

BEREA MIDDLE SCHOOL

Greenville County Schools



**Success for Today, Preparation for Tomorrow,
Learning for a Lifetime!**

School Portfolio 2014 - 2015

Scope of Action Plan 2013-14 through 2017-18

Mrs. Robin Mill - Principal
Mr. Burke Royster - Superintendent

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SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Berea Middle

SCHOOL DISTRICT: Greenville County Schools

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

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

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jean Smith		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Robin Mill		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 151 Berea Middle School Road, Greenville, SC 29617

SCHOOL'S TELEPHONE: (864) 355-1700

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL:	Robin Mill
2. TEACHER:	Jennifer Ross
3. PARENT/GUARDIAN:	Jean Smith
4. COMMUNITY MEMBER:	Dr. Scott Henderson
5. SCHOOL IMPROVEMENT COUNCIL:	Katherine Christie
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
Title I Facilitator	Kathleen McDaniel
Instructional Coach	Dr. Johnny Wallace
Assistant Principal	Cassandra Tominack
_____	_____
_____	_____
_____	_____
_____	_____

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

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

_____ **Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

XX Academic Assistance, Grades 4–12

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

XX Parent Involvement

The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

XX Staff Development

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

XX Technology

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

_____ **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.

XX **Collaboration**

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

_____ **Developmental Screening**

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

_____ **Half-Day Child Development**

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

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

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

_____ **Parenting and Family Literacy**

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

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

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

INTRODUCTION

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

In addition to the Title I meetings, other sources of information for the portfolio include

- ❖ analysis of the parent survey for Berea Middle School;
- ❖ analysis of parent and student surveys for Berea Middle School.; and
- ❖ analysis of the previous school report cards.

Executive Summary

School Profile

Grades:	6 th , 7 th , 8 th , resource and self-contained Special Education
Enrollment:	656
School Location:	Berea area near Furman University, Greenville SC
Principal:	Mrs. Robin Mill
School Colors:	Green and gold
School Mascot:	Bulldog
Mission:	To provide students with <i>Success for Today, Preparation for Tomorrow and Learning for a Lifetime</i>

STUDENT ACHIEVEMENT

PASS

A brief perusal of the PASS data indicates

- the percentage of students scoring met or exemplary on ELA decreased from 2010 to 2011; increased from 2011 to 2012, decreased from 2012 to 2014, resulting in an overall decrease from 2010 to 2014;
- the percentage of students scoring met or exemplary on Math increased from 2010 to 2012; decreased from 2012 to 2013; and increased from 2013 to 2014, resulting in an overall increase from 2010 to 2014;
- the percentage of students scoring met or exemplary on Science increased each year from 2010 to 2012; decreased each year from 2012 to 2014; resulting in an overall increase from 2010 to 2014;
- the percentage of students scoring met or exemplary on Social Studies increased each year from 2010 to 2012; decreased from 2012 to 2013; and increased from 2013 to 2014 resulting in an overall increase from 2010 to 2014;
- the percentage of students scoring met or exemplary for Writing increased from 2010 to 2011; decreased from 2011 to 2012; increased each year from 2012 to 2014, resulting in an overall increase from 2010 to 2014.

Berea Middle School students have outperformed schools like ours in End-Of-Course tests in Algebra I and English I for the years 2010 – 2014.

MAP: NOTE—MAP data for the current school year could not be updated due to the deadline for the portfolio.

A review of the percentage of students meeting the predicted targeted growth reveals

- for the area of math
 - Sixth grade scores decreased from 2009 – 2010 to 2010 – 2011; increased from 2010 – 2011 to 2011 – 2012 and decreased from 2011 – 2012 to 2013 – 2014 with an overall decrease from 2009 -2010 to 2013 – 2014.
 - Seventh grade scores decreased from 2009 – 2010 to 2010 – 2011; increased from 2010 – 2011 to 2011 – 2012; decreased from 2011 – 2012 to 2012 – 2013 and increased from 2012 – 2013 to 2013 – 2014 with an overall decrease from 2009 -2010 to 2013 – 2014.
 - Eighth grade scores decreased from 2009 – 2010 to 2010 – 2011; increased from 2010 – 2011 to 2011 – 2012; decreased from 2011 – 2012 to 2012 – 2013 and increased from 2012 – 2013 to 2013 – 2014 with an overall decrease from 2009 – 2010 to 2013 – 2014.
- for the area of reading
 - Sixth grade scores decreased from 2009 – 2010 to 2010 – 2011; increased from 2010 – 2011 to 2011 – 2012; decreased each year from 2011 – 2012 to 2013 – 2014 with an overall decrease from 2009 – 2010 to 2013 – 2014.
 - Seventh grade scores increased from 2009 – 2010 to 2010 – 2011; decreased from 2010 – 2011 to 2011 – 2012; increased from 2011 – 2012 to 2012 – 2013; and decreased from 2012 – 2013 to 2013 – 2014 with an overall decrease from 2009 – 2010 to 2013 – 2014.
 - Eighth grade scores decreased from 2009 – 2010 to 2010 – 2011; decreased from 2010 – 2011 to 2011 – 2012; increased from 2011 – 2012 to 2012 – 2013; and decreased 2012 – 2013 to 2013 – 2014 with an overall decrease from 2009 – 2010 to 2013 – 2014.

Annual Yearly Progress

Due to changes in the requirements of No Child Left Behind, Berea Middle School has seen a decrease in the number of objectives met on an annual basis. The following gives the number of objectives met in regards to the number of required objectives.

- ✓ 2009: 27 out of 29 objectives met
- ✓ 2010: 26 out of 29 objectives met
- ✓ 2011: 16 out of 29 objectives met

Beginning in 2012 the state ranked schools based upon the ESEA waiver from the Department of Education. Berea Middle School scored 85.7, a grade of B, on the school report card. Berea Middle was the only Title I middle school in Greenville County to achieve this score. For 2013, the ESEA grade as 63.2, D; and for 2014 the ESEA grade was 66.2, D.

TEACHER AND ADMINSTRATOR QUALITY

- ◆ As a Title I school, Berea Middle is dedicated to ensuring 100% of the staff and faculty are highly qualified in the middle level content area in which they teach. Beginning with the 2013 – 2014 school year, all teachers will be highly qualified at the middle school level in the subject area for which the teacher provides instruction. One hundred percent of the faculty were highly qualified for the 2014 – 2015 school year.
- ◆ Teachers indicated there is a need for assistance in integrating subject content and higher level thinking into daily instructional delivery.
- ◆ To ensure teachers are current in the area of technology additional training in new and emerging technologies will be provided as needed.
- ◆ Teachers and administrators were assigned iPads during the 2012 – 2013 school year. During the past two school years, additional emphasis has been placed on giving teachers additional apps to use throughout the day during instructional delivery.
- ◆ South Carolina has developed new state standard in ELA and Math, and as such, teachers will be given professional development to ensure in-depth implementation of the new standards.
- ◆ Beginning in the 2015 – 2106 school year, Berea Middle School will begin the Stetson Inclusion program which will require professional development for all staff to meet fully the needs of the students.
- ◆ Teachers have indicated a need for additional training in the Google suite software as the district moves toward becoming a Google district.
- ◆ The need for quarterly planning sessions for all core content areas.
- ◆ School personnel take full advantage of the Title I Instructional Technology consultant to ensure full integration of technology into instructional delivery.

SCHOOL CLIMATE

- Dr. Robyn Jackson, Mindsteps Inc. Consultant, conducted a focus group meeting with students from Berea Middle during the 2011 – 2012 school year. This group of students cut across grade levels, academic ability and ethnicity. The results from this meeting showed indicated students felt there was a lack of respect for them from the teacher.
- Beginning in the year 2012 – 2013 Berea Middle School implemented the Capturing Kids' Hearts discipline program as a result of the findings from the Robyn Jackson visit. This program is designed to increase the respect between teachers and students as well as among the students.
- Continuance of the anti-bullying sessions delivered by the guidance counselors.
- Survey results show that for the 2013 – 2014 school year
 - 81.8% of the faculty are satisfied with the learning environment in the school;
 - 71.5% of the parents are satisfied with the learning environment in the school;
 - 65.4% of the students are satisfied with the learning environment in the school.

- Survey results show that
 - 92.8% of the faculty are satisfied with the social and physical environment of the school;
 - 60.2% of the parents are satisfied with the social and physical environment of the school;
 - 66.5% of the students are satisfied with the social and physical environment of the school.
- Implementation of a Leadership Class for students through the Capturing Kids' Hearts program.

PERFORMANCE GOALS FROM ACTION PLAN

Goal One: Student Achievement

- ❖ Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 61.8% in 2012 to 66.8% in 2018.
- ❖ Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 100% in 2012 to 100% in 2018.
- ❖ Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 59% in 2012 to 64% in 2018.
- ❖ Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 100% in 2012 to 100% in 2018.
- ❖ Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 64.0% in 2012 to 69.0% in 2018.
- ❖ Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 65.3% in 2012 to 70.3% in 2018.

Goal Two: Teacher and Administrator Quality

- ❖ Maintain the percentage of teachers who are highly qualified in the subject(s) for which they provide instruction at 100%.

Goal Three: School Climate

- ❖ Maintain a student expulsion rate below 0.5% of the total school population.
- ❖ Achieve an annual student attendance rate of 95%.

- ❖ Increase the percent of parents who are satisfied with the learning environment from 76.2% in 2012 to 78.7% by 2018.
- ❖ Increase the percent of students who are satisfied with the learning environment from 81.9% in 2012 to 84.4% by 2018.
- ❖ Increase the percent of teachers who are satisfied with the learning environment from 78.2% in 2012 to 80.7% by 2018.
- ❖ Increase the percent of parents who indicate that their child feels safe at school from 76.9% in 2012 to 78.9% by 2018.
- ❖ Increase the percent of students who feel safe at school during the school day from 88.4% in 2012 to 90.4% by 2018.
- ❖ Maintain the percent of teachers who feel safe at school during the school day from 98.2% in 2012 to 98.2% by 2018.

SIGNIFICANT CHALLENGES AND ACCOMPLISHMENTS

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

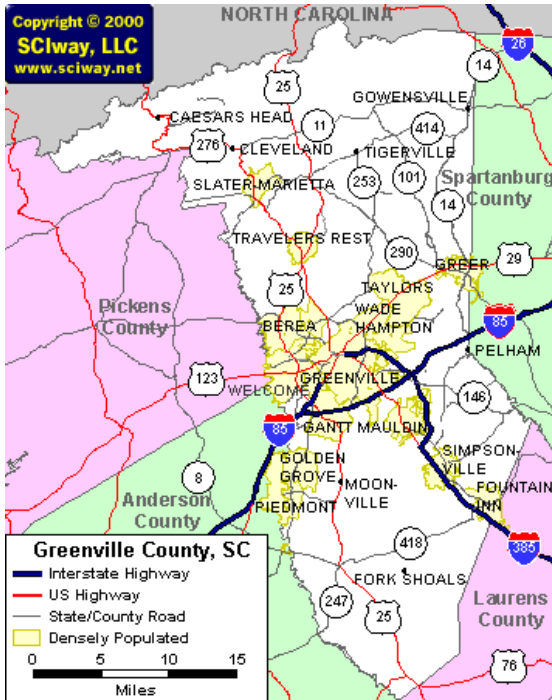
- a drop in enrollment resulting in loss of teachers, which resulted in an increase in the student-teacher ratio;
- a transient population which results in students coming in with a lack of content that may have not been taught at the previous school or coming in with content that has already been taught in another school and currently being taught at Berea Middle; and
- a lack of parental involvement in school activities.

Accomplishments at Berea Middle include

- conducting before school and after school tutoring sessions;
- an ESEA waiver grade of 66.2, D; up from 63.2 for 2013;
- incorporating online learning opportunities into the curriculum;
- quarterly planning meetings for grade level math and English teachers in support of the implementation of the Common Core State Standards during the 2013 - 2014 school year;
- quarterly planning meetings for grade level science teachers, in addition to the meetings held for math and ELA teachers, were held during the 2014 – 2015 school year;
- start of a 1:1 tablet initiative in the sixth grade with plans to expand the initiative to grades 7 and 8 during the next two years;
- four staff members who are National Board Certified Teachers; and
- implementation of the Capturing Kids' Hearts discipline program.

School Community

Introduction



Berea Middle School is a suburban middle school located in the northwest quadrant of Greenville County. Our middle school serves students in grades six, seven, and eight. For the 2014 – 2015 school year, Berea has approximately 656 students enrolled and has seventy-three staff members, which includes professional and para-professional staff. The school has been fully accredited since it opened. Our school is one of nineteen middle schools in Greenville County School District that serves Greenville County, South Carolina.

Berea Middle School first opened in 1973 in support of a middle school plan adopted by the school district. A fire destroyed part of the structure in 1974. Major renovation took place beginning in the fall of 1997 with completion in 1998. Dedication of the new facility was held in

April 1998. Two new computer labs were installed in the fall of 2001. Student enrollment continues to fluctuate due to family mobility. Many of our students have parents and siblings who attended the school.



Northern Greenville County
Berea Middle School

To meet the requirements of **No Child Left Behind**, in 2002-2003, our school was chosen as an alternative middle school for students at Parker and Tanglewood Middle Schools. Enrollment increased by 100 students that year. In 2003-2004, additional alternative middle schools were chosen, and some students left our school. In the spring of 2004, the school district closed Parker Middle, a Title I school, and divided its student body among Beck Middle, Berea Middle, Lakeview Middle, and Tanglewood Middle. Attendance lines for each school were redrawn to balance enrollment. To relieve overcrowding, Berea Middle did not allow special permission enrollment.



Berea Middle received approximately 150 additional students. In September 2004, enrollment was 986. Parker Middle served as the District's Center for English as a Second or Other Language. When Parker closed, ESOL students returned to their home-base school. Currently, Berea Middle has more non-English speaking students than any other district middle school. Rather than provide targeted assistance to the Title I identified students only, the District determined that Berea should become a school-wide Title I school, beginning in the fall of 2004. This designation allowed the school to provide assistance to all students at Berea. Berea lost its Title I status in 2006. However, due to an increase of low income families, and the rise of students qualifying for free and reduced meals, the status of Title 1 was reassigned to Berea Middle during the 2009 -2010 school year.

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

School Personnel Data

For the 2014 – 2015 Berea Middle had

- ✓ thirty regular classroom teachers,
- ✓ six special education teachers,
- ✓ nine related arts teachers
- ✓ two instructional coaches,
- ✓ two full-time and one half-time guidance counselors,
- ✓ one nurse,
- ✓ one media specialist,
- ✓ three teacher's aides,
- ✓ one secretary, a receptionist, three clerks, and one school resource officer,
- ✓ four Title I Staff: a facilitator, social worker, parent involvement coordinator and nurse, and
- ✓ one school-based mental health counselor

Of the forty-seven teachers

- ❖ 69% are females and 31% are males;
- ❖ 22% are African American and 78% are Caucasian.

Eighty-four percent of the current faculty has a minimum of 3 years of teaching experience.

Longitudinal data show

Data Topic	Year	2010	2011	2012	2013	2014
Teachers with advanced degrees		58.9%	58.0%	51.1%	60.9%	61.2%
Continuing contract teachers		83.9%	90.0%	NAV	82.6%	75.5%
Teachers returning from the previous year		86.2%	93.3%	93.7%	89.7%	86.3%
Attendance rates		97.1%	90.9%	95.0%	94.0%	94.9%

Student Population Data

The current enrollment at Berea Middle is 656 students. The percentage of males is 53.4% and the percentage of females is 46.6%

The 2014 – 2015 school year breakdown by ethnicity was

- ◆ 29.3% black or African American;
- ◆ 32.5% Hispanic or Latino;
- ◆ 31.6% White; and
- ◆ 6.7% other races.

Additional historical data about our student population are

Data Topic	Year	2010	2011	2012	2013	2014
Students enrolled in high school credit courses		14.1%	13.6%	17.4%	6.3%	6.3%
Retention rate		1.1%	0.7%	0.7%	1.2%	1.4%
Attendance rate		94.7%	94.8%	94.9%	94.5%	94.5%
Eligible for gifted and talented		4.6%	5.8%	NAV	9.5%	9.5%
Disabilities other than speech		14.5%	14.2%	NAV	17.2%	16.5%
Out-of-school suspensions		0.3%	0.3%	0.4%	0.3%	0.1%

Major Academic and Behavioral Features/Programs

Berea Middle students are involved in various academic and behaviors initiatives. These initiatives include

- ↗ seventh grade interdisciplinary units, which included the four core subjects of English, math, science, and social studies along with related arts classes, centering around a study of Leonardo Da Vinci and the Holocaust;
- ↗ the continued implementation of Reflex Learning, a web-based software program designed to increase the fluency of the basic whole number math facts in the four operations;
- ↗ continued implementation of Compass Odyssey to strengthen students' academic skills;
- ↗ teaming at all grade levels with the four core subjects being represented on each team;
- ↗ continued implementation of the Capturing Kids' Hearts discipline program;

- ↗ common grade level planning for the core subject areas;
- ↗ continued implementation of Flocabulary program;
- ↗ administration of quarterly benchmarks in the four core subject areas; this is the ninth year of benchmark testing;
- ↗ implementation of an anti-bullying curriculum taught by the guidance counselors;
- ↗ integration of the Discovery Education online textbooks in the science curriculum;
- ↗ implementation of the CatchUp online math program to provide remediation for the area of mathematics;
- ↗ continued implementation of before and after school tutorial programs;
- ↗ beginning of a 1-to-1 tablet initiative to increase the use of technology in the daily delivery of instruction;
- ↗ implementation of Gateway to Technology classes; and
- ↗ implementation of a monthly club schedule.

Mission, Vision, and Beliefs

VALUES AND BELIEFS

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

WE BELIEVE:

- Curriculum, instruction, and assessment must be aligned to meet the needs of all students and be aligned with state and national standards.
- Teachers must have high expectations of all students – all staff personnel must have high expectations of academic performance and social behavior (each student must be able to reach his/her full potential).
- Assessment needs to be efficient, regular, manageable, and used as a tool to determine where students are in order to adjust instructional practices.
- Students should feel safe, emotionally and physically, both inside and outside of the classroom. Students and teachers should respect and positively interact with each other.
- Curriculum and instruction must be standards-driven, uniform within each grade level, and articulated across grade levels.
- Grade-level meetings need to be focused on curriculum, instruction, and assessment, and reflective of teachers' needs, in order to build teacher capacity and increase student success.

VISION

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

MISSION

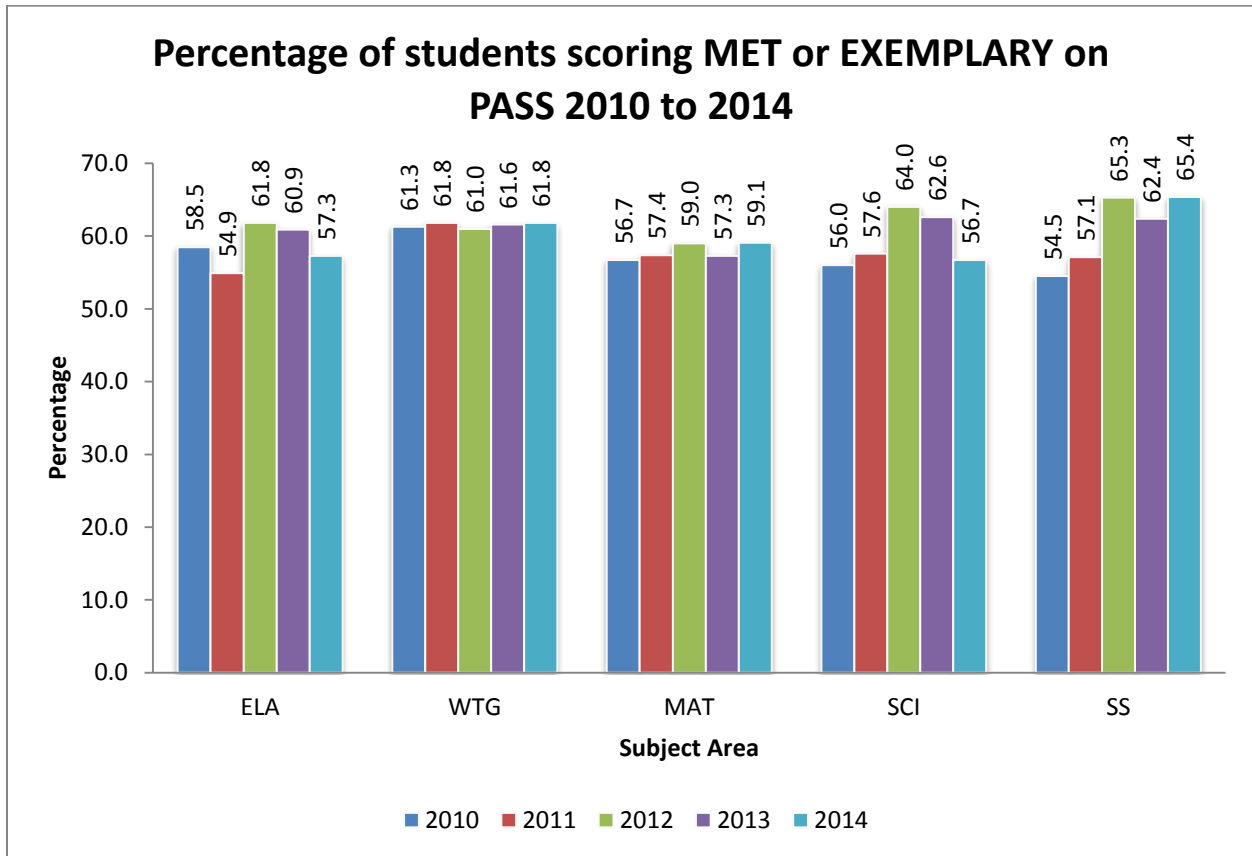
The mission of Berea Middle School is to provide students with ***Success for Today – Preparation for Tomorrow – and Learning for a Lifetime.***

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement

The following graphs, tables and charts provide longitudinal data for Berea Middle School.

PASS

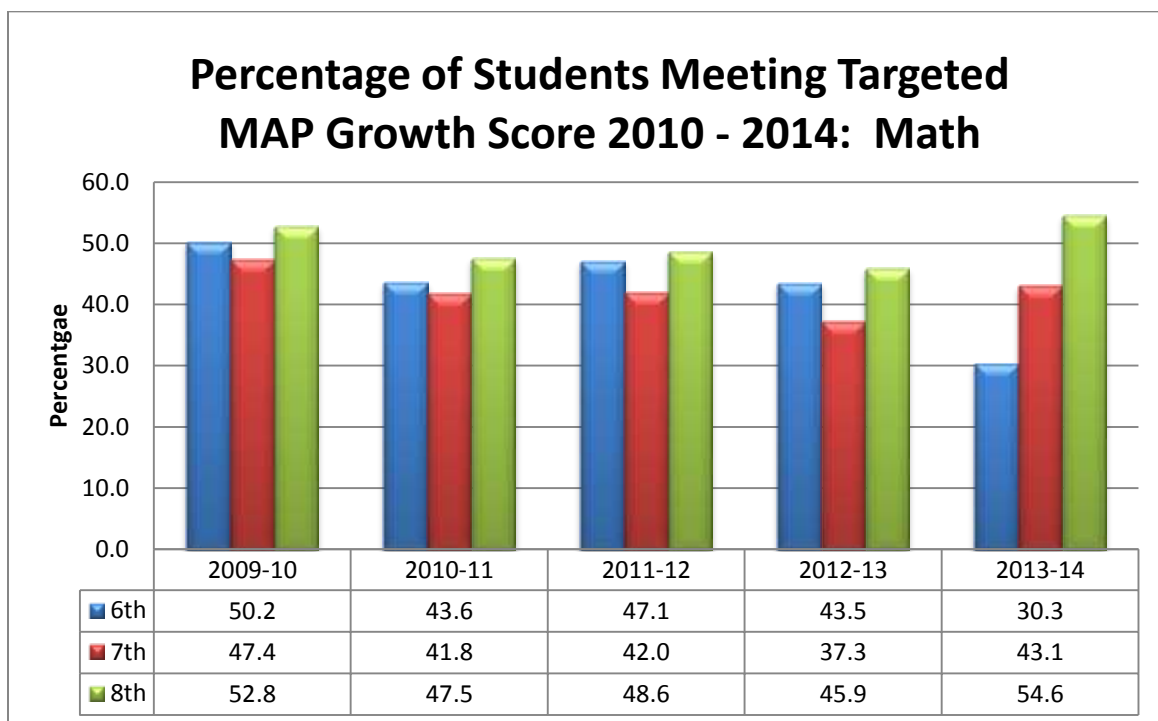


An analysis of the PASS results from 2010 to 2011 shows a decrease in the percentage of students scoring met or exemplary in the area of ELA. In 2012 there was an increase in the percentage of students scoring met or exemplary. In 2013, the percentage scoring met or exemplary decreased and decreased again in 2014, resulting in an overall decrease for the five year period. For the area of Math, there was an increase in the percentage of students scoring met or exemplary from the 2010 administration of the PASS test through the 2011 and 2012 administrations. For 2013, the percentage of students scoring met or exemplary dropped but increased once again in 2014, resulting in an overall increase over the five year period. For the area of Science, there was an increase in the percentage of students scoring met or exemplary from 2010 to 2012. The percentage scoring met or exemplary decreased in 2013 and decreased again in 2014. However, there was a slight increase in percentage scoring met or exemplary for the five year period. For the area Social Studies, the percentage of students scoring

met or exemplary increased from 2010 through 2012. In 2013 the percentage of students scoring met or exemplary dropped from the previous year. For the 2014 administration there was an increase in the percentage of students scoring met or exemplary from the previous year. For the five year period there was an overall increase in the percentage of students scoring met or exemplary. For the area of writing, the percentage of students scoring met or exemplary increased from the 2010 administration to the 2011 administration of the PASS test. The percentage dropped slightly with the 2012 administration of the test, increased for the 2013 administration, and increased again for the 2014 administration. There was an overall increase in the percentage of students scoring met or exemplary for the 2010 – 2014 time period.

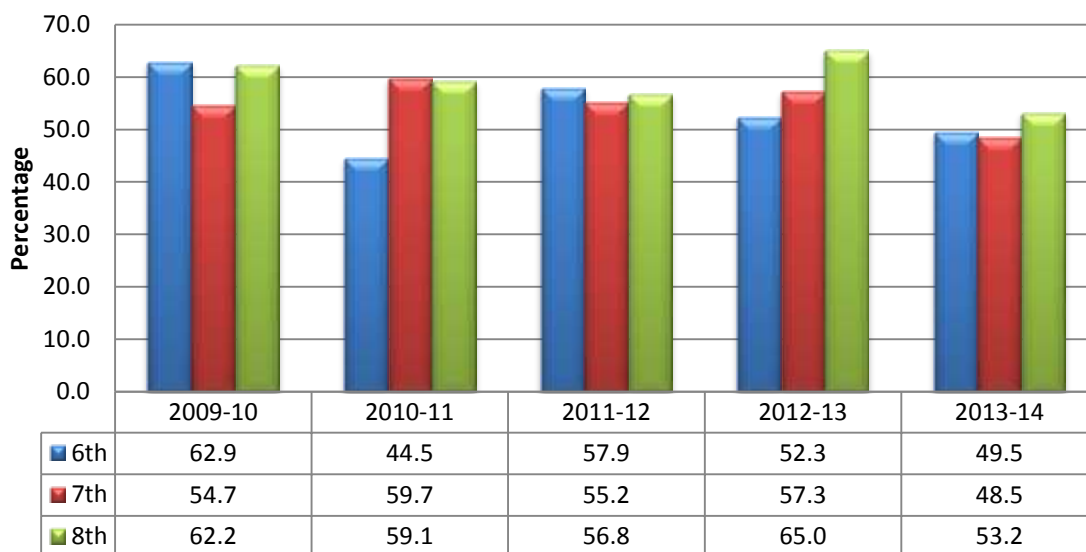
MAP

(NOTE: MAP data cannot be analyzed for the current school year due to the deadline for the portfolio submission.)



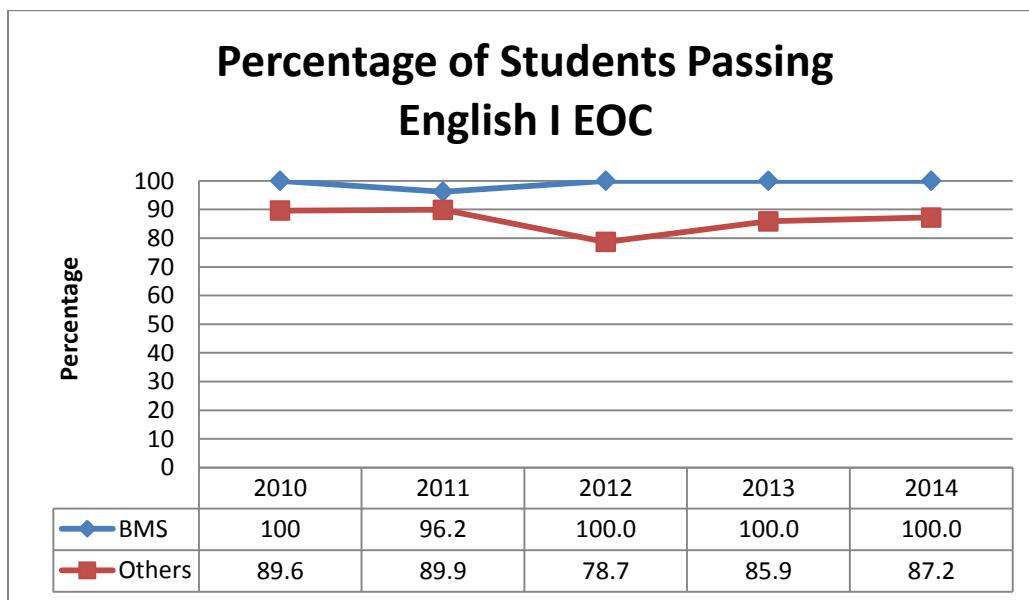
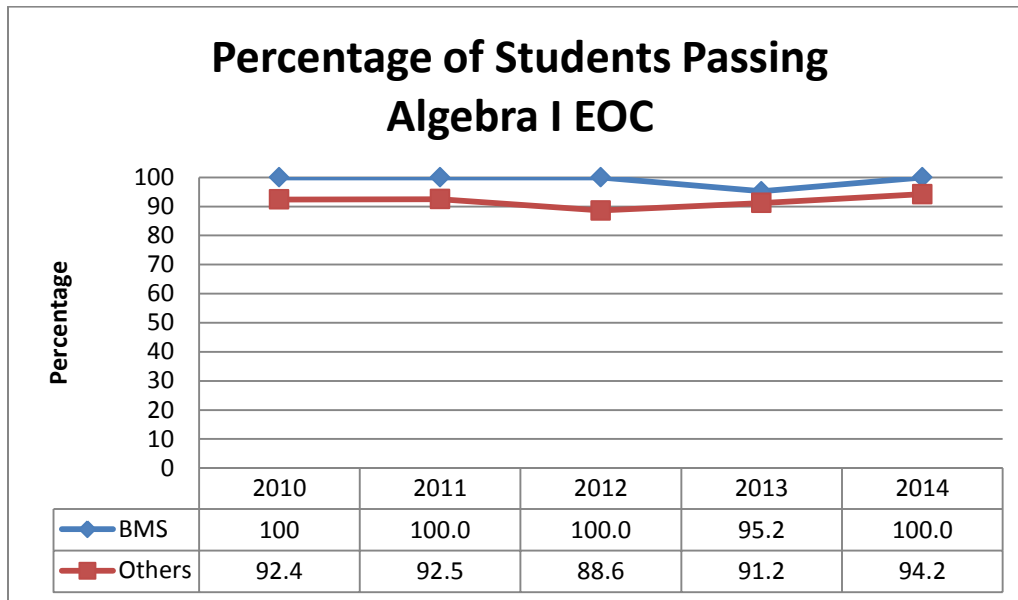
In regards to the MAP test and the area of mathematics, the percentage of students meeting the target growth score decreased from 2009 – 2010 to 2010 – 2011 for all grade levels; increased from 2010 – 2011 to 2011 – 2012 for all grade levels and then decreased from 2011 – 2012 to 2012 – 2013 for all grades. From 2012 – 2013 to 2013 – 2014 the sixth grade percentage decreased while the percentages for seventh and eighth grades increased. For each grade level there was an overall decrease in the percentage of students meeting the targeted growth score in Mathematics for the five year period.

Percentage of Students Meeting Targeted MAP Growth Score 2010 - 2014: Reading



In regards to the MAP test and the area of reading, the percentage of students meeting the target growth score for Grade 6 decreased from 2009 – 2010 to 2010 – 2011; increased from 2010 – 2011 to 2011 – 2012 and then decreased from 2012 to 2013 and then decreased again from 2012 – 2013 to 2013 – 2014 for an overall decrease from 2009 – 2010 to 2013 – 2014. For Grade 7, there was an increase from 2009 – 2010 to 2010 – 2011; a decrease from 2010 – 2011 to 2011 – 2012; an increase from 2011 – 2012 to 2012 – 2013; and a decrease from 2012 – 2013 to 2013 – 2014 for an overall decrease from 2009 – 2010 to 2013 – 2014. For Grade 8, there was a steady decrease in the percentage of students meeting the target growth score from 2009 – 2010 to 2011 – 2012; then an increase from 2011- 2012 to 2012 – 2013 and a decrease from 2012 – 2013 to 2013 – 2014, resulting in an overall decrease from 2009 – 2010 to 2013 – 2014.

End-Of-Course Tests



Longitudinal data show that for the EOC area of Algebra I, Berea Middle School has had a passage rate of 100% since 2010 with the exception of 2013. For the area of English I, the passage rate was 100% for 2010; 96.2% for 2011 and then back to 100% for 2012 - 2014. The Berea Middle passage rate in Algebra I and English I is consistently above the passage rate of the state.

The data indicate the need for

- Continued review of results from the administration and analysis of locally and district developed benchmarks in the areas of ELA, math, science and social studies to identify areas of weaknesses and steps toward strengthening these weaknesses;
- Continued review of PASS data to identify any trends associated with increases and/or decreases in the percentage of students scoring met or exemplary on the PASS exam to increase the overall percentage of students scoring met or exemplary;
- An increased emphasis on the importance of MAP results as MAP is to be more aligned with Common Core State Standards;
- Participation in various professional development activities designed to create a greater awareness of teaching children of poverty and ways in which the faculty and staff can reach out to children of poverty, as well as the other students, to increase overall academic success; and
- Identification of possible ways in which to work with African American males to increase the overall percentage of this population scoring met or exemplary on the PASS test.

Teacher and Administrator Quality

Our school principal is Mrs. Robin Mill. This is Mrs. Mill's seventh year as principal. Prior to her principalship, she served as an Assistant Principal for five years. Before coming to Berea Middle School, Mrs. Mill was an Administrative Assistant at Mauldin High School.

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

Two Instructional Coaches, Dr. Johnny Wallace (with a focus on math and science) and Ellen "Rosie" Jordan (with a focus on ELA and social studies), meet with the faculty regularly to discuss various instructional issues and to provide workshops and teaching materials that enhance learning. Meetings are held to discuss teaching and learning strategies that have been successful and often involve text-based discussions and allow teachers to focus on positive/successful experiences as well as areas that need improvement. In addition, dialogue regarding Common Core State Standards and Smarter Balanced Assessment Consortium has begun and will continue.

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

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

Data Topic	Year	2010	2011	2012	2013	2014
Teachers with advanced degrees		58.9%	58.0%	51.1%	60.9%	61.2%
Continuing contract teachers		83.9%	90.0%	NAV	82.6%	75.5%
Teachers returning from the previous year		86.2%	93.3%	93.7%	89.7%	86.3%
Attendance rates		97.1%	90.9%	95.0%	94.0%	94.9%

School Climate

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

Student Perception Survey Analysis

	2009 - 2010	2010 - 2011	2011 -2012	2012 - 2013	2013 - 2014
"I am satisfied with the learning environment in my school."	80.2%	83.0%	81.9%	69.8%	65.4%
"I am satisfied with the social and physical environment at my school."	82.7%	83.3%	78.6%	70.8%	66.5%
"I am satisfied with home-school relations."	89.7%	85.2%	84.4%	87.2%	81.3%

Parent Perception Survey Analysis

	2009 - 2010	2010 - 2011	2011 -2012	2012 - 2013	2013 - 2014
"I am satisfied with the learning environment in my school."	89.0%	85.5%	76.2%	80.0%	71.5%
"I am satisfied with the social and physical environment at my school."	76.7%	80.0%	73.8%	66.6%	60.2%
"I am satisfied with home-school relations."	84.9%	84.9%	75.0%	66.7%	65.7%

Teacher Perception Survey Analysis

	2009 - 2010	2010 - 2011	2011 -2012	2012 - 2013	2013 - 2014
"I am satisfied with the learning environment in my school."	85.4%	78.4%	78.2%	69.1%	81.8%
"I am satisfied with the social and physical environment at my school."	85.7%	86.5%	90.9%	88.1%	92.8%
"I am satisfied with home-school relations."	70.7%	51.9%	50.9%	41.9%	58.2%

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

GOAL AREA 1: Raise the academic challenge and performance of each student.

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

GOAL AREA 1: Raise the academic challenge and performance of each student.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 61.0% in 2012 to 66.0% in 2018.

ANNUAL OBJECTIVE: Annually increase by 1 percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	62.0	63.0	64.0	65.0	66.0
School Actual	61.0	61.6	61.8				
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.8	79.9				

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores.

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 61.8% in 2012 to 66.8 % in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	62.8	63.8	64.8	65.8	66.8
School Actual	61.8	60.9	57.3				
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.5	78.6				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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

ELA – Berea Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	630.1	629.8	609.5				
Male	624	622.8	599.8				
Female	636.3	637.4	620.0				
White	644.9	642.0	620.1				
African-American	616.2	617.2	602.9				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	628.3	627.9	604.9				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	580.4	583.6	570.0				
Limited English Proficient	625.0	625.0	601.3				
Subsidized Meals	627.5	627.8	606.7				

ELA – District - Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	624	628	632	636	640	644	648
Actual							
All Students	651.7	653.7	634.8				
Male	646.7	649.5	627.4				
Female	656.8	658.1	642.5				
White	664.5	666.3	649.3				
African-American	624.6	626.9	607.1				
Asian/Pacific Islander	679.6	684.5	664.5				
Hispanic	650.8	637.69	615.9				
American Indian/Alaskan	631.2	647.7	641.9				
Disabled	589.7	593.6	576.3				
Limited English Proficient	632.5	637.4	615.6				
Subsidized Meals	630.0	632.9	612.4				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 100% in 2012 to 100% in 2018.

ANNUAL OBJECTIVE: Increase by 0 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

Berea Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0	100.0				
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9	98.9	98.5				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

☒ 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: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 59% in 2012 to 64% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	60.0	61.0	62.0	63.0	64.0
School Actual	59.0	57.3	59.1				
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.3	77.5				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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

Math – Berea Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	629.5	627.5	615.0				
Male	628.4	622.9	608.9				
Female	630.7	632.5	621.7				
White	637.7	636.0	621.2				
African-American	616.2	615.9	605.8				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	635.8	629.4	617.1				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	587.1	585.4	577.0				
Limited English Proficient	636.1	629.5	615.8				
Subsidized Meals	627.7	625.4	613.1				

Math – District - Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	649.6	650.7	639.1				
Male	649.6	650.5	637.8				
Female	649.6	651.0	640.6				
White	661.4	662.7	653.0				
African-American	622.1	623.6	609.2				
Asian/Pacific Islander	694.9	695.3	687.8				
Hispanic	649.0	636.2	623.3				
American Indian/Alaskan	628.8	640.2	643.7				
Disabled	594.4	594.0	584.3				
Limited English Proficient	637.1	639.7	626.9				
Subsidized Meals	628.5	629.2	616.2				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 100% in 2012 to 100% in 2018.

ANNUAL OBJECTIVE: Increase by 0 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	95.2	100.0				
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6	99.2				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

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

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

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

% Tested ELA – Berea Middle	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				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 6-8	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				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – Berea Middle	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				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 6-8	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				
Subsidized Meals				

Baseline data to be established in 2014-15.

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2013-14 through 2017-18.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

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

% Tested ELA Berea Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100	100				
Male	100	100	100				
Female	100	100	100				
White	100	100	100				
African-American	100	100	100				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	100	100	100				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	100	100	100				
Limited English Proficient	100	100	100				
Subsidized Meals	100	100	100				

% Tested ELA District Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	100	99.9				
Male	99.9	100	99.9				
Female	99.9	99.9	100				
White	99.9	100	100				
African-American	99.8	100	99.9				
Asian/Pacific Islander	99.8	100	100				
Hispanic	99.9	99.9	100				
American Indian/Alaskan	100.0	100	100				
Disabled	99.2	99.9	99.8				
Limited English Proficient	99.8	99.9	99.9				
Subsidized Meals	99.8	99.9	99.9				

% Tested Math Berea Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100	100				
Male	100	100	100				
Female	100	100	100				
White	100	100	100				
African-American	100	100	100				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	100	100	100				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	100	100	100				
Limited English Proficient	100	100	100				
Subsidized Meals	100	100	100				

% Tested Math District – Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	99.9	100				
Male	99.9	99.9	100				
Female	100.0	100.0	100				
White	100.0	99.9	100				
African-American	99.9	99.9	99.9				
Asian/Pacific Islander	100.0	100.0	100				
Hispanic	99.9	100.0	100				
American Indian/Alaskan	100.0	100.0	100				
Disabled	99.8	99.9	99.8				
Limited English Proficient	99.9	100.0	100				
Subsidized Meals	99.9	99.9	99.9				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** 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 science each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 64.0% in 2012 to 69.0% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	65.0	66.0	67.0	68.0	69.0
School Actual	64.0	62.6	56.7				
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	77.0	75.5				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

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

Science – Berea Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	615.2	611.9	613.9				
Male	613	606.8	611.7				
Female	617.5	617.3	616.3				
White	628.5	623.8	624.1				
African-American	601.8	603.0	602.5				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	616.0	608.7	613.9				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	575.4	572.9	572.3				
Limited English Proficient	612.7	607.7	609.6				
Subsidized Meals	611.7	609.1	610.9				

Science – District Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	637.3	634.1	642.2				
Male	638.4	635.4	642.8				
Female	636.1	632.8	641.5				
White	649.9	646.7	658.7				
African-American	609.5	607.7	609.1				
Asian/Pacific Islander	670.1	666.8	680.0				
Hispanic	617.0	619.1	623.3				
American Indian/Alaskan	627.4	627.2	645.0				
Disabled	581.0	579.5	585.8				
Limited English Proficient	618.2	619.1	624.2				
Subsidized Meals	615.8	613.5	617.8				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

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

PASS % 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: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 65.3% in 2012 to 70.3% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	66.3	67.3	68.3	69.3	70.3
School Actual	65.3	62.4	65.4				
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.5	80.8				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

PASS AVG. SOCIAL STUDIES

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

FIVE YEAR PERFORMANCE GOAL: By grade band (middle), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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

Social Studies – School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	622.5	623.5	627.9				
Male	623.1	625.9	626.5				
Female	621.8	620.9	629.5				
White	631.8	630.0	634.7				
African-American	609.3	610.5	619.1				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	626.1	629.6	629.6				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	581.7	583.1	587.0				
Limited English Proficient	622.2	630.2	630.1				
Subsidized Meals	619.1	621.8	625.2				

Social Studies – District – Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	641.9	642.7	645.5				
Male	646.1	647.6	648.2				
Female	637.5	637.7	642.9				
White	653.5	654.8	658.8				
African-American	615.7	615.5	618.1				
Asian/Pacific Islander	680.3	677.0	682.8				
Hispanic	632.8	629.7	629.6				
American Indian/Alaskan	622.9	631.4	657.3				
Disabled	589.9	589.6	593.5				
Limited English Proficient	626.6	631.2	632.1				
Subsidized Meals	620.5	620.0	622.9				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Benchmark tests will continue to be administered and analyzed quarterly in ELA, mathematics, science and social studies	2013 - 2018	Instructional Coaches			Analysis of documents to include printouts of scores, analysis documents, copies of tests
Collaborative teams of core content teachers at each grade level meet once a week to plan intentional standards-based lessons that reflect the implementation of pacing guide	2013 – 2018	Instructional Coaches			Documentation of planning meetings
Observe instruction on a regular basis to ensure standards-based lessons are being taught.	2013 – 2018	Administration			Walk-throughs
Data analysis of reading, writing and math scores will be used to identify specific areas where staff development will be offered to improve instructional strategies and best practices.	2013 – 2018	Instructional Coaches			Copies of analysis reports
Provide a reading support teacher to help students who scored Not Met who are not special education students during a Related Arts Period	2013 – 2018	Administration Guidance			Teacher hired
Work with, plan with, observe, and support the special education teachers in developing best practices in standards-based instruction	2013 – 2018	Instructional Coaches/Administration			Meetings agendas, logs, conference records
Provide academic assistance in a standards-based extended day before school program that will be offered to students who have been identified as needing additional learning opportunities in ELA and mathematics	2013 – 2018	Title I Facilitator	12137	Title I	Letters to parents; student sign in logs

Provide academic assistance in a standards-based extended day after school program that will be offered to student who have been identified as needing additional learning opportunities in ELA and mathematics	2013 - 2018	Title I Facilitator	12137	Title I	Letters to parents; student sign in logs;
Provide instructional and technology materials to support the Common Core State Standards and SC Curriculum Standards in ELA and mathematics	2013 – 2018	Title I Facilitator; Instructional Coaches	20111	Title I	Title I records; materials placed in classrooms
Integrate common core state standards into the curriculum	2013 – 2018	Instructional Coaches/Administration			Meeting logs; classroom observations; notes
Integrate 21 st Century and literacy skills across all content areas	2013 – 2018	Instructional Coaches/Administration			Meeting logs; classroom observations; notes
Provide training for classroom teachers regarding the curriculum alignment resources on the portal	2013 – 2018	Instructional Coaches			Meeting logs; classroom observations; notes
Develop and implement a protocol for interdisciplinary teaching in support of Common Core State Standards	2013 – 2018	Administration Instructional Coaches			Classroom observations; anecdotal notes;
Identify and implement technologies to meet the performance standards of the Common Core State Standards	2013 – 2018	Administration Instructional Coaches			Classroom observations; anecdotal notes;
Integrate instructional strategies to support the implementation of the Common Core State Standards to prepare students for critical thinking required for the Smarter Balanced Assessment System and other forms of high stakes testing	2013 - 2018	Administration Instructional Coaches			Classroom observations; anecdotal notes; logs of training sessions
Define and develop guidelines for implementation of performance based summative assessments, including Common Core Assessments and Smarter Balanced exemplars	2013 – 2018	Administration Instructional Coaches			Classroom observations; anecdotal notes; logs of training sessions; copies of assessments

Develop and implement consistent use of Common Core-aligned rubrics to assess information, argument and narrative writing in all content areas	2013 – 2018	Instructional Coaches			Classroom observations; anecdotal notes; logs of training sessions; copies of rubrics
Provide training and resources to teachers in order to help them integrate technology into curriculum, instruction and assessment	2013 – 2018	Administration Instructional Coaches			Classroom observations; anecdotal notes; logs of training sessions;
Provide on-going training to teachers for the implementation of Common Core State Standards	2013 – 2018	Instructional Coaches			Classroom observations; anecdotal notes; logs of training sessions;
Hire additional ELA and Math teachers to reduce class size to provide more individual and small group instruction; three teachers will be hired at each grade level for a total of 9 teachers	2013 – 2018	Administration		Title I	Teachers placed in classrooms
Continue implementation of the Reflex interactive computer math program to improve the math skills in the four operations with whole numbers	2013 – 2018	Administration		Local Funds	Usage reports from Reflex; anecdotal notes;
Utilize District Title I Academic Specialists to assist teachers in identifying best practices, thus improving instructional practices and rigor in the classroom to raise student academic achievement	2013 – 2018	Administration			Calendars provided by Specialists; logs of meetings with teachers
Continue with the implementation of Discovery Education techbooks as supplemental materials for all three grades of science	2013 – 2018	Instructional Coaches Administration			Usage reports from Discovery Ed; anecdotal notes from teachers; observations
Continue with implementation of DBQs in all levels of social studies classes	2013 – 2018	Instructional Coaches			Observations; anecdotal notes

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of teachers who are highly qualified in the subject(s) for which they provide instruction at 100%.

ANNUAL OBJECTIVE: Maintain the percentage of teachers who are highly qualified in the subject(s) for which they provide instruction at 100%.

DATA SOURCE(S): Human Resources reports; State Department of Education's Title II yearly audit

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100	100	100	100	100
Actual	100	100	100				

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Maintain 100% highly qualified status for all teachers	2013 - 2018	Principal			HR reports will document HQ status of all newly hired core academic teachers; the school/district will comply with the NCLB component of HQ teachers
Provide training for classroom teachers regarding the curriculum alignment resources on the portal	2013 – 2018	Instructional Coaches			Meeting logs; classroom observations; notes
Provide training for teachers in the implementation of the Rubicon Atlas portal where curriculum resources are located	2013 – 2018	Instructional Coaches and Administration			Meeting logs; classroom observations; notes

Berea Middle School 2014-15 Professional Development Calendar

Date	Time	Training
August 6, 2014	8:00 am-3:00 pm	Quarter 1- 7 th grade math Quarter 1 planning with Title 1 district liaison
August 7, 2014	8:00 am-3:00 pm	Quarter 1-8 th grade math Quarter 1 planning with Title 1 district liaison
August 7, 2014	8:00 am-3:00 pm	Quarter 1 7 th grade ELA planning with Title 1 district liaison
August 11, 2014	8:00 am-3:00 pm	Q 1 6 th -8 th grade SS planning Quarter 1 planning with Instructional Coach
August 11, 2014	8:00 am-3:00 pm	Quarter 1-6 th grade math Quarter 1 planning with Title 1 district liaison
August 11, 2014	8:00 am-3:00 pm	Q 1 6 th -8 th grade Science planning with District Coordinator and Instructional Coach
August 11, 2014	8:00 am-3:00 pm	Quarter 1 6 th grade ELA planning with Title 1 district liaison
August 12, 2014	8:00 am-3:00 pm	Quarter 1 8 th grade ELA planning with Title 1 district liaison
August 13, 2014	8:30 – 10:30	Dealing with Bullying
August 15, 2014	8:00 am-9:00 am	Math Department meeting
August 15, 2014	8:00 am-9:00 am	ELA Department meeting
August 15, 2014	9:30-10:30 am	Science Department meeting
August 15, 2014	9:30-10:30 am	Social Studies Department meeting
August 18, 2014	8:30-10:30 am	Data Carousel-cafeteria
September 2, 2014	3:45 – 5:30	Google Sites
September 4, 2014	3:45 – 5:30	Edmodo
September 11, 2104	3:45 – 5:30	Promethean Board/ ActivInspire
September 16, 2014	8:30am-2:30 pm (planning periods)	Formative Assessment room 711-712
September 17, 2014	3:45 pm-5:45 pm	Teacher Websites-library
September 30, 2014	8:30am-2:30 pm (planning periods)	ESOL ‘The SIOP Model’-Kristin Spears
October 6, 2014	9:00-2:00 pm	Brady Smith-Peace Center ‘Apollo to the Moon’
October 7, 2014	8:00 am-3:00 pm	Quarter 2-6 th grade math planning with Title 1 district liaison

October 7, 2014	Planning Period	Remind 101: Sixth Grade teachers
October 8, 2014	8:00 am-3:00 pm	Q 2 8 th grade Science planning with Instructional Coach
October 9, 2014	8:00 am-3:00 pm	Q 2 7 th grade Science planning with Instructional Coach
October 9, 2014	8:00 am-3:00 pm	Quarter 2-8 th grade ELA planning with Title 1 district liaison
October 10, 2014	8:00 am-3:00 pm	Quarter 2-7 th grade ELA planning with Title 1 district liaison
October 14, 2014	8:00 am-3:00 pm	Quarter 2-6 th grade ELA planning with Title 1 district liaison
October 14, 2014	8:00 am-3:00 pm	Quarter 2-8 th grade math Quarter 1 planning with Title 1 district liaison
October 16, 2014	8:30-10:00 am	Social Studies Department Meeting
October 20, 2014	8:00 am-3:00 pm	Quarter 2-6 th grade math Quarter 1 planning with Title 1 district liaison
October 21, 2014	8:00 am-3:00 pm	Quarter 2-7 th grade math Quarter 1 planning with Title 1 district liaison
October 21, 2014	11:00am-12:30 pm	Windows 8.1 with Lori Larsen
October 22, 2014	8:30am-3:00 pm	Poetry Workshop with Glenis Redmond
October 28, 2014	8:30am-2:30 pm (planning periods)	Google Drive
November 6, 2014	8:30am-2:30 pm (planning periods)	Instructional Technology Canty-Duck in Library
November 11, 2014	8:30am-2:30 pm (planning periods)	Rubicon Atlas
December 2, 2014	8:30am-2:30 pm (planning periods)	Advanced Promethean Board Training
December 4, 11, 2014	3:45 – 5:45	Google Forms
December 15, 2014		Quarter 3-7 th grade math planning with Title 1 district liaison
December 16, 2014	8:30am-2:30 pm (planning periods)	Student Centered Coaching
December 18, 2014	8:00 am-3:00 pm	Quarter 3-7 th grade ELA planning with Title 1 district liaison
December 18, 2014	8:00 am-3:00 pm	Quarter 3-8 th grade math planning with Title 1 district liaison
January 8, 2015	8:00 am-3:00 pm	Quarter 3-8 th grade ELA planning with Title 1 district liaison
January 8, 2015	8:00 am-3:00 pm	Quarter 3-6 th grade math planning with Title

		1 district liaison
January 9, 2015	8:00 am-3:00 pm	Quarter 3-6 th grade science planning with district consultant
January 12, 2015	8:00 am-3:00 pm	Quarter 3-7 th grade science planning with district consultant
January 13, 2015	8:30am-2:30 pm (planning periods)	Ashely Ziemer- How to better Support your ELL's
January 21, 2015	8:00 am-3:00 pm	Quarter 3-6 th grade ELA planning with Title 1 district liaison
January 27, 2015	8:30am-2:30 pm (planning periods)	Community Meeting-Constructed Response
February 10, 2015	8:30am-2:30 pm (planning periods)	Counselor Christie-Community Meeting
February 24, 2015	8:30am-2:30 pm (planning periods)	Community Meeting
March 3, 2015	8:30am-2:30 pm (planning periods)	Community Meeting
March 10, 2015	8:30am-2:30 pm (planning periods)	ACTAspire-Details to consider-Teresa Floyd
March 17, 2015	8:30am-2:30 pm (planning periods)	Class Flow with Avis Canty Duck
March 24, 2015	8:30am-2:30 pm (planning periods)	Community Meeting
April 7, 2015	8:30am-2:30 pm (planning periods)	Community Meeting
April 14, 2015	8:30am-2:30 pm (planning periods)	Community Meeting
April 21, 2015	8:30am-2:30 pm (planning periods)	Community Meeting-ACTAspire ?
May 5, 2015	8:30am-2:30 pm (planning periods)	Community Meeting-PASS Training?
May 19, 2015	8:30am-2:30 pm (planning periods)	Community Meeting
June 3, 2015	8:30am-2:30 pm (planning periods)	Winding up

Berea Middle School Professional Development 2015 – 2016

Professional development for the 2014 – 2015 school year will center around the various areas of emphasis as outlined by the district. At Berea Middle School professional development will center around the following topics:

- Implementation of the new ELA and math standards
- Sending teachers to content specific state conferences, with teachers sharing with department upon return
- Quarterly planning days for four core content areas
- Technology updates throughout the year to include Google suite; educational software
- Continued weekly meetings with Title I Academic Specialists
- Types of writing—argument, expository/informative, narrative
- Research, to include the use of technology in conducting research
- Standards of Mathematical Practice
- Stetson/inclusion practices
- Student Centered Coaching
- Continued technology integration

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

	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	94.9	94.5	93.1				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

STUDENT EXPULSION

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

FIVE YEAR PERFORMANCE GOAL: Maintain a student expulsion rate below 0.5% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student expulsion rate below 0.5% of the total school population.

DATA SOURCE(S): SDE School Report Card and GCS Incident Management System (IMS)

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	0.4%	0.3%	0.1%				
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%	0.6%				

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 76.2% in 2012 to 78.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 0.5 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	76.7	77.2	77.7	78.2	78.7
School Actual	76.2	80.0	71.5				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 10-11.

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 81.9% in 2012 to 84.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	82.4	82.9	83.4	82.9	84.4
School Actual	81.9	69.8	65.4				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES/MS)	83.8	82.7	81.6				

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 78.2% in 2012 to 80.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	78.7	79.2	79.7	80.2	80.7
School Actual	78.2	69.1	81.8				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 76.9% in 2012 to 78.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	77.3	77.7	78.1	78.5	78.9
School Actual	76.9	83.4	74.3				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1				

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

STUDENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 88.4% in 2012 to 90.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.8	89.2	89.6	90.0	90.4
School Actual	88.4	83.6	80.5				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day from 98.2% in 2012 to 98.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0 percentage point(s) annually teachers who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	98.2	98.2	98.2	98.2	98.2
School Actual	98.2	97.6	98.2				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Continue with the anti-bullying program currently being conducted by the guidance department	2013 – 2018	Guidance Department			Schedule of presentations; reduction in the number of bullying incidents
Continue building relationships with community, business and post-secondary training/educational agencies.	2013 – 2018	Administration			Increase in the number of school and community partnerships
Continue with implementation of the Capturing Kids' Hearts discipline program	2013 – 2018	Administration			Decrease in the number of referrals
Continue to communicate school district behavior code to parents, students and school personnel through school website, parent newsletters and student handbooks	2013 – 2018	Administration			Documentation of the communications in the various forms
Reduce the incidents of being bullied as measured by reports of bullying	2013 – 2018	Administration Guidance Department			Schedule of presentations; reduction in the number of bullying incidents
Increase interactions with business, religious and community leaders to share information and to solicit additional involvement/support	2013 – 2018	Administration			Increase in the number of school and community partnerships
Review policies regarding community/business involvement to ensure clear, defined processes	2013 – 2018	Administration			Increase in the number of school and community partnerships
Provide instructional activities and events to support school achievement and on-going positive home/school communications with parents and community by publishing supplemental Title I newsletters (School Compact, Parent Involvement Policy, conference letters and parent training flyers)	2013 – 2018	Administration Title I Facilitator		District Title I	Title I records

Employ two paraprofessionals (one of which is bilingual) to serve as a liaison between the school and students' homes; to encourage parental involvement and participation in schools programs; and to provide assistance to students' families in areas of school-related concerns in grades 6 – 8	2013 – 2018	Administration Title I Facilitator	43698	Title I	Parent/Teacher surveys; parent sign-in sheets; phone logs
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Berea Middle School
2013 – 2014 Report Card

Please click on the following link to access the Berea Middle School 2013 – 2014 Report Card.

<https://ed.sc.gov/data/report-cards/2014/district.cfm?ID=2301>

Please click on the following link to access the Berea Middle School 2013 – 2014 ESEA Rating.

<https://ed.sc.gov/data/esea/2014/school.cfm?SID=2301042>