

BEREA MIDDLE SCHOOL

Greenville County Schools



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

School Portfolio 2015 - 2016

Scope of Action Plan 2013-14 through 2017-18

**Mrs. Robin Mill - Principal
Dr. Burke Royster - Superintendent**

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SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL: Berea Middle

GREENVILLE COUNTY SCHOOL DISTRICT

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (*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

Dr. W. Burke Royster		3/23/2016
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jean Smith		3/23/2016
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Robin Mill		3/23/2016
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Robin Mill		3/23/2016
PRINTED NAME	SIGNATURE	DATE

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

SCHOOL'S TELEPHONE: (864) 355 – 1700

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

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

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

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

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

_____ **Academic Assistance, PreK–3**

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

XX Academic Assistance, Grades 4–12

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

XX Parent Involvement

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

XX Staff Development

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

XX Technology

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

_____ **Innovation**

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

_____ **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of

parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

XX Collaboration

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

Developmental Screening

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

Half-Day Child Development

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

Developmentally Appropriate Curriculum for PreK–3

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

Parenting and Family Literacy

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

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

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

INTRODUCTION

As a Title I school, Berea Middle is required to complete a comprehensive needs assessment that includes all stakeholders. The school compiles its needs based on PASS scores, MAP scores and ACT Aspire scores (15 – 16 school year only); Benchmark Test results; teacher observations; teacher-made tests; attendance records; behavior referrals; teacher, parent, and student surveys; and any other pertinent data or information sources to assist in the improvement of student achievement. Throughout the year a series of Title I planning meetings, to which stakeholders are invited to attend, are held. At these meetings data and trends are discussed and reviewed and the Title I plan is prepared in conjunction with, and in consideration of all, processes and programs currently available.

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

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

Executive Summary

School Profile

Grades:	6 th , 7 th , 8 th , resource and self-contained Special Education
Enrollment:	636
School Location:	Berea area near Furman University, Greenville SC
Principal:	Mrs. Robin Mill
School Colors:	Green and gold
School Mascot:	Bulldog
Mission:	To provide students with <i>Success for Today, Preparation for Tomorrow and Learning for a Lifetime</i>

STUDENT ACHIEVEMENT

PASS

A brief perusal of the PASS data indicates

- the percentage of students scoring met or exemplary on ELA increased from 2011 to 2012, decreased from 2012 to 2014, resulting in an overall increase from 2011 to 2014;
- the percentage of students scoring met or exemplary on Math increased from 2011 to 2012; decreased from 2012 to 2013; and increased from 2013 to 2014, resulting in an overall increase from 2011 to 2014;
- the percentage of students scoring met or exemplary on Science increased from 2011 to 2012; decreased each year from 2012 to 2015; resulting in an overall decrease from 2011 to 2015;
- the percentage of students scoring met or exemplary on Social Studies increased each year from 2011 to 2012; decreased from 2012 to 2013; and increased from 2013 to 2015 resulting in an overall increase from 2011 to 2015;
- the percentage of students scoring met or exemplary for Writing decreased from 2011 to 2012; increased each year from 2012 to 2014, resulting in an overall increase from 2011 to 2014.

Berea Middle School students outperformed schools like ours in End-Of-Course (EOC) tests in Algebra I and English I for the years 2011 – 2014. For the 2014 – 2015 school year, the percentage of students passing EOC exam in Algebra I was less than schools like ours. The percentage passing the English I EOC was higher than schools like ours.

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

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

- for the area of math
 - Sixth grade scores increased from 2010 – 2011 to 2011 – 2012; decreased from 2011 – 2012 to 2013 – 2014 and increased from 2013 – 2014 to 2014 - 2015 with an overall decrease from 2010 – 2011 to 2014 – 2015.
 - Seventh grade scores increased from 2010 – 2011 to 2011 – 2012; decreased from 2011 – 2012 to 2012 – 2013; increased from 2012 – 2013 to 2013 – 2014 and decreased from 2013 – 2014 to 2014 – 2015 with an overall decrease from 2010 – 2011 to 2014 – 2015.
 - Eighth grade scores increased from 2010 – 2011 to 2011 – 2012; decreased from 2011 – 2012 to 2012 – 2013; increased from 2012 – 2013 to 2013 – 2014 and decreased from 2013 – 2014 to 2014 – 2015 with an overall decrease from 2010 – 2011 to 2014 – 2015.
- for the area of reading
 - Sixth grade scores increased from 2010 – 2011 to 2011 – 2012 and decreased each year from 2011 – 2012 to 2014 – 2015 with an overall decrease from 2010 – 2011 to 2014 – 2015.
 - Seventh grade scores decreased from 2010 – 2011 to 2011 – 2012; increased from 2011 – 2012 to 2012 – 2013; decreased from 2012 – 2013 to 2013 – 2014 and increased from 2013 – 2014 to 2014 – 2015 with an overall decrease from 2010 – 2011 to 2014 – 2015.
 - Eighth grade scores decreased from 2010 – 2011 to 2011 – 2012; increased from 2011 – 2012 to 2012 – 2013; and decreased 2012 – 2013 to 2014 – 2015 with an overall decrease from 2010 – 2011 to 2014 – 2015.

Annual Yearly Progress

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

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

Beginning in 2012 the state ranked schools based upon the ESEA waiver from the Department of Education. Berea Middle School scored 85.7, a grade of B, on the school report card. Berea Middle was the only Title I middle school in Greenville County to achieve this score. For 2013, the ESEA grade as 63.2, D; and for 2014 the ESEA grade was 66.2, D. An ESEA grade was not given in 2015.

ACT ASPIRE 2015

Percentage of Students Scoring Exceeding or Ready

A review of the 2015 ACT ASPIRE Test results yields the following results for Berea Middle:

- The percentage of students scoring exceeding or ready was greatest in the area of English.
- When compared to schools like ours, the percentage of students scoring exceeding or ready was greater in the areas of English and math, while lower for the areas of reading and writing.
- When compared to Greenville County schools, the percentage of students scoring exceeding or ready was lower for all four areas.
- When compared to schools across the state, the percentage of students scoring exceeding or ready was lower for all four areas.

Percentage of Students Scoring at the Four Levels by Subject Area

For the area of English Grade 8 students had the best scores with 61.3% of the students scoring exceeding or ready; Grade 6 had 60.7% and Grade 7 had 50.8%.

For the area of Reading Grade 8 students had the best scores with 31.9% of the students scoring exceeding or ready; Grade 6 had 22.9% and Grade 7 had 17.6%

For the area of Writing Grade 6 students had the best scores with 31.5% of the students scoring exceeding or ready; Grade 7 had 17.8% and Grade 8 had 13.4%

For the area of Math Grade 6 students had the best scores with 44.8% of the students scoring exceeding or ready; Grade 7 had 19.5% and Grade 8 had 18.0%

TEACHER AND ADMINSTRATOR QUALITY

- ◆ As a Title I school, Berea Middle is dedicated to ensuring 100% of the staff and faculty are highly qualified in the middle level content area in which they teach. Beginning with the 2013 – 2014 school year, all teachers will be highly qualified at the middle school level in the subject area for which the teacher provides instruction. One hundred percent of the faculty were highly qualified for the 2015 – 2016 school year.
- ◆ Teachers indicated there is a need for assistance in integrating subject content and higher level thinking into daily instructional delivery.
- ◆ To ensure teachers are current in the area of technology additional training in new and emerging technologies will be provided as needed.
- ◆ Teachers and administrators were assigned iPads during the 2012 – 2013 school year. During the past two school years, additional emphasis has been placed on giving teachers additional apps to use throughout the day during instructional delivery.
- ◆ South Carolina has developed new state standard in ELA and Math, and as such, teachers will be given professional development to ensure in-depth implementation of the new standards.
- ◆ Beginning in the 2015 – 2106 school year, Berea Middle School began the Stetson Inclusion program with all staff members being given professional development in this program.
- ◆ Teachers have indicated a need for additional training in the Google suite software as the district moves toward becoming a Google district.
- ◆ The need for quarterly planning sessions for all core content areas.
- ◆ School personnel take full advantage of the Title I Instructional Technology consultant to ensure full integration of technology into instructional delivery.

SCHOOL CLIMATE

- Dr. Robyn Jackson, Mindsteps Inc. Consultant, conducted a focus group meeting with students from Berea Middle during the 2011 – 2012 school year. This group of students cut across grade levels, academic ability and ethnicity. The results from this meeting showed indicated students felt there was a lack of respect for them from the teacher.
- Beginning in the year 2012 – 2013 Berea Middle School implemented the Capturing Kids' Hearts discipline program as a result of the findings from the Robyn Jackson visit. This program is designed to increase the respect between teachers and students as well as among the students.
- Continuance of the anti-bullying sessions delivered by the guidance counselors.
- Survey results show that for the 2014 – 2015 school year
 - 83.0% of the faculty are satisfied with the learning environment in the school;
 - 84.0% of the parents are satisfied with the learning environment in the school;
 - 69.0% of the students are satisfied with the learning environment in the school.

- Survey results show that
 - 85.0% of the faculty are satisfied with the social and physical environment of the school;
 - 82.0% of the parents are satisfied with the social and physical environment of the school;
 - 69.0% of the students are satisfied with the social and physical environment of the school.
- Implementation of a Leadership Class for students through the Capturing Kids' Hearts program.

PERFORMANCE GOALS FROM ACTION PLAN

Goal One: Student Achievement

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

Goal Two: Teacher and Administrator Quality

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

Goal Three: School Climate

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

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

SIGNIFICANT CHALLENGES AND ACCOMPLISHMENTS

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

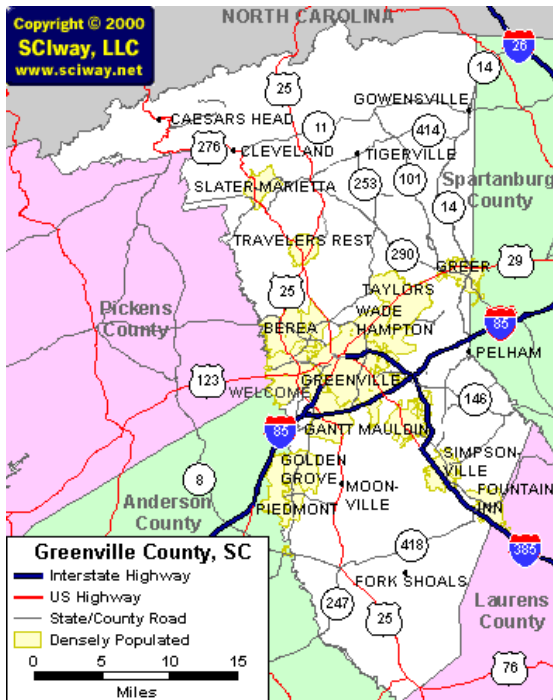
- a drop in enrollment resulting in loss of teachers, which resulted in an increase in the student-teacher ratio;
- a transient population which results in students coming in with a lack of content that may have not been taught at the previous school or coming in with content that has already been taught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

Accomplishments at Berea Middle include

- conducting before school and after school tutoring sessions;
- an ESEA waiver grade of 66.2, D; up from 63.2 for 2013;
- incorporating online learning opportunities into the curriculum;
- quarterly planning meetings for grade level math and English teachers in support of the implementation of the Common Core State Standards during the 2013 - 2014 school year;
- quarterly planning meetings for grade level science teachers, in addition to the meetings held for math, ELA, science and social studies teachers during the 2015 – 2016 school year;
- during the 2015 – 2016 school year the 1:1 tablet initiative was completed during the 2015 – 2016 school year, one year ahead of schedule
- three staff members who are National Board Certified Teachers; and
- continued implementation of the Capturing Kids' Hearts discipline program.

School Community

Introduction



Berea Middle School is a suburban middle school located in the northwest quadrant of Greenville County. Our middle school serves students in grades six, seven, and eight. For the 2015 – 2016 school year, Berea has approximately 636 students enrolled and has seventy-three staff members, which includes professional and para-professional staff. The school has been fully accredited since it opened. Our school is one of nineteen middle schools in Greenville County School District that serves Greenville County, South Carolina.

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

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



Northern Greenville County
Berea Middle School

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



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

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

School Personnel Data

For the 2015 – 2016 Berea Middle had

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

Of the forty-seven teachers

- ❖ 68% are females and 32% are males;
- ❖ 21% are African American; 77% are Caucasian and 2% Asian.

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

Longitudinal data show

Data Topic	Year	2011	2012	2013	2014	2015
Teachers with advanced degrees		58.0%	51.1%	60.9%	61.2%	62.2%
Continuing contract teachers		90.0%	NAV	82.6%	75.5%	80.0%
Teachers returning from the previous year		93.3%	93.7%	89.7%	86.3%	82.9%
Attendance rates		90.9%	95.0%	94.0%	94.9%	94.8%

Student Population Data

The current enrollment at Berea Middle is 636 students. The percentage of males is 51.1% and the percentage of females is 48.9%

The 2015 – 2016 school year breakdown by ethnicity was

- ◆ 26.9% black or African American;
- ◆ 32.9% Hispanic or Latino;
- ◆ 32.1% White; and
- ◆ 8.1% other races.

Additional historical data about our student population are

Data Topic	Year	2011	2012	2013	2014	2015
Students enrolled in high school credit courses		13.6%	17.4%	6.3%	52.4%	33.4%
Retention rate		0.7%	0.7%	1.2%	1.4%	0.9%
Attendance rate		94.8%	94.9%	94.5%	95.7%	94.7%
Eligible for gifted and talented		5.8%	NAV	9.5%	10.7%	10.5%
Disabilities other than speech		14.2%	NAV	17.2%	16.5%	15.9%
Out-of-school suspensions		0.3%	0.4%	0.3%	0.1%	5.0%

Major Academic and Behavioral Features/Programs

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

These initiatives include

- ✦ the continued implementation of Reflex Learning, a web-based software program designed to increase the fluency of the basic whole number math facts in the four operations;
- ✦ continued implementation of Compass Odyssey to strengthen students' academic skills;
- ✦ teaming at all grade levels with the four core subjects being represented on each team;
- ✦ continued implementation of the Capturing Kids' Hearts discipline program;
- ✦ common grade level planning for the core subject areas;
- ✦ administration of quarterly benchmarks in the four core subject areas; this is the ninth year of benchmark testing;

- ↻ implementation of an anti-bullying curriculum taught by the guidance counselors;
- ↻ integration of the Discovery Education online textbooks in the science curriculum;
- ↻ implementation of the CatchUp online math program to provide remediation for the area of mathematics;
- ↻ continued implementation of before and after school tutorial programs;
- ↻ continued implementation of the personal learning devices initiative to increase the use of technology in the daily delivery of instruction;
- ↻ implementation of Gateway to Technology classes;
- ↻ implementation of a monthly club schedule;
- ↻ enactment of the Early Warning Response System as part of the OnTrack Greenville initiative;
- ↻ weekly OnTrack Greenville meetings with Communities in Schools personnel discussing individual students and wrap-around services needed to accelerate success;
- ↻ implementation of the Stetson Inclusive practices;
- ↻ integration of self-selected reading into all classes for 15 minutes per week;
- ↻ implementation of a Teen Leadership class to promote self-advocacy and advocacy for others;
- ↻ weekly meetings with Public Education Partners' literacy coaches; and
- ↻ implementation of an in-school health clinic through the Greenville Health System.

Mission, Vision, and Beliefs

VALUES AND BELIEFS

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

WE BELIEVE:

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

VISION

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

MISSION

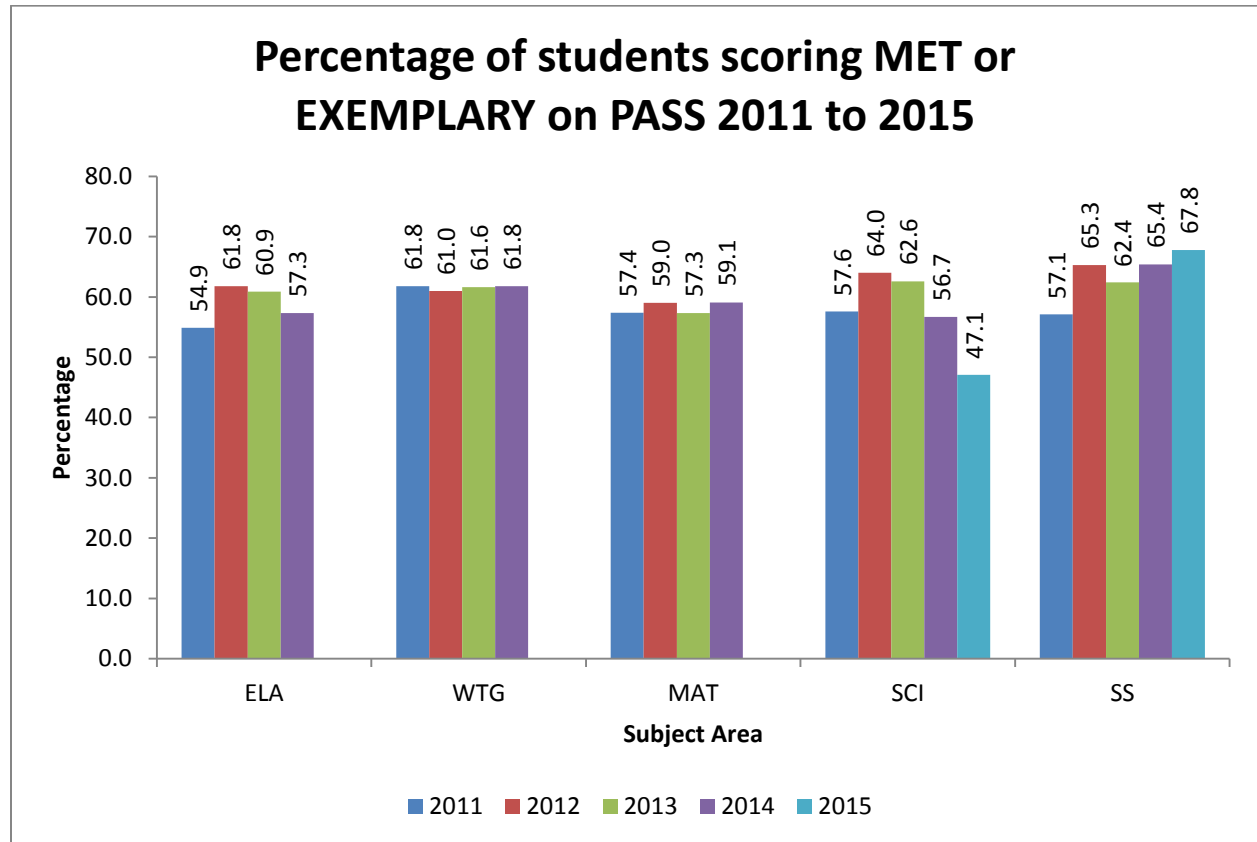
The mission of Berea Middle School is to provide students with ***Success for Today – Preparation for Tomorrow – and Learning for a Lifetime.***

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement

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

PASS

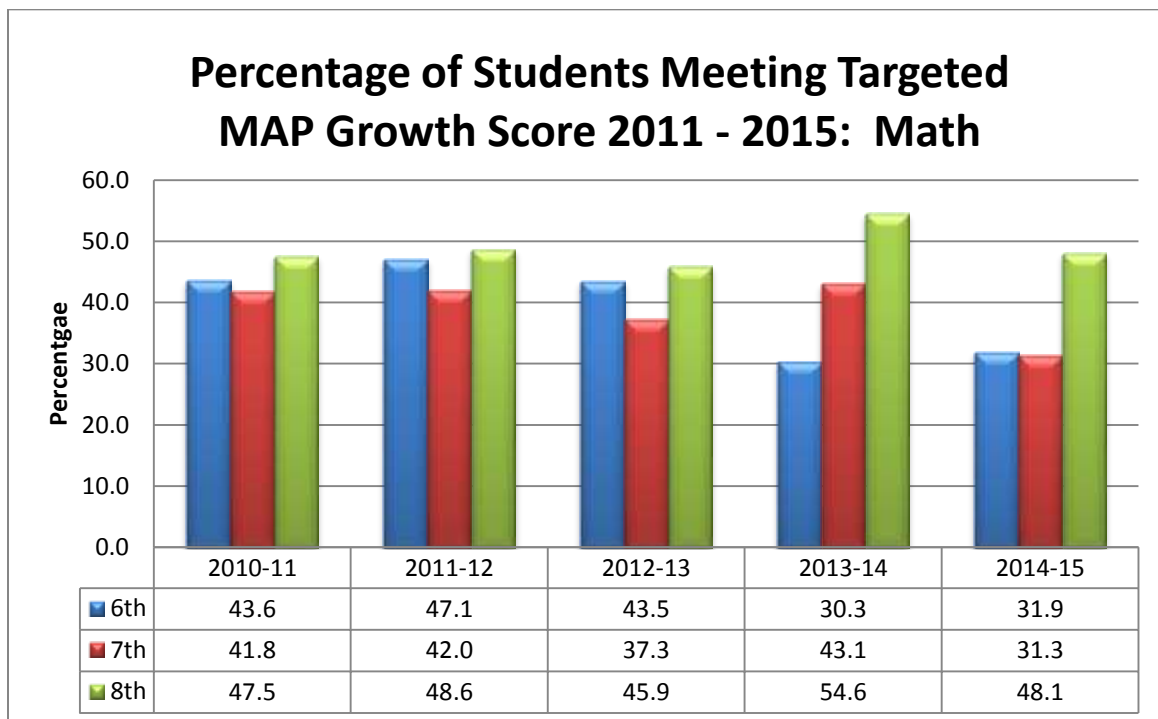


An analysis of the PASS results from 2011 to 2012 shows an increase in the percentage of students scoring met or exemplary. In 2013, the percentage scoring met or exemplary decreased and decreased again in 2014, resulting in an overall decrease for the four year period. (NOTE: There was not a PASS test administered in 2015 for the area of ELA.) For the area of Math, there was an increase in the percentage of students scoring met or exemplary from the 2011 administration of the PASS test to the 2012 administration. For 2013, the percentage of students scoring met or exemplary dropped but increased once again in 2014, resulting in an overall increase over the four year period. (NOTE: There was not a PASS test administered in 2015 for the area of math.) For the area of Science, there was an increase in the percentage of students scoring met or exemplary from 2011 to 2012. The percentage scoring met or exemplary decreased from 2012 to 2015. This resulted in an overall decrease in the percentage scoring met or exemplary for the five year period. For the area Social Studies, the percentage of students scoring met or exemplary increased from 2011 through 2012. In

2013 the percentage of students scoring met or exemplary dropped from the previous year. From the 2013 to the 2015 administration there was an increase in the percentage of students scoring met or exemplary from the previous year. For the five year period there was an overall increase in the percentage of students scoring met or exemplary. For the area of writing, the percentage of students scoring met or exemplary decreased from the 2011 administration to the 2012 administration of the PASS test. The percentage increased for the 2013 administration, and increased again for the 2014 administration. There was no change in the percentage of students scoring met or exemplary for the 2011 – 2014 time period. (NOTE: There was not a PASS test administered in 2015 for the area of writing.)

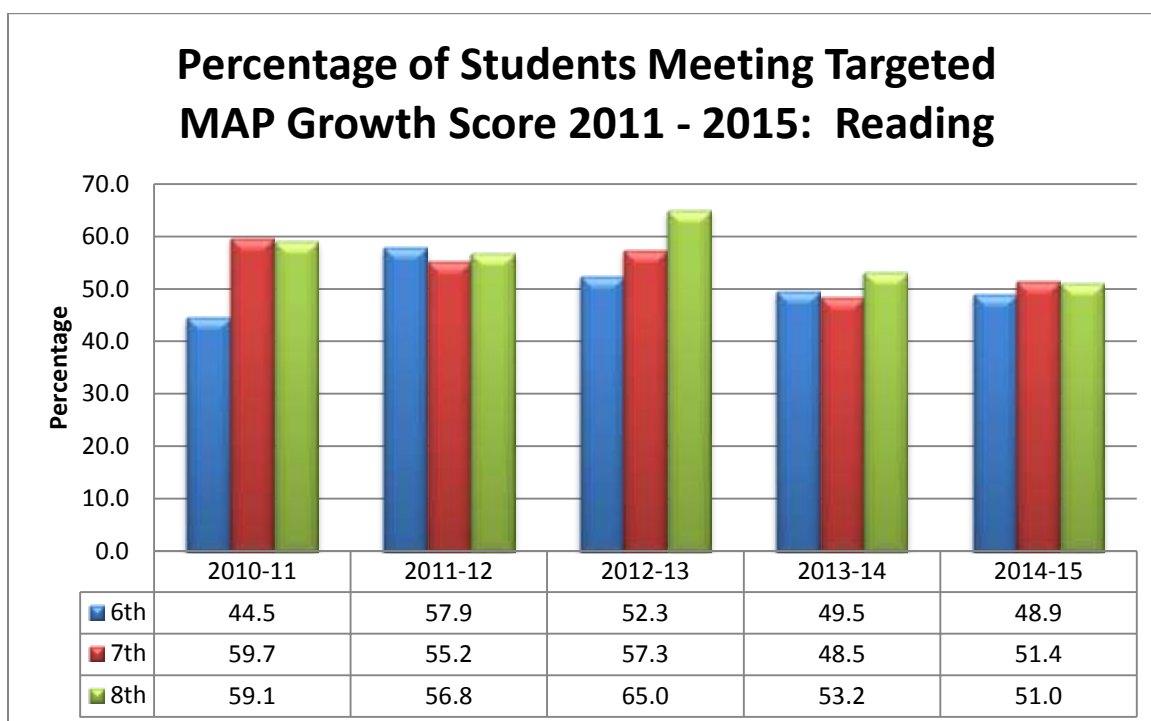
MAP

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



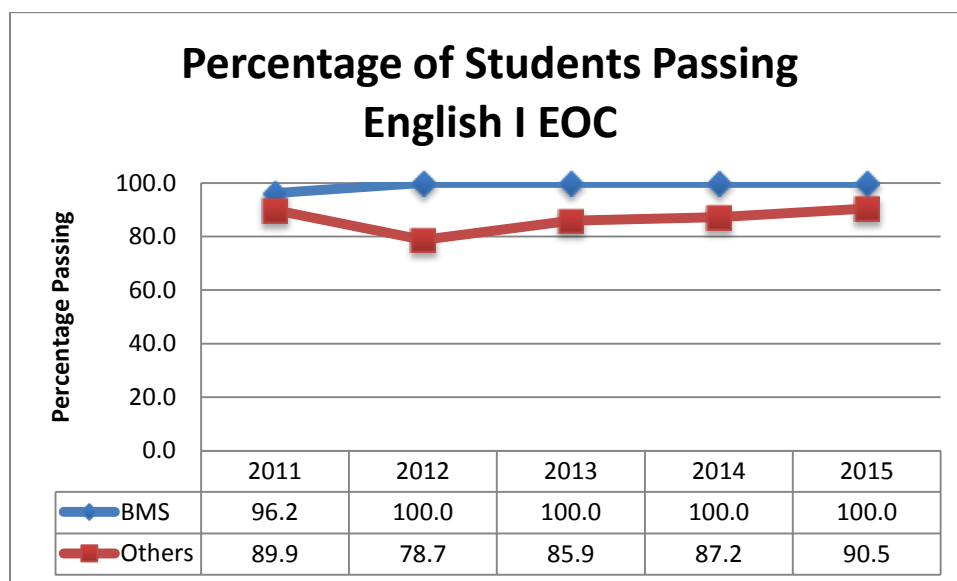
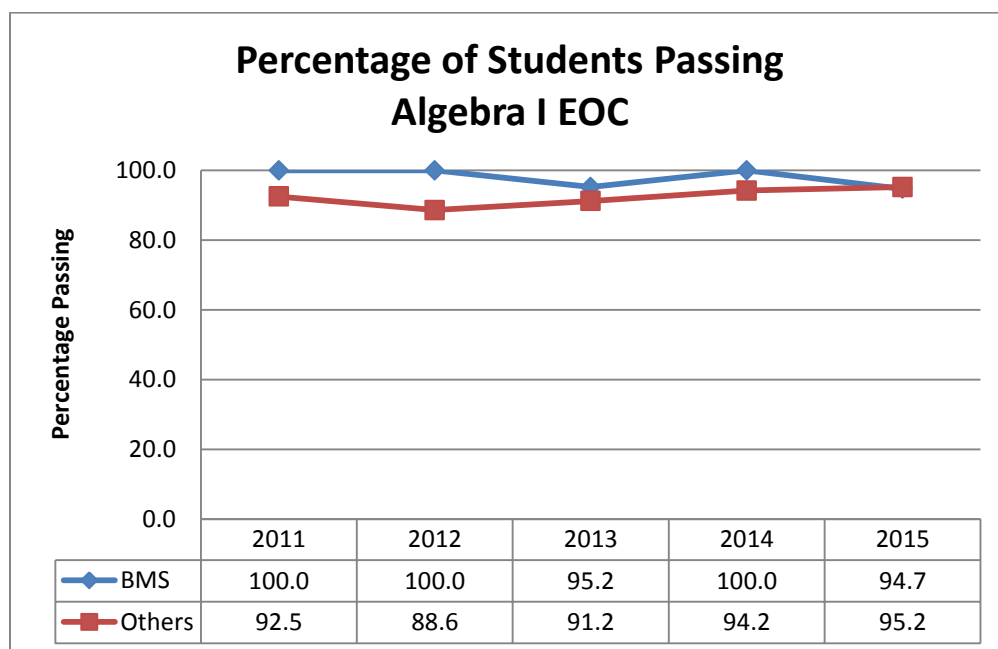
In regards to the MAP test and the area of mathematics, the percentage of students meeting the target growth score increased from 2010 – 2011 to 2011 – 2012 for all grade levels and then decreased from 2011 – 2012 to 2012 – 2013 for all grades. From 2012 – 2013 to 2013 – 2014 the sixth grade percentage decreased while the percentages for seventh and eighth grades increased. From 2013 – 2014 to 2014 – 2015 the percentage meeting the target growth score increased for grade six but decreased from grades seven and eight. For grades six and seven there was an overall decrease in the percentage of students meeting the targeted growth score in

Mathematics for the five year period. For grade eight there was an overall increase in the percentage of students meeting the targeted growth score over the five year period.



In regards to the MAP test and the area of reading, the percentage of students meeting the target growth score for Grade 6 increased from 2010 – 2011 to 2011 – 2012; decreased from 2011 – 2012 to 2012 – 2013; decreased again from 2012 – 2013 to 2013 – 2014; and decreased from 2013 – 2014 to 2014 – 2015 resulting in an overall increase for the five year period from 2010 – 2011 to 2014 – 2015. For Grade 7, there was a decrease from 2010 – 2011 to 2011 – 2012; an increase from 2011 – 2012 to 2012 – 2013; a decrease from 2012 – 2013 to 2013 – 2014; and an increase from 2013 – 2014 to 2014 – 2015 for an overall decrease in the percentage of students meeting the targeted growth score from 2010 – 2011 to 2014 – 2015. For Grade 8, there was a decrease in the percentage of students meeting the target growth score from 2010 – 2011 to 2011 – 2012; an increase from 2011- 2012 to 2012 – 2013; a decrease from 2012 – 2013 to 2013 – 2014; and a decrease from 2013 – 2014 to 2014 - 2015 resulting in an overall decrease for the five year period.

End-Of-Course Tests



Longitudinal data show that for the EOC area of Algebra I, Berea Middle School has had a passage rate of 100% since 2011 with the exception of 2013 and 2015. For the area of English I, the passage rate was 96.2% for 2011 and then back to 100% for 2012 - 2015. The Berea Middle passage rate in Algebra I and English I is consistently above the passage rate of the state with the exception of the 2015 administration of the Algebra I EOC.

ACT ASPIRE 2015

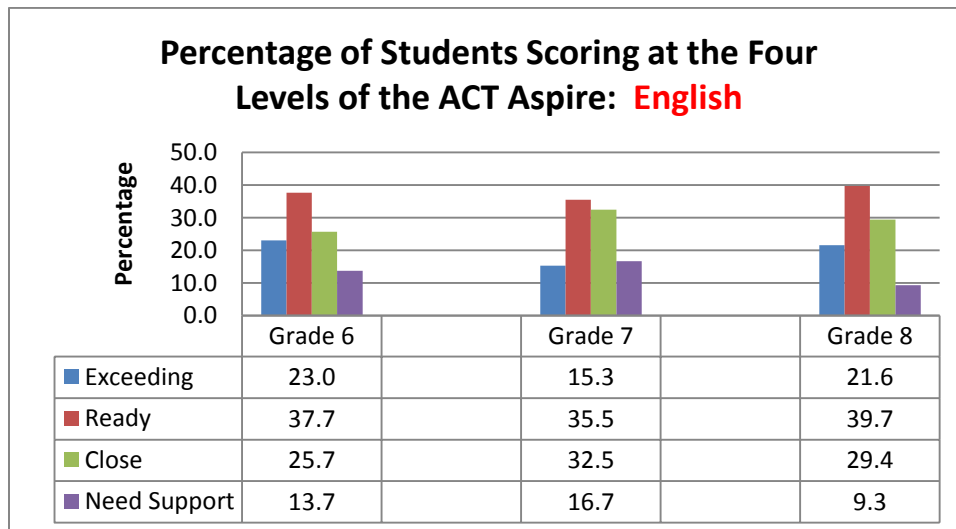
Percentage of Students Scoring Exceeding or Ready

	Berea Middle School			Schools Like Ours			Greenville County			State		
SUBJECT AREA	EX	RDY	TOT	EX	RDY	TOT	EX	RDY	TOT	EX	RDY	TOT
English	19.8	37.6	57.4	22.0	34.6	56.6	41.4	31.4	72.8	35.0	32.9	67.9
Reading	5.9	18.2	24.1	5.7	20.0	25.7	16.9	27.1	44.0	13.2	24.0	37.2
Writing	1.2	19.3	20.5	1.2	19.5	20.7	2.3	26.2	28.5	1.8	22.6	24.4
Math	7.0	19.9	26.9	7.3	18.8	26.1	23.8	30.2	54.0	18.4	28.3	46.7

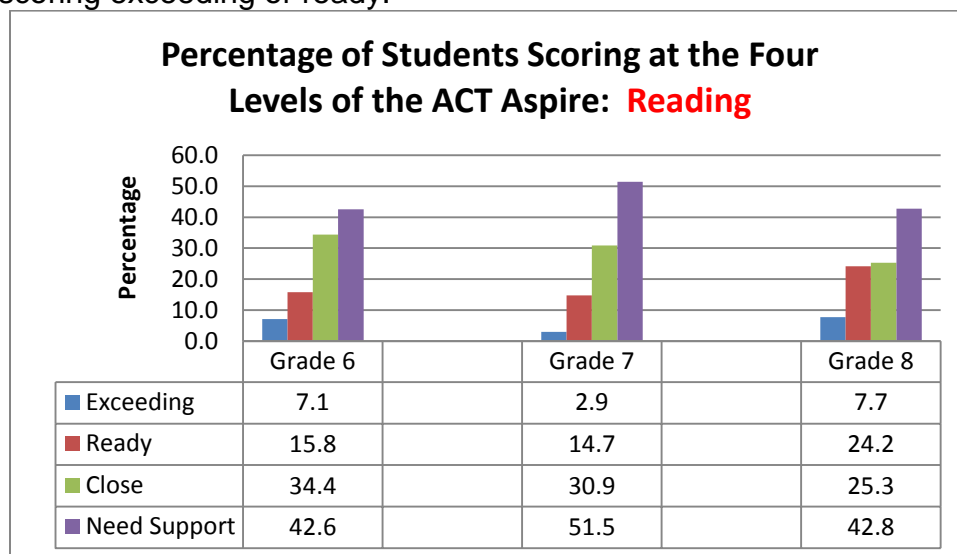
A review of the 2015 ACT ASPIRE Test results yields the following results for Berea Middle:

- The percentage of students scoring exceeding or ready was greatest in the area of English.
- When compared to schools like ours, the percentage of students scoring exceeding or ready was greater in the areas of English and math, while lower for the areas of reading and writing.
- When compared to Greenville County schools, the percentage of students scoring exceeding or ready was lower for all four areas.
- When compared to schools across the state, the percentage of students scoring exceeding or ready was lower for all four areas.

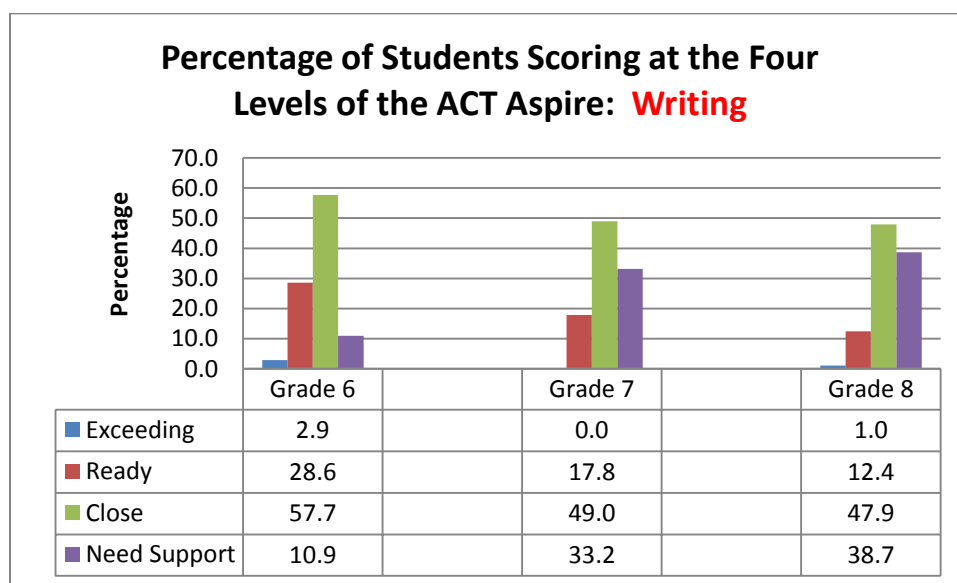
Percentage of Students Scoring at the Four Levels by Subject Area



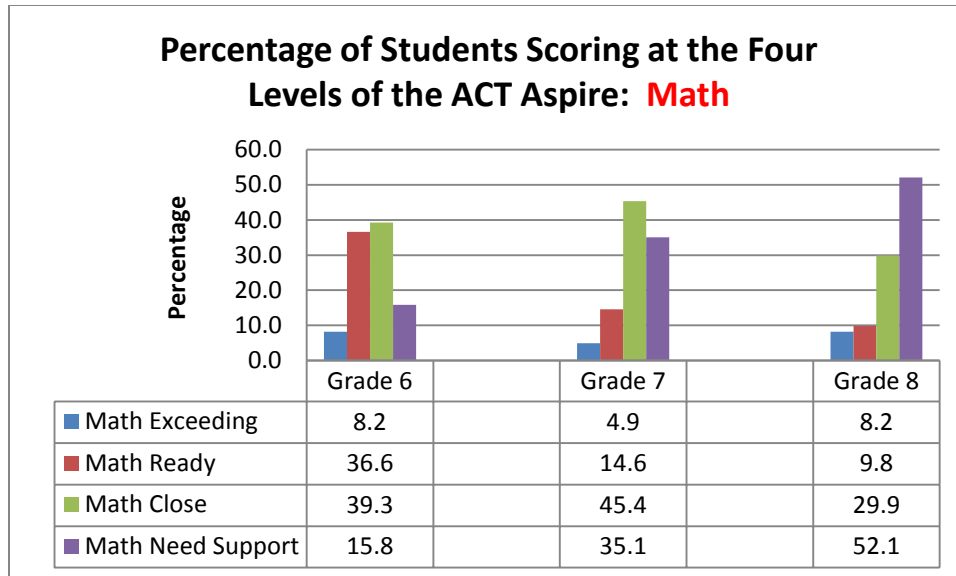
For the area of English Grade 6 students had the best scores with 60.7% of the students scoring exceeding or ready.



For the area of Reading Grade 8 students had the best scores with 31.9% of the students scoring exceeding or ready.



For the area of Writing Grade 6 students had the best scores with 31.5% of the students scoring exceeding or ready.



For the area of Math Grade 6 students had the best scores with 44.8% of the students scoring exceeding or ready.

The data indicate the need for

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

Teacher and Administrator Quality

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

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

Two Instructional Coaches, Dr. Johnny Wallace (with a focus on math and science) and Ellen "Rosie" Jordan (with a focus on ELA and social studies), meet with the faculty regularly to discuss various instructional issues and to provide workshops and teaching materials that enhance learning. Meetings are held to discuss teaching and learning strategies that have been successful and often involve text-based discussions and allow teachers to focus on positive/successful experiences as well as areas that need improvement.

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

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

Data Topic	Year	2011	2012	2013	2014	2015
Teachers with advanced degrees		58.0%	51.1%	60.9%	61.2%	62.2%
Continuing contract teachers		90.0%	NAV	82.6%	75.5%	80.0%
Teachers returning from the previous year		93.3%	93.7%	89.7%	86.3%	82.9%
Attendance rates		90.9%	95.0%	94.0%	94.9%	94.8%

School Climate

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

Student Perception Survey Analysis

	2010 - 2011	2011 -2012	2012 - 2013	2013 - 2014	2014 – 2015
"I am satisfied with the learning environment in my school."	83.0%	81.9%	69.8%	65.4%	69.0%
"I am satisfied with the social and physical environment at my school."	83.3%	78.6%	70.8%	66.5%	69.0%
"I am satisfied with home-school relations."	85.2%	84.4%	87.2%	81.3%	88.0%

Parent Perception Survey Analysis

	2010 - 2011	2011 -2012	2012 -2013	2013 - 2014	2014 – 2015
"I am satisfied with the learning environment in my school."	85.5%	76.2%	80.0%	71.5%	84.0%
"I am satisfied with the social and physical environment at my school."	80.0%	73.8%	66.6%	60.2%	82.0%
"I am satisfied with home-school relations."	84.9%	75.0%	66.7%	65.7%	82.0%

Teacher Perception Survey Analysis

	2010 - 2011	2011 -2012	2012 - 2013	2013 - 2014	2014 – 2015
"I am satisfied with the learning environment in my school."	78.4%	78.2%	69.1%	81.8%	83.0%
"I am satisfied with the social and physical environment at my school."	86.5%	90.9%	88.1%	92.8%	85.0%
"I am satisfied with home-school relations."	51.9%	50.9%	41.9%	58.2%	41.0%

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 SC READY.

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

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

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

Baseline data to be established in 2015-16.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

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

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

DATA SOURCE(S): SDE School Report Card

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

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

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

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

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

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

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

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

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

Baseline data to be established in 2015-16.

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

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

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

DATA SOURCE(S): SDE School Report Card

Berea Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0	100.0	100.0			
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9	98.9	98.5	79.7 (MS & HS)			

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

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

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

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

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

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

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

Baseline data to be established in 2015-16.

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	95.2	100.0	94.7			
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	90.1 (MS & HS)			

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

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

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

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

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

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

Baseline data to be established in 2015-16.

% Tested ELA – District Grades 6-8	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

Baseline data to be established in 2015-16.

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

Baseline data to be established in 2015-16.

% Tested Math – District – Grades 6-8	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

Baseline data to be established in 2015-16.

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

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

FIVE YEAR PERFORMANCE GOAL: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 64%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 64%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	47.1			
District Projected	X	73.9	74.9	75.9
District Actual	72.9			

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

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

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	65.0	66.0	67.0	68.0	69.0
School Actual	64.0	62.6	56.7	47.1			
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	77.0	75.5	72.9			

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

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

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

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

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

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

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

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

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

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

FIVE YEAR PERFORMANCE GOAL: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 67%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 67%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	67.8			
District Projected	X	82.2	83.2	84.2
District Actual	81.2			

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

PASS % SOCIAL STUDIES

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

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	66.3	67.3	68.3	69.3	70.3
School Actual	65.3	62.4	65.4	67.8			
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.5	80.8	81.2			

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

PASS AVG. SOCIAL STUDIES

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

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

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

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

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

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

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

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

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

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

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

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

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

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

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

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

Berea Middle School 2015-16 Professional Development Calendar

Date	Time/Location	Title	Presenter
8/3/2015	8:30-3:-00	7th Grade ELA Q1 Planning	Shayla Read
8/4/2015	8:30-3:00	7th Math Q1	Fogle
8/4/2015	8:30-3:-00	8th SS Q1	Jordan/McCall
8/5/2015	8:30-3:-00	7th Grade Q1 SS Planning	ER Jordan
8/6/2015	8:30-3:00	6th Science Q1	Wallace/Burras
8/6/2015	8:30-3:00	8th Math Q1 Planning	Fogle
8/7/2015	8:30-3:-00	6th Grade Q1 SS	Jordan/Hopkins
8/10/2015	8:30-3:00	Math 6th Planning	Fogle
8/10/2015	8:30-3:00	7th Science Q1	Wallace/Burras
8/10/2015	8:30-3:00	8th Science Q1	Wallace/Burras
8/10/2015	8:30-3:00	Digital Learning Corps	Wallace
8/10/2015	8:30-3:-00	6th Grade ELA Planning	Shayla Read
8/11/2015	2:00-3:00	8th ELA Q1 Planning	Shayla Read
8/12/2015	3:30-5:30	On Track Greenville	Davie, Fox, Oglesby
8/13/2015	5:30-7:30	Berea Cafeteria	R. Mill and teachers
8/17/2015	8:30-10:30	Berea Cafeteria	Mill-Wallace-Jordan
8/20/2015	1:40-3:10	6th Grade ELA Q1 Planning	Shayla Read
9/2/2015	3:45-5:15	Data Carousel	Mill/Wallace
9/8/2015	planning periods	Google Apps for ED (GAPE I)	Canty Duck
9/9/2015	3:45-5:15 pm	SLO Training	Jordan

9/15/2015	4:30-6:00 pm	Formative Assessment I	D. Barron
9/16/2015	4:00-6:00 pm	Google Sites Training	ITS
9/17/2015	8:30-3:00	6th Math Planning Q2	Fogle
9/21/2015	8:30-3:00	7th Grade ELA Q2 Plan	S Read
9/24/2015	8:30-12:30	Upstate Consortium-NF	Georgia Heard
9/25/2015	8:30-5:00 pm	SCCSS Conference	Various
9/28/2015	8:30-3:00	8th ELA Q2 Planning	S Read
9/29/2015	8:30-2:40 pm	Google Apps II	Avis Canty Duck
9/29/2015 - 9/30/2015	8:30-4:00	Stetson Training	O'Laughlin, Laura & Belt, Lisa
10/1/2015	8:30-3:00	7th Math Q2	Fogle
10/5/2015	8:30-3:00	6th ELA Planning Q2	Read
10/6/2015	8:40-2:40	Google Apps III	Avis Canty Duck
10/7/2015	8:30-3:00	7th SS Q2 Planning	ER Jordan
10/8/2015	8:30-3:00	8th Math Q2	Fogle
10/9/2015	8:30-3:00	8th Science Q2	Wallace
10/12/2015	8:30-3:00	7th Science Q2	Wallace/Burras
10/12/2015	8:30-3:00	6th SS Q2 Planning	Jordan/Hopkins 6th SS teachers
10/13/2015	8:30-3:00	6th Science Q2	Wallace/Burras
10/14/2015	*:30-3:00	8th SS Q2 Planning	Jordan/McCall
10/15/2015	8:30-3:00	Stetson Training	Stetson Team
10/20/2015	8:40-2:40	USA Test Prep	Jordan/Wallace

10/29/2015	8:30-12:00	Upstate Consortium-F	Meg Ormiston
11/3/2015	8:45-2:45	USA Test Prep	Jordan
11/5-6/2015	8:30-5:00 pm daily	Science Conference	
11/17/2015	8:40-2:40	Technology Follow Up & K McDaniel	D. Barron
11/30/2015	8:30-3:00	8th ELA Q3	Read
12/1/2015	8:40-2:40	Formative Assess II	Jordan
12/3/2015	8:30-3:00	7th Math Q3	Fogle
12/7/2015	8:30-3:00	6th ELA Q3	Read
12/8/2016	8:45-2:45	E-books	R Huskey
12/9/2015	8:30-3:00	7th SS Planning	R. Jordan
12/10/2015	8:30-3:00	8th Math Q3	Fogle
12/12 to 12/13/ 2015	8:30-5:00 daily	Math Conference	
12/14/2015	8:30-3:00	7th ELA	Read
12/15/2015	8:30-3:00	8th Science Q3	Wallace/Burras
12/16/2015	8:30-3:00	6th SS Q3	Hopkins/Jordan
12/17/2015	8:30-3:00	6th Math Q3	Fogle
1/6/2016	8:30-3:00	8th SS Q3	McCall/Jordan
1/7/2016	8:30-3:00	6th ELA	Read
1/7/2016	8:30-3:00	6th Science	Wallace/Burras
1/8/2016	8:30-3:00	7th Science Q3	Wallace/Burras
1/11/2016	8:30-3:00	7th SS Q3	Jordan

2/9/2016	8:45-3:45	Registration Training	Christie
2/10/2016	8:45-12:00	Furman Consortium	ELL's -Vocab
2/17/2016	8:45-3:45	6th SS training	Jordan
2/24/2016	8:30-3:00	7th SS Planning	Jordan
2/25/2016	8:30-3:00	8th Math Planning	Fogle
2/29/2016	8:30-3:00	7th ELA Planning	Read
3/1/2016	8:30-3:00	7th Science	Burras
3/3/2016	8:30-3:00	6th Math Planning Q4	Fogle
3/7/2016	8:30-3:00	8th ELA Planning	Read
3/10/2016	8:30-3:00	7th Math Planning	Fogle
3/16/2016	8:30-3:00	6th Science Planning	Burras
3/16/2016	8:45-12:00	Furman Consortium	Karen Haag
3/23/2016	8:30-3:00	6th ELA Q4 planning	teacher
4/13/2016	3:45-4:45	Stetson Training-Inclusive	Walsh
4/19/2016	8:30-2:45	SC Ready/SC PASS	Wallace

Berea Middle School Professional Development 2016 – 2017

Professional development for the 2016 – 2017 school year will center around the various areas of emphasis as outlined by the district. At Berea Middle School professional development will center around the following topics:

- Implementation of the new science standards and science and engineering practices
- Quarterly planning days for four core content areas
- Technology updates throughout the year to include Google suite; educational software
- Continued weekly meetings with Title I Academic Specialists
- Integration of disciplinary literacy across the curriculum with assistance from the PEP Literacy coaches
- Stetson/inclusion practices
- Student Centered Coaching
- Integration of the Digital Leaders Corp program
- Implementation of the district wide assessment tool

STUDENT ATTENDANCE

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

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	94.9	94.5	93.1	94.7			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

STUDENT EXPULSION

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	0.4%	0.3%	0.1%	5.0%			
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%	0.7%			

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 76.2% in 2012 to 78.7% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	76.7	77.2	77.7	78.2	78.7
School Actual	76.2	80.0	71.5	84.0			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 81.9% in 2012 to 84.4% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	82.4	82.9	83.4	82.9	84.4
School Actual	81.9	69.8	65.4	68.5			
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	83.9 (ES, MS, & HS)			

TEACHER SATISFACTION – LEARNING ENV.

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	78.7	79.2	79.7	80.2	80.7
School Actual	78.2	69.1	81.8	83.3			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

PARENT SATISFACTION – SAFETY

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	77.3	77.7	78.1	78.5	78.9
School Actual	76.9	83.4	74.3	82.0			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	91.7			

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

STUDENT SATISFACTION – SAFETY

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.8	89.2	89.6	90.0	90.4
School Actual	88.4	83.6	80.5	81.1			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

TEACHER SATISFACTION – SAFETY

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	98.2	98.2	98.2	98.2	98.2
School Actual	98.2	97.6	98.2	97.9			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

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

Employ two paraprofessionals (one of which is bilingual) to serve as a liaison between the school and students' homes; to encourage parental involvement and participation in schools programs; and to provide assistance to students' families in areas of school-related concerns in grades 6 – 8	2013 – 2018	Administration Title I Facilitator	43698	Title I	Parent/Teacher surveys; parent sign-in sheets; phone logs
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Berea Middle School
2014 – 2015 Report Card

Please click on the following link to access the Berea Middle School 2014 – 2015 Report Card.

<http://ed.sc.gov/assets/reportCards/2015/middle/c/m2301042.pdf>