

Bryson Elementary School

"Here We Grow"

**Thomas R. Chambers
Principal**

Greenville County Schools

**W. Burke Royster
Superintendent**

GCS Strategic Planning 2013-2014 through 2017-2018

AdvandED District Accreditation



Bryson Elementary School

Simpsonville, South Carolina

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 (one year)

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster	<i>W Burke Royster</i>	3/31/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Amy Holcombe	<i>Amy Holcombe</i>	3/29/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Thomas R. Chambers	<i>Thomas R. Chambers</i>	3/29/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Sara Harris	<i>Sara Harris</i>	3/29/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 703 Bryson Drive Simpsonville, SC 29681

SCHOOL'S TELEPHONE: (864) 355 3600

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

POSITION

NAME

1. PRINCIPAL _____ Thomas Chambers _____
2. TEACHER _____ Kelli Coons _____
3. PARENT/GUARDIAN _____ Dale McMinn _____
4. COMMUNITY MEMBER _____ John Barrett _____
5. SCHOOL IMPROVEMENT COUNCIL ____ Amy Holcombe _____
6. Read to Succeed Reading Coach ____ Sara Harris _____
7. School Read to Succeed Literacy Leadership Team Lead ____ Sara Harris _____
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
** Must include the School Read to Succeed Literacy Leadership Team.

POSITION

NAME

<u>Kindergarten Teacher</u>	<u>Renee Stanislaw</u>
<u>First Grade Teacher</u>	<u>Erin Hoffman</u>
<u>Second Grade Teacher</u>	<u>Karen Connor</u>
<u>Third Grade Teacher</u>	<u>Paula Williams</u>
<u>Fourth Grade Teacher</u>	<u>Pamela Gray</u>
<u>Fifth Grade Teacher</u>	<u>Linda Johnson</u>
<u>Special Education Teacher</u>	<u>Karen Vargo</u>

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

- x** **Academic Assistance, PreK–3**
The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- x** **Academic Assistance, Grades 4–12**
The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- x** **Parent Involvement**
The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- x** **Staff Development**
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.
- x** **Technology**
The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- x** **Innovation**
The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
- x** **Collaboration**
The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
- x** **Developmental Screening**
The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental

levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

x **Half-Day Child Development**

The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

x **Developmentally Appropriate Curriculum for PreK–3**

The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

x **Parenting and Family Literacy**

The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

x **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

x **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

Improvement Plan Process

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

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

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

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

Bryson Elementary School Portfolio Committees

STANDARD 1 PURPOSE & DIRECTION	STANDARD 2 GOVERNANCE/ LEADERSHIP	STANDARD 3 TEACHING & ASSESSING FOR LEARNING	STANDARD 4 RESOURCES & SUPPORT SYSTEMS	STANDARD 5 USING RESULTS FOR CONTINUOUS IMPROVEMENT
Karen Connor Co-Chair	Lisa Barrow Co-Chair	Paula Williams Co-Chair	Mindy Berry Co-Chair	Renee Stanislaw Co-Chair
Mark Best Co- Chair	Karen Vargo Co-Chair	Linda Johnson Co-Chair	Lisa Bolin Co-Chair	Ann Huggins Co-Chair
Sara Harris	Beverly Neal	Carrie Bassett	Priscilla Westbrook	Laney Delong
Ashleigh Williams	Christine Bartram	Kathy Sanders	Brenda Hilbert	Ashley Murrell
Stacie Wentzky	Kristi Mitros	Tanisha McIlwain	Crystal Merck	Lisa Hoffman
Shannon Luzadder	Hannah Wood	Mary Russell	Rachel Richards	Pam Bittner
Jennifer Boukather	Pam Gray	Kaitlyn Stevenson	Tammi Trammell	Ann Duncan
Melissa Witherspoon	Detria Graham	Allison Walkenhorst	Ruthanne Coggins	Kayla Halvorsen
Kevin Ester	Kathryn Pate	Currie Brainard	Deb Wolfe	Tracey Abney
Kelli Coons	Darlene Miller	Katie Best	Joan Fifer	Amy Holcombe
Terri Chasteen	Tom Chambers	Kelli Coons	Ann Hardigree	Phil Darity
Marsha Huebner	Karen Spain	Erin Hoffman	Cindy Blake	Des Maragh
Tamitha Darity	Debbie Brunn	Heather Turner	Jordan Lyles	Ashley Neely

Executive Summary

Bryson Elementary, one of 51 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. Bryson Elementary is located in Simpsonville, South Carolina. The school was built in 1960 and currently houses 936 students. Bryson has 40 regular classroom teachers, 3 full-time Related Arts teachers, a second team of 3 related arts teachers three days per week (.6 each). We have 2 full-time EMD-Neuro teachers, 1 full-time DD K5 teacher, and 2 full-time resource teachers. We have a full-time mental health counselor, a full-time guidance counselor and a (.5) guidance counselor. We have a full time reading interventionist, a full time literacy specialist, a full-time speech therapist and one part-time speech therapist. Our building is also home to our principal, assistant principal, instructional coach, media specialist, (.6) ESOL teacher, (.5) Gifted and Talented teacher as well as 12 instructional aides. Our full-time equivalency is 68.8

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

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

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

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

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

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

For the 2015-2016, our goals were based on the balanced literacy framework and all essential components. Again, when planning our professional development this year, we were also not yet aware of the year end assessment that our students would be taking. However, quality literacy instruction is a high priority here at Bryson, and continuing our third year of implementation we focused on the Fountas and Pinnell model. We also continued the morning computer lab for students that need support in math according to their MAP results and classroom performance.

We also continued to use MAP and Aimsweb testing as a diagnostic tool for teachers to record progress from Fall to Spring. Teachers have been monitoring this very closely in order to monitor their established student learning objectives.

For the 2016-2017 school year, our goals were based on increasing student performance on the SC Ready ELA and Math tests. For ELA, we continued to implement a balanced literacy

framework for reading instruction. In planning professional development for this year, the challenges of the new writing component of SC Ready were taken into consideration. Professional development was offered on text-dependent analysis in order to assist teachers in preparing students to critically analyze a text and support their answer using text evidence. In mathematics, we continued to implement Everyday Counts Calendar Math and morning computer lab assistance using Compass. Teachers also utilized fact fluency programs such as Xtra Math and Popping Math to support students.

MAP and Aimsweb continued to be used as diagnostic tools to monitor student growth from fall to spring. In addition, teachers used the benchmarking tools provided by Fountas and Pinnell to monitor student growth. Teachers used this data to monitor students in support of their student learning objectives.

Needs Assessment Summary for Student Achievement

Current Conditions

In 2010, Bryson earned a “Good” Absolute Rating and Growth Rating. Again, in 2011, Bryson earned a “Good” Absolute Rating and Growth Rating. In 2012, Bryson improved to an “Excellent” Absolute Rating and “Good” Growth Rating. Then in 2013, Bryson earned “Excellent” in Absolute Rating and Growth Rating. In 2014, we were able to maintain that “Excellent” in both Absolute Rating and Growth Rating. In 2015 and 2016, we achieved the Palmetto Gold rating.

Current Strategies Used to Increase Student Achievement

Our highest priority is implementing the strategies related to our vision. Our school-wide strategies to increase student learning during the 2015-2016 school year include continued emphasis on and implementation of differentiated instruction in the classroom, focus on school-wide participation in the Poppin’ Math program with classroom and school-wide goals, emphasis on writing skills and standards with quarterly school-wide writing prompts, early identification of students who need additional academic support to increase PASS and SC Ready scores, and continued implementation data notebooks and school-wide “Mock” SCReady testing days in the spring, and Measure of Academic Progress (MAP) data supported by Compass Learning.

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

is integral in providing students with individualized activities in all subjects, specifically English language arts and math.

Needs Assessment Summary for Teacher and Administrator Quality

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

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

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

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

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

The following committees are in place to achieve our vision:

- Faculty council - comprised of the principal, the assistant principal, instructional coach, and grade level chairpersons. The committee meets monthly, or as needed, to voice concerns, share ideas and/or information. Each grade level chairperson summarizes contents of faculty council meetings with their respective grade levels.
- Math Team – Comprised of teachers from each grade level plus a Special Education representative, this committee correlates our work with State and District curriculum standards and initiatives and oversees common assessments.
- Science/Health – This committee is comprised of grade level representatives, a physical education teacher, and a special education teacher. The purpose of the committee is to share Next Generation Science Standards, voice concerns, and to generate community involvement in healthy lifestyles choices.

- English Language Arts Team – The ELA team is comprised of representatives from each grade level, plus related arts and Special Education. This group coordinates implementation of Common Core State Standards, Power Writing, Fountas and Pinnell and overall student success.
- Social Studies Team – The Social Studies committee is made up of our grade level representatives, an art teacher, and a counselor. The school's district Social Studies contact leads the team. She shares all information from the district with grade level representatives. They led the implementation of South Carolina's new Social Studies standards along with the integration of ELA standards.
- Curriculum Committee – Comprised of teachers from each grade level plus a Special Education representative-This committee correlates our work with State and District curriculum standards and initiatives and oversees common assessments.
- School Improvement Council - This committee is comprised of the principal, the assistant principal, and the various faculty members. Non-school personnel, representatives of the community, are also members of the SIC. The purpose of the committee is to share new ideas, voice concerns, and to generate community involvement within our school. A School Improvement Council newsletter is printed and published each spring.
- A-Team- The Assistance Team is led by our assistant principal. The A-Team provides assistance to parents and classroom teachers who have identified students who may be in need of more specific modifications. Suggestions are given for the teacher/parent to implement and approximately six weeks later; these suggestions are reviewed to determine their impact on the student. If they have been helpful, they will be continued for as long as they are needed. If they have not been helpful, the team may decide to refer the student on to the school psychologist for additional testing to determine if the child has learning disabilities. Each team conducts meetings weekly.
- Technology Committee – The technology committee is made up of representatives from each grade level, related arts, and special education. This group develops technology plans for students and school. This group also updated the school's technology plan which included a needs assessment for the technology refresh initiative. In following up with the refresh, this team also coordinated district level professional development based on the new aspects of the technology (Windows 8.1).
- There was an improvement in the overall ELA, Writing, Math, and Social Studies scores of the school on SC Pass and SC Ready standardized testing. We attribute this success to our balanced literacy program, the use of promethean boards, and the PTA's ability to provide resources teachers need to help students be successful.
- Over the last three years, we have demonstrated a continuous improvement in the overall scores of students on standardized tests at Bryson Elementary. Many factors

contributed to this, such RTI, small focus groups and other resources to get early intervention tutoring programs started for potentially weak students.

- Our school has seen a significant increase in business and community involvement by way of the mentoring program headed up by our guidance department. Our school would like to see more business partners that are willing to donate time to mentoring and tutoring students. We have seen from test scores that an effort to work with students that are identified as needing additional support. Through more business partners and donated time, we will be able to reach more students.
- We are striving to increase parental involvement at our school so that we can increase the number of programs such Extra Math, Sunshine Math, and 100 Bear Book Clubs at our school. Programs such as these have been shown to increase test scores, but without the help of parent volunteers, they are impossible. We also would like to use parent inventories so that we know the best way to utilize parents in our classrooms.
- The faculty would like to improve communication with the community about partnerships that are available with Bryson Elementary.

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

The Faculty of Bryson Elementary

Bryson has 40 regular classroom teachers, 3 full-time Related Arts teachers, a second team of 3 related arts teachers three days per week (.6 each). We have 2 full-time EMD-Neuro teachers, 1 full-time DD K5 teacher, and 2 full-time resource teachers. We have a full-time mental health counselor, a full-time guidance counselor and a (.5) guidance counselor. We have a full time reading interventionist, a full time literacy specialist, a full-time speech therapist and one part-time speech therapist. Our building is also home to our principal, assistant principal, instructional coach, media specialist, (.6) ESOL teacher, (.6) Gifted and Talented teacher as well as 12 instructional aides. Our full-time equivalency is 68.8. All teachers strive to create a nurturing classroom and school climate conducive to learning for all students. Including faculty and administration, there are currently 4 male and 70 female professional educators working at Bryson. 7 members of the faculty and/or administration are African American; sixty-seven are Caucasian.

Needs Assessment Summary for School Climate

The Facilities of Bryson Elementary

Safety, Cleanliness, and Adequacy of School Facilities

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

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

Other aspects of the school/district safety program include:

- District Safety Committee
- Bus evacuation drills
- Fire safety inspections
- Campus supervision
- SAFE Schools

Challenges

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

Awards

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

Individual Awards

- Students selected for District Honors Choir 2004-2016
- District and state PTA Reflections winners each year
- Invention Convention winner-4th Grade

Initiatives

- Response to Intervention using LLI program in reading for K5, grade 1 and grade 2
- Teachers use updated websites as a communication tool
- Implemented use of Compass Learning, and other assessments through benchmarks
- Our Staff is “Highly Qualified” according to requirements of No Child Left Behind
- National Board Certified Teachers
- CATCH School
- Recorder Club
- Chorus
- Steel Drum Club
- Student Council
- Art Club
- Invention Convention
- Safety Patrols
- Student Recognition at quarterly awards program (includes Kiwanis Terrific Kid Program)
- Compass Kids (math and reading support program)
- 100 Bears Reading Club for kindergarten and first grade
- After School Care Program
- Good News Club
- Poppin’ Math Facts
- Discovery Education Grant

School Profile

Bryson Elementary School is located between Fountain Inn and Simpsonville, two suburbs of Greenville. The two communities have an estimated combined population of 29,000 and offer a variety of occupational opportunities including service, manufacturing, retail, and farming. Both cities have a strong sense of community and support local schools. These communities have experienced tremendous growth in recent years as international manufacturing companies having expanded into the surrounding community bringing workers from both here and abroad. Many new subdivisions are being built which feed into the school.

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

Bryson is an integral part of the communities that we serve as both recipient and donor of time and talents. Many local businesses support our Spring Carnival, provide student incentives, and offer fundraisers. Our school exercises civic responsibility by promoting citizenship for all students. Bryson participates in various activities benefitting the local community on a yearly basis.

Local and School Leaders

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

The Leadership of Bryson Elementary



Our principal is Thomas Chambers. He has served as principal of Bryson Elementary for 21 years. Mr. Chambers received his bachelor's degree in Music Education from Lander College and his Masters of Education and Education Specialist degrees from Clemson University. Mr. Chambers was a choral and music history teacher, as well as assistant principal and coach in several Greenville County Schools.



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

certified in elementary education, special education, supervision and instruction as an elementary principal.

Bryson Elementary principal Mr. Chambers has been our lead decision maker and principal for 21 years. Historically, decisions have been made by the principal, faculty council, and district administration. With increased demands for higher student achievement and accountability at the classroom level, more teachers are involved in the decision-making process.

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

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

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

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

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

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

- Faculty council - comprised of the principal, the assistant principal, IC, and grade level chairpersons. The committee meets monthly, or as needed, to voice concerns, share ideas and/or information. Each grade level chairperson summarizes contents of faculty council meetings with their respective grade levels.
- Math Team – Comprised of teachers from each grade level plus a Special Education representative, this committee correlates our work with State and District curriculum standards and initiatives and oversees common assessments.
- Science/Health –This committee is comprised of grade level representatives, a physical education teacher, and a special education teacher. The purpose of the committee is to

share Next Generation Science Standards, voice concerns, and to generate community involvement in healthy lifestyles choices.

- **Balanced Literacy Team-** The Balanced Literacy Team is made up of representatives from each grade level, in addition to related arts and special education. The school's district Literacy Mentors lead the team. The group coordinates implementation of the district balanced literacy model, state standards, and literacy education.
- **English Language Arts Team –** The ELA team is comprised of representatives from each grade level, plus related arts and Special Education. This group coordinates implementation of Common Core State Standards, Power Writing, and student success.
- **Social Studies Team –** The Social Studies committee is made up of our grade level representatives, an art teacher, and a counselor. The school's district Social Studies contact leads the team. She shares all information from the district with grade level representatives. They led the implementation of South Carolina's new Social Studies standards along with the integration of ELA standards.
- **Technology Committee –** The technology committee is made up of representatives from each grade level, related arts, and special education. This group develops technology plans for students and school.

The History of Bryson Elementary

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

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

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

Partnerships

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

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

Partnership Development

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

We currently are benefiting from having parent volunteers and mentors that serve regularly in our schools. These volunteers serve our students in a wide variety of ways. Bryson Elementary has parent volunteers that coordinate programs that enhance our curriculum. For example, many parent volunteers worked to organize the Good News Club at our school. Parent volunteers at our school also contributed by tutoring, being classroom speakers, and using the community as a source for monetary and material contributions.

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

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

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

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

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

- Bi-Lo
- Bosch Rexroth
- Cryovac
- Carpenter Cleaners
- General Mills
- Golden Strip YMCA
- Ingles
- Nationwide Insurance
- Para Chem
- Pepsi Cola Bottling Company
- Ryan Homes Landscapes
- Simpsonville Rotary
- Target
- Wal-Mart
- Waste Management
- Lowe's

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

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

The Community of Bryson Elementary

School Personnel

The faculty of Bryson includes 40 regular classroom teachers, 3 full-time Related Arts teachers, a second team of 3 related arts teachers three days per week (.6 each). We have 2 full-time EMD-Neuro teachers, 1 full-time DD K5 teacher, and 2 full-time resource teachers. We have a full-time mental health counselor, a full-time guidance counselor and a (.5) guidance counselor. We have a full time reading interventionist, a full time literacy specialist, a full-time speech therapist and one part-time speech therapist. Our building is also home to our principal, assistant principal, instructional coach, media specialist, (.6) ESOL teacher, (.6) Gifted and Talented teacher as well as 12 instructional aides. All teachers strive to create a nurturing classroom and school climate conducive to learning for all students. Including faculty and administration, there are currently 4 male and 70 female professional educators working at Bryson. Seven members of the faculty and/or administration are African American; sixty-seven are Caucasian.

Sixty three percent (32) of all teachers have a Master’s Degree or higher in their field, two percent (1) of all teachers have a Bachelors +18 in their field, and thirty five percent (18) have a Bachelor’s degree in their field. Two educators are National Board Certified teachers. The average teacher salary in 2015-2106 was \$51,090. Bryson stresses the importance of daily attendance, the teacher attendance rate is 95.6%.

Figure 1 Years of Teaching Experience of Bryson Elementary Teachers

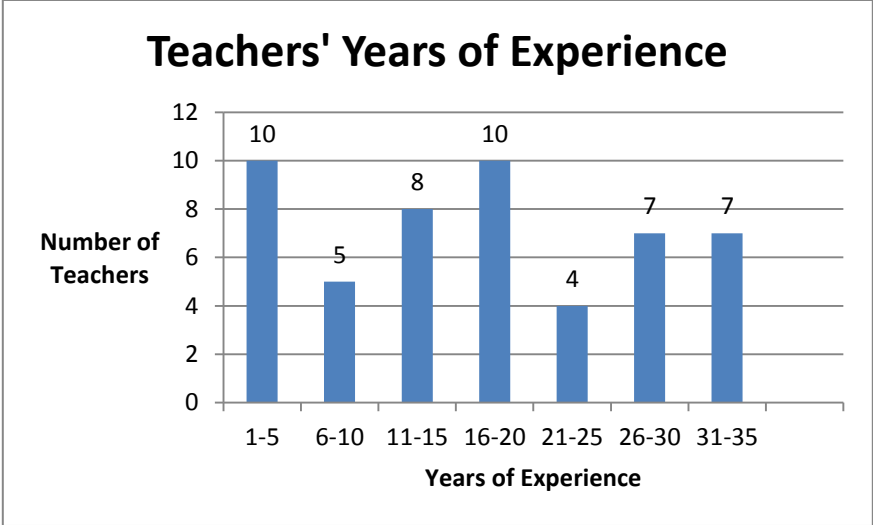
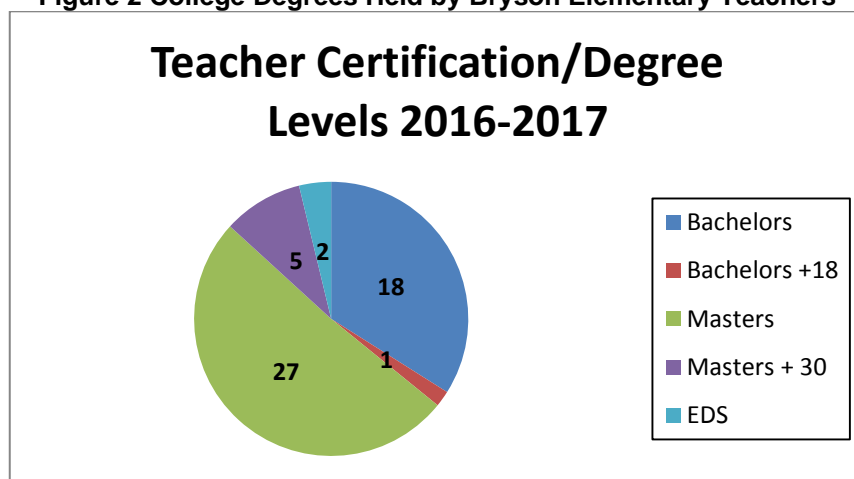


Figure 2 College Degrees Held by Bryson Elementary Teachers



The first graph shows the teachers' overall number of years of experience. The second graph shows a comparison of degrees held by our teachers. In addition to this data, our faculty also has 37 teachers who are computer proficient, as measured by State requirements.

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

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

- Six kindergarten paraprofessionals
- Six special education paraprofessionals
- One full time school nurse

Our classroom level student/teacher ratio is:

- 23.5 to 2 in Kindergarten
- 16.9 to 1 in 1st grade
- 23 to 1 in 2nd grade
- 21.7 to 1 in 3rd grade
- 27.8 to 1 in 4th grade
- 27.2 to 1 in 5th grade

Student Population

Bryson serves a culturally diverse population of students. The racial/ethnic make-up of students in Bryson in 2016-2017 is 55.2% White, 22.2% African-American, 15% Hispanic, 1% Asian, and 6.4% two or more races. Dedicated to meeting the educational needs of all students, Bryson serves 106 (11.3%) students with disabilities. Additionally, 86 (7.9%) Bryson students participate in the District's gifted and talented program. Bryson also serves over 73 (7.8%) K-5 students who meet the state specifications for English for Speakers of Other Languages (ESOL).

Bryson Elementary enrollment configuration by grade level is as follows:

<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
Grade K-143	Grade K- 134	Grade K- 140	Grade K- 159	Grade K- 149
Grade 1- 155	Grade 1- 153	Grade 1- 140	Grade 1- 154	Grade 1- 156
Grade 2- 144	Grade 2- 135	Grade 2- 160	Grade 2- 148	Grade 2- 166
Grade 3- 146	Grade 3- 140	Grade 3- 128	Grade 3- 160	Grade 3- 156
Grade 4- 137	Grade 4- 146	Grade 4- 147	Grade 4- 137	Grade 4- 171
Grade 5- 143	Grade 5- 145	Grade 5- 154	Grade 5- 139	Grade 5- 138
Total-847	Total- 853	Total- 869	Total- 896	Total- 936

Figure 3 Bryson Elementary Student Enrollment

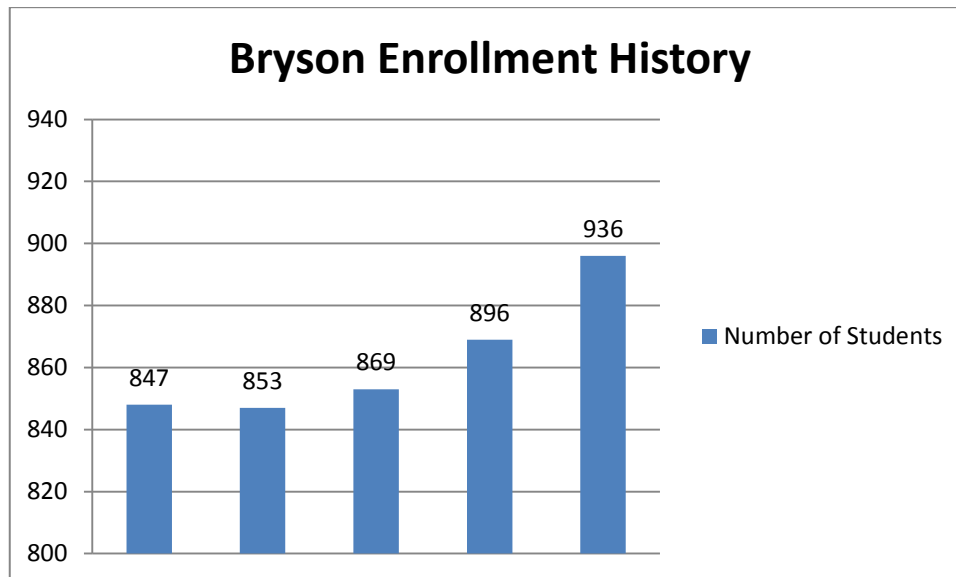
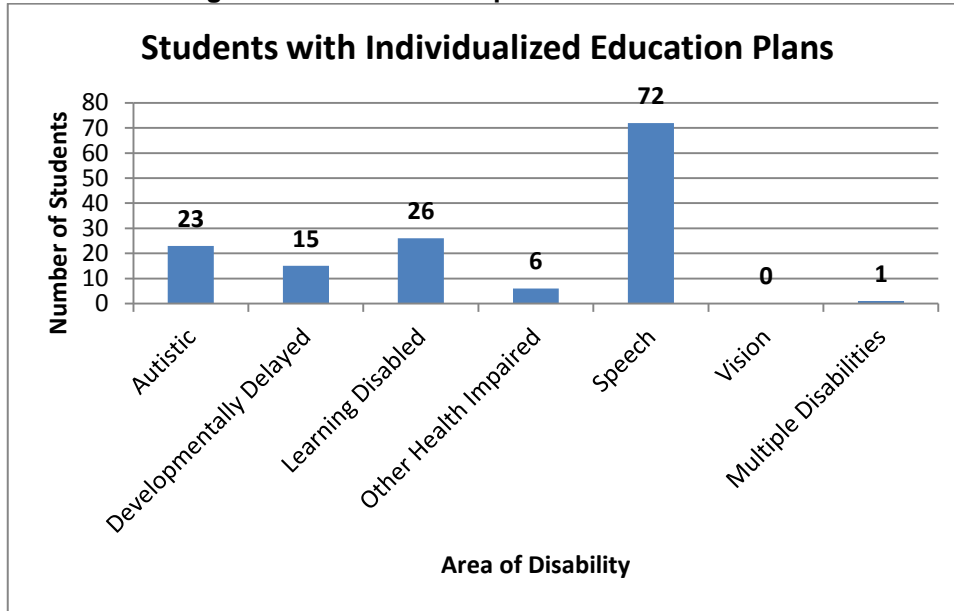
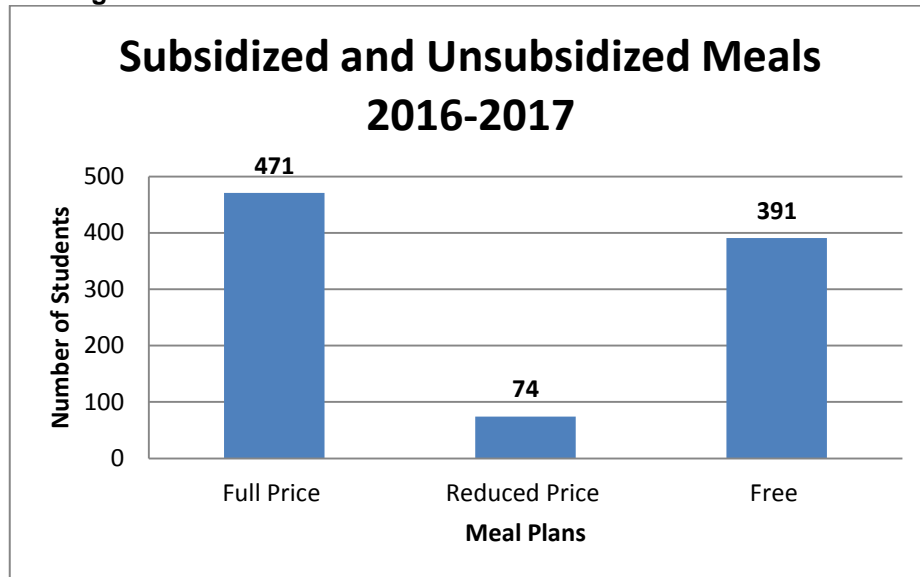


Figure 4 Students with Special Education Needs



Bryson Elementary strives to meet the needs of all children. Support programs in special education are in place to assist children with academic difficulties. Bryson Elementary has one self-contained K5/first grade developmentally delayed classroom which is staffed with a teacher and two paraprofessionals. Bryson Elementary also has two self-contained EM Neurological classes which are each staffed with a full time teacher and two paraprofessionals. Two full time resource teachers are also available to serve students in a pull-out model. In addition, one full time speech therapist and a half time speech therapist also work with students in pull-out programs.

Figure 5 Students Who Receive Free and Reduced Priced Meals



Seventy-four of the 936 students who attend Bryson Elementary School receive reduced lunch and 391 students receive free lunch. The other 471 students pay full price for school lunch. The Bryson Elementary School Report Card for 2016 indicates that the poverty index is at 58.2%. This percentage is based on the number of students who receive free and reduced meals and Medicaid assistance.

Figure 6 Ethnicity Breakdown for 2012-1013

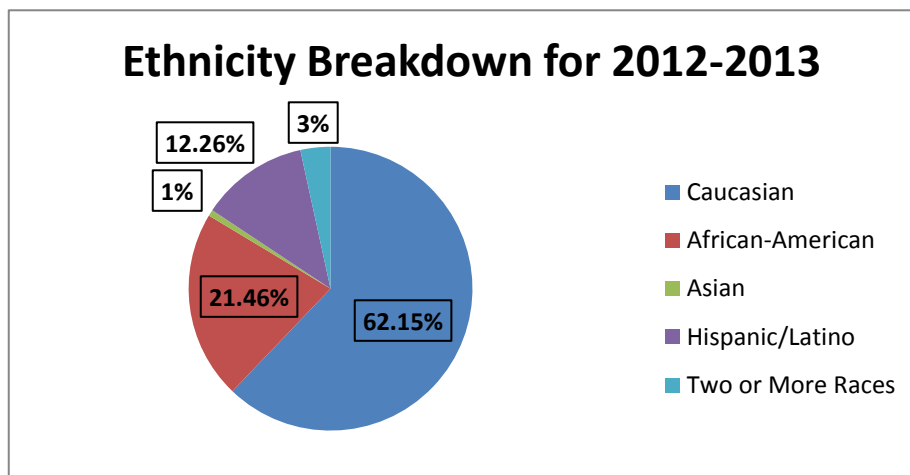


Figure 7 Ethnicity Breakdown of Students (2013-2014)

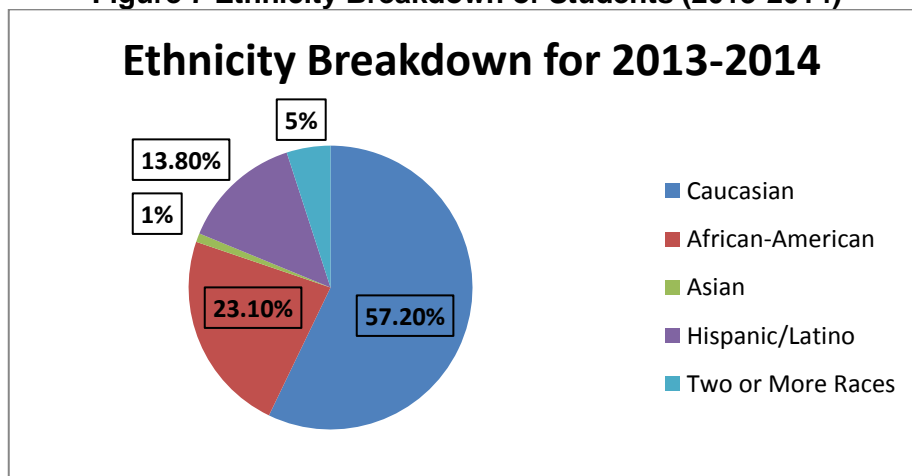


Figure 8 Ethnicity Breakdown of Students (2014-2015)

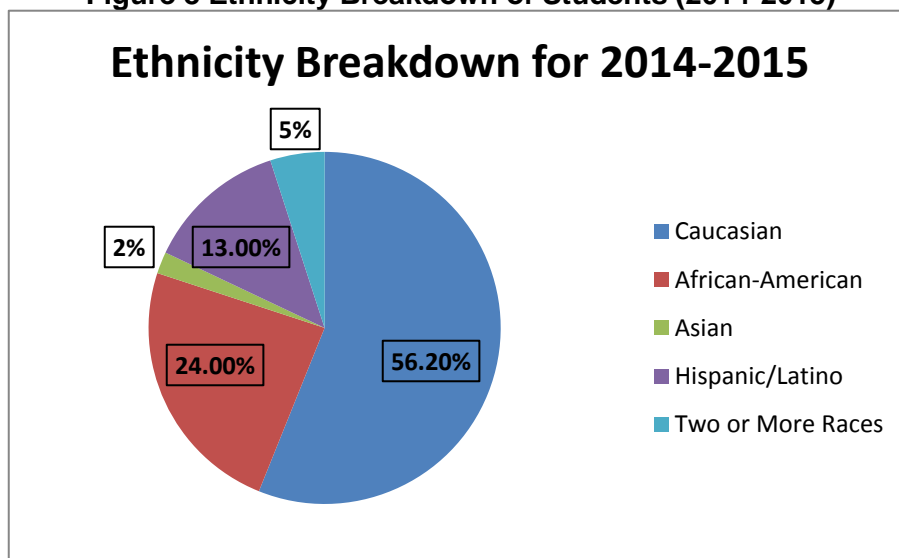


Figure 9 Ethnicity Breakdown of Students (2015-2016)

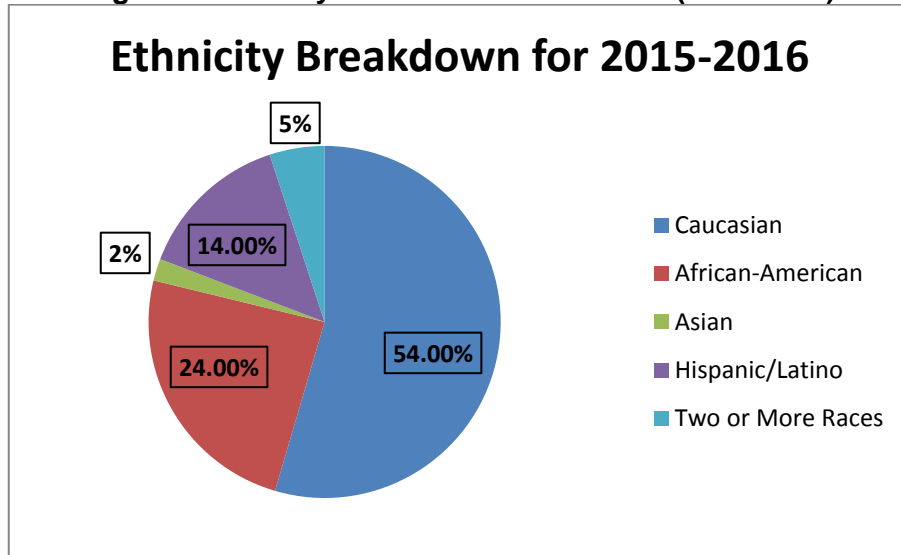
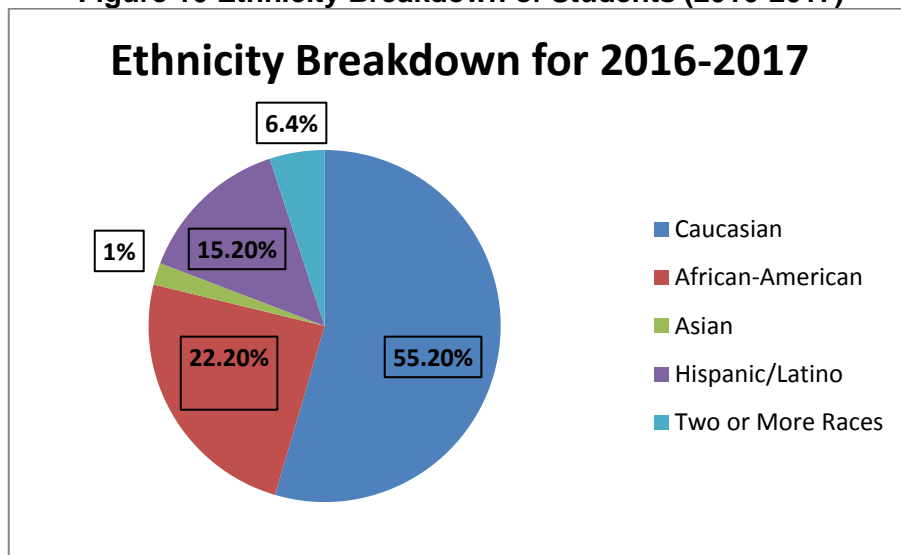


Figure 10 Ethnicity Breakdown of Students (2016-2017)



Currently the student body at Bryson Elementary is comprised of 55.2% Caucasian, 22.2% African American, 15.2% Hispanic, 1% Asian, and 6.4% are classified as having two or more races as shown in the graph above. Over the past several years, our population has changed due to local population trends and housing development. As one can see from the charts, the overall population remains Caucasian. The primary languages are English and Spanish. Over the course of five years, the Caucasian population has remained stable, between 54% and 57%

over the past five years. Our Hispanic population has grown from 13.8% to 15.2%. African-American population has a slight decrease from 24% to 22%. The other categories include 60 students of 2 or more races and 9 Asian students, totaling 7.4% of our student body. Our diversity continues to increase.

Bryson stresses the importance of daily attendance for all students. As reported in the 2016 Report Card, Bryson had an average student attendance rate of 96.4%.

Major Academic and Behavioral Features

Our highest priority is implementing the strategies related to our vision. Our school-wide strategies to increase student learning during this school year included continued emphasis on and implementation of differentiated instruction. We will continue to focus on school-wide emphasis on specific targeted skills in writing, English Language Arts, and math. Early identification of students who need additional academic support to increase MAP scores and continued use of Data notebooks is ongoing.

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

Everyday Counts Calendar Math /Partner Games

- Daily interactive math program
- Professional training required and provided for teachers
- Teacher driven and led
- Developed for and implemented across all grade levels
- Addresses key mathematical concepts
- Builds on previous concepts and lessons
- Instrumental in increasing math proficiency and test scores
- Develops multiple strategies, open-ended questions, and higher level thinking skills
- Fosters children's mathematical confidence and competence

100 Bear Book Club

- Includes grades Kindergarten through fifth
- Availability of books covering multiple reading levels
- Designed to increase comprehension and vocabulary skills
- Visual incentives covering all levels

- Awards given at various stages of success

Reading A-Z/RazKids/Scholastic Storia

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

Starfall

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

Hands-on Science Lab

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

Vertical FocusTeams

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

MAP (Measures of Academic Progress)

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

Compass Learning

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

Poppin' Math Facts/Xtra Math Program

- Timed fact quizzes for 1st-5th grades in addition, subtraction, multiplication, and division
- Administered weekly
- Students earn ribbons and awards for mastery of facts
- Purpose is to increase fluency with basic math facts
- Students become Math Coaches and tutor peers in class

AIMSweb- Progress Monitoring

RTI

- Kindergarten, First and Second Grades
- Leveled Literacy Intervention curriculum

Fountas and Pinnell Balanced Literacy Model

Mission, Vision, and Beliefs



Mission Statement of Bryson Elementary School

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

The Vision of Bryson Elementary School

The vision of Bryson Elementary School is for our students to become independent, moral, and responsible. We envision a safe, structured, and stimulating environment in which students can utilize and optimize their own unique capabilities. We aspire to develop well-rounded students to be productive citizens in an ever-changing society.

Our Beliefs

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

Data Analysis and Needs Assessment

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

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

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

For 2012-2013, Bryson Elementary offered intervention services through an early morning tutoring program. As a result of this and other efforts, our student test scores have risen. We have made every effort to address the needs of our identified subgroups and have strategies in place to assist students of all ability levels to realize their potential. Grade levels began data

analysis of weekly common formative math assessments. Students in grades 3-5 were offered afternoon tutoring based on weekly analysis of math assessments two days per week.

For 2013-2014, Bryson Elementary offered intervention services through an early morning tutorial program as well as an afterschool homework help in grades 3-5. Grade levels continued data analysis of weekly common formative math assessments.

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

In 2015-2016 we carefully looked over data from the previous year for ACT Aspire, SCPASS, Fountas and Pinnell Levels and AIMS WEB data. In looking at all this information, we decided we would focus on formative assessments and further implementing the district continuation plan for Balanced Literacy. We have continued to monitor math fluency through both Poppin Math facts and Xtra Math. We also have continued the Compass Learning Computer Lab.

In 2016-2017, our goals were based on increasing student performance on the SC Ready ELA and Math tests. For ELA, we continued to implement a balanced literacy framework for reading instruction. In mathematics, we continued to implement Everyday Counts Calendar Math and morning computer lab assistance using Compass. Teachers also utilized fact fluency programs such as Xtra Math and Popping Math to support students. MAP and Aimsweb continued to be used as diagnostic tools to monitor student growth from fall to spring. In addition, teachers used the benchmarking tools provided by Fountas and Pinnell to monitor student growth. Teachers used this data to monitor students in support of their student learning objectives.

Student Achievement

Current Conditions

In 2010, Bryson earned a "Good" Absolute Rating and Growth Rating. Again, in 2011, Bryson earned a "Good" Absolute Rating and Growth Rating. In 2012, Bryson improved to an "Excellent" Absolute Rating and "Good" Growth Rating. Then in 2013, Bryson earned "Excellent" in Absolute Rating and Growth Rating. In 2014, we were able to maintain that "Excellent" in both Absolute Rating and Growth Rating. In 2015 we achieved the Palmetto Gold status. In 2016 we maintained the distinction of Palmetto Gold status.

Current Strategies Used to Increase Student Learning

Our school-wide strategies to increase student learning during the 2010-2011 school year included emphasis on and implementation of differentiated instruction in the classroom, Learning Focused strategies, focus on school-wide participation in the Accelerated Reader program with classroom and school-wide goals, emphasis on writing skills and standards with quarterly school-wide writing prompts, early identification of students who need additional

academic support to increase MAP and PASS scores, and implementation of Quality Tools including data notebooks. Our achievement focus areas include “Content” and “Conventions” in writing, “Informational Texts” for English Language Arts, and “Algebra” for math. These areas of focus were selected based upon an analysis of PASS results during 2012-2013. In the 2013-2014 school year, PASS and MAP results indicated that the areas of focus would be on Informational Texts, Voice and Content, and Measurement. For the 2014-2015 school year, after looking at testing results we realized that although our scores were satisfactory, we noticed potential areas of growth in the area of Voice in Writing and Research in Reading. For the 2015-2016 school year, we have implemented data notebooks for each teacher to monitor student learning in their classrooms. Teachers are also using their Student Learning Objectives to target the needs of their students. In 2016-2017, teachers are continuing to use data notebooks and student learning objectives to further focus instruction within classrooms and target specific needs of their students across content areas.

Currently all classroom teachers are trained in the research-based Fountas and Pinnell's Balanced Literacy for ELA. Classroom mathematics teachers use Houghton Mifflin Mathematics, Every Day Counts Math, Compass Odyssey, which are all research-based. In science classes, teachers use standards-based kits provided by the district for hands-on classroom instruction in content and processes. Best Practices and workshops to integrate technology are demonstrated in monthly staff development meetings. At each grade level, teachers are encouraged to work together in teams. We also work across grade levels to ensure a continuum of learning.

Using Student Achievement Data

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

Student Support Systems

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

- We have two full-time resource teachers to work with students with learning disabilities and other health impairments. Grades three, four and five are an inclusion model, and other grades are part of a pull out model. Students leave their regular education class to receive direct, small group instruction in the resource room. The resource teacher works in collaboration with classroom teachers to inform them of student Individualized Education Program (IEP). We also have three self-contained Special Education classes.
- When a teacher believes a student has special needs that might require additional attention, the student is referred to the Assistance Team. The purpose of the team is to

try to match student needs with resources that are available through the school, District, or community.

- Other support systems available to our students include: Speech Therapy, Occupational Therapy, an ESOL teacher, a Reading Intervention Specialist, and a Literacy Specialist.
- AIMSWEB/RTI- This is an intervention that supports kindergarten, first grade, second grade and special education students who needs extra support in ELA. Students receiving RTI services in kindergarten use the ERI (Early Reading Intervention) curriculum, students in grades 1 and 2 use the LLI (Leveled Literacy Intervention) curriculum.

Summary of Progress

We have a clear path for increasing student achievement before us. With accessible student achievement data, teachers are able to differentiate instruction to meet the unique needs of our students as the year progresses. We continue to provide additional support in reading and math for identified low-achieving students and make use of focus groups for this purpose.

Next Steps

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

- Continue emphasis on differentiated instruction to meet student needs.
- Focus on Writing in Science and Social Studies.
- Evaluate existing programs/initiatives to determine effectiveness

Root Causes

For the 2016-2017 school year, Bryson Elementary is a large school with a population of 936 students, of which 465 qualify for free or reduced lunch. In addition, our school currently provides 11.3% of the population with special education services. Seventy-three students (8.3%) qualify for ESOL services, or 8.3 percent of the school population receives English as a Second Language services.

What factors contribute to academic weaknesses?

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

What are the gaps in student achievement?

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

What are the gaps in English/Language Arts?

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

What are the root causes in English/Language Arts?

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

What are the gaps in Math?

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

What are the root causes in Math?

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

Student Achievement

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

Figure 11 Reading/Research PASS Test Results for All Students

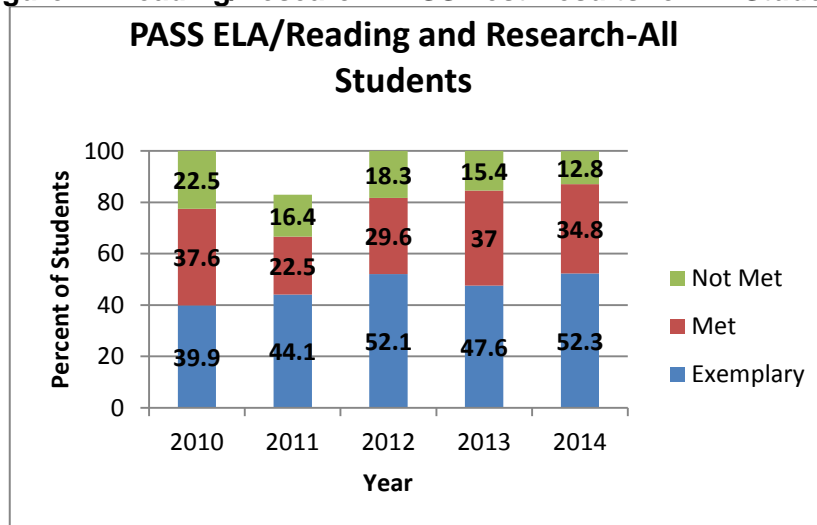


Figure 12 ELA SC Ready Test Results for All Students

Test	2016
Exceeds Expectations	15.46%
Meets Expectations	33.7%
<u>Readiness Percentage</u>	49.16%
Approaches Expectations	34%
Does Not Meet Expectations	16.8%

Figure 13 English/Language Arts/Reading and Research PASS Test Results for Third Grade

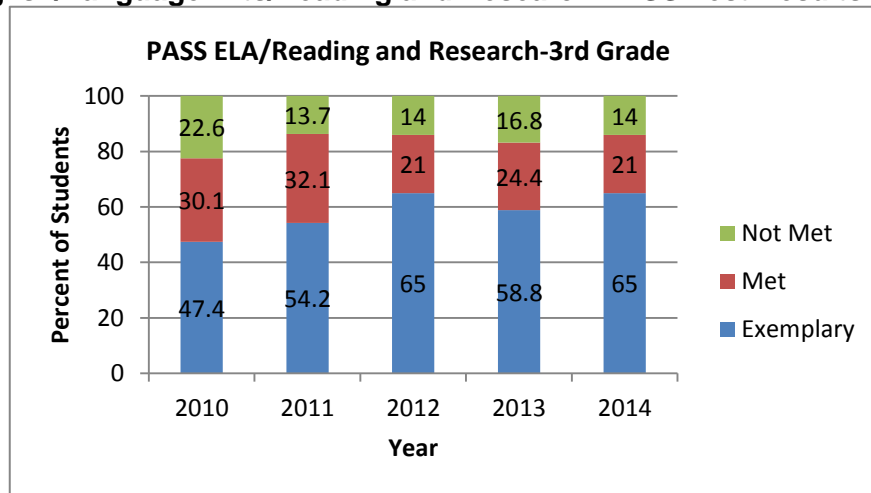


Figure 14 ELA SC Ready Test Results for Third Grade

Test	2016
Exceeds Expectations	10.8%
Meets Expectations	34.4%
<u>Readiness Percentage</u>	45.2%
Approaches Expectations	36.9%
Does Not Meet Expectations	17.8%

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

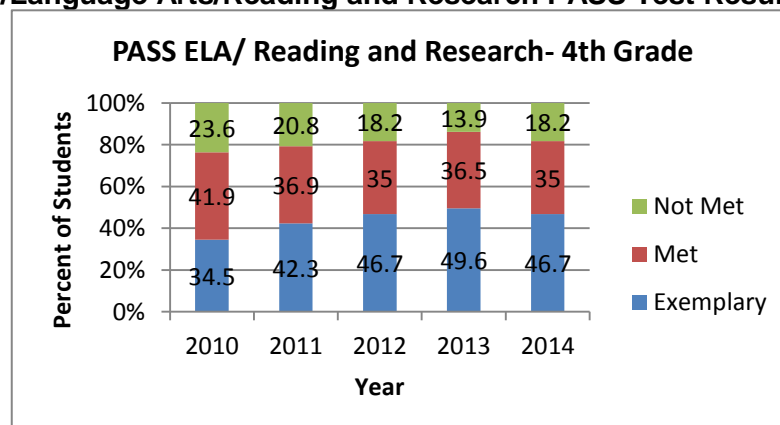


Figure 16 ELA SC Ready Test Results for Fourth Grade

Test	2016
Exceeds Expectations	20%
Meets Expectations	34.8%
<u>Readiness Percentage</u>	54.8%
Approaches Expectations	28.9%
Does Not Meet Expectations	16.3%

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

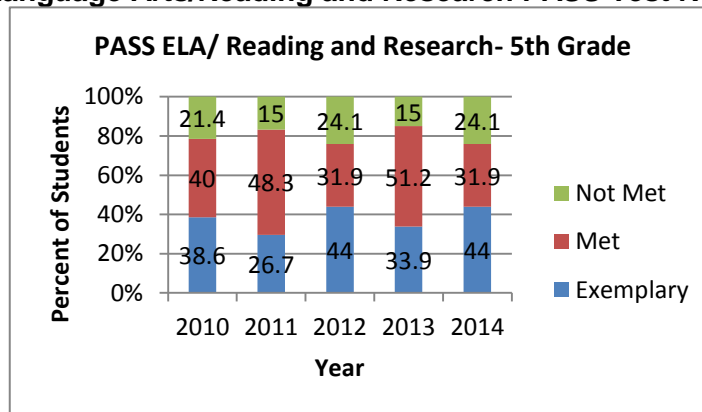


Figure 18 ELA SC Ready Test Results for Fifth Grade

Test	2016
Exceeds Expectations	15.6%
Meets Expectations	31.9%
<u>Readiness Percentage</u>	47.5%
Approaches Expectations	36.3%
Does Not Meet Expectations	16.3%

Figure 19 PASS Writing Test Results for Fifth Graders, 2010-2014

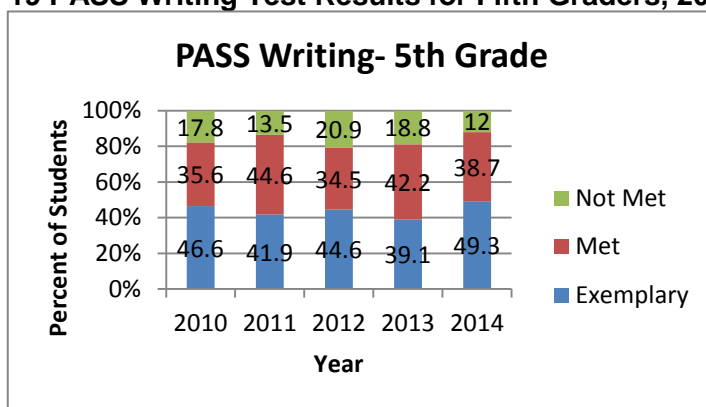


Figure 20 PASS Writing Test Results for All Students 2014

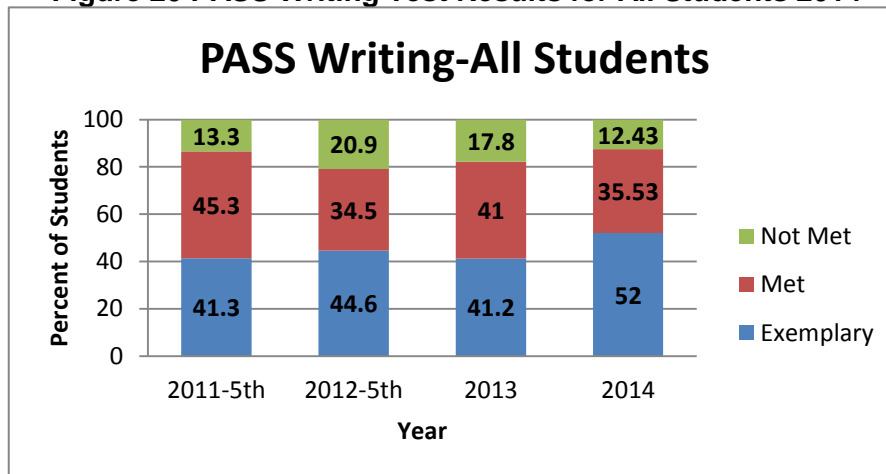


Figure 21 2015 ACT Aspire Third Grade Results

Test	English	Reading	Writing
%Exceeding	41%	20%	1%
%Ready	30%	25%	16%
<u>Readiness Percentage</u>	<u>71%</u>	<u>45%</u>	<u>17%</u>
Close	25%	5%	58%
In Need of Support	4%	40%	25%

Figure 22 2015 ACT Aspire Fourth Grade Results

Test	English	Reading	Writing
%Exceeding	35%	17%	0%
%Ready	40%	20%	31%
<u>Readiness Percentage</u>	<u>75%</u>	<u>37%</u>	<u>31%</u>
Close	20%	36%	65%
In Need of Support	5%	27%	4%

Figure 23 2015 ACT Aspire Fifth Grade Results

Test	English	Reading	Writing
%Exceeding	35%	13%	0%
%Ready	39%	20%	11%
<u>Readiness Percentage</u>	<u>74%</u>	<u>33%</u>	<u>11%</u>
Close	23%	28%	59%
In Need of Support	3%	39%	30%

Figure 24 Math PASS Test Results for All Students

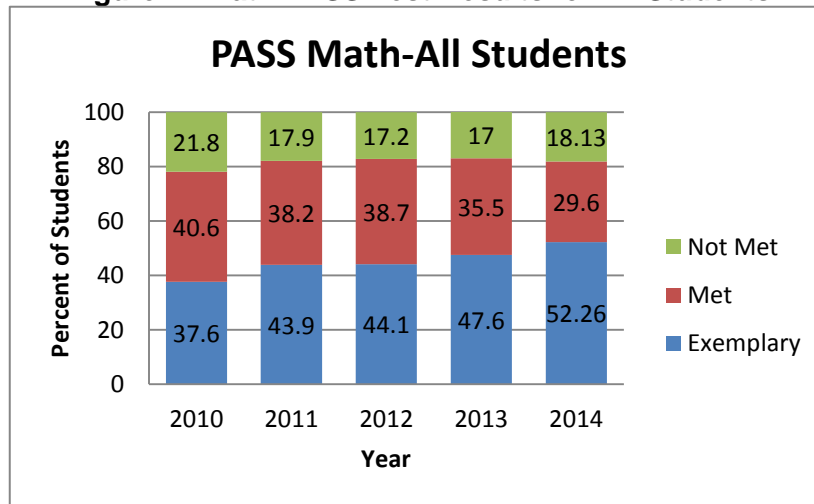


Figure 25 2016 Math SC ReadyTest Results for All Students

Test	Math
Exceeding Expectations	23%
Meets Expectations	33%
<u>Readiness Percentage</u>	<u>56%</u>
Approaches Expectations	30%
Does Not Meet Expectations	14%

Figure 26 Math PASS Test Results for Third Grade Students

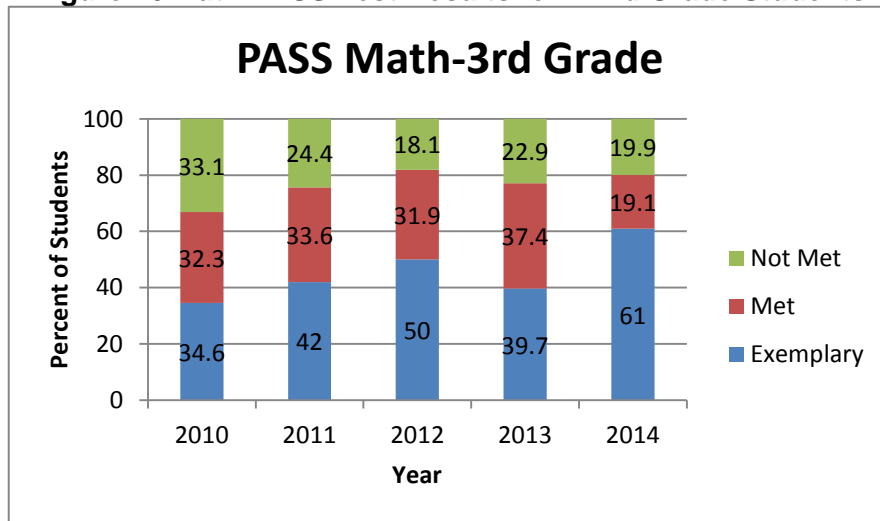


Figure 27 2015 ACT Aspire Third Grade Results

Test	Math
%Exceeding	36%
%Ready	36%
<u>Readiness Percentage</u>	<u>72%</u>
Close	20%
In Need of Support	8%

Figure 28 2016 SC Ready Math Test Results for Third Grade Students

Test	Math
Exceeds Expectations	17%
Meets Expectations	38%
<u>Readiness Percentage</u>	<u>55%</u>
Approaches Expectations	30%
Does Not Meet Expectations	15%

Figure 29 Math PASS Test Results for Fourth Grade Students

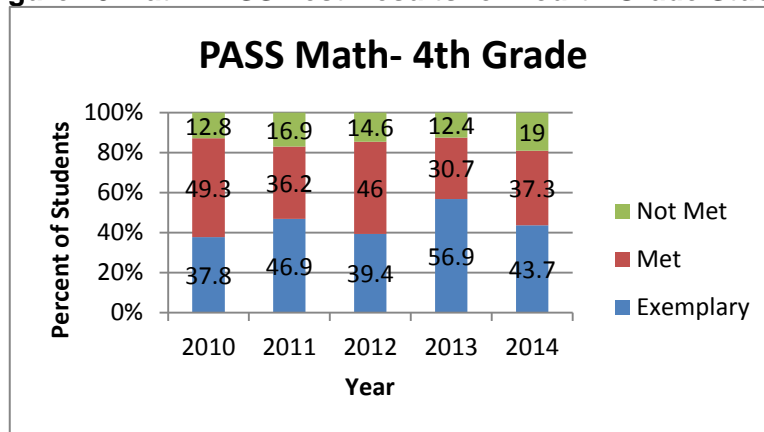


Figure 30 2015 ACT Aspire Fourth Grade Math Results

Test	Math
%Exceeding	28%
%Ready	34%
<u>Readiness Percentage</u>	<u>62%</u>
Close	34%
In Need of Support	4%

Figure 31 2016 SC Ready Math Test Results for Fourth Grade Students

Test	Math
Exceeds Expectations	25%
Meets Expectations	30%
<u>Readiness Percentage</u>	<u>55%</u>
Approaches Expectations	29%
Does Not Meet Expectations	16%

Figure 32 Math PASS Test Results for Fifth Grade Students

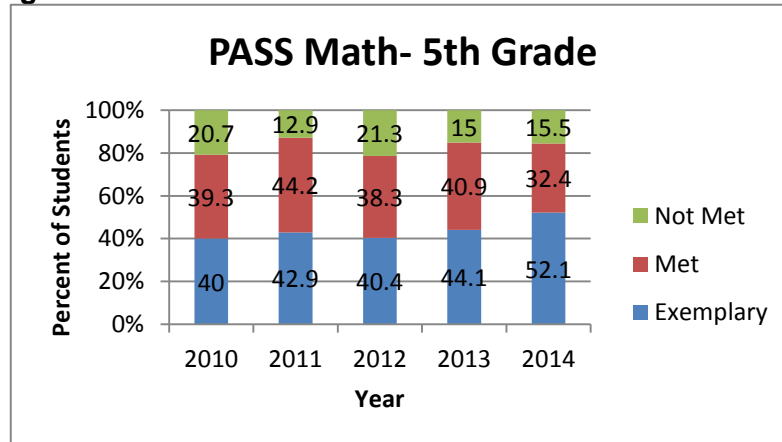


Figure 33 2015 ACT Aspire Fifth Grade Math Results

Test	Math
%Exceeding	17%
%Ready	35%
<u>Readiness Percentage</u>	<u>52%</u>
Close	44%
In Need of Support	4%

Figure 34 2016 SC Ready Math Test Results for Fifth Grade

Test	Math
Exceeds Expectations	27%
Meets Expectations	30%
<u>Readiness Percentage</u>	<u>57%</u>
Approaches Expectations	32%
Does Not Meet Expectations	11%

Figure 35 PASS Science Results for All Students, 2011-2016

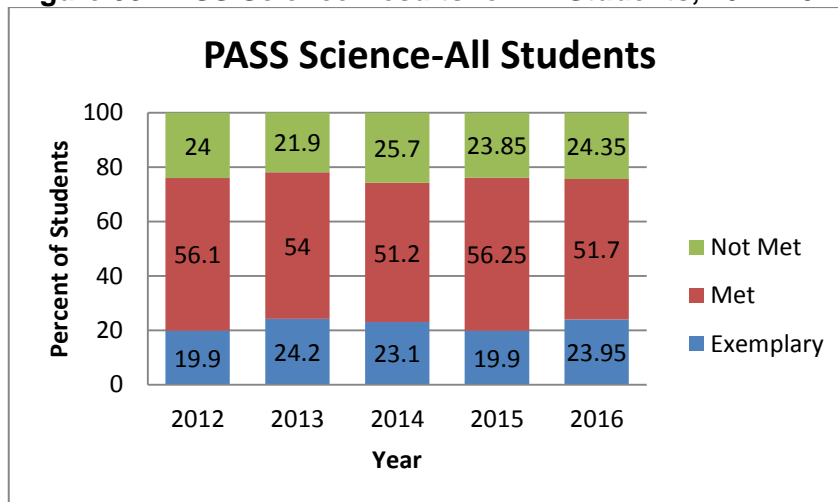


Figure 36 PASS Science Test Results for Third Grade, 2010-2014

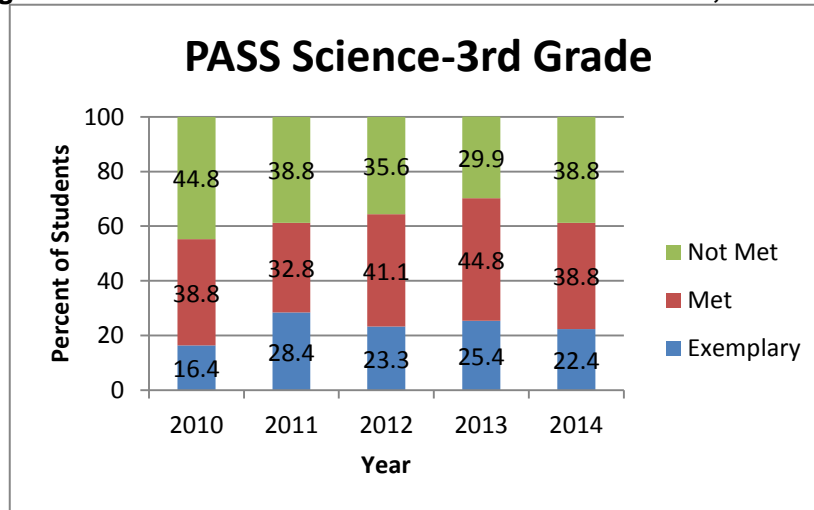


Figure 37 PASS Science Test Results for Fourth Grade, 2012-2016

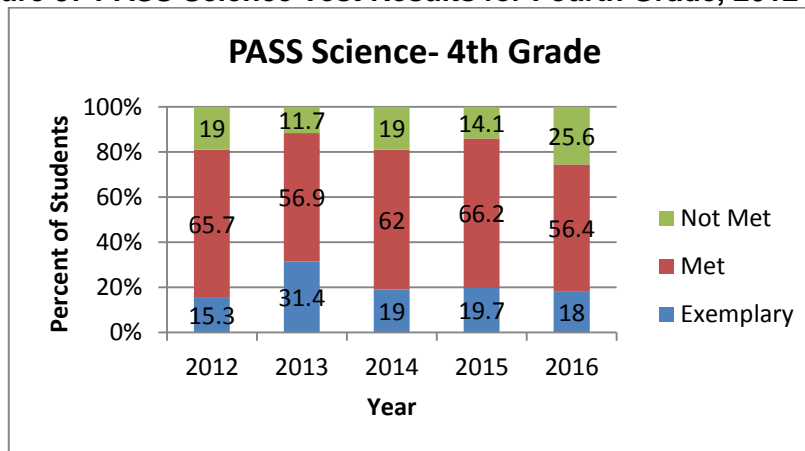


Figure 38 PASS Science Test Results for Fifth Grade, 2012-2016

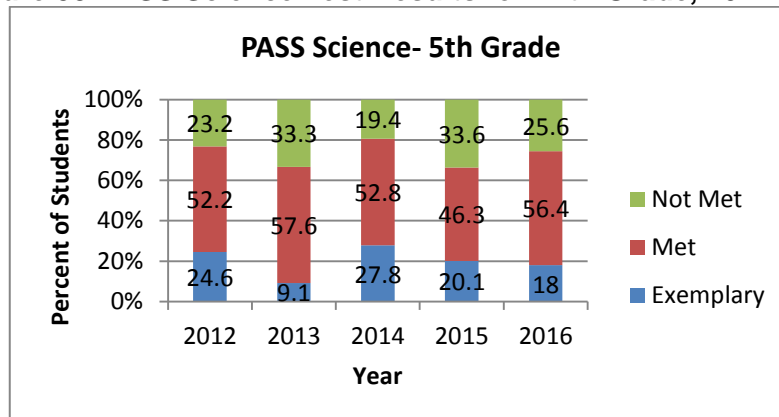


Figure 39 PASS Social Studies Test Results All Student, 2012-2016

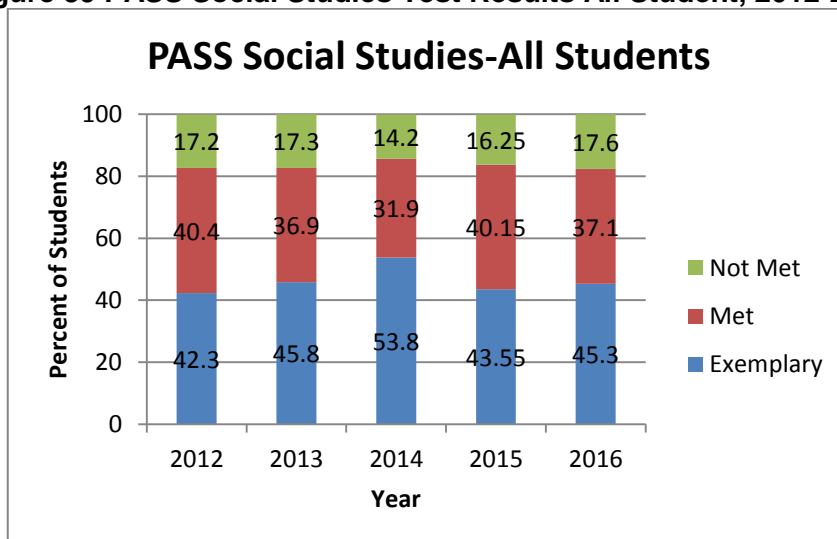


Figure 40 PASS Social Studies Test Results for Third Grade, 2010-2014

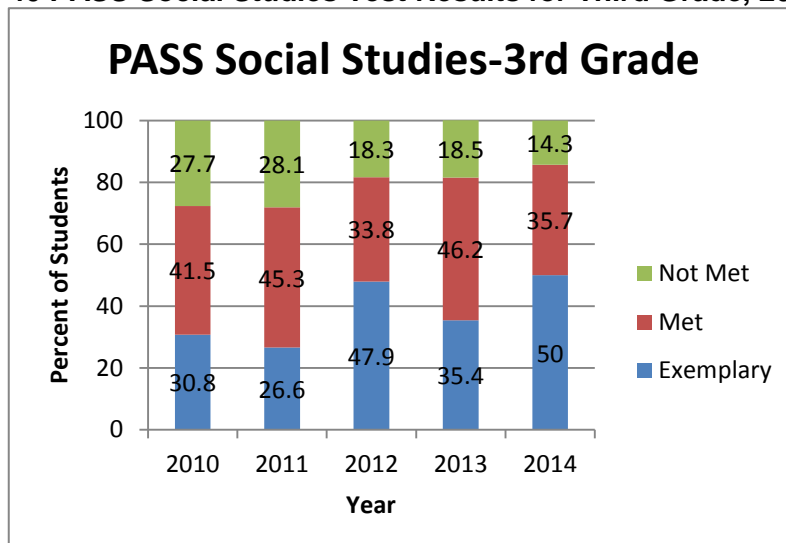


Figure 41 PASS Social Studies Test Results for Fourth Grade, 2012-2016

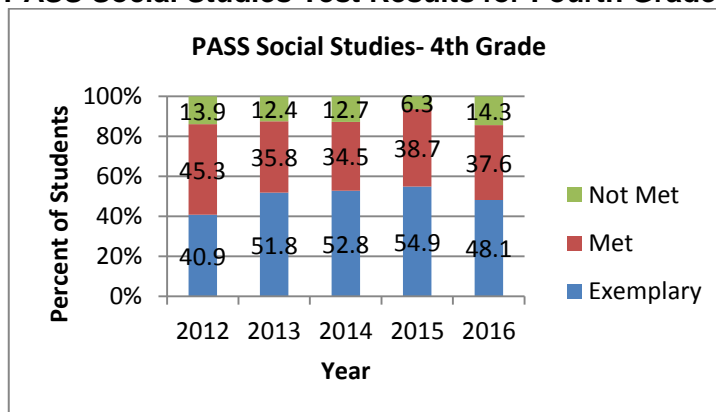
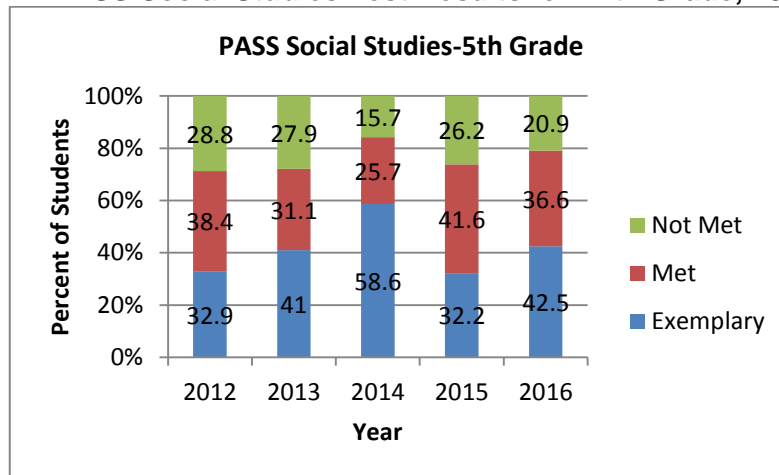


Figure 42 PASS Social Studies Test Results for Fifth Grade, 2012-2016



COGAT/ITBS/IOWA TEST SCORES



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

School: Bryson Elem 2301040
District: Greenville 012301

Form: C
Test Date: 11/01/12
Norms: 09/03 12005/C2005
Order No.: 00058036
Page: 1

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

Cognitive Abilities Test™ (CogAT®)

		Number of Students	Average US ^S	Average SAS ^S	AGE SCORES		GRADE SCORES		School Profile Age Percentile Rank				
					PR	S	PR	S	PR ₁	25	50	75	99
Grade 2	VERBAL	147	159.3	98.2	46	5	50	5	V	46			
	QUANTITATIVE	147	159.7	97.7	44	5	49	5	Q	44			
	NONVERBAL	147	176.7	103.3	58	5	61	6	N	58			
	COMPOSITE	147	165.2	99.6	49	5	53	5	C	49			
	Number of Students Tested = 150												
US ^S = Universal Scale Score		SAS = Standard Age Score		PR = Percentile Rank		S = Stanine							

US = Universal Scale Score

SAS = Standard Age Score

PR = Percentile Rank

S = Stanine

Composite Standard Age Scores were used to compute the predicted Standard Score.
For further information on the interpretation of this report, please visit www.iowatestpublishing.com or refer to the Interpretive Guide.

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

Figure 43 CogAT/ITBS Scores 2012



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

School: Bryson Elem 2301040
District: Greenville 012301

Form: C
Test Date: 11/01/12
Norms: 09/03 12005/C2005
Order No.: 00058036
Page: 1

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

Cognitive Abilities Test™ (CogAT®)

	Number of Students	Average US	Average SAS	AGE SCORES		GRADE SCORES		School Profile Age Percentile Rank				
				PR	S	PR	S	PR ₁	25	50	75	99
Grade 2												
VERBAL	147	157.5	97.2	43	5	49	5	V	43			
QUANTITATIVE	147	156.2	96.9	40	5	46	5	Q	40			
NONVERBAL	147	170.4	104.0	58	5	61	6	N	58			
COMPOSITE	147	166.5	100.0	51	5	55	5	C	51			
Number of Students Tested = 157												
US = Standard Score												
PR = Percentile Rank												
S = Score												

US = Universal Scale Score

SAS = Standard Age Score

PR = Percentile Rank

S = Stanine

Composite Standard Age Scores were used to compute the predicted Standard Score.
For further information on the interpretation of this report, please visit www.iowatestpublishing.com or refer to the Interpretive Guide.

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

Figure 44 CogAT/ITBS Scores 2013

SCHOOL SUMMARY Iowa Assessments™ South Carolina Grade 2 Gifted and Talented Testing Program													
School: Bryson Elem District: GREENVILLE COUNTY Form Level: 2.7 Test Date: 10/20/14 Number: 2557 2014 Grade: 2 Page: 1													
	English Language Arts						Mathematics						Overall Composite
	Reading	Language	Vocabulary	ELA TOTAL	Writing	STANDARD ELA TOTAL	Mathematics	Problem Solving	Number Sense	Math TOTAL	Grade Point Average	Standard Deviation	
Bryson Elem 2301940 Level: 7 Iowa Assessments/CogAT													
Number of Students Included	137						137						
Average Standard Score (SS)	157.7						157.7						
Average Predicted Standard Score (PSS)	159.1						159.1						
Difference (SS-PSS)	-1.4						-1.4						
National Percentile Rank of Average SS	67						67						
National Percentile Rank of Average PSS	60						60						
Difference (NPR-PPNR)	7						7						
Iowa Assessments													
Number of Students Tested = 138							138						
Number of Students Included	137						137						
Average Standard Score (SS)	157.7						157.7						
National Percentile Rank of Average SS	67						67						
Percent of Students in NPR Range 75-99	26						26						
50-74	21						21						
25-49	21						21						
1-24	9						9						
National Stanine of Average SS													

Figure 45 CogAT/ITBS Scores 2014

SCHOOL SUMMARY Iowa Assessments™ South Carolina Grade 2 Gifted and Talented Testing Program													
School: Bryson Elem District: GREENVILLE COUNTY Form Level: 2.7 Test Date: 10/20/14 Number: 2557 2014 Grade: 2 Page: 1													
	English Language Arts						Mathematics				Overall Composite	Standard Deviation	Overall Composite Score
	Reading	Language	Vocabulary	ELA TOTAL	Writing	STANDARD ELA TOTAL	Mathematics	Problem Solving	Number Sense	Math TOTAL			
Bryson Elem 2301940 Level: 7 Iowa Assessments/CogAT													
Number of Students Included	137						137						
Average Standard Score (SS)	151.8						157.7						
Average Predicted Standard Score (PSS)	156.8						154.3						
Difference (SS-PSS)	-5.0						3.4						
National Percentile Rank of Average SS	57						67						
National Percentile Rank of Average PSS	54						48						
Difference (NPR-PPNR)	13						9						
Iowa Assessments													
Number of Students Tested = 143							138						
Number of Students Included	137						137						
Average Standard Score (SS)	151.8						157.7						
National Percentile Rank of Average SS	56						67						
Percent of Students in NPR Range 75-99	40						29						
50-74	25						27						
25-49	18						27						
1-24	17						17						
National Stanine of Average SS	6						5						

SCHOOL SUMMARY Cognitive Abilities Test™ (CogAT®) South Carolina Grade 2 Gifted and Talented Testing Program													
School: Bryson Elem District: GREENVILLE COUNTY Form Level: 7.8 Test Date: 10/20/15 Number: Fall 2271 Grade: 2 Page: 1													
		Number of Students Included	Average USS	AGE SCORES			GRADE SCORES			APR of Building Average Group			
				PK	S	S	PK	S	S	1	25	50	75
Bryson Elem Level: 8 Number of Students Tested = 142	Verbal	136	179.2	132.5	58	1	60	6	58				
	Quantitative	136	175.9	130.6	51	1	60	6	51				
	Nonverbal	138	163.5	103.2	58	5	62	6	56				
	Composite (VQN)	138	176.8	102.3	58	5	68	6	56				

Figure 46 CogAT/Iowa Test Scores 2015



SCHOOL SUMMARY
Iowa Assessments™
 South Carolina Grade 2 Gifted and Talented Testing Program

Student: Bryson Elam
 District: GREENVILLE COUNTY

Form-Level: F-2
 Test Date: 11/2015
 Version: 18A05 2011
 Grade: 2

Page: 1

	English Language Arts						Mathematics			CORE COMPOSITE	Social Studies	Science	SUM- PLETS COM- POSITE
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Writing	EXTENDED ELA TOTAL	Math- ematics	Compos- ition*	MATH TOTAL			
Bryson Elam 2301040 Level: F Iowa Assessments/CogAT													
Number of Students Included	137							137		137			
Average Standard Score (SS)	181.8							187.7		187.7			
Average Predicted Standard Score (PSS)	186.8							184.3		184.3			
Difference (SS-PSS)	5.0							3.4		3.4			
National Percentile Rank of Average SS	67							67		67			
National Percentile Rank of Average PSS	64							48		48			
Difference (NPR-PNPR)	3							19		19			
TOWS Assessments													
Number of Students Tested = 143													
Number of Students Included	138							138		138			
Average Standard Score (SS)	181.7							187.7		187.7			
National Percentile Rank of Average SS	66							67		67			
Percent of Students in NPR Range 75-99	40							29		29			
90-74	28							27		27			
25-49	18							27		27			
1-24	17							17		17			
National Stanine of Average SS	6							5		5			

* = Math composition is not included in Math Total or composite scores that include Math Total

Order# 828378

Figure 47 CogAT/Iowa Test Scores 2016

Goal Area 2: Teacher/Administrator Quality

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

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

Bryson Elementary is implementing the objectives in the following ways:

- Best practices in differentiated instruction
- Discovery Education
- Fountas and Pinnell/LLI
- INTEL or A.L.I.V.E.— A majority of the teachers are already achieved technology proficiency
- MAP goal setting in-service
- School Safety Plan
- Web site programs for teachers in place
- AIMSweb (This intervention supports kindergarten, first grade, and special education students that needs extra support in ELA.)

Future Professional Development

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

The first and third Wednesdays of each month are designated for faculty meetings. These meetings offer opportunities to share best practices taking place within the classrooms, share information regarding District and community matters/issues, and to collectively discuss matters of importance to the school community. The second Wednesday of each month is designated for committee meetings. All faculty members have assignments on committees such as Faculty

Council, Curriculum Committee, Technology Committee, etc. All committees address areas of responsibility to consider pertinent matters essential to the ongoing operations of the total school program. Each committee meets with administrators as necessary to appraise administration of the respective committee's work and progress. All grade levels meet weekly to review rigor, pacing, data, and to collaborate for instructional planning.

Professional Development Plan

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

- Activities to enhance cultural diversity
- Black history activities
- Community speakers to serve as guest speakers, presenters, role models, and career connections (Career Day)
- Parent volunteers for various programs
- Provide community/school forms for communication
- Community surveys
- SIC (School Improvement Council)
- Various family nights
- Teacher Professional Development Surveys

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

Professional Development Plan 2016-2017

Bryson Elementary School
SCHOOL-BASED PROFESSIONAL DEVELOPMENT CALENDAR
Tom Chambers, Principal
Leda Young, Assistant Principal
Kelli Coons, Instructional Coach

Date	Title	Audience	Credits/T
August 8, 2016	New Teacher Orientation	New Staff	
August 9, 2016	Teacher Team Building/Technology	Staff	3/T
August 12, 2016	What Great Teachers Do Differently Book Talk	Staff	2/T
August 22, 2016	Compass 101 Training	Staff	1
August 23, 2016	MAP Training	IC	
August 27, 2016	Edcamp Sparkle	Staff	5
August 29, 2016	Coaching Balanced Literacy	IC	
August 30, 2016	MAP Training	Staff 2nd-5th	
September 7, 2016	Introduction to Special Services	Staff	
September 14, 2016	Focus Teams	Staff	
September 16, 2016	Ron Clark Academy	Bolin, M.Best, Wentzky, Bolin, DeLong, Holcombe, Coons	
September 21, 2016	What Great Teachers Do Differently	Staff	1
September 28, 2016	Balanced Literacy: Classroom Library	Staff	1
October 5, 2016	Breakout EDU	Staff	1
October 6, 2016	Coaching Balanced Literacy	IC	
October 7, 2016	CogAT Webinar	IC	
October 10, 2016	MAP Reports Session	IC	

October 14, 2016	iTeach Conference	Lyles	5
October 14, 2016	SCASCD George Couros	Coons, Connor	
October 16-18, 2016	NCAEE Conference	Barrow, Abney, E. Hoffman, Coons	11.5
October 26, 2016	Balanced Literacy : Interactive Read Aloud	All Certified Staff	1
October 9, 2016	Focus Teams	Staff	
December 14, 2016	Focus Teams	Staff	
January 9, 2017	Digital Leader Corp	Technology Team	
January 10, 2017	Coaching Balanced Literacy	Instructional Coach	
January 10, 2017	Focus Teams	Staff	
January 25, 2017	Smuggling Writing: Katie Stover , Furman University		2
February 8, 2017	Focus Teams	Staff	
February 22, 2017	Balanced Literacy: Shared Writing	Staff	1
February 28, 2016	Coaching Balanced Literacy	IC	
March 9, 2017	SCASCD Ron Clark	IC	
March 22, 2017	Balanced Literacy: Student Engagement	Staff	1
March 29, 2017	Balanced Literacy: Classroom Library Reflection	Staff	1
April 19, 2017	Focus Teams	Staff	
May 10, 2017	Focus Teams	Staff	

****This is a tentative schedule and can be modified to meet the professional development needs of the faculty and staff at Bryson Elementary School during the 2016-2017 school year.**

Professional Development Plan 2016-2017

Bryson Elementary School SCHOOL-BASED PROFESSIONAL DEVELOPMENT CALENDAR Tom Chambers, Principal Leda Young, Assistant Principal Kelli Coons, Instructional Coach For School Year 2016-2017						
Title	Presenter	Description	Date	Time	Targeted Group	Correlation to School Goals
<i>Teambuilding to Promote Active Engagement</i>	<i>Kelli Coons</i>	Teachers will work collaboratively while using social media to complete various tasks.	8/9	8:00-11:00 (3)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<i>Five Levels of Leadership</i>	<i>Tom Chambers</i>	Teachers will work in small groups to discuss leadership and promote both teacher and student leaders	8/9	1:00-3:00 (2)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<i>What Great Teachers Do Differently</i>	<i>Kelli Coons</i> <i>Tom Chambers</i>	Teachers will review how students can read a shared text and reflect meaning in their voices.	9/21	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<i>Breakout EDU</i>	<i>Kelli Coons,</i> <i>Jed Dearybury</i>	Teachers will learn to participate in Breakout EDU and use this as a tool in their instruction	10/5	3:00-4:00	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<i>Compass Odyssey</i>	<i>Kelli Coons</i> <i>Rachel Kapousidis</i>	Teachers will learn how to build assignments and create reports to analyze student performance.	11/14	3:30-4:30 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<i>Smuggling Writing</i>	<i>Dr. Katie Stover</i>	Teachers will learn how to integrate writing across the curriculum.	1/25	3:00-5:00 (2 hrs)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
<i>Phonics, Spelling, and Word Study K-2</i>	<i>Kelli Coons</i>	Teachers will learn how students learn the structure of words to help them in	2/22	3:00-4:30 (2 hr)	K-2 th Grade Teachers	Goal 1: Academic Achievement Goal 2: Teacher Administrator

		reading and spelling.				Quality
Focus Teams	<i>Tom Chambers (P), Leda Young (AP), Kelli Coons</i>	Vertical articulation and analysis of test data to determine SMART goals for the school & teams will meet to plan research best practices on each team and will present to faculty	Various Days second week of month	3:00-4:00 (1 hr each month=10 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Grade Level Instructional Planning	<i>Tom Chambers (P), Leda Young (AP), Kelli Coons</i>	Grade levels will meet to compare writing pieces, running record observations, plan instructional reading groups, & plan formative assessments, discuss data -	Weekly	3:00-4:00 (1 hr each month=6 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Continuing Coaching Balanced Literacy	<i>Kelli Coons Mitros, Johnson</i>	Teachers will learn how to continue effectively implementing balanced literacy, literacy centers, and reading groups	Monthly	P=8:00-11:00 I=11:45-2:45 (6 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Continuing Coaching Balanced Literacy Winter	<i>Kelli Coons, Mitros, Johnson</i>	Teachers will learn how to effectively implement balanced literacy, literacy centers, and reading groups	Monthly	P=8:00-11:00 I=11:45-2:45 (3 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Guided Math	<i>Kelli Coons</i>	Teachers will gain an understanding of asking questions within, beyond, and about the text complexity in the classroom	Bi-Monthly	3:30-5:30 (2 hrs)	Richards, McIlwain, Lyles	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment

****This is a tentative schedule and can be modified to meet the professional development needs of the faculty and staff at Bryson Elementary School during the 2015-16 school year.**

Goal 3: School Climate Needs Assessment

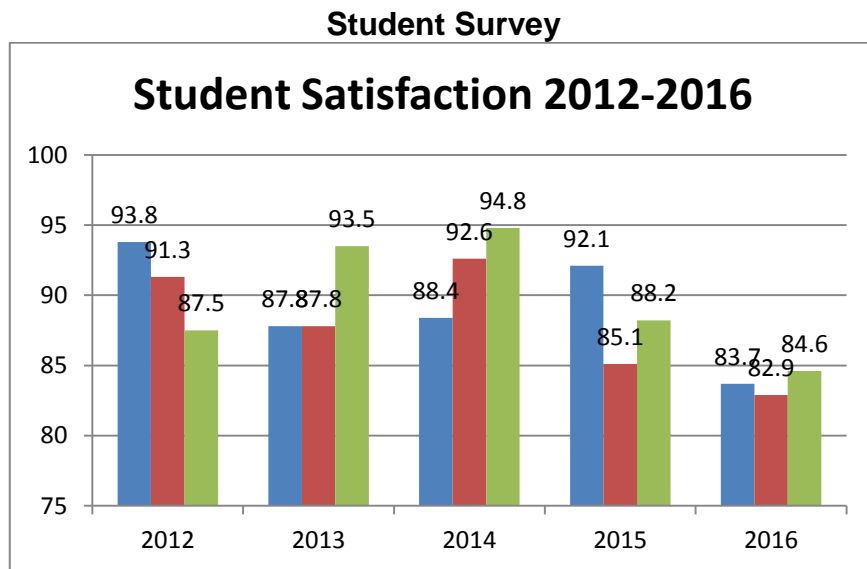


Figure 47 Student Survey Results

The graph was developed from the results of multiple student surveys. From 2015 to 2016, the student satisfaction with the learning environment at Bryson Elementary has decreased from 92.1 percent to 83.7 percent. Student satisfaction home-school relations has decreased from 88.2 percent in 2015 to 84.6 percent in 2016.

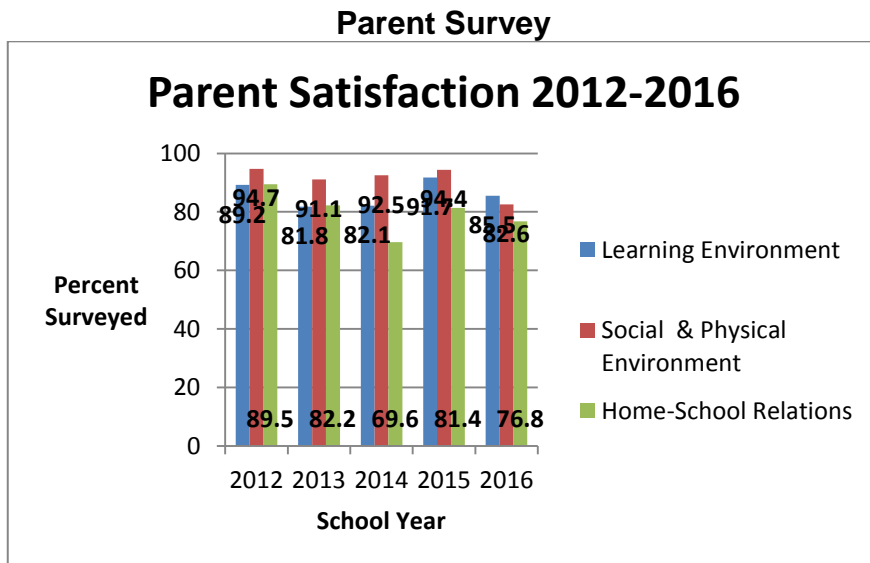


Figure 48 Parent Survey Results

The graph was developed from the results of parent surveys. The percentage of parents satisfied with the learning environment has increased since last year. Social and physical environment has also improved.

Teacher Survey

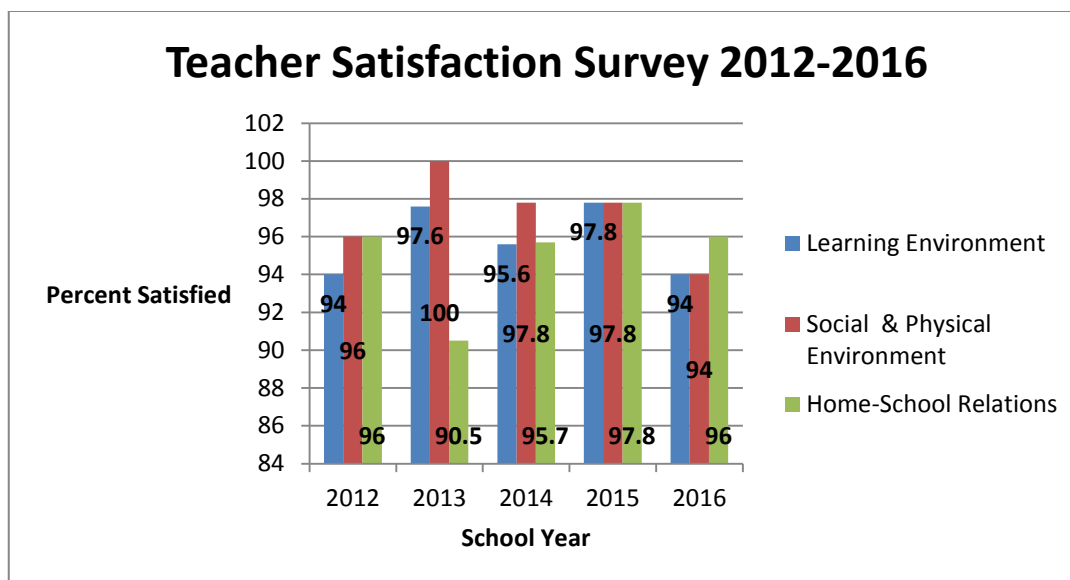


Figure 49 Teacher Survey Results

The graph was developed from the results of multiple teacher surveys. The majority of teachers at Bryson Elementary are satisfied with the learning environment. The social and physical environment is still satisfactory.

Classroom Discipline/Learning Climate

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

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

Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed and discussed on a regular basis.

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

Counseling and Other Student Support Services

Students at Bryson Elementary receive a high level of support services from an outstanding staff. Bryson has 2 (1.5 FTE,) guidance counselors. Bryson Elementary provides a comprehensive school counseling program that reaches all students' academic, career and social/emotional needs. Students are provided classroom character education lessons, individual and small group counseling. Our counselors strive to support and nurture the students of Bryson Elementary, so they can achieve success and become responsible members of the community.

Students at Bryson also have access to testing services provided by Greenville County School District and Piedmont Mental Health. Student support services are also offered through the special education department, the school nurse, mental health counselor, and school psychologists.

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by SC READY.

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

	Baseline 2015-16	2016- 17	2017- 18
School Projected	X	53.9	58.9
School Actual	48.9		
District Projected	X	53	56
District Actual	50		

Baseline data to be established in 2015-16.

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

	Baseline 2015-16	2016- 17	2017- 18
School Projected	X	59.3	64.3
School Actual	54.3		
District Projected	X	59	63
District Actual	56		

Baseline data to be established in 2015-16.

SC READY % TESTED

☒ Student Achievement
 ☐ Teacher/Administrator Quality
 ☐ School Climate
 ☐ Other Priority

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

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

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

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

SC SDE did not provide baseline data for 2014-15.

% Tested ELA – District Grades 3-5	Baseline 2015-2016	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide baseline data for 2015-2016.

% Tested Math – School	Baseline 2015-2016	2015-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		

American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide baseline data for 2015-16.

% Tested Math – District – Grades 3-5	Baseline 2015-16	2016-2017	2017-2018
Projected Performance	95.0	95.0	95.0
Actual Performance	*		
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide baseline data for 2015-16.

SCPASS SCIENCE

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

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

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

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

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

	Baseline 2014-15	2015- 16	2016- 17	2017- 18
School Projected	X	76.85	77.35	77.85
School Actual	76.35	75.7		
District Projected	X	73.9	74.9	75.9
District Actual	72.9	71.4		

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

SCPASS SOCIAL STUDIES

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

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

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

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

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

	Baseline 2014-15	2015- 16	2016- 17	2017- 18
School Projected	X	84.65	85.15	85.65
School Actual	84.15	82.4		
District Projected	X	82.2	83.2	84.2
District Actual	81.2	78.8		

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

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

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

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

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

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

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	60 th percentile	62 nd percentile	60 th percentile	

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	52 nd percentile	51 st percentile	48 th percentile	

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	62 nd percentile	66 th percentile		

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

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	49 th percentile	57 th percentile		

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

and self-contained					
Professional development specifically designed to enhance the instruction State Standards and Curriculum	2013-2018	Administrators Instructional Coach Vertical Team Members Faculty	0	0	Professional Development Agendas
Continue training and workshops related to Balanced Literacy program	2013-2018	Academic Specialists Administrators Instructional Coach Faculty	0	0	Implementation of Balanced Literacy Model Observations Professional Development Agendas
Professional development designed to emphasize multiple modes of writing: opinion/argument, informational, and narrative Comprehensive Writing Assessments Fountas and Pinnell Writing: Editing Checklist Writing Conferences Power Writing	2013-2018	Language Arts Academic Specialists Administrators Instructional Coach ELA Vertical Team Faculty	0	0	Observations Lesson Plans Professional Development Agendas
Compass Learning	2013-2018	Administrators Instructional Coach Faculty	0	District Funds	Professional Development Agendas Lesson Plans Observations MAP Scores PASS Scores Scores
Implementation of morning tutorial program for English	2013-2018	Administrators Instructional	\$500	Local Funds	MAP Scores 13 PASS Scores

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

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

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

PROFESSIONAL DEVELOPMENT

☐ Student Achievement ☒ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

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

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

DATA SOURCE(S): Professional Development Portal

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

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

STUDENT ATTENDANCE

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

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

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

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

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.	96.7	97.1	96.5	96.4		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 87.6% in 2012 to 91%% by 2018.

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

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	89.8	90.1	90.4	90.7	91
School Actual	87.6	81.8	82.1	91.7	85.5		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	?		

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

STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 87.8% in 2012 to 94.1% by 2018.

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

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	94	94.1	94.2	94.3	94.4
School Actual	93.8	87.8	88.4	92.1	83.7		
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6	89.8	?		

TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 97.6% in 2012 to 99% by 2018.

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

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	94.4	94.6	94.8	95	95.2
School Actual	94	97.6	95.6	97.8	94.0		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	?		

PARENT SATISFACTION – SAFETY

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 94.7% in 2012 to 95.5% by 2018.

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

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014-15	2015- 16	2016- 17	2017- 18
School Projected	X	X	95.1	95.3	95.5	95.7	95.9
School Actual	94.7	91.1	92.5	94.4	82.6		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7	?		

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

STUDENT SATISFACTION – SAFETY

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 87.8% in 2012 to 97.8% by 2018.

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

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	88	88.2	88.4	88.6	88.8
School Actual	91.3	87.8	88.4	85.1	82.9		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	?		

TEACHER SATISFACTION – SAFETY

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other Priority

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

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

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014-15	2015- 16	2016- 17	2017- 18
School Projected	X	X	99.2	99.4	99.6	99.8	100
School Actual	96	100	97.8	97.8	94.0		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	?		

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

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

Data Sources

[State Department of Education Bryson Elementary School Report Card 2016-2017 \(Full\)](#)

[ESEA Federal Accountability Rating for Bryson Elementary 2015-2016](#)