2016 to 2017 administration of the SCPASS Grade Six Social Studies test for SIP and Non-SIP students. NOTE: Sixth grade students did not take a social studies test in 2018.
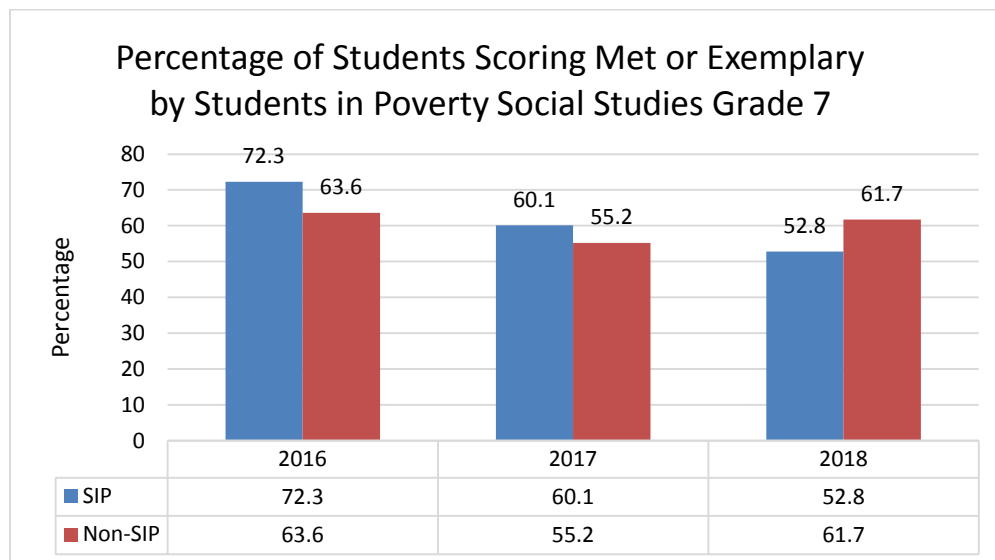
Percentage of Students Scoring Met or Exemplary by Students in Poverty Social Studies Grade 7

	2016	2017	2018
SIP	72.3	60.1	52.8
Non-SIP	63.6	55.2	61.7

The percentage of students, based upon poverty level (SIP), scoring met or exemplary decreased from the 2016 to 2018 administration of the SCPASS Grade Seven Social Studies test for SIP students. For Non-SIP students the percentage of students scoring met or exemplary decreased from the 2016 to 2017 administration, the increase from the 2017 to 2018 administration with an overall decrease from 2016 to 2018.
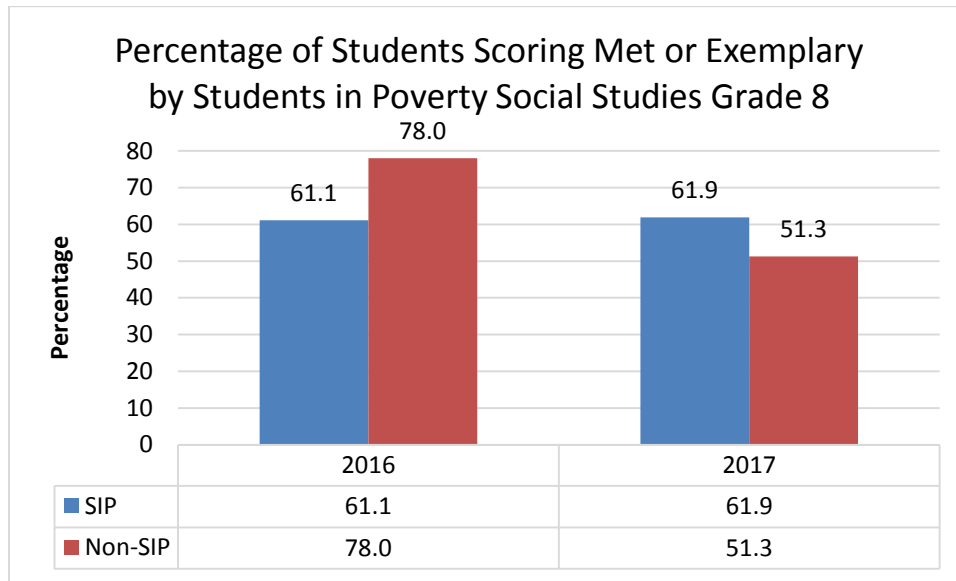
Percentage of Students Scoring Met or Exemplary by Students in Poverty Social Studies Grade 8

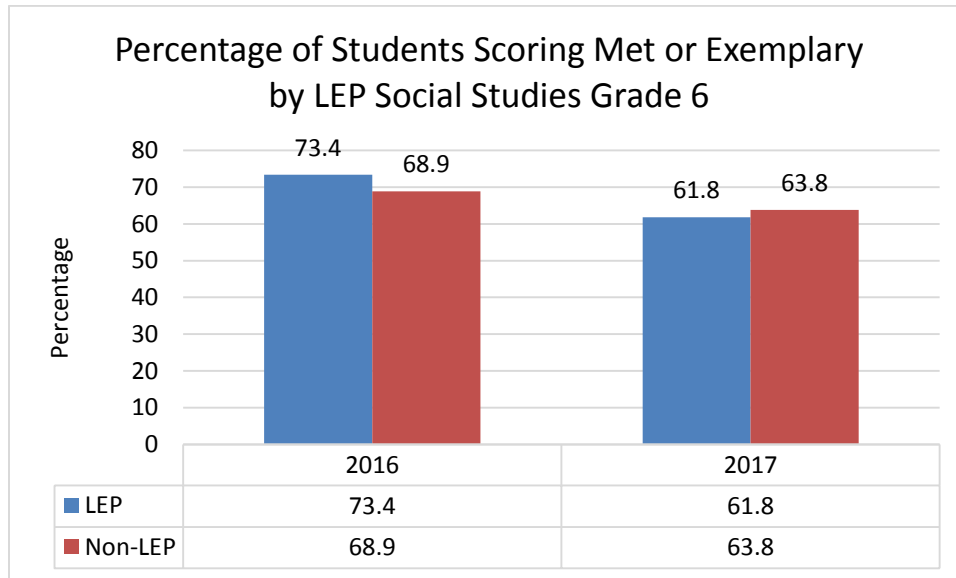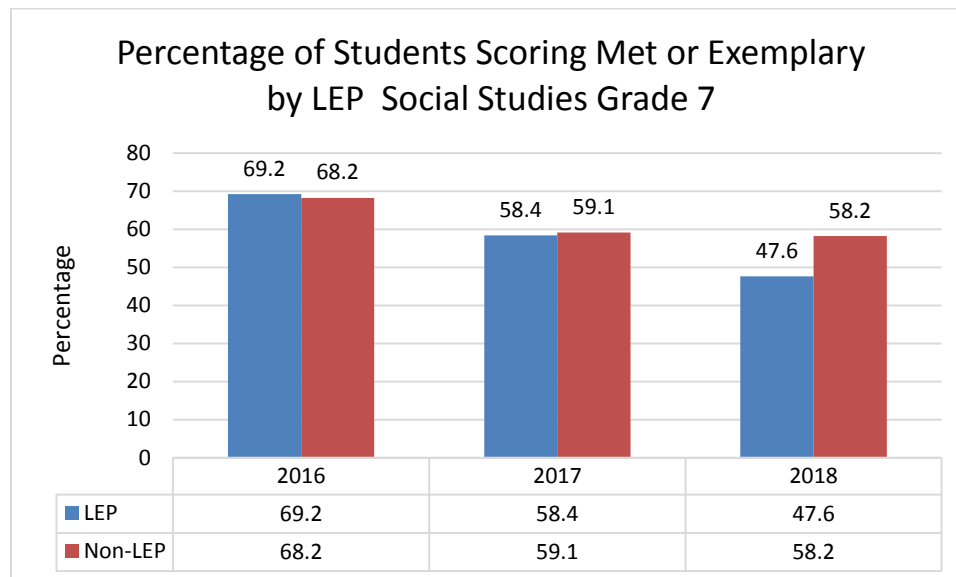|	2016	2017
SIP	61.1	61.9
Non-SIP	78.0	51.3

The percentage of students, based upon poverty level (SIP), scoring met or exemplary increased from the 2016 to 2017 administration of the SCPASS Grade Eight Social Studies test for SIP students but decreased for Non-SIP students. NOTE: Eighth grade students did not take a social studies test in 2018.

The data indicate the need for

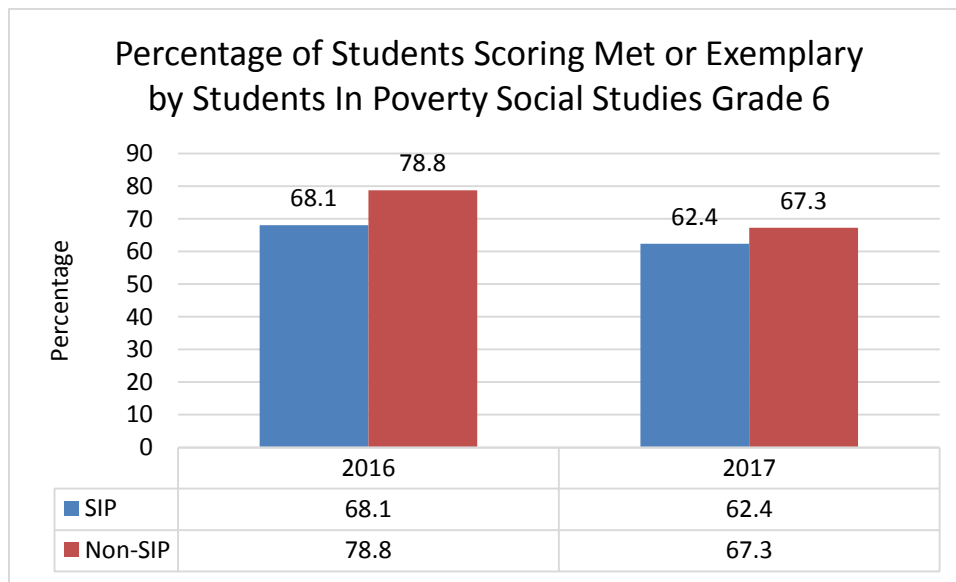- ➢ Continued review of results from the administration and analysis of locally and district developed benchmarks in the areas of ELA, math, science and social studies to identify areas of weaknesses and steps to take to strengthen the identified weaknesses;
- ➢ Continued review of state test data to identify any trends associated with increases and/or decreases in the percentage of students scoring meets/met or exceeds/exemplary on the state exam to increase the overall percentage of students scoring meets/met or exceeds/exemplary;
- ➢ Participation in various professional development activities designed to create a greater awareness of teaching children of poverty and ways in which the faculty and staff can reach out to children of poverty, as well as the other students, to increase overall academic success;
- ➢ Identification of possible ways in which to work with African American males to increase the overall percentage of this population scoring meets/met or exceeds/exemplary on the state tests;
- ➢ An increased emphasis on the study of those students who fall into the Approaches or Not Met achievement level to identify and implement research-based strategies into daily instructional delivery to move the students to the meets/met achievement level;
- ➢ Continued integration of the Mastery Connect benchmark program to identify areas of strengths and weaknesses to help identify how to improve areas of weaknesses within the daily classroom instruction along with additional professional development to assist teachers to understand fully the various components of the program and how to use said data to strengthen daily instruction;
- ➢ Effective use of formative assessments to inform instruction at a rigorous level; and
- ➢ Delivery of professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor.

Teacher and Administrator Quality

Our school principal is Mr. Corey Collington. This is his first year at Berea Middle. Prior to his principalship He served as an Assistant Principal at Carolina High for one year. He also served as the of Principal Brewer Middle in Greenwood 50 for 3 years, an Assistant Principal at Northside Middle for 3 years and an Assistant Principal at Greenwood High for 2 years.

Berea Middle School has three assistant principals: Steven Sokol, Yolanda Crittendon-Jones, and Teresa Floyd.   Their duties and responsibilities include supervising, monitoring, and disciplining the student body; supervising and evaluating the faculty using ADEPT and/or other appropriate instruments; and attending District and school meetings and parent conferences. Each administrator has other specialized duties and responsibilities.

One Instructional Coach, Dr. Johnny Wallace, met with the faculty regularly to discuss various instructional issues and to provide workshops and teaching materials that enhance learning. Meetings are held to discuss teaching and learning strategies that have been successful and often involve text-based discussions and allow teachers to focus on positive/successful experiences as well as areas that need improvement.

For the 2018 – 2019 school year, Sue Florence served as the Interim Title I Secondary Literacy Facilitator. She worked with all teachers on implementing the district's Disciplinary Literacy Framework. Her work included strategic planning with grade levels as well as looking at school data to help teachers reflect on their instructional strategies.

The Title I program, under the direction of Shannon Faulkner, also provides opportunities for professional development.

The following chart provides longitudinal data regarding teacher quality at Berea Middle School.

Data Topic	Year	2014	2015	2016	2017	2018
Teachers with advanced degrees		61.2%	62.2%	61.7%	60.0%	59.6%
Continuing contract teachers		75.5%	80.0%	76.6%	74.0%	75.0%
Teachers returning from the previous year		86.3%	82.9%	83.5%	84.5%	87.8%
Attendance rates		94.9%	94.8%	93.5%	92.2%	92.0%

School Climate

Data for school climate are collected in several ways, including parent surveys, student surveys and teacher surveys. The following charts present longitudinal data from the school report card over the past three years.

Student Perception Survey Analysis

	2013 - 2014	2014 – 2015	2015 – 2016	2016 - 2017	2017 - 2018
"I am satisfied with the learning environment in my school."	65.4%	69.0%	78.8%	74.3%	69.3%
"I am satisfied with the social and physical environment at my school."	66.5%	69.0%	81.4%	78.2%	76.6%
"I am satisfied with home-school relations."	81.3%	88.0%	88.0%	78.0%	81.0%

Parent Perception Survey Analysis

	2013 - 2014	2014 – 2015	2015 – 2016	2016 - 2017	2017 - 2018
"I am satisfied with the learning environment in my school."	71.5%	84.0%	84.2%	83.4%	78.8%
"I am satisfied with the social and physical environment at my school."	60.2%	82.0%	82.4%	83.3%	73.6%
"I am satisfied with home-school relations."	65.7%	82.0%	76.8%	62.8%	65.4%

Teacher Perception Survey Analysis

	2013 - 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 - 2018
"I am satisfied with the learning environment in my school."	81.8%	83.0%	84.9%	81.5%	62.5%
"I am satisfied with the social and physical environment at my school."	92.8%	85.0%	84.9%	81.5%	69.6%
"I am satisfied with home-school relations."	58.2%	41.0%	57.7%	51.8%	35.7%

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 - 23

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 24% in 2016-17 to 34% in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2.43% annually.

DATA SOURCE(s):	2016 - 2017	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
SC READY ELA SDE website and School Report Card	26.3% Meets Expectations and Exceeds Expectations (2016-17)	School Projected **28.69**	**31.12**	**33.55**	**35.98**	**38.41**	**40.84**
		School Actual **23**					
SC READY ELA SDE website and School Report Card	43% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Middle	**46**	**49**	**52**	**55**	**58**
		District Actual Middle **44**					

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core ELA instruction to meet identified student needs by increasing rigor and relevance across the content area.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Effectively use formative assessments (benchmarks) to inform instruction at a rigorous level	2018 – 2023	Administrative Team	NA	NA	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018 – 2023	Administrative Team	NA	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
Collaborative teams of core content teachers at each grade level meet once a week to plan intentional standards-based lessons that reflect the implementation of pacing guide	2018 – 2023	Instructional Coach	NA	NA	Documentation of planning meetings
Observe instruction on a regular basis to ensure standards-based lessons are being taught.	2018 – 2023	Administrative Team	NA	NA	Walk-throughs
Data analysis of reading and writing scores will be used to identify specific areas where staff development will be offered to improve instructional strategies and best practices.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Copies of analysis reports

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core ELA instruction to meet identified student needs by increasing rigor and relevance across the content area.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	MasteryConnect Reports
Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Mastery Connect/TE21 Reports
Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2019 – 2023	Administrative Team, Content Teachers	NA	NA	Mastery Connect/TE21 Coaching Cycles
Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018 – 2023	Administrative Team	NA	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement , sustainability

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 - 23

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 18% in 2016-17 to 28% in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2.77% annually.

DATA SOURCE(s):	2016 - 2017	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
SC READY Math SDE website and School Report Card	**20.24**% Meets Expectations and Exceeds Expectations (2016-17)	School Projected **23.01**	25.78	28.55	31.32	34.09	36.86
		School Actual Middle **24**					
SC READY Math SDE website and School Report Card	**40%** Meets Expectations and Exceeds Expectations (2016-17)	District Projected Middle	43	46	49	52	55
		District Actual Middle **43**					

ACTION PLAN FOR STRATEGY #2: Provide consistent targeted core Math instruction to meet identified student needs by increasing rigor and relevance across the content area.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Effectively use formative assessments (benchmarks) to inform instruction at a rigorous level	2018 – 2023	Administrative Team	NA	NA	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018 – 2023	Administrative Team	NA	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
Collaborative teams of core content teachers at each grade level meet once a week to plan intentional standards-based lessons that reflect the implementation of pacing guide	2018 – 2023	Instructional Coaches	NA	NA	Documentation of planning meetings
Observe instruction on a regular basis to ensure standards-based lessons are being taught.	2018 – 2023	Administrative Team	NA	NA	Walk-throughs
Data analysis of math scores will be used to identify specific areas where staff development will be offered to improve instructional strategies and best practices.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Copies of analysis reports

ACTION PLAN FOR STRATEGY #2: Provide consistent targeted core Math instruction to meet identified student needs by increasing rigor and relevance across the content area.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	MasteryConnect Reports
Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Mastery Connect/TE21 Reports
Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2019 – 2023	Administrative Team, Content Teachers	NA	NA	Mastery Connect/TE21 Coaching Cycles
Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018 – 2023	Administrative Team	NA	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement , sustainability
Implement tasks that promote reasoning and problem solving	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Observations of problem solving and reasoning

ACTION PLAN FOR STRATEGY #2: Provide consistent targeted core Math instruction to meet identified student needs by increasing rigor and relevance across the content area.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction
Incorporate real-world problem solving and critical thinking opportunities into daily instruction and assessment	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Rigorous, aligned formative assessment, evidence of students independently persevering through problem solving, effective and strategic use of mathematical tools, evidence of contextual and conceptual reasoning.

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 - 23

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by **TBD%** annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
SCPASS Science SDE website School Report Card	Baseline will be established in 2017-18 Grade 6 only	School Projected	**33.4**	**36.4**	**39.4**	**42.4**	**45.4**
		School Actual **30.4**					
SCPASS Science SDE website School Report Card	Baseline will be established in 2017-18 Grade 6 only	District Projected Middle	**56**	**59**	**62**	**65**	**68**
		District Actual Middle **53**					
SCPASS Science SDE website School Report Card	Baseline will be established in 2017-18 Grade 8 only	School Projected **TBD**	**38.3**	**41.3**	**44.3**	**47.3**	**50.3**

		School Actual **35.3**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 8 only	District Projected Middle	**56**	**59**	**62**	**65**	**68**
		District Actual Middle **53**					

*Beginning in 2017-18, grades 4, 6, and 8 will take SCPASS Science.

ACTION PLAN FOR STRATEGY #3: Provide consistent targeted core Science instruction to meet identified student needs by increasing rigor and relevance across the content area.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Effectively use formative assessments to inform instruction at a rigorous level	2018 – 2023	Administrative Team, Content Teachers	NA	NA	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
Collaborative teams of core content teachers at each grade level meet once a week to plan intentional standards-based lessons that reflect the implementation of pacing guide	2018 – 2023	Instructional Coach	NA	NA	Documentation of planning meetings
Observe instruction on a regular basis to ensure standards-based lessons are being taught.	2018 – 2023	Administrative Team	NA	NA	Walk-throughs
Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	MasteryConnect Reports

ACTION PLAN FOR STRATEGY #3: Provide consistent targeted core Science instruction to meet identified student needs by increasing rigor and relevance across the content area.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018 – 2023	Administrative Team, Content Teach	NA	NA	Mastery Connect/TE21 Reports
Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2019 – 2023	Administrative Team, Content Teachers	NA	NA	Mastery Connect/TE21 Coaching Cycles
Implement tasks that promote reasoning and problem solving	2018 – 2023	Administrative Team, Content Teachers	NA	NA	Observations of problem solving and reasoning
Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018 – 2023	Administrative Team	NA	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement , sustainability

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 - 23

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority

| Gifted and Talented Requires | ☐Gifted and Talented: Academic | ☐ Gifted and Talented: Artistic | ☐ Gifted and Talented: Social and Emotional |

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by **TBD%** annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
SCPASS Social Studies SDE website School Report Card	Baseline will be established in 2017-18 Grade 7 only	School Projected	**57.5**	**60.5**	**63.5**	**66.5**	**69.5**
		School Actual Middle **54.5**					
SCPASS Social Studies SDE website School Report Card	Baseline will be established in 2017-18 Grade 7 only	District Projected Middle	**74**	**77**	**80**	**83**	**86**
		District Actual Middle **71**					

Beginning in 2017-18, grades 5 and 7 will take SCPASS Social Studies

ACTION PLAN FOR STRATEGY #4: **Provide consistent targeted core Social Studies instruction to meet identified student needs by increasing rigor and relevance across the content area.**	EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Effectively use formative assessments (benchmarks) to inform instruction at a rigorous level	2018 – 2023	Administrative Team	NA	NA	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018 – 2023	Administrative Team	NA	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
Collaborative teams of core content teachers at each grade level meet once a week to plan intentional standards-based lessons that reflect the implementation of pacing guide	2018 – 2023	Instructional Coach	NA	NA	Documentation of planning meetings
Observe instruction on a regular basis to ensure standards-based lessons are being taught.	2018 – 2023	Administrative Team	NA	NA	Walk-throughs
Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018 – 2023	Administrative Team, Content Teachers	NA	NA	MasteryConnect Reports
Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018 – 2023	Administrative Team, Content Teach	NA	NA	Mastery Connect/TE21 Reports

ACTION PLAN FOR STRATEGY #4: Provide consistent targeted core Social Studies instruction to meet identified student needs by increasing rigor and relevance across the content area.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2019 – 2023	Administrative Team, Content Teachers	NA	NA	Mastery Connect/TE21 Coaching Cycles
Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018 – 2023	Administrative Team	NA	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement , sustainability

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 - 23

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.
SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty) will increase by indicated percentage for each subgroup annually.

DATA SOURCE(s):	2016 -2017	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
SC READY ELA SC SDE Website	**25**% Meets Expectations and Exceeds Expectations Annual Increase = **2.5%**	School Projected Hispanic **27.5**	**30.0**	**32.5**	**35.0**	**37.5**	**40.0**
SC READY ELA SC SDE Website		School Actual Hispanic **22**					
SC READY ELA SC SDE Website	**33**% Meets Expectations and Exceeds Expectations	District Projected Hispanic **36**	**36**	**39**	**42**	**45**	**48**

SC READY ELA SC SDE Website		District Actual Hispanic **34**					
SC READY ELA SC SDE Website	**17%** Meets Expectations and Exceeds Expectations Annual Increase = **2.94%**	School Projected AA **19.94**	**22.88**	**25.82**	**28.76**	**31.70**	**34.64**
SC READY ELA SC SDE Website		School Actual AA **15**					
SC READY ELA SC SDE Website	**22%** Meets Expectations and Exceeds Expectations	District Projected AA **25**	**25**	**28**	**31**	**34**	**37**
SC READY ELA SC SDE Website		District Actual AA **25**					
SC READY ELA SC SDE Website	4% Meets Expectations and Exceeds Expectations Annual Increase = **3.67%**	School Projected SWD **7.67**	**11.34**	**15.01**	**18.68**	**22.35**	**26.02**
SC READY ELA SC SDE Website		School Actual SWD **0**					
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD **14**	**14**	**17**	**20**	**23**	**26**
SC READY ELA SC SDE Website		District Actual SWD **12**					

SC READY ELA SC SDE Website	**19**% Meets Expectations and Exceeds Expectations Annual Increase = **2.83%**	Projected LEP **21.83**	**24.66**	**27.49**	**30.32**	**33.15**	**35.98**
SC READY ELA SC SDE Website		Actual LEP **23**					
SC READY ELA SC SDE Website	**32**% Meets Expectations and Exceeds Expectations	District Projected LEP **35**	**35**	**38**	**41**	**44**	**47**
SC READY ELA SC SDE Website		District Actual LEP **33**					
SC READY ELA SC SDE Website	**23**% Meets Expectations and Exceeds Expectations	School Projected SIP **23**	**23**	**26**	**29**	**32**	**35**
SC READY ELA SC SDE Website		School Actual SIP **23**					
SC READY ELA SC SDE Website	**35**% Meets Expectations and Exceeds Expectations	District Projected SIP **38**	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC SDE Website		District Actual SIP **33**					

SC READY Math SC SDE Website	**18**% Meets Expectations and Exceeds Expectations Annual Increase = **2.89%**	School Projected Hispanic **20.89**	**23.78**	**26.67**	**29.56**	**32.45**	**35.34**
SC READY Math SC SDE Website		School Actual Hispanic **26**					
SC READY Math SC SDE Website	**36**% Meets Expectations and Exceeds Expectations	District Projected Hispanic **39**	**39**	**42**	**45**	**48**	**51**
SC READY Math SC SDE Website		District Actual Hispanic **42**					
SC READY Math SC SDE Website	**7**% Meets Expectations and Exceeds Expectations Annual Increase = **3.5%**	School Projected AA **10.5**	**14.0**	**17.5**	**21.0**	**24.5**	**28.0**
SC READY Math SC SDE Website		School Actual AA **14**					
SC READY Math SC SDE Website	**24**% Meets Expectations and Exceeds Expectations	District Projected AA **27**	**27**	**30**	**33**	**36**	**39**
SC READY Math SC SDE Website		District Actual AA **28**					

SC READY Math SC SDE Website	**1**% Meets Expectations and Exceeds Expectations Annual Increase = **3.83%**	School Projected SWD **4.83**	**8.66**	**12.49**	**16.32**	**20.15**	**23.98**
SC READY Math SC SDE Website		School Actual SWD **1**					
SC READY Math SC SDE Website	**15**% Meets Expectations and Exceeds Expectations	District Projected SWD **18**	**18**	**21**	**24**	**27**	**30**
SC READY Math SC SDE Website		District Projected SWD **16**					
SC READY Math SC SDE Website	**13**% Meets Expectations and Exceeds Expectations Annual Increase =**3.12%**	School Projected LEP **16.12**	**19.24**	**22.36**	**25.48**	**28.60**	**31.72**
SC READY Math SC SDE Website		School Actual LEP **29**					
SC READY Math SC SDE Website	**37**% Meets Expectations and Exceeds Expectations	District Projected LEP **40**	**40**	**43**	**46**	**49**	**52**
SC READY Math SC SDE Website		District Actual LEP **42**					

SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	School Projected SIP 24	**27**	**30**	**33**	**36**	**39**
SC READY Math SC SDE Website		School Actual SIP 24					
SC READY Math SC SDE Website	**33**% Meets Expectations and Exceeds Expectations	District Projected SIP 33	**36**	39	42	45	48
SC READY Math SC SDE Website		District Actual SIP 38					

ACTION PLAN FOR STRATEGY #5: Increase the effectiveness of data-based core instruction to strengthen learning outcomes for traditionally underperforming student demographic groups.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**

ACTION PLAN FOR STRATEGY #5: Increase the effectiveness of data-based core instruction to strengthen learning outcomes for traditionally underperforming student demographic groups.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Provide strategy and content support for teachers	2018 – 2023	Administrative Team	NA	NA	school-based professional development offerings that provide best practice strategies and content to teachers
Provide professional learning opportunities for instructional strategies for diverse learners	2018 – 2023	Administrative Team	NA	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.
Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018 – 2023	Administrative Team	NA	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
Scaffold student thinking through modeling, think alouds, and/or guided practice to support stamina, decision	2018 – 2023	Administrative Team	NA	NA	Evidence of teacher modeling and think alouds, evidence of

ACTION PLAN FOR STRATEGY #5: Increase the effectiveness of data-based core instruction to strengthen learning outcomes for traditionally underperforming student demographic groups.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
making, and understanding of content.					scaffolds for thinking including visuals, thought prompts, and question stems, students articulate and use scaffolds to answer questions and solve problems
Differentiate instruction and assessments to meet students' needs while maintaining the expectation of grade-level mastery.	2018 – 2023	Administrative Team	NA	NA	Lesson planning, formative assessments (i.e. within MasteryConnect) teams and reflective practices.
Coach teachers in instructional best practices	2018 – 2023	Administrative Team	NA	NA	Documentation of coaching cycles provided by members of school leadership teams and academic specialists
Determine and utilize appropriate evidence-based assessments to identify targeted intervention needs	2018 – 2023	Administrative Team	NA	NA	Evidence of students identified for intervention based on results of assessments

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 - 23

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 6 100% of middle schools will have targeted literacy intervention classes by 2023.

INTERIM PERFORMANCE GOAL: Design and implement targeted literacy intervention classes at each grade level.

DATA SOURCE(s):	2016 – 17	2017 - 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
PowerSchool		**TBD School Projected**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
PowerSchool		**School Actual YES**					
PowerSchool	**50**	**District Projected**	**75**	**100**	**100**	**100**	**100**
PowerSchool		**District Actual 89**	**100**				

ACTION PLAN FOR STRATEGY #6: Design and implement targeted literacy intervention classes at each grade level.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Implement a professional learning plan to support school leadership teams (administrators and instructional coaches) in building capacity for consistent implementation of the GCS Secondary Literacy Framework.	2018 – 2023	Administrative Team	NA	NA	Observations, anecdotal notes, and lesson plans.
Organize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning	2018 – 2023	Administrative Team	NA	NA	Documentation of ongoing instructional rounds including implications for instructional growth
Support intentional unit and lesson planning reflective of responsive to student needs	2018 – 2023	Administrative Team	NA	NA	Collaborative planning, data analysis, unit planning, protected daily planning times
Differentiate instruction and assessments to meet students' needs while maintaining the expectation of grade-level mastery.	2018 – 2023	Administrative Team	NA	NA	Lesson planning, formative assessments (i.e. within MasteryConnect) teams and reflective practices.
Coach teachers in instructional best practices	2018 – 2023	Administrative Team	NA	NA	Documentation of coaching cycles provided by members of school leadership teams and academic specialists

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 – 23

Performance Goal Area: ☐Student Achievement* ☒Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	BASELINE	2017 - 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
Employment report	Baseline will be established at the end of the 2018-19 school year	**School Projected**		TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	**District Projected**		TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1: Provide mentoring and support for entry-level employees to effect consistent understanding and implementation of the knowledge and skills required for success.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Maintain 100% highly qualified status for all teachers	2018 – 2023	Principal	NA	NA	HR reports will document HQ status of all newly hired core academic teachers; the school/district will comply with the NCLB component of HQ teachers
Identify, train and support highly-skilled teachers to mentor entry-level teachers.	2018 – 2023	Principal	NA	NA	Highly skilled teachers trained to mentor

2018 – 2019 Professional Development Calendar Berea Middle School			
Date	**Title**	**Presenter**	**Targeted Group**
August 14, 2018	Introductory Google Classroom for Beginners	Avis Canty	First Year Teachers; Teachers new TO Greenville County Schools
August 14, 2018	Advanced Google Classroom Teachers	Avis Canty	Teachers with Basis Understanding of Google Classroom
August 15, 2018	Overcoming Cultural Poverty. Disengaged Parents, and Apathetic Students	Craig Boykin	BMS Faculty and invited Visitors
First Semester	Energy Bus Book Study	Corey Collington	BMS Faculty
September 13, 2018	Mastery Connect Part I	Sue Florence & Johnny Wallace	BMS Faculty
September 20, 2018	Creating a Google Website	Rachelle Andino	BMS Faculty
October 3, 2015	6th Science Q2 Planning	Sue Florence & Chris Burras	6th Grade Science Faculty
September 24, 2015	Mastery Connect Part II	Sue Florence & Johnny Wallace	BMS Faculty
October 4, 2018	Learning Targets I	Sue Florence & Johnny Wallace	BMS Faculty
October 10, 2018	7th ELA Q2 Planning	Sue Florence	7th Grade ELA Faculty
October 11, 2018	Learning Targets II	Sue Florence & Johnny Wallace	BMS Faculty

2018 – 2019 Professional Development Calendar Berea Middle School			
Date	**Title**	**Presenter**	**Targeted Group**
October 16, 2018	6th ELA Q2 Planning	Sue Florence	6th Grade ELA Faculty
October 18, 2018	Paperless Classroom	Avis Canty	BMS Faculty
October 23, 2018	7th Math Q2 Planning	Tamara Glover	7th Grade Math Faculty
October 24, 2018	Creating a Google Website	Rachelle Andino	BMS Faculty
October 24, 2018	8th Math Q2 Planning	Tamara Glover & Johnny Wallace	8th Grade Math Faculty
November 29, 2018	Benchmark Assessment Analysis	Sue Florence & Johnny Wallace	BMS Faculty
December 5, 2018	Vocabulary Tidbits	Sue Florence & Tamara Glover	BMS Faculty
December 12, 2018	Rigor, Instructional Strategies and Assessment	Sue Florence & Johnny Wallace	BMS Faculty
December 17, 2018	SPED Procedures	Ashley Vaughn & Sue Florence	BMS Faculty
January 14, 2019	6th ELA Q3 Planning	Sue Florence	6th Grade ELA Faculty
January 15, 2019	7th Math Q3 Planning	Tamara Glover & Johnny Wallace	7th Math Faculty
January 17, 2019	8th ELA Q3 Planning	Sue Florence	8th ELA Faculty
January 18, 2019	6th Math Q3 Planning	Tamara Glover & Johnny Wallace	6th Math Faculty

2018 – 2019 Professional Development Calendar Berea Middle School			
Date	**Title**	**Presenter**	**Targeted Group**
January 22, 2019	7th ELA Q3 Planning	Sue Florence	7th Grade ELA Faculty
January 29, 2019	8th Math Q3 Planning	Tamara Glover & Johnny Wallace	8th Math Faculty
February 12, 2019	6th Science Q3 Planning	Sue Florence & Chris Burras	6th Grade Science Faculty
March 1 -3, 2018	SCAMLE Conference	Various	BMS Faculty
Spring Term	This We Believe Book Study	Corey Collington	BMS Faculty
April 25, 2019	NearPod	Amy Brown & Avis Canty	BMS Faculty

SCHOOL RENEWAL PLAN FOR 2018 - 19 through 2022 – 23

Performance Goal Area: ☐Student Achievement*   ☐Teacher/Administrator Quality*   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017 - 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
SC SDE School Report Card Survey	**88.5%**	School Projected Students **≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students **78.2%**					
SC SDE School Report Card Survey	**96.3%**	School Projected Teachers **≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers **89.2%**					

SC SDE School Report Card Survey	78.6%	School Projected Parents ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 71.1%					
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86					
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97					
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88					

ACTION PLAN FOR STRATEGY #1: Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive school environment.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.	2018 – 2023	Administrative Team, Guidance Staff	NA	NA	Students in need being matched with services
Continue with the anti-bullying program currently being conducted by the guidance department	2018 – 2023	Guidance Department	NA	NA	Schedule of presentations; reduction in the number of bullying incidents
Continue implementation of Capturing Kids' Hearts discipline program	2018 – 2023	Administration	NA	NA	Decrease in the number of referrals
Continue to communicate school district behavior code to parents, students and school personnel through school website, parent newsletters and student handbooks	2018 – 2023	Administration	NA	NA	Documentation of the communications in the various forms
Reduce the incidents of being bullied as measured by reports of bullying	2018 – 2023	Administration Guidance Department	NA	NA	Schedule of presentations; reduction in the number of bullying incidents
Increase interactions with business, religious and community leaders to share information and to solicit additional involvement/support	2018 – 2023	Administration	NA	NA	Increase in the number of school and community partnerships

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016 – 17	2017 – 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
GCS Expulsion Report	(2016-17) **2.26%**	School Projected **≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		School Actual **1.74%**					
GCS Expulsion Report	(2016-17) **0.7**	District Projected	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		District Actual **0.8%**					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017 – 2018	2018–19	2019–20	2020–21	2021–22	2022–23
GCS Expulsion Report	(2016-17) **0.0%**	**School Projected** ≤ .07	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual 0.0					
GCS Expulsion Report	(2016-17) **.04**	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual .04					

ACTION PLAN FOR STRATEGY #2: Increase community and student based education about various levels of infractions and the criminal and disciplinary consequences					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.	2018 – 2023	Administrative Team, Guidance Staff	NA	NA	Students in need being matched with services
Continue with the anti-bullying program currently being conducted by the guidance department	2018 – 2023	Guidance Department	NA	NA	Schedule of presentations; reduction in the number of bullying incidents
Continue with implementation of the Capturing Kids' Hearts discipline program	2018 – 2023	Administration	NA	NA	Decrease in the number of referrals
Continue to communicate school district behavior code to parents, students and school personnel through school website, parent newsletters and student handbooks	2018 – 2023	Administration	NA	NA	Documentation of the communications in the various forms
Reduce the incidents of being bullied as measured by reports of bullying	2018 – 2023	Administration Guidance Department	NA	NA	Schedule of presentations; reduction in the number of bullying incidents
Increase interactions with business, religious and community leaders to share information and to solicit additional involvement/support	2018 – 2023	Administration	NA	NA	Increase in the number of school and community partnerships

Performance Goal Area:	☐Student Achievement*	☐Teacher/Administrator Quality*	☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of middle school students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):			**2017 – 18**	**2018 – 19**	**2019 – 20**	**2020 – 21**	**2021 – 22**	**2022 – 23**
AdvancED Culture & Climate Surveys	**Baseline established in 2017 - 2018**	**School Projected 62%**		66%	70%	74%	78%	82%
		School Actual 58%	***sample size too small to report**					
AdvancED Culture & Climate Surveys	**Baseline established in 2017 - 2018**	**District Projected**		54	58	62	70	
		District Actual 52	50					

ACTION PLAN FOR STRATEGY #3: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Enhance professional development to increase staff awareness and understanding of community being served	2018 – 2023	Administrative Team	NA	NA	Bus ride to communities Visit to community
Provide opportunities for support staff to be inclusive in school culture.	2018 – 2023	Administrative Team	NA	NA	Support staff included in decision making and support of students
Establish protocols among all adults to communicate positively with students (Capturing Kids Heart, RAMP, PBIS, Leader In Me)	2018 – 2023	Administrative Team	NA	NA	Documentation of communicating protocol to staff

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.
INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017 - 18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
180th day Attendance Report	(2016-17) **94.2**	School Projected ≥ **95%**	**95%**	**95%**	**95%**	**95%**	**95%**
		School Actual **95.07**					
180th day Attendance Report	(2016-17) **95**	District Projected	**95**	**95**	**95**	**95**	**95**
		District Actual **95**					

ACTION PLAN FOR STRATEGY #4: Implement and maintain a proactive attendance program					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018 – 2023	OnTrack Coordinator Social Worker Attendance Clerk Administrative Team	NA	NA	Students are identified and appropriate supports are assigned
Promote attendance with students and parents as an important component of school success	2018 – 2023	Administrative Team	NA	NA	Teacher/school direct contact with parents.
Continue to increase hands-on, real world learning experiences to enhance student engagement	2018 – 2023	Classroom Teachers	NA	NA	More real-world learning
More actively involve students in mapping their future education plans and identifying life goals and the steps to attain those goals	2018 – 2023	Director of Counseling	NA	NA	Students setting goals and plans
Increase staff awareness and understanding of the community served by the school	2018 – 2023	Administrative Team	NA	NA	Visit to community

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of middle school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017 - 18	2018 – 19	2019 – 20	2020 – 21	2021 – 22	2022 – 23
AdvancED Culture & Climate Student Survey	Afraid – 8% Lonely – 12% Angry – 12%	**School Projected**	**Afraid ≤ 7% Lonely ≤ 11% Angry ≤ 11%**	**Afraid ≤ 7% Lonely ≤ 11% Angry ≤ 11%**	**Afraid ≤ 6% Lonely ≤ 10% Angry ≤ 10%**	**Afraid ≤ 6% Lonely ≤ 10% Angry ≤ 10%**	**Afraid ≤ 5% Lonely ≤ 9% Angry ≤ 9%**
		School Actual Afraid = 8% Lonely = 12% Angry = 12%	***sample size too small to report**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
AdvancED Culture & Climate Student Survey	**Afraid – 5% Lonely – 10% Angry – 8%**	**District Projected**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12**
		District Actual Secondary Afraid ≤ 7% Lonely ≤ 14% Angry ≤ 14%	**Afraid ≤ 7% Lonely ≤ 16% Angry ≤ 14%**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**

ACTION PLAN FOR STRATEGY #5: Improve understanding of students' social-emotional needs; reduce incidents of bullying through awareness training and promotion of healthy relationships.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Become a RAMP-Certified School	2018 – 2020	Director Of Guidance, Principal	NA	NA	RAMP Certification
Train staff and students on the anonymous reporting process	2018 – 2023	Administrative Team	NA	NA	Students and staff aware and able to report
Educate students on appropriate vs. inappropriate behaviors and the impact of their choices	2018 – 2023	Administrative Team, Classroom Teachers	NA	NA	Discipline consequences highlighted in materials for distribution
Provide professional learning for classroom teachers on best practice strategies for building social/emotional skills in students.	2019 – 2023	Administrative Team, Classroom Teachers	NA	NA	Evidence of strategies being used in classrooms during observations
Continue with the anti-bullying program currently being conducted by the guidance department	2018 – 2023	Guidance Department	NA	NA	Schedule of presentations; reduction in the number of bullying incidents
Schools will explain district bullying policy and give examples to parents at PTA meeting during first quarter of the school year	2018 – 2023	Principals School Teams	NA	NA	Consequences discussed systematically

ACTION PLAN FOR STRATEGY #5: Improve understanding of students' social-emotional needs; reduce incidents of bullying through awareness training and promotion of healthy relationships.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Build a positive learning community supportive of all students	2018 – 2023	Administrative Team	NA	NA	Evidence of: • classroom conversations and reflections to support problem solving occur across the school day. • classroom conversations and reflections occur across the components of the GCS Secondary Literacy Framework. • established classroom norms, expectations, and procedures. • students exercising autonomy and respect for peers and adults.

Berea Middle School
2017– 2018 Report Card

Please click on the following link to access the Berea Middle School 2017 – 2018 Report Card.

https://screportcards.com/overview/?q=eT0yMDE4JnQ9TSZzaWQ9MjMwMTA0Mg