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## EXECUTIVE SUMMARY / INTRODUCTION

### Introduction

The self-study process at Bryson Middle has been in place since 2002 when we 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. Our first step was to complete an extensive needs assessment; we then spent a year to develop our first school portfolio. Our mission, vision, and belief statements were developed that year; we are in the process of examining those statements in light of our work with implementing the Professional Learning Community concept. Each year we conduct a needs assessment based on evaluation of our PACT scores, our discipline data, and our school action plan.

Our staff is large: therefore, we first meet in grade-level groups to analyze data for that grade level, study the strategies from the action plan, and make recommendations about changes in strategies to address our three performance goals. Minutes from these meetings are shared with all staff; input is given and incorporated into the plan until consensus is achieved. Then the proposed plan is submitted to the School Improvement Council and to the PTSA Executive Board. Their recommendations are shared with the staff and discussed. Then the group comes to consensus and the plan is finalized.

### Executive Summary

As of October, 2008, Bryson Middle School serves 1208 students in grades 6-8. Of these students, 25.5% are African-American, 5.2% are Hispanic, 66.4% are white and 2.9% are other. The percent of students receiving free/reduced lunch has increased each of the past five years; currently, 39% of our students are classified in this manner.

There are 70 teachers supported by a principal, three assistant principals, 3 media specialists, 3 guidance counselors, two career specialists, two media specialist allocations, and an instructional coach. We also have a full-time school nurse and a part-time school nurse as well as a counselor from Piedmont Health who provides services to students on campus. We have a cafeteria staff of 9 and a custodial staff of 7.

A purpose statement expresses the aims of our faculty and staff. We believe that our purpose is not education for its own sake, but education to prepare our students for future success in their jobs and relationships. Our priorities are to increase student

achievement as measured by MAP tests; improve school climate as measured by survey results from parents and number of discipline referrals; and to continue to provide professional development to insure that we have high-quality personnel in every position.

Purpose: The purpose of Bryson Middle school is to provide educational experiences for students that lead them to be ethical and productive members of society.

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

Mission Statement: We will educate and nurture every student.

We did not achieve adequate yearly progress as defined by NCLB. Certainly, we wish to achieve that goal. Our PACT scores show that students are not achieving at high levels (Proficient and Advanced). We need to provide instruction to assist students in reaching these higher standards. We also must continue to improve instruction to move students from below basic to basic. These areas of concern drive the action/strategic plan.

## **Goal Area 1: Student learning and Achievement**

Performance Goal 1: By 2013, 60% of BMS students will meet or exceed their target RIT growth in reading as measured by MAP testing.

Performance Goal 1: By 2013, 60% of BMS students will meet or exceed their target RIT growth in mathematics as measured by MAP testing.

## **Goal Area 2: School Climate**

Performance Goal 1: The number of BMS students who are suspended will decrease from 17% in 2007-08 to 8% by 2012-13.

Performance Goal 2: The percent of parents reporting positive responses for school climate as measured by the district survey instrument will increase from 53% in 2007-08 to 75% by 2012-13.

## **Goal Area 3: Teacher and Administrator Quality**

Performance Goal 1: 100 % of BMS teachers will participate in Quality Teaching and Learning activities throughout the year.

## Accomplishments

- Addition of ESOL teacher for 2005-06 school year
- Addition of two Career Development counselors
- Learning Focused Schools Training for all teachers
- Implemented BMS for Success behavior management system
- Began “Chillin on the Green” as a reward to students with no discipline referrals
- Added an Ice Cream Social for students meeting the summer reading requirements
- Added after-school tutoring from 3:30-4:30 Tuesdays and Thursdays
- Added Grade Recovery to support student achievement
- Provide three opportunities each month for parents to interact with school personnel: Breakfast with the Principal; Lunch with the Principal; Parent Nights
- Added a Parent-Teacher Connect Day after interim and quarterly grades are issued
- Added two single-gender math classes in 7<sup>th</sup> grade
- Received an Arts Grant from the SC Department of Education
- Received a grant to implement Gateway to Technology
- Received a grant to implement a Professional Learning Community
- Received a Picturing America grant
- Added Related Arts classes in the area of technology: Podcasting, Broadcast Journalism
- Added Academy of Reading to the Related Arts schedule
- Added a math tutorial to the Related Arts schedule
- Partnered with Hands on Greenville for “HOG Day” at BMS (3 years)

## Information and Analysis

### **Greenville County Schools: District Profile (January 2008)**

#### Geographic Location

Greenville, South Carolina is situated in the Piedmont region in the foothills of the Blue Ridge Mountains. As reported by the 2005 census data, Greenville County has more than 407,300 residents, a 7.3 percent increase since the 2000 census. Greenville County, once known as the textile giant of the Upstate, has one of the most diversified economies in South Carolina. Greenville has experienced tremendous success in recruiting top tier corporations. Over the past several decades, Greenville has recruited Michelin, General Electric, Hitachi and BMW to the region.

According to 2000 census data, the homeownership rate in Greenville County was 68.2%. The median annual household income for Greenville in 2003 was \$41,984, while 47,205 persons were living below the poverty level. Total assessed property within the Greenville city limits equals over \$221 million.

There are 12 universities and colleges in the local area: Anderson University, Bob Jones University, Clemson University, Converse College, Furman University, Greenville Technical College, North Greenville College, Southern Wesleyan University, USC Upstate, Tri-County Technology College and Wofford College.

#### **School District Information**

Greenville County Schools (GCS) is widely recognized as a leader in public education. Serving over 68,465 students, GCS is the largest public school system in South Carolina. According to the latest publication from the National Center of Education Statistics, GCS is the 51<sup>st</sup> largest school district in the nation. The area served by GCS covers over 800 square miles and includes almost all of Greenville County and portions of Laurens and Spartanburg Counties. District facilities include 5 child development centers, 47 elementary schools, 17 middle schools, 14 high schools, 4 career centers and 7 special focus centers. Among the elementary, middle and high schools, 12 International Baccalaureate programs and 12 magnet academics operate for unique educational opportunities. The magnet academics include foreign language, communication arts, pre-engineering international studies, science and technology, fine arts, and year-round education.

Greenville is the site of The South Carolina Governor's School for the Arts and the Roper Mountain Science Center. GCS has 15 Title I schools that receive funds from the federal government to help raise student achievement in schools with high poverty. Two grants allow funding for GCS teachers and local arts to receive training in integrating arts into the regular classroom curriculum. Beginning with Tanglewood Middle, seven Title I schools are now participating in the program.

GCS serves a culturally diverse population of students. The ethnic make-up of students in GCS is 60.1% White, 26.7 % African-American, 9.8% Hispanic, 2.2% Asian, 0.2% Native American, 0.2% Hawaiian/Pacific Islander and 0.8% of students are classified as "Other." Dedicated to meeting the educational needs of all students, GCS serves over 8,434 students (12.3%) with disabilities more severe than speech and an additional 2,360+ students with speech disabilities; a total of more than 10,790 students (15.7%). Additionally, over 13,000 students (19.3%) of GCS students qualify for the gifted and talented program. GCS also serves over 3,000 students who meet the state specifications of English as a Second or Other Language (ESOL).

GCS stresses the importance of daily attendance and good health for all students. GCS has an average student attendance rate of 97.7%, and a teacher attendance rate of 97.2%. The 2006-07 student dropout rate is 4.1%. There are 22,000 students who ride one of the 325+ buses in GCS. Breakfast is served daily to over 13,000 students.

## **Learning Environment**

The State Department of Education issues annual report cards rating each school and district with an Absolute and Improvement rating. In 2007, 68% of GCS schools and career centers earned an Absolute Rating of Excellent, Good, or Average on the 2007 SC Report Cards. As part of No Child Left Behind (NCLB) legislation, states must also assess whether schools have met Adequate Yearly Progress (AYP) on an annual basis. Many GCS schools have been awarded special honors and titles for school program excellence. Twelve Greenville County schools are National Blue Ribbon Schools of Excellence, while 17 schools have been designated with SC's highest education honor, the Palmetto's Finest Award. Nine schools and four career centers earned Palmetto gold and silver awards recognizing high levels of academic achievement. Additionally, 38 GCS schools have been named Red Carpet Schools in response to their levels of customer service to parents and school communities. There are 29 GCS schools that have been named National Schools of Excellence by the PTA.

GCS provides students with a strong, qualified teaching staff. There are approximately 9,089 GCS employees; 5,019 of those are teachers. According to the 2007 GCS Report Card, 57.5% of the teachers hold Master's degrees or higher. The average years of teaching experience in GCS is 11.7 years. The average teacher salary in 2006-07 is \$42,200. Greenville County has 423 National Board Certified teachers and seven Milliken Family Foundation National educator awards.

Teachers and administrators strive to create a learning environment supported by parents and the surrounding community. GCS actively recruits volunteers to assist in enhancing every student's learning experience. In the 2006-07 school year, over 80,000 volunteers donated 1.6 million hours of their time to GCS. The Parent Teacher Association (PTA) in GCS has the largest number of units in any one district in SC. The Report Card Survey from the State Department of Education is administered in GCS annually to parents, teachers and students. In 2007 the majority of all three groups reported teachers have high expectations of students and demonstrate commitment toward student achievement.

GCS pays for schools and other education services through six primary fund accounts. Over \$429 million of those funds are designated General Funds and are used to support the day to day school operating expenses (e.g. teacher salaries, instructional supplies, utilities, etc.). The remainder of the budget, which changes every year, includes five fund accounts that provide money for things such as state and local taxes, scholarships and grants as well as building costs. The District has had more than 150 audits over the past three years and has been awarded the Excellence in Financial Reporting for 19 consecutive years. GCS has also earned the highest credit rating a school district can receive from two of the top financial rating services. Overseeing the budget and District operations are 12 elected School Board members who entrust the daily operations to Superintendent, Phinnize Fisher, Ed.D. Two Deputy Superintendents help coordinate and oversee all District functions in curriculum, personnel, finance, facilities, technology, and operations.

In an effort to provide “equitable” school facilities for all students and accommodate a growing student population, GCS has implemented an aggressive, innovatively funded school construction program. Advantages to this approximately \$1 billion construction program are all schools will be built or renovated within a six-year time frame, versus a traditional construction plan which would require more than twenty years. Additional benefits to the program are that there are no plans for additional tax millage increases in Greenville County to compensate for building costs. Also, the program provides all students with the opportunity to attend schools that support advancing instructional technology. In addition to the new or renovated schools completed before the construction program began, 67 schools have been completed as part of the BEST program. Two new schools are under construction and will open in August 2008. The last school in the program will be bid this fall.

## **Student Achievement**

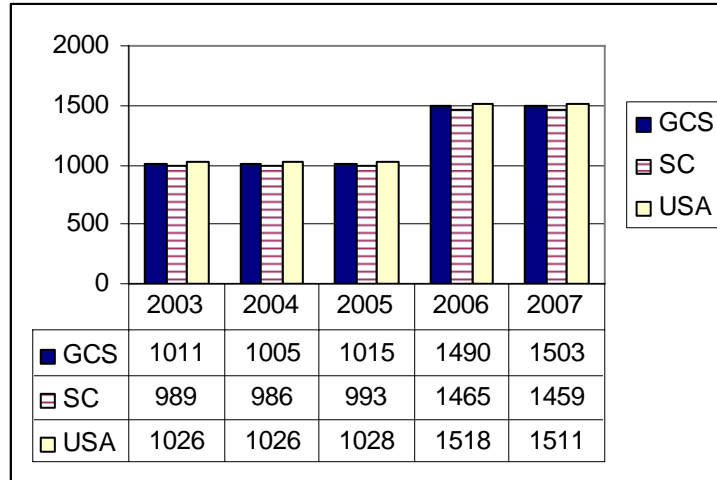
Committed to student achievement for all students, GCS serves as a leader in education in both the state and nation. Teachers and administrators are continually trained on effective ways to assess student achievement throughout the year. Standardized tests used in the District are Scholastic Aptitude Test (SAT), Academic College Test (ACT), High School Assessment Program (HSAP), Academic Placement (AP) Exams, End of Course Exams (EOCE), Palmetto Achievement Challenge Test (PACT), Iowa Test of Basic Skills (ITBS), and most recently Measures of Academic Progress (MAP). Overall, GCS student achievement has risen in 2007 in almost every test area.

Several secondary assessments are given to students on the high school level. In GCS, the average composite score on the SAT increased from 1490 in 2006 to 1503 in 2007. There were 2,365 GCS students tested, and 61% of 2006-07 seniors took the exam. The average critical reading score was 505, the average math score was 508, and the average writing score was 489. Figure 1 displays the SAT results from the past five years. GCS has remained higher than the average SC score and slightly behind the average national score.

Figure 1. 5-Year SAT Composite Scores of GCS, SC and the Nation

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\* With the addition of Writing on the SAT in 2006, the Composite Score from 2006 and beyond is out of 2400.

The number of GCS students who take the ACT, another college entrance exam, continues to rise every year. The Composite score in GCS increased from 20.7 in 2006 to 21.3 in 2007. One-tenth of an ACT point is comparable to four points on the SAT.

Figure 2. 2007 ACT Results in GCS

Location	# of students	English	Math	Reading	Science	Composite
GCS	1,223	20.7	21.2	21.6	20.9	21.3
SC	16,716	19	19.8	19.8	19.5	19.6
Nation	1,300,599	20.7	21	21.5	21	21.2

The number of students in 2007 who successfully completed AP courses demonstrated the commitment of GCS to high school curriculum and achievement. As displayed in Figure 3, the percent of students scoring 3-5 increased by 3.1% in GCS in 2007.

Figure 3. Number of AP Exams and Percent Scoring 3-5 in GCS

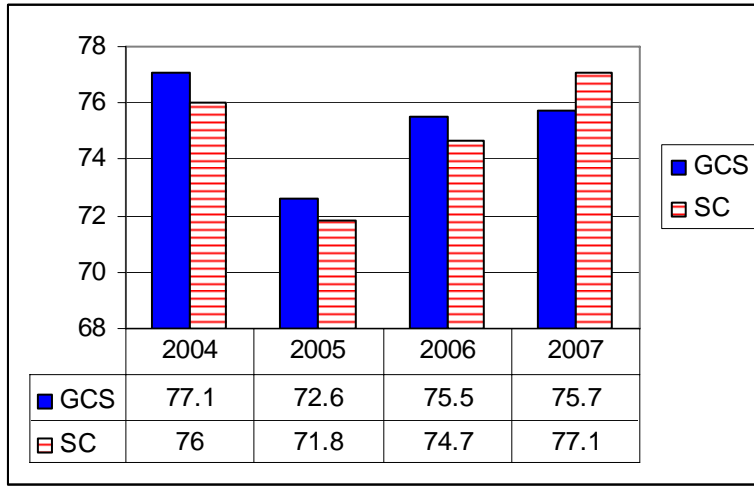
Year	Number Scoring 3-5	Percent Scoring 3-5
2007	2524	51.1%
2006	2192	48.0%
2005	2096	43.0%
2004	1815	48.1%
2003	1803	52.5%
2002	1581	54.9%
2001	1241	59.8%

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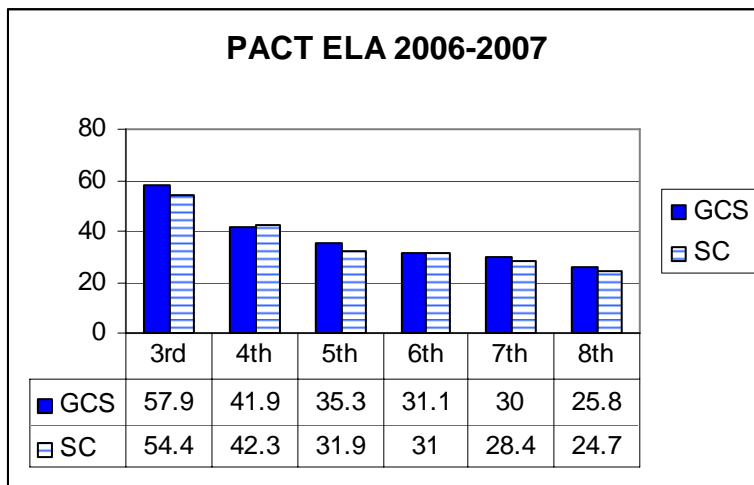
After a three-year implementation phase, in 2005-06, SC's EXIT Exam changed from the Basic Skills Assessment Program (BSAP) to the High School Assessment Program (HSAP) exam. The 75.7% of GCS students passed both sections of the HSAP on their first attempt is lower than SC's 77.1%. From 2006 to 2007, the percentage of students who passed the English Language Arts section of the High School Assessment Program on the first attempt increased by 2.2%. From 2006 to 2007, the percentage of students who passed the Mathematics section of the High School Assessment Program on the first attempt decreased by 1.1%.

Figure 4. Percent Passing Both Sections of HSAP on 1<sup>st</sup> Attempt



GCS annually tests all students in grades 3-8 on the state's criterion referenced exam, the PACT. As evidence of meeting federal NCLB legislation, GCS annually tracks the percent of students scoring Proficient and Advanced on PACT exams, for English Language Arts (ELA), math, science and social studies. As shown in Figure 5, GCS has outperformed SC's aggregate score of students scoring Proficient or Advanced on the ELA portion of the PACT.

Figure 5. Percent Proficient and Advanced on 06-07 PACT ELA

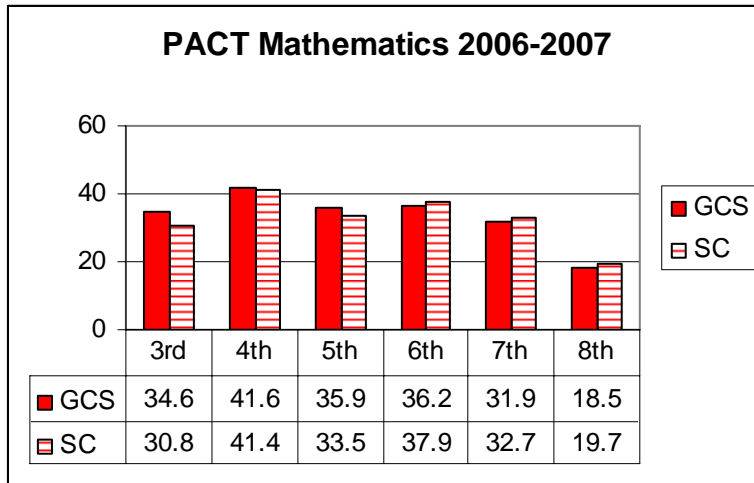


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In GCS, the percent of students scoring proficient and advanced on the PACT ELA was as high or higher than the average percent in SC, with the exception of 4<sup>th</sup> grade. On PACT Math, GCS students scored higher than SC's averages, with the exception of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.

Figure 6. Percent Proficient and Advanced on 05-06 PACT Math



The next two graphs, Figures 7 and 8, display the percent of students scoring proficient and advanced in Science and Social Studies. GCS students performed higher than the average of SC students in all grade levels in both Science and Social Studies.

Figure 7. Percent Proficient and Advanced on 05-06 PACT Science

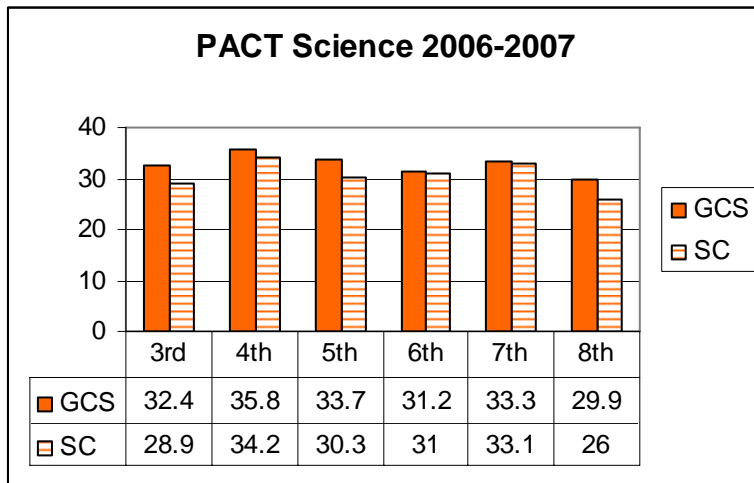
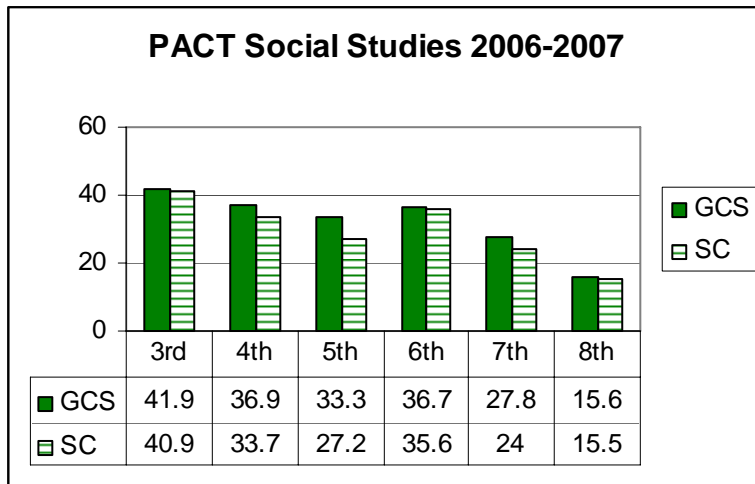


Figure 8. Percent Proficient and Advanced on 05-06 PACT Social



Studies

In 2005-06, an additional resource for assessment in Greenville County is the Measures of Academic Progress (MAP) testing. This computerized system of testing is administered two to three times a year in every school in reading, language, mathematics, and one optional subject, science. MAP correlates with national and state curriculum and standards, and is nationally norm-referenced. The difficulty of each test adjusts to individual students' performance; meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. Unlike the PACT and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year.

## Bryson Middle School Profile (September 2008)

### Facility

Bryson Middle School is a sixth grade through eighth grade public school currently housing 1208 students. BMS is the largest of the 18 middle schools in Greenville County Schools system. To meet the educational needs of the 1208 students, the school employs 70 instructional staff members, 4 administrators, 3 guidance counselors, an Instructional Coach, 2 Behavior Specialists, 6 clerical staff members, 14 cafeteria staff members, and 7 custodial staff members.

Located in Simpsonville, SC, BMS serves both the Simpsonville and Fountain Inn communities of Greenville County. Of those 1208, 398 are 6<sup>th</sup> graders, 410 are 7<sup>th</sup> graders, and 400 are 8<sup>th</sup> graders. The Special Education students who are placed in self-contained classes are included in the total count. We lost over 100 students to the new middle school in our area that opened this year. We also lost staff members due to the smaller enrollment.

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The facilities at BMS consist of 60 classrooms, 10 portable classrooms, an auditorium, gymnasium, library, cafeteria, office complex, guidance suite, and two keyboarding labs. There are 6 wireless computer labs for use in the academic program; 2 labs are assigned to each grade level. Additionally, there are 29 desk-top computers available in the Media Center. Two self-contained special education classrooms have carts with 15 laptop computers each. Three Related Arts classes also have laptop carts with at least 15 computers. There is an additional cart of 28 computers available for Related Arts teachers to check out.

## BMS Community

Bryson Middle School students live in one of two small towns within Greenville County: Simpsonville or Fountain Inn. The school is located between these communities and is easily accessible from either location. Two middle schools serve the Simpsonville area: BMS and Hillcrest Middle School. Most of the more affluent neighborhoods in Simpsonville are located within the Hillcrest Middle School attendance zone. BMS is more closely aligned with Fountain Inn demographically and economically than with Simpsonville as a whole.

## Leadership

Mr. Phillip Davie became Principal at BMS in 2007. There are three Assistant Principals: Mrs. Judy Whitson, 6<sup>th</sup> Grade; Mrs. Paula Bruce-Gause 7<sup>th</sup> Grade; and Mr. Robert Goldsmith, 8<sup>th</sup> Grade. There is a Faculty Council comprised of department chairpersons and team leaders. The Faculty Council meets on the first Wednesday of each month to discuss issues and to form recommendations for the Administrative Team. The Administrative Team meets every Tuesday afternoon. The Discipline Team meets once a month to work on school-wide discipline issues.

## Bryson Middle School Student Profile

Table 1: Total Enrollment over Time

	2004-05	2005-06	2006-07	2007-08	2008-09
Grade 6	411	457	414	421	398
Grade 7	453	418	462	431	410
Grade 8	442	424	426	474	400
Total	1306	1299	1302	1326	1208

Enrollment has been stable over the past 5 years. There is little difference in the numbers of males and female students over the years.

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Table 2: Enrollment over Time by Gender

	2004-05	2005-06	2006-07	2007-08	2008-09
Male	664	650	658	634	592
Female	642	649	644	692	616

## Special Education

There are four self-contained Special Education classes at Bryson Middle School. Special Education Resource students are served through an Inclusion Model. The Special Education teacher works in the regular classroom to support the Resource students.

Table 3: Special Education (EH/Autistic/OHI) Student Enrollment over Time

Emotionally Disabled	2004-05	2005-06	2006-07	2007-08	2008-09
Grade 6	4	1	4	4	8
Grade 7	5	2	2	11	10
Grade 8	8	3	2	8	8

Table 4: Special Education (LD) Student Enrollment over Time

Learning Disabled	2004-05	2005-06	2006-07	2007-08	2008-09
Grade 6	45	56	45	52	40
Grade 7	57	45	56	43	59
Grade 8	55	58	47	49	36

Table 5: Student Enrollment by Ethnicity, Over Time

	2004-05	2005-06	2006-07	2007-08	2008-09
African-American	26%	27.4%	27.5%	26%	25.5%
Hispanic	4%	3.7%	4.5%	4%	5.2%
White	69%	68.9%	65.8	69%	66.4%
Other			2.2%	1%	2.9%

Table 6: Enrollment by Lunch Status, Over Time

	2004-05	2005-06	2006-07	2007-08	2008-09
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Paid	62%	59%	61%	62%	61%
Free/Reduced	38%	41%	39%	38%	39%

As our poverty index has increased, our student achievement has decreased. We need to address the academic achievement gap.

Table 7: Gifted Enrollment over Time

	2004-05	2005-06	2006-07	2007-08	2008-09
Artistic	5	4	6	10	6
Academic	330	310	265	267	188
Gifted Both	1	1	1	1	1
Not Gifted	1054	995	1137	1060	1015

## Bryson Middle School Staff

The staff at Bryson includes 44 academic class teachers, 19 Related Arts teachers, and 8 (one is part-time) special education teachers. We have a half-time teacher for ESOL and two Career Development Specialists. Seven teachers are African-American as are one administrator, two guidance counselors, one Career Specialist, and one of two Communities in Schools Behavior Interventionists. Two teachers are Hispanic. All other staff members are white. On an average, our teachers have been here 14 years. We have six new teachers this year. Excluding cafeteria staff and custodial staff, there are twenty male certified staff members and 69 certified female staff members who work with students each day.

	Male	Female
Administrators	2	2
Teachers	17	53
Certified Support Staff	0	7
Career Development Specialists	0	2
Behavior Specialists (CIS)	1	2

Table 8: Years of Experience as of 2007-08

# Bryson Middle School

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

**Highly Qualified Status:** All teachers at BMS are “highly qualified” as defined by the No Child Left Behind legislation.

Clerical staff includes a school secretary, an office clerk, a data entry clerk, a guidance clerk, an attendance clerk, and a library clerk. Certified support staff includes a .5 ESOL teacher, an instructional coach, two media specialists, three guidance counselors, and two career counselors. We have a full-time nurse. The custodial staff consists of the head custodian and his staff of 8. There are 10 food services workers along with our cafeteria manager, Mrs. James. Several bus drivers and utility workers also provide services to students.

Other support personnel available to assist in meeting the needs of BMS students include the district psychologist, an intenerate speech therapist, an ESOL district consultant, and network computer engineer. Our student/teacher ratio is 1 to 25.

## **Instructional and Organizational Effectiveness**

### **Programs Currently in Place**

Learning Focused Schools Initiative: The Learning Focused® Schools Model is a school reform model designed to assist schools and teacher in using exemplary practices to increase learning and achievement. The model provides frameworks and tools for organizing planning, assessing and designing for curriculum, instruction, and assessment. Training is provided by our district to all middle school teachers. There is no cost to the school.

Academy of Reading: Academy of Reading is a computer-assisted instructional program designed to help students with very low reading skills to grow in their reading ability. Students

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who score below 200 on the MAP reading test are assigned to this class for one semester. Some students remain in the class for a second semester.

**Math Support Class:** Students who scored below 210 on the MAP math test are assigned to this class as one of their Related Arts classes. The Compass Learning program is used as the basis for individualized instruction.

**APS Summer School:** Thirty hours of instruction are provided to students who scored Below Basic on PACT in reading and/or math. This program is funded by our district. Because it is not a mandatory program, attendance has not been as strong as our PACT scores would project. The program is designed to support our school improvement plan goal of raising the academic achievement of all students. Further, the plan contains measurable objectives for each of the 4 subjects tested on PACT. Two of these objectives are addressed in the summer program.

**Saturday School:** Students may be assigned to Saturday School for behavior issues. Students come to school for 3 hours on Saturday and work cleaning the school and school grounds. This is an alternative to out-of-school suspension.

**Positive PAWS:** This program rewards students for good behavior. Teachers give students PAWS tickets when they observe good behavior. Students deposit the tickets in a box in the media center. Each week, 5 names from each grade level are drawn. These students receive a prize.

**Grade/Homework Recovery and Tutoring:** Our schedule provides an unassigned period before or after lunch for each student. For students who have completed their homework and who are making satisfactory progress in their class work, this is “courtyard” time that they use to visit with friends or play games. For students who have not completed their homework, this is time that they report to a central location to complete the missed work. For students who are failing a class, there are sessions each day to provide tutoring and opportunities to improve their grades.

**Special Education:** There are three self-contained classes; the inclusion model is used for most resource students. There is one tutorial period per grade level for students who need additional support to be successful in the regular classroom.

## Survey Data from the Annual Report Card Survey - Teachers

	2003	2004	2005	2006	2007
Satisfied with learning environment	81.4	82.7	76.9	87.3	46.9
Satisfied with social and physical environment	83.3	75.0	85.7	83.6	58.1
Satisfied with home-school relations	65.7	51.9	60.9	61.8	38.7

## Survey Data from the Annual Report Card Survey - Students

	2003	2004	2005	2006	2007
Satisfied with learning environment	53.9	61.7	58.6	61.3	58.7

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Satisfied with social and physical environment	59.8	63.5	58.3	62.5	58.7
Satisfied with home-school relations	79.3	82.5	82.7	81.3	80.1

## Survey Data from the Annual Report Card Survey - Parents

	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Satisfied with learning environment	61.1	60.3	66.7	71.4	62.9
Satisfied with social and physical environment	42.4	58.7	49.0	54.8	53.2
Satisfied with home-school relations	57.5	52.5	45.5	65.0	57.2

\*As of 10/01/08, information for 2007-08 had not been received by schools.

**Student Achievement**

**Mission:** We will educate and nurture every student.

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

**Beliefs:**

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

**Needs Assessment 2008**

The Needs Assessment is organized around two essential questions: “Are all students learning?” and “Why are we getting the results we currently have?” To answer the first question, we created graphs showing PACT data disaggregated by grade, disability, gender, ethnicity, and FARMS (Free Reduced Meals). Further, we looked at attendance data for students and staff. We have collected MAP data, but we do not have subgroups other than grand levels at this time. To answer the second question, we collected qualitative data from staff, students, and parents.

**Part I: Are all students learning?****Analysis of Map: Baseline Data****General Science**

<b>Grade</b>	<b>Fall 2007 Mean RIT</b>	<b>Spring 2008 Mean RIT</b>	<b>% Meeting Growth Target</b>
6	202.8	207.2	74.9
7	207.2	210.9	67.9
8	209.5	213.1	71.6

**Science Concepts and Processes**

<b>Grade</b>	<b>Fall 2007 Mean RIT</b>	<b>Spring 2008 Mean RIT</b>	<b>% Meeting Growth Target</b>
6	202.7	205.4	63.8
7	205.5	208.7	67.2
8	208.2	211.0	63.3

**Reading**

<b>Grade</b>	<b>Fall 2007 Mean RIT</b>	<b>Spring 2008 Mean RIT</b>	<b>% Meeting Growth Target</b>
6	208.5	210.3	44.5
7	212.2	217.3	57
8	215.8	220.9	59.5

**Language Usage**

# Bryson Middle School

Strategic Plan: 2005-2010

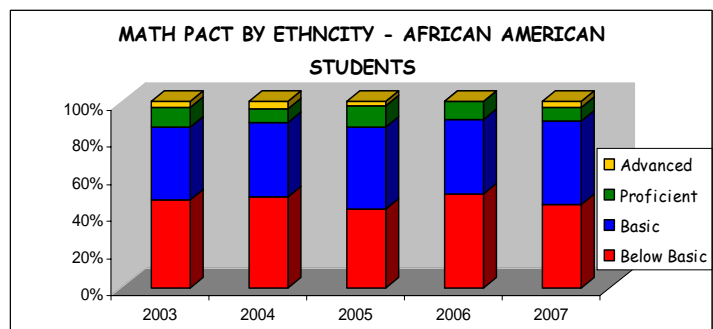
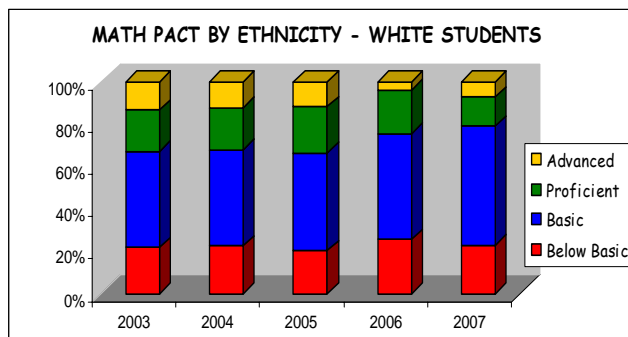
Grade	Fall 2007 Mean RIT	Spring 2008 Mean RIT	% Meeting Growth Target
6	209.1	212.1	48.3
7	212.8	217.2	59.2
8	215.9	220.4	64.1

## Mathematics

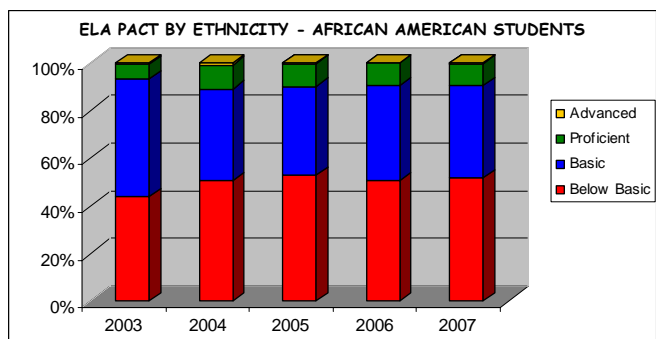
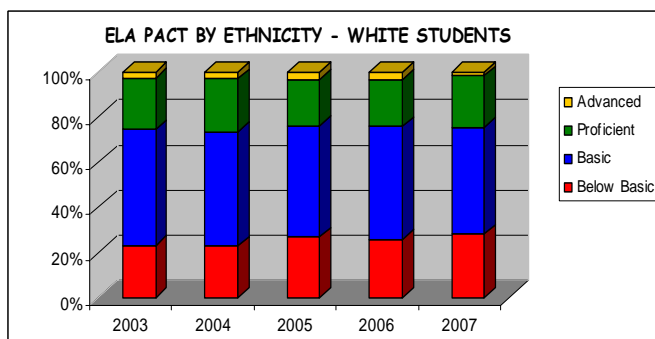
Grade	Fall 2007 Mean RIT	Spring 2008 Mean RIT	% Meeting Growth Target
6	217	220.8	31.9
7	222.6	227.2	45.4
8	226	230.4	46.7

All students are not learning at the same levels.

## Analysis of PACT by Subgroups



The differences between the two groups are apparent. The African-American subgroup shows twice as many students in Below Basic as their white counterparts each year of the test. Additionally, the white students are twice as likely to score in the Proficient groups, as are their African-American peers. The difference in the Advanced populations is very large; the white students perform nearly four times as well as their counterparts. This comparison has remained constant over the years of the data.

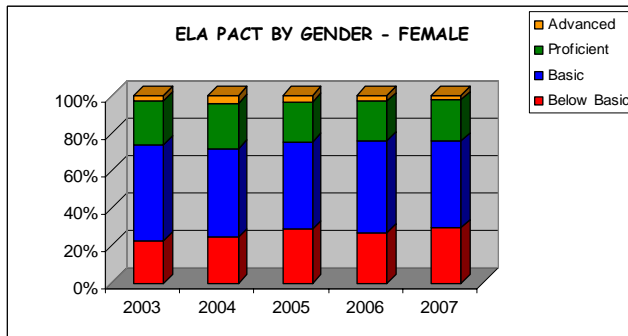
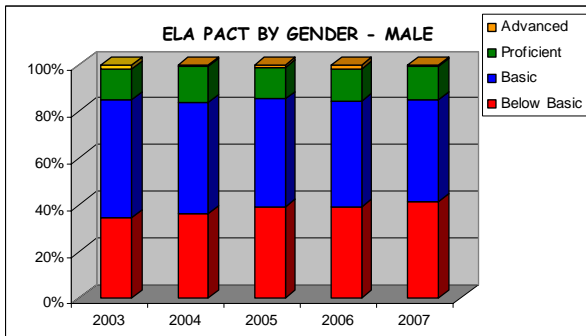
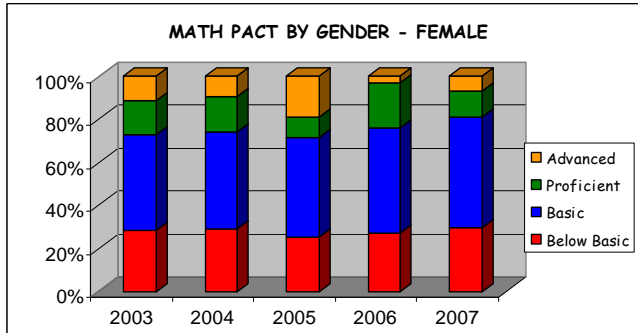
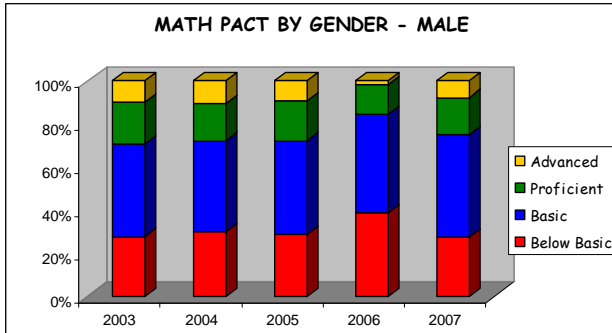


# Bryson Middle School

Strategic Plan: 2005-2010

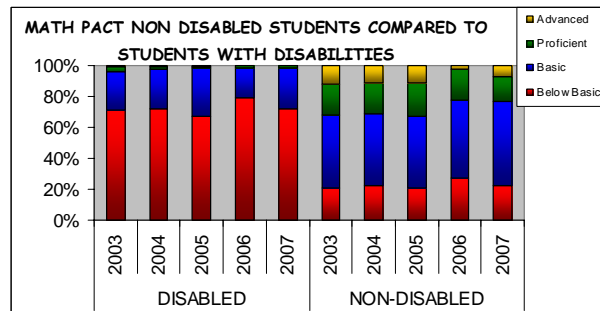
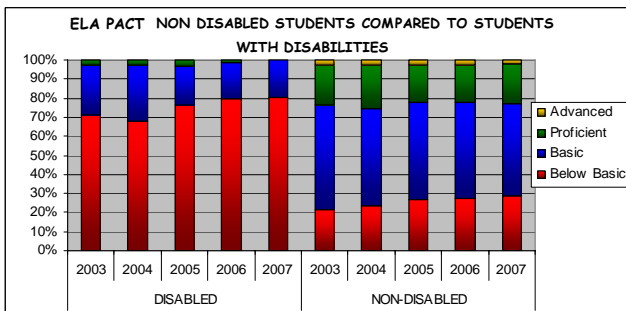
The achievement gap for ELA is as large as that for math. Our African-American students are not achieving at the same levels as the white students.

## Gender



In the area of ELA, each gender has been consistent in its performance from year to year. Females tend to score higher than males in ELA, but they score somewhat less well than males in math. These differences are not as extreme as those found in the category of ethnicity.

## Disabled

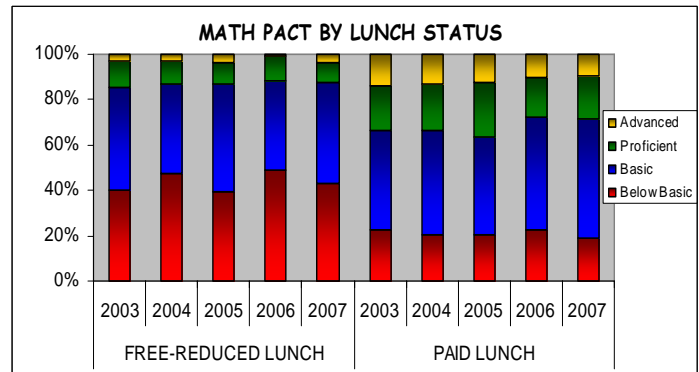
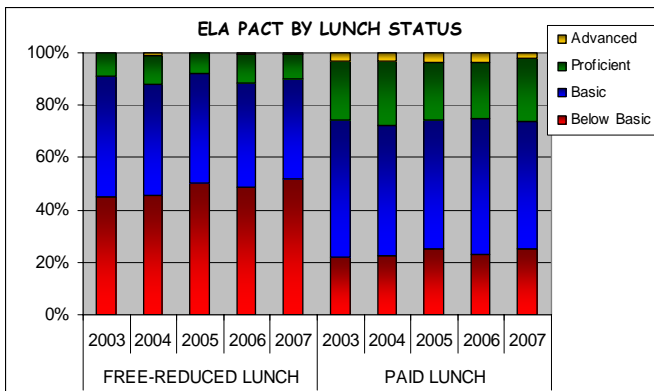


The students identified as disabled perform significantly poorer than their non-disabled peers. Three-fourths of the disabled group scored Below Basic as compared to only one-fourth of the non-disabled group.

## Free Lunch Status

# Bryson Middle School

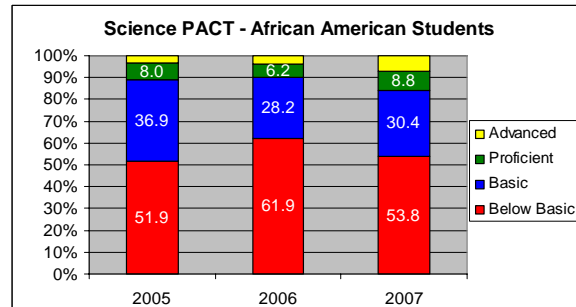
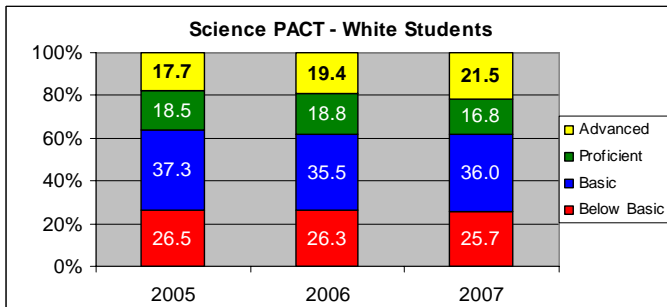
Strategic Plan: 2005-2010



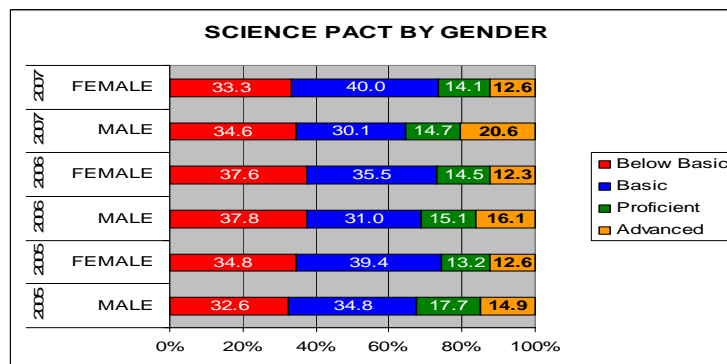
When comparing students based on economic indicators, those students on Free Lunch are twice as likely as the Paid Lunch students to be Below Basic. Conversely, the Paid Lunch students are twice as likely to be in the Proficient group. Scores also show a significant percentage of Paid Lunch students performing at the Advanced level. This data suggests that additional effort is needed at both ends of the academic continuum to bring this group of students in line with the Paid Lunch students.

## Science PACT Score Assessment for Years 2005-2007

Ethnicity Again, the achievement gap is large. White students are performing at higher levels.



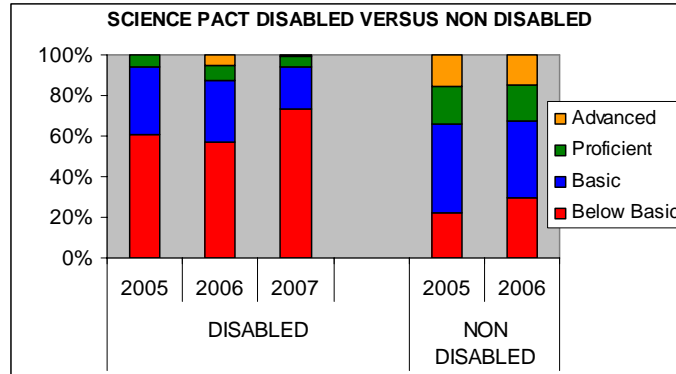
## Gender



In 2007, males had a significantly larger percentage of students scoring Advanced. Female students' scores have been consistent over time. Male students have shown improvement in the Advanced category.

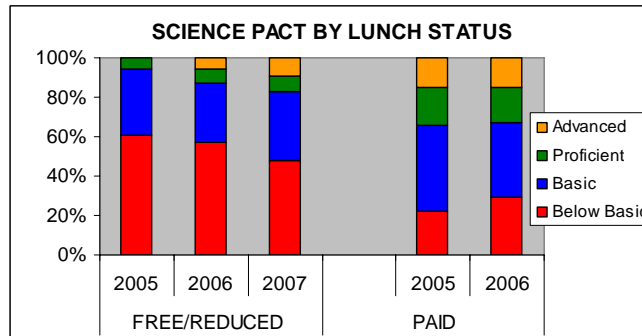
## Disabled

In this category, 57% of our disabled students scored Below Basic; none scored Advanced. Of the non disabled, 32% scored Below Basic and 17% scored Advanced. This is a wide gap. There were no data available for Non-Disabled in 2007. The Disabled group continued to have many more students scoring Below Basic than scoring in other categories.



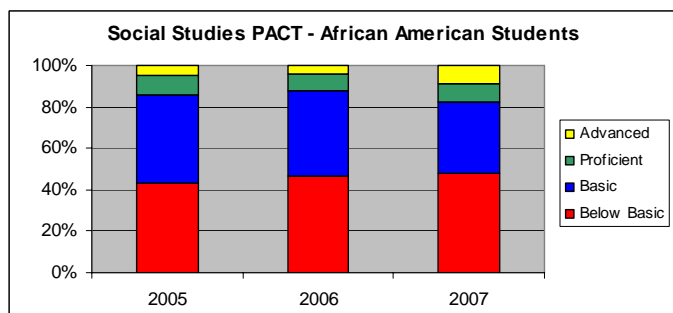
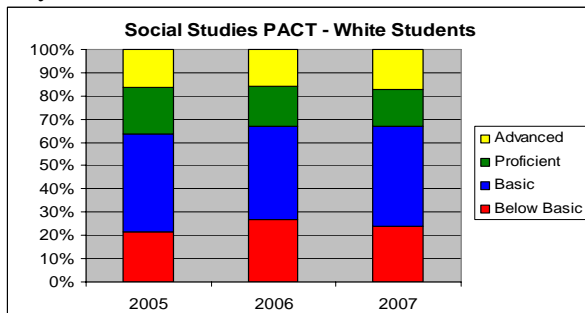
### Free Lunch Status

Of FARMS students, 16% scored Proficient or Advanced; 44% scored Below Basic. Students who paid for meals scored significantly better: 43% scored Proficient or Advanced; 18% scored Below Basic. This is another significant gap. No data were available for 2007 in the PAID category. The students in the subsidized meals group did make gains in 2007 in the area of science.



### Analysis of Social Studies PACT by Subgroups

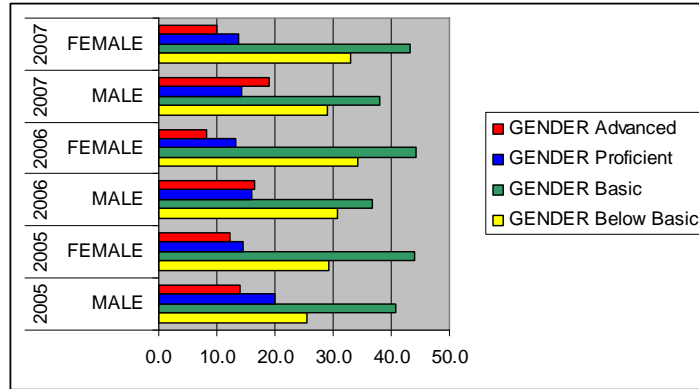
#### Ethnicity



The difference between the ethnicities is very noticeable. There are twice as many African-American students that are Below Basic as the white population of students in each year of the test. Also, there are twice as many white students that are Proficient than African-American students. The difference in the Advanced population is the most

concerning, in that there are four times as many white students scoring Advanced then the African-American population.

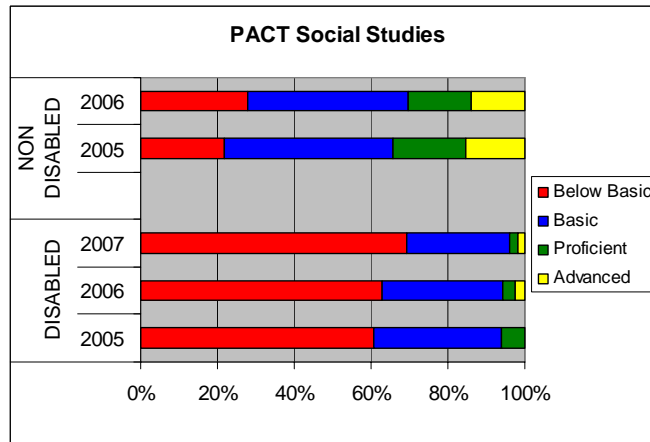
## Gender



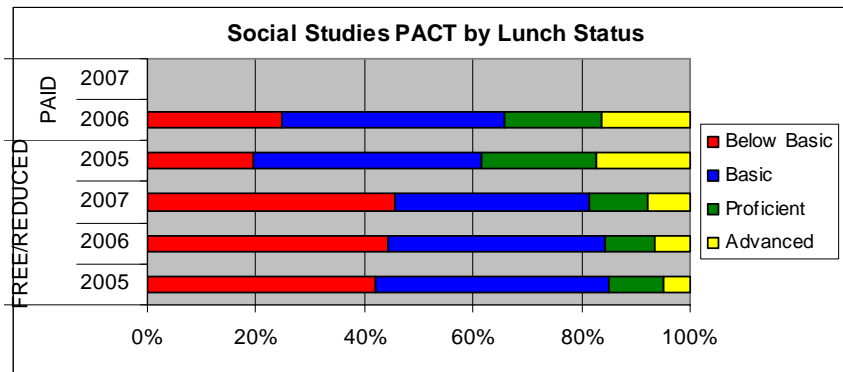
Male students performed better than their female counterparts in each category of the test by approximately four percentage points. The male and female students increased in the Below Basic category from 2005 to 2006. The male students increased in the Advanced category by two and a half percentage points from 2005 to 2006.

## Disabled

The students identified as disabled performed significantly poorer than their non-disabled peers. The non-disabled students did three times better than the disabled students over the years 2005 and 2006. The numbers in the other categories diminished as you move from Basic, on to Proficient, and then to Advanced.



## Free Lunch Status



When comparing students based on economic indicators, those students on Free Lunch are twice as likely as the Paid Lunch students to be in Below Basic. Conversely, the Paid Lunch students are twice as likely to be in the Proficient group. Free lunch students rarely perform at the highest level. The one category where the Free Lunch students perform the most like their peers is in the Basic area. This data suggests that additional effort is needed at both ends of the academic continuum to bring this group of students in line with the Paid Lunch students.

An analysis of PACT and MAP test data shows that all students are not learning at BMS. The next step was to ask "Why?" The Leadership Team decided that team members would meet with their grade-level/specialty groups and ask the following question: "What are the two most significant reasons that students at Bryson Middle School are not achieving at higher levels?" Teachers were given two sticky notes on which they wrote their selections. All answers were listed as written. When the Team met for the second time, the team summarized the answers (many were duplicates). The concerns expressed fell naturally into six broad categories: **discipline, student motivation, administration/staff, curriculum/teaching strategies, physical environment, and school/community**. From those summaries the team began to determine root causes of the problem. The root causes were then returned to staff members for further input.

### Discipline Issues

Teachers identify discipline problems as a significant factor in our low student achievement. The suspension and disciplinary referral summary from past years supports their perception.

#### Unduplicated Out-of-School Suspensions over Time

	2003-04	2004-05	2005-06	2006-07	2007-08
OM	125	77	80	78	72
BM	66	68	87	71	59
OF	39	70	51	46	28
BF	34	51	41	36	48
TOTAL	264	266	259	231	207

OM= Other Male, BM= Black Male, OF=Other Female, BF= Black Female

Suspensions have decreased due to Saturday School and the BMS for Success positive behavior plan.

### Root Causes

1. Students do not show respect for adults or for their peers.
2. Staff members are not consistent in their expectations for behavior or their monitoring of behavior.
3. There is a lack of resources for dealing with seriously disruptive/repetitively disruptive students.
4. Cultural differences cause some behavior problems.
5. Some students are bored.
6. Some students would rather misbehave than admit that they cannot read well enough to do the work assigned.
7. We often do not have strategies for working with students who have disabilities.

### Student Motivation Issues

1. There few strategies for motivating students who do not respond to the normal rewards system.
2. Some students do not believe that they can be successful; they have lost hope.
3. Sometimes the work in class is boring/inappropriately paced/repetitive
4. Many students cannot do the work because they cannot read.

### Physical Environment

1. There are too few restrooms for the number of students we have.
2. The hallways are dark and narrow; some students have expressed concerns about their safety in the halls.
3. We do not make good use of the native garden in one of the courtyards.

### Curriculum and Instruction

1. Many students cannot read well. **Reading comprehension is cited as the #1 cause of poor performance and poor behavior.** Further, **teachers feel that reading ability accounts for the achievement gaps** seen among groups of students. Students who cannot perform often disrupt the class. There is a need for remedial instruction for those who cannot read on grade level. MAP data support teacher observations about reading levels of students.
2. There is a need to develop collaborative units and lesson plans for Language Arts units to make the curriculum more consistent.
3. There is a need for more training for dealing with Special Education students in the regular classroom.
4. We have not fully implemented the **Learning Focused Schools** initiative sponsored by our district.

### Attendance

Attendance of both students and teachers is a concern. Students who are not in school do not receive instruction; teachers who are not at school cannot provide the instruction that students need. Student attendance is a problem. We have not reached 96% attendance in any of the past 4 years. e is a need to improve attendance for all.

Year	Students	Teachers
2002-03	95%	98.60%
2004-05	95%	95.70%

# Bryson Middle School

Strategic Plan: 2005-2010

2005-06	95.70%	95%
2006-07	95.4	95%
2007-08	95.9	97.2

## Next Steps

1. Provide training for teachers in classroom management.
2. Implement strategies for improving school/community relationships.
3. Continue to hire highly qualified staff.
4. Develop a school-wide plan for teaching writing.
5. Develop collaborative units and lesson plans for Language Arts curriculum.

# Bryson Middle School

Strategic Plan: 2005-2010

## Professional Development

Teachers in the School District of Greenville County are expected to participate in a minimum of 24 contact hours of professional development during a school year. Schools are responsible for providing at least 12 of those hours. A three-hour graduate class counts as 60 hours of professional development. Other workshops are credited by the number of hours participants are engaged in the seminar. Teachers also attend conferences and workshops sponsored by our district and/or professional organizations. Induction-year teachers will attend workshops each month as required by the district.

Professional Development will be offered through grade-level meetings and after school hours. Teachers who wish to earn recertification or exchange-day credit will register on the District Portal. When teachers attend the workshop/seminar, they will sign in as they enter. Sign-in rosters will be used to assign credit on the Portal. Workshops will be added as requested.

Each year for the past 3 years, our school has offered teachers the opportunity to earn a minimum of 30 hours of renewal credit without leaving campus. Our emphasis for the past 3 three years has been the implementation of the Learning Focused Schools model, the initial certification of teacher proficiency in technology, and integrating technology into the curriculum. For 2008-09, we will continue to increase our knowledge of Learning Focused Schools, and we will implement a staff development grant to create a Professional Learning Community at BMS.

### Tentative Plan for 2008-09

<u>Date</u>	<u>Workshop Title</u>	<u>Presenter</u>	<u>Hours</u>	<u>Goal</u>
August 11, 9:00-11:00 AM	Using the Electronic Lesson Planner	Carol Sherron	2	1 & 3
August 12 9:00-11:00 AM	Creating/Updating teacher websites	Brannon Carter	2	2 & 3
August 14 9:00-11:00 AM	IG Pro Workshop: Setting up your gradebook	Taxi Bollinger Carol Ridenhour	2	2
August 17 9:00 AM-3:00PM	Learning Focused Schools Training—Day 1	Rita Bixler Teaching and Learning Consultant	6	1
September 2 3:40-4:40 PM	Best Practices for ESOL in the regular classroom	Monica Heller	1	1
September 24 3:40-4:40	Communicating Through Your Web Page	Brannon Carter	1	2 & 3
October 2 3:40-4:40	MAP Reports	Carol Sherron	1	1
October 7	Professional Learning Community Session 1	Carol Sherron	1	1 & 3

# Bryson Middle School

Strategic Plan: 2005-2010

October 14	Professional Learning Community Session 2	Carol Sherron	1	1 & 3
October 17 9:00 AM-3:00PM	Learning Focused Schools Training—Day 2	Rita Bixler Teaching and Learning Consultant	6	1
October 21	Professional Learning Community Session 3	Carol Sherron	1	1 & 3
October 23	Introduction to the Lesson Planner	Carol Sherron	1	1 & 3
October 28	Professional Learning Community Session 4	Carol Sherron	1	1 & 3
November 11	Professional Learning Community Session 5	Carol Sherron	1	1 & 3
November 13	Using Wikis in the Classroom Session 1	Carol Sherron	1	1 & 3
November 17	Increasing Academic Rigor	Andrea Klien: Upstate Consortium	4	1 & 3
November 18	Professional Learning Community Session 6	Carol Sherron	1	1 & 3
November 20	Using Wikis in the Classroom Session 2	Carol Sherron	1	1 & 3
December 2	Professional Learning Community Session 7	Carol Sherron	1	1 & 3
December 9	Professional Learning Community Session 8	Carol Sherron	1	1 & 3
January 13	Book Study Groups	Teachers and C. Sherron	1	3
January 20	Book Study Groups	Teachers and C. Sherron	1	3
January 27	Book Study Groups	Teachers and C. Sherron	1	3
February 3	Book Study Groups	Teachers and C. Sherron	1	3
February 10	Student Registration System	Guidance	1	1
February 17	Training for ITBS Administration	Guidance	1	3
April 14	Book Study Groups	Teachers and C. Sherron	1	3

## Leadership

The BMS Administrative Team consists of Mr. Davie, Mr. Robert Goldsmith (Assistant Principal for 8th Grade), Mrs. Paula Bruce-Gause (Assistant Principal for 7th Grade), and Mrs. Judy Whitson (Assistant Principal for 6th Grade). Our school leadership structure is built on collaborative teams, departments, and administration.

Faculty Council (principal, team leaders and department chairpersons) is the primary decision-making body for staff. They meet once each month to solve problems, provide input to administration from teams and departments, and receive information from administrators. Teachers in each team or department voice concerns to their representatives who then take these concerns to the monthly meetings. Faculty Council responsibilities are as follows:

- coordinate the work of the different committees
- facilitate communication about the work of all committees
- facilitate communication between grade levels and departments
- facilitate communication between administration and staff
- integrate the findings and recommendations of committees
- schedule time during monthly faculty meetings for discussion of recommendations as they are being developed which allows input into the recommendation early in the process

The Discipline Team meets monthly to monitor data pertaining to school climate. Reports from our student database are run for the previous month and compared to the reports from the previous year. The number of referrals has declined as has the number of out-of-school suspensions. The Discipline Team recommended that in-school suspension be replaced with Saturday School and/or after-school detention. The recommendations were approved and implemented.

The Technology Team meets as needed to update the Technology Plan or to solve problems. Other committees are created as needed for specific purposes: Red Ribbon Week, American Education Week, Parent Nights, to name a few.

## Summary of Progress

- Communication among grade levels and departments continues to be supported through Faculty Council.
- Faculty Council also strengthens communication between staff and administration.
- Using email has greatly enhanced communications within our building.
- Use of the school web site and teacher web sites has enhanced communications with our stakeholders. Because good communications is such a vital part of our work, we will continue to work on this step.

## Partnership Development

The Bryson Middle School Staff believes that we must form a collaborative relationship with parents and our community if we are to provide our students with the very best educational experience possible. Further, we know that in order for families and communities to become informed about and involved in the education of our students, partnerships must be viewed as an essential component of our school organization, not a “frill.” Partnerships are much more than a public relations tool; they are a critical component of student learning and success in school. It takes time, organization, and effort to develop a good program. We are committed to this process. We will create a committee to be responsible for partnership development during the 2008-09 school year. Three objectives define their work in this area:

- To support ways families can become involved in schools.
- To create a school climate and structure that support family involvement.
- To pursue school partnerships with families and community groups.

### Current Partnerships

- Monthly Parent Nights
- Breakfast/Lunch with the Principal each month
- Parent-Teacher Connect after each grade report
- Applebees: students display their art work at the local restaurant
- Wal-Mart: Funding for professional development
- Hillcrest Hospital: Shadowing project
- Michelin: Engineers to judge Invention Convention; speakers for “E Week”
- Kemet: Shadowing project

### Next Steps

- We will establish a team to research, coordinate, and develop partnerships.
- Show appreciation to partners. Keep them informed about school events.
- Develop a systematic way to measure the impact of our partnerships.
- Use partnerships to support the school vision.

## Continuous Improvement

The School Improvement Council is made up of parents, community members, and BMS staff members. The role of the SIC is to advise on issues related to school improvement, include participating in strategic planning, assistance in implementing and evaluating the plan, and participation in writing the School Report Card narrative. Councils also identify other efforts to increase student achievement. This group meets monthly.

The Faculty Council is the staff group most responsible for continuous improvement efforts in our school. They also participate in strategic planning, implement and evaluate the school action plan, and play a key role in the annual needs assessment process that leads to revisions of our action plan. Department chairpersons and team leaders represent the faculty; Mr. Davie, our principal, is the administrator for this group.

Over the past seven years, we have analyzed our PACT data in the fall. It has been a source of frustration that this important test information did not arrive until one third of our student body has changed—8<sup>th</sup> grade goes to high school and elementary schools provide our new 6<sup>th</sup> grade. We have usually analyzed our action plan strategies in late April. For the past few years, we have relied on our MAP data to drive our needs assessment because the information was readily available and correlated to PACT. We are pleased that MAP data will now be the basis for our performance goals.

The student achievement data can be found in the Student Achievement section of our portfolio. The tables and graphs show five years of data. Other data of interest (attendance, enrollment for specific programs and the entire school, staff profile) may be found in the Information and Analysis section. That information is also archived for five years.

BMS administrators observe in every classroom at least once per quarter. They use a monitoring instrument provided by our district which is used to provide information to the administrators and feedback to the teachers. Another tool that administrators use is the grade distribution report available from IGPro, a required electronic gradebook.

Grade level groups look at each performance goal and the results from PACT testing. They then decide which strategies to continue, which to delete, and which to modify.

**Interim Performance Goal: The percent of BMS students who score proficient and above in ELA, as measured by the PACT assessment, will increase by 7% each year.**

For 2007-08, our target percent for PACT reading was that 44% of our students would be proficient; our actual percentage was 19.8. We are a long way from meeting our goal. However, on our fall-to spring MAP test from last year, 54% of our students met or exceeded their target RIT growth. Our district requires that our goal be at least 50%. When we analyzed the MAP data last spring, we found that more than 40% of our

students scored in ranges to place them in the lowest tier of Language Arts classes. Therefore, our NEXT STEPS still focus on increasing achievement in reading.

**Interim Performance Goal 2: The percent of BMS students who score proficient and above in math, as measured by the PACT assessment, will increase by 5% each year.**

For 2007-08, our target percent for PACT math was that 44% of our students would be proficient; our actual percentage was 22. Again, we were a long way from meeting our goal. On our fall-to spring MAP test from last year, 41% of our students met or exceeded their target RIT growth. Our 8<sup>th</sup> grade showed a significant decline in scores.

**Interim Performance Goal 1: The number of students suspended will decrease by 3% each year.**

Our percentage of suspensions has dropped over the past two years to 16%. We were not yet at 13%, but we have seen a positive trend last year and the beginning of this school year. Several action steps that the faculty feels have made a difference are the implementation of a school-wide behavior plan called BMS for Success. Further, we have two Communities in Schools Behavior Specialists working with students. We also have instituted a Saturday School that replaces some out-of-school suspensions.

**Interim Performance Goal 2: The percent of parents reporting positive responses for school climate as measured by the district survey instrument will increase by 3% each year.**

We had a 62.9% approval rating for the category of "Satisfied with learning environment." We did not meet our target of 75%.

## Next Steps

After discussion of the strategies included in our action plan for 2007-08, the staff made the following recommendations:

1. Support increased achievement in reading by
  - a. Continuing Academy of Reading
  - b. Changing our schedule to include a reading class for every student
  - c. Providing interesting magazines and books for Sustained Silent Reading
  - d. Supporting literature circles as an instructional practice
  
2. Support increased achievement in math by
  - a. Teachers will attend the GRASP meetings
  - b. Algebra I teachers will attend workshops designed especially for them
  - c. Use MAP reports to help with instruction

# **Bryson Middle School**

School Portfolio 2008-2013

3. Support overall achievement through
  - a. Collaborative planning to create common unit plans and lesson plans.
  - b. Creating benchmark tests for each subject at each gradelevel.
  - c. Using student goal setting with MAP
  
4. Support improved school climate through
  - a. Continued partnership with Communities in Schools
  - b. Continue "Chillin on the Green"
  - c. Continue Saturday School
  - d. Full implementation of BMS for Success
  - e. Continue to monitor discipline through SASI reports and discipline logs
  
5. Improve parent school communication through
  - a. Parent Nights
  - b. Parent Breakfast/Lunch with the Principal each month
  - c. Teacher-Parent Connect after each grade report goes home
  - d. Teacher web pages
  - e. BMS web page
  - f. BMS Newsletter
  - g. Use of email to reach parents.