

BRYSON MIDDLE SCHOOL

3657 S. Industrial Drive
Simpsonville, SC 29680
864-355-2100



Dr. Adrienne Davenport, Principal
Greenville County School District
Mr. W. Burke Royster, Superintendent

School Portfolio
2013-14 through 2017-18

Inspiring Excellence

SCHOOL: Bryson Middle School

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

Ms. Desiree Dumas		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Adrienne Davenport		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 3657 S. Industrial Drive, Simpsonville, SC 29680

SCHOOL'S TELEPHONE: (864) 355-2100

PRINCIPAL'S E-MAIL ADDRESS: adavenport@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:	Dr. Adrienne Davenport
2. TEACHER:	Julie Summey
3. PARENT/GUARDIAN:	Heidi Rugg
4. COMMUNITY MEMBER:	Leon Hunt
5. SCHOOL IMPROVEMENT COUNCIL:	Desiree Dumas
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>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

***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).

_____ **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.

_____ **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.

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

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

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SECTION ONE: INTRODUCTION

The self-study process at Bryson Middle has been in place since 2002 when the staff first began working with the School Portfolio Toolkit materials developed by Dr. Victoria Bernhardt, Ph. D. The leadership team received training during the summer of 2002; the staff was trained during the fall. The first step was to complete an extensive needs assessment; then a year was taken to develop the first school portfolio. Mission, vision, and belief statements were developed that year; the staff continues to examine those statements with implementation of the Professional Learning Community concept. Each year state test scores, discipline data, and action plan are reviewed and modified. Initially our staff provided input through grade levels, working to consensus.

As a result of the Making Middle Grades Work initiative beginning in the fall of 2010, the staff is divided into focus teams where each teacher serves throughout the year. The focus teams of Data/Technology, Guidance/Transition, Student Engagement, Academic Rigor, Parent/Community Involvement, School Climate/Culture, and School Wellness provide input and work to serve the school. These teams contain representation from all grade levels and are cross-curricular in nature. Focus Teams with Staff Participants (*chairperson):

Data/ Technology	Guidance/ Transition	School Climate/ Culture	Academic Rigor	Student Engagement	Parent/ Community Involvement	School Wellness
* Shumaker, Shawn	* Brister, Shani	*Nalley, Clint	*Konczal, Sherry	*Bross, Wendy	*Hill, Holly	*Washington, Carla
Bollinger, Taxi	Beeson, Bryan	Albin, Rachael	Bailey, Ronda	Aldrich, Shannon	Bailey, Ronda	Byrnes, Tama
Burton, April	Dodd, Connie	Arnold, Lindsey	Dresko, LeKeeshia	Bearden, Iris	Behymer, Amber	Guest, Erick
Cole, Mary	Gaskins, Vence	Bargeron, Troy	Harshbarger, Jennifer	Brenegan, Amy	Delgado, Gina	Howell, Kathy
Gaines, Danette	Lambert, Denise	Byrd, Sara	Helms, Sherry	Jones, Brantlee	Hudson, Timyra	Kliewer, James
Griffith, Erick	Price, Barbara	Heller, Monica	Mackey, Janice	Inman, Jeff	Hugo, Shannon	Puskas, Jeremy
McCrum, Larry	Suber, Althea	Riddle, Denise	Nix, Rosetia	Mahony, Dru	Lamb, Chris	Summey, Julie
Tucker, Mandy	Swift, Jennifer	Stevens, Scott	Parker, Ryan	Neely, Brittany	Maloy, Mark	
Tumlin, Ashley	Uregen, Attila	Wideman, Tonia	Rex, Angela		Sloan, Alicia	
Tollison, Kate					Trojan, Joe	
					Wagaman, Chelsey	

With a large staff, focus teams meet to analyze data for each grade level, to study the strategies from the action plan, and to make recommendations about changes. Chairs for each focus team and department chairs along with administration, the instructional coach, and the media specialist serve

on a leadership team which conveys information and feedback school-wide. Reports from these meetings are shared with all staff; input is given and incorporated into the plan until consensus is achieved. Then the proposed plan is submitted to the School Improvement Council and to the PTSA Executive Board for input. An updated draft of the plan is then shared with the staff again for input and final consensus.

SECTION TWO: EXECUTIVE SUMMARY

Summary of Needs Assessment for Student Achievement

In the spring of 2014, PASS scores show that while the majority of Bryson Middle School students are improving their performance, not all are performing at high levels. The most prominent underachieving group is the disabled population while African-American students perform at approximately 25 mean points lower than other ethnicities. In response to data, the following initiatives have been determined:

- School-wide writing plan to provide state standard support
- Grade-level subject-area common major assessments
- Implementation/refinement of full inclusion with co-teaching models of instruction
- Systematic strategies for note-taking, reading informational text, researching, and developing vocabulary
- Interactive technology integration in the classroom for increased engagement
- Systematic student self-reflection and response to learning to increase student ownership

Summary of Needs Assessment for Teacher and Administrator Quality

Needs assessments indicated that teachers desire and need continued professional development to maximize their growth. A plan of development is determined based on school initiatives and staff needs to include meeting the needs of diverse student populations, characteristics of adolescent learners, literacy strategies across the curriculum, analysis of data to inform instruction, critical thinking to support state standards, and explicit vocabulary instruction. Additionally, a need to increase collegial conversations regarding observation feedback (administrative and peer) was addressed and will be a focus of upcoming discussions.

Summary of Needs Assessment for School Climate

The State Report Card Survey has indicated student, parent, and teacher satisfaction from the majority of our stakeholders. Growth, however, is still needed. Focus strategies are:

- Providing clear expectations and positive incentives for behavior
- Developing uniform policies regarding late work, re-testing, extra credit, etc.
- Expanding the current program of achievement celebration and recognition
- Initiating semester academic parent nights for showcasing student achievement
- Refining communication with stakeholders and marketing logo of “Inspiring Excellence”
- Implementing an advisory program for student mentoring
- Designing a school-wide character education program to address student/teacher respect and bullying.

Significant Challenges in the Last Three Years

- Collaborative planning of content curriculum and common assessments
- Large related arts classes due to allocation restraints

- Implementation of inclusion model for learning disabled students

Significant Accomplishments in the Last Three Years

- ESEA/Federal Accountability Rating of A (91.6)
- 2013 Palmetto Gold for Student Achievement; 2012 Palmetto Silver Award for both achievement and closing the gap
- Increases in all PASS subjects area for overall student performance

SECTION THREE: SCHOOL PROFILE

BRYSON MIDDLE SCHOOL (March 2015)

Bryson Middle School Community

Demographics

Bryson Middle School students live in one of two communities within Greenville County: Simpsonville or Fountain Inn. The city of Simpsonville has a population of 19,615 with a median age of 36.5 years, average household income of \$48,130, and 88.3% with high school diplomas and 35.9% with bachelors’ degrees or higher. The city of Fountain Inn has a population of 7991, with a median age of 35.0 years, an average household income \$43,258, and 86.7% with high school diplomas and 26.8 % with bachelors’ degrees or higher. The school is located between these communities and is easily accessible from either location. (data from each city’s website)

Facility

Located in Simpsonville, SC, the facilities at BMS consist of 60 technology-equipped classrooms including seven science lab classrooms, wireless internet access throughout the school, a library/media/research center, a state-of-the-art auditorium and stage, seven computer labs (Keyboarding, Gateway to Technology, Research, Compass Learning/General Use), 2 portable classrooms, a full gymnasium and cafeteria, and an administrative/guidance office suite.

Leadership

Local civic leadership is provided by Ms. Geneva Lawrence, mayor pro-tem of Simpsonville, and Mr. Gary Long, mayor of Fountain Inn. Bryson Middle School’s Principal, Dr. Adrienne Davenport, serves along with two Assistant Principals, Mrs. Judy Whitson and Ms. Paula Bruce, and one Administrative Assistant, Mr. David Deighton. School issues and concerns are divided among seven focus teams— Academic Rigor, Student Engagement, Parent/Community Involvement, Guidance/Transition, School Culture/Climate, School Wellness, and Data/Technology. The Leadership Focus Team, composed of chairpersons from focus teams and departments, meets on the first Wednesday of each month to discuss school progress and program development; each focus team and department then meets monthly to develop support for school initiatives. The Administrative Team, consisting of the principal, assistant principals, administrative assistant, and instructional coach, meet weekly to support programs and to communicate concerns. Both PTA and SIC groups are actively involved in supporting school programs at BMS.

Bryson Middle School Personnel Data

At Bryson Middle School, there are fifty-nine teachers supported by a principal, two assistant principals, an administrative assistant, three guidance counselors, one 0.5 career specialist, one 0.5 ESOL support, one media specialist, and an instructional coach. A full-time school nurse and school

resource officer handle student needs as well as a counselor from Piedmont Mental Health, two classroom aides, one secretary, and four clerks. The cafeteria staff of eleven and a custodial staff of eight complete the staff. Several bus drivers and utility workers also provide services for students. Other support personnel available to assist in meeting the needs of BMS students include the district psychologist, an itinerant speech therapist, an ESOL district consultant, and network computer engineer. Eight teachers are African-American as are two administrators and one guidance counselor; one teacher is Hispanic. All other staff members are Caucasian. Excluding cafeteria staff and custodial staff, there are eighteen male certified staff members and fifty-one certified female staff members who work with students each day.

The faculty and staff at Bryson Middle School believe that its purpose is not education for its own sake, but rather education to prepare students for future successes in their careers and relationships. Priorities are to increase student achievement as measured by state tests, to improve school climate as measured by survey results from parents and number of discipline referrals, and to continue to provide professional development to insure highly qualified personnel in every position.

	Male	Female
Administrators	1	3
Teachers	17	42
Certified Support Staff	1	4
CDF and ESOL (both .5)	0	2

Teachers--Years of Experience

Grade Level	1-3 years	4-5 years	6-8 years	9-10 years	11-15 years	16-20 years	21-25 years	26+ years
6	1	0	2	3	3	1	0	2
7	2	0	4	2	1	2	2	1
8	3	0	2	3	3	3	1	1
Special Ed.	3	0	0	0	1	0	1	1
Related Arts	2	2	0	2	3	1	0	0
Certified Support Staff	0	1	0	0	1	2	1	2

Highly Qualified Status: 100% of our teachers at BMS are “highly qualified” as defined by the No Child Left Behind legislation. Four teachers have National Board Certification. The teacher attendance rate is 93.3%.

Bryson Middle School Student Population Data

As of March 2015, Bryson Middle School serves 1016 students in grades 6-8. Of these students, 62% are Caucasian, 24% are African-American, 8% are Hispanic, and 5% are other ethnicities. The percentage of students receiving free/reduced lunch is 50%, and our school poverty index has risen to 63.97%.

Grade-Level Enrollment

Total Enrollment

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Grade 6	383	386	351	355	329
Grade 7	371	359	379	364	340
Grade 8	382	345	366	378	347
Total	1136	1091	1096	1097	1016

Enrollment has been decreasing over the past 5 years due to the building of two new middle schools in the nearby area and the re-distribution of geocodes. The number of students at each grade level for 2014-2015 ranges +/-2%--a difference of low significance.

Gender

Enrollment by Gender

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Male	587	568	562	566	542
Female	549	523	534	531	474

As shown in the table above, there is a 3% difference in the total male and female students for 2014-2015.

Special Education

Special Education (EH/Autistic/OHI) Student Enrollment

EH/ OHI/ Autistic	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Grade 6	7	1	10	4	9
Grade 7	5	3	8	9	5
Grade 8	9	4	11	6	11

Special Education (LD) Student Enrollment

Learning Disabled	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Grade 6	28	39	32	31	22
Grade 7	34	32	37	42	26
Grade 8	25	37	31	53	39

Special education students are served in an inclusion model. Tutorials are provided as mandated for students. Special education teachers serve in the classroom as co-teachers. Students with ED classification are served in a self-contained classroom.

Ethnicity

Student Enrollment by Ethnicity

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
African-American	23%	23%	25.0%	26.3%	24.0%
Hispanic	7%	9%	7.7%	7.9%	8.0%
White	64.7%	65%	62.7%	61.4%	62.0%
Other	5.2%	3%	4.6%	4.4%	5.0%

Over the last five years, our population has fluctuated slightly with regard to ethnicity; the most significant changes are a 1% increase in the Hispanic and African-American populations, and 2.7% decrease in the Caucasian population.

Free and Reduced Lunch

Enrollment by Lunch Status

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Paid	51.5%	51.5%	50.4%	51.9%	50.0%
Free/Reduced	48.5%	48.5%	49.6%	48.1%	50.0%

Free/reduced percentages have remained fairly constant with a +/- 2% range.

Gifted and Talented

Gifted Enrollment

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Artistic	2	0	1	2	1
Academic	205	215	192	195	186
Gifted Both	2	0	0	0	0
Not Gifted	931	876	903	900	829

Since 2010, the percentage of students designated as gifted has remained constant during an overall enrollment decline.

Academic/Behavioral Features/Programs/Initiatives

Learning Focused Schools Initiative: The Learning Focused® Schools Model is a school reform model designed to assist schools and teachers in using exemplary practices to increase learning and achievement. The model provides frameworks and tools for organizing, planning, assessing, and designing for curriculum, instruction, and assessment.

Making Middle Grades Work Initiative: This initiative is designed to improve student achievement by creating a culture of high expectations and continuous improvement that prepares middle school students for challenging high school studies.

Co-Teaching: Special education students are served primarily through an inclusion model. Special education teachers serve as co-teachers in the academic classroom. There is one tutorial period per grade level for students who need additional support to be successful in the regular classroom. One self-contained class continues to serve the ED population.

Compass Learning: This computerized program, provided by the district, is used with ELA classes to strengthen individual student deficit areas.

Positive PAWS: This program, based on the Success for BMS plan, rewards students for good behavior. Teachers give students PAWS tickets when they observe positive choices. Students deposit the tickets in a box in the media center. Each week five names from each grade level are drawn; these students receive an incentive.

Chillin'on the Green: Students making positive behavior choices (no discipline infractions) are rewarded quarterly with a celebration.

Character Education: Classroom guidance lessons are based on the *7 Habits of Highly Effective Teens*. Based on the principle, "we are what we do", counselors seek to introduce each habit over the 3 year middle school period and to teach practical ways to apply each. Habits, such as being proactive, taking responsibility, and seeking to understand others, all lend themselves well to assisting students in making good choices and maintaining good character. Counselors are using Enrichment groups, the Character Matters Book Club, and the Cultural Expansion Club to reinforce these concepts.

Saturday School: Students may be assigned to Saturday School for behavior issues. Students come to school for 2 hours on Saturday and work to improve their academic performance. This is an alternative to out-of-school suspension and the loss of instructional time.

Enrichment: Three times monthly students meet in small groups based on academic need and/or interest. These sessions are designed to increase student-adult interactions in the building and to offer opportunities for academic growth and enrichment.

SECTION FOUR: MISSION, VISION, AND BELIEFS

Mission: We will educate and nurture every student.

Vision: Bryson Middle School will be a learning community that inspires and supports academic excellence and social responsibility.

Beliefs:

1. All students can learn and have the responsibility to be active learners.
2. Students are valued individuals with unique intellectual, social, emotional, and physical needs.
3. Students learn best in a safe and secure setting nurtured by competent teachers, administrators, and community members.
4. Curricula and instruction should vary to meet the needs of each student.
5. Education is the shared responsibility of home, school, and community to promote competent, lifelong learners.

SECTION FIVE: DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Needs Assessment

Achievement

For the needs assessment, the graphs below show PASS data disaggregated by grade, disability, gender, ethnicity, and FARMS (Free and Reduced Meals). These scores are based on a mean of 632.0 as the Annual Measured Objective (AMO). Further, we looked at attendance data for students and staff. Finally, qualitative data was collected from staff, students, and parents.

Analysis of PASS 2014 by Subgroups

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
All Students	630.1	627.5	636.4	645.5	99.9	99.9
Male	623.7	625.7	638.9	646.5	100.0	100.0
Female	637.0	629.5	633.8	644.3	99.8	99.8
White	640.3	637.0	650.5	654.7	99.9	99.9
African-American	613.8	608.3	612.9	625.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	610.8	615.1	622.8	630.1	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	577.5	583.5	584.7	595.5	100.0	100.0
Limited English Proficient	612.0	616.3	624.2	642.2	100.0	100.0
Subsidized Meals	611.3	611.0	618.3	626.3	99.8	99.8
AMO	632.0	632.0	632.0	632.0	95.0	95.0

PASS Scores over Time/Percentage Met and Exemplary

PASS	2009-2010	2010-2011	2011-2012	2012-2013	*2013-2014
Writing	72.0%	69.9%	74.1%	74.2%	73.8%
Reading/Research	66.6%	70.4%	72.5%	75.3%	71.1%
Mathematics	57.0%	70.8%	69.9%	72.3%	68.3%
Science	71.4%	74.1%	81.4%	76.9%	74.5%
Social Studies	69.1%	76.1%	78.8%	78.8%	75.6%

*Data gathered for the 2013-2014 school year used a different formula for measurement of student achievement. Percentages appear lower in all categories but actually reflect the adjustment of data percentages as per the new formula.

Attendance

Year	Students	Teachers
2009-2010	95.6%	99.7%
2010-2011	94.1%	94.9%
2011-2012	95.3%	93.9%
2012-2013	95.5%	92.7%
2013-2014	94.1%	93.3%

Analysis/Response

Gender: Females scored higher than males in ELA and in math; males scored higher than females in science and social studies. The most significant difference in gender scores is ELA where males scored 14 mean points lower than females and in science and social studies where males scored 4-5 mean points higher than females.

Ethnicity: The mean for African-American and Hispanic students was significantly lower than for White students. Performance scores had a range of 26 to 30 points lower in ELA, 20 to 29 points lower in math, 28 to 38 points lower in science, and 24 to 29 points lower in social studies.

Disabled: The students identified as disabled performed lower than their non-disabled peers. Overall student performance was 44-53 mean points higher in all academic subject areas than disabled students.

Free Lunch Status: When comparing students based on economic indicators, those students on Free Lunch scored 16-19 mean points lower than all students.

Attendance: Attendance of both students and teachers is necessary for all students to achieve consistently. This past year attendance fluctuated by less than 1%. Both groups must be present for optimal academic achievement.

Response: Achievement data reflects a need for targeted interventions for students who are underperforming. A full inclusion model with co-teaching components has been implemented and will be refined to address grade-level standards-based instruction with special education students using appropriate differentiation strategies and accommodations. Systematic intervention of a consistent writing plan and best-practice strategies will structure clear expectations and opportunities for success for all students. A continuation of common planning, common

assessments, and collaborative analysis will strengthen classroom instruction while interactive technology use will more effectively engage learners. The addition of a school-wide program of student self-reflection and analysis of progress will increase student ownership of learning.

Teacher and Administrative Quality

Bryson Middle School Professional Development Plan 2014-15

Date	Workshop Title	Presenter/ Facilitator	Hours	Goal
8/13/2014	Instructional Overview	Dr. Davenport/Pam Templeton	1	1
8/18/2014	PowerTeacher	PowerTeacher Team	1	2
8/18-22/2014	Common Assessments: Appointment by grade-level, subject-area groups (ELA, math, science, social studies only)	Pam Templeton	1	1
8/26/2014	Enrich for Data Analysis with current students	Pam Templeton	1	1
8/27/2014	Faculty Meeting: Edmodo—creating an account, posting	Data/Technology Team	1	2
8/28/2014	Google Sites Training (Optional)	Pam Templeton	1	2
9/2/2014	MAP training for Related Arts; GradeCam—Classes, Forms, Scanning	Pam Templeton	1	2
9/2/2014	Google Sites Training (Optional)	Pam Templeton	1	2
9/9/2014	GradeCam--Reports	Teacher Facilitators (Tumlin, Helms, Cole)	1	2
9/15/2014	Using Data To Inform Instruction (SpEd PD on progress monitoring)	Janice Mackey	1	1
9/16/2014	Best Practices for the Classroom Science—Chris Burras—Interactive Science Notebooking; SS, ELA, Math— <i>Teach Like a Champion</i>	Chris Burras James Kliewer Pam Templeton	1	1, 2
9/17/2014	Department Meetings—Goal setting; PD science and SS for interactive notebooking	SS and Science—Tama Finley; Chris Burras ELA and SS--Literacy	1	1, 2
9/18/2014	PAS-T Panel (Year 2)--E-pas, PAS-T notebook	Pam Templeton	1	2
9/23/2014	Enrich for Data Analysis with subject-area strand information	Pam Templeton	1	1
9/24/2014	Text Study: <i>Engaging Students with Poverty in Mind</i>	Dr. Davenport/Pam Templeton	1	1, 2
9/25/2014	Mentoring Connection (Year 1)—Classroom Management	Pam Templeton	1	2
9/30/2014	Best Practices: Formative Assessment	Pam Templeton	1	1, 2
10/2/2014	Leading and Learning (Mentoring Year 3)— Leadership Skills, Survey	Pam Templeton	1	2
10/3/2014	School Visit—Sevier--Enrichment	Wendy Bross	3	1, 3
10/7/2014	Google Sites—Signing in	Pam Templeton	1	2
10/14/2014	Math and ELA Teachers—Goal Setting with MAP data	Pam Templeton	1	1
10/14/2014	Mentoring Connection (Year 1)—Parent Conferences	Pam Templeton	1	2
10/15/2014	Department Meetings—District PD Feedback	Department Chairs	1	1
10/16/2014	Edmodo—student use; Streamline 360; Google Sites—creating a website, managing pages	Debbie Jarrett from ETV; Kym Drum from GCSD	1	2
10/22/2014	Text Study: <i>Engaging Students with Poverty in Mind</i>	Dr. Davenport/Pam Templeton	1	1, 2
10/28/2014	Text Structures of Informational Writing	Academic Rigor Team	1	1, 2
10/29/2014	Text Study: <i>Engaging Students with Poverty in Mind</i>	Pam Templeton	1	1, 2
11/11/2014	Inclusive Practices-Myths/Common Vocabulary	Inclusive Practices Team	1	1
11/11/2014	Mentoring Connection (Year 1)—Teacher Resilience	Pam Templeton	1	1, 2
11/12/2014	Department Meetings—District PD Feedback	Department Chairs	1	1
11/18/2014	Inclusive Practices—Accommodations vs. Modifications	Inclusive Practices Team	1	1

11/19/2014	Text Study: <i>Engaging Students with Poverty in Mind</i>	Dr. Davenport/Pam Templeton	1	1, 2
12/2/2014	Inclusive Practices—Forms 1 and 2	Inclusive Practices Team	1	1
12/9/2014	Inclusive Practices Cohort: Teams 1	Special Education Teachers	1	1
12/10/2014	Department Meetings—District PD Feedback	Department Chairs	1	1
12/16/2014	Inclusive Practices Cohort: Teams 2	Special Education Teachers	1	1
1/6/2015	Inclusive Practices Cohort: Teams 3	Special Education Teachers	1	1
1/13/2015	Mentoring Connection (Year 1)—Common Assessments/End-of-Semester Considerations	Pam Templeton	1	1, 2
1/13/2015	Semester One Peer Observation	Transformation Partners from Text Study	1	2
1/20/2015	Meeting Needs of Students: Enrichment	Student Engagement Facilitators	1	1, 3
1/21/2015	Department Meetings—District PD Feedback	Department Chairs	1	1
1/28/2015	Text Study: <i>Engaging Students with Poverty in Mind</i>	Dr. Davenport/Pam Templeton	1	1, 2
2/3/2015	Enrichment Program Design	Grade-level Teachers	1	1, 3
2/10/2015	Refresh: Windows 8.1	Lance Curry, District ETS	1	2
2/10/2015	Mentoring Connection (Year 1)—Technology in the Classroom	Pam Templeton	1	1, 2
2/17/2015	Technology Share with Windows 8.1	Grade-level Teachers	1	2
2/18/2015	Department Meetings—District PD Feedback	Department Chairs	1	1, 2
2/24/2015	MAP Training	Pam Templeton	1	2
3/3/2015	Gradual Release of Responsibility	Pam Templeton	1	1-3
3/10/2015	Google Teacher Websites	Cole, Barger, Tucker, Burton	1	2
3/10/2015	Mentoring Connection (Year 1)—Professionalism, Gradual Release of Responsibility	Pam Templeton	1	1, 2
3/18/2015	Department Meetings—District PD Feedback	Department Chairs	1	1, 2
4/7/2015	Data Analysis: SCPASS; ACT Test Prep	Pam Templeton	1	1
4/14/2015	Semester Two Peer Observation	Transformation Partners from Text Study	1	2
4/14/2015	Mentoring Connection (Year 1)—Successes, Challenges, Reflections	Pam Templeton	1	1, 2
4/21/2015	Formative Assessments	Pam Templeton	1	1, 2
4/22/2015	Department Meetings—District PD Feedback	Department Chairs	1	1, 2
5/12/2015	Common Assessments	Pam Templeton	1	1
5/19/2015	Instructional Closeout	Pam Templeton	1	3
5/20/2015	Department Meetings—District PD Feedback	Department Chairs	1	1, 2
5/28/2015	Professional Development Feedback	Pam Templeton	1	3

Response

The professional development plan for 2015-2016 is currently being developed. Initiatives begun will continue; focus for professional development opportunities will include:

- Evaluation, interpretation, and use of data (to include Enrich, GradeCam)
- Differentiation using researched-based instructional practices
- Critical thinking in support of state standards
- Explicit vocabulary instruction (tiered academic vocabulary)
- Inclusion school practices (strengthening co-teaching models in the classroom)
- Literacy strategies across content areas
- Characteristics of adolescent learners
- Mentoring/student-centered intervention
- Meeting the instructional needs of diverse student populations

School Climate Needs Assessment

Student Behavior

Unduplicated Out-of-School Suspensions over Time

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Other Male	58	*	91	121	103
Black Male	50	*	30	36	16
Other Female	33	*	31	23	17
Black Female	34	*	17	24	18
TOTAL	175	*	169	204	154

*Incident Management System (IMS) came online 2011-12. The school year 2011-12 began a new benchmark for discipline data.

Over the last five years, discipline issues have been on a decline school-wide due to a number of factors: Saturday School, BMS for Success positive behavior plan, and school-wide focus on consistent implementation of expectations. Data from the 2013-2014 year shows a decrease in all categories.

Support/Communication

Report Card survey results show a decrease in overall satisfaction of the learning environment, the social/physical environment, and the home-school relations. Additionally satisfaction with safety has decreased with all stakeholders. These results show opportunities for growth for BMS.

Survey Data from the Annual Report Card Survey

Survey Data from the Annual Report Card Survey – Teachers					
	2010	2011	2012	2013	2014
Satisfied with learning environment	95.0	83.1	91.0	89.1	85.3
Satisfied with social and physical environment	95.0	89.2	95.5	90.3	89.6
Satisfied with home-school relations	82.5	78.5	80.6	89.0	83.8
Survey Data from the Annual Report Card Survey – Students					
	2010	2011	2012	2013	2014
Satisfied with learning environment	70.9	61.2	74.3	72.3	62.2
Satisfied with social and physical environment	76.5	71.2	76.4	75.4	62.0
Satisfied with home-school relations	84.8	84.5	84.8	85.6	75.5
Survey Data from the Annual Report Card Survey – Parents					
	2010	2011	2012	2013	2014
Satisfied with learning environment	75.7	71.6	79.0	86.2	77.0
Satisfied with social and physical environment	68.9	63.4	74.3	79.0	65.1
Satisfied with home-school relations	69.9	61.4	68.9	79.6	49.0

Additional data from Annual Report Card Survey					
	2010	2011	2012	2013	2014
Satisfied with school safety—Teachers	*	*	100.0	100.0	98.5
Satisfied with school safety—Students	*	*	84.9	87.9	77.6
Satisfied with school safety—Parents	*	*	88.9	91.2	83.2

*No data reported on safety prior to 2012

Mentoring

Additional internal surveys identified a need for a systematic character education program and an advisory/mentoring program to support student needs and to increase emotional outreach.

Response/Next Steps

Behavior:

1. Continuing use of BMS for Success, Positive PAWS, and Chillin' on the Green events to establish clear expectations and to provide positive incentives for successful students.

Support/Communication:

2. Expand transition support for 5th to 6th and 8th to 9th grade students (academically, emotionally, and socially)
3. Research student-incentive program for attendance
4. Develop a uniform set of policies (late work, re-testing, extra credit, etc.)
5. Expand current program of celebration for achievement, particularly academic success
6. Develop semester academic parent nights for showcasing student achievement
7. Continue to refine parent communication; publicize school logo "Inspiring Excellence"

Mentoring:

8. Develop a student mentoring/incentive program
9. Develop a school-wide character education program (bullying/respect)

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.

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: 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 at 99.0%.

ANNUAL OBJECTIVE: Maintain percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I at 99%.

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	99.0	99.0	99.0	99.0	99.0
School Actual	100.0	100.0	98.3				
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	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: 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 at 99.0%.

ANNUAL OBJECTIVE: Maintain 99.0% of 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	99.0	99.0	99.0	99.0	99.0
School Actual	100.	97.9	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				

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	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 – 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 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

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 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.*

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<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>
STRATEGY: Develop a school-wide model, aligned with state standards, for consistent writing expectations (to include narrative, informational, and argumentative writing). Model to include rubrics and exemplary texts (narrative, informational, argumentative).	Ongoing	IC, ELA Dept., Dept. Heads, Academic Rigor Focus Team, Instructional Staff	\$0.00	N/A	Written plan published school-wide; presentation materials from PD/minutes; administrative observation data
STRATEGY: Develop, refine, and implement use of common standards-based major assessments for each grade-level content to analyze student performance and instructional needs (PASS and ACT formats to include selected response, constructed response, and performance tasks)	Ongoing	Grade-level subject-area teachers, IC, Administrative Team	\$0.00	N/A	Common major assessments, item analysis sheets, teacher reflection/ analysis sheets, minutes from grade-level subject-area collaborative planning
STRATEGY: Refine full inclusion special education services through the co-teaching models of instruction	Ongoing	Administrative Team, IC, Special Education Dept. Head, All Teachers	\$0.00	N/A	Presentation materials from professional development, schedule of classes with co-teaching component, lesson plans, administrative observations
STRATEGY: Implement school-wide consistent best-practice strategies in note-taking, reading informational text, researching, and vocabulary	Ongoing	IC, Academic Rigor Focus Team, ELA Dept.	\$0.00	N/A	Presentation materials from professional development; minutes
STRATEGY: Incorporate interactive technology to enhance instruction and to increase student engagement (interactive Promethean Boards, Activ	Ongoing	IC, Data/Technology Focus Team, Media Specialist, District-Provided In-Service	\$0.00	N/A	Presentation materials from professional development; lesson plans noting technology use; administrative

Expressions, Edmodo, Compass Learning, etc.)					observation data
STRATEGY: Develop and implement a school-wide system of student self-reflection to instructional progress (such as GPS, error analysis, student-led conferences, etc.) to increase student ownership of achievement	Ongoing	Administrative Team, IC, Student Engagement Focus Teams	\$0.00	N/A	GPS goal sheets; lesson plans; logs and/or narratives from student-led conferences
STRATEGY: Provide Academic Assistance for students scoring below proficiency on standardized assessments in ELA and Math	Ongoing	Academic Assistance Teachers, IC, ELA Dept. Math Dept.	\$0.00	\$0.00	Analysis of semester data and standardized test score data; coaching and administrative observations
STRATEGY: Use of District Curriculum Resources - Rubicon Atlas- for unit and lesson planning	Ongoing	Whole staff, IC	\$0.00	\$0.00	IC- Weekly lesson plan checks and coaching and classroom observations
STRATEGY: Utilize data from Grade Cam and other sources to review for instruction and assessment	Ongoing	Whole staff, IC	\$0.00	\$0.00	Analysis meetings with IC and administration
STRATEGY: Utilize web-based curricula (e.g. USA Test Prep and Compass Learning) to provide enrichment/remediation	Ongoing	Whole staff, IC	\$0.00	\$0.00	Observation Data; assessment data analysis
STRATEGY: Provide PD for all teachers on the use of Depth of Knowledge levels for lesson planning and instruction	Ongoing	Whole staff, IC	\$0.00	\$0.00	Observation Data; assessment data analysis
STRATEGY: Provide PD for all teachers on vocabulary instructional strategies	Ongoing	Whole staff, IC	\$0.00	\$0.00	Presentation materials/minutes from PD; lesson plan check and observation data

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: All teachers will receive support, training, and professional development in research-based strategies, best practices, and technology.

ANNUAL OBJECTIVE: Bryson Middle School will offer a minimum of twelve hours of professional development in-house on school-wide initiatives.

DATA SOURCE(S): BMS Professional Development Calendars for 2012-2013 through 2017-2018; Sample presentation materials

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100.0	100.0	100.0	100.0	100.0
Actual	100.0	100.0	100.0				

<u>TEACHER QUALITY ACTION PLAN</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
<p>STRATEGY: Provide professional development opportunities such as:</p> <ul style="list-style-type: none"> • Evaluation, interpretation, and use of data (including Enrich, GradeCam) to inform classroom instruction • Differentiation using researched-based instructional practices • Critical thinking in support of state standards • Explicit vocabulary instruction (tiered academic vocabulary) • Formative assessment and its use to drive instruction • Inclusion school practices (implementing co-teaching models in the classroom) • Literacy strategies across content areas • Characteristics of adolescent learner • Meeting the instructional needs of diverse student populations (e.g. poverty, homeless, ESOL) • Mentoring/student-centered intervention 	Ongoing	IC, District Consultants, Data/Technology Focus Team, Academic Rigor Focus Team	\$0.00	N/A	Professional Development Calendars for 2012-13 through 2017-2018; sample presentation materials; minutes from professional development sessions; data notebooks; lesson plans
<p>STRATEGY: Mentoring strategies to strengthen use of feedback from classroom observations (administrative and peer</p>	Ongoing	Administrative Team, IC, Instructional Staff	\$0.00	N/A	Peer observation feedback forms; administrative observations and conference logs; teacher

observations)					narratives
STRATEGY: Provide technology PD e.g. Google Drive facilitated by cadre of teachers - Data/Technology Focus Team	Ongoing	Identified staff, IC	\$0.00	\$0.00	Presentation materials/minutes from PD; lesson plan check and observation data
STRATEGY: Provide PD on teaching engagement strategies, e.g. gradual release of responsibility (GRR)	Ongoing	Teachers, IC	\$0.00	\$0.00	Presentation materials/minutes from PD; lesson plan check and observation data
STRATEGY: Increase staff wellness through various healthy initiatives	Ongoing	Wellness Focus Team	\$0.00	\$0.00	Analysis of participation; survey results

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	95.3	95.5	94.1				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

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	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	0.5%	0.6%	0.8%				
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 79.0% in 2012 to 82.0% 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 – Parent Survey item #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	80.0	80.5	81.0	81.5	82.0
School Actual	79.0	86.2	77.0				
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 74.3% in 2012 to 77.3% 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 – Parent Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	75.3	75.8	76.3	76.8	77.3
School Actual	74.3	72.3	62.2				
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 91.0% in 2012 to 93.5% 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 – Teacher Survey item #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	91.5	92.0	92.5	93.0	93.5
School Actual	91.0	89.1	85.3				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

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 88.9% in 2012 to 91.9% 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 – Parent Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	89.3	89.7	91.1	91.5	91.9
School Actual	88.9	91.2	83.2				
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 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 84.9% in 2012 to 88.5% 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 – Student Survey item #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	85.9	86.3	86.7	88.1	88.5
School Actual	84.9	87.9	77.6				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day at 97.0%.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 97.0% 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	2015-16	2016-17	2017-18
School Projected	X	X	97.0	97.0	97.0	97.0	97.0
School Actual	100.0	100.0	98.5				
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>
STRATEGY: Expand transition support from 5 th to 6 th and 8 th to 9 th grades (academically, emotionally, socially)	Ongoing	Guidance/ Transition Focus Team; Guidance Dept.	\$0.00	N/A	Pep rally for rising 6 th graders (agenda or powerpoint); registration communications with feeder schools; Curriculum Night program; Meet the Teacher; Open House
STRATEGY: Develop and implement school-wide character education program to address student/teacher respect and bullying	Ongoing	Administrative Team; Guidance; School Guidance/ Transition Focus Team	\$0.00	N/A	Published plan; materials generated for instruction; calendar for concepts/focus for year
STRATEGY: Develop and implement a student mentoring/intervention program, increasing student emotional outreach	Ongoing	Administrative Team; Guidance; Focus Teams	\$0.00	N/A	Advisory program outline; calendar for concepts/focus for year
STRATEGY: Develop and implement a uniform set of school-wide policies (such as late work, re-testing, extra credit, etc.)	Ongoing	Administrative Team; School Culture/Climate Focus Team; Leadership Focus Team, IC	\$0.00	N/A	Published uniform policies; samples from implementation school-wide
STRATEGY: Review current program, refine, and develop opportunities to celebrate school-wide achievement, emphasizing academic accomplishments	Ongoing	Administrative Team, Leadership School Culture/Climate Focus Team, IC	\$0.00	PTSA; Business partnerships for sponsorships and incentives	Written plan; photographs of celebratory displays; student work displayed; quarterly honor roll/ improvement recognitions
STRATEGY: Continue current parent night program; develop semester academic parent nights for showcasing student achievement	Ongoing	Parent/Community Involvement Focus Team; Dept. Heads with Dept. Support; IC	Donations	PTSA; Business partnerships supply prizes,	Agenda Calendar with monthly Parent Nights; website coverage/ recognition of events

				awards, incentives, etc.	
STRATEGY: Continue to refine parent communication (such as e-mail, phone messenger, marquee, letters, grade reports, local newspaper, weekly principal message, newsletters, website, kiosk for parent feedback, feedback link on website, sign-in sheets at parent night events, personal follow-ups to comments)	Ongoing	All BMS personnel	\$0.00	N/A	Sample communications; log of school-wide communications; printed feedback from parents and community
STRATEGY: Continue publicizing the BMS logo of "Inspiring Excellence" in the community, including development of artistic logo	Ongoing	Parent/Community Involvement Focus Team; Administrative Team	\$0.00	N/A	Narratives/samples of publicity regarding the BMS logo
STRATEGY: Refine Enrichment Program to engage students and provide remediation/enrichment	Ongoing	School Staff	Donations	PTSA; Business Partnerships	Student/Staff Survey Results

Appendices:

For the 2014 School Report Card, click on the link below:

<https://ed.sc.gov/data/report-cards/2014/middle/c/m2301024.pdf>

For the 2014 ESEA Federal Accountability Rating, click on the link below:

<http://ed.sc.gov/data/esea/2014/school.cfm?SID=2301024>