

BRYSON MIDDLE SCHOOL

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



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

School Portfolio
2013-14 through 2017-18
Inspiring Excellence

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL: BRYSON MIDDLE SCHOOL

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	<i>W. Burke Royster</i>	3/23/2016
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

<i>Melissa Marsh</i>	<i>Melissa A. Marsh</i>	3/24/2016
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Adrienne Davenport	<i>Dr. Adrienne Davenport</i>	3.24.16
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Pamela P. Templeton	<i>Pamela P. Templeton</i>	3/24/16
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 3657 S. Industrial Dr

Simpsonville, SC 29680

SCHOOL'S TELEPHONE: 864-355-2100

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	<u>Dr. Adrienne Davenport</u>
2. TEACHER	<u>Mary Cole</u>
3. PARENT/GUARDIAN	<u>Dale McMinn</u>
4. COMMUNITY MEMBER	<u>Leon Hunt</u>
5. SCHOOL IMPROVEMENT COUNCIL	<u>Melissa Marsh</u>
6. Read to Succeed Reading Coach	<u>None</u>
7. School Read to Succeed Literacy Leadership Team Lead	<u>Pamela P. Templeton</u>
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

** Must include the School Read to Succeed Literacy Leadership Team.

POSITION/NAMES

School Read to Succeed Literacy Leadership Team:

Names: Dr. Adrienne Davenport, Paula Bruce, Judy Whitson, David Schoolfield, Leah Gilstrap, Carl Washington, Holly Hill, Mary Cole, Wendy Bross, Clint Nalley, Shani Brister, Shawn Shumaker, Shannon Hugo, Jenny Harshbarger, Alicia Sloan, Sherry Helms, Jeremy Puskas, Janice Mackey, Dru Mahony

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

 Academic Assistance, PreK–3

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

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

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

 X **Parent Involvement**

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

 X **Staff Development**

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

 X **Technology**

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

 Innovation

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

 X **Collaboration**

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

X Developmental Screening

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

Half-Day Child Development

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

Developmentally Appropriate Curriculum for PreK–3

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

Parenting and Family Literacy

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

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.

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 was 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. In 2016 with the upcoming transition to a STEAM school, the Academic Rigor team was dissolved, and a STEAM team was developed. All focus teams contain representation from all grade levels and are cross-curricular in nature.

Focus Teams with Staff Participants (*chairperson):

Data/ Technology	Guidance/ Transition	Climate/ Culture	STEAM	Student Engagement	Parent/ Community	School Wellness
* Shumaker, Shawn	* Brister, Shani	*Nalley, Clint	*Cole, Fritzi	*Bross, Wendy	*Hill, Holly	*Washington, Carla
Bailey, Ronda	Beeson, Bryan	Arnold, Lindsey	Helms, Sherry	Aldrich, Shannon	Behymer, Amber	Howell, Kathy
Bollinger, Taxi	Dresko, LeKeeshia	Bargeron, Troy	Kliwer, James	Bearden, Iris	Delgado, Gina	Hudson, Timyra
Burton, April	Gaskins, Vence	Heller, Monica	Konczal, Sherry	Brenegan, Amy	Hugo, Shannon	Mahony, Dru
Gilstrap, Leah	Lambert, Denise	Riddle, Denise	McCrum, Larry	Byrnes, Tama	Lamb, Chris	Stone, Kaleb
Griffith, Erick	Philpott, Doris	Stevens, Scott	Parker, Ryan	Harshbarger, Jenny	Maloy, Mark	Summey, Julie
McClinton, Danette	Price, Barbara	Wideman, Tonia	Puskas, Jeremy	Mackey, Janice	Shelton, Amanda	
Snow, Martha	Suber, Althea		Templeton, Pam	Peterson, Rebecca	Trojan, Joe	
Tucker, Mandy	Swift, Jennifer		Tumlin, Ashley	Richey, Jennifer	VanAntwerp, Brian	
			Uregen, Attila		Wagaman, Chelsey	
			Yates, April			

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 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 2015, PASS scores show that while the majority of Bryson Middle School students are improving their performance, not all are performing at high levels. In response to data, the following initiatives have been determined:

- School-wide literacy plan to provide student skills in reading, writing, vocabulary, and communication
- Grade-level subject-area common major assessments
- Implementation/refinement of full inclusion with co-teaching models of instruction
- Academic assistance opportunities through iReady and Compass Learning
- Use of Gradual Release of Responsibility and differentiation to guarantee student understanding of standards-based instruction

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 inclusive strategies with co-teaching models, characteristics of the adolescent learner, literacy strategies to include reading/writing/vocabulary/communication, data-driven differentiation, development of a growth mindset, and utilizing STEAM instruction. A need to increase collegial conversations regarding observation feedback (administrative and peer) was addressed and will be a focus of upcoming discussions. Additionally, wellness incentives will be made available to encourage healthy living.

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 include:

- Expanding transition support from elementary school and to high school
- Expanding the current program of achievement celebration and recognition
- Initiating first semester parent academy and second semester student achievement showcase
- Collaborating with a local group to provide adult mentors for students
- Expanding the student-to-student mentoring program

Significant Challenges in the Last Three Years

- Establishing common assessments and analyzing data to drive instruction
- Developing an academic assistance program (within the time constraints of the school day) to meet the needs of learners
- Implementation of inclusion model for learning disabled students

Significant Accomplishments in the Last Three Years

- Increase in SC PASS Social Studies scores
- Establishing an enrichment program to increase student achievement and to provide additional opportunities for adult mentorship
- Awarded LiveWell recognition for healthy choices among staff and students

SECTION THREE: SCHOOL PROFILE

BRYSON MIDDLE SCHOOL (March 2016)

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 20,125 with an average household income of \$55,910 and with 90.0% with high school diplomas and 28.4% with bachelors' degrees or higher. The city of Fountain Inn has a population of 8134 with an average household income \$46,989 and with 90.1% with high school diplomas and 19.9 % with bachelors' degrees or higher. The school is located between these communities and is easily accessible from either location. (data from US Census Bureau)

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), a full gymnasium and cafeteria, and an administrative/guidance office suite.

Leadership

Local civic leadership is provided by Ms. Janice Curtis, mayor of Simpsonville, and Mr. Sam Lee, mayor of Fountain Inn. Bryson Middle School's Principal, Dr. Adrienne Davenport, serves along with three Assistant Principals, Ms. Paula Bruce, Mr. David Schoolfield, and Ms. Judy Whitson. School issues and concerns are divided among seven focus teams—STEAM, 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, 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-eight 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 nine and a custodial staff of ten 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	41
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	5	1	0	3	1	1	1	0
7	2	1	1	4	0	4	1	0
8	4	1	1	1	2	0	1	1
Special Ed.	2	0	0	0	1	0	2	0
Related Arts	5	2	0	3	2	3	0	0
Certified Support Staff	2	1	0	1	0	1	1	1

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 95.0%.

Bryson Middle School Student Population Data

As of March 2016, Bryson Middle School serves 982 students in grades 6-8. Of these students, 60% are Caucasian, 25% are African-American, 10% are Hispanic, and 5% are other ethnicities. The percentage of students receiving free/reduced lunch is 52%, and our school poverty index has risen to 61.7%.

Grade-Level Enrollment

Total Enrollment

	2011-2012	2012-2013	2013-2014	2014-2015	2015-16
Grade 6	386	351	355	329	326
Grade 7	359	379	364	340	324
Grade 8	345	366	378	347	332
Total	1091	1096	1097	1016	982

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 +/-1%--a difference of low significance.

Gender

Enrollment by Gender

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Male	568	562	566	542	515
Female	523	534	531	474	467

As shown in the table above, there is a 5% difference in the total male and female students for 2015-2016.

Special Education

Special Education (EH/Autistic/OHI) Student Enrollment

EH/ OHI/ Autistic	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Grade 6	1	10	4	9	7
Grade 7	3	8	9	5	10
Grade 8	4	11	6	11	3

Special Education (LD) Student Enrollment

Learning Disabled	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Grade 6	39	32	31	22	22
Grade 7	32	37	42	26	21
Grade 8	37	31	53	39	23

Special education students are served in an inclusion model with tutorials as needed. 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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
African-American	23%	25.0%	26.3%	24.0%	25%
Hispanic	9%	7.7%	7.9%	8.0%	10%
White	65%	62.7%	61.4%	62.0%	60%
Other	3%	4.6%	4.4%	5.0%	5%

Over the last five years, our population has fluctuated slightly with regard to ethnicity; the most significant changes are a 1-2% increase in the Hispanic and African-American populations, and 5% decrease in the Caucasian/White population.

Free and Reduced Lunch

Enrollment by Lunch Status

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Paid	51.5%	50.4%	51.9%	50.0%	48.0%
Free/Reduced	48.5%	49.6%	48.1%	50.0%	52.0%

Free/reduced percentages have remained fairly constant with a +/- 3% range.

Gifted and Talented

Gifted Enrollment

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Artistic	0	1	2	1	0
Academic	215	192	195	186	206
Gifted Both	0	0	0	0	0
Not Gifted	876	903	900	829	776

Since 2011, the percentage of students designated as gifted has increased 1%.

Academic/Behavioral Features/Programs/Initiatives

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 educational support per grade level for students who need assistance to be successful in the regular classroom. One self-contained class continues to serve the ED population.

Academic Assistance: Students in need of academic assistance in reading or math receive morning time to utilize iReady, a computerized program for reinforcement in deficit areas. Educational Support and ELA/Math classes also have access to iReady for intervention.

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.

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.

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.

Mentoring: In partnership with the FIKE (Fountain Inn Kid Enrichment), Bryson Middle School provides mentoring to students who may benefit from additional support and encouragement. Mentors, who may be staff or community members, meet with their student matches for thirty minutes each week during lunch or flex periods. Mentors receive training from the FIKE Center.

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 to reinforce these concepts.

Bryson Buddies: Students, recommended by teachers, are utilized to welcome new student arrivals to our school. These individuals assist with transition into a new learning environment.

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 ACT Aspire and SC PASS by grade. Further, we looked at attendance data for students and staff. Finally, qualitative data was collected from staff, students, and parents.

ACT ASPIRE 2015 by Grade Level

	In Need of Support	Close	Ready	Exceeding
English				
Grade 6	8.7	20.2	38.3	32.7
Grade 7	5.6	19.8	33.4	41.1
Grade 8	5.8	19.8	32.9	41.4
Mathematics				
Grade 6	12.1	32.8	36.8	18.3
Grade 7	22.9	44.1	20.9	12.1
Grade 8	37.9	32.4	16.9	12.8
Reading				
Grade 6	27.4	34.6	23.1	15.0
Grade 7	21.9	34.3	30.8	13.0
Grade 8	27.1	22.4	38.5	12.0
Writing				
Grade 6	22.4	47.4	26.6	3.5
Grade 7	19.4	54.0	26.3	0.3
Grade 8	17.2	54.2	26.2	2.3

SC PASS 2015 by Grade Level

Science	Not Met	Met	Exemplary
Grade 6	26.2	49.7	24.1
Grade 7	27.4	40.9	31.8
Grade 8	36.9	38.1	25.0
Social Studies	Not Met	Met	Exemplary
Grade 6	19.4	54.9	25.6
Grade 7	30.9	31.5	37.6
Grade 8	21.6	32.1	46.4

EOC Data of Percentage Passing

English I	100%	Algebra I	100%
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Attendance

Year	Students	Teachers
2010-2011	94.1%	94.9%
2011-2012	95.3%	93.9%
2012-2013	95.5%	92.7%
2013-2014	94.1%	93.3%
2014-2015	95.6%	95.0%

Analysis/Response

Test Data: ACT Aspire data is reflected above; however, with the change of state standards and assessment, ACT Aspire data will have no comparative value. SC PASS data from 2015 will establish a baseline for annual measurement.

Attendance: Attendance of both students and teachers is necessary for all students to achieve consistently. This past year attendance fluctuated by less than 2%. 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 including academic assistance and literacy instruction will structure clear expectations and opportunities for the success for all students. A continuation of common planning, common assessments, and collaborative analysis will strengthen classroom instruction.

Teacher and Administrative Quality

Bryson Middle School Professional Development Plan 2015-2016

Date	Workshop Title	Presenter/ Facilitator	Hours	Goal
08/17/15	Student Learning Objectives	P Templeton	1	1
08/25/15	GradeCam for Data Analysis	S Shumaker	1	1
09/02/15	Supporting with iReady	V Church-Williams	2	1
09/14/15	Using Data to Inform Instruction	J Mackey	1	1
09/15/15	Mentoring Partnerships	P Templeton	1	2
09/15/15	All Things Google!	Data/Technology Team	1	1, 2
09/22/15	All Things Google!	Data/Technology Team	1	1, 2
09/29/15	All Things Google!	Data/Technology Team	1	1, 2
10/06/15	Professional Text Study: Better Learning Through Structured Teaching	P Templeton	1	1
10/13/15	Mentoring Partnerships	P Templeton	1	2
10/13/15	Professional Text Study: Better Learning Through Structured Teaching	P Templeton	1	1
10/15/15	Tools for Flipping the Classroom	D Thompson	1	1
10/15/15	Creating Multimedia Projects with Mobile Devices	D Thompson	1	1
10/15/15	Assessment Tools on the Web	D Thompson	1	1
10/15/15	Teen PD	S Brister; B Beeson	1	3
10/19/15	Using Data to Inform Instruction	J Mackey	1	1
10/27/15	Professional Text Study: Better Learning Through Structured Teaching	P Templeton	1	1
11/03/15	Professional Text Study: Better Learning Through Structured Teaching	P Templeton	1	1
11/10/15	Using Data to Inform Instruction	J Mackey	1	1
11/16/15	Using Data to Inform Instruction	P Templeton; J Mackey	1	1
11/17/15	Mentoring Partnerships	P Templeton	1	2
11/17/15	Data Review and Response	P Templeton	1	1
12/01/15	Inclusive Best Practices	J Mackey	1	1
12/08/15	Supporting with iReady	V Church-Williams	1	1
12/10/15	Inclusive Best Practices	P Templeton; J Mackey	1	1
12/15/15	Mentoring Partnerships	P Templeton	1	2
12/15/15	Inclusive Best Practices	J Mackey	1	1
01/05/16	All Things Google!	Data/Technology Team	1	1, 2
01/12/16	Mentoring Partnerships	P Templeton	1	2
01/19/16	All Things Google!	Data/Technology Team	1	1, 2
01/26/16	All Things Google!	Data/Technology Team	1	1, 2
01/28/16	HHS CSI	E Scott	1	3
02/08/16	Using Data to Inform Instruction	J Mackey	1	1
02/09/16	Mentoring Partnerships	P Templeton	1	2

02/09/16	So What if I'm Different? (Differentiation)	P Templeton	1	1, 2
02/16/16	So What if I'm Different?	P Templeton	1	1, 2
02/23/16	So What if I'm Different?	P Templeton	1	1, 2
03/01/16	So What if I'm Different?	P Templeton	1	1, 2
03/08/16	So What if I'm Different?	P Templeton	1	1, 2
03/14/16	Using Data to Inform Instruction	J Mackey	1	1
03/15/16	Mentoring Partnerships	P Templeton	1	2
03/15/16	So What if I'm Different?	P Templeton	1	1, 2
03/22/16	So What if I'm Different?	P Templeton	1	1, 2
03/29/16	So What if I'm Different?	P Templeton	1	1, 2
04/12/16	Mentoring Partnerships	P Templeton	1	2
04/26/16	Using Data to Inform Instruction	J Mackey	1	1

Response

The professional development plan for 2016-2017 is currently being developed. Initiatives begun will continue; focus for professional development opportunities will include:

- Technology Integration through Digital Learning Corp
- Project-Based Learning and STEAM initiatives
- Data-Driven Differentiation in response to formative assessment
- Inclusive school practices (strengthening co-teaching models in the classroom)
- Literacy strategies across content areas
- Characteristics of adolescent learners
- Mentoring/student-centered intervention

School Climate Needs Assessment

Student Behavior

Unduplicated Out-of-School Suspensions over Time

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Other Male	*	91	121	103	54
Black Male	*	30	36	16	48
Other Female	*	31	23	17	15
Black Female	*	17	24	18	20
TOTAL	*	169	204	154	137

*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.

Support/Communication

Report Card survey results for students and parents show an increase in overall satisfaction of the learning environment, the social/physical environment, the home-school relations, and school safety. Additional results show opportunities for growth for BMS.

Survey Data from the Annual Report Card Survey

Survey Data from the Annual Report Card Survey – Teachers					
	2011	2012	2013	2014	2015
Satisfied with learning environment	83.1	91.0	89.1	85.3	74.0
Satisfied with social and physical environment	89.2	95.5	90.3	89.6	87.0
Satisfied with home-school relations	78.5	80.6	89.0	83.8	77.0
Survey Data from the Annual Report Card Survey – Students					
	2011	2012	2013	2014	2015
Satisfied with learning environment	61.2	74.3	72.3	62.2	66.0
Satisfied with social and physical environment	71.2	76.4	75.4	62.0	64.0
Satisfied with home-school relations	84.5	84.8	85.6	75.5	87.0
Survey Data from the Annual Report Card Survey – Parents					
	2011	2012	2013	2014	2015
Satisfied with learning environment	71.6	79.0	86.2	77.0	85.0
Satisfied with social and physical environment	63.4	74.3	79.0	65.1	77.0
Satisfied with home-school relations	61.4	68.9	79.6	49.0	57.0
Additional data from Annual Report Card Survey					
	2011	2012	2013	2014	2015
Satisfied with school safety—Teachers	*	100.0	100.0	98.5	95.1
Satisfied with school safety—Students	*	84.9	87.9	77.6	82.2
Satisfied with school safety—Parents	*	88.9	91.2	83.2	83.7

*No data reported on safety prior to 2012

Mentoring

Additional internal surveys identified a need for a systematic 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. Expand current program of celebration for achievement, particularly academic success
4. Develop semester academic parent nights for showcasing student achievement
5. Refine enrichment program to increase student-adult interactions, to engage students, and to build opportunities for academic growth.

Mentoring:

6. Continue to develop a student mentoring/incentive program

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.

SC READY READING

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.

EOCEP % ENGLISH I

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%.

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

DATA SOURCE(S): SDE School Report Card and SDE EOCEP data file used for accountability calculations

	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	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)			

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

SC READY MATH

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.

EOCEP % ALGEBRA I

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 the percentage of students who annually 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	100.0	97.9	100.0	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	90.1 (MS & HS)			

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

SC READY % TESTED

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

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

% Tested ELA – District Grades 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	*			
Students in Poverty	*			

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

% Tested Math – Bryson Middle School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American	*			

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

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

% Tested 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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): ESSA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	70.8			
District Projected	X			
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 social studies each year.

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	77.3			
District Projected	X			
District Actual	81.2			

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

STUDENT ACHIEVEMENT

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
<p>STRATEGY: Develop, refine, and implement use of common standards-based major assessments for each grade-level content to analyze student performance and instructional needs (SC PASS and SC Ready formats to include selected response, constructed response, and performance tasks)</p>	Ongoing	Grade-level subject-area teachers, IC, Administrative Team	\$0.00	N/A	Common major assessments, common assessment discussion documentation
<p>STRATEGY: Provide academic assistance for students in ELA and Math as demonstrated by performance on standardized testing. Web-based curricula (iReady and/or Compass Learning) will be utilized to provide remediation/enrichment.</p>	Ongoing	Academic Assistance Teachers, IC, ELA Dept., Math Dept., Special Education Dept.	\$0.00	N/A	Analysis of semester data and standardized test score data; coaching and administrative observations

STRATEGY: Continue use of Gradual Release of Responsibility and differentiation to guarantee student understanding of standards-based instruction	Ongoing	Whole staff; IC	\$0.00	N/A	Lesson planning; administrative observations; coaching cycles
STRATEGY: Develop and begin implementation of a plan to increase student literacy skills in reading, writing, vocabulary, and communication.	Ongoing	Whole staff, IC, Literacy Team	\$0.00	N/A	Plan to meet state/district requirements for literacy components
STRATEGY: Refine full inclusion special education services through implementing co-teaching models of instruction	Ongoing	Administrative Team, IC, Special Education Dept., All Teachers	\$0.00	N/A	Lesson plans noting co-teaching models; administrative observations
STRATEGY: Refine practices to provide intervention/support for students before, during, and after school	Ongoing	Whole Staff	\$0.00	N/A	Staff/student survey; quarterly grading reports

PROFESSIONAL DEVELOPMENT

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 12 hours of professional development in-house on school-wide initiatives.

DATA SOURCE(S): Bryson Middle School 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	100.0			

TEACHER QUALITY

<u>STRATEGY: ACTION PLAN</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
STRATEGY: Provide professional development opportunities such as: <ul style="list-style-type: none"> • STEAM ALIVE • Growth Mindset • Technology integration (Digital Learning Corp) • Data-Driven Differentiation • Literacy strategies (reading, writing, vocabulary, communication) • Inclusion school practices (implementing co-teaching models in the classroom) • Characteristics of adolescent learner • Mentoring/student-centered intervention 	Ongoing	IC, District Consultants, Data/Technology Focus Team, STEAM Focus Team, Leadership Team, Digital Learning Corp	\$0.00	N/A	Professional Development Calendars for 2012-13 through 2017-2018; sample presentation materials; minutes from professional development sessions; data folders; lesson plans
STRATEGY: Mentoring strategies to strengthen use of feedback from classroom observations (administrative and peer observations)	Ongoing	Administrative Team, IC, Instructional Staff	\$0.00	N/A	Peer observation feedback forms; administrative observations and conference logs; teacher narratives
STRATEGY: Increase staff	Ongoing	Wellness Focus	\$0.00	\$0.00	Analysis of

wellness through various healthy initiatives		Team			participation; survey results
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STUDENT ATTENDANCE

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	95.3	95.5	94.1	95.0			
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 - 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%	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%	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 79.0% in 2012 to 82.0% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, 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	85.0			
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 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	66.0			
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 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	74.0			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 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	83.7			
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 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	82.2			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

TEACHER SATISFACTION – SAFETY

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain a 97% annually for the percentage of teachers who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	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	95.1			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

SCHOOL CULTURE					
<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of 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	Increased academic focus for 5 th grade tours; rising 9 th to have visits from 9 th counselors; Inspiring Excellence Night; Meet the Teacher Night
STRATEGY: Continue mentoring collaboration with FIKE Center to broaden in-school student mentoring program.	Ongoing	Administrative Team; Guidance; Guidance/ Transition Focus Teams	\$0.00	N/A	Matching 10 mentors to mentees by end of school year. Effectiveness measured by student grades, attendance, and discipline
STRATEGY: Expand student-to-student mentoring program, Bryson Buddies, to be more like ambassadors for our building	Ongoing	Guidance/ Transition Focus Team, Guidance Dept.	\$0.00	N/A	Student-led activities that are inclusive for all our students.
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	Ongoing	Parent/Community	Donations	PTSA;	Agenda Calendar with

current parent night program; develop first semester parent academy night and second semester student showcase.		Focus Team; Dept. Heads with Dept. Support; IC		Business partnerships supply prizes, awards, incentives, etc.	monthly Parent Nights; website coverage/ recognition of events; Inspiring Excellence Night for April as showcase
STRATEGY: Continue publicizing the BMS logo of "Inspiring Excellence" in the community through increased visibility (i.e. on website, on school T-shirts, etc.)	Ongoing	Parent/Community Focus Team; Administrative Team; PTA	\$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

APPENDIX:

Link to SC Report Card: <http://ed.sc.gov/assets/reportCards/2015/middle/c/m2301024.pdf>