

Bryson Elementary School
"Building for Tomorrow, Today"

Thomas R. Chambers
Principal

Greenville County Schools

W. Burke Royster
Superintendent

**GCS Strategic Planning
2013-2014 through 2017-2018**

AdvandED District Accreditation



Bryson Elementary School
Simpsonville, South Carolina

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Bryson Elementary

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-15 (*one year*)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		March 31, 2014
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		March 31, 2014
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Benedicte Eades		March 31, 2014
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Thomas R. Chambers		March 31, 2014
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 703 Bryson Drive, Simpsonville, South Carolina 29681

SCHOOL'S TELEPHONE: (864) 355-3600

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|--------------------|
| 1. PRINCIPAL: | Thomas R. Chambers |
| 2. TEACHER: | Shannon R. Land |
| 3. PARENT/GUARDIAN: | Cynthia West |
| 4. COMMUNITY MEMBER: | Dale McMinn |
| 5. SCHOOL IMPROVEMENT COUNCIL: | Benedicte Eades |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

<u>POSITION</u>	<u>NAME</u>
Teacher	Linda Johnson
Teacher	Karen Vargo
Teacher	Lisa Bolin
Teacher	Mindy Berry
Teacher	Mark Best
Teacher	Lisa Barrow
Teacher	Renee Stanislaw
Teacher	Ann Huggins

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

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

X **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).

X **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).

X **Parent Involvement**

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

X **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*.

X **Technology**

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

X **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

- X 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).
- X 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.
- X Half-Day Child Development**
The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
- X 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.
- X Parenting and Family Literacy**
The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.
- X 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.

Table of Contents

<u>Introduction.....</u>	<u>7</u>
<u>Executive Summary.....</u>	<u>9</u>
<u>School Profile.....</u>	<u>17</u>
<u>Mission, Vision, and Beliefs.....</u>	<u>32</u>
<u>Data Analysis Assessment.....</u>	<u>33</u>
<u>Professional Development Plan.....</u>	<u>52</u>
<u>Action Plan.....</u>	<u>61</u>
<u>2012-13 Report Card Link.....</u>	<u>88</u>
<u>ESEA (Federal Accountable Rating System) Link.....</u>	<u>88</u>

Introduction

Improvement Plan Process

Our preparation for the review process began with Bryson Elementary's Administration meeting with specialists from our District Department of Research, Evaluation, and Accountability. Together, AdvancED Standards were thoroughly reviewed. Based on the strengths and expertise of our faculty, staff, and community, AdvancED teams were then organized to assess our current status with regards to each standard and to develop goals and strategies for the next five years.

The Steering Committee designated a chairperson for each AdvancED Team. Chairpersons then met to develop a regular meeting schedule and formulate a plan for documenting the process as it progressed. Collaboration was integral to the process, not only within individual teams, but "team to team" collaboration as well. Parent groups and representatives, such as the PTA and School Improvement Council, were actively involved in the collaboration. Parents and staff worked in concert to develop meeting schedules that facilitated the participation of our community.

The Portfolio is a 'living' document that reflects who we are as a school and community. The document conveys our vision for our school, our goals, plans, progress toward our goals, and achievements. Further, the document also includes evidence of our work, demographic information, and insights on community involvement, such as partnerships, within our school.

We hope you will enjoy this "window" into our world at Bryson Elementary. We hope you will see reflected within this document our continued progress toward increasing the achievement of all students, providing rich cultural experiences, and providing a warm, nurturing school environment that is a wonderful place for students, parents, community, and staff to call "home."

Bryson Elementary School Portfolio Committees

STANDARD 1 PURPOSE & DIRECTION	STANDARD 2 GOVERNANCE/ LEADERSHIP	STANDARD 3 TEACHING & ASSESSING FOR LEARNING	STANDARD 4 RESOURCES & SUPPORT SYSTEMS	STANDARD 5 USING RESULTS FOR CONTINUOUS IMPROVEMENT
Karen Connor Co-Chair	Lisa Barrow Co-Chair	Paula Williams Co-Chair	Mindy Berry Co-Chair	Renee Stanislaw Co-Chair
Mark Best Co-Chair	Karen Vargo Co-Chair	L. JOHNSON CO-CHAIR	BOLIN CO-CHAIR	Ann Huggins Co-Chair
Margaret Johnson	Beverly Neal	Carrie Bassett	Priscilla Westbrook	Lanie Delong
Sarah Limbaugh	Cara Puntch	Kathy Sanders	Brenda Hilbert	Ashley Murrell
Stacie Wentzky	Kristi Mitros	Jane Whitley	Stephanie Bruce	Lisa Hoffman
Shannon Luzadder	Nichole Wagner	Mary Russell	Rachel Richards	Pam Bittner
Jennifer Boukather	Pam Gray	Sarah Miller	Tammi Trammell	Ann Duncan
Terri Chasteen	Teri Wallace	Jodi Kirchner	Joan Fifer	Nicole Shartzter
Kevin Ester	Kathryn Pate	Currie Brainard	Deb Wolfe	Tracey Abney
Dr. Jannie Hill	Darlene Miller	Katie Best	Ruthann Coggins	Kenneth West
Darralynn Baker	Tom Chambers	Shannon Land	Ann Hardigree	Sherri Harling
Shelley Ferguson	Karen Spain	Erin Hoffman	Cindy Blake	Des Maraugh
Jane Triplett	Debbie Brunn	Heather Turner		

Executive Summary

Bryson Elementary, one of 52 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. Bryson Elementary is extremely fortunate to have an active and involved Parent-Teacher Association. The PTA maintains several programs at our school such as SEEDS, Sunshine Math, Accelerated Reader, and the Bear Tracks Newsletter. The school was built in 1960 and currently houses 856 students, 47 full-time teachers and 6 part-time teachers with a full-time equivalency of 4.8, plus 26 support staff. Bryson Elementary is located in Simpsonville, South Carolina.

Instructional and organizational priorities at Bryson Elementary focus on the needs of developing lifelong learners. Following the tenets of Total Quality Education and Learning Focused, teachers implement student learning goals, student data notebooks, and quality tools such as lotus diagrams, consensograms, force field analysis charts, and affinity diagrams to assist students in organizing learning. A balanced literacy program fashioned after Fountas and Pinnell encourages direct reading instruction, independent reading, writing instruction, and practice with vocabulary development. Examples of technology integration can be seen in every classroom at every grade level. A district technology refresh program at our school distributed laptop computers to every classroom teacher and provided two rolling wireless laptop carts for school use. Science instruction is driven by district science kits which are closely aligned to state science standards. Our building houses a science lab which is available to all teachers for use with their students. Instruction in mathematics is a three-pronged effort: the Houghton-Mifflin math series recently adopted by the District, Everyday Counts Calendar Math, and Larson's Math, to meet the needs of students at all ability levels. Teachers meet in professional learning communities to plan and to develop benchmark and other common assessments, in accordance with South Carolina curriculum standards for Kindergarten through fifth grade in all subject areas. Students are encouraged to develop personal discipline through our guidance programs.

Each year the staff reviews the school's long-range plans to determine areas of strength and needed emphasis in our curriculum. By analyzing student performance on Measuring Academic Performance (MAP), standardized tests, (Iowa Test of Basic Skills and the Palmetto Assessment of State Standards) teachers identify areas of need and can set grade-level-specific and school-wide academic goals. Our instructional focus is guided by four essential questions: What do students need to know and be able to do? How will we know they have learned it? What will we do when they haven't learned it? And what will we do when they already know it? The administration guides the staff through a review of the long-range plan each spring in order to develop plans for the following school year. Data teams review student progress three times annually. The faculty reviews long-range plans to determine which strategies have been successful in raising student achievement and which have not. The ones that have not resulted in desired outcomes will be removed from the plan. Those strategies that have been successful will be included as integral parts of the system.

For two years, our focus was Mathematics. Teachers have been trained in the use of and have implemented Everyday Math Counts Calendar Math daily. In kindergarten, first and second grades, classroom teachers administer the End of the Year Math test in August, December, and March to track student progress and to alert the teacher to skill areas needing more attention.

During 2009-2010, the staff determined that we should focus on Essential Facts K-5, Differentiating Instruction, Learning-Focused Strategies Model V.7, and Vertical Teaming to insure that each grade level was addressing the standards on a development continuum. We also re-focused our efforts on small fluid reading intervention groups based on MAP and PASS data. Informational text was a focus of instruction as well. During the year, Family Literacy and Compass Learning Nights were provided to keep parents abreast of available resources and current strategies used in instruction. The purchase of computer software to enrich and support student progress was a major focus. Lexia-Reading S.O. S. (Strategies for older Students) a state- of- the arts computer program designed to help students, age 9 through adult, acquire and improve basic reading skills along with Compass Learning was used as a resource to help raise student achievement. For the early grades, the main focus is the Lexia Early Reading Program for kindergarten, first and second grade students. The Early Literacy Survey is used to screen every kindergarten student. The data is used as a baseline to prescribe practice activities in the Lexia Early Reading program. A Response to Intervention (RTI,) teacher meets with Identified first grade students to give support in their deficient areas, the main focus is to intervene early. The Early Morning Tutorial Program for students who needed extra support was a positive factor in helping to raise student achievement. Bryson was a recipient of the Palmetto Gold Award for outstanding student academic performance and the Palmetto Silver Award for Closing the Gap during the 2009-2010 school year.

For 2010-2011, our goals focus on specific areas of weakness, as identified through analysis of PASS data. For writing, our focus areas are "Content" and "Conventions." For English Language Arts, the focus is "Informational Text." For math, the weakest instructional area, and thus our focus, is "Algebra." In addition, we emphasize the use and integration of Quality Tools and Learning Focused strategies and the development of common assessments at all grade levels. For 2011-2012, our goals focus on specific areas of weakness, as identified through analysis of PASS data. For writing, our focus area is "Voice." For English Language Arts, the focus is "Research." In math, the focus area is "Measurement." After analysis of PASS data, The staff determined that we should refocus our efforts on Mathematics. The school implemented grade-level common planning. Teams developed common formative math assessments to identify learning needs of students. Teachers strategically provided opportunities for intervention throughout the instructional unit. A school-wide math initiative, Poppin' Math Facts, was implemented in January. The goal was to increase student fluency and motivation with addition, subtraction, multiplication, and division facts. Students earned awards for their progress. Bryson was a recipient of the Palmetto Silver Award for outstanding student academic performance during 2011-2012 school year.

For 2012-2013, our goals were to focus on informational text and research by planning bi-weekly instruction in the media center for students in second, third, fourth, and fifth grades. The school also implemented Power Writing to improve writing scores on the writing portion of PASS. In math, third, fourth, and fifth grades used weekly formative math assessments to target areas of weakness. Students with low performance on weekly math assessments were offered after school tutoring for one hour on Tuesdays and Thursdays with a grade level teacher.

For 2013-2014, our goals were to focus on informational text and research by planning bi-weekly instruction in the media center for students in second, third, fourth, and fifth grades. Bryson Elementary School offers intervention services through an early morning tutoring program, called Jumpstart to PASS. As a result of this and other efforts, our student test scores have risen. We have made every effort to address the needs of our identified subgroups and have strategies in place to assist students of all ability level to realize their potential.

We continue to use MAP testing as a diagnostic tool for teachers, which Greenville County Schools implemented as a District wide testing program for grades 2-8. Administration maintains a record of progress from Fall to Spring MAP results for each student.

Needs Assessment Summary for Student Achievement

Current Conditions

Our 2009-2010 PASS scores earned a Palmetto Gold Award for Achievement and a Palmetto Silver Award for Closing the Gap. In 2011-2012 Bryson was awarded the Palmetto Gold for Achievement and Silver Awards for Closing the Achievement Gap. In 2012-2013 Bryson was awarded the Palmetto Gold for Achievement and Silver Awards for Closing the Achievement Gap. In 2013, Bryson was awarded two Palmetto Gold awards for both Achievement and Closing the Achievement Gap.

Current Strategies Used to Increase Student Achievement

Our highest priority is implementing the strategies related to our vision. Our school-wide strategies to increase student learning during the 2012-2013 school year include continued emphasis on and implementation of differentiated instruction in the classroom, focus on school-wide participation in the Accelerated Reader program with classroom and school-wide goals, emphasis on writing skills and standards with quarterly school-wide writing prompts, early identification of students who need additional academic support to increase PASS (Palmetto Assessment of State Standards) scores, and continued implementation of Quality Tools including data notebooks and a school-wide Quality Day in the spring, and Measure of Academic Progress (MAP) data supported by Compass Learning.

Currently all classroom teachers are trained, or are in the process of being trained in the research-based Fountas and Pinnell's Balanced Literacy delivery system for ELA. Likewise, classroom mathematics teachers use Houghton Mifflin Mathematics, Every Day Counts, the Math Steps program, and the After School Math Achievers Kits, which are all research-based. In science classes, teachers utilize standards-based kits provided by the district for hands-on classroom instruction in content and processes. All teachers are participating in David Langford's for Quality Tools training. Bryson Elementary teachers have also participated in the CEEM program to enhance math and reading instruction through grade-level and cross grade-level collaboration teams. At each grade level, teachers are encouraged to work together as a team. We also work across grade levels to ensure a continuum of learning. We also

implementing the AIMSweb and Soar to Success Programs to support early intervention in kindergarten and first grade. Compass Learning is integral in providing students with individualized activities in reading, writing, and math based.

Needs Assessment Summary for Teacher and Administrator Quality

After our self-assessment on the Leadership Continuous Improvement Continuum, everyone recognized that we needed greater faculty and staff buy-in if decisions were to lead to substantive school improvement. Faculty also realized that we needed a leadership or decision-making structure that would help us implement our vision. A decision-making structure was designed to clarify the process and responsibilities of participants. This structure is shown on the next page and described below.

A leadership team, made up of the principal, assistant principal, instructional coach and chairperson of each of the action teams, was established to:

- Coordinate the work of the different committees
- Keep everyone informed about the work of all committees
- Integrate the findings and recommendations of committees
- Schedule time during faculty meetings for discussion of recommendations as they were being developed, thereby allowing input into recommendations throughout the process.

It was the responsibility of the leadership team members to inform their teams of leadership team discussions, and to bring concerns back to the leadership team to be addressed.

We created study teams to implement our shared vision and to recommend a plan within each area. We truly wanted teacher ownership of the action plan in the same way that our vision is shared. We also felt that if we could effectively communicate each team's findings, the entire school community could grow as a result. These study teams in essence became the backbone of the decision-making structure.

The following committees are in place to achieve our vision:

- Faculty council - comprised of the principal, the assistant principal, instructional coach, and grade level chairpersons. The committee meets monthly, or as needed, to voice concerns, share ideas and/or information. Each grade level chairperson summarizes contents of faculty council meetings with their respective grade levels.
- Accelerated Reader - the media specialist, Debbie Wolfe, is in charge of this program. This is a school wide program that encourages students, faculty members, and parent volunteers to read. Anyone wishing to participate simply reads an Accelerated Reader book and then takes a computerized comprehension quiz. If the individual scores an 80% on the quiz, they have passed. Points are awarded for each test passed.

- Math Team – Comprised of teachers from each grade level plus a Special Education representative, this committee correlates our work with State and District curriculum standards and initiatives and oversees common assessments.
- Science/Health – The Science/Health team is led by a third grade classroom teacher, Lisa Hoffman. This committee is comprised of grade level representatives, a physical education teacher, and a special education teacher. The purpose of the committee is to share Next Generation Science Standards, voice concerns, and to generate community involvement in healthy lifestyles choices.
- Intervention Team- The Intervention Team is led by Sherri Harling, a reading intervention teacher and is conducted within each grade level. The Intervention Team provides assistance to parents and classroom teachers who have identified students who may be in need of more specific modifications. Suggestions are given for the teacher/parent to implement and approximately two weeks later; these suggestions are reviewed to determine their impact on the student. If they have been helpful, they will be continued for as long as they are needed. If they have not been helpful, the team may decide to refer the student on to the school psychologist for additional testing to determine if the child has learning disabilities. Each team conducts meetings once every month.
- English Language Arts Team – The ELA team is comprised of representatives from each grade level, plus related arts and Special Education. This group coordinates implementation of Common Core State Standards, Power Writing, and student success.
- Social Studies Team – The Social Studies committee is made up of our grade level representatives, an art teacher, and a counselor. The school's district Social Studies contact leads the team. She shares all information from the district with grade level representatives. They led the implementation of South Carolina's new Social Studies standards along with the integration of ELA standards.
- Curriculum Committee – Comprised of teachers from each grade level plus a Special Education representative-This committee correlates our work with State and District curriculum standards and initiatives and oversees common assessments.
- School Improvement Council - Led by Benedicte Eades. This committee is comprised of the principal, the assistant principal, and the following faculty members;,, Renee Stanislaw, Mary Russell, Shannon Land. Non-school personnel, representatives of the community, are also members of the SIC. The purpose of the committee is to share new ideas, voice concerns, and to generate community involvement within our school. A School Improvement Council newsletter is printed and published each spring.
- A-Teams- each of the A-Teams are led by regular classroom teachers and are conducted within each grade level. The A-Team provides assistance to parents and classroom teachers who have identified students who may be in need of more specific modifications. Suggestions are given for the teacher/parent to implement and approximately two weeks later; these suggestions are reviewed to determine their impact on the student. If they have been helpful, they will be continued for as long as they are

needed. If they have not been helpful, the team may decide to refer the student on to the school psychologist for additional testing to determine if the child has learning disabilities. Each team conducts meetings once every month.

- Technology Committee – The technology committee is made up of representatives from each grade level, related arts, and special education. This group develops technology plans for students and school.
- There was an improvement in the overall ELA, Math, and Social Studies scores of the school on the PASS standardized testing. This increase could be linked to the partnerships' with businesses that have supplied Bryson with money and materials to get computer programs such as Accelerated Reader up and running, Promethean Boards for more technical interactive activities.
- Over the last years three to five years, there has been an increase in the overall scores on standardized tests for minority students at Bryson Elementary. This had been a weak area for Bryson, so the school used partnerships, RTI, small focus groups and other resources to get early intervention tutoring programs started for potentially weak students.
- Our school would like to see more business partners that are willing to donate time to mentoring and tutoring students. We have seen from test scores that an effort to work with students that are "at-risk" for scoring low on standardized tests improves those students' scores. Through more business partners and donated time, we will be able to reach more students.
- We are striving to increase parental involvement at our school so that we can increase the number of programs such as Sunshine Math at our school. Programs such as these have been shown to increase test scores, but without the help of parent volunteers, they are impossible. We also would like to use parent inventories so that we know the best way to utilize parents in our classrooms.
- The faculty would like to improve communication with the community about partnerships that are available with Bryson Elementary.

The first and third Wednesdays of each month are designated for faculty meetings. These meetings offer opportunities to share best practices taking place within the classrooms, share information regarding District and community matters/issues, and to collectively discuss matters of importance to the school community. The second Wednesday of each month is designated for committee meetings. All faculty members have assignments on committees such as Faculty Council, Curriculum Committee, Technology Committee, etc. All committees address areas of responsibility to consider pertinent matters essential to the ongoing operations of the total school program. Each committee meets with administrators as necessary to appraise administration of the respective committee's work and progress. All grade levels meet weekly to review rigor, pacing, data, and to collaborate for instructional planning.

The Faculty of Bryson Elementary

The faculty at Bryson Elementary includes 38 regular classroom teachers, 4 full-time related arts teachers, 3 part-time specialists, 2 part-time specialists with an FTE of 3.2, 6 special education teachers, plus 1 full-time and 1 part-time (0.6 FTE,) guidance counselor. One Instructional Coach, with a full-time contract, works with all teachers to help raise student achievement. All teachers strive to create a nurturing classroom and school climate conducive to learning for all students. Including faculty and administration, there are currently 3 male and 51 female professional educators working at Bryson. Five 5 members of the faculty and/or administration are African American; fifty-four are Caucasian.

Needs Assessment Summary for School Climate

The Facilities of Bryson Elementary

Safety, Cleanliness, and Adequacy of School Facilities

Bryson Elementary and the District are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan; regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, with the District, and school plans stressing safety for the students first. At least one coordinated drill is held regionally in which the District participates.

Site custodians or utility workers assigned to site duties handle specific safety concerns regarding buildings and grounds. As needed, the maintenance department is called in if problems cannot be remedied by Bryson personnel. Our professional staff of six custodians performs basic cleaning operations throughout the school every day.

Other aspects of the school/district safety program include:

- District Safety Committee
- Bus evacuation drills
- Fire safety inspections
- Campus supervision
- SAFE Schools

Challenges

- Transient community
- Changing socioeconomic conditions in society and our local community
- Some perceived lack of adequate parental support to foster academic growth at home
- Some students demonstrate poor levels of motivation

Awards

- Exemplary Writing Hall of Fame Recipient

- Red Carpet School
- Challenge for the Environment Grant from Palmetto Pride
- Gold Star School for Academic Achievement
- PTA Palmetto Gold Leaf Award
- Safe School Award
- Palmetto Gold Award
- Palmetto Silver Award
- Palmetto Silver Award for Closing the Gap
- Character Counts Grant Recipient
- Donors Choose Grant
- Arts Integration Grant Recipient-Artist in Residence
- CATCH School
- United Way Award Recipient
- Golden Standard for Cleaning-Recognition for Being the Cleanest Elementary School in 2011-2012



Individual Awards

- Students selected for District Honors Choir – 2004,2005,2006,2007,2008,2009, 2011, 2012, 2013
- District and state PTA Reflections winners each year

Initiatives

- Baldrige Training – Continuous Improvement through Total Quality Education in partnership with the Greenville Chamber of Commerce
- PASS (2008-2009 **A**dequate **Y**early **P**rogress)
- Junior Beta Club Charter chapter
- RTI program in Reading for Kindergarten and First grade
- The faculty has current, useful web sites as communication tool. Classroom teachers update sites weekly. Other staff update regularly, as needed.
- Implemented use of Larson's Math, Lexia, and Accelerated Reading software instruction CompassLearning, and other assessments through benchmarks
- Our Staff is "Highly Qualified" according to requirements of No Child Left Behind
- National Board Certified Teachers
- CATCH School
- Recorder Club
- Chorus
- Student Council

- Art Club
- Terrific Kid Program
- Sunshine Math
- Junior Achievement
- SEEDS reading program
- Science Fair
- Safety Patrols
- Student Recognition at quarterly awards program
- Accelerated Reader
- Bucket Filling School
- 100 Bears Reading Club for Kindergarten and first grade
- 7 Habits of Happy Kids Children's Program
- After School Care Program
- Good News Club
- Poppin' Math Facts

School Profile

Bryson Elementary School is located between Fountain Inn and Simpsonville, two suburbs of Greenville. The two communities have an estimated combined population of 36,000 and offer a variety of occupational opportunities including service, manufacturing, retail, and farming. Both cities have a strong sense of community and support local schools. These communities have experienced tremendous growth in recent years as international manufacturing companies having expanded into the surrounding community bringing workers from both here and abroad. Many new subdivisions are being built which feed into the school.

The Greenville community offers potential resources and strengths. Major manufacturing plants in the area include Kemet, Cryovac, Woven Electrics, BBA Non-wovens, Michelin, Hitachi, BMW, and General Electric. Colleges and universities include Greenville Technical College, Bob Jones University, and Furman University. Additionally, coursework from Clemson University, Lander University, University of South Carolina, Wofford College, and Converse College is offered at The University Center of Greenville. The Greenville County Art Museum, Peace Center, Roper Mountain Science Center, and local public libraries offer opportunities for enrichment.

Bryson is an integral part of the communities that we serve as both recipient and donor of time and talents. Many local businesses support our Spring Carnival, provide student incentives, and offer fundraisers. Our school contributes to the community by raising money for the March of Dimes, Blue Jeans for Babies, Jump Rope for Heart, and Operation Christmas Child. We also sponsor food drives for the Golden Strip Support Center, visits to local nursing homes, and our students correspond with deployed troops.

Local and School Leaders

Bryson Elementary is located in Simpsonville, South Carolina. Bryson Elementary School is recognized as a leader in public education. For the 2011-2012 school year, Crystal Ball O'Connor is the School Representative and the SIC chairperson is Benedicte Eades.



The Leadership of Bryson Elementary

Our principal is Thomas Chambers. He has served as principal of Bryson Elementary for 14 years. Mr. Chambers received his Bachelor's in Music Education from Lander College and his Master's of Education and Education Specialist degrees from Clemson University. Mr. Chambers was a choral and music history teacher, as well as assistant principal and coach in several Greenville County Schools.



Ms. Leda Young joined the Bryson Elementary School Staff in 2013 to serve as assistant principal. Ms. Young is in her eleventh year of school supervision and administration in Greenville County. Prior to school leadership, Ms. Young was a special education teacher. She holds a BS in Elementary Education from Bennett College and a Master's Degree in Administration and Supervision from Furman University. Ms. Young is certified in elementary education, supervision, and as an elementary principal.

Bryson Elementary principal Mr. Chambers has been our lead decision maker and principal for 15 years. Historically, decisions were made by the principal, faculty council, and District administration. With increased demands for higher student achievement and accountability at the classroom level, more teachers are involved in the decision-making process.

After our self-assessment, everyone recognized that we needed greater faculty and staff buy-in if decisions were to lead to substantive school improvement. Faculty also realized that we needed a leadership or decision-making structure that would help us implement our vision. A decision-making structure was designed to clarify the process and responsibilities of participants. This structure is shown on the next page and described below.

A leadership team, made up of the principal, assistant principal, instructional coach and chairperson of each of the action teams, was established to:

- Coordinate the work of the different committees
- Keep everyone informed about the work of all committees
- Integrate the findings and recommendations of committees

- Schedule time during faculty meetings for discussion of recommendations as they were being developed, thereby allowing input into recommendations throughout the process

It was the responsibility of the leadership team members to inform their teams of leadership team discussions, and to bring concerns back to the leadership team to be addressed.

We created study teams to implement our shared vision and to recommend a plan within each area. We truly wanted the action plan to be owned in the same way that our vision is shared. We also felt that if we could effectively communicate each team's findings, the entire school community could grow as a result. These study teams in essence became the backbone of the decision-making structure.

The following focus teams/committees are in place to achieve our vision:

- Faculty council - comprised of the principal, the assistant principal, IC, and grade level chairpersons. The committee meets monthly, or as needed, to voice concerns, share ideas and/or information. Each grade level chairperson summarizes contents of faculty council meetings with their respective grade levels.
- Accelerated Reader - the media specialist, Debbie Wolfe, is in charge of this program. This is a school wide program that encourages students, faculty members, and parent volunteers to read. Anyone wishing to participate simply reads an Accelerated Reader book and then takes a computerized comprehension quiz. If the individual scores an 80% on the quiz, they have passed. Points are awarded for each test passed.
- Math Team – Comprised of teachers from each grade level plus a Special Education representative, this committee correlates our work with State and District curriculum standards and initiatives and oversees common assessments.
- Science/Health – The Science/Health team is led by a third grade classroom teacher, Lisa Hoffman. This committee is comprised of grade level representatives, a physical education teacher, and a special education teacher. The purpose of the committee is to share Next Generation Science Standards, voice concerns, and to generate community involvement in healthy lifestyles choices.
- Intervention Team- The Intervention Team is led by Sherri Harling, a reading intervention teacher and is conducted within each grade level. The Intervention Team provides assistance to parents and classroom teachers who have identified students who may be in need of more specific modifications. Suggestions are given for the teacher/parent to implement and approximately two weeks later; these suggestions are reviewed to determine their impact on the student. If they have been helpful, they will be continued for as long as they are needed. If they have not been helpful, the team may decide to refer the student on to the school psychologist for additional testing to determine if the child has learning disabilities. Each team conducts meetings once every month.

- English Language Arts Team – The ELA team is comprised of representatives from each grade level, plus related arts and Special Education. This group coordinates implementation of Common Core State Standards, Power Writing, and student success.
- Social Studies Team – The Social Studies committee is made up of our grade level representatives, an art teacher, and a counselor. The school's district Social Studies contact leads the team. She shares all information from the district with grade level representatives. They led the implementation of South Carolina's new Social Studies standards along with the integration of ELA standards.
- Technology Committee – The technology committee is made up of representatives from each grade level, related arts, and special education. This group develops technology plans for students and school.

The History of Bryson Elementary

Bryson Elementary School, built in 1960, originally served as a segregated school for students in grades one through seven. The school was named in honor of the late Joseph Raleigh Bryson, who served as a United States Representative from January 3, 1939 to March 10, 1953. The school integrated and reorganized to serve students in kindergarten through fifth grade during the 1970s.

The original facility, built using the Florida plan of separate classroom pods, could accommodate 350 students. By the early 1990's, the student body had reached 563 and portable classrooms were added to accommodate the growing population. The facilities at Bryson Elementary include two multipurpose rooms, a gymnasium, library, computer lab, and a science lab.

In 1995 a new school was built across the field on the site of the former Bryson Middle School. The new Bryson Elementary School, with a capacity of 750 students, opened in 1995 with a student body of 510. Enrollment rapidly increased and portable classrooms were needed by the 2000 school year.

Partnerships

Bryson Elementary envisions our families, staff, and community working together to help our children succeed. As educators, we believe that this is a shared responsibility. Our goal is to explore and develop new strategies, beyond those that we already have in place, to increase, enhance, and fully utilize business partnerships. Our existing partnerships have proven to be invaluable in student achievement by offering one-on-one tutoring, classroom speakers, and programs that offer incentives. The tutoring, speakers, and programs brought to our school by partnerships provide independent practice and skill development activities that correspond to grade level standards. This has been evident in increased test scores and improved classroom performance.

The community will benefit from these partnerships by giving more students the opportunity to make academic gains which will put them on course for college and future careers. Our students will succeed in careers that will enable them to give back to the community. Better educated students will give businesses quality employees in the future. With these things in mind, we must have a clearly articulated partnership structure for the school so that the partners' efforts directly impact our students' success in school and in life.

Partnership Development

We have developed a partnership plan, as a part of our comprehensive school wide improvement plan, to ensure that our partners have the opportunity to contribute and benefit from these endeavors. It is our belief that our students have much to give to the community and that the community has much to give to our students.

We currently are benefiting from having parent volunteers that serve regularly in our schools. These parent volunteers serve our students in a wide variety of ways. Bryson Elementary has parent volunteers that coordinate programs that enhance our curriculum. For example, many parent volunteers worked effortlessly to organize the Sunshine Math program at our school. This program encouraged students to complete higher level thinking math problems. The volunteers used further partnership support by using incentives provided by members of the business community. Parent volunteers at our school also contributed by tutoring, being classroom speakers, and using the community as a source for monetary and material contributions.

It takes countless people working numerous hours to get a program such as Sunshine Math up and working in a school as large as Bryson Elementary. Therefore, without a high level of volunteer support, this and similar programs would never be realistic and we would not be able to see an increase in student achievement. The gains that have been made in student achievement are due to parent volunteers spending more than a couple of hours each week working at our school. In order to see continued success and academic gains, Bryson Elementary must not have a decline in parent volunteers and the number of hours that they help at our school.

Business partners have contributed greatly to our school. We have benefited from monetary contributions and donations, the donation of incentives that have been used to encourage student participation in worthwhile programs that increase student achievement, and additional volunteer hours that have been used to tutor students. We also have benefited from the large number of business partners that work with Bryson Elementary.

The following businesses and persons have contributed incentives to be used for student and teacher achievement and technology and science support.

- Applebee's
- Barnes and Noble Bookstore
- Lowe's
- McDonald's

- Baskin Robbins
- Bi-Lo
- Chick-fil-A
- Cracker Barrel
- Gatti-town
- Cryovac Division D.R. Grace & Co.
- General Mills
- Golden Skate
- Hillcrest Surgical Association
- Hillcrest Eye Associates
- House of Pizza
- Huggins' Tae Kwon Do
- Tony' Pizza
- Outback Steakhouse
- Papa John's Pizza
- Pepsi Cola Bottling Company
- Publix
- Ryan Homes-Quality Landscape
- Ryan's Steakhouse
- Simpsonville Rotary Club
- Savage Cabinet, Inc.-Caren Clark
- Simpsonville First Baptist Church
- Dr. Eric P. Thiess, DMD
- Target
- Upstate Karate
- Wendy's

The following businesses have made monetary contributions that have been used to support various programs:

- Bi-Lo
- Bosch Rexroth
- Cryovac
- Carpenter Cleaners
- General Mills
- Golden Strip YMCA
- Ingles
- Nationwide Insurance
- Para Chem
- Pepsi Cola Bottling Company
- Ryan Homes Landscapes
- Simpsonville Rotary
- Target
- Wal-Mart
- Waste Management
- Lowe's

The following businesses have contributed employee on the job time to work with identified "at risk" students and the "Bridges to Success" Program. These programs strive to improve student test scores and academic performance. They also coordinate with our guidance department in improving self-esteem and helping these students become motivated, responsible adults:
(Program older than five years)

- Mr. Sherwood Mobley
- Mr. Terrence Perry
- Dr. Michael Wood
- Wendy McNatt
- Brian Hoffman
- Ken Hoffman
- Greenville City Police Department
- Junior Achievement Participants
- Kemet
- Ashley Mitors
- Rob Wentzky

The following businesses have donated supplies and other items that have been used in various programs at our school:

- Arby's
- Chick-fil-A
- K-mart
- Pizza Hut
- Publix Grocery Chain
- Target

- McDonald's
- Wendy's
- O'Charley's
- Wal-Mart
- Sonic's

The Community of Bryson Elementary

School Personnel

The faculty at Bryson Elementary includes 36 regular classroom teachers, 4 full-time related arts teachers, 3 part-time specialists, 2 part-time specialists with an FTE of 3.2, 7 special education teachers, plus 1 full-time and 1 part-time (0.6 FTE,) guidance counselor. One Instructional Coach, with a full-time contract, works with all teachers to help raise student achievement. All teachers strive to create a nurturing classroom and school climate conducive to learning for all students. Including faculty and administration, there are currently 4 male and 58 female professional educators working at Bryson. Six members of the faculty and/or administration are African American; fifty-six are Caucasian.

Sixty-six percent (41) of all teachers have a Master's Degree or higher in their field, two teachers (3%) of all teachers have a Bachelors +18 in their field, and 15 teachers (24%) have a Bachelor's degree in their field. Two educators are National Board Certified teachers. Bryson Elementary, one of 51 elementary schools in Greenville County School District, is a public, suburban school which serves kindergarten through grade five. The school was built in 1960 and currently houses 853 students, 48 full-time teachers and 8 part-time teachers with a full-time equivalency of 4.8, plus 26 support staff. The average teacher salary in 2012-2013 was \$48,932. Bryson stresses the importance of daily attendance, the teacher attendance rate is 96.4%.

Figure 1 Years of Teaching Experience of Bryson Elementary Teachers

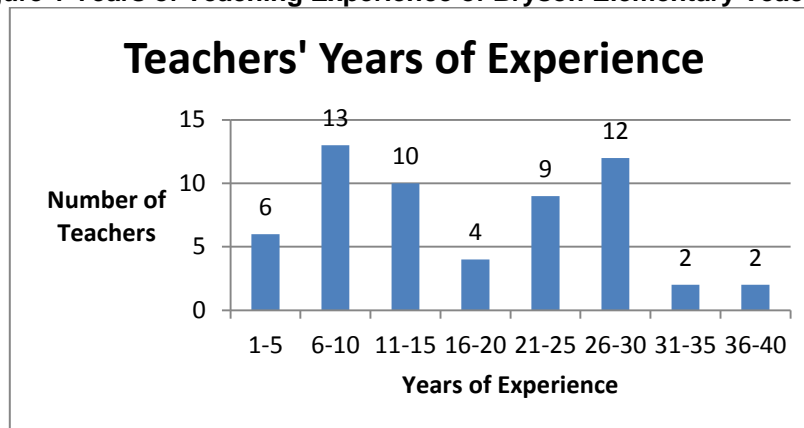
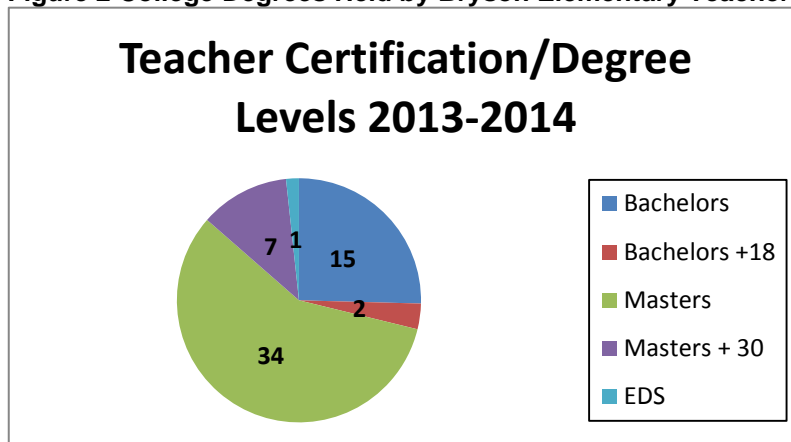


Figure 2 College Degrees Held by Bryson Elementary Teachers



The first graph shows the teachers' overall number of years of experience. The second graph shows a comparison of degrees held by our teachers. In addition to this data, our faculty also has 56 teachers who are computer proficient, as measured by State requirements.

Additional personnel include the school principal, assistant principal, secretary, attendance clerk, plant engineer and five other school custodians, a media clerk, and seven food services workers.

Other support personnel available to assist in meeting the needs of Bryson Elementary students include:

- Six kindergarten paraprofessionals
- Four special education paraprofessionals
- One full time school nurse

Our classroom level student/teacher ratio is:

- 22.3 to 2 in Kindergarten
- 21.9 to 1 in 1st grade
- 22.5 to 1 in 2nd grade
- 23.3 to 1 in 3rd grade
- 24.3 to 1 in 4th grade
- 29 to 1 in 5th grade

Student Population

Bryson serves a culturally diverse population of students. The racial/ethnic make-up of students in Bryson in 2013-2014 was 57.2% white, 23.1% African-American, 13.8% Hispanic, 1% Asian, and 5% two or more races. Dedicated to meeting the educational needs of all students, Bryson serves 158 (18.5%) students with disabilities. Additionally, 67 (7.9%) Bryson students participate in the District's gifted and talented program. Bryson also serves over 71 (8.3%). K-5

students who meet the state specifications for English for Speakers of Other Languages (ESOL).

At the beginning of the 2007 school year, Bryson Elementary had an enrollment of 1,035 students with some portable classrooms in use. In 2008, 200 of Bryson's students were rezoned to the new Rudolph Gordon Elementary School to relieve the over-crowded conditions at Bryson. Five classroom teachers were assigned to the new school as well. All classroom teachers are now teaching inside the building, eliminating the need for portable classrooms.

Bryson Elementary enrollment configuration by grade level is as follows:

<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
Grade K –127	Grade K -132	Grade K – 144	Grade K - 123	Grade K-143	Grade K-134
Grade 1 – 147	Grade 1 -157	Grade 1– 145	Grade 1 - 155	Grade 1-139	Grade 1-153
Grade 2 – 124	Grade 2 -133	Grade 2 – 144	Grade 2 - 144	Grade 2-146	Grade 2-135
Grade 3 – 159	Grade 3 -142	Grade 3 – 138	Grade 3 - 146	Grade 3-140	Grade 3-140
Grade 4 – 144	Grade 4-159	Grade 4 – 142	Grade 4 - 137	Grade 4-140	Grade 4-146
Grade 5 – 151	Grade 5 -148	Grade 5 - 160	Grade 5 - 143	Grade 5-130	Grade 5-145
				Sp. Ed.-12	
<u>Total – 852</u>	<u>Total – 871</u>	<u>Total - 873</u>	<u>Total - 848</u>	<u>Total - 847</u>	<u>Total - 853</u>

Figure 3 Bryson Elementary Student Enrollment

Enrollment at Bryson Elementary has changed across the past several years. This is the result of rezoning due to the construction of additional elementary schools. In 2001-2002, several students were rezoned to Fork Shoals Elementary. In 2002-2003, a large number of our students were rezoned to Bell's Crossing Elementary. In 2008-2009, additional students were rezoned to the new Rudolph Gordon Elementary. Student average daily attendance is 96.1%.

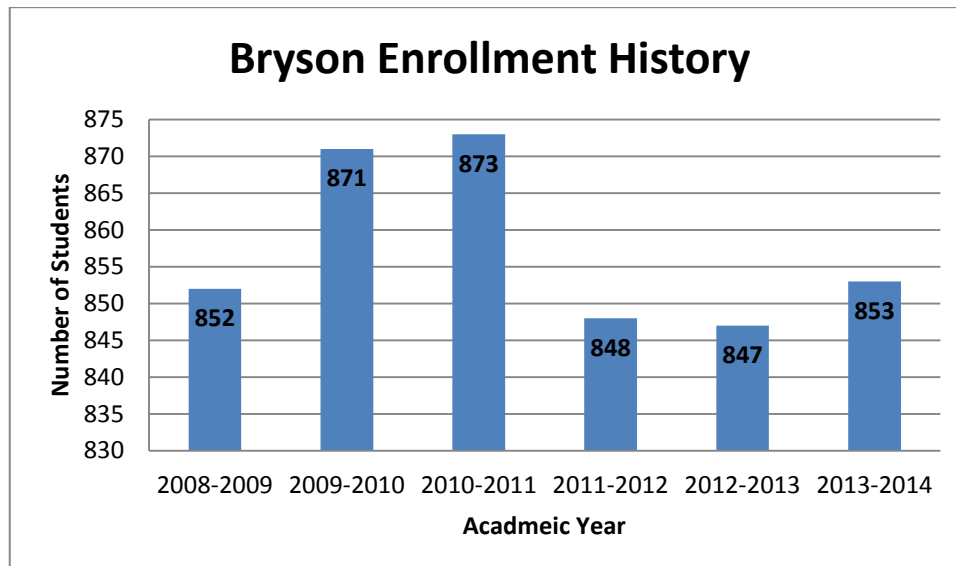
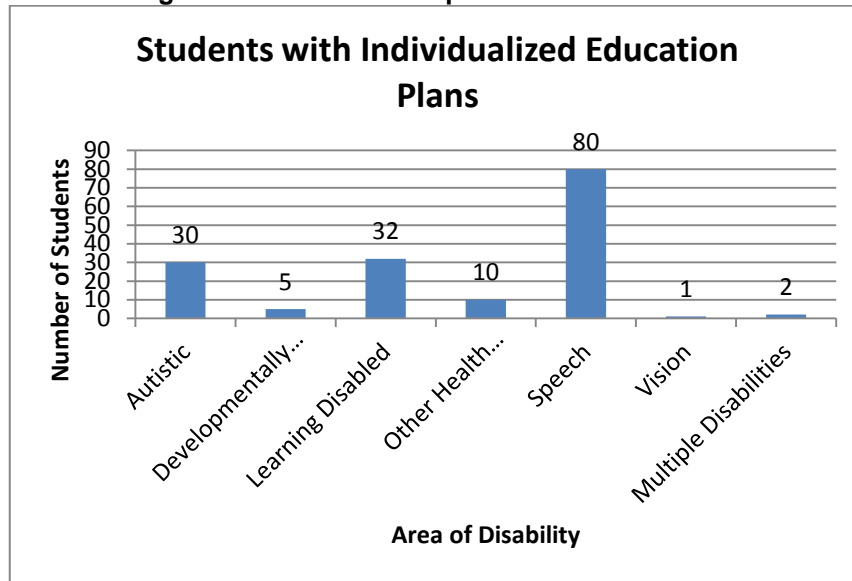


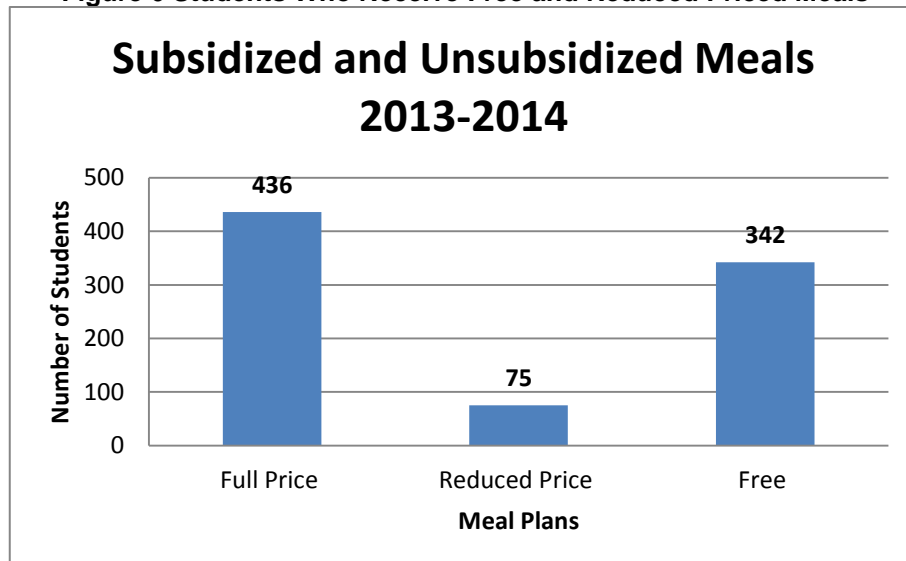
Figure 4 Bryson Elementary Student Enrollment

Figure 5 Students with Special Education Needs



Bryson Elementary and the District strive to meet the needs of all children. Support programs in special education are in place to assist children with academic difficulties. Bryson Elementary has one self-contained learning disabled classroom which is staffed with a teacher and a paraprofessional. Bryson Elementary also has two self-contained EM Neurological classes which are staffed with two full time teachers and three paraprofessionals. One full time resource teacher is also available to serve students in a pull-out model. In addition, one full time speech therapist and a half time speech therapist also work with students in pull-out programs.

Figure 6 Students Who Receive Free and Reduced Priced Meals



Seventy-five of the 853 students who attend Bryson Elementary School receive reduced lunch and 342 students receive free lunch. The other 436 students pay full price for school lunch. The Bryson Elementary School Report Card for 2013 indicates that the poverty index is at 63.8%. This percentage is based on the number of students who receive free and reduced meals and Medicaid and represents an increase from the 59.17% reported in 2010-2011.

Figure 7 Ethnic Breakdown of Students (2008-2009)

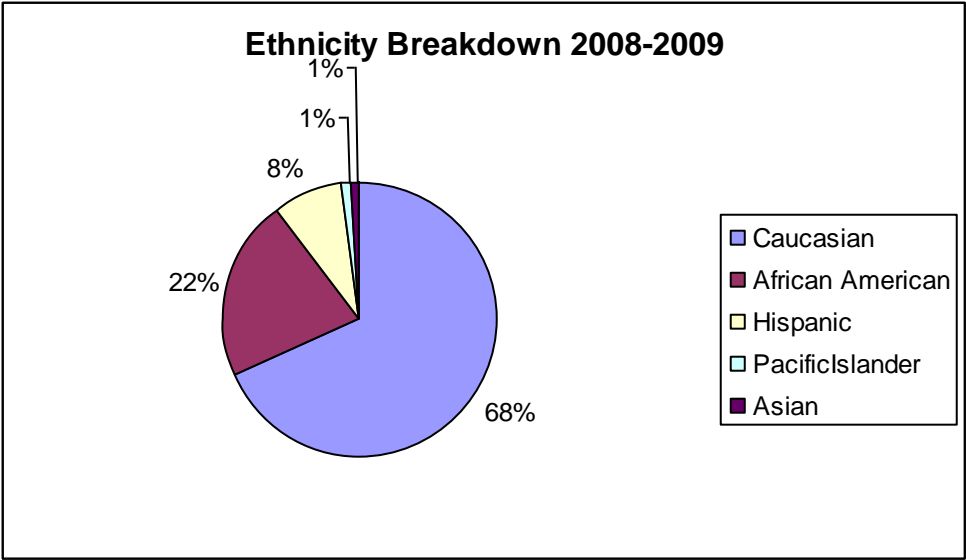
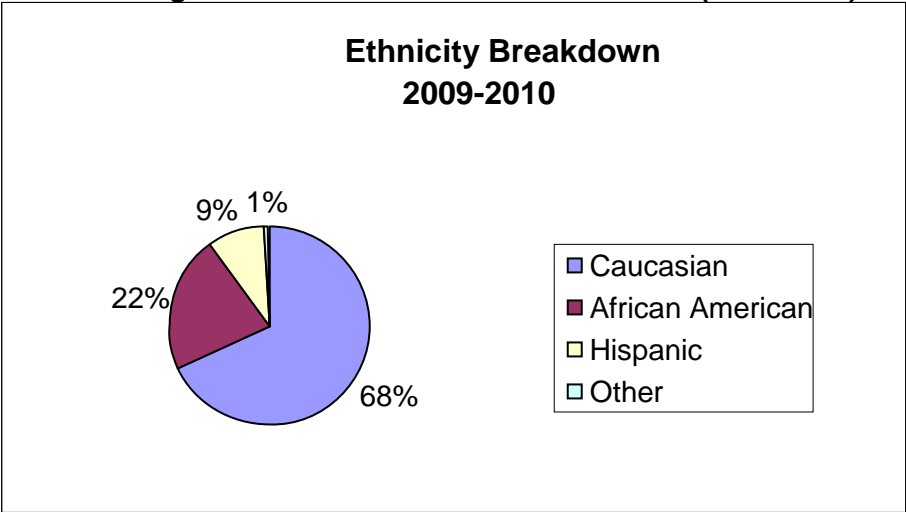


Figure 8 Ethnic Breakdown of Students (2009-2010)



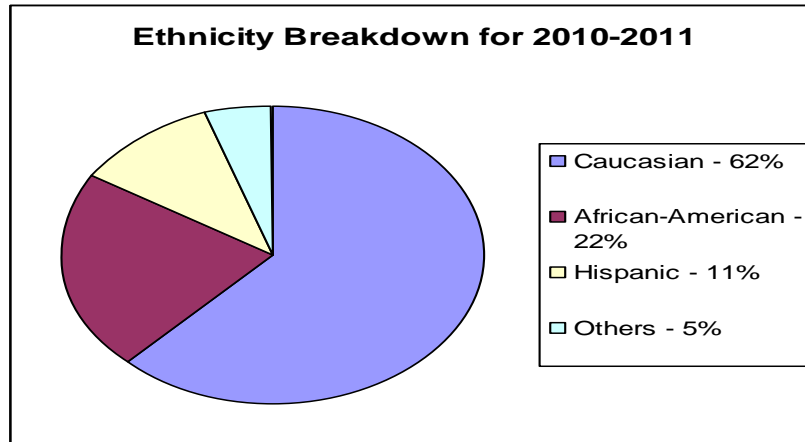


Figure 9 Ethnic Breakdown of Students (2010-2011)

Figure 10 Ethnic Breakdown of Students (2011-2012)

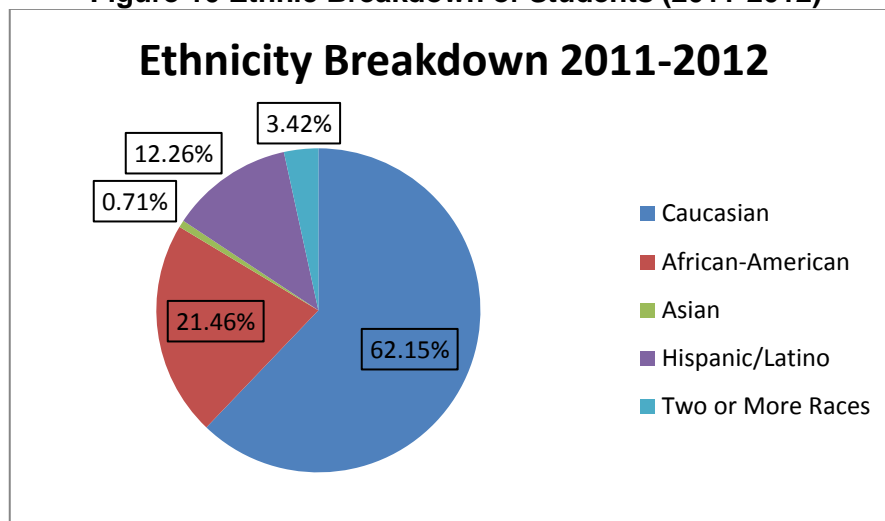


Figure 11 Ethnic Breakdown of Students (2012-2013)

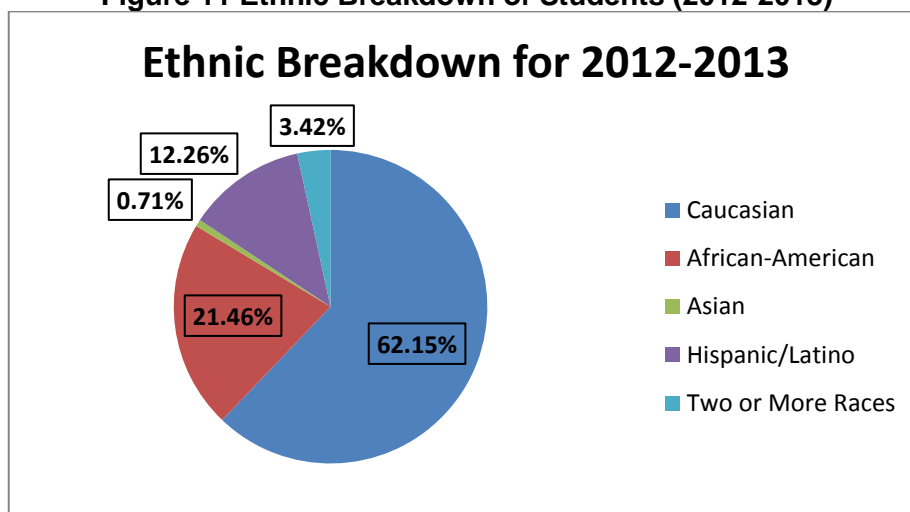
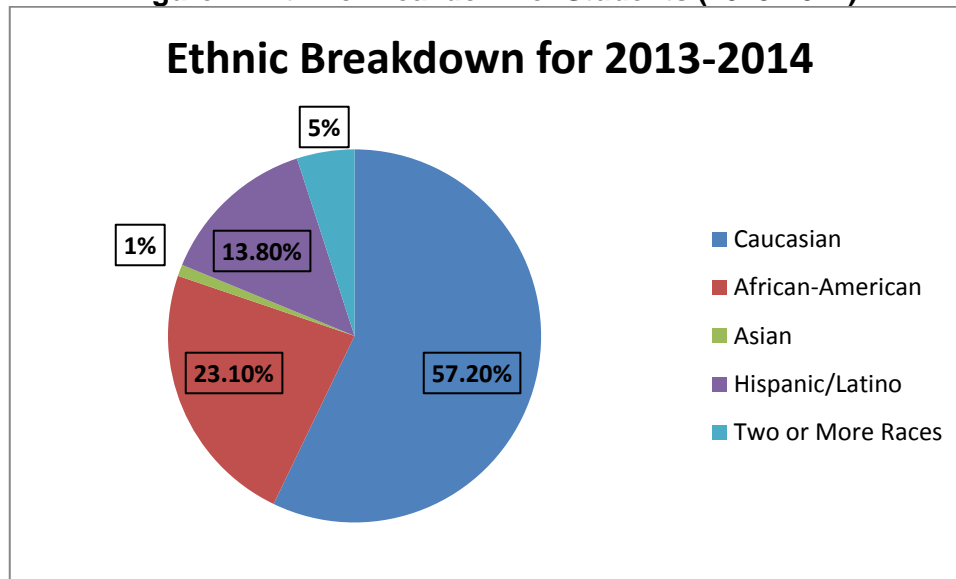


Figure 12 Ethnic Breakdown of Students (2013-2014)



Currently the student body at Bryson Elementary is comprised of 57.2% Caucasian, 23.1% African American, 13.8% Hispanic, 1% Asian, and 5% are classified as having two or more races as shown in the graph above. Over the past several years, our population has changed due to several rezoning mandates that affected our attendance area and due to local population trends. As one can see from the charts, the overall population remains Caucasian. The primary languages are English and Spanish. Over the course of five years, the Caucasian population has decreased from 72% to 57.2%. Our Hispanic population has grown from 6% to 13.8%. African-American population has a slight increase from 22% to 23.1%. About 200 of our students were rezoned to the new Rudolph Gordon Elementary School several years ago. The other categories include 43 students of 2 or more races and 8 Asian students, totaling 6% of our student body. Our diversity increases.

Bryson stresses the importance of daily attendance for all students and teachers. As reported in the 2013 Report Card, Bryson had an average student attendance rate of 96.7% The annual student retention rate was 1.1%, a decrease from 1.7%.

Major Academic and Behavioral Features

Our highest priority is implementing the strategies related to our vision. Our school-wide strategies to increase student learning during the 2011-2012 school year include continued emphasis on and implementation of differentiated instruction, Learning Focused and Quality Tools strategies in the classroom. We will continue to focus on school-wide participation in the Accelerated Reader program with classroom and school-wide goals, with emphasis on specific targeted skills in writing, English Language Arts, and math. Early identification of students who need additional academic support to increase Map scores and continued use of Data notebooks is ongoing.

Currently all classroom teachers are trained or participate in the research-based Fountas and Pinnell, a balanced literacy program for ELA Classroom teachers use Houghton Mifflin Mathematics, Every Day Counts, the Math Steps program, and the After School Math Achievers Kits, which are all research-based. In science classes, teachers use standards-based kits provided by the district for hands-on classroom instruction in content and processes. All teachers participated in David Langford's Quality Tools training. Bryson Elementary teachers have also participated in the CEEM program to enhance math and reading instruction through grade-level and cross grade-level collaboration teams. At each grade level, teachers are encouraged to work together as teams. We also work across grade levels to ensure vertical integration of learning. Working with focus groups of students to address specific needs is integral to our program. Teachers use various forms of assessment to identify students who may need extra assistance. The goal is for students to master the skills (standards) on each grade level with 80% accuracy or above.

Lexia Reading

- Independently completed computer program across all grade levels
- Various levels of ability, and tracks and records progress
- Develops and enhances phonetic and technology skills

Larson's Math

- Independently completed computer program across all grade levels
- Tracks and records progress
- Enhances mathematic standards

Sunshine Math

- Optional extracurricular program, targets all grade levels
- Addresses development of higher level math strategies and concepts
- Completed at home
- Driven and maintained by volunteers

Everyday Counts Calendar Math /Partner Games

- Daily interactive math program
- Professional training required and provided for teachers
- Teacher driven and led
- Developed for and implemented across all grade levels
- Addresses key mathematical concepts
- Builds on previous concepts and lessons
- Instrumental in increasing math proficiency and test scores
- Develops multiple strategies, open-ended questions, and higher level thinking skills
- Fosters children's mathematical confidence and competence

Accelerated Reading

- Encourages reading a variety of text both at home and school
- Teacher driven
- Utilizes parent volunteers for record keeping

- Includes grades one through five
- Availability of books covering multiple reading levels
- Designed to increase comprehension and vocabulary skills
- Increases technology skills
- Visual incentives covering all levels
- Awards given at various stages of success

Starfall

- Reinforces phonetic awareness and skills
- Increases oral reading and vocabulary skills
- Includes kindergarten, first grade, and special education children
- Teaches and promotes self confidence in technology skills
- Supplemental material available for reinforcement

Hands-on Science Lab

- Lab experiences provided as needed for third, fourth, and fifth grades
- Taught by classroom teacher
- Reinforces curriculum standards

Vertical Teaming

- Cross grade levels meet with a lower or higher grade level to discuss ways to improve/adjust curriculum to benefit all students

MAP (Measures of Academic Progress)

- Computer generated diagnostic achievement tests for math and reading
- Gives immediate results
- Test given is adjusted to student performance level

Compass Learning

- Computerized, individualized work in various academic areas
- Assignments generated by MAP performance levels and classroom teacher
- Students use weekly
- Students maintain data notebooks to chart progress

Poppin' Math Facts

- Timed fact quizzes for 2nd-5th grades in addition, subtraction, multiplication, and division
- Administered weekly
- Students earn ribbons and awards for mastery of facts
- Purpose is to increase fluency with basic math facts
- Students become Math Coaches and tutor peers in class

AIMSweb

RTI

- **Kindergarten**
- **First Grade**

Soar to Success

Fountas and Pinnells Balanced Literacy Model

QUALITY TOOLS/ CONTINUOUS IMPROVEMENT

- Helps students see improvement in their work and encourages responsibility
- Graphic organizers are effective tools used to summarize information

Mission, Vision, and Beliefs



Mission Statement of Bryson Elementary School

The mission of Bryson Elementary School is to provide diverse educational experiences that encourage responsible, productive, and creative individuals to become independent lifelong learners.

The Vision of Bryson Elementary School

The vision of Bryson Elementary School is for our students to become independent, moral, and responsible. We envision a safe, structured, and stimulating environment in which students can utilize and optimize their own unique capabilities. We aspire to develop well-rounded students to be productive citizens in an ever-changing society.

Our Beliefs

- We believe a student's success is the shared responsibility of the community, parents, students, and staff.
- We believe children learn best in a safe, structured, and stimulating environment.
- We believe educational experiences should prepare students to be moral, responsible, productive citizens and independent thinkers.

- We believe each child has academic potential and, when challenged, can achieve personal success.
- We believe all students have the ability to learn and should remain actively engaged in learning through a fundamentally based curriculum enhanced by technology and an integrated art program.
- We believe each child can grow socially and emotionally while developing strong values and self-discipline.

Data Analysis and Needs Assessment

Instructional and organizational priorities at Bryson Elementary focus on the needs of developing lifelong learners. Following the tenets of Total Quality Education and Learning Focused, teachers implement student learning goals, student data notebooks, and quality tools such as lotus diagrams, consensograms, force field analysis charts, and affinity diagrams to assist students in organizing learning. A balanced literacy program fashioned after Fountas and Pinnell model encourages direct reading instruction, student self-selected reading, writing instruction, and practice with vocabulary development. Examples of technology integration can be seen in every classroom at every grade level. A district technology refresh program at our school distributed laptop computers to every classroom teacher and provided two rolling wireless laptop carts for school use. Science instruction is driven by district science kits which are closely aligned to state science standards. Our building houses a science lab which is available to all teachers for use with their students. Instruction in mathematics is a three-pronged effort: the Houghton-Mifflin math series recently adopted by the District, Everyday Counts Calendar Math, and Larson's Math, to meet the needs of students at all ability levels. Teachers meet in professional learning communities to plan and to develop benchmark and other common assessments, in accordance with Common Core State Standards in ELA and Mathematics along with South Carolina curriculum standards for Kindergarten through fifth grade in science and social studies. Students are encouraged to develop personal discipline through our guidance programs.

Each year the staff reviews the school's long-range plans to determine areas of strength and needed emphasis in our curriculum. By analyzing student performance on standardized tests, (Iowa Test of Basic Skills and the Palmetto Achievement Challenge Test, now Palmetto Assessment of State Standards) teachers identify areas of need and can set grade-level-specific and school-wide academic goals. Our instructional focus is guided by four essential questions: What do students need to know and be able to do? How will we know they have learned it? What will we do when they haven't learned it? And what will we do when they already know it? The administration guides the staff through a review of the long-range plan each spring in order to develop plans for the following school year. Data teams review student progress three times annually. The faculty reviews long-range plans to determine which strategies have been successful in raising student achievement and which have not. The ones

that have not resulted in desired outcomes will be removed from the plan. Those strategies that have been successful will be included as integral parts of the system.

For two years, our focus has been Mathematics. Teachers have been trained in the use of and have implemented Everyday Math Counts Calendar Math daily. In kindergarten, first and second grades, classroom teachers administer the End of the Year Math test in August, December, and March to track student progress and to alert the teacher to skill areas needing more attention.

During 2009-2010, the staff determined that we should re-focus our efforts on Reading. Our resources have been directed toward the purchase of computer software to enrich and remediate student progress. Students and teachers now have the Lexia program available. The Early Literacy Survey is used to screen every kindergarten student and is used as a baseline and to prescribe practice activities in the Early Reading program of Lexia for Kindergarten, first, and second grades. A Response to Intervention (RTI,) teacher meets with designated students for remediation purposes, with a focus upon early reading intervention.

For 2010-2011, our goals focus on specific areas of weakness, as identified through analysis of PASS data. For writing, our focus areas are "Content" and "Conventions." For English Language Arts, the focus is "Informational Text." For math, the weakest instructional area, and thus our focus, is "Algebra." In addition, we emphasize the use and integration of Quality Tools and Learning Focused strategies and the development of common assessments at all grade levels.

For 2011-2012, after analysis of PASS data, the staff determined that we should refocus our efforts on Math. The school implemented grade-level common planning. Teams developed common formative math assessments to identify learning needs of students. Teachers strategically provided opportunities for remediation throughout the instructional unit. A school-wide math initiative, Poppin' Math Facts, was implemented in January. The goal was to increase student fluency and motivation with addition, subtraction, multiplication, and division facts. Students earned awards for their progress.

For 2012-2013, Bryson Elementary School offers intervention services through an early morning tutoring program. As a result of this and other efforts, our student test scores have risen. We have made every effort to address the needs of our identified subgroups and have strategies in place to assist students of all ability level to realize their potential. Grade levels have begun data analysis of weekly common formative math assessments. Students in third, fourth, and fifth grades are offered afternoon tutoring based on weekly analysis of math assessments on Tuesdays and Thursdays.

For 2013-14, Bryson Elementary offers intervention services through an early morning tutorial program as well as an afterschool homework help in grades 3-5. Grade levels continue data analysis of weekly common formative math assessments.

Measures of Academic Progress (MAP)

Student Achievement

Current Conditions

Our 2009-2010 PASS scores earned a Palmetto Gold Award and a Palmetto Silver Award for Closing the Gap. In 2011-2012, Bryson Elementary received an Absolute Rating of Excellent for substantially exceeding the standards for progress toward the 2020 South Carolina Performance Vision. Our 2012-2013 PASS scores earned a Palmetto Gold Award for Achievement and a Palmetto Gold Award for Closing the Achievement Gap.

Current Strategies Used to Increase Student Learning

Our school-wide strategies to increase student learning during the 2010-2011 school year include emphasis on and implementation of differentiated instruction in the classroom, Learning Focused strategies, focus on school-wide participation in the Accelerated Reader program with classroom and school-wide goals, emphasis on writing skills and standards with quarterly school-wide writing prompts, early identification of students who need additional academic support to increase MAP and PASS scores, and implementation of Quality Tools including data notebooks. Our achievement focus areas include “Content” and “Conventions” in writing, “Informational Texts” for English Language Arts, and “Algebra” for math. These areas of focus were selected based upon an analysis of PASS results during 2012-2013. In the 2013-2014 school year, PASS and MAP results indicated that the areas of focus would be on Informational Texts, Voice and Content, and Measurement.

Currently all classroom teachers are trained or are participating in on-going training in the research-based Fountas and Pinnell’s Balanced Literacy for ELA. Classroom mathematics teachers use Houghton Mifflin Mathematics, Every Day Counts Math, the Math Steps program, and the After School Math Achievers Kits, which are all research-based. In science classes, teachers use standards-based kits provided by the district for hands-on classroom instruction in content and processes. All teachers are participating in David Langford’s Quality Tools for Schools training. Learning-Focused strategies and Best Practices are demonstrated in monthly staff development meetings. Bryson Elementary teachers have also participated in the CEEM program to enhance math and reading instruction through grade-level and cross grade-level collaboration teams. At each grade level, teachers are encouraged to work together in teams. We also work across grade levels to ensure a continuum of learning.

Using Student Achievement Data

It is now easier than ever to systemically use data to make informed decisions about the instructional program. For example, MAP data is readily available from the NWEA database. . As a result, students who need additional support are identified earlier with a greater chance of academic success. In addition, our benchmark assessments, administered quarterly, are used as formative assessment to inform the instructional process. Annual PASS results allow us to identify areas in need of focus throughout the school.

Student Support Systems

Recognizing that some students need additional support unavailable in the regular education classroom, Bryson Elementary has worked with the District to provide a variety of special services.

- We have two full-time resource teachers to work with students with learning disabilities and other health impairments. Grades three and five are an inclusion model, and other grades are in a pull out model. Students leave their regular education class to receive direct, small group instruction in the resource room. The resource teacher works in collaboration with classroom teachers to inform them of student Individualized Education Program (IEP). We also have three self-contained Special Education classes.
- When a teacher believes a student has special needs that might require additional attention, the student is referred to the Assistance Team. The purpose of the team is to try to match student needs with resources that are available through the school, District, or community.
- Other support systems available to our students include: Speech Therapy, Occupational Therapy, ESOL teacher, SEEDS Program, Before School Program, Accelerated Reader Program Summary of Progress, Lexia Early Reading, Larsen's Math Programs, Sunshine Math, and a Reading Intervention Specialist, Response to Intervention.
- **AIMSWEB/RTI-** This is an intervention that supports kindergarten and special education students who needs extra support in ELA.
- **Soar to Success-** This program supports students in first grade who needs extra support in reading.

Summary of Progress

We have a clear path for increasing student achievement before us. With accessible student achievement data, teachers are able to differentiate instruction to meet the unique needs of our students. We continue to provide additional support in reading and math for identified low-achieving students and make use of focus groups for this purpose.

Next Steps

The Bryson Elementary staff agreed that the following needs to occur at the school level with respect to student achievement. The staff needs to:

- Continue emphasis on differentiated instruction to meet student needs.
- Focus on English Language Arts.
- Focus on Mathematics
- Evaluate existing programs and refine or eliminate as needed.

Root Causes

2012-2013- Bryson Elementary is a large school with a population of 853 students, of which 417 qualify for free or reduced lunch. In addition, our school currently provides 18% of the population with special education services. Seventy-one students qualify for ESOL services, or 8.3 percent of the school population receives English as a Second Language services.

What factors contribute to academic weaknesses?

- Transient community
- Changing socioeconomic conditions in society and our local community
- Some perceived lack of adequate parental support to foster academic growth at home
- Some students demonstrate poor levels of motivation

What are the gaps in student achievement?

Over the years from 2009-2013, there has been sufficient improvement in the achievement of subgroups. African Americans, Hispanics, and Subsidized meals met the Annual Measurable Objective (AMO) in several subject areas. Although our Disabled Students have made gains, they did not meet the Annual Measurable Objective.

What are the gaps in English/Language Arts?

Scores reveal that the gap is closing between our subgroups and White student performance and free-reduced lunch vs. paid lunch students scoring Met and Exemplary. We continue to focus on these subgroups by providing additional support programs.

What are the root causes in English/Language Arts?

Based on strategies applied at all grade levels, Focus Groups, CompassLearning, Descartes, benchmark analysis and other strategies, students are meeting their target growth goals in ELA. Our lowest scoring groups in ELA in 2012-13 were our African-American students at 73.6% Met or Exemplary, which is higher than the district average, and our Disabled students at 45% Met or Exemplary.

What are the gaps in Math?

With regards to scoring Met and Exemplary on PASS Math, White students (85.9%) outscored Hispanic (79.2%), and African Americans (71.4%) students in math.

What are the root causes in Math?

Students are scoring significantly better in math because teachers have discovered through the CEEM process that discrepancies exist between grade levels in the ways standards are interpreted and presented. Moreover, we have determined that math terminology needs to be consistent among/across all grade levels.

Student Achievement

Improved student achievement is an ongoing goal area for Bryson Elementary. The objectives of this goal area are to increase the number of students in grades 3, 4, and 5 who scored Met or Exemplary on PASS. Several strategies have been implemented at our school to reach this

goal. School-wide initiatives such as Accelerated Reader and our writing project, including quarterly prompts and benchmarks, provide opportunities for students to improve their understanding of concepts assessed by PASS while also working towards meeting common goals. Curriculums such as Fountas and Pinnell and Everyday Counts Calendar Math teach and reinforce basic ELA and math skills. In addition, our school continually assesses academic levels through MAP testing and Benchmark testing to pinpoint areas of weakness. Furthermore, Bryson Elementary has initiated weekly common formative math assessments to identify and remediate students. Along with these strategies and programs, Bryson Elementary has developed a professional development plan that addresses the objectives stated in the goals. The professional development plan includes many different strategies that will help reach our goals.

Figure 12 Reading/Research PASS Test Results for All Students

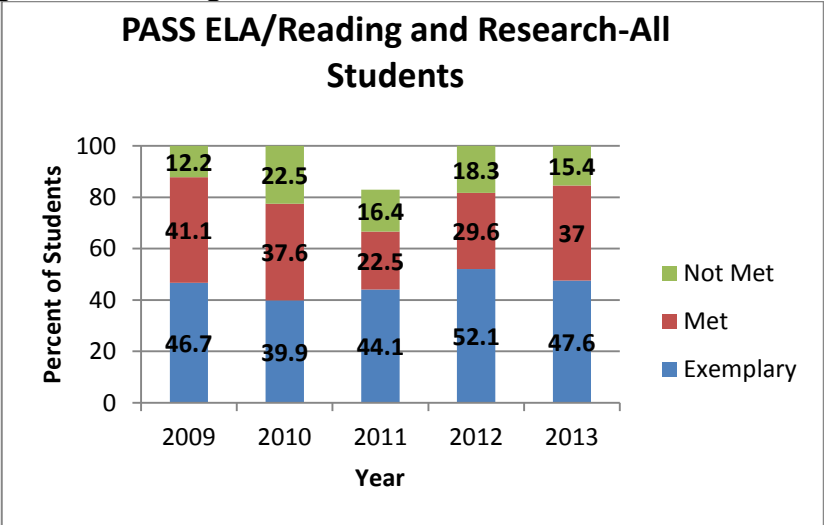


Figure 13 English/Language Arts/Reading and Research PASS Test Results for Third Grade

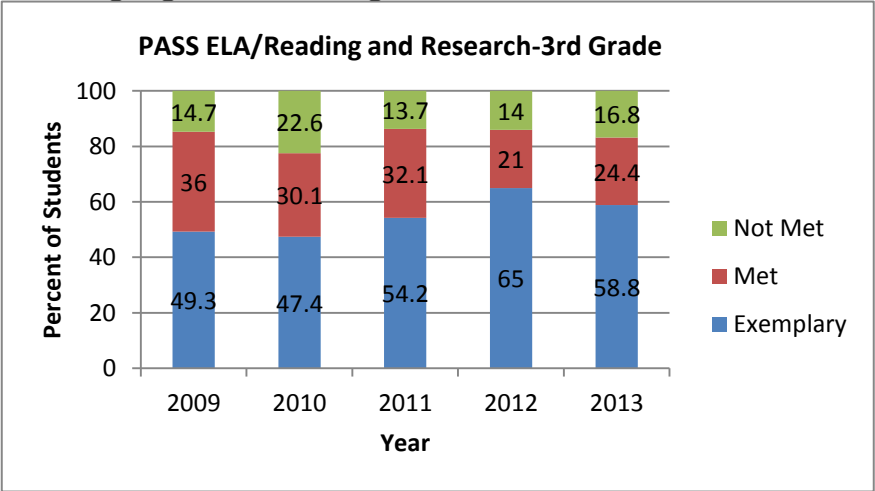


Figure 14 English/Language Arts/Reading and Research PASS Test Results for Fourth Grade

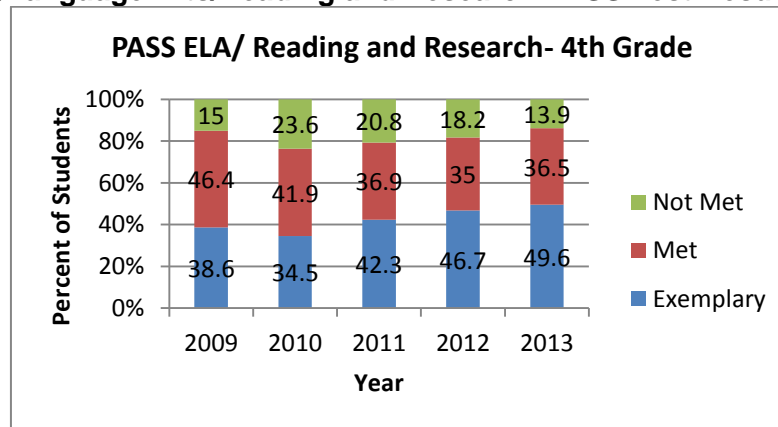


Figure 15 English/Language Arts/Reading and Research PASS Test Results for Fifth Grade

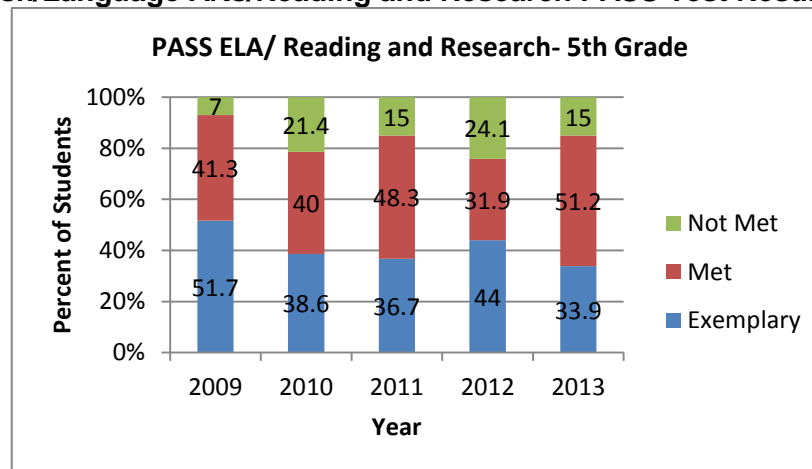
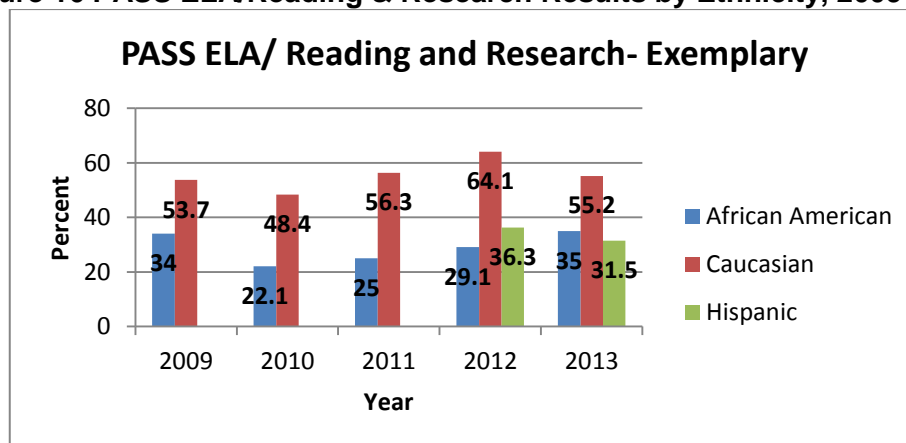


Figure 16 PASS ELA/Reading & Research Results by Ethnicity, 2009-2013



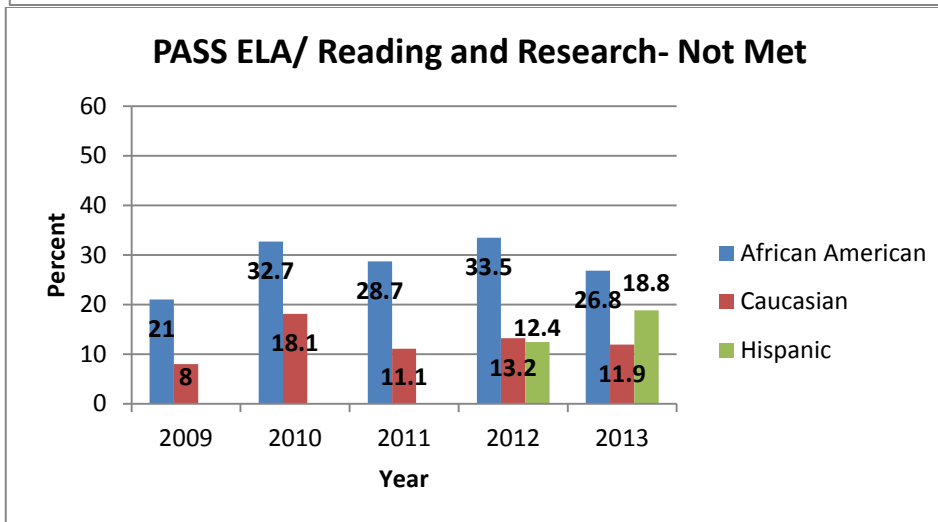
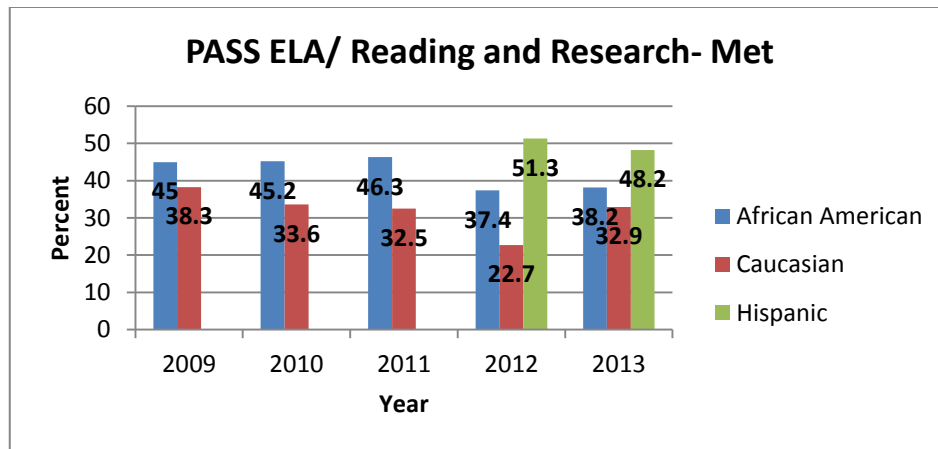


Figure 17 PASS Writing Test Results for Fifth Graders, 2009-2012

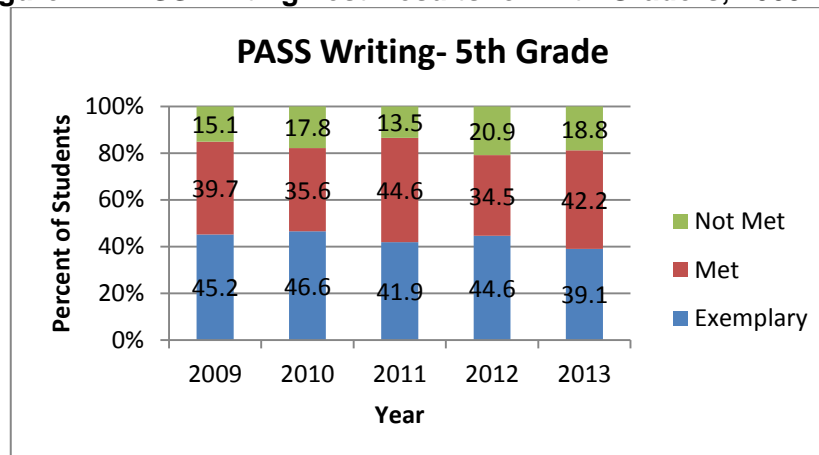


Figure 18 PASS Writing Test Results for All Students 2013

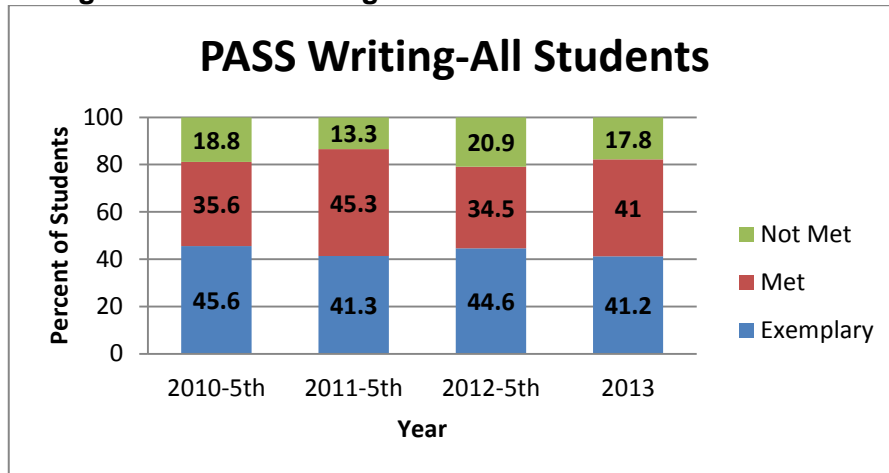


Figure 19 Math PASS Test Results for All Students

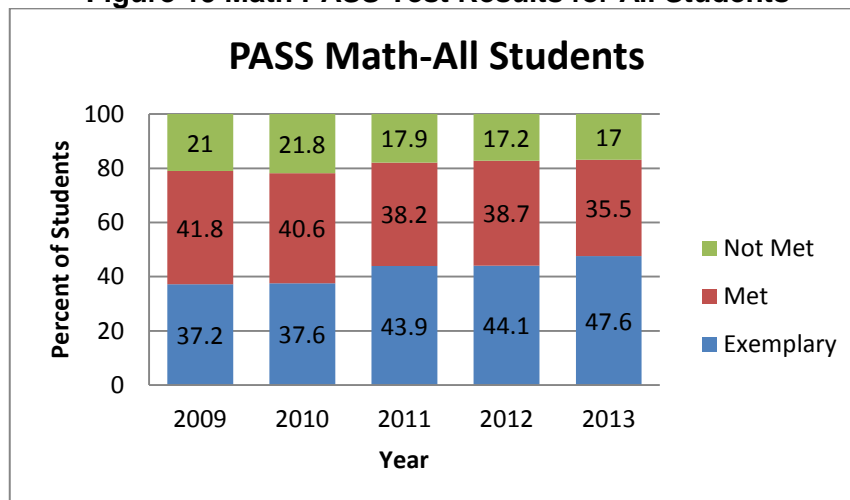


Figure 20 Math PASS Test Results for Third Grade Students

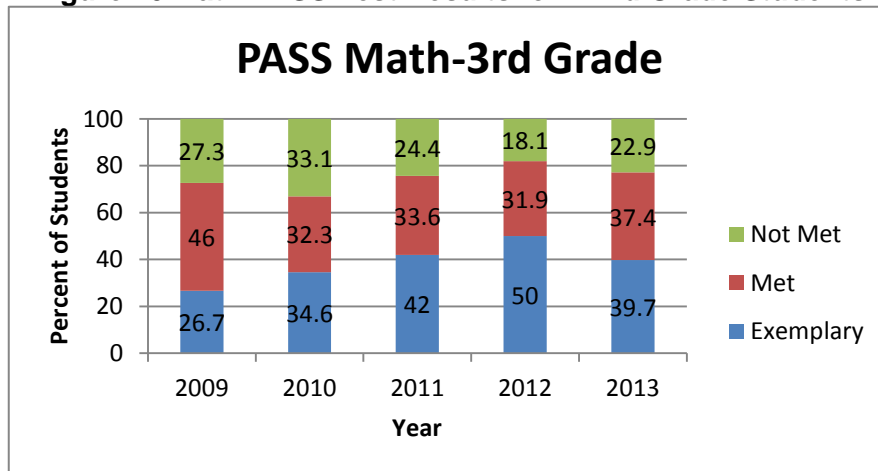


Figure 21 Math PASS Test Results for Fourth Grade Students

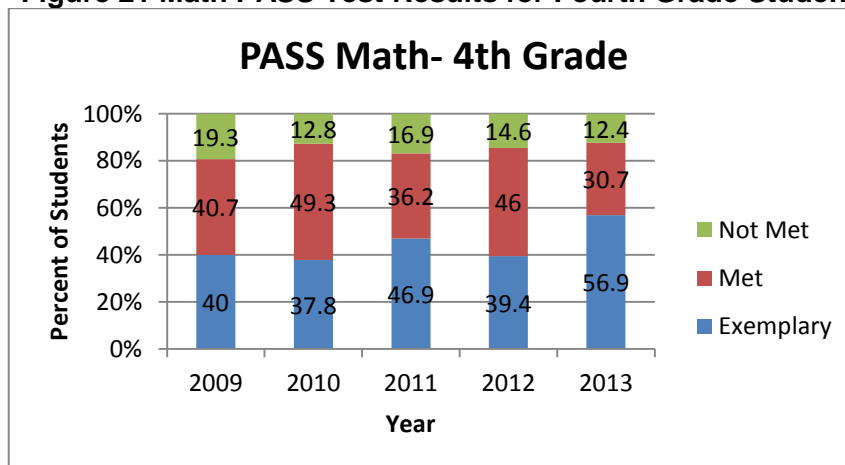


Figure 22 Math PASS Test Results for Fifth Grade Students

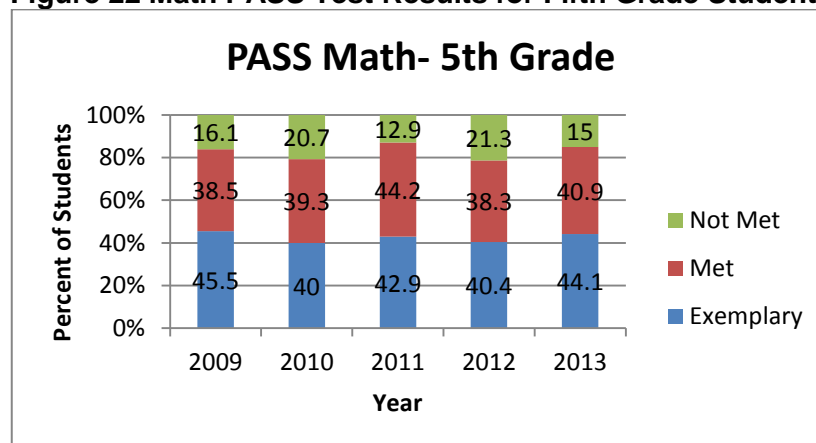


Figure 23 PASS Math Results by Ethnicity, 2009-2013

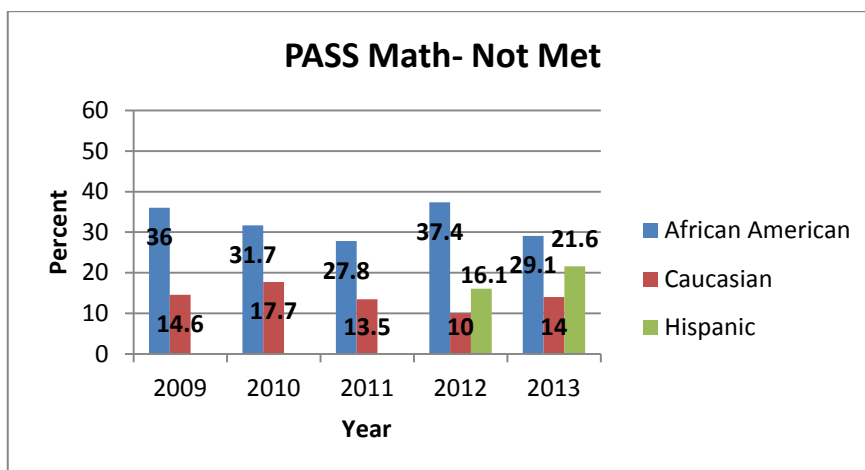
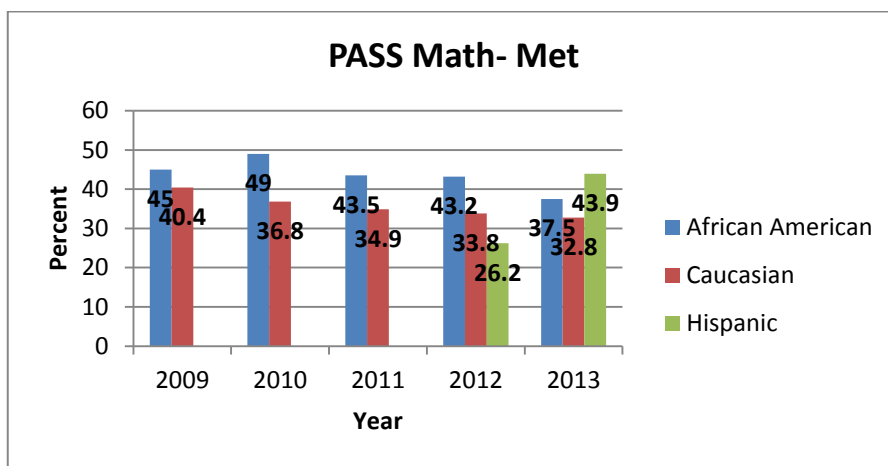
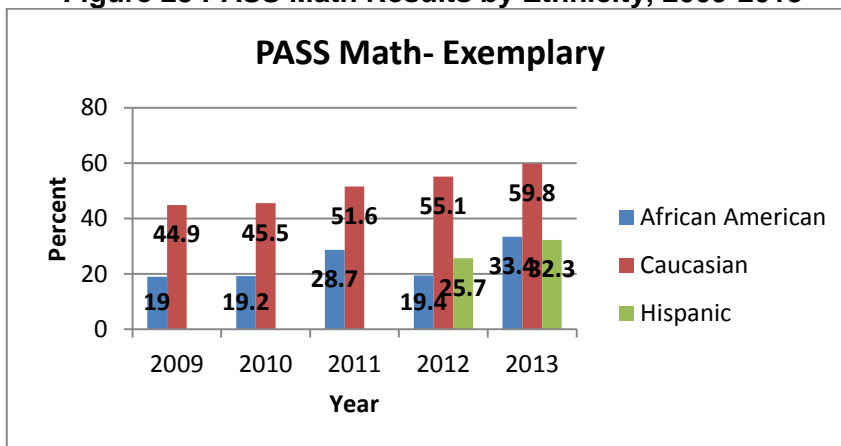


Figure 24 PASS Science Results for All Students, 2009-2013

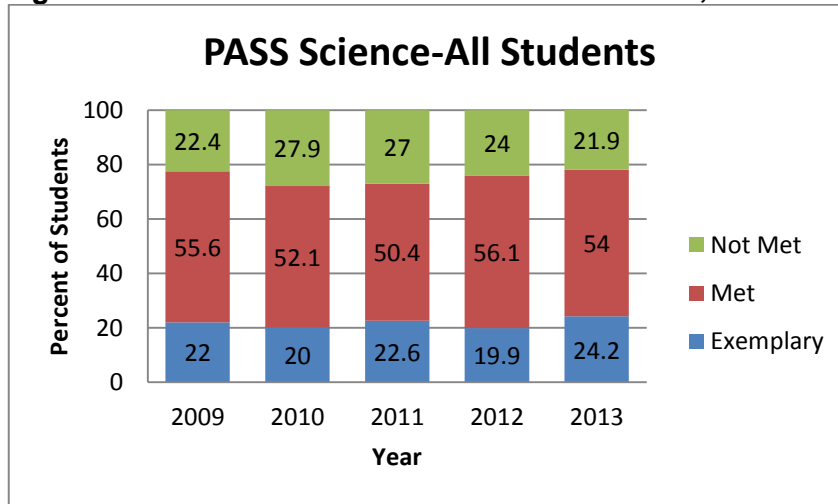


Figure 25 PASS Science Test Results for Third Grade, 2009-2013

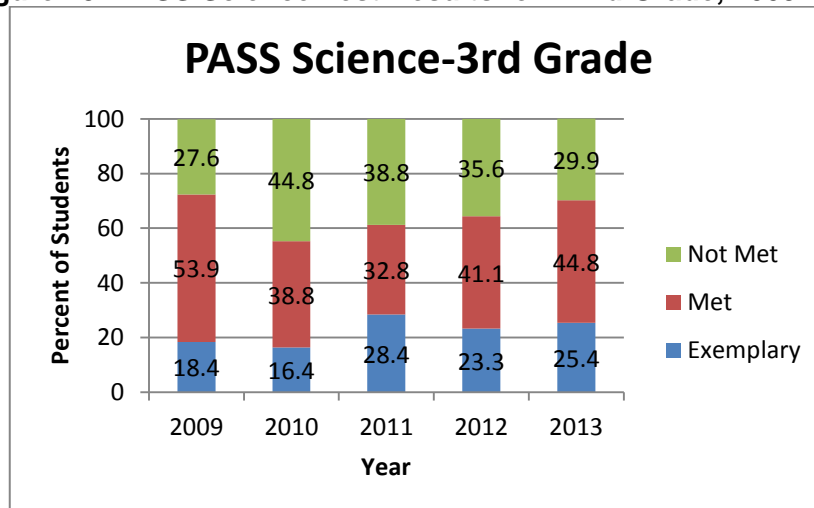


Figure 26 PASS Science Test Results for Fourth Grade, 2009-2013

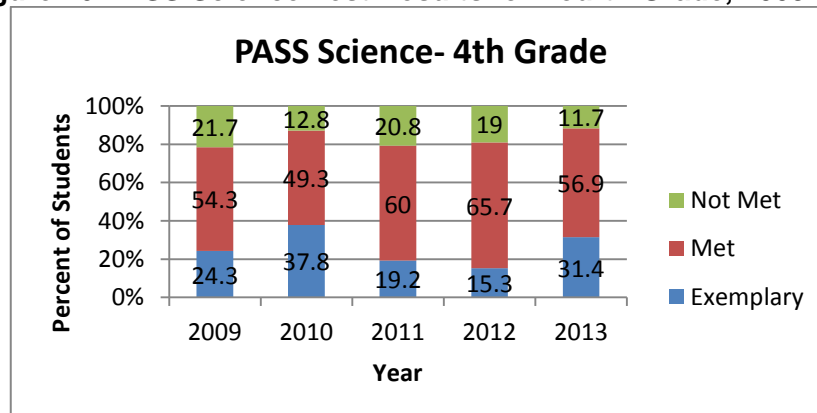


Figure 27 PASS Science Test Results for Fifth Grade, 2009-2013

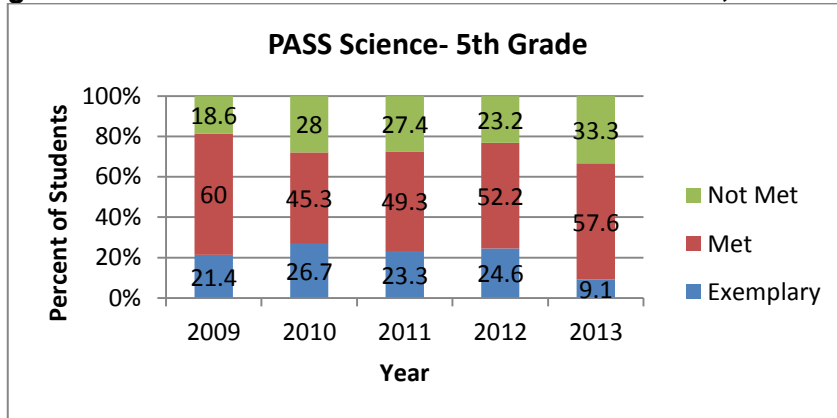
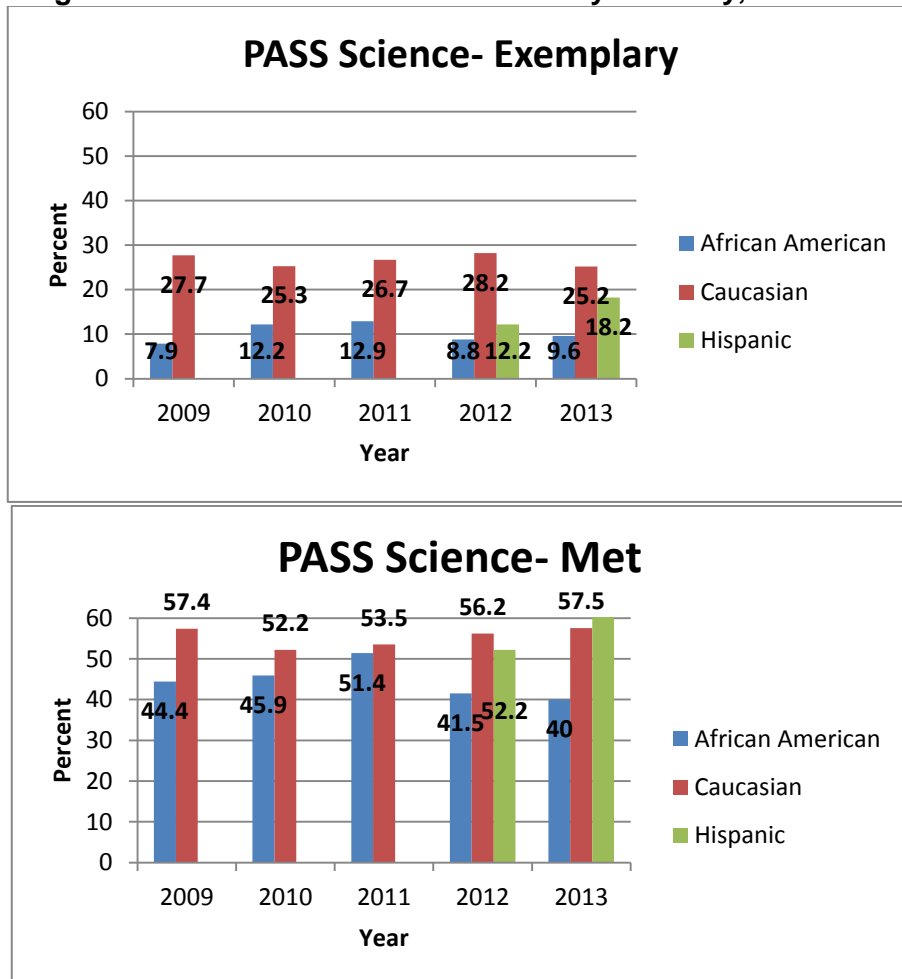


Figure 28 PASS Science Test Results by Ethnicity, 2009-2013



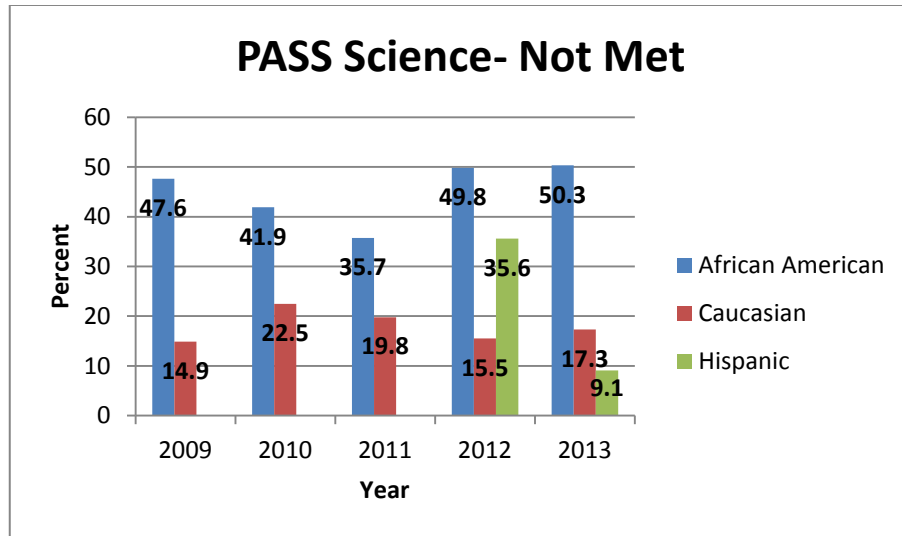


Figure 29 PASS Social Studies Test Results All Student, 2009-2013

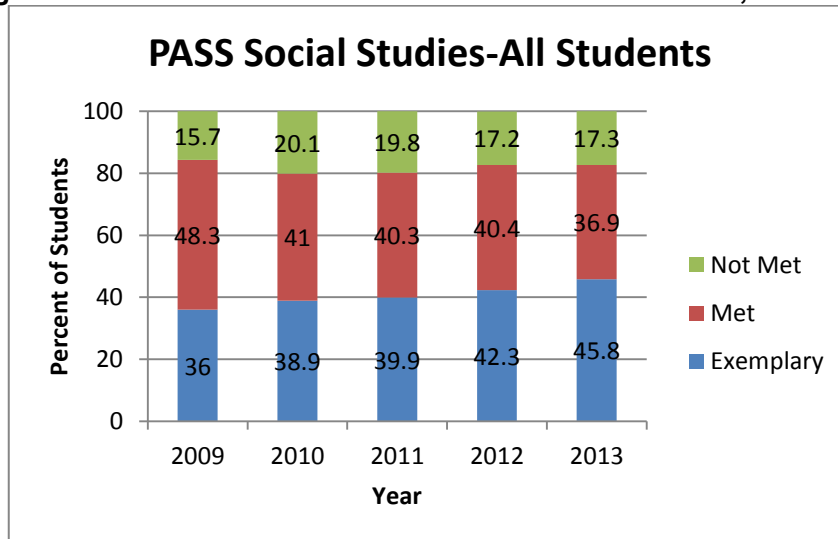


Figure 30 PASS Social Studies Test Results for Third Grade, 2009-2013

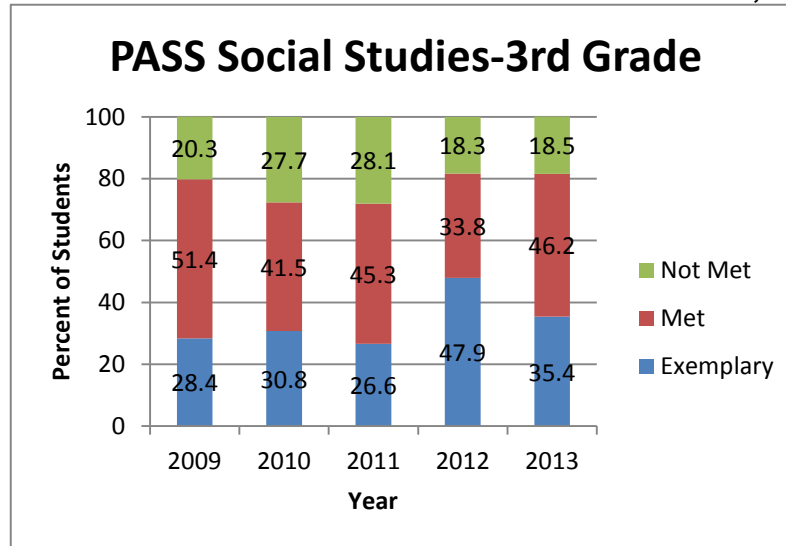


Figure 31 PASS Social Studies Test Results for Fourth Grade, 2009-2013

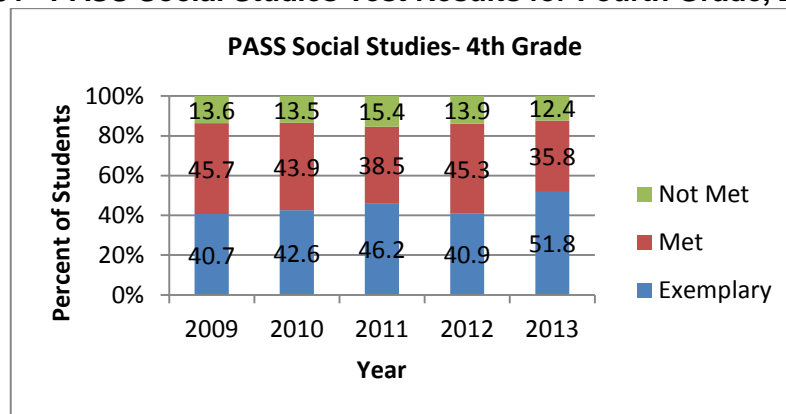


Figure 32 PASS Social Studies Test Results for Fifth Grade, 2009-2013

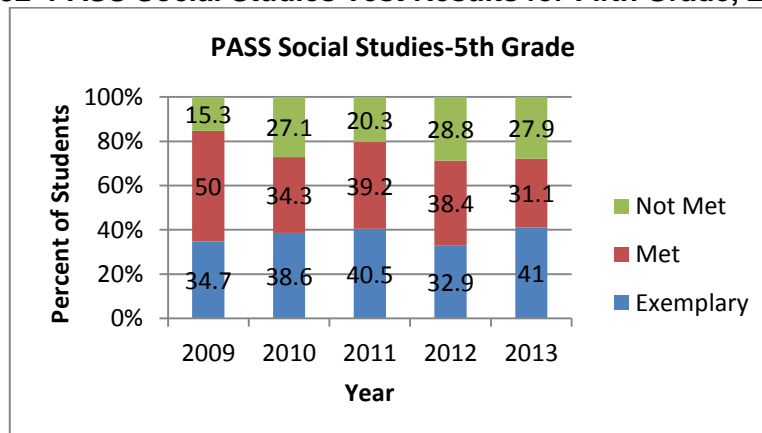
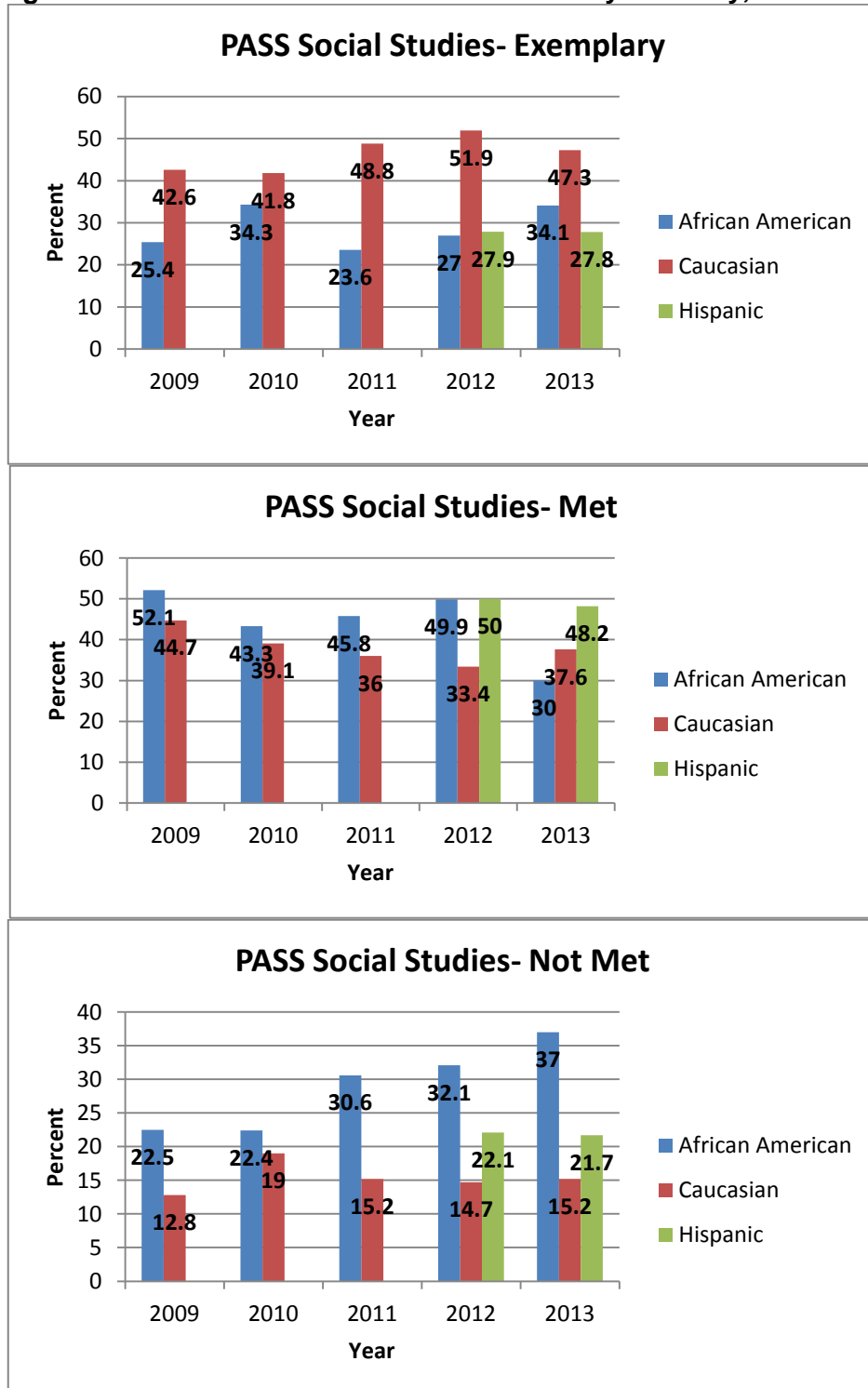


Figure 33 PASS Social Studies Test Results by Ethnicity, 2009-2013





SCHOOL SUMMARY
Iowa Tests of Basic Skills® (ITBS®) / CogAT®
South Carolina Grade 2 Gifted and Talented Testing Program

School: Bryson Elem 2001040
District: Greenville 01 2301

Form: C
Test Date: 11/01/11
Name: 0029 0006/02008
Order No.: 0006/04770
Page: 1

	READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS			CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE
	Vocabulary	Comprehension	TOTAL			Spelling	Total	Concepts	Problems	Computation*					
Grade 2															
ITBS/CogAT			130					135	135		135				
Number of Students Included			130					135	135		135				
Average Standard Score (SS)			103.8					107.0	108.8		107.8				
Percentile Rank of Average SS: National Student Norms			60					55	55		60				
NPR of Average PSS (PNPR)			58					48	45		48				
Difference (NPR-PNPR)			+10					+7	+11		+8				
Number of Students Tested = 143															
ITBS			127					129	129		129				
Number of Students Included			127					129	129		129				
Average Standard Score (SS)			103.4					106.3	108.4		107.4				
National Stanline of Average SS			6					8	8		6				
Normal Curve Equivalent of Average SS			60					52	54		60				
Percentile Rank of Average SS: National Student Norms			60					54	59		60				
Number of Students Tested = 145															

Cognitive Abilities Test™ (CogAT®)

	Number of Students	Average USS	Average SAS	AGE SCORES		GRADE SCORES		School Profile Age Percentile Rank	
				PR	S	PR	S	PR	25 50 75 99
Grade 2									
VERBAL	135	109.0	98.4	46	5	50	5	V 46	
QUANTITATIVE	137	102.3	98.5	40	5	50	5	Q 40	
NONVERBAL	137	178.3	105.0	64	8	55	6	N 64	
COMPOSITE	136	165.2	101.1	63	8	55	5	C 63	
Number of Students Tested = 144									

USS = Universal Scale Score SAS = Standard Age Score PR = Percentile Rank S = Stanine

Composite Standard Age Scores were used to compute the predicted Standard Score.
For further information on the interpretation of this report, please visit www.pearsonedupublishing.com or refer to the Interpretive Guide.

* = Math Computation is not included in the Math Total or in any score that includes the Math Total.

Figure 34 CogAT/ITBS Scores 2011



SCHOOL SUMMARY
Iowa Tests of Basic Skills® (ITBS®) / CogAT®
South Carolina Grade 2 Gifted and Talented Testing Program

School: Bryson Elem 2301040
District: Greenville 01 2301

Form: C
Test Date: 11/01/12
Name: 0923 0205/02005
Order No.: 0205/08036
Page: 1

	READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS			CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE
	Vocabulary	Comprehension	TOTAL			Spelling	Total	Concepts	Problems	Computation*					
Grade 2															
ITBS/CogAT			145					147	147		147				
Number of Students Included			145					147	147		147				
Average Standard Score (SS)			121.2					156.6	159.1		157.9				
Percentile Rank of Average SS: National Student Norms			3					54	59		56				
NPR of Average PSS (PNPR)			54					45	45		46				
Difference (NPR-PNPR)			+17					+9	+14		+10				
Number of Students Tested = 150															
ITBS			145					147	147		147				
Number of Students Included			145					147	147		147				
Average Standard Score (SS)			121.2					156.6	159.1		157.9				
National Stanline of Average SS			1					5	5		5				
Normal Curve Equivalent of Average SS			10					52	55		53				
Percentile Rank of Average SS: National Student Norms			3					54	59		56				
Number of Students Tested = 150															

Cognitive Abilities Test™ (CogAT®)

	Number of Students	Average USS	Average SAS	AGE SCORES		GRADE SCORES		School Profile Age Percentile Rank	
				PR	S	PR	S	PR	25 50 75 99
Grade 2									
VERBAL	147	159.3	98.2	46	5	50	5	V 46	
QUANTITATIVE	147	159.7	97.7	44	5	49	5	Q 44	
NONVERBAL	147	176.7	103.3	58	5	61	6	N 58	
COMPOSITE	147	165.2	99.6	49	5	53	5	C 49	
Number of Students Tested = 150									

USS = Universal Scale Score SAS = Standard Age Score PR = Percentile Rank S = Stanine

Composite Standard Age Scores were used to compute the predicted Standard Score.
For further information on the interpretation of this report, please visit www.pearsonedupublishing.com or refer to the Interpretive Guide.

* = Math Computation is not included in the Math Total or in any score that includes the Math Total.

Figure 35 CogAT/ITBS Scores 2012

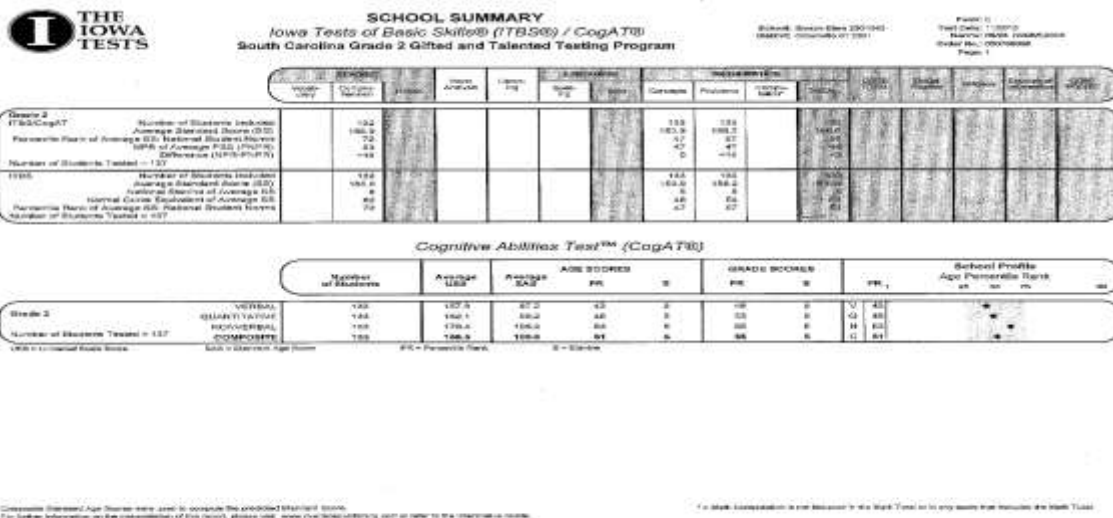


Figure 36 CogAt/ITBS Scores 2013

Goal Area 2: Teacher/Administrator Quality

The professional development plan at Bryson Elementary is a threefold plan that will assist us in addressing our future professional development goals. One goal is to raise teacher/administrator quality as mandated by Goal 2 of Greenville County's Guide to Educational Excellence. This goal contains two specific objectives. Objective one: Ensure all teachers are INTEL proficient. Objective two: All teachers will implement differentiated instruction across all subject areas. The following are some strategies Bryson Elementary will implement in order to achieve these objectives.

- Incorporate Know-It-All website plans to help drive instruction
- Staff development on differentiated instruction
- Staff development on analyzing MAP/RIT scores
- Using DesCartes – Major MAP resource
- Current Media Center Resources
- School's professional development calendar
- School district's professional development portal
- Provide COMPASS Odyssey training for teachers

Bryson Elementary is implementing the objectives in the following ways:

- Baldrige tools

- Best practices in differentiated instruction
- ETV Streamlining
- Fountas and Pinnell/Big Blocks/Building Blocks
- Save A Tree—Virtual Library
- INTEL or A.L.I.V.E.— A majority of the teachers are already achieved technology proficiency
- Learning focused training Part II
- MAP goal setting in-service
- School Safety Plan
- Web site programs for teachers in place
- AIMSweb (This intervention supports kindergarten, first grade, and special education students that needs extra support in ELA.)
- Integration of Quality Tools and Learning-Focused strategies

Future Professional Development

PASS test results and analysis thereof, plus needs as indicated by teachers and assessed by administration, drive our professional development plans. Annual areas of focus are selected in addition to our long-term goals.

The first and third Wednesdays of each month are designated for faculty meetings. These meetings offer opportunities to share best practices taking place within the classrooms, share information regarding District and community matters/issues, and to collectively discuss matters of importance to the school community. The second Wednesday of each month is designated for committee meetings. All faculty members have assignments on committees such as Faculty Council, Curriculum Committee, Technology Committee, etc. All committees address areas of responsibility to consider pertinent matters essential to the ongoing operations of the total school program. Each committee meets with administrators as necessary to appraise administration of the respective committee's work and progress. All grade levels meet weekly to review rigor, pacing, data, and to collaborate for instructional planning.

Professional Development Plan

Professional Development at Bryson follows a three-fold plan. The first goal is to improve school climate by increasing parental support to enhance student achievement as mandated by Goal 5 of Greenville County's Guide to Educational Excellence. This goal contains three specific objectives – to provide parent workshops, provide additional opportunities for parental involvement in PTA, and to provide school activities to enhance the cultural diversities of our school population. Following are some strategies that will be implemented in order to achieve these objectives:

- Activities to enhance cultural diversity
- Black history activities
- Community speakers to serve as guest speakers, presenters, role models, and career connections (Career Day)

- Parent volunteers for Sunshine Math
- Provide community/school forms for communication
- Community surveys
- SIC (School Improvement Council)
- Various family nights
- Teacher Professional Development Surveys
- “Be a Bryson Super Summer Reader”

The School’s Professional Development Calendar and the District Portal provide up-to- date professional development opportunities for teachers throughout the year. Professional Development for the 2013-2014 year will begin in June training for the Fountas and Pinnell Model. Teachers can attend the Summer Institute for technology and educator training. Teachers will focus on strategies learned from previous workshops and in-services presented this fall. Balanced Literacy and Common Core will be our focus. Faculty meetings will give teachers opportunities to share these strategies.

Professional Development Plan 2013-2014

Bryson Elementary School SCHOOL-BASED PROFESSIONAL DEVELOPMENT CALENDAR Tom Chambers, Principal Leda Young, Assistant Principal Shannon Land, Instructional Coach For School Year 2013 - 2014
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Title	Presenter	Description	Date	Time	Targeted Group	Correlation to 2013-14 School Goals
<i>Preparing the Soil</i>	<i>Tom Chambers(P)</i>	Teachers will be intentional in preparing the classroom environment and how to build positive relationships with students	8/14	9:00 - 11:00 (2 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<i>Navigating Atlas/Rubicon</i>	<i>Shannon Land, (IC)</i>	Teachers will learn how to utilize Atlas for instructional planning and for integration of multiple content areas	8/15	8:00- 10:00 (2 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<i>Getting Grades in a Balanced Literacy Classroom</i>	<i>Shannon Land (IC), Linda Johnson (T)</i>	Teachers will create assignments to grade in a Balanced Literacy Classroom that can be completed independently or in learning centers	8/15	10:00- 12:00 (2 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<i>Power</i>	<i>Shannon</i>	Teachers were trained	8/15	12:30-	Faculty	Goal 1: Academic

Teacher Gradebook	<i>Land, (IC); Linda Johnson (Teacher)</i>	on creating their new gradebooks and learned features		1:30 (1 hr)		Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Scholastic Leveled Bookroom	<i>Shannon Land (IC)</i>	Teachers will learn how to locate books and understand how to use the leveled bookroom materials for reading instruction	8/20	9:00-12:00 (3 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Supporting Students	<i>Shannon Land (IC)</i>	Teachers will learn support services and protocols for students.	9/4	3:00-4:30 (2 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
Benchmark Assessment	<i>Shannon Land (IC)</i>	Teachers will learn how to use the F & P Benchmark Assessment System to find 3 reading levels for all students	9/11	3:00-5:30 (3 hr)	K-5 th Grade Teachers	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
Focus Teams	<i>Tom Chambers (P), Leda Young (AP), Shannon Land (IC)</i>	Vertical articulation and analysis of test data to determine SMART goals for the school & teams will meet to plan research best practices on each team and will present to faculty	9/11 10/9 11/13 12/11 1/8 2/15 2/12 3/12 4/9 5/14	3:00-4:00 (1 hr each month= 10 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Grade Level Instructional Planning	<i>Tom Chambers (P), Leda Young (AP), Shannon Land (IC)</i>	Grade levels will meet to compare writing pieces, running record observations, plan instructional reading groups, & plan formative assessments, discuss data -	9/25 10/23 11/20 1/29 2/26 3/26 4/23	3:00-4:00 (1 hr each month= 7 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
CCSS: ELA Speaking and Listening and Language	<i>Shannon Land (IC)</i>	Teachers will learn how to create a rigorous learning unit	9/4	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Implementing Balanced Literacy Fall 2013-3 Days	<i>District Trainers; Shannon Land (IC)</i>	Teachers will learn how to effectively implement balanced literacy, literacy centers, and reading groups	9/10 10/1 10/29	P=8:00-11:00 I= 11:45-2:45 (9 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Implementing Balanced Literacy Winter 2014-2	<i>District Trainers; Shannon Land (IC)</i>	Teachers will learn how to effectively implement balanced literacy, literacy centers, and	2/4 2/7	P=8:00-11:00 I= 11:45-	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality

Days		reading groups		2:45 (9 hr)		Goal 3: School Environment
MAP Security	Shannon Land, (IC)	Teachers learned the MAP testing process and new security measures	8/28	4:00-5:00 (1 hr)	Faculty	Goal 1: Academic Achievement
Constructing Performance Assessments	Shannon Land (IC)	Teachers will learn how to create and utilize performance assessments in all content areas	9/18	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Using Data to Target Subgroups	Shannon Land (IC)	Teachers will learn how disaggregate data to target subgroups and close the achievement gap	10/2	3:00-4:00 (1)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Understanding Text Complexity	Shannon Land (IC)	Teachers will gain an understanding of text complexity in the classroom	10/2	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Effective Implementation of Common Core Standards in Math	Math Team	Teachers will learn how to effectively implement the CCSS Math standards	10/16	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Opinion Writing Across the Content Areas/Curriculum	ELA Team	Teachers will learn how to integrate opinion writing across the curriculum	11/6	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
Effective Implementation of Common Core Standards	Science Team	Teachers will learn how to effectively integrate the CCSS ELA standards in Science and cross walk the current science standards with the 2014-15 science standards	11/20	3:00-4:00	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Integrating CCSS ELA and Math with Media Resources	Deb Wolfe (Media Specialist), Shannon Land (IC)	Teachers will learn how to use media center resources to integrate math and ELA CCSS standards	12/2	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
New South Carolina Science	Chris Burras, Shannon	Teachers will gain an understanding of the new science standards	12/4	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher

Standards	<i>Land (IC)</i>	that will be put into practice in the 2014-15 school year				Administrator Quality Goal 3: School Environment
Effective Implementation of Common Core Standards Integrated in Social Studies with Performance Assessments	<i>Social Studies Team</i>	Teachers will learn how to effectively integrate the CCSS ELA standards in Social Studies using performance assessments	1/17	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Hue Cameras	<i>Deb Wolfe (Media Specialist), Shannon Land (IC)</i>	Teachers will learn how to use Hue cameras in the classroom	1/22	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Intervention Strategies for the Struggling Student	<i>Shannon Land (IC), Cara Puntch (Teacher)</i>	Teachers will learn to identify the needs of students with various disabilities and strategies to support them in the classroom	2/29	3:00-5:00 (2 hrs)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Effective Implementation of Common Core Standards: Focus on Technology Integration	<i>Technology/Hospitality Team</i>	Teachers will learn how effectively utilize computer based technology skills in all grade levels	2/19	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Informational Writing	<i>Shannon Land (IC)</i>	Teachers will learn how to use informational writing in all content areas	4/2	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement
Narrative Writing	<i>Shannon Land (IC)</i>	Teachers will learn how to use narrative writing in all content areas	5/7	3:00-4:00 (1 hr)	Faculty	Goal 2: Teacher Administrator Quality
Constructing Performance Based Assessments in Science	<i>Science Focus Team</i>	Teachers will learn how to create performance based assessments in science.	4/30	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment

*** This is a tentative schedule and can be modified to meet the professional development needs of the faculty and staff at Bryson Elementary School during the 2013-14 school year.**

Professional Development Plan 2014-2015

Bryson Elementary School

SCHOOL-BASED PROFESSIONAL DEVELOPMENT CALENDAR

Tom Chambers, Principal
Leda Young, Assistant Principal
Shannon Land, Instructional Coach
For School Year 2014 - 2015

Title	Presenter	Description	Date	Time	Targeted Group	Correlation to 2013-14 School Goals
<i>The Continuum for Literacy Learning</i>	<i>Shannon Land, (IC)</i>	Teachers will learn the 7 components of the Continuum for Literacy Learning	8/12	9:00 - 11:00 (2 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<i>Interactive Read Aloud and Literature Discussion</i>	<i>Shannon Land, (IC)</i>	Teachers will learn how to utilize interactive read a-louds to build deeper meaning.	9/17	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<i>Shared Reading and Performance Reading</i>	<i>Shannon Land (IC)</i>	Teachers will learn how students can read a shared text and reflect meaning in their voices.	10/15	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<i>Writing About Reading</i>	<i>Shannon Land, (IC); Linda Johnson (Teacher)</i>	Teachers will learn how students extend their understanding through using a variety of writing genres and illustrations.	11/19	12:30-1:30 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<i>Writing</i>	<i>Shannon Land (IC)</i>	Teachers will learn how to students write for a variety of purposes and audiences.	12/17	3:00-4:00 (1 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
<i>Oral, Visual, and Technological Communication</i>	<i>Shannon Land (IC)</i>	Teachers will learn how students can present ideas through oral discussion and technology.	1/21	3:00-4:30 (2 hr)	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
<i>Phonics, Spelling, and Word Study</i>	<i>Shannon Land (IC)</i>	Teachers will learn how students learn the structure of words to help them in reading and spelling.	2/19	3:00-4:30 (2 hr)	K-5 th Grade Teachers	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality
<i>Focus Teams</i>	<i>Tom</i>	Vertical articulation	9/11	3:00-4:00	Faculty	Goal 1: Academic

	<i>Chambers (P), Leda Young (AP), Shannon Land (IC)</i>	and analysis of test data to determine SMART goals for the school & teams will meet to plan research best practices on each team and will present to faculty	10/9 11/13 12/11 1/8 2/15 2/12 3/12 4/9 5/14	<i>(1 hr each month=10 hr)</i>		Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Grade Level Instructional Planning	<i>Tom Chambers (P), Leda Young (AP), Shannon Land (IC)</i>	Grade levels will meet to compare writing pieces, running record observations, plan instructional reading groups, & plan formative assessments, discuss data -	9/24 10/22 1/28 2/25 3/25 4/29	<i>3:00-4:00 (1 hr each month=6 hr)</i>	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Continuing Balanced Literacy Fall 2014-2 Days	<i>District Trainers; Shannon Land (IC)</i>	Teachers will learn how to effectively implement balanced literacy, literacy centers, and reading groups	9/ 10/	<i>P=8:00-11:00 I=11:45-2:45 (6 hr)</i>	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Continuing Balanced Literacy Winter 2014-1 Day	<i>District Trainers; Shannon Land (IC)</i>	Teachers will learn how to effectively implement balanced literacy, literacy centers, and reading groups	1/	<i>P=8:00-11:00 I=11:45-2:45 (3 hr)</i>	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
Guided Reading	<i>Shannon Land (IC)</i>	Teachers will gain an understanding of asking questions within, beyond, and about the text complexity in the classroom	3/18	<i>3:00-4:00 (1 hr)</i>	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment
CCSS: ELA Speaking and Listening and Language	<i>Shannon Land (IC)</i>	Teachers will learn how to create a rigorous learning unit	4/22	<i>3:00-4:00 (1 hr)</i>	Faculty	Goal 1: Academic Achievement Goal 2: Teacher Administrator Quality Goal 3: School Environment

*** *This is a tentative schedule and can be modified to meet the professional development needs of the faculty and staff at Bryson Elementary School during the 2014-15 school year.**

Goal 3: School Climate Needs Assessment

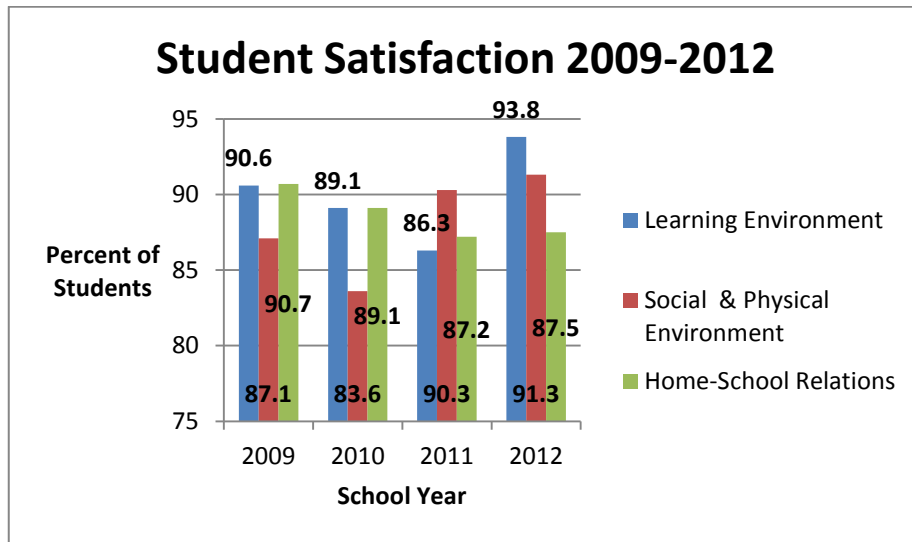


Figure 35 Student Survey Results

The graph was developed from the results of multiple student surveys. From 2009 to 2012, the student satisfaction with the learning environment at Bryson Elementary has increased from 90.6 to 93.8 percent. Student satisfaction with the social and physical environment has increased from 87.1 percent in 2009 to 91.3 percent in 2012.

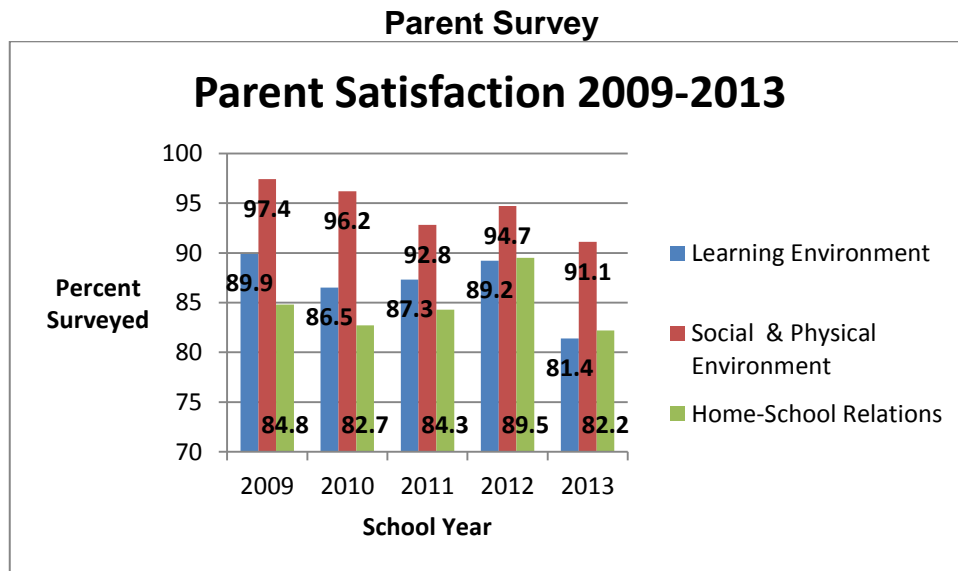
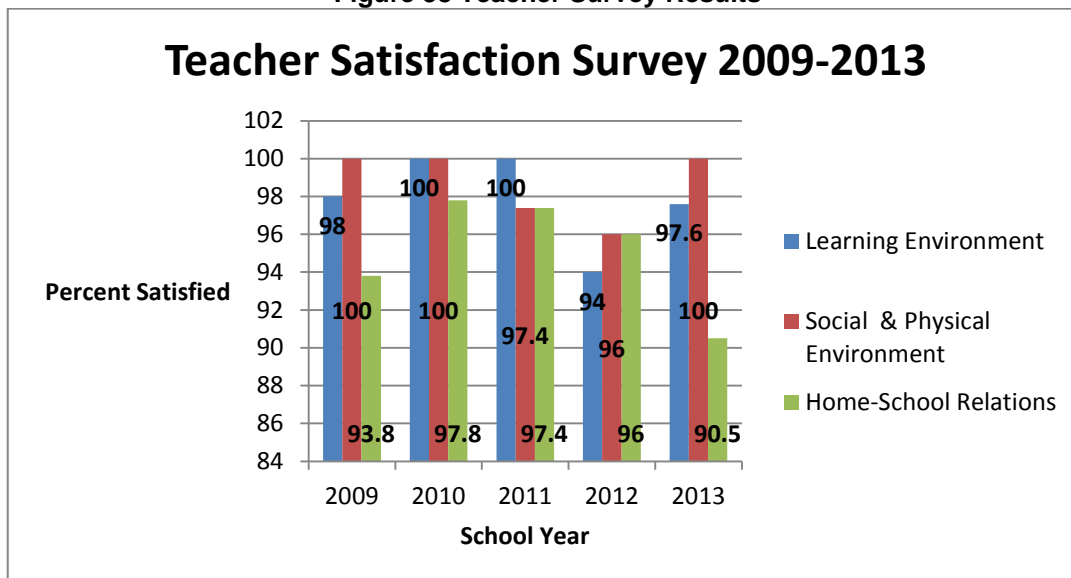


Figure 37 Parent Survey Results

The graph was developed from the results of parent surveys. The percentage of parents satisfied with the learning environment at Bryson Elementary was 81.1%. The percentage of parents satisfied with the Social and Physical Environment decreased from 94.7% to 91.1% in 2013. The percentage of parents satisfied with home-school relations has also decreased from 89.5% in 2012 to 82.2% present in 2013.

Teacher Survey

Figure 38 Teacher Survey Results



The graph was developed from the results of multiple teacher surveys. The majority of teachers at Bryson Elementary are satisfied with the learning environment. From 2009 to 2013, teacher satisfaction with the learning environment at Bryson Elementary is 97/6%. Teacher satisfaction with the social and physical environment has increased from 96% to 100% in 2013. Teacher satisfaction with home-school relations has decreased from 96% in 2012 to 90.5% in 2013.

Classroom Discipline/Learning Climate

Bryson Elementary provides a disciplined, stimulating learning climate for students. The climate for learning at Bryson Elementary is enhanced by involved parents. Parents are encouraged to become involved in school committees and councils, to help with homework, and to encourage and honor children's successes. Student discipline is the responsibility of all Bryson Elementary staff members.

A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Bryson Elementary offers many opportunities for student participation and recognition.

Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed and discussed on a regular basis.

Subject matter and courses are reviewed on a regular basis. Pacing guides have been developed in alignment with State Academic Standards and local needs. Parents are encouraged to be active participants in the school and the educational process.

Counseling and Other Student Support Services

Students at Bryson Elementary receive a high level of support services from an outstanding staff. Bryson has 2 (1.5 FTE,) guidance counselors. Students at Bryson also have access to testing services provided by Greenville County School District and Piedmont Mental Health. Student support services are also offer through the special education department, the school nurse, school psychologists, and the visiting dental hygienist.

Needs Assessment

After careful analysis of surveys and needs among the students, families, and staff at Bryson, the staff has decided to implement a school-wide character education program that will be headed by the guidance counselors. The guidance counselors attended training during the summer of 2011 to implement Covey's 7 Habits of Happy/Successful Students. The program will be outlined as the following to ensure fidelity:

- We will fully implement a school-wide character ed. program based on and fully utilizing the Covey materials. This will mean most/all of the current materials being used for classroom guidance will no longer be used.
- Our guidance team should begin collaborating and planning immediately to develop differentiated lessons for the 7 Habits that are age/grade level appropriate.....and avoids overlap so that what is taught in one grade is not duplicated at the next. Each grade level's curriculum should deepen the child's understanding of and application of the 7 Habits to the 'real world' and assist them in applying them to be more successful.
- Next school year, guidance will be expected to post weekly lesson plans on the "T" drive reflecting the instruction of the 7 Habits. The format for the lesson plans should mirror those of all other grade levels. If, as a team, guidance wants to modify the format, these modifications should be shared with administration.

The school will also focus on providing more opportunities for parents to be involved in the educational process with their children and the teachers. The staff sees a need to develop and implement some parenting to workshops to assist parents with their child's academic success.

Action Plan
PASS % WRITING

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 82.2% in 2013 to 82.8% in 2018.

ANNUAL OBJECTIVE: Annually increase by .6 percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	79.3	80.1	80.9	81.7	82.5	83.3
School Actual	78.5	82.2					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78					

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

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

PASS % ELA

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 84.6% in 2013 to 82% in 2018.

ANNUAL OBJECTIVE: Increase by .3 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	82.3	82.3	82.5	82.8	83.1	83.4
School Actual	81.7	84.6					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	84.9					

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

PASS AVG. ELA

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

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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

ELA - School	Baseline 2011- 12	Planning Year 2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	669	666.3					
Male	667	661.6					
Female	671.4	671.4					
White	684	672.3					
African-American	642.7	655.4					
Asian/Pacific Islander	N/A	N/A					
Hispanic	646.4	650.2					
American Indian/Alaskan	N/A	N/A					
Disabled	605.9	627.2					
Limited English Proficient	650.3	652.8					
Subsidized Meals	651.1	654.5					

ELA - District - Grades 3-5	Baseline 2011- 12	Planning Year 2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	671.1	672					
Male	665.7	666.7					
Female	676.8	677.6					
White	685.1	684.6					

African-American	644.4	648.3					
Asian/Pacific Islander	696.1	697.5					
Hispanic	650.8	653.4					
American Indian/Alaskan	688.2	677.3					
Disabled	614.9	618.2					
Limited English Proficient	654.9	657.2					
Subsidized Meals	649.2	652.5					

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

PASS % TESTED

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of **95%** of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

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

% Tested ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100					
Male	100	100					

Female	100	100					
White	100	100					
African-American	100	100					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100	100					
American Indian/Alaskan	N/A	N/A					
Disabled	100	100					
Limited English Proficient	100	100					
Subsidized Meals	100	100					

PASS % MATH

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 83.1% in 2013 to 83% in 2018.

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	82.9	83	83.1	83.2	83.3	83.4
School Actual	82.8	83.1					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District	77.4	79.9					

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

PASS AVG. MATH

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

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

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

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

Math - School	Baseline 2011- 12	Planning Year 2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	663.9	664.5					
Male	666.9	666.1					
Female	660.6	662.8					
White	678	671.9					
African-American	636.8	648.1					
Asian/Pacific Islander	N/A	N/A					
Hispanic	644.4	652.6					
American Indian/Alaskan	N/A	N/A					
Disabled	597.3	614.8					
Limited English Proficient	656.2	654.8					

Subsidized Meals	644.3	645.1					
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Math - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8	664					
Male	665.3	663.6					
Female	664.3	664.4					
White	677.8	677.3					
African-American	636.8	634.5					
Asian/Pacific Islander	703.1	701.1					
Hispanic	649.0	650.6					
American Indian/Alaskan	668.4	674.4					
Disabled	607.9	606.9					
Limited English Proficient	656.1	657.6					
Subsidized Meals	643.6	643					

% Tested Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100					
Male	100	100					
Female	100	100					
White	100	100					
African-American	100	100					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100	100					
American Indian/Alaskan	N/A	N/A					
Disabled	100	100					
Limited English Proficient	100	100					
Subsidized Meals	100	100					

% Tested Math – District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100					
Male	99.9	99.9					
Female	100.0	100					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100					
Hispanic	99.9	100					
American Indian/Alaskan	100.0	100					

Disabled	99.8	99.7					
Limited English Proficient	99.9	100					
Subsidized Meals	99.9	100					

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

PASS % SCIENCE

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 78.2% in 2013 to 80.92% in 2018.

ANNUAL OBJECTIVE: Increase by .9 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	76.9	77.8	78.7	79.6	80.5	81.4
School Actual	76	78.2					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	76.2					

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17
Projected Performance	630	635	640	645	650	655
Actual Performance						
All Students	631.4	633.3				
Male	635.2	636.9				
Female	627.2	629.2				
White	645.4	642.7				
African-American	604.1	611.3				
Asian/Pacific Islander	N/A	N/A				
Hispanic	613.6	629.3				
American Indian/Alaskan	N/A	N/A				
Disabled	571.5	597.1				
Limited English Proficient	609.2	632.7				
Subsidized Meals	610.8	617				

Science - District – Grades 3-5	Basel ine 2011 -12	Planni ng Year 2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8	633					
Male	633.7	633.6					
Female	631.8	632.4					
White	645.2	646.2					
African- American	607.3	606.2					
Asian/Pacific Islander	655.9	660.5					
Hispanic	617.0	616.2					
American Indian/Alaskan	640.3	644					
Disabled	585.9	587.2					
Limited English Proficient	620.7	620.9					
Subsidized Meals	614.1	613.8					

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

Social Studies - District Grades 3-5	Baseline 2011 -12	Planning Year 2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	649.2	655.6					
Male	651.8	658.3					
Female	646.6	652.6					
White	661.3	667.6					
African-American	626.1	631.1					
Asian/Pacific Islander	676.9	683.5					
Hispanic	632.8	640					
American Indian/Alaskan	655.8	660.8					
Disabled	605.3	611.2					
Limited English Proficient	637.7	644.9					
Subsidized Meals	629.0	635.6					

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

PASS % SOCIAL STUDIES

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 82.7% in 2013 to 84% in 2018.

ANNUAL OBJECTIVE: Increase by .2 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	82.9	83.1	83.3	83.5	83.8	84
School Actual	82.7	82.7					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	82.4					

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

PASS AVG. SOCIAL STUDIES

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

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

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

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

Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	650.9	660.4					
Male	656.6	661.8					
Female	644.4	658.9					
White	662.3	669.7					
African-American	627.8	644.8					
Asian/Pacific Islander	N/A	N/A					
Hispanic	637.1	642.5					
American Indian/Alaskan	N/A	N/A					
Disabled	610.1	627.7					
Limited English Proficient	636.1	647.4					
Subsidized Meals	632	642.6					

ITBS

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

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

FIVE YEAR PERFORMANCE GOAL: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall 2011, Fall 2012, and Fall 2013 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Reading Comprehension Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Reading Comprehension Actual	69 th %tile	69 th %tile	72 nd %tile				
Mathematics Concepts Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual	55 th %tile	54 th %tile	47 th %tile				
Mathematics Problems Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problems Actual	54 th %tile	59 th %tile	57 th %tile				

District	Baseline 2011- 12	Planni ng Year 2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Reading Comprehension Projected			50 th %tile	50 th %tile	50th %tile	50th %tile	50th %tile
Reading Comprehension Actual	67 th %tile	66 th %tile	67 th %tile				
Mathematics Concepts Projected			50 th %tile	50 th %tile	50th %tile	50th %tile	50th %tile
Mathematics Concepts Actual	52 nd %tile	50 th %tile	49 th %tile				
Mathematics Problems Projected			50 th %tile	50 th %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	58 th %tile	55 th %tile	57 th %tile				

ITBS Percentile Rank of Average SS: National Student Norms				
Years	2010	2011	2012	2013
Reading Comprehension		69%	69%	72%
Math Concepts		55%	54%	47%
Math Problems		54%	59%	57%

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

<u>STRATEGY Activity</u>	<u>Time-line</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Create a clearly defined, standards-based, articulated curriculum for all students K-5 th : <ul style="list-style-type: none"> a. Integrate Common Core State Standards b. Include 21st century skills across all content areas c. Continue to develop integrated curriculum across all core content and related arts areas d. Provide innovative technology to support curriculum e. Provide curriculum that utilizes multiple delivery models f. Integrate literacy skills across content areas g. Ensure standard based curriculum is 	2013-2018	Academic Specialists Administrators Instructional Coach Faculty		District Funds PTA	Professional Development Agendas Classroom Observations Lesson Plans

implemented in resource and self- contained					
Professional development specifically designed to enhance the instruction Common Core State Standards (CCSS) and Curriculum	2013-2018	Administrators Instructional Coach Vertical Team Members Faculty	0	0	Professional Development Agendas
Continue training and workshops related to Balanced Literacy program	2013-2018	Academic Specialists Administrators Instructional Coach Faculty	0	District Funds	Implementation of Balanced Literacy Model Observations Professional Development Agendas
Professional development designed to emphasize CCSS writing: opinion/argument, informational, and narrative Comprehensive Writing Assessments Fountas and Pinnell Writing: Editing Checklist Writing Conferences Power Writing	2013-2018	Language Arts Academic Specialists Administrators Instructional Coach ELA Vertical Team Faculty	0	0	Observations Lesson Plans Professional Development Agendas
Compass Learning	2013-2014	Administrators Instructional Coach Faculty	0	District Funds	Professional Development Agendas Lesson Plans Observations MAP Scores PASS Scores Smarter Balanced Scores

Implementation of morning tutorial program for English Language Arts and Mathematics	2013-2014	Administrators Instructional Coach Faculty	\$500	Local Funds	MAP Scores PASS Scores Smarter Balanced Scores
Focus on implementation of Response to Intervention (RTI) in Tier 2 with fidelity b. Monitor and track student progress to determine annual intervention eligibility, retention implications, and number of students reading on grade level by 2 nd grade	2013-2018	Director of Academic Support Services Coordinator of Response to Intervention Director of Early Childhood Education Academic Specialist for English Language Arts RTI Teacher	Teacher Salary	District Funds	AIMSWEB Data Analysis Observations
Provide Palmetto Assessment of State Standards (PASS) and Smarter Balanced Support Materials	2013-2018	Administrators Instructional Coach	\$4,000	Local Funds	PASS Scores MAP Scores Smarter Balanced Scores
Implement and maintain participation in the Accelerated Reading Program	2013-2018	Media Specialists Classroom Teachers	\$1,000	PTA Funds Media Center Funds	AR Reports
Professional Development designed to emphasize CCSS Math Standards: mathematical practice and mathematical content	2013-2018	Math Academic Support Specialist Administrators Instructional Coach Faculty	0	District Funds	PASS Scores Smarter Balanced Scores Professional Development Agendas Lesson Plans Classroom Observations
Professional development on constructing	2013-2018	Academic Support Specialists	0	District Funds	Professional Development Agendas/Plans

performance assessments		Administrators Instructional Coach			Lesson Plans Classroom Observation
Focus on the intentional and ongoing alignment of a standards-based curriculum to meet the needs of students with disabilities	2013-2018	Director of Academic Support Services Special Education Curriculum Specialist Response to Intervention Teacher Inclusion Teachers School Psychologist Administrator A-TEAM Coordinator	0	District Funds	Observations Meeting Summary
Ensure students with limited English proficiency demonstrate proficiency in English and develop higher levels of academic achievement in all subject areas through rigorous, research-based curriculum and resources	2013-2018	English for Speakers of Other Languages (ESOL) Coordinator ESOL Teacher	\$30,000	District Funds Title III	Professional Development Observations MAP Scores PASS Scores Smarter Balanced Scores
Continue to implement research-based instructional delivery model	2013-2018	Administration Instructional Coach Science Academic Specialists			Test Data

		Administrators Instructional Coach Science Vertical Team Teachers			
Professional development designed to emphasize inquiry-based learning	2013-2018	Administration Instructional Coach Science Focus Team	0	0	Professional Development Agendas Lesson Plans Observations
Teachers use of the science lab for hands on experiments and projects Science FOSS Kits	2013-2018	Teachers Science Specialist District	0	0	Lesson Plans Assessment Results
Students participate in the Science Fair (yearly) Roper Mountain Science Center (Educational Resource for teachers, students, families and adults)	2013-2018	District Teachers	0	0	Certificates of Awards and Participation
Common Science Assessments across grade levels (quarterly) (?)	2013-2018	Faculty	0	0	Data Analysis Lesson Plans
Coordinated Approach To Child Health (CATCH) Program	2013-2018	Faculty Cafeteria Staff Students			Data Analysis Over Time
District Social Studies Planning Guides	2013-2018	District Faculty	0	0	Test Data
Resources from recommended texts, research projects focused on grade level specific Social studies Standards/CCSS	2013-2018	Faculty Instructional Coach Academic Specialists	0	0	Lesson Plans Test Data

Gold Area 2: Teacher/Administrator Quality

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Provide professional Development to support Common Core State Standards and the Fontas and Pinnell Literacy Program	<u>2013-2018</u>	District Administration Teachers	No Cost		Professional Development Calendar Test Data
All classroom teachers are to have a Promethean Board in their class rooms to support the use of technology in instruction	<u>2013-2018</u>	Administration District Tac Media Specialist	\$800.00 per classroom	PTA District	Classroom Observation Lesson Plans
Professional Development- Teachers teaching teachers-"What Research Says"	2013-2018	Administration Teachers Instructional Coach	No Cost		Presentations at faculty meetings Professional Development Calendar
Teachers are given the opportunity to attend local and state conferences	2013-2018	Administration Teachers	\$2,000	Local Funds District	Classroom Practices Sharing strategies
Annual contract, ADA Contract ad Induction Contract Teachers-mentoring and evaluation support	2013-2018	Administration Instructional Coach, Teachers	No Cost	NA	PAS-T, PAS-A,PAS-IC Notebooks and Evaluations

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

PARENT SATISFACTION – LEARNING ENVIRONMENT

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 97.6% in 2012 to 91% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .3 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	89.5	89.8	90.1	90.4	90.7	91
School Actual	89.2	97.6					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

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

STUDENT SATISFACTION – LEARNING ENVIRONMENT

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 87.8% in 2013 to 94% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .1 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	93.9	94	94.1	94.2	94.3	94.4
School Actual	93.8	87.8					
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7					

TEACHER SATISFACTION – LEARNING ENVIRONMENT

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 97.6% in 2012 to 95% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .2 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
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School Projected	X	94.2	94.4	94.6	94.8	95	95.2
School Actual	94	97.6					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 94.7% in 2012 to 95.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .2 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	94.9	95.1	95.3	95.5	95.7	95.9
School Actual	94.7						
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8					

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Inform the school community of school policies for the safety of all stockholders	2013-2018	<u>Administration</u> <u>District</u> <u>Teachers</u>	<u>No Cost</u>		School Handbook District and school's Website

					Bear Tracks (newsletter) PTA
Involve Parents in School Improvement Meetings	2013-2018	Administration	No Cost	NA	Parent Survey
School Safety Plans Workshops and Safety Drills	2013-2018	Administration Teachers	No Cost	NA	Parent Survey Results
Provide Parental Workshops, Technology Night and Family Reading Nights	2013-2018	Administration Teachers	No Cost	NA	Documentation of Families participating
Monthly fire drills	2013-2018	Administration	No Cost	NA	Fire Drill Log
School Safety Report	2013-2018	Administration Cafeteria Manager Plant Engineer	No Cost	NA	Yearly Safety Report
CATCH Program	2013-2018	Administration PE Teacher Teachers	No Cost	NA	Activity Log Activity Report to State
Daily School Safety Walk by Police Officers-Twice	2013-2018	Administration Police Officers	No Cost	NA	Log in of Police Officers

Data Sources

[State Department of Education Bryson Elementary School Report Card 2012-2013](#)

[ESEA Federal Accountability Rating for Bryson Elementary 2012-2013](#)