

BLUE RIDGE MIDDLE SCHOOL

PRINCIPAL BECKY GREENE



THE SCHOOL DISTRICT OF GREENVILLE COUNTY
SUPERINTENDENT BURKE ROYSTER

2423 East Tiger Bridge Road
Greer, South Carolina 29651
(864) 355-1900
www.greenville.k12.sc.us/bridgems
Grades Served 6-8

SCOPE OF ACTION PLAN
2013-14 through 2017-2018

SCHOOL RENEWAL PLAN COVER PAGE
REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Blue Ridge Middle**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

Mrs. Robin Hand		3/27/15
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mrs. Becky Greene		3/27/15
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2423 Tyger Bridge Road Greer, SC 29651**SCHOOL'S TELEPHONE: (864) 355-1900**

PRINCIPAL'S E-MAIL ADDRESS: bgreene@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: | Becky Greene |
| 2. TEACHER: | Cacie Davenport |
| 3. PARENT/GUARDIAN: | Tammy Thompson |
| 4. COMMUNITY MEMBER: | Mike Greene |
| 5. SCHOOL IMPROVEMENT COUNCIL: | Robin Hand |
| 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>

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).

 x **Academic Assistance, Grades 4–12**

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

 x **Parent Involvement**

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

 x **Staff Development**

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

 x **Technology**

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

 x **Recruitment**

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

x Collaboration

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

x Developmental Screening

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

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.

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.

Table of Contents

Section	Page #
Introduction	7
Executive Summary	8
School Profile	10
Mission, Vision, and Beliefs	13
Data Analysis and Needs Assessment	15
School Renewal Plan	23

Introduction

At Blue Ridge Middle School we create our Portfolio using the Professional Learning Community (PLC) Model. Each member of the faculty is assigned to a committee that includes but is not limited to Portfolio Committees. These committees are responsible for gathering and disaggregating the information for their section of the Portfolio and to disseminate that information to the faculty at large. Our committees also act to ensure a safe school environment through our Health and Safety Committee, to ensure student services are met through our A-Team Committee, to coordinate student incentives, to organize school activities through a school wide calendar committee, to foster a positive working environment among the staff through our Sunshine Club, and to increase student, parental, and community involvement through student council, PTA, SIC and our Partnership Development Committee. These committees serve as the back bone of our schools ongoing strategic planning efforts and help ensure that all members of the educational structure at BRMS are engaged and informed.

School Profile

JoHannah Joines - chair
Bradley Christy
Cheryl Herman
LeAnn Coleman

Data Analysis

Lisa Loftis - chair
Patty Howell
JR Atkins
Kathie Smith
(Tanya Harris)

Student Council:

Kelley Schmidt - chair
Scott Forster
Katie Adams
Kayrn Bigger
Amy Verga

Mission, Vision and Beliefs

Chad Butler - chair
Jan McLaughlin
Tasha Epley

Student Incentives

Nicole Sullivan- Chair
Will Snipes
Paul Glattli
Dana Smith
Sharon Cole
Julie Wilson

PASS Testing Team

Sheila Early- Co-chair
Jason Staggs- Co-chair
Don Kauffman
Sara Broome
Lisa Loftis
Cindy Batson

Webmaster

Don Kauffman

Action Plan

Sheila Earley - chair
David Burdette
Peggy Johnson
John Marks
Mindy Falls
Angel Capps
Amanda Martin

Calendar:

Cyndi Brown - chair
Denise Vance
Stephanie Metcalf

Professional Development

Charlie Kendrick – chair
(Tanya Harris)
Lorelle Schnatterly
Patty Howell
Chris Woods
David Greene
Sara Jackson
Amy Cheslek

PTA

Don Kauffman

Sunshine:

Lauren Jackson-chair
Jeremy Barnette
Sally Jordan
Joseph Trull
Karen Dennis

SIC

Jason Staggs
Janice Cockrell
Tanya Harris

A-team

Lisa Loftis
Sara Broome

Faculty Council:

Executive Summary

Jason Staggs - Chair
Donna Burgess
Hope Barbare
Cyndi Brown
Kellie Wunder
Mott Altman
Janice Cockrell
Karen Showghi
Becky Greene
Tammy Thompson
Kelli Bechtel
Amy Cheslek
Office/Media Rep

Organization & Compilation

Cacie Davenport
Don Kauffman
Becky Greene

Health & Safety

James Fox- chair
Kaylan Neal
Sheila Earley
Bruce Stines
Donna Odom
James Massey

Partnership Development

Beverly Wilbanks - chair
Sara Broome
Brandy Culpepper
Community Memembers

MAP Testing Teams

Tanya Harris-chair
Don Kauffman
Charlie Kendrick

Italicized Committee's will submit written reports for yearly portfolio.

Executive Summary

School Profile

Blue Ridge Middle School is located on Tyger Bridge Road at the foot of Glassy Mountain near North Greenville University. This is considered a rural school. The one story facility has an auditorium, cafeteria, media center, nine science labs, and three computer labs. The building was renovated in 2001 and has students currently in attendance. Blue Ridge Middle offers four high school credit classes: English 1 Honors, Algebra 1 Honors, Digital Desktop Publishing, and Spanish 1. Ninety percent of the school day is used for prime instructional time. The career program offers career luncheons, women at work, job shadowing and career assessments. Becky Greene has served as principal for seven years.

Mission, Vision & Beliefs

The stakeholders of Blue Ridge Middle School collaborated in the creation of the school's mission, vision, and beliefs. The school's mission statement of Reaching, Teaching, and Inspiring reflects the desire to reach all students, teach all students, and inspire all students. This can be achieved by holding true to the shared values and beliefs of the shareholders and evidenced by the vision statements that outline what one should feel, see, and hear while in Blue Ridge Middle School.

Needs Assessment

Student Achievement— As a continuation from last year we focused on writing and reading from informational texts to address the data supported deficit. Students were identified with scores +/- 5 points from the Met range on PASS ELA and math (Terrific Tigers) for 2012-2014. Strategies were implemented to improve student achievement for these students.

Teacher and Administrator Quality – Collaboration and instructional planning are strengths for our school. ELA teachers work with other subject area teachers to incorporate reading and writing strategies across the curriculum. All classroom teachers and support staff work together to implement strategies for the success of our Terrific Tigers.

School Climate – Overall teachers, parents, and students felt like our school had high expectations for learning. Our parents continue to feel that they do not get enough positive information about their students and are not invited to visit classrooms during the school day. Although students are satisfied with the social and physical environment at school, they feel they are not praised by teachers for doing good work and that their classes are not interesting and fun. Sufficient computers for instructional use continues to be a teacher concern.

Challenges

An area of concern for teachers continues to be student apathy with regard to academic performance. Our goal going forward is to address the root of student apathy and make the needed adjustments to improve overall academic performance. Teachers continue to need feel that more efficient technology is needed in order to engage students in research, communication, and exploration of new information.

Accomplishments

Athletics-

Softball: 2013 & 2014 Region and Greenville County School District Champions

Basketball: 2014 Region and Greenville County School District Champions

Beta Club-

2014-2015: 400 hours of community service for first semester, Participation in club projects:

Ronald McDonald House; Bags for Cancer Patients; Pennies for Patients; Special Olympics

State Convention Winners: 3rd place Songfest, 2nd place Oil and Acrylics-Kye Lampinen, 2nd place

Technology Dylan Johnson

2013-2014 Convention:

Songfest, Finalist

Special Talent, Finalist - Madeline Krigbaum

Scrapbook, - 2nd place

Character Awards

2013-2014 ACE Award, Hayden Lines and Tonya Cruver

2014-2015 ACE Award, Elyajah Nobel and Sarah McClintock

2011 Betty Cruel was the Papa John's essay winner and won free pizza for a year.

Fine Arts-

Art:

2013 Greenville County Middle School Art Exhibition

Drawing: 2nd place, Chase Arledge, 3rd place Shelby Ludema, HM Brock Cooper and Brianna Pollard

Painting: 2nd place, Brendan Leonard

3D: 1st place, Ethan Whiten, 3rd place, Addie Callahan

Print Making: HM Zaine Lemons

Design/Mixed Media: Morgan Reeves

Band:

2013- 1 students in All-State band, 3 students named to All-Region band, 10 students in All-County band; 26 BRMS students were members of the Blue Ridge High School State Champion Marching Band

2014 - 1 students in All-State band, 5 students named to All-Region band, 9 students in All-County band

Chorus:

Spring Sing- 2013 35 participants, 2014 24 participants

2013-2014 3 students were selected for the South Carolina American Choral Director's Honor

Chorus in Myrtle Beach in October: Emily Callahan, Anna Johnson, Jolie Nogueira

2014-2015 6 students were selected for the South Carolina American Choral Director's Honor Chorus at Anderson University in October: John Shennan, Julia Shennan, Kelly Forrester, Cole Mulchy, Meredith Frick, and Zanna Rentz

Gifts to the Charity-

Relay for Life: 2014 \$2000

Pennies for Patients: 2014 contribution \$1725.53, 2013 contribution \$1575.17, 2012 contribution \$2104.10, Over \$30,000 in the past ten years

Greer Community Ministries & BRMS Food Pantry: 2013 contribution 13,457 cans/non-perishable goods and \$1,979, 2012 contribution 8579 cans/ non perishable goods, 2011 contribution 3256 cans/non-perishable goods & 218 new blankets, 2010 contribution 2109 cans/non-perishable goods & over 500 coats

Performance Awards-

The Palmetto Gold and Silver Awards program recognizes schools that attain high levels of absolute performance and growth. Blue Ridge Middle School earned state recognition with a **Gold Award** in 2011-2012 and a **Silver Award** in both 2012-2013 and 2013-2014 in the area of General Performance.

School Profile

Community- Blue Ridge Middle School is a sixth, seventh and eighth grade school located in the northwestern corner of South Carolina and a part of Greenville County Schools. The 2012 census estimated the population at 467,605 people with an average per capita income of \$26,412. Blue Ridge Middle has the largest geographical attendance area that currently serves 964 students. The school principal is Becky Greene and Shelia Earley serves as the assistant principal with Don Kauffman as administrative assistant.

Parent involvement is encouraged at Blue Ridge Middle. Parents are asked to serve on the PTSA board and lead school functions such as: dances, pageants, and fundraisers. Parents also assist in running the school store before and after school and during lunch. SIC has parent members that are allowed to offer input on how Blue Ridge Middle can be improved. Parents as well as other community members are asked to volunteer as speakers through the career department. Teachers use parent volunteers in the classroom and as field trip chaperones. These volunteers also serve a vital part of the Veteran's Day assembly, field trips, and grade level days. All parent volunteer hours are logged through the sign in process in the office.

Business partnerships play a vital role in the success of Blue Ridge Middle and are recognized on the school website. Local businesses make donations to the school to support programs within the school. Business sponsors also play a vital role in the sports program with paid advertising on the baseball and softball fields.

Blue Ridge Middle is in its 28th year. There are several staff members that were a vital part of the school's induction year and are still making an impact on the community today. The current site is the location of the original Blue Ridge High school built in 1954. The building was completely renovated in

2001; however, the original auditorium, stage, seats and gym floor are still in use. The facility is one story equipped with four classroom wings, including 9 science labs, two computer labs, spacious media center, open cafeteria, gym, locker and weight rooms. Also on site are 2 state of the art baseball and softball fields, a track and soccer field, along with outdoor basketball and tennis courts.

Personnel- There are currently 86 employees at Blue Ridge Middle School. There are 53 full time teachers. On our staff we have an attendance clerk, guidance clerk, office clerk, special education aide, career development facilitator, a full time and part time nursing position, and one secretary. The custodial staff is made up of 7 positions with 1 plant engineer. The cafeteria has a total of 8 positions with one of those being held by the cafeteria manager. Blue Ridge Middle has three administrators, one instructional coach, and one school resource officer. The media center is staffed with one media clerk and one media specialist.

Of the 53 teachers at Blue Ridge Middle School 25 are certified in Elementary Education and only 1 is certified Early Childhood. Thirty four faculty members are middle school certified with 13 teachers in social studies, 11 in math, 11 in language arts, and 9 in science. Seven staff members hold secondary certification. Those teachers include 4 in math, 2 in science, and 2 in social studies. There are 13 other areas of certification represented in the faculty such as: art education, gifted and talented, German, etc. Seventeen teachers at Blue Ridge Middle School hold Bachelor's degrees while 26 hold Master's degrees. A large number of teachers have earned certification in multiple areas. The majority of teaching staff is Caucasian with three African Americans. Of the 86 employees on staff, 20 of those are male. Twelve teachers have 0 to 5 years' experience, eleven have 6 to 10 years' experience, eight teachers have worked 11 to 15 years, nine have worked 16 to 20 years, and five have 21-25 years' experience while ten have been teaching more than 25 years. The teacher attendance rate was 95.9 percent according to the 2014 school report card. This number showed improvement from the previous year's report card .

Student Population-The Blue Ridge Middle School student population consists of 964 students in grades sixth through eighth. This enrollment is a slight decline from last year's enrollment. The majority of the student body is Caucasian (including Caucasian/African American, Caucasian/American Indian, Caucasian/Asian) with 846 classified this way. The African American population consists of 41 students. The Hispanic sub group at Blue Ridge Middle School consists of 47 students while there are 7 students classified as Asian. Free and reduced lunch is provided for 357 students. Special education services are provided for 134 students with the majority of those served through inclusion classes. The gifted population consists of 240 students. There are approximately 296 a.m. bus riders and 365 afternoon bus riders. Student attendance is 95.9 per cent which is slightly down from last year.

School-wide Academic and Behavioral Programs, Features and Initiatives

Blue Ridge Middle school provides a wide variety of programs, features, and initiatives in order to accomplish our mission of ***Reaching, Teaching, and Inspiring*** our students.

Advanced Academic Course Offerings

Blue Ridge Middle School provides opportunities for students to take courses that offer high school credit (Carnegie Units.) Courses available include Honors Algebra I, English I Honors, Digital Desktop Publishing and Spanish 1. Gifted and Talented offerings are available in Language Arts and Math through the Challenge Program as well.

Academic Programs / Initiatives

In addition to being a ***Learning Focused School*** (Research based program for planning instruction and assessment), other programs and features are in place and used to provide educational opportunities for the students of Blue Ridge Middle School.

- Writing Across the Curriculum
- Teaming
- Compass Learning
- Study Skills class
- SC Junior Book Award Reading Program
- Book Fair (Media Center)

Arts Courses / Programs

- Band , Chorus, and Strings courses offered for students
We offer three different opportunities for students to learn, grow, and develop their musical skills. Chorus, Strings, and Band each have a number of school performances as well as extra-curricular performance options.
- Art and Advanced Art (8th graders) course offerings
- Yearbook class
- Gateway to Technology
- Drama Club

Extracurricular Activities

Students are afforded opportunities to participate in extracurricular activities.

Clubs include:

- National Junior Beta Club (a nationally recognized academic club)
- Academic Team (Students who compete in academic quiz bowls)
- Student Government (Student Council)
- Book Club
- Robotics Team

Athletic Teams:

- Baseball, Softball, Basketball, Volleyball, and Soccer

Community and Parental Involvement

- Parent Teacher Association (PTA)
- School Improvement Council (SIC)
- Watch D.O.G.S (Dads Of Great Students) – Father involvement initiative to provide positive male role models, enhance school security, and reduce bullying.

Mentoring and Character Education

- Upstander Program - “Be an Upstander, not a bystander at BRMS.” Character education program with a focus in the areas of bullying, citizenship and tolerance.
- Terrific Tigers Program – Mentoring, Career Education, and Service Learning experiences for selected students in order to improve academically.

Career Education

Blue Ridge Middle School has a Career Development Facilitator on staff that coordinates many opportunities for career exploration in addition to those built into the curriculum.

- Careers offered as a related arts course
- *Career Day* – Teachers and community members speak to the students about various career fields and occupations.
- *Career Lunch* - Community businesses set up in the lobby to meet with and answer questions from students regarding their career.
- *Lunch and Learn* –Selected students meet with Industry professionals to learn about their career field.
- *Women at Work* – Selected female students meet with female industry and business professionals to learn about various careers,
- Job Shadowing - 8th grade students spend a day shadowing someone at their place of employment. Students are required to write reflections about their experience as well as “Thank you letters” to those that allowed them to shadow.

Mission, Vision, Beliefs

Blue Ridge Middle School focus groups among the faculty, students, and parents are asked to revisit our mission, vision, and beliefs. Overwhelmingly, the faculty, students, and parents have supported the following:

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 it should operate. We believe...

- All students should feel safe in school at all times.
- Each student will perform at his greatest potential when self-respect, discipline, and morals are reinforced.
- Each student can grow to be a life-long learner.
- All students should be actively involved in the learning process.
- All students need positive attitudes and responses from teachers.
- All students should be taught in a variety of ways to accommodate individual differences and learning styles.
- A community partnership is essential for academic success.
- All students should have access to technology in all academic areas to enhance and promote learning.

Purpose

Purpose is the aim for the organization; the reason for existence. The purpose is very important for creating the mission and the vision.

The purpose of Blue Ridge Middle School is to promote the mental, moral, and physical development of the child. This should be accomplished through means of appropriate instructional techniques and fostering a sense of self efficacy. The child's education should be the product of what he does for himself through the wise guidance of parents, teachers, and the community.

The mission is a brief, clear and compelling statement that serves to unify an organization's efforts. An effective mission must stretch and challenge the organization, yet be achievable. It is tangible, value-driven, energizing, highly focused, and moves the organization forward. It is a crisp, clear, engaging statement that reaches out and grabs people in the gut. A mission has a finish line for its achievement and is proactive. A mission should walk the boundary between the possible and the impossible.

We, the faculty, staff, parents, and community of
Blue Ridge Middle School believes ***OUR MISSION IS...***

...Reaching, Teaching, Inspiring

Shared Vision

A shared vision is a specific description of what it will be like when the mission is achieved. A vision is a mental image. It must be written in practical, concrete terms that everyone can understand and see in the same way.

Based on the belief that our mission at Blue Ridge Middle School is to reach all students, teach all students, and inspire all students, we are confident that when we achieve our purpose we will...

Feel...

- A welcoming, collegial, friendly, personal atmosphere among all groups
- A unified, nurturing environment
- Safe, knowing we are in a secure environment

See...

- Essential questions to focus learning
- Student displays
- Awards
- Active learning
- Research-based instructional strategies
- Differentiated forms of instruction
- Collaboration among stakeholders
- Multiple assessment strategies
- Respectful exchanges
- Smiles
- Clean environment
- Evidence of communication through email, web pages, newsletters, school signs, syllabi, and notes home

Hear...

- Positive communication
- Challenging questions
- Constructive planning and goal-setting
- Adults modeling good character
- An enthusiastic learning environment
- Teachers taking an interest in outside activities of students
- Students discussing classroom activities
- Praise from stakeholders

Data Analysis and Needs Assessment

Need Assessment: Student Achievement— Informational texts in the Reading and Research test are areas that we have continued to focus on due to previous PASS data. Teacher goals were set, professional development was conducted, and collaboration among grade levels/subject areas addressed this need to improve achievement in this area.

Although efforts were made in previous years to address our African-American and Special Education students, our focus is now broadened to include students who do not meet the standard SCPASS. Students with scores +/- 5 points from the Met range on PASS ELA and math have been identified and referred to as Terrific Tigers. Teachers used this information to ensure that the students' individual needs were being met. Since apathy is a noted area of concern among teachers, we as a school have decided to build personal connections with our Terrific Tigers in addition to what individual teachers are doing. Each Terrific Tiger was assigned to a staff member providing an accountability system for them. Daily check-ins, individual rewards, encouragement and motivation are efforts used to improve the apathy of the Terrific Tigers and increase student achievement. Intertwined with this program, we are engaging our Terrific Tigers in career exploration and making the connection between work ethic and achievement and its impact on future employment.

GOAL AREA 1 – STUDENT ACHIEVEMENT

ACT Aspire Writing

- Performance Levels – Meet or exceed the standard for state and federal accountability objectives for all students and subgroups in writing as measured by ACT Aspire
 - Data Source = SDE School Report Card
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

PACT Aspire English

- Performance Levels – Meet or exceed the standard for state and federal accountability objectives for all students and subgroups in English as measured by ACT Aspire
 - Data Source = SDE School Report Card
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

PACT Aspire Reading

- Performance Levels – Meet or exceed the standard for state and federal accountability objectives for all students and subgroups in reading as measured by ACT Aspire
 - Data Source = SDE School Report Card
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

EOCEP: English I

- Performance Levels- Maintain 100% of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.
 - Data Source = SDE School Report Card page 3 (top of the page)
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

PACT Aspire Math

- Performance Levels – Meet or exceed the standard for state and federal accountability objectives for all students and subgroups in math as measured by ACT Aspire
 - Data Source = SDE School Report Card
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

EOCEP: Algebra I

- Performance Levels- Maintain 100% students annually who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.
 - Data Source = SDE School Report Card page 3 (top of the page)
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

Percent Tested on ACT Aspire

- % Tested Writing – Meet the annual measurable objective (AMO) of 95% of students tested for writing tests and subgroups annually.
 - Data Source = SDE School Report Card page
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>
- % Tested English – Meet the annual measurable objective (AMO) of 95% of students tested for English tests and subgroups annually.
 - Data Source = SDE School Report Card page
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>
- % Tested Reading – Meet the annual measurable objective (AMO) of 95% of students tested for reading tests and subgroups annually.
 - Data Source = SDE School Report Card page
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>
- % Tested Math – Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.
 - Data Source = SDE School Report Card
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

PASS Science

- Performance Levels – Increase by .5 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).
 - Data Source = SDE School Report Card page 2
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

PASS Social Studies

- Performance Levels – Increase by .5 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).
 - Data Source = SDE School Report Card page 2
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

Needs Assessment: Teacher and Administrator Quality – Collaboration and instructional planning are strengths for our school. ELA teachers work with other subject area teachers to incorporate reading and writing strategies across the curriculum. All classroom teachers and support staff work together to implement strategies for the success of our Terrific Tigers.

GOAL AREA 2 – TEACHER/ADMINISTRATOR QUALITY

Since August, training in the use of effective instructional strategies, especially in the Learning Focused Writing and Reading Model, the integration of technology, the use of benchmark and the integration of Common Core Standards has been ongoing. This training began with a full day training focused on Learning Focused strategies: vocabulary, writing and summarizing with an emphasis on the Common Core. Similar training has been ongoing throughout the school year at Blue Ridge Middle School's Professional during Faculty Meetings, Training Tuesdays, Department Meeting, Team Meeting and Grade Level Departmental Meetings. There has been a great emphasis on these strategies for raising student achievement in writing and reading. Evidence can be seen in the lesson/unit plans of the faculty and the professional development sign-in sheets in the Instructional Coaches Office.

- Performance Level- Maintain or surpass the 30 hours of action plan correlated annual professional development to ensure quality personnel.
- Professional Development Calendar for 13-14

Training	Date	Time	Presenter
PD: Learning Focused Strategies: Vocabulary, Writing, and Summarizing	8/14/13	8:30 – 12:30	Greene , Rebecca & Harris, Tanya & Kauffman, Donham
Jason Flatt Act Teacher In-service Program	9/30/13	3:45 – 5:45	Harris, Tanya & Loftis , Lisa & Broome , Sarah

Suicide Prevention Training	11/02/13	3:45 – 4:45	Harris, Tanya & Loftis , Lisa & Broome , Sarah
Training Tuesday – Writing with videos	11/05/13	All Day	Greene , Rebecca & Earley , Sheila & Harris, Tanya
Faculty Meeting PD – EBooks - Technology	11/06/13	3:35 – 4:45 W	Kendrick , Charles & Greene , Rebecca & Harris , Tanya
Training Tuesday – Benchmark Data Analysis 1	11/12/13	All day	Greene , Rebecca & Earley , Sheila & Harris, Tanya
Training Tuesday – Writing with Videos	11/26/13	All Day	Harris, Tanya
ELL Strategies	12/04/13	3:45 – 4:45 W	Greene , Rebecca & Harris , Tanya & Kimbril, Katrina
Informative Writing Strategy – RARE	12/10/13	All Day	Harris , Tanya
Instruction Teacher Meeting - 1	12/12/13	3:30 – 4:30	Harris , Tanya
Social Studies Small Group - 1	12/16/13	3:30 – 4:30 M	Harris , Tanya
Social Studies Small group 2	1/13/14	3:30 – 4:30 M	Barbare , Hope & Harris, Tanya
Britannica & Common Core	1/14/14	All Day	Kendrick , Charles & Greene , Rebecca & Harris , Tanya
Promethean Board Training	1/16/14 – 2/06/14	4:15 – 6:15 TH	Canty , Avis & Harris , Tanya
ELL Strategies	2/25/14	3:45 - 4:45	Harris , Tanya & Greene, Rebecca
Training Tuesday- Lesson Planning on teacher website	8/27/13	All Day	Harris, Tanya & Greene, Rebeca & Early, Sheila
PD- Learning Focused lesson Planning	10/17/13	All Day	Harris, Tanya & Greene, Rebecca & Kauffman, Donham & Toni Enloe
Induction Teacher Meeting-1	12/12/13	3:30-4:30	Harris, Tanya
Training Tuesday- Writing Standards Driven Benchmarks	1/7/14	All Day	Harris, Tanya & Greene, Rebecca & Kauffman, Donham
Faculty Meeting – Distributed Summary	2/5/14	3:45-4:45	Harris, Tanya & Greene, Rebecca & Kauffman, Donham
Faculty Meeting – School Safety	2/19/14	3:45-4:45	Greene, Rebecca & Kauffman, Donham & Harris, Tanya & James Massey

- Professional Development Calendars for 14-15

Integration and Implementation of effective instructional strategies in student-centered instruction and assessment – math and ELA

Increase achievement in math and ELA

- Training Tuesday agendas and information
 - Lesson planning
 - Newsletters, updates, team minutes – sent weekly
 - Syllabus on website
 - Website training
 - USA test prep – formative assessment
 - Edmodo – communication and formative assessment tool
 - Sped and ESOL accommodations (504's)
 - Motivating students
 - 3 R's: Relationship, relevance, rigor
 - Learn 360
 - Flipping the classroom
 - Map testing
 - Skill building class
 - Using Enrich for testing data
 - Benchmark testing
 - Bubble kids – Terrific Tiger groups
 - Family Fun night organization
 - NWEA website information
 - Using atlas and pacing guide – assessments available
 - Lesson Plan template – learning focused
 - Teacher to teacher – observations
 - Sharing successes among teachers
 - Google sites – communication
 - ACT Aspire training
 - Summarizing Strategies – distributed and at end of lesson
 - Map Mania
 - Tiger Pride
 - Learning Focused Website
 - ACT/PASS words – daily words/PP
 - Writing Rubrics for ACT
 - Writing on ACT – essay and extended response (ELA and math)

Dates	Topic/Training Given or Offered
August 13th	Assessment, Data Carousel, Student Centered Learning
August 20 th	Teaching Reading through Social Studies/Kathy Hopkins
August 26 th	PowerTeacher/PowerSchool Set Up
August 28 th	Google Website
September 2 nd	MAPs Testing Inservice

September 9 th	“Self-Motivation” Empowering Students Part 1 Goal Setting
September 9 – 3:45 – 5:30	Using Interactive Notebooks/Tammy Finley
September 16 th	“Empowering Students” Part 2 Goal Setting
September 23 rd	Looking at Data – Enrich Identifying Students who Struggle and how to ensure their success
September 24 th	Class Flow/Holli Powell
September 30 th	Writing Benchmark Assessments “Zone of Proximal Development” (ZPD)
October 7 th	“Self-Regulation, Practice, and Success!” Part 1
October 14 th	“Self-Regulation, Practice, and Success!” Part 2
October 21 st	Benchmark Analysis Looking at Student Successes and Deficits
October 28 th	“Key to Self-Motivation” Part 1
November 11 th	“Key to Self-Motivation” Part 2
November 18 th	“Analyzing Student Progress” Data
November 24 th	“Staying Student Centered” Student Samples
December 2nd	“Examining Rewards” Part 1
December 9 th	“Examining Rewards” Part 1
December 16 th	Celebrate Learning!
January 6 th	Writing Benchmark Assessments
January 20 th	Benchmark Analysis Looking at Student Successes and Deficits
January 27 th	“Autonomy, time, and flow” Part 1
February 3 rd	“Autonomy, time, and flow” Part 2
February 10 th	“Staying Motivated” Part 1
February 17 th	“Staying Motivated” Part 2
February 24 th	MAPs Testing Refresher Training
March 3 rd	“Inspiring Students!” Part 1
March 10 th	PASS Training - Writing
March 24 th	“Inspiring Students!” Part 2
April 7 th	Writing Benchmark Assessments
April 14 th	“Success!” Part 1
April 21 st	“Success!” Part 2
April 28 th	PASS Training - Academic Areas
May 12 th	“Evaluating Success” Part 1
May 19 th	“Evaluating Success” Part 2
May 26 th	“Time with Technology”

- Projected PD calendar for 2015-2016
 - Learning Focused – Preparing Students to be Skillful Test Takers
 - Learning Focused - Extended Reading Passages and Test Fluency Information
 - Book Study – Eric Jensen’s *Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement*
 - Student centered learning strategies

Needs Assessment: School Climate – Overall teachers, parents, and students felt like our school had high expectations for learning. Our parents continue to feel that they do not get enough positive information about their students and are not invited to visit classrooms during the school day. Although students are satisfied with the social and physical environment at school, they feel they are not praised by teachers for doing good work and that their classes are not interesting and fun. Sufficient computers for instructional use continues to be a teacher concern. *We would like to note that the students and parents surveyed were not a true cross section of our school population. Our implementation of a uniformed dress code for the 2013-2014 school year was initially met with resistance and could have impacted our survey results.

GOAL AREA 3 – SCHOOL CLIMATE

- Student Attendance Rate
Performance Level-Maintain an annual student attendance rate of 95% or higher.
Data Source = SDE School Report Card page 3
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>
- Student Expulsion Rate
Performance Level-Maintain an annual student expulsion rate below 0.5% of the total school population.
 - Data Source = SDE School Report Card page 3/ GCS Incident Management System
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>
- Parents Satisfied with Learning Environment
Performance Level-Beginning in 2013-14, increase by .3 percentage point(s) annually parents who are satisfied with the learning environment.
 - Data Source = SDE School Report Card page 4
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>
- Students Satisfied with Learning Environment
Performance Level-Beginning in 2013-14, increase by .3 percentage point(s) annually students who are satisfied with the learning environment.
 - Data Source = SDE School Report Card page 4
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

- Teachers Satisfied with Learning Environment
Performance Level-Beginning in 2013-14, increase by .2 percentage point(s) annually teachers who are satisfied with the learning environment.
 - Data Source = SDE School Report Card page 4
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>
- Parents who indicated that their child feels safe at school
Performance Level- Beginning in 2013-14, increase by 1.5 percentage point(s) annually parents who indicate that their child feels safe at school.
 - Data Source = 11-12 survey results– Question #18
- Students who feel safe at school during the school day
Performance Level- Beginning in 2013-14, increase by 1 percentage point(s) annually students who feel safe at school during the school day.
 - Data Source = 11-12 survey results– Question #30
- Teacher that feel safe at school during the school day
Performance Level- Beginning in 2013-14, maintain the annually percentage of teachers who feel safe at school during the school day.
 - Data Source = 11-12 survey results– Question #39

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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
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 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

EOCEP % ENGLISH I

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

FIVE YEAR PERFORMANCE GOAL: Increase 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: Maintain 100% 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 and SDE EOCEP data file used for accountability calculations

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	100	97.6				
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				

End of Course data for MS only includes EOCEP scores for 7th and 8th graders at GCS traditional middle schools and charter middle schools.

☒ 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
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 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: Maintain 100% students annually 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	100	100	100	100	100
School Actual	100	95.5	100				
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				

End of Course data for MS only includes EOCEP scores for 7th and 8th graders at GCS traditional middle schools and charter middle schools.

☒ 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 – 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				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 6-8	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
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 – School	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
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

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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
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 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<i>Indicators of Implementation</i>
Benchmark tests will be developed, administered, and analyzed in English Language Arts, including extended response questions.	Implementation: August, 08 Alignment shift from SC State Standards to CCSS began in 2012-2013 school year.	Grade Level Teams Instructional Coach Administration		TA Grant	Quarterly benchmark assessments will allow individual item analysis to guide re-teaching and remediation. 1. Content area level benchmark test, benchmark test analysis that indicate standards that need to be re-taught and areas for remediation for students. 2. Results will be reported and analyzed by entire faculty, IC, and Administration.
The instructional coach and administration will observe instruction on a regular basis to ensure standards-based lessons are being taught.	Implementation: August, 08	Instructional Coach Administration			Observations logs will allow administrators to assess instruction for essential questions, standards, relevance, and rigor with an emphasis on learning focused strategies. 1. Written observations with feedback are provided to teachers along with verbal feedback. 2. Completed observation logs and forms are filed.
Learning focus practices targeting student writing skills and knowledge will be implemented in the classroom to support best practices in education.	Implementation: August, 08	Administrations Instructional Coach Faculty		PTA TA Grant	Lesson plans and observation logs will allow administrators to assess instruction for learning focused best practices, including essential questions, and summarizing strategies related to standards taught. 1. Written observations with feedback are provided to teachers along with verbal feedback. 2. Completed observation logs and forms are filed.
Data analysis of scores and professional development teacher surveys will be used to identify specific areas where staff development will be offered to improve instructional strategies and best practices.	Implementation: June, 09	Instructional Coach PD Committee Faculty			1. MAP, State Test, School Benchmarks, and EOC scores 2. Teacher PD Survey 3. School Visits

Incorporate Reading Strategies across the curriculum, subject areas and related arts classes	Implementation August, 13	Administration Instructional Coach Faculty			Students will read relevant topics, incorporating basic concepts applicable to grade level standards.
Math teachers attend professional development sessions quarterly offered for implementing Common Core objectives.	Implementation August, 2013	IC, Teachers, Administration			Meeting Agendas / PD Report
Provide reading time in the mornings before school.	Implementation August, 14	Administration Instructional Coach Faculty			Beginning with 6 th grade students, students who arrived at school from 7:30 to 8:15 will read or listen as a teacher reads. Some students will participate in book groups.
Increase the student use of technology using a variety of programs	Implementation August, 14	Admin Instructional Coach Faculty			Teachers will increase amount of instruction and classroom activities using technology. Students and parents will be given access codes and tutorials on how to use specific websites. Teachers will use technology for student and parent communication.
Offer Students an Extended Day Program, providing afternoon tutorials to students	Implementation Fall 2014	Administration After school Extended Day Program		EDP funded	1. Students will be given 1 on 1 tutorials to improve academic confidence and ability. 2. Hiring certified teachers and tutors will provide qualified tutorials. 3. EDP will incorporate 50% of time directly to assisting students with homework and review of material. 4. EDP staff will communicate with parents concerns, successes, and needs of students. Teachers will communicate with EDP staff specific needs they see in the classroom.

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: By grade level, department and full faculty, we will meet or surpass the required 30 hours of action plan correlated annual professional development to ensure quality personnel.

ANNUAL OBJECTIVE: Maintain or surpass the 30 hours of action plan correlated annual professional development to ensure quality personnel.

DATA SOURCE(S): PD Calendar

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected	x	x	30	30	30	30	30
Actual	37	38	38	39			

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<i>Indicators of Implementation</i>
Revisit school data at the beginning of each school year to ensure that professional development is correlated to school need.	Began 2008	Instructional Coach Faculty Administration			Agendas from meeting.
Provide a professional development calendar to all staff to ensure that the professional development plan is well planned and correlated to school needs.	Began 2008	Instructional Coach Faculty Administration			PD Calendar Provided
Collaborative teams of grade level department based teachers will meet once a week to plan intentional standards-based lessons that reflect the best practices implementation.	Began 2008	Grade Level Teams			1. Common Lesson plans 2. Common Unit plans 3. Common SLM's
Faculty, along with the instructional coach, will meet monthly to discuss research on best practices topics and how to implement these practices in the classroom.	Began 2009	Instructional Coach Faculty Administration			1. Meeting agendas 2. Classroom Observations 3. Lesson Plans

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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.8	96.4	95.9				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
Student Incentives Committee will provide incentives for students who miss less than 9 periods of school per nine week period.	Begins August 2013	Instructional Coach Student Incentives Committee		PTA	List of students who meet requirements per nine week period	August 2013

Student Incentive Committee will provide incentives for students after PASS testing to recognize attendance and work ethic.	Begins March, 14	Instructional Coach Student Incentives Committee	\$75.00	PTA	Student rubric; list of students meeting criteria	Ends May, 14
A mentoring program called Terrific Tigers will be implemented to increase academic achievement. Students are identified by a collaboration of the teachers and staff. Students who have scores +/- 5 points of being Met on PASS will be identified for the program.	Implementation January, 14	Administration Faculty		PTA	Teachers and faculty volunteer to be mentors of a group of students up to 6. The mentor will meet with the students weekly and give encouragement for academic successes. The mentor will check for homework.	Continued
Guidance counselors will work with teams to implement The Upstanders Initiative as they use literature and social studies to teach mini lessons on antibullying and respecting others.	Implementation September, 14	Guidance Counselors Instructional Coach Team Teachers			Lesson plans and guidance calendar.	Continued

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 - School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	Less than 0.5%	Less than 0.5%	<i>Less than 0.5%</i>	<i>Less than 0.5%</i>	<i>Less than 0.5%</i>
School Actual	0.4%	0	0.1%				
District Projected	X	X	Less than 0.5%	Less than 0.5%	<i>Less than 0.5%</i>	<i>Less than 0.5%</i>	<i>Less than 0.5%</i>
District Actual	0.5%	0.6%	0.6%				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
A school wide discipline plan has been developed to ensure continuity of discipline and consequences across the grade levels and create an environment conducive of learning.	Began 2008	School faculty & Administration			1. Faculty Meeting Agendas 2. Classroom Observations 3. Teacher contact logs 4. Incident Management System reports	Continued

A mentoring program called Terrific Tigers will be implemented to increase academic achievement. Students are identified by a collaboration of the teachers and staff. Students who have scores +/- 5 points of being Met on PASS will be identified for the program.	Implementation January, 14	Administration Faculty		PTA	Teachers and faculty volunteer to be mentors of a group of students up to 6. The mentor will meet with the students weekly and give encouragement for academic successes. The mentor will check for homework and behavior issues.	Continued
Guidance counselors will work with teams to implement The Upstanders Initiative as they use literature and social studies to teach mini lessons on antibullying and respecting others.	Implementation September, 14	Guidance Counselors Instructional Coach Team Teachers			Lesson plans and guidance calendar.	Continued

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 91.9% 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	92.1	92.4	92.7	93	93.3
School Actual	91.9	83.4	80.4				
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.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
School Positive Feedback Initiative	August 2013	Instructional Coach Faculty Administration			Team Newsletters E-cards Teacher Phone Logs	Continued

SCHOOL NAME: Blue Ridge Middle School

The implementation of a WatchDOGS group that will provide male role models with a greater opportunity to be involved with in the school setting.	Begin August 2013	Instructional Coach			WatchDOGS Calendar and Daily logs	Continued
Guidance counselors will work with teams to implement The Upstanders Initiative as they use literature and social studies to teach mini lessons on antibullying and respecting others.	Implementation September, 14	Guidance Counselors Instructional Coach Team Teachers			Lesson plans and guidance calendar.	Continued

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 86.3% in 2012 to 87.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .3 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	86.6	86.9	87.1	87.4	87.7
School Actual	86.3	70	80.9				
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				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimat ed Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
School Positive Feedback Initiative	August 2013	Instructional Coach Faculty Administration			Team Newsletters E-cards Teacher Phone Logs	Continued

The implementation of a WatchDOGS group that will provide male role models with a greater opportunity to be involved with in the school setting.	Begin August 2013	Instructional Coach			WatchDOGS Calendar and Daily logs	Continued
Guidance counselors will work with teams to implement The Upstanders Initiative as they use literature and social studies to teach mini lessons on antibullying and respecting others.	Implementation September, 14	Guidance Counselors Instructional Coach Team Teachers			Lesson plans and guidance calendar.	Continued

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 97.8% in 2012 to 98.8% 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	98	98.2	98.4	98.6	98.8
School Actual	98.1	91.3	100				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimat ed Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
School Positive Feedback Initiative	August 2013	Instructional Coach Faculty Administration			Team Newsletters E-cards Teacher Phone Logs	Continued

Who's Who, Braggin' Rights and other teacher recognition	Began 2008	Instructional Coach Faculty Administration		PTA	Faculty Meeting Agendas	Continued
The implementation of a WatchDOGS group that will provide male role models with a greater opportunity to be involved with in the school setting.	Begin August 2013	Instructional Coach			WatchDOGS Calendar and Daily logs	Continued
Guidance counselors will work with teams to implement The Upstanders Initiative as they use literature and social studies to teach mini lessons on antibullying and respecting others.	Implementation September, 14	Guidance Counselors Instructional Coach Team Teachers			Lesson plans and guidance calendar.	Continued

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 88% in 2012 to 94.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.5 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	89.5	91	92.5	94	94.5
School Actual	88	91.3	94.1				
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.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimat ed Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
School Positive Feedback Initiative	August 2013	Instructional Coach Faculty Administration			Team Newsletters E-cards Teacher Phone Logs	Continued

The implementation of a WatchDOGS group that will provide male role models with a greater opportunity to be involved with in the school setting.	Begin August 2013	Instructional Coach			WatchDOGS Calendar and Daily logs	Continued
Guidance counselors will work with teams to implement The Upstanders Initiative as they use literature and social studies to teach mini lessons on antibullying and respecting others.	Implementation September, 14	Guidance Counselors Instructional Coach Team Teachers			Lesson plans and guidance calendar.	Continued

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 88.7% in 2012 to 93.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	89.7	90.7	91.7	92.7	93.7
School Actual	88.7	89.3	93.9				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimat ed Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
School Positive Feedback Initiative	August 2013	Instructional Coach Faculty Administration			Team Newsletters E-cards Teacher Phone Logs	Continued

The implementation of a WatchDOGS group that will provide male role models with a greater opportunity to be involved with in the school setting.	Begin August 2013	Instructional Coach			WatchDOGS Calendar and Daily logs	Continued
Guidance counselors will work with teams to implement The Upstanders Initiative as they use literature and social studies to teach mini lessons on antibullying and respecting others.	Implementation September, 14	Guidance Counselors Instructional Coach Team Teachers			Lesson plans and guidance calendar.	Continued

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.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the annually percentage of 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	100	100	100	100	100
School Actual	100	93.4	100				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
The implementation of a Watch DOGS group that will provide male role models a visible role in school security.	Begin August 2013	Instructional Coach Faculty Administration		PTA Watch DOGS Members	Watch DOGS Calendar and Daily Log	Continued

A school wide discipline plan has been developed to ensure continuity of discipline and consequences across the grade levels and create an environment conducive of learning.	Began 2008	School faculty & Administration			1. Faculty Meeting Agendas 2. Classroom Observations 3. Teacher contact logs 4. Incident Management System report.	Continued
---	------------	---------------------------------	--	--	---	-----------