



Mrs. Caroline Bohnenberger, Principal
School District of Greenville County
Dr. W. Burke Royster, Superintendent



School Portfolio
2024-25 through 2028-2029

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Bryson Middle School

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 (one year)

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent’s and school principal’s signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster		5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Caroline Bohnenberger		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Brenda Randolph		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Jennifer Kammer		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 3657 South Industrial Drive, Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 355-2100

PRINCIPAL E-MAIL ADDRESS: cbohenber@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL RENEWAL

<u>Position</u>	<u>Name</u>
1 Principal	Caroline Bohnenberger
2 Teacher	Stephanie Ecklund
3 Parent/Guardian	Brenda Randolph
4 Community Member	Brenda Randolph
5 Paraprofessional	Lisa Tollison
6 School Improvement Council Member	Brenda Randolph
7 Read to Succeed Reading Coach	N/A
8 School Read To Succeed Literacy Leadership Team Lead**	Jennifer Kammer
9 School Read To Succeed Literacy Leadership Team Member**	Jennifer Rice

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

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

<u>Position</u>	<u>Name</u>
10. Assistant Principal	Tiffany McElveen
11. Assistant Principal	Travis Cash
12. Administrative Assistant	Kerry Highsmith

EARLY CHILDHOOD DEVELOPMENT AND ACADEMIC ASSISTANCE ACT (ACT 135) ASSURANCES (S.C. Code Ann §59-139-10 et seq. (Supp. 2004))	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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).

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental 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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>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. However, they may be housed at locations with other grade levels or completely separate from schools.</p>

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>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.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>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 how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>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 not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p>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.</p>



Bryson Middle School Portfolio

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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. Initially our staff provided input through grade levels, working to consensus and developing a mission, vision, and belief statements that year.

The mission, vision, and beliefs were last revised in 2024 by a committee that included various stakeholders: parents, community members, students, teachers, administrative staff, and other school staff. The committee communicated their progress throughout the 2023-24 school year and sought feedback from larger groups throughout the process to ensure stakeholders' values and beliefs were reflected in the work of the committee and the final decisions regarding the updated mission, vision, beliefs, and tagline.

Each year state test scores, discipline data, and the action plan are reviewed and modified. We have worked to continuously improve our data-driven unit and lesson planning, student engagement, knowledge base, instructional delivery, assessment, and feedback, using the Greenville County Schools Instructional Protocol as a basis for our work.

The committee for the School Portfolio for 2023-2024 includes Caroline Bohnenberger (principal), Dr. Jennifer Kammer (instructional coach), Travis Cash (assistant principal), Jennifer Rice (teacher), Stephani Ecklund (teacher), and Patricia Barker (media specialist).

EXECUTIVE SUMMARY

Summary of Needs Assessment for Student Achievement

Student performance on SC Ready in the spring of 2023 increased to above the Bryson Middle School pre-pandemic average in English Language Arts (ELA). SC Ready Math scores are still below the pre-pandemic average but have increased since 2021 SC Ready, the first state assessment following the pandemic. The percentage of students passing SC Ready Math in 2023 was the same as the previous year. The grade level with the most students scoring Meets or Exceeds in SC Ready ELA was seventh grade with the sixth grade scoring the lowest. For 2023 SC Ready Math, the sixth-grade cohort had a percentage passing significantly higher than the school average with eighth-grade having the lowest passing rate. SC Ready scores from the spring of 2023 showed that while many of Bryson Middle School students were improving their academic performance, not all were performing at high levels.

In response to 2023 test data, the following initiatives were determined:

- Continued implementation of STEAM/PBL to increase student engagement and academic rigor
- Continued use of grade-level, subject-area common major assessments using the district assessment system
- Refinement of inclusion with co-teaching models of instruction
- Academic assistance opportunities through reading intervention courses.
- Use of Universal Design for Learning (UDL) to target instruction and improve student understanding of standards-based instruction
- Analysis of assessment data followed by PLC collaboration and use of data in planning instruction and remediation
- Professional development focused on student engagement and instructional strategies, particularly for students with exceptional needs.

Summary of Needs Assessment for Teacher and Administrator Quality

Needs assessments indicated teachers benefit from continued professional development to maximize their growth. Due to the various strengths and needs of teachers, there is a need for a more personalized approach to professional development. A plan of development will offer more choice for teachers and is determined based on school initiatives and staff needs to include data-based inclusive strategies and co-teaching models, formative assessment and feedback,

Universal Design for Learning, understanding and responding to students' social/emotional needs, connecting with diverse groups, and student engagement in the STEAM/PBL classroom. There is also a need to further increase collegial conversations and peer support.

In response to data, the following initiatives have been determined:

- Continuing to provide professional development opportunities for teachers with various needs
- Promoting teacher leadership in facilitating professional development opportunities
- Promoting more opportunities for professional growth through Professional Learning Communities (PLCs)
- Focusing on researched-based practices of chunking instruction, providing practice, checking for understanding , and providing feedback.

Summary of Needs Assessment for School Climate

According to the 2022-23 School Report Card, teacher satisfaction with the learning environment was 84% with 72% of students satisfied with the learning environment and 80.4%% parents' satisfaction. Teachers were also most satisfied with the social and physical environment (80%) followed by parents (73%) and then students (69%). Most students were satisfied with home-school relations (90%) followed by teachers (80%) and parents (78%). Overall, school climate presents an opportunity for growth, particularly for student perceptions of safety and the social and physical environment.

In response to data, the following initiatives have been determined:

- Continuing an orientation event, Bulldog Bootcamp, for rising sixth graders to orient them to middle school prior to school starting.
- Continuing the current programs of achievement celebration and recognition
- Collaborating with a local group to provide adult mentors for students
- Empowering students to track their progress and provide incentives for growth
- Providing additional structures for transitions and other schoolwide routines and procedures.
- Strengthening consistency with school expectations and routines.

Significant Challenges in the Last Three Years

- Strengthening teacher Professional Learning Communities where teachers collaborate, build standards-based common assessments, and analyze data to drive instruction
- Developing an academic assistance program to meet the needs of learners
- Greater implementation of STEAM/PBL and increasing inquiry and literacy experiences for students
- Refining use of Learning Targets and the GCS Instructional and Disciplinary Literacy Protocols
- Adapting to new challenges and educational, social/emotional, and behavioral needs exasperated by the pandemic

Significant Accomplishments in the Last Three Years

- Superior in Greenville County Theatre Festival
- Judges Award for Robotics
- Establishing structures for additional academic intervention
- National Beta Blue Merit School and winners in State BETA Convention
- District boys' basketball champions and girls' softball district finals
- Further implementation of STEAM/PBL instructional approach with teachers in each grade level and department attending PBL World training; iMagine Upstate STEAM festival participant
- Art contest winners at district level
- Duke Tip program participants
- Junior Scholars

- Region and All-County band participants; Superior and Excellent ratings for Solo and Ensemble
- Orchestra achievements: Excellent and Good ratings for SCMEA Concert Performance Assessment; participants in district All County Orchestra; participants in SC ASTA Violin and Viola Choir, Cello Choir, and Double Bass Workshop; Superior and Excellent Ratings at the SCMEA Solo and Ensemble Festival

BRYSON MIDDLE SCHOOL PROFILE

Community Demographics

Bryson Middle School students live in one of two communities within Greenville County: Simpsonville or Fountain Inn. According to Census.gov, Simpsonville had an estimated population of 26,748 as of July 1, 2022. World Population Review reports a 2024 population of 30,796 with a 7% annual growth. This is a 30% increase in population since the 2020 census. Fountain Inn had an estimated population of 26,748 (Census.gov) in 2022 and a 2024 population of 13,242 (World Population Review). Like Simpsonville, Fountain Inn continues to grow at an estimated rate of 6% annually. The population of Fountain Inn has increased by 26% since the 2020 Census.

The average 2022 household income of Fountain Inn residents was approximately \$73,665 and \$79,937 for Simpsonville. Fountain Inn has a higher poverty rate of 15.3% while Simpsonville had a poverty rate of 6.4% (Census.gov). The percentage of adults with a high school diploma or higher is estimated at 88.9% for Fountain Inn and 94.1% for Simpsonville while the percentages for adults with a college degree drop to 31.4% for Fountain Inn and 35.2% for Simpsonville.

Facility

Bryson Middle celebrated its 50th anniversary in the 2023-2024 school year. The current facilities at Bryson Middle School consist of 60 technology-equipped classrooms including seven science lab classrooms, wireless internet access throughout the school, a library/media/research center, an auditorium with a stage, a full gymnasium, a cafeteria, and an office suite as well as a full-sized greenhouse and courtyard.

Local and School Leadership

Local civic leadership is provided by Mr. Paul Shewmaker, mayor of Simpsonville, and Mr. George Patrick McLeer, mayor of Fountain Inn. Bryson Middle School's principal, Mrs. Caroline Bohnenberger, serves along with two assistant principals: Mrs. Tiffany McElveen and Mr. Travis Cash, and one administrative assistant, Mr. Kerry Highsmith. The leadership team consisting of administrators, the instructional coach, the media specialist, and school guidance counselors meets weekly to discuss improvement initiatives and other needs. Teacher leaders volunteer to serve on a Principal's Advisory Committee that meets monthly to identify needs and discuss school improvement initiatives. Parents and community meet to discuss partnerships and support through PTA and SIC groups as well as other committees such as the Vision and Mission committee.

Bryson Middle School Personnel Data

At Bryson Middle School, there are 56 teachers supported by a principal, two assistant principals, one administrative assistant, four guidance counselors, one media specialist, and an instructional coach. Additional support is provided by eleven support staff as well as cafeteria and custodial staff. Bus drivers and utility workers also provide services for students and our school. Other support personnel available to assist in meeting the needs of students include the district psychologist assigned to our school, a full-time nurse, a school resource officer, an itinerant speech therapist, an ESOL district consultant, and a network computer engineer.

The faculty and staff at Bryson Middle School believe that their 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 and district benchmark tests, to continue to provide professional development to insure highly qualified personnel in every position, and to improve school climate as measured by survey results from parents and number of discipline referrals.

The school staff consist of four administrators, three of which are considered experienced administrators, according to the 2022-23 SC School Report Card. Half are male and the other half are female. The percentage of experienced teachers increased by about ten percent to 81.7% in 2022-23. The percentage of teachers with advanced degrees also increased about five percent to 57.8% in 2022-23. The teacher attendance rate was 93.1%. Seventy percent of staff are female, and 30% are male. The race/ethnicity of administrators is 50% African American and 50% Caucasian. The race/ethnicity of all staff is as follows: 70.8% Caucasian, 19.1% African American, 4.5% Latino, 2.2% Asian, 2.2% Hispanic, and 1.1% other race. Data is based on the SC School Report Card for 2022-23.

Student Population Data and Programs for Subgroups

Bryson Middle School serves 926 students in grades 6-8, up significantly from 776 in 2021-22. The population is spread somewhat evenly across grade levels: 31.6% in 6th grade, 36.2% in 7th grade, and 32.2% in 8th grade. The student attendance rate is 92.6% with 0.0% retained in 2022-23. The majority (97.7%) of the student population attends in-person while 2.3% of the student population attends virtually within the school district. The population is almost even for gender with 50.4% female and 49.6% male. The race/ethnicity of students is 39.1% African American, 37.8% Caucasian, 13.8% Hispanic/Latino, 7.5% two or more races, 0.5% American Indian or Alaska Native, and 0.1% Native Hawaiian or Other Pacific Islander. Data is based on the SC School Report Card and district reports.

The following special programs are in place to serve students with exceptionalities or other needs: special education services for identified students, a gifted and talented curriculum for identified students, language services for multilingual students learning English, and reading intervention for students who are not proficient readers.

Many students who qualify for special education services ($N=176$, 16.3%) are served through the inclusion model, but some students are also served through small group educational support classes or self-contained classes for students with emotional or multicategorical disabilities. Students with deficits in reading are also served through a reading intervention course in addition to their grade-level English class.

Students identified as academically gifted and talented ($N=172$, 18.6%) are served through English language arts classes with a curriculum based on the needs of gifted learners. In eighth grade, students identified as gifted and talented as well as other students highly proficient in English language arts are offered a high-school honors-level class: English 1 Honors. Students who show advanced proficiency in math have opportunities to take advanced math classes in each grade level and can take a high-school honors-level class in eighth grade: Algebra 1 Honors.

According to the 2022-23 SC Report Card, Bryson Middle School's multilingual learners made average progress toward language proficiency with 49% of 111 students meeting their proficiency target. Students learning English are served through various methods depending on their English proficiency level. Some students are served through a co-teaching model in their English class with an English-certified teacher and a ESOL-certified teacher co-teaching. The ESOL serves students who are considered Newcomers in a separate English class according to state standards but adjusted for these students who are new to the country and are at the earliest stages of English proficiency. Students progressing in language acquisition are served through a check-in or are only monitored.

MTSS and Other School Programs and Initiatives

OnTrack: Students' academics, behavior, and attendance are monitored. When students are flagged for academics, behavior, and/or attendance, teachers, administrators, and counselors meet to discuss, plan, and evaluate interventions.

Co-Teaching: Students with exceptionalities served through special education are served primarily through an inclusion model. Special education teachers serve as co-teachers in the academic classroom. Educational support classes are also available for students who need targeted assistance to be successful in the regular classroom. One self-contained class continues to serve students with emotional disabilities, and two multi-categorical self-contained classes serve students with various needs. Some multi-language learners are also served through the co-teaching model in English language arts with an ESOL teacher paired with an English teacher.

Academic Assistance: Students who have been identified as having a learning disability in the area of reading or a deficit in reading utilize a program for reinforcement in deficit areas. Students who do not receive special education services but who have been identified as having at least a two-year deficit in reading receive a reading course that utilizes a program to target their needs as well. Students also have the opportunities for math remediation both within and outside of the regular school day, in addition to the regular math class.

Positive PAWS: This program, based on the Success for BMS plan, rewards students for good behavior. Students receive Positive Paws and those who earn at least five per quarter receive a reward from administration. These PAWS are given based on students demonstrating caring or responsible behaviors that foster a positive school climate.

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

Alternatives to Out-of-School Suspension and Conferencing: Students may also be assigned In-School Suspension as an alternative to out-of-school suspension. Students returning from suspension meet with administrators for support to make a plan to try to help students make decisions that will assist them in engaging in school successfully.

Social/Emotional Learning: Lessons are provided to students during their first homeroom/study topics period geared to meet students' needs. Additionally, school counselors provide classroom guidance lessons and small group lessons to instruct and assist students on managing various challenges and demonstrating appropriate social/emotional skills.

Mentoring: In partnership with Mentor Upstate, 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 mentees for thirty minutes each week during lunch or flex periods.

Bulldog Pack: Students who apply and are selected are utilized to welcome new student arrivals to our school. These individuals assist with transition into a new learning environment.

Extended Day Program: An after-school extended-day program is available for students for a low fee.

STEAM/PBL: The STEAM/Project-Based Learning initiative provides students with challenging, innovative learning while increasing student engagement and academic rigor. Selected staff members including administrators, the instructional coach, and teachers have attended the PBL Works conference over the previous two years with more staff to attend PBL training the summer of 2024. Staff attending the conference lead school staff in improving PBL and embedding curriculum with the strategies and structures to increase student engagement and mastery of skills and content as outlined in the state curriculum standards.

Career and Technology Programs: Students have the opportunity to participate in the following Career and Technology Programs: Agricultural Science, Gateway to Technology, and Business and Computer Technology.

Middle School Athletics: All students can participate in intramural sports and are eligible to try out for the following middle school competitive teams: volleyball, basketball, baseball, soccer, and softball.

High School Credit Courses: The following high school credit courses are available for students to take in middle school: English 1 Honors, Algebra 1 Honors, Project Lead the Way, Art 1, Orchestra, Band, Chorus 1, Spanish 1, and various virtual high school credit courses.

Fall for Bryson and Literacy Night: Students and staff prepare for community events celebrating the arts and literacy.

MISSION, VISION, AND BELIEFS

Mission

Bryson Middle School will take pride in their school and be confident in their ability to learn, be actively engaged in their learning with an attitude of growth mindset; prepare students through meaningful experiences to be college, career, and citizenship ready.

Vision

The Bryson learning community will work together to build a plan for student growth and support. Students will develop a mindset of academic growth, school pride, and self-reflection. We will prepare students through meaningful experiences in order to be college, career, and citizenship ready.

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.

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement and Needs Assessment

For Academics, Bryson Middle School scored Average on the SC School Report Card for 2022-23. The tables below from the SC School Report Card show the percentage of each proficiency level and the percentage passing in each grade level for both English Language Arts and Mathematics. Click [here](#) for the Academic Achievement section of the Bryson Middle report on the SC School Report Card.

2023 SC Ready English Language Arts

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score
6	341	32.3%	29.6%	16.7%	21.4%	38.1%	67.7%	541.9
7	289	22.5%	29.8%	25.6%	22.1%	47.8%	77.5%	608.8
8	305	31.8%	24.3%	28.2%	15.7%	43.9%	68.2%	616.1

2023 SC Ready Mathematics

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score
6	341	43.4%	26.4%	15.5%	14.7%	30.2%	56.6%	504.6

7	288	36.5%	37.8%	14.2%	11.5%	25.7%	63.5%	529.4
8	305	49.5%	29.2%	14.8%	6.6%	21.3%	50.5%	546.7

Teacher and Administrator Quality

Bryson Middle School staff regularly engages in the following Professional Learning Communities weekly: multidisciplinary teams (of shared students), content teams, grade level teams, and a school leadership team. Professional Development focused on enhances the effectiveness of the PLC is embedded during the times the PLCs meet together in a shared space. The following Professional Learning Communities meet monthly and have embedded Professional Learning related to the specific needs: Induction teacher PLC, Department PLCs, Instructional Leadership PLC.

Professional Development

Professional Development for the 2024-2025 school year will have a focus on teacher clarity, formative assessment, feedback, and data-based decision making as well as meeting the needs of all learners with a focus on better serving students identified as having learning challenges. On the first day of professional learning, teachers and instructional staff will kick off a book study on *Instructional ChaChas* with a workshop from the author, Leann Nicholson. The focus will be on using researched-based practices to better chunk lessons, assess and give feedback, and make instructional decisions based on formal and informal data collected about student learning. Professional development will be provided through whole-staff sessions, differentiated small-group sessions, content department meetings, and grade-level meetings.

Month	All Staff: Meeting the Needs of Exceptional Learners <i>Sessions may be differentiated.</i>	All Staff: Chunk, Chew, Check, Change with the Instructional Cha Chas	Other
August	Understanding Individualized Education Programs (IEPs)	Introduction of Instructional Cha Chas by one of the authors	<ul style="list-style-type: none"> ● New Staff Orientation ● Support for Starting the Year
September	The Needs of Exceptional Learners	Learning Targets and Intentional Planning	<ul style="list-style-type: none"> ● New Teacher Book Study ● PBL Refresh ● Department-specific
October	Strategies for a More Inclusive Classroom and School Environment	Formative Assessment and Lesson Alignment	<ul style="list-style-type: none"> ● New Teacher Book Study ● Department-specific
November-December	Strategies for Engaging Reluctant Learners	Student Understanding and Chunking Content	<ul style="list-style-type: none"> ● New Teacher Book Study ● Department-specific

January	Behavior Management Techniques for Students with Special Needs	Assessment Strategies for Diverse Learners	<ul style="list-style-type: none"> ● New Teacher Book Study ● PBL ● Department-specific
February	Understanding and Supporting Students with Learning Disabilities	The Impact of Formative Assessment on Learning	<ul style="list-style-type: none"> ● Department-specific ● New Teacher Book Study
March	Supporting Students with ADHD in the Classroom	Adapting Instruction to Meet Student Needs; Universal Design for Learning Strategies	<ul style="list-style-type: none"> ● New Teacher Book Study ● Department-specific
April	Effective Communication Strategies with Parents of Students with Special Needs	Putting It All Together: The Impact of the Use of the “Instructional Chas”	<ul style="list-style-type: none"> ● Department-specific ● New Teacher Book Study
May	Reflection and Implementation Planning	Reflection and Implementation Planning	<ul style="list-style-type: none"> ● PBL Reflection and Implementation Planning

School Climate Needs Assessment

- For 2022-2023 and 2023-2024 school years, administrative referrals averaged 3000 per year. The highest number of referrals is for truancy. Second to truancy, the most referrals was for phone violations, and the third most common offense resulting in a behavioral referral was disrupting class.
- The attendance rate in 2022-2023 was 91.5%, up from 91.1% the previous year. The chronic absenteeism rate for 2022 was 34.0%, which was down from 38.2% in 2021-2022. The truancy rate in 2022-2023 and in 2021-2022 was 48%, down from the 2021-2021 rate of 52%.
- On average in 2022-2023 and 2023-2024, there are approximately five teacher-parent conferences weekly with teachers and an administrator. After each suspension, there is a conference. There is also a conference for any student who is on a potential failure.
- In 2023-2024, volunteers spent an average of 45 hours a month at Bryson Middle, which was up from the average of monthly volunteer hours in 2022-2023 of 32 hours per month.
- For the 2023-2024 school year, 82% of students have a parent with a Parent Backpack account. Data tracking that began in January of 2024 showed 42% of parents check Backpack at least twice per year.

[The South Carolina School Report Card for Bryson Middle School is linked here.](#)

ACTION PLAN

Five Year Performance Goal(s)

5-year SMART (Specific, Measurable, Attainable, Results-oriented, and Time-bound)

Annual Objective(s)

- annual increases that allow for the 5-year goal to be attained

Strategies/Actions

– based on best practices or scientific research, span across 1-5 years

Goal Area 1: Student Achievement

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* <i>(* required)</i>
Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 27% in 2022-23 to 42% in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (MS)	30%	33%	36%	39%	42%
	27.4%	TBD	Actual (MS)					
	40%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the principal and school goal setting process.	2024-2029	<input type="checkbox"/> Principal	\$0	N/A	
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Instructional Coach	\$0	N/A	
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach	\$0	N/A	
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Academic specialists	\$0	N/A	
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	<input type="checkbox"/> Academic Specialists <input type="checkbox"/> Teachers	\$0	N/A	
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> Instructional coach <input type="checkbox"/> Administrators	\$0	N/A	
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	
5. Track trend data on teacher observations in the district observation tool to plan for	2024-2029	<input type="checkbox"/> Administrators	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
professional learning and individualized coaching.					
Action Plan for Strategy 3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	
4. Foster a collaborative relationship between schools and parents.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Guidance counselors <input type="checkbox"/> Support staff <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	

GOAL AREA 1 – Performance Goal 2

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
 (* required)

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 45% in 2022-23 to 55% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (MS)	47%	49%	51%	53%	55%
	45%	TBD	Actual (MS)					
	57%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	
4. Progress monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<input type="checkbox"/> Teachers	\$0	N/A	
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	
Action Plan for Strategy #2: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> Instructional support staff <input type="checkbox"/> Instructional coach	\$0	N/A	
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> Instructional support staff <input type="checkbox"/> Instructional coach	\$0	N/A	
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> Instructional support staff <input type="checkbox"/> Instructional coach	\$0	N/A	
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> Instructional coach <input type="checkbox"/> Media specialist <input type="checkbox"/> Administrators	\$0	N/A	
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional Coach	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
knowledge and skills to support all students in building necessary reading skills.					
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers <input type="checkbox"/> Academic specialists	\$0	N/A	
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers <input type="checkbox"/> Academic specialists	\$0	N/A	
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	

Goal Area 2: Teacher/Administrator Quality

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	100%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors	\$0	N/A	
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	<input type="checkbox"/> Instructional coach <input type="checkbox"/> Administrators	\$0	N/A	
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Continue to expand with middle and high school students - early exposure to teaching as a career choice through internal and external programs.	2024-2029	<input type="checkbox"/> 8th grade administrator	\$0	N/A	

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
 (* required)

Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	31%	29%	27%	25%	23%
	33%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Provide opportunities and structures for collaboration, teamwork, and open communication among staff members so teachers feel valued, respected, and included.					
1. Provide a dedicated time for Professional Learning Communities (PLCs) where teachers can collaborate, share resources, and discuss best practices.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	
2. Solicit input and feedback from teachers related to curriculum development, school policies, instructional practices, and other issues impacting stakeholders.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Instructional specialists	\$0	N/A	
3. Provide training and support for effective collaboration skills.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: Provide guidance and support to teachers to guide them in navigating challenges.					
1. Provide a mentor to all new teachers.	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> Instructional coach	\$0	N/A	
2. Provide professional learning for all new teachers throughout the school year with a focus on classroom management, instructional planning and other identified areas of need.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	
3. Provide regular support sessions for teachers in their second year of teaching.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	
4. Offer continuous opportunities for professional growth and development..	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	

Goal Area 3: School Climate

GOAL AREA 3 – Performance Goal 1

<p>Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)</p>
<p>Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.</p>
<p>Interim Performance Goal: Meet annual targets below.</p>

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	TBD	TBD	TBD	TBD	TBD
	71.0%	TBD	Actual (School)					

**On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.</p>					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors	\$0	N/A	
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
custom, school-based programming to meet this goal.					
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors	\$0	N/A	
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach <input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors	\$0	N/A	
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Guidance counselors <input type="checkbox"/> Teachers	\$0	N/A	
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors	\$0	N/A	
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors	\$0	N/A	
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors	\$0	N/A	
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors	\$0	N/A	
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Alicia Stuart	\$500	Crowdsourcing	
2. Increase leadership opportunities within the school during the school day.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Instructional coach	\$0	N/A	
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Guidance counselors <input type="checkbox"/> Teachers	\$0	N/A	
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Guidance counselors	\$0	N/A	
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Instructional support staff <input type="checkbox"/> Guidance counselors	\$0	N/A	
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	<input type="checkbox"/> Teachers	\$0	N/A	
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors	\$0	N/A	
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
healthy regulation and decision-making skills.					

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
(* required)

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District)					
			Projected (School)	28%	26%	24%	22%	20%
	30%	TBD	Actual (School)					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<input type="checkbox"/> Administrators	\$0	N/A	
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers	\$0	N/A	
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors	\$0	N/A	
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<input type="checkbox"/> District staff	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors	\$0	N/A	
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors	\$0	N/A	
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	<input type="checkbox"/> Principal <input type="checkbox"/> School nurse <input type="checkbox"/> Teachers	\$0	N/A	

GOAL AREA 3 – Performance Goal 3

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe & Healthy Schools, etc.)*
 (* required)

Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors/clerk	\$0	N/A	
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors/clerk	\$0	N/A	
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Support staff	\$0	N/A	
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits,	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers	\$0	N/A	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
faith-based, and community organizations) to encourage and promote parent and community involvement in schools.		<input type="checkbox"/> Guidance counselors			
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors	\$0	N/A	
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors <input type="checkbox"/> Media specialist	\$0	N/A	
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing)	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Guidance counselors	\$0	N/A	
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<input type="checkbox"/> Administrators <input type="checkbox"/> Guidance counselors	\$0	N/A	
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<input type="checkbox"/> Principal	\$0	N/A	