

BEREA MIDDLE SCHOOL

Greenville County Schools



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

School Portfolio 2016 - 2017

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 2017-2018 (*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

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		3/31/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Dorothy C. Adams		3/31/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Robin B. Mill		3/31/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Damon M. Qualls		3/31/17
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

(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	Robin B. Mill
2. TEACHER	Rae Heath
3. PARENT/GUARDIAN	Dorothy C. Adams
4. COMMUNITY MEMBER	Dr. Scott Henderson
5. SCHOOL IMPROVEMENT COUNCIL	Teresa Floyd
6. Read to Succeed Reading Coach	Shasta Looper
7. School Read to Succeed Literacy Leadership Team Lead	Damon M. Qualls
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.	

<u>POSITION</u>	<u>NAME</u>
Title I Facilitator	Nancy Graham
Instructional Coach	Dr. Johnny Wallace
Read To Succeed Literacy Leadership Team: Nancy Wood, Maria Johnson, Rae Heath, Susan Bramlette, Joe McCall, Jennifer Czar, Hannah Sweat, Erin Nunley, Joanne Wallace-McKinney, Nancy Graham, Brandi Thompson, Vicki Inman, Tara Olenja	

***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 school 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.

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.

Recruitment

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

The school 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 MAP scores and SC PASS and SC READY state tests; 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:	678
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; (No testing in PASS for ELA since 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; (No testing in PASS for Math since 2014);
- the percentage of students scoring met or exemplary on Science decreased each year from 2012 to 2015; increased from 2015 to 2016 yet resulting in an overall decrease from 2012 to 2016;
- the percentage of students scoring met or exemplary on Social Studies decreased from 2012 to 2013; and increased from 2013 to 2016 resulting in an overall increase from 2012 to 2016;
- 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; (No testing in PASS for Writing since 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. For the 2015 – 2016 school year, Berea Middle School had a passing rate of 100% of those students tested in Algebra I and English I.

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 reading
 - Sixth grade scores decreased from 2011 – 2012 to 2012 – 2013; decreased from 2012 – 2013 to 2013 – 2014; decreased from 2013 – 2014 to 2014 – 2015; increased from 2014 – 2015 to 2015 – 2016 with an overall decrease from 2011 – 2012 to 2015 – 2016.
 - Seventh grade scores increased from 2011 – 2012 to 2012 – 2013; decreased from 2012 – 2013 to 2013 – 2014 and increased from 2013 – 2014 to 2014 – 2015 and again from 2014 – 2015 to 2015 – 2016 with an overall increase from 2011 – 2012 to 2015 – 2016.
 - Eighth grade scores decreased from 2011 – 2012 to 2012 – 2013; decreased from 2012 – 2013 to 2013 – 2014 and decreased from 2013 – 2014 to 2014 – 2015; increased from 2014 – 2015 to 2015 – 2016 with an overall increase from 2011 – 2012 to 2015 – 2016.
- for the area of math
 - Sixth grade scores increased from decreased each year from 2011 – 2012 to 2014 – 2015 with an overall decrease from 2010 – 2011 to 2014 – 2015; increased from 2014 – 2015 to 2015 – 2016 with an overall decreased from 2011 – 2012 to 2015 - 2016.
 - Seventh grade scores decreased from 2011 – 2012 to 2012 – 2013; increased from 2012 – 2013 to 2013 – 2014 and decreased from 2013 – 2014 to 2014 – 2015; increased from 2014 – 2015 to 2015 – 2016 with an overall increase from 2010 – 2011 to 2014 – 2015.
 - Eighth grade scores decreased from 2011 – 2012 to 2012 – 2013; and increased from 2012 – 2013 to 2013 – 2014; decreased from 2013 – 2014 to 2014 – 2015; decreased from 2014 – 2015 to 2015 - 2016 with an overall decrease from 2011 – 2012 to 2015 – 2016.

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 or 2016.

SC READY 2016

Percentage of Students Scoring Meets and/or Exceeds

A review of the 2016 SC READY Test results shows the following results for Berea Middle:

- The percentage of students scoring meets or exceeds was greatest in the area of ELA.
 - The percentage of females scoring meets or exceeds was greater in all grades and subject areas than males.
 - The percentage of students scoring meets or exceeds by ethnicity was diverse among the grade levels.
 - In Sixth grade ELA, Two or More races had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
 - In Sixth grade Math, Two or More races had the greatest percentage scoring meets or exceeds followed by the White subgroup.
 - In Seventh grade ELA, Two or More races had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
 - In Seventh grade Math, Whites had the greatest percentage scoring meets or exceeds followed by the Two or More races subgroup.
 - In Eighth grade ELA, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
 - In Eighth grade Math, Whites had the greatest percentage scoring meets or exceeds followed by the Hispanic subgroup.
- NOTE: The Two or More Races subgroup is the smallest of the subgroups for Berea Middle School
- The weakest area of students scoring meets or exceeds was the African American subgroup in all area and grade levels.

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 2016 – 2017 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.
- ◆ 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 2015 – 2016 school year
 - 84.9% of the faculty are satisfied with the learning environment in the school;
 - 84.2% of the parents are satisfied with the learning environment in the school;
 - 78.8% of the students are satisfied with the learning environment in the school.
- Survey results show that
 - 84.9% of the faculty are satisfied with the social and physical environment of the school;

- 82.4% of the parents are satisfied with the social and physical environment of the school;
- 81.4% 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

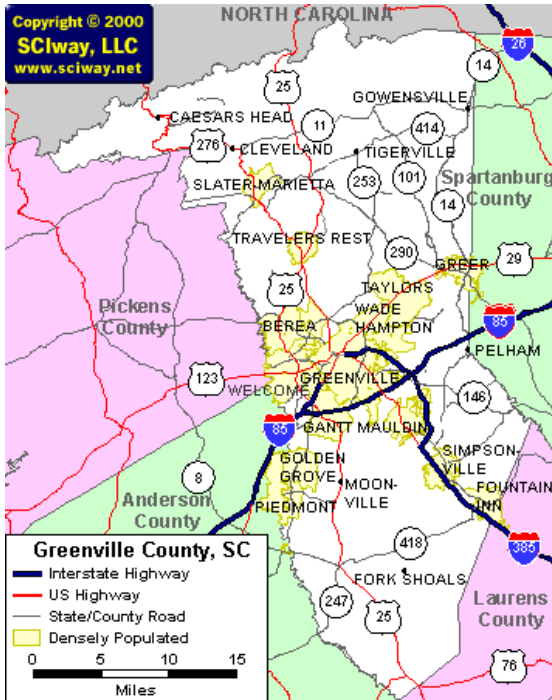
- a drop in enrollment resulting in loss of teachers, which resulted in an increase in the student-teacher ratio;
- a transient population which results in students coming in with a lack of content that may have not been taught at the previous school or coming in with content that has already been taught 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;
- incorporating online learning opportunities into the curriculum;
- continuation of quarterly planning meetings for grade level math and English teachers with assistance for PEP Literacy coaches in support of the implementation of the SC College and Career Ready Standards during the school year;
- quarterly planning meetings for grade level science and social studies teachers;
- during the 2015 – 2016 school year the 1:1 tablet initiative was completed, one year ahead of schedule;
- two staff members who are National Board Certified Teachers; and
- continued implementation of the Capturing Kids' Hearts discipline program;
- implementation of a Men Who Read Dress for Success program;
- an on-site Greenville Health System health clinic;
- Community in Schools partnership and implementation of an Early Warning Response System; and
- continued implementation of the BELL and Spark Camps summer program to help prevent the summer slide.

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 2016 – 2017 school year, Berea has approximately 678 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 2016 – 2017 Berea Middle had

- ✓ thirty regular classroom teachers,
- ✓ seven special education teachers,
- ✓ eleven related arts teachers
- ✓ one instructional coaches,
- ✓ two full-time and one half-time guidance counselors,
- ✓ one nurse,
- ✓ one media specialist,
- ✓ two teacher's aides,
- ✓ one inclusion 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

- ❖ 72.9% are females and 27.1% are males;
- ❖ 25% are African American; 68.75% Caucasian, 4.2% Hispanic, and 2% Asian.

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

Longitudinal data show

Data Topic	Year	2012	2013	2014	2015	2016
Teachers with advanced degrees		51.1%	60.9%	61.2%	62.2%	61.7%
Continuing contract teachers		NAV	82.6%	75.5%	80.0%	76.6%
Teachers returning from the previous year		93.7%	89.7%	86.3%	82.9%	83.5%
Attendance rates		95.0%	94.0%	94.9%	94.8%	93.5%

Student Population Data

The current enrollment at Berea Middle is 678 students. The percentage of males is 55.2% and the percentage of females is 44.8%

The 2016 – 2017 school year breakdown by ethnicity was

- ◆ 26.5% black or African American;
- ◆ 35.0% Hispanic or Latino;
- ◆ 28.9% White; and
- ◆ 9.6% other races.

Additional historical data about our student population are

Data Topic	Year	2012	2013	2014	2015	2016
Students enrolled in high school credit courses		17.4%	6.3%	52.4%	33.4%	18.0%
Retention rate		0.7%	1.2%	1.4%	0.9%	2.7%
Attendance rate		94.9%	94.5%	95.7%	94.7%	95.1%
Eligible for gifted and talented		NAV	9.5%	10.7%	10.5%	8.8%
Disabilities other than speech		NAV	17.2%	16.5%	15.9%	17.9%
Out-of-school suspensions		0.4%	0.3%	0.1%	5.0%	1.4%

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 and IXL Math, web-based software programs 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 tenth 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 USA Test Prep for quarterly benchmarks and online summative assessments;
- ↗ continued implementation of before and after school tutorial programs including the software package Waggle;
- ↗ 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;
- ↗ implementation of an in-school health clinic through the Greenville Health System;
- ↗ implementation of a 6th grade pilot of Study Island;
- ↗ integration of AR 360 and Big Universe to help increase the reading levels of all students
- ↗ implementation of Brain POP ESL to help students with limited English Proficiency; and
- ↗ implementation of NewPath Learning and Newsela software programs.

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

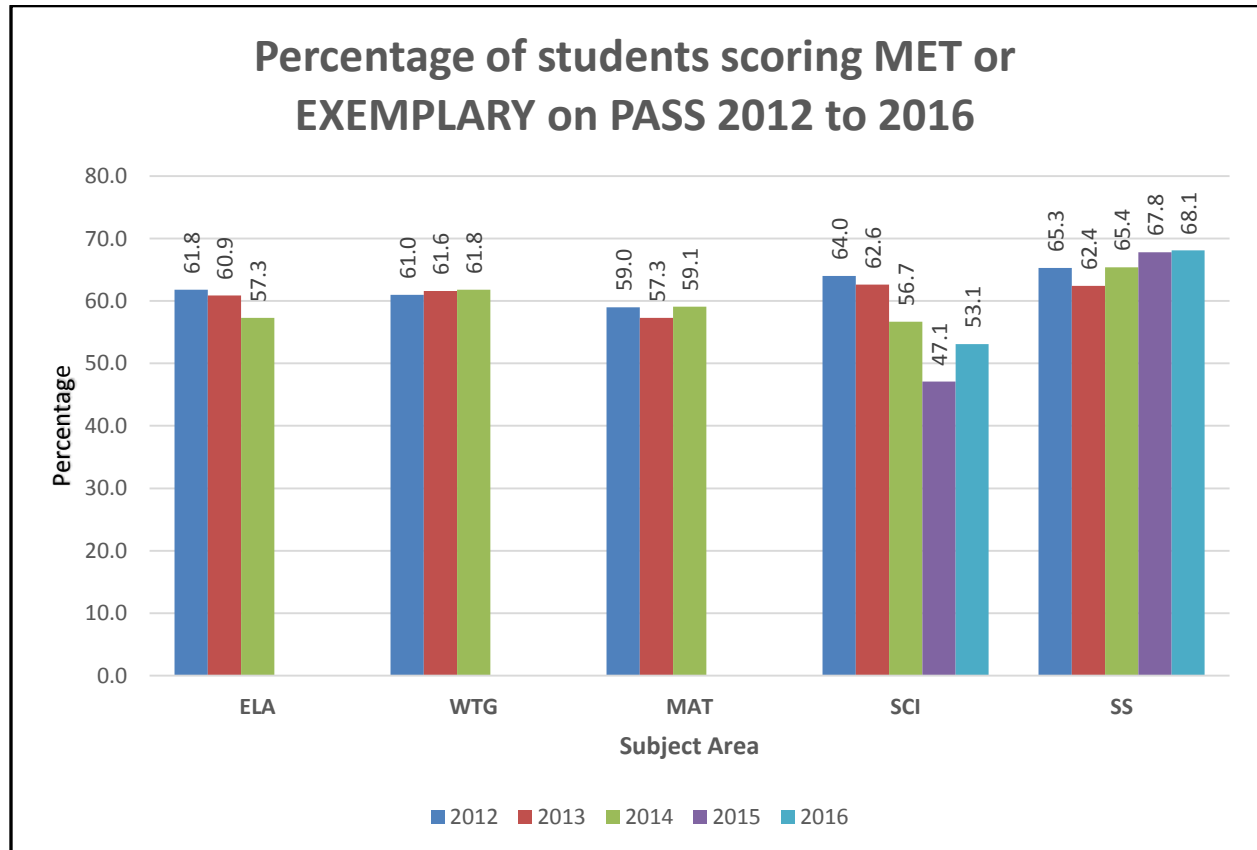
The mission of Berea Middle School is to provide students with ***Success for Today – Preparation for Tomorrow – and Learning for a Lifetime.***

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 2012 to 2016 for the area of ELA shows a steady decrease in the percentage of students scoring met or exemplary from 2012 to 2014. PASS has not been administered in the area of ELA since 2014.

An analysis of the PASS results from 2012 to 2016 for the area of Writing shows a steady increase in the percentage of students scoring met or exemplary from 2012 to 2014. PASS has not been administered in the area of Writing since 2014.

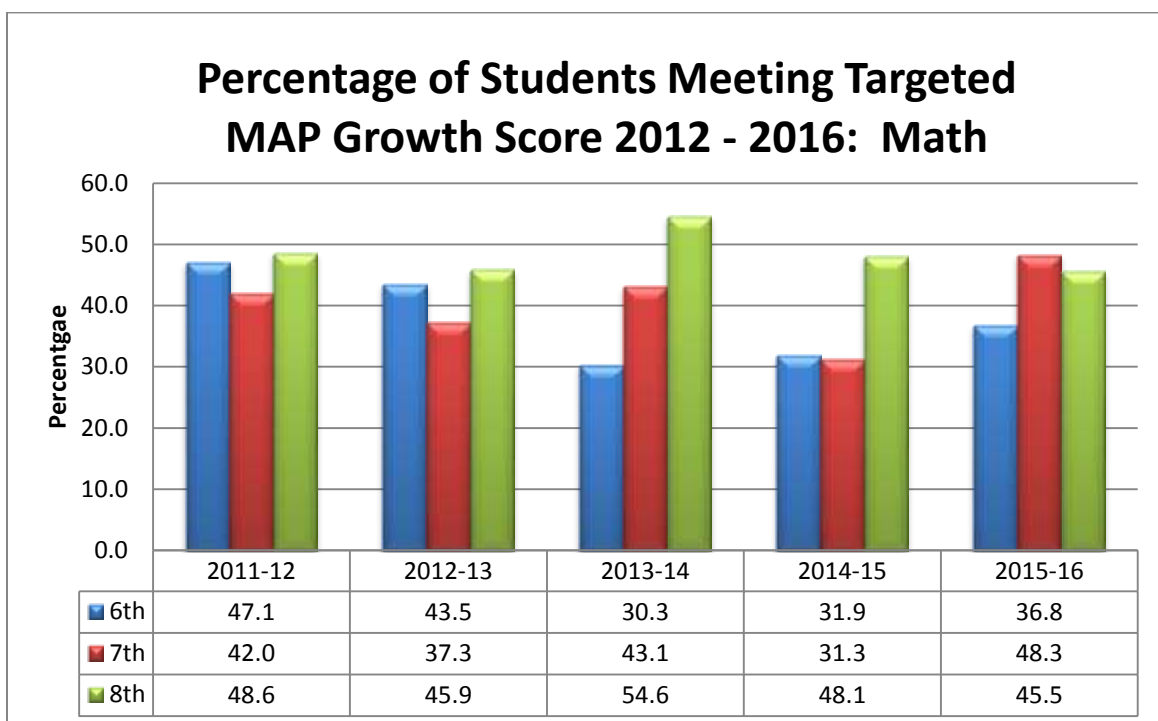
An analysis of the PASS results from 2012 to 2016 for the area of Math shows a decrease in the percentage of students scoring met or exemplary from 2012 to 2013 with an increase in the percentage of students scoring met or exemplary from 2013 to 2014 with an overall increase from 2012 to 2014. PASS has not been administered in the area of Math since 2014.

An analysis of the PASS results from 2012 to 2016 for the area of Science shows a decrease in the percentage of students scoring met or exemplary from 2012 to 2015. The percentage of students scoring met or exemplary for 2016 increased over the percentage from 2015. There was an overall decrease from 2012 to 2016.

An analysis of the PASS results from 2012 to 2016 for the area of Social Studies shows a decrease in the percentage of students scoring met or exemplary from 2012 to 2013. There has been a steady increase in the percentage of students scoring met or exemplary from 2013 to 2016 with an overall increase in the percentage of students scoring met or exemplary from 2012 to 2016.

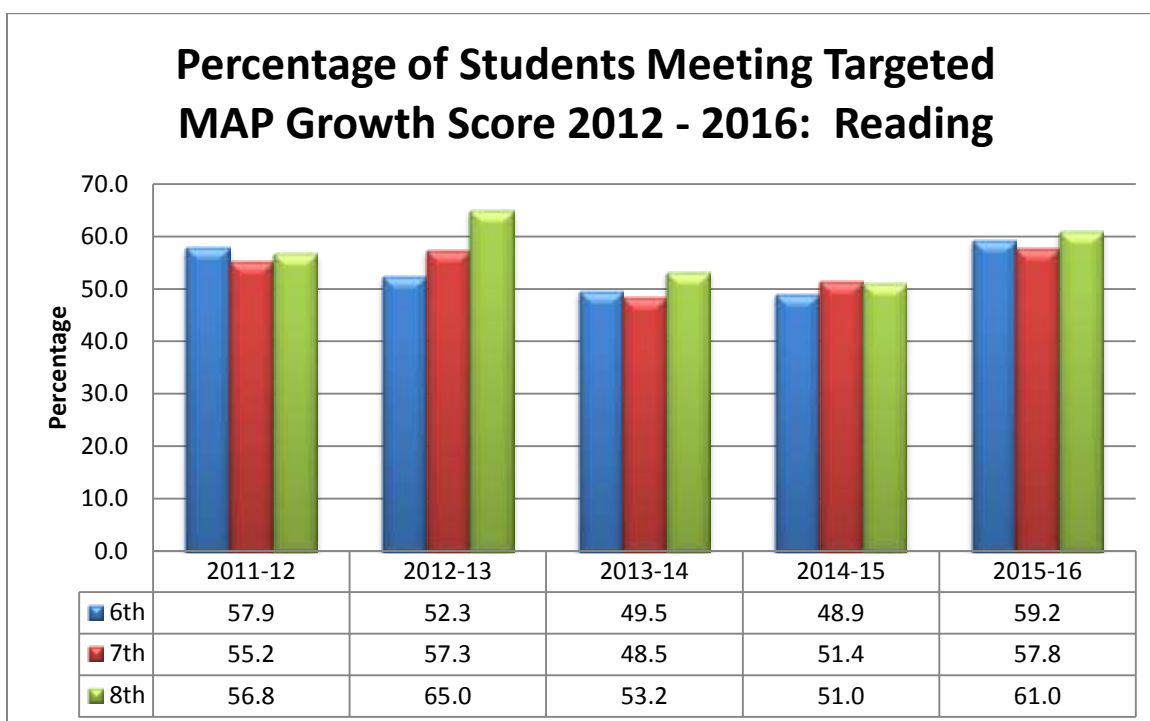
MAP

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



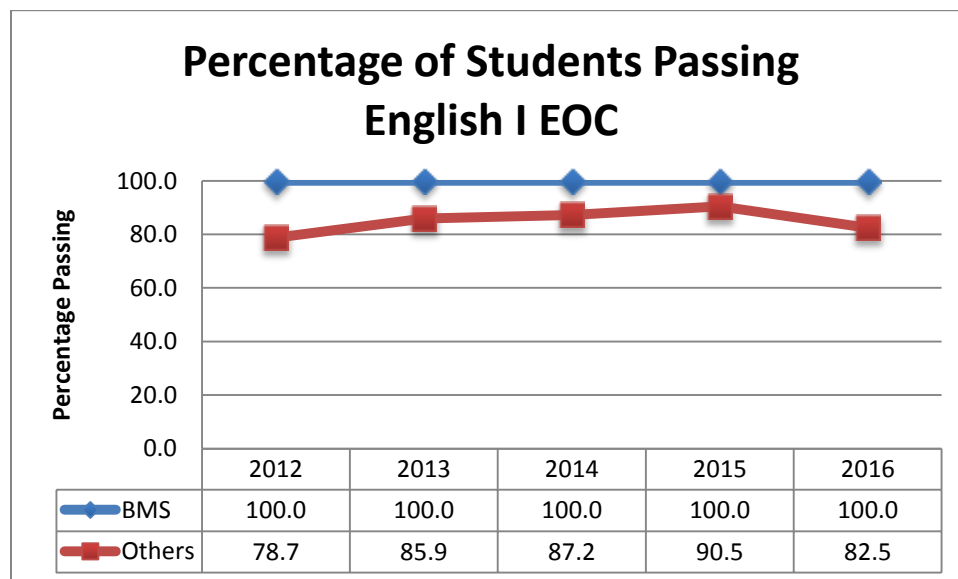
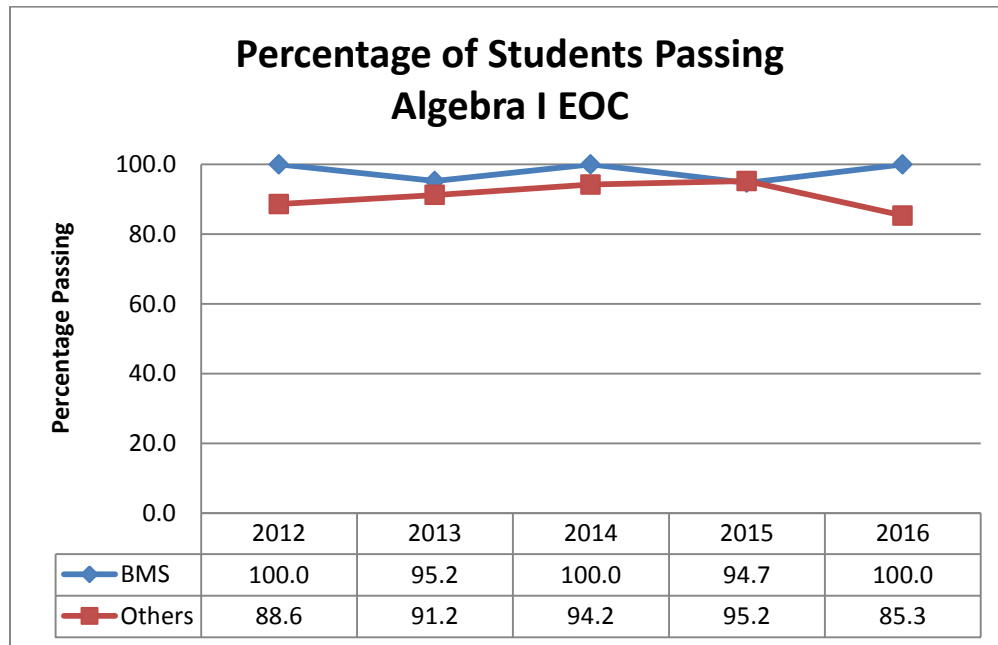
In regards to the MAP test and the area of mathematics, the percentage of students meeting the target growth score decreased from 2011 – 2012 to 2012 – 2013 for all grades. From 2012 – 2013 to 2013 – 2014 the sixth grade percentage decreased while the percentages for seventh and eighth grades increased. From 2013 – 2014 to 2014 – 2015 the percentage meeting the target growth score increased for grade six but decreased from grades seven and eight. From 2014 -2015 to 2015 -2016 the percentage of students meeting the target growth score increased for grades six and seven and decreased for grade eight. For grades six and eight there was an overall decrease in the percentage of students meeting the targeted growth score in

Mathematics for the five year period. For grade seven 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 decreased from 2011 – 2012 to 2012 – 2013; decreased again from 2012 – 2013 to 2013 – 2014; and decreased from 2013 – 2014 to 2014 – 2015 and increased from 2014 – 2015 to 2015 – 2016 resulting in an overall increase for the five year period from 2010 – 2011 to 2014 – 2015. For Grade 7, there was 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 and an increase from 2014 – 2015 to 2015 – 2016 for an overall increase in the percentage of students meeting the targeted growth score from 2011 – 2012 to 2015 – 2016. For Grade 8, there was 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 and an increase from 2014 – 2015 to 2015 – 2016 resulting in an overall increase 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 2012 with the exception of 2013 and 2015. For the area of English I, the passage rate has been 100% for 2012 - 2016. 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

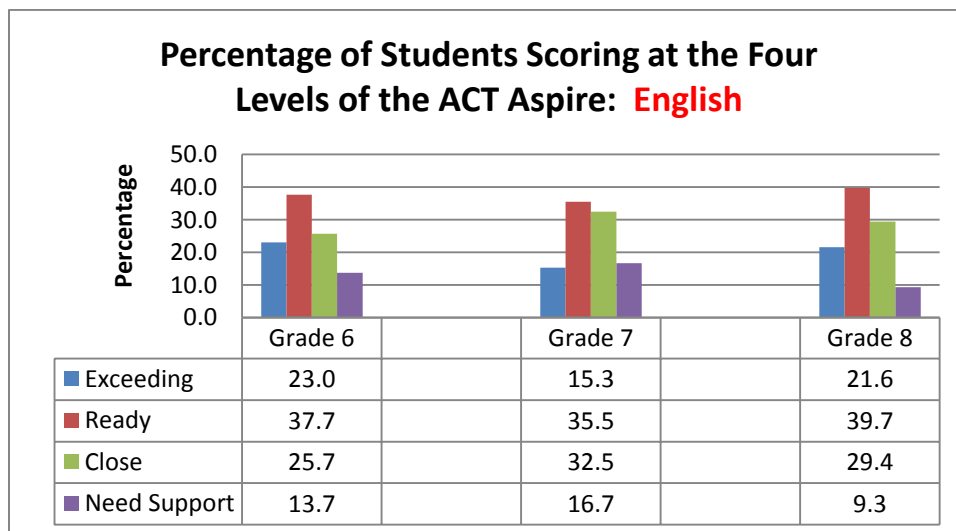
Percentage of Students Scoring Exceeding or Ready

	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

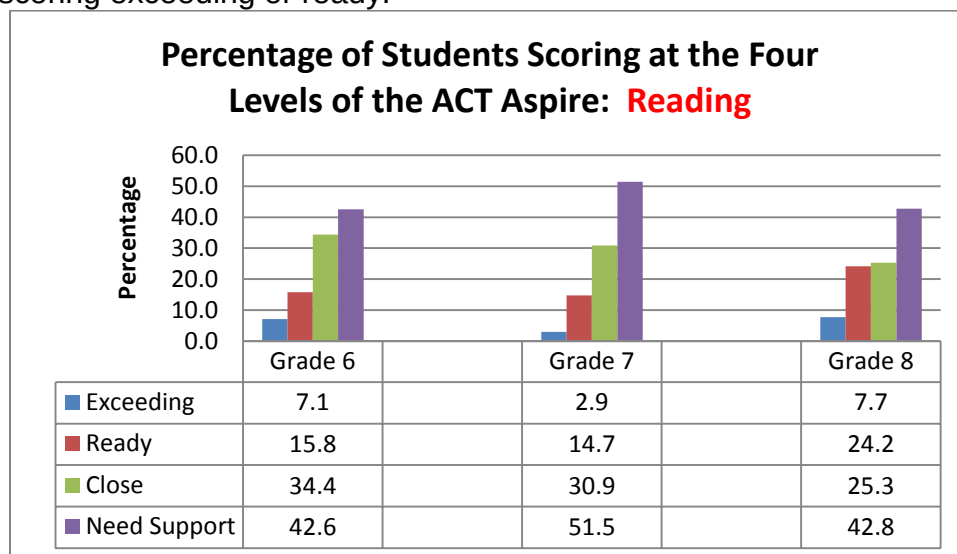
A review of the 2015 ACT ASPIRE Test results yields the following results for Berea Middle:

- 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.

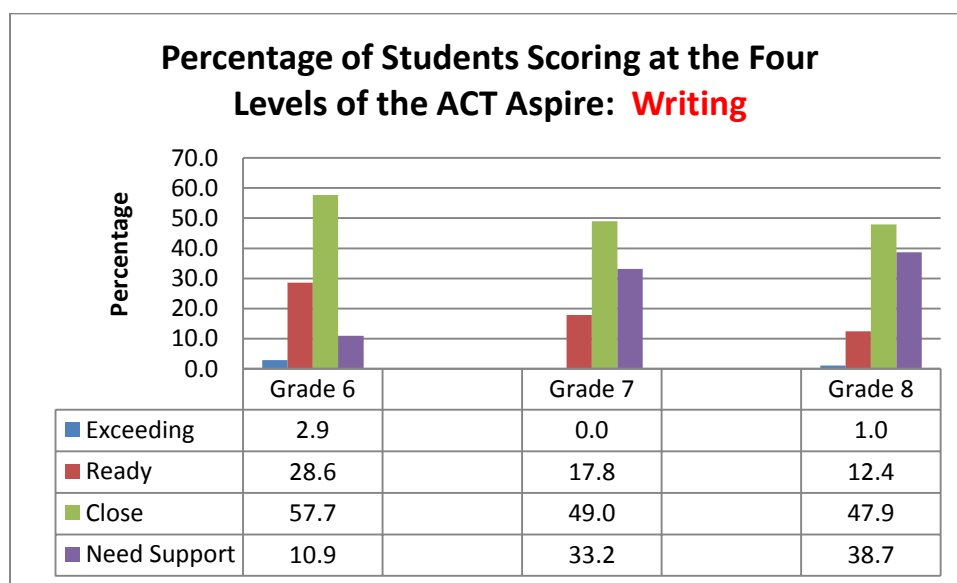
Percentage of Students Scoring at the Four Levels by Subject Area



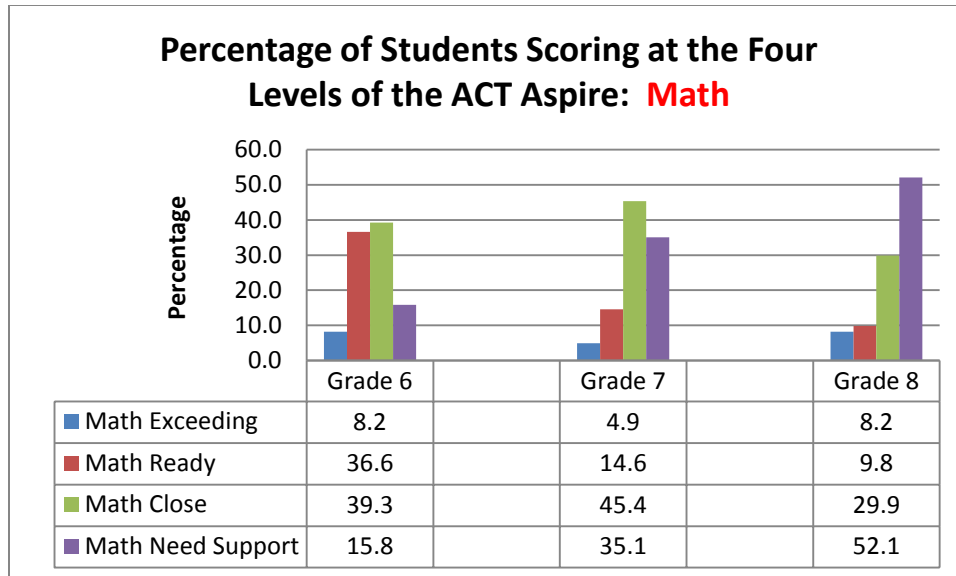
For the area of English Grade 6 students had the best scores with 60.7% of the students scoring exceeding or ready.



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.

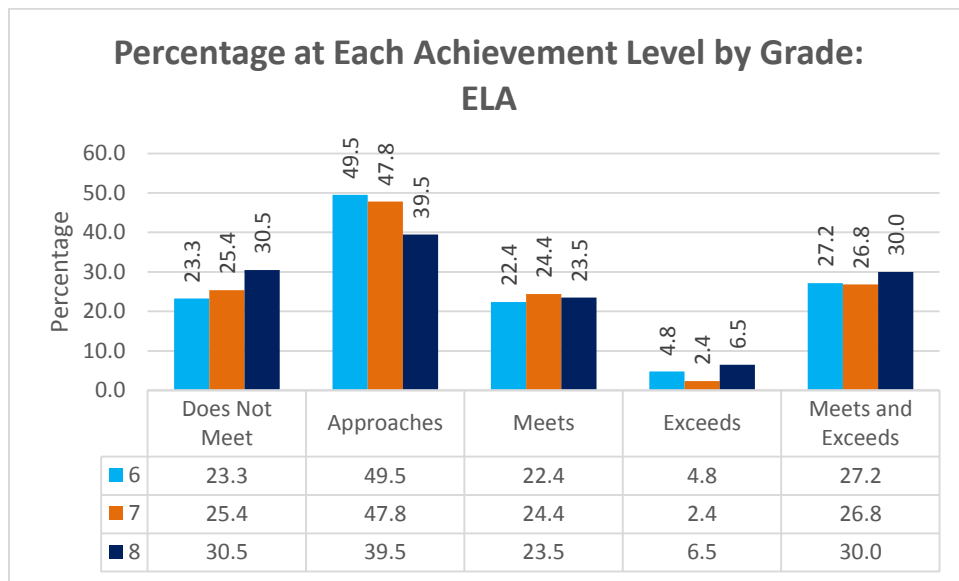
SC READY

Beginning in 2016, the state of South Carolina began in the implementation of a new test for the areas of English Language Arts and Mathematics called SC READY. The four levels of scoring are Does Not Meets, Approaches, Meets and Exceeds.

Percentage of Students at the Four Levels of Achievement by Grade

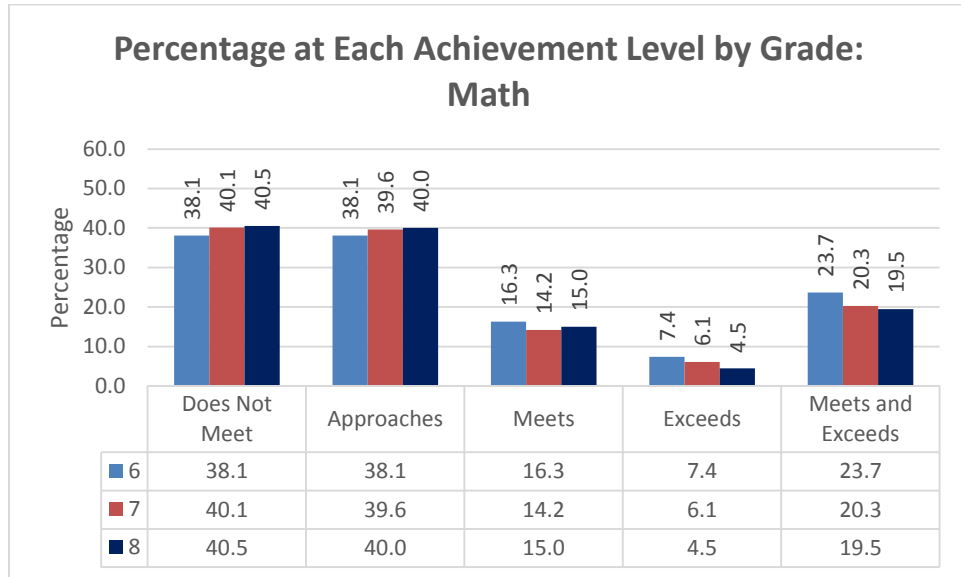
ELA

Grade	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
6	23.3	49.5	22.4	4.8	27.2
7	25.4	47.8	24.4	2.4	26.8
8	30.5	39.5	23.5	6.5	30.0



MATH

Grade	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
6	38.1	38.1	16.3	7.4	23.7
7	40.1	39.6	14.2	6.1	20.3
8	40.5	40.0	15.0	4.5	19.5



Percentage of Students at the Four Levels of Achievement by Grade and Gender

ELA Grade 6

	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
Male	31.5	47.7	18.0	2.7	20.7
Female	14.1	51.5	27.3	7.1	34.3

MATH Grade 6

	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
Male	41.7	36.5	13.9	7.8	21.7
Female	34.0	40.0	19.0	7.0	26.0

ELA Grade 7

	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
Male	31.5	49.5	17.1	1.8	18.9
Female	18.1	45.7	33.0	3.2	36.2

MATH Grade 7

	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
Male	45.6	38.6	7.9	7.9	15.8
Female	33.7	40.8	21.4	4.1	25.5

ELA Grade 8

	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
Male	39.1	40.2	17.4	3.3	20.7
Female	23.1	38.9	28.7	9.3	38.0

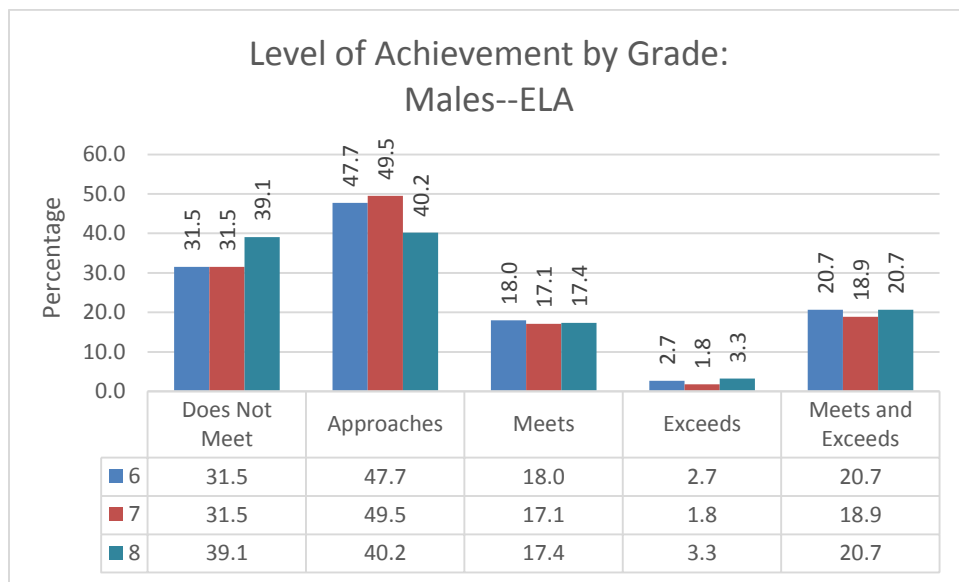
MATH Grade 8

	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
Male	43.5	38.0	14.1	4.3	18.4
Female	38.0	41.7	15.7	4.6	20.3

Percentage of Students at the Four Levels of Achievement by Gender

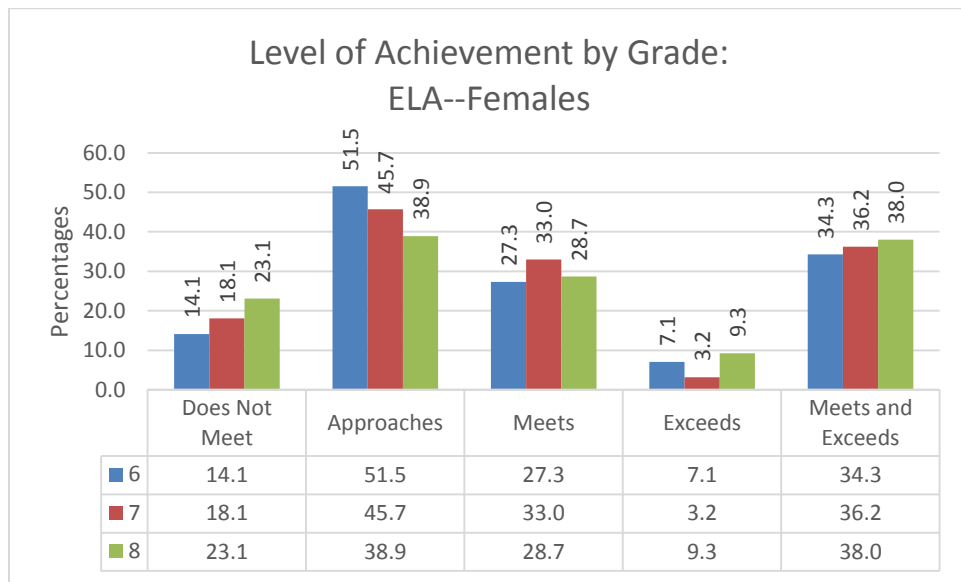
ELA: MALE

Grade	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
6	31.5	47.7	18.0	2.7	20.7
7	31.5	49.5	17.1	1.8	18.9
8	39.1	40.2	17.4	3.3	20.7



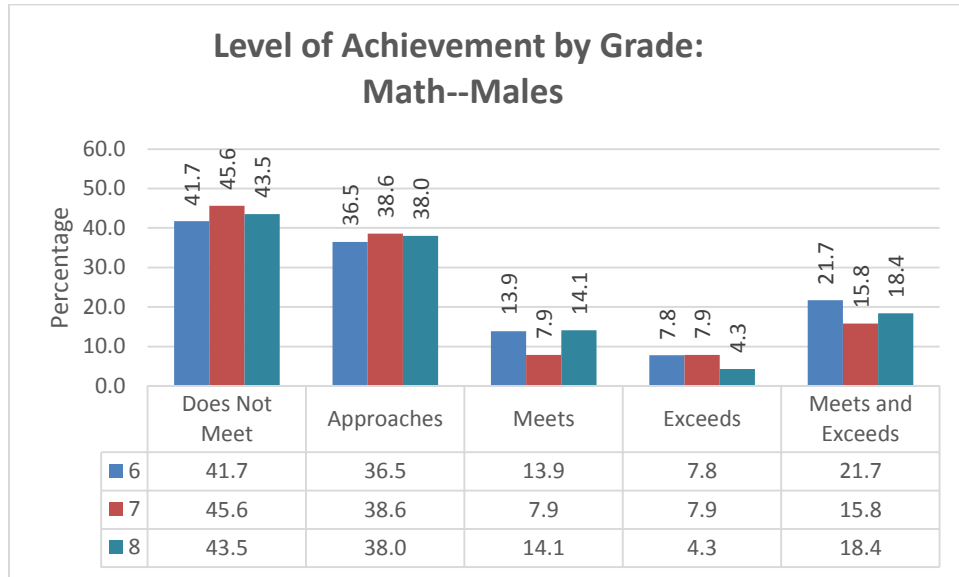
ELA: FEMALE

Grade	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
6	14.1	51.5	27.3	7.1	34.3
7	18.1	45.7	33.0	3.2	36.2
8	23.1	38.9	28.7	9.3	38.0



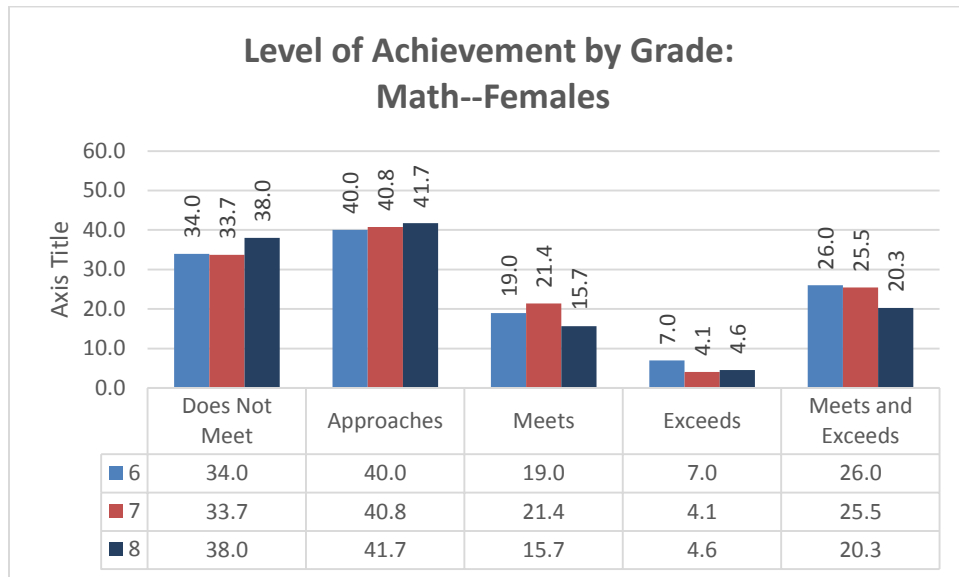
MATH: MALES

Grade	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
6	41.7	36.5	13.9	7.8	21.7
7	45.6	38.6	7.9	7.9	15.8
8	43.5	38.0	14.1	4.3	18.4



MATH: FEMALES

Grade	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
6	34.0	40.0	19.0	7.0	26.0
7	33.7	40.8	21.4	4.1	25.5
8	38.0	41.7	15.7	4.6	20.3



Percentage of Students at the Four Levels of Achievement by Grade and Ethnicity

ELA Grade 6

	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
African American	37.9	51.7	6.9	3.4	10.3
Hispanic	19.4	44.4	31.9	4.2	36.1
White	19.4	51.6	21.0	8.1	29.1
Two or More Races	8.3	50.0	41.7	0.0	41.7

Math Grade 6

	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
African American	51.7	39.7	6.9	1.7	8.6
Hispanic	33.8	40.3	19.5	6.5	26.0
White	33.9	38.7	14.5	12.9	27.4
Two or More Races	33.3	8.3	50.0	8.3	58.3

ELA Grade 7

	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
African American	30.0	46.7	23.3	0.0	23.3
Hispanic	30.6	41.9	25.8	1.6	27.4
White	16.7	56.1	21.2	6.1	27.3
Two or More Races	30.8	30.8	38.5	0.0	38.5

Math Grade 7

	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
African American	56.7	35.0	8.3	0.0	8.3
Hispanic	39.7	42.6	7.4	10.3	17.7
White	28.8	39.4	24.2	7.6	31.8
Two or More Races	30.8	46.2	23.1	0.0	23.1

ELA Grade 8

	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
African American	34.7	44.9	16.3	4.1	20.4
Hispanic	37.0	34.2	21.9	6.8	28.7
White	22.7	42.4	25.8	9.1	34.9

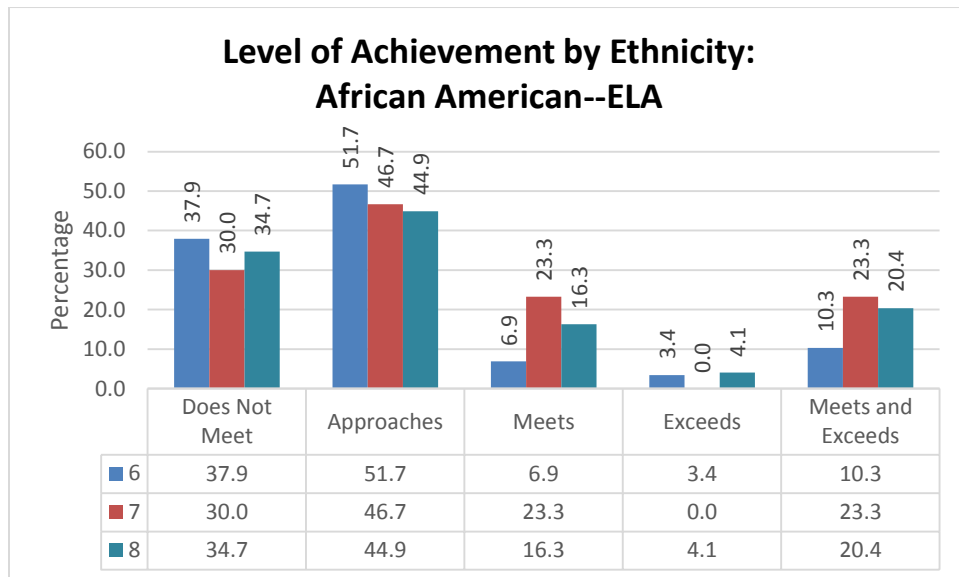
Math Grade 8

	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
African American	38.8	53.1	8.2	0.0	8.2
Hispanic	41.1	38.4	15.1	5.5	20.6
White	45.5	30.3	19.7	4.5	24.2

Percentage of Students at the Four Levels of Achievement by Ethnicity

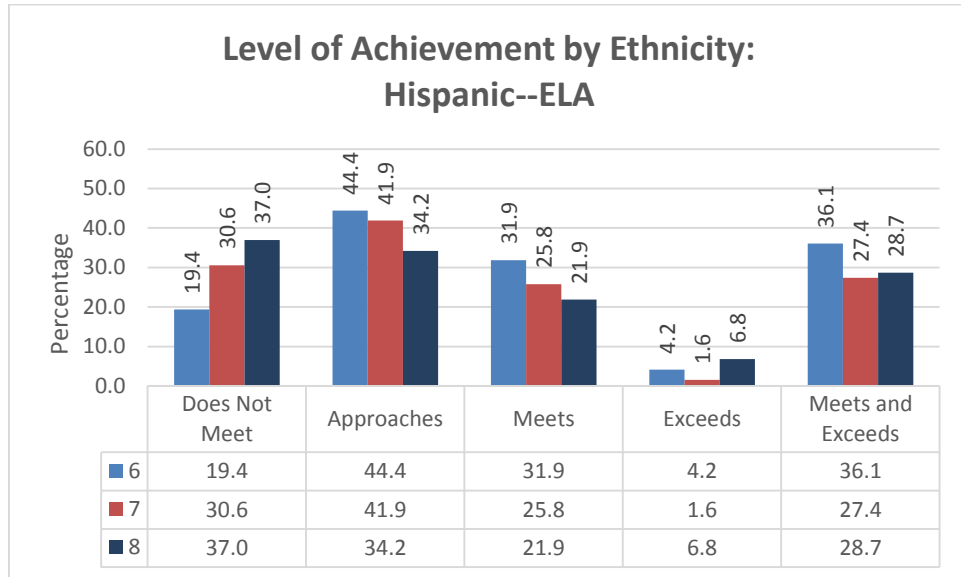
ELA: African American

Grade	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
6	37.9	51.7	6.9	3.4	10.3
7	30.0	46.7	23.3	0.0	23.3
8	34.7	44.9	16.3	4.1	20.4



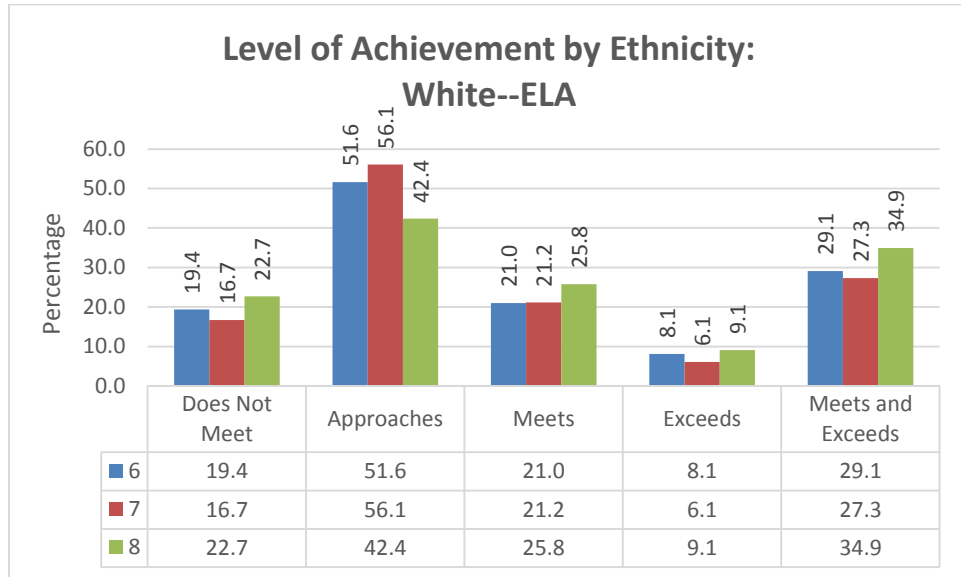
ELA: Hispanic

Grade	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
6	19.4	44.4	31.9	4.2	36.1
7	30.6	41.9	25.8	1.6	27.4
8	37.0	34.2	21.9	6.8	28.7



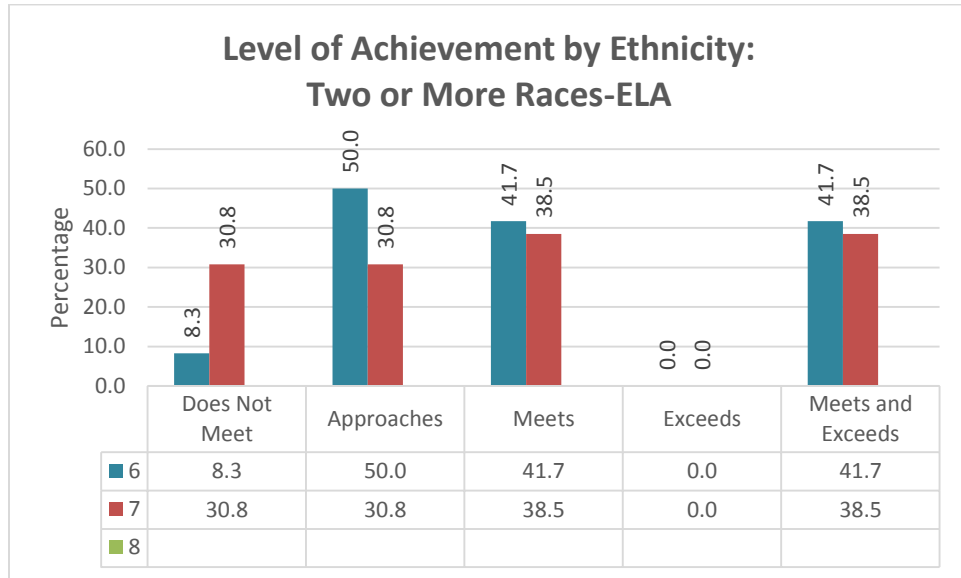
ELA: White

Grade	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
6	19.4	51.6	21.0	8.1	29.1
7	16.7	56.1	21.2	6.1	27.3
8	22.7	42.4	25.8	9.1	34.9



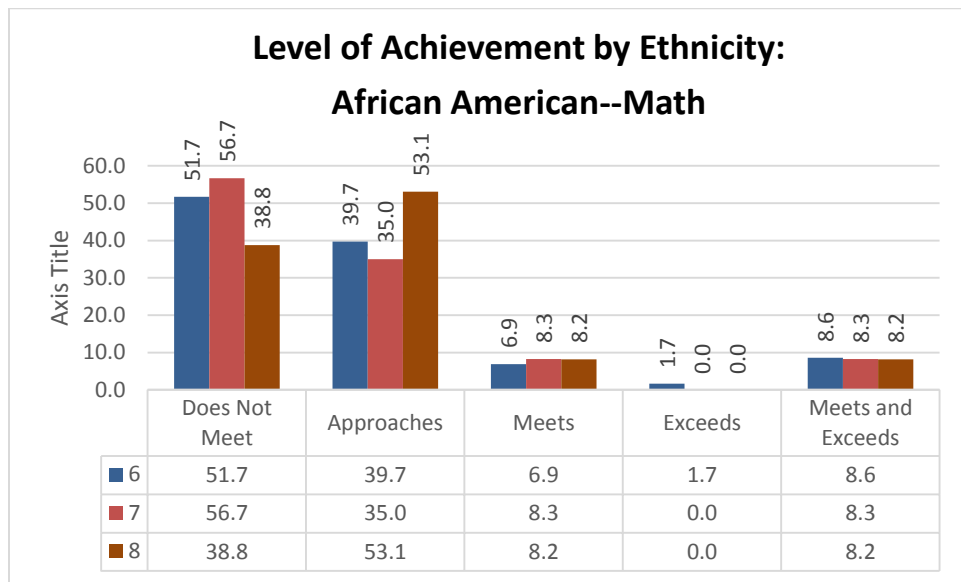
ELA: Two or More Races

Grade	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
6	8.3	50.0	41.7	0.0	41.7
7	30.8	30.8	38.5	0.0	38.5
8	No Subgroup				



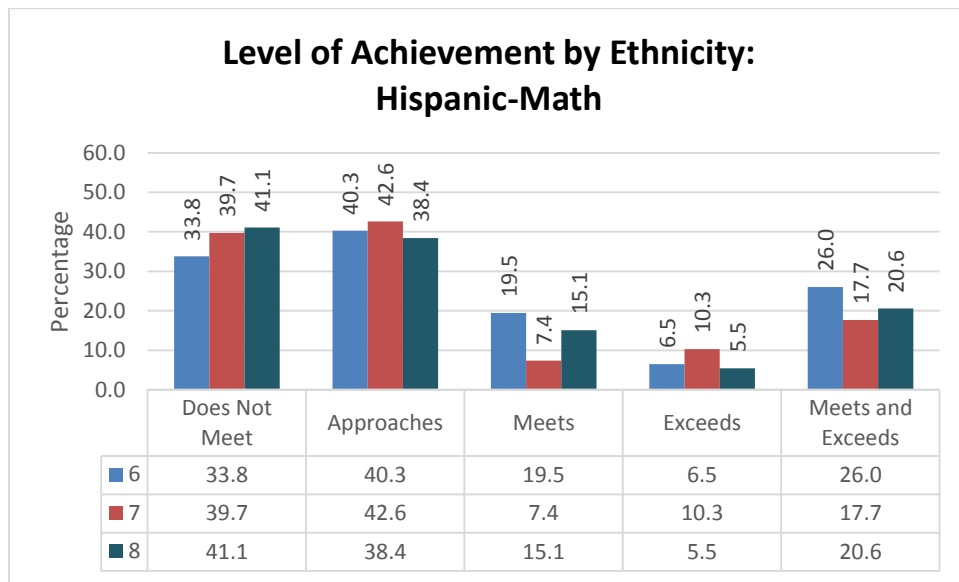
MATH: African American

Grade	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
6	51.7	39.7	6.9	1.7	8.6
7	56.7	35.0	8.3	0.0	8.3
8	38.8	53.1	8.2	0.0	8.2



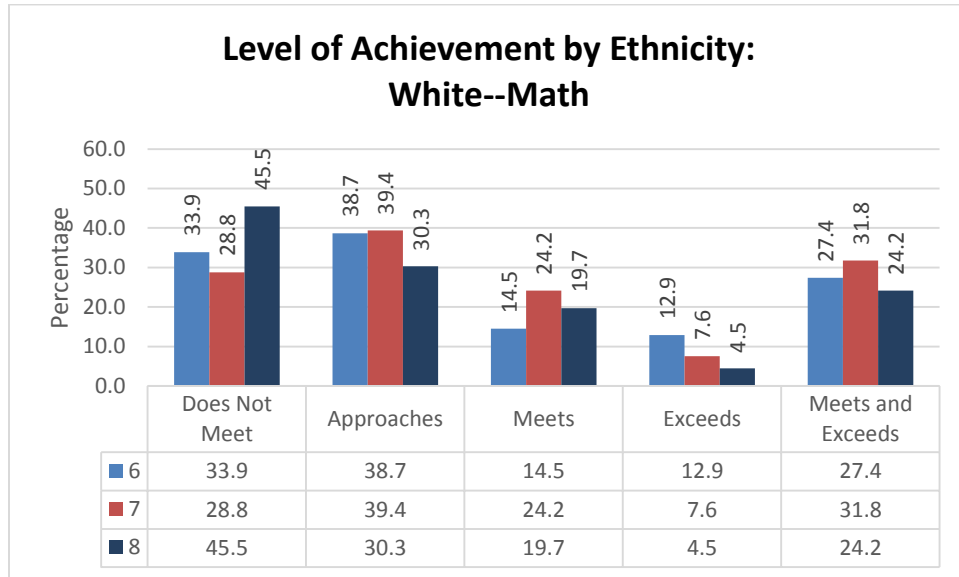
MATH: Hispanic

Grade	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
6	33.8	40.3	19.5	6.5	26.0
7	39.7	42.6	7.4	10.3	17.7
8	41.1	38.4	15.1	5.5	20.6



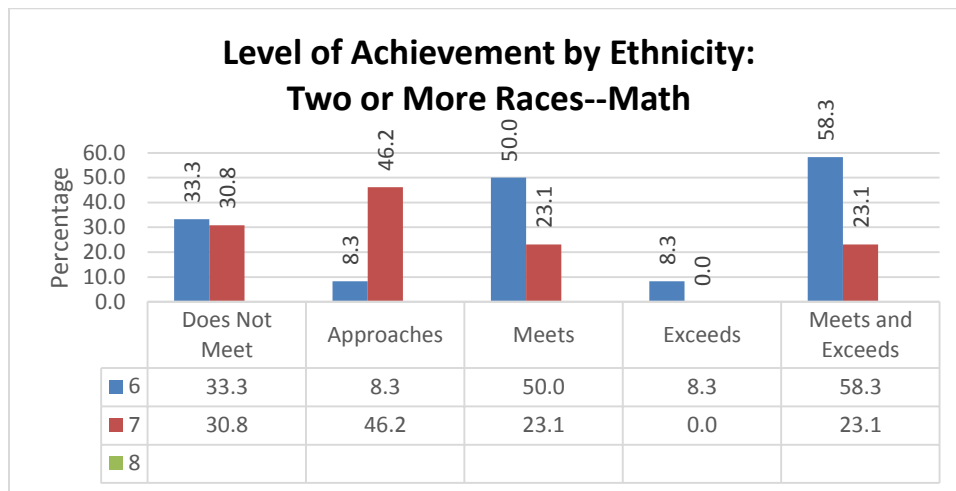
MATH: White

Grade	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
6	33.9	38.7	14.5	12.9	27.4
7	28.8	39.4	24.2	7.6	31.8
8	45.5	30.3	19.7	4.5	24.2



MATH: Two or More Races

Grade	Does Not Meet	Approaches	Meets	Exceeds	Meets and Exceeds
6	33.3	8.3	50.0	8.3	58.3
7	30.8	46.2	23.1	0.0	23.1
8	No Subgroup				



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.
- An increased emphasis on the study of those students who fall into the “Approaches” achievement level to identify and implement research-based strategies into daily instructional delivery to move the students to the meets achievement level.

Teacher and Administrator Quality

Our school principal is Mrs. Robin Mill. This is Mrs. Mill's ninth 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-Jones, 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.

One Instructional Coach, Dr. Johnny Wallace, 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 Nancy Graham, also provides opportunities for professional development.

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

Data Topic	Year	2012	2013	2014	2015	2016
Teachers with advanced degrees		51.1%	60.9%	61.2%	62.2%	61.7%
Continuing contract teachers		NAV	82.6%	75.5%	80.0%	76.6%
Teachers returning from the previous year		93.7%	89.7%	86.3%	82.9%	83.5%
Attendance rates		95.0%	94.0%	94.9%	94.8%	93.5%

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

	2011 -2012	2012 - 2013	2013 - 2014	2014 – 2015	2015 – 2016
"I am satisfied with the learning environment in my school."	81.9%	69.8%	65.4%	69.0%	78.8%
"I am satisfied with the social and physical environment at my school."	78.6%	70.8%	66.5%	69.0%	81.4%
"I am satisfied with home-school relations."	84.4%	87.2%	81.3%	88.0%	88.0%

Parent Perception Survey Analysis

	2011 -2012	2012 -2013	2013 - 2014	2014 – 2015	2015 – 2016
"I am satisfied with the learning environment in my school."	76.2%	80.0%	71.5%	84.0%	84.2%
"I am satisfied with the social and physical environment at my school."	73.8%	66.6%	60.2%	82.0%	82.4%
"I am satisfied with home-school relations."	75.0%	66.7%	65.7%	82.0%	76.8%

Teacher Perception Survey Analysis

	2011 -2012	2012 - 2013	2013 - 2014	2014 – 2015	2015 – 2016
"I am satisfied with the learning environment in my school."	78.2%	69.1%	81.8%	83.0%	84.9%
"I am satisfied with the social and physical environment at my school."	90.9%	88.1%	92.8%	85.0%	84.9%
"I am satisfied with home-school relations."	50.9%	41.9%	58.2%	41.0%	57.7%

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	31.8	34.8
School Actual	28.8		
District Projected	X	49	52
District Actual	46		

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.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ 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	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)	82.8 (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.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ 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	25.1	28.1
School Actual	22.1		
District Projected	X	44	47
District Actual	41		

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

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	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)	85.5 (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.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ 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
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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 –	Baseline	2016-17	2017-18
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Grades 6-8	2015-16		
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.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ 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	48.1	49.1	50.1
School Actual	47.1	56.4		
District Projected	X	73.9	74.9	75.9
District Actual	72.9	71.4		

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

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ 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.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ 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	2013-14	2014-15	2015-16	2016-17	2017-18

		2012-13					
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.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ 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	68.8	69.8	70.8
School Actual	67.8	71.5		
District Projected	X	82.2	83.2	84.2
District Actual	81.2	78.8		

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

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ 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.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ 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	Baseline	Planning	2013-14	2014-15	2015-16	2016-17	2017-18
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- Grades 6-8	2011-12	Year 2012-13					
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 Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of 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	2013 – 2018	Instructional Coaches			Documentation of planning

teachers at each grade level meet once a week to plan intentional standards-based lessons that reflect the implementation of pacing guide					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 Approaching 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 SC College and Career Ready standards in ELA	2013 – 2018	Title I Facilitator; Instructional Coaches	20111	Title I	Title I records; materials placed in classrooms

and mathematics					
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 SC College and Career Ready Standards	2013 – 2018	Administration Instructional Coaches			Classroom observations; anecdotal notes;
Identify and implement technologies to meet the performance standards of the SC College and Career Ready Standards	2013 – 2018	Administration Instructional Coaches			Classroom observations; anecdotal notes;
Integrate instructional strategies to support the implementation of the SC College and Career Ready 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 SC College and Career Ready Assessments	2013 – 2018	Administration Instructional Coaches			Classroom observations; anecdotal notes; logs of training sessions; copies of assessments
Develop and implement consistent use of SC College and Career Ready 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 SC College	2013 – 2018	Instructional Coaches			Classroom observations; anecdotal notes; logs of

and Career Ready Standards					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 and PEP Literacy Coaches 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

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☐ 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	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
Provide training for inclusion practices to all teachers as part of the movement toward full inclusion for the overall curriculum	2015 - 2018	Administration, District Level Special Education Personnel, Title I Academic Specialists, PEP Literacy Coaches			Meeting logs, notes

2016 – 2017 Professional Development Calendar Berea Middle School				
Date	Time/Location	Title	Presenter	Targeted Group
8/4/2016	8:00 am - 3:30 pm Northwood Middle	Digital Leader Corps (DLC)	Tom Turner	DLC Cohort
8/8/2016	8:00 am – 3:00 pm am Berea Middle School	Q1 Planning	Johnny Wallace	Math and Science Teachers
8/10/2016	8:30 – 11:30 am Berea Middle	Literacy: What Does It Mean	Terri Dew Shayla Read Shasta Looper	Berea Middle School Faculty
8/10/2016	1:00 – 2:30 pm Berea Middle	Culture Challenge	Robin Mill	Berea Middle School Faculty
8/15/2016	8:30 – 10:30 am Berea Middle	Data Carousel	Nancy Graham Johnny Wallace	Berea Middle School Faculty
9/6/2016	Planning Periods Berea Middle	Chromebooks	Avis Canty	Berea Middle School Faculty
9/26/2016	8:30 am – 11:30 am Furman University	Update Consortium	Kelly Gallagher	Vicki Porter
9/27/2016	8:30 am – 3:30 pm Berea Middle	Q2 ELA Planning Sixth Grade	Shayla Read Shasta Looper	BMS 6 th Grade ELA Teachers
9/30/2016	8:30 am – 3:30 pm Berea Middle	Q2 ELA Planning Seventh Grade	Shayla Read Shasta Looper	BMS 7 th Grade ELA Teachers
10/3/2016	8:30 am – 3:30 pm University Center	Q2 Math Planning Sixth Grade	Terri Dew Dorothy Earle	BMS 6 th Grade Math Teachers
10/4/2016	Planner Periods Berea Middle School	SAMR	Avis Canty	Berea Middle School Faculty
10/4/2016	8:30 am – 3:30 pm University Center	Q2 Math Planning Seventh Grade	Terri Dew Dorothy Earle	BMS 7 th Grade Math Teachers

Date	Time/Location	Title	Presenter	Targeted Group
10/5/2016	8:30 am – 3:30 pm University Center	Q2 Math Planning Eighth Grade	Terri Dew Dorothy Earle	BMS 8 th Grade Math Teachers
10/6/2016	8:30 am – 3:30 pm Berea Middle	8:30 am – 3:30 pm Lakeview Middle	Shayla Read Shasta Looper	BMS 8 th Grade ELA Teachers
10/7/2016	8:30 am – 3:30 pm Lakeview Middle	Q2 Science Planning Grade TBD	ICs from Lakeview, Berea, Tanglewood	BMS Science Teachers
10/10/2016	8:30 am – 3:30 pm Lakeview Middle	Q2 Social Studies Planning Grade Six	ICs from Lakeview, Berea, Tanglewood	BMS Social Studies Teachers
10/11/2016	8:30 am – 3:30 pm Lakeview Middle	Q2 Science Planning Grade TBD	ICs from Lakeview, Berea, Tanglewood	BMS Science Teachers
10/12/2016	8:30 am – 3:30 pm Lakeview Middle	Q2 Social Studies Planning Grade Seven	ICs from Lakeview, Berea, Tanglewood	BMS Social Studies Teachers
10/17/2016	8:30 – 11:30 am Greenville SC	USA Test Prep Workshop	USA Test Prep Staff	Charlene Jeffreys Jennifer Czar Nancy Graham Johnny Wallace
10/17/2016	8:30 am – 3:30 pm Lakeview Middle	Q2 Science Planning Grade TBD	ICs from Lakeview, Berea, Tanglewood	BMS Science Teachers
10/18/2016	8:30 am – 3:30 pm Lakeview Middle	Q2 Social Studies Planning Grade Eight	ICs from Lakeview, Berea, Tanglewood	BMS Social Studies Teachers
10/18/2016	Planning Periods Berea Middle School	DLC Meetings	Tom Turner	DLC Cohort

Date	Time/Location	Title	Presenter	Targeted Group
10/25/2016	Planning Periods Berea Middle School	USA Test Prep	Nancy Graham Johnny Wallace	Berea Middle Staff
11/1/2016	Planning Periods Berea Middle School	Community Meeting TBD	Johnny Wallace	Berea Middle Staff
11/1 – 4/2016	SC TechEd Conference	SC TechED Conference	Various Presenters	Brittany Harbin Elizabeth Harris
11/7/2016	Planning Periods Berea Middle School	DLC Meetings	Tom Turner	DLC Cohort
11/15/2016	Planning Periods Berea Middle School	DLC Meetings	Tom Turner	DLC Cohort
11/15/2016	Planning Periods Berea Middle School	Inclusive Practices	Tomasina Williams	Berea Middle Staff
11/18-20/2016	Daily	SCAEA Convention	Various	Dianna Painter
11/29/2016	Planning Periods Berea Middle School	Community Meeting TBD	Johnny Wallace	Berea Middle Staff
December 2016/ January 2017	TBD	Q3 Planning for All Core Subjects	District and School Level Staff	Core Content Teachers
1/10/2017	Planning Periods Berea Middle School	DLC Meetings	Tom Turner	DLC Cohort
1/12/2017	Planning Periods Berea Middle School	DLC Meetings	Tom Turner	DLC Cohort
1/12/2017	All Days	Stetson Follow-Up	John Walsh	Selected 6 th Grade and SPED Teachers
1/31/2017	Planning Periods Berea Middle School	Big Universe Webinar	Nancy Graham Becca Fowler	Berea Middle Staff
2/7/2017	Planning Periods Berea Middle School	DLC Meetings	Tom Turner	DLC Cohort

Date	Time/Location	Title	Presenter	Targeted Group
2/7/2017	Planning Periods Berea Middle School	Inclusive Practices	Tomasina Williams	Berea Middle Staff
2/28/2017	Planning Periods Berea Middle School	DLC Meetings	Tom Turner	DLC Cohort
March 2017	TBD	Q4 Planning for All Core Subjects	District and School Level Staff	Core Content Teachers
3/7/2017	Planning Periods Berea Middle School	Inclusive Practices	Tomasina Williams	Berea Middle Staff
3/14/2017	Planning Periods Berea Middle School	NewsELA	Nancy Graham	Berea Middle Staff
3/13-14/2017	Planning Periods Berea Middle School	DLC Meetings	Tom Turner	DLC Cohort
3/21/2017	Planning Periods Berea Middle School	OTT Training	Johnny Wallace	Berea Middle Staff
4/4/2017	Planning Periods Berea Middle School	Inclusive Practices	Tomasina Williams	Berea Middle Staff
4/5/2017	Planning Periods Berea Middle School	DLC Meetings	Tom Turner	DLC Cohort
4/18/2017	Planning Periods Berea Middle School	SC READY/SC PASS Training	Johnny Wallace	Berea Middle Staff

Berea Middle School Professional Development 2017 – 2018

Professional development for the 2017 – 2018 school year will focus on the various areas of emphasis as outlined by the district. At Berea Middle School professional development will center around the following topics:

- Effective teaming practices
- Quarterly planning days for four core content areas
- Technology updates throughout the year
- Continued weekly meetings with Title I Academic Specialists
- Integration of disciplinary literacy across the curriculum with assistance from the PEP Literacy coaches
- Continued implementation of Stetson/inclusion practices
- Integration of the Digital Leaders Corp program
- Implementation of Mastery Connect, if approved by the district

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☐ 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	95.1		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☐ 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%	1.4%		
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%	0.9%		

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☐ 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 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 – 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	84.2		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☐ 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	78.8		
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)	83.8 (ES, MS, & HS)		

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☐ 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	84.9		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☐ 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 #20

	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	87.5		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7	91.7		

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

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☐ 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	91.5		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☐ 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 #42

	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	98.4		

<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
2015 – 2016 Report Card

Please click on the following link to access the Berea Middle School 2015 – 2016 Report Card.

<http://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?y=2016&d=2301&t=M&s=042>