BRYSON MIDDLE SCHOOL

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

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

School Portfolio
2013-14 through 2017-18
Inspiring Excellence

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL BRYSON MIDDLE

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 *(one year)*

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Melissa A. Marsh	*Melissa A. Marsh*	3/14/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Adrienne Davenport	*Dr. Adrienne Davenport*	3.14.17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Pamela P. Templeton	*Pamela P. Templeton*	3/14/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 3657 S. Industrial Dr.

Simpsonville, SC 29681

SCHOOL'S TELEPHONE: F-T 864-355-2100

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

POSITION	*NAME*
1. PRINCIPAL	Dr. Adrienne Davenport
2. TEACHER	Mary F. Cole
3. PARENT/GUARDIAN	Dale McMinn
4. COMMUNITY MEMBER	Leon Hunt
5. SCHOOL IMPROVEMENT COUNCIL	Melissa Marsh
6. Read to Succeed Reading Coach	N/A
7. School Read to Succeed Literacy Leadership Team Lead	Pam Templeton

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
    ** Must include the School Read to Succeed Literacy Leadership Team.

POSITION	*NAME*

School Read to Succeed Literacy Leadership Team
Names: Dr. Adrienne Davenport, Paula Bruce, Judy Whitson, David Schoolfield, Patti Barker, Carla Washington, Holly Hill, Mary Cole, Wendy Bross, Clint Nalley, Shani Brister, Shawn Shumaker, Shannon Hugo, Jennifer Harshbarger, Alicia Sloan, Sherry Helms, Jeremy Puskas, Janice Mackey, Dru Mahony

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

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

__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.

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

__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.

_____   **Half-Day Child Development**

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

_____   **Developmentally Appropriate Curriculum for PreK–3**

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

_____   **Parenting and Family Literacy**

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

_____   **Recruitment**

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

_____   **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The school ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Table of Contents

SECTION ONE: INTRODUCTION

The self-study process at Bryson Middle has been in place since 2002 when the staff first began working with the School Portfolio Toolkit materials developed by Dr. Victoria Bernhardt, Ph. D. The leadership team received training during the summer of 2002; the staff was trained during the fall. The first step was to complete an extensive needs assessment; then a year was taken to develop the first school portfolio. Mission, vision, and belief statements were developed that year; the staff continues to examine those statements with implementation of the Professional Learning Community concept. Each year state test scores, discipline data, and the action plan are reviewed and modified. Initially our staff provided input through grade levels, working to consensus.

As a result of the Making Middle Grades Work initiative beginning in the fall of 2010, the staff was divided into focus teams where each teacher serves throughout the year. The focus teams of Data/Technology, Guidance/Transition, Student Engagement, Academic Rigor, Parent/Community Involvement, School Climate/Culture, and School Wellness provide input and work to serve the school. In 2016 with the upcoming transition to a STEAM school, the Academic Rigor team was dissolved, and a STEAM team was developed. All focus teams contain representation from all grade levels and are cross-curricular in nature.

Focus Teams with Staff Participants (*chairperson):

Data/ Technology	Guidance/ Transition	Climate/ Culture	STEAM	Student Engagement	Parent/ Community	School Wellness
* Shumaker, Shawn	* Brister, Shani	*Nalley, Clint	*Cole, Fritzi	*Bross, Wendy	*Hill, Holly	*Washington, Carla
Bailey, Ronda	Beeson, Bryan	Arnold, Lindsey	Helms, Sherry	Bearden, Iris	Behymer, Amber	Brenegan, Amy
Barker, Patricia	Dresko, LeKeeshia	Bargeron, Troy	Kliewer, James	Byrnes, Tama	Delgado, Gina	Hudson, Timyra
Blanton, Jennifer	Gaskins, Vence	Bodeo, Tracy	Konczal, Sherry	Harshbarger, Jennifer	Peterson, Rebecca	Mahony, Dru
Griffith, Erick	Lambert, Denise	Heller, Monica	McCrum, Larry	Hugo, Shannon	Summey, Julie	Sloan, Alicia
McClinton, Danette	Philpott, Doris	Riddle, Denise	Parker, Ryan	Mackey, Janice	VanAntwerp, Brian	Stone, Kaleb
Nunn, Kristen	Price, Barbara	Stevens, Scott	Puskas, Jeremy	Maloy, Mark	Wagaman, Chelsey	Trojan, Joe
Ward, Tammy	Puckette, Amber	Wideman, Tonia	Templeton, Pam	Richey, Jennifer	Wykes, Jennifer	Underwood, Mandy
	Suber, Althea		Uregen, Attila	Shelton, Amanda		
			Yates, April			

With a large staff, focus teams meet to analyze data for each grade level, to study the strategies from the action plan, and to make recommendations about changes. Chairs for each focus team

and department along with administration, the instructional coach, and the media specialist serve on a leadership team which conveys information and feedback school-wide. Reports from these meetings are shared with all staff; input is given and incorporated into the plan until consensus is achieved. Then the proposed plan is submitted to the School Improvement Council and to the PTSA Executive Board for input. An updated draft of the plan is then shared with the staff again for input and final consensus.

SECTION TWO: EXECUTIVE SUMMARY

Summary of Needs Assessment for Student Achievement
In the spring of 2016, PASS scores show that while the majority of Bryson Middle School students are improving their performance, not all are performing at high levels. In response to data, the following initiatives have been determined:
- Implementation of STEAM/PBL to increase student engagement and academic rigor
- Grade-level subject-area common major assessments
- Implementation/refinement of full inclusion with co-teaching models of instruction
- Academic assistance opportunities through Enrichment and iReady
- Use of Gradual Release of Responsibility and differentiation to guarantee student understanding of standards-based instruction

Summary of Needs Assessment for Teacher and Administrator Quality
Needs assessments indicated that teachers desire and need continued professional development to maximize their growth. A plan of development is determined based on school initiatives and staff needs to include inclusive strategies with co-teaching models, literacy strategies to include reading/writing/vocabulary/communication, data-driven differentiation, development of a growth mindset, and student engagement in the STEAM/PBL classroom. A need to increase collegial conversations regarding observation feedback (administrative and peer) was addressed and will be a focus of upcoming discussions.

Summary of Needs Assessment for School Climate
The State Report Card Survey has indicated a decline in student and teacher satisfaction from the majority of our stakeholders. Focus strategies include:
- Expanding transition support from elementary school and to high school
- Expanding the current program of achievement celebration and recognition
- Initiating first semester parent academy and second semester student achievement showcase
- Collaborating with a local group to provide adult mentors for students
- Expanding the student-to-student mentoring program

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

<u>Significant Accomplishments in the Last Three Years</u>
- Increase in SC PASS Social Studies scores
- Establishing an enrichment program to increase student achievement and to provide additional opportunities for adult mentorship
- Awarded LiveWell recognition for healthy choices among staff and students

SECTION THREE: SCHOOL PROFILE

BRYSON MIDDLE SCHOOL (March 2017)

Bryson Middle School Community

Demographics

Bryson Middle School students live in one of two communities within Greenville County: Simpsonville or Fountain Inn. The city of Simpsonville has a population of 20,736 with an average household income of $56,691 and with 91.3% with high school diplomas and 30.6% with bachelors' degrees or higher. The city of Fountain Inn has a population of 8399 with an average household income $47,816 and with 90.8% with high school diplomas and 20.6 % with bachelors' degrees or higher. The school is located between these communities and is easily accessible from either location. (data from US Census Bureau)

Facility

Located in Simpsonville, SC, the facilities at BMS consist of 60 technology-equipped classrooms including seven science lab classrooms, wireless internet access throughout the school, a library/media/research center, a state-of-the-art auditorium and stage, four computer labs (Keyboarding, Gateway to Technology, Research), a full gymnasium and cafeteria, and an administrative/guidance office suite.

Leadership

Local civic leadership is provided by Ms. Janice Curtis, mayor of Simpsonville, and Mr. Sam Lee, mayor of Fountain Inn. Bryson Middle School's Principal, Dr. Adrienne Davenport, serves along with three Assistant Principals, Ms. Paula Bruce, Mr. David Schoolfield, and Ms. Judy Whitson. School issues and concerns are divided among seven focus teams—STEAM, Student Engagement, Parent/Community Involvement, Guidance/Transition, School Culture/Climate, School Wellness, and Data/Technology. The Leadership Focus Team, composed of chairpersons from focus teams and departments, meets on the first Wednesday of each month to discuss school progress and program development; each focus team and department then meets monthly to develop support for school initiatives. The Administrative Team, consisting of the principal, assistant principals, and instructional coach, meet weekly to support programs and to communicate concerns. Both PTA and SIC groups are actively involved in supporting school programs at BMS.

Bryson Middle School Personnel Data

At Bryson Middle School, there are fifty-three teachers supported by a principal, three assistant principals, 3.5 guidance counselors, one 0.5 ESOL support, one media specialist, and an instructional coach. A full-time school nurse and school resource officer handle student needs

as well as a counselor from Piedmont Mental Health, two classroom aides, one secretary, and four clerks. The cafeteria staff of nine and a custodial staff of eight complete the staff. Several bus drivers and utility workers also provide services for students. Other support personnel available to assist in meeting the needs of BMS students include the district psychologist, an itinerant speech therapist, an ESOL district consultant, and network computer engineer. Ten teachers are African-American as are two administrators and one guidance counselor; one teacher is Hispanic. All other staff members are Caucasian. Excluding cafeteria staff and custodial staff, there are eighteen male certified staff members and forty-five certified female staff members who work with students each day.

The faculty and staff at Bryson Middle School believe that their purpose is not education for its own sake, but rather education to prepare students for future successes in their careers and relationships. Priorities are to increase student achievement as measured by state tests, to continue to provide professional development to insure highly qualified personnel in every position, and to improve school climate as measured by survey results from parents and number of discipline referrals.

	Male	Female
Administrators	1	3
Teachers	16	37
Certified Support Staff	1	4.5
ESOL	0	0.5

Teachers--Years of Experience

Grade Level	1-3 years	4-5 years	6-8 years	9-10 years	11-15 years	16-20 years	21-25 years	26+ years
6	4	1	--	--	4	2	--	--
7	3	--	2	1	3	--	2	1
8	4	3	--	--	3	--	2	--
Special Ed.	2	1	--	--	1	--	2	--
Related Arts	2	3	1	2	2	2	1	--
Certified Support Staff	1.5	--	--	1.5	--	2	1	--

Highly Qualified Status: 100% of our teachers at BMS are "highly qualified" as defined by the No Child Left Behind legislation. Four teachers have National Board Certification. The teacher attendance rate is 92.4%.

Bryson Middle School Student Population Data

As of March 2017, Bryson Middle School serves 935 students in grades 6-8. Of these students, 60% are Caucasian, 23% are African-American, 12% are Hispanic, and 5% are other ethnicities. The percentage of students receiving free/reduced lunch is 54%, and our school poverty index has decreased to 50.8%.

Grade-Level Enrollment

Total Enrollment

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Grade 6	351	355	329	326	289
Grade 7	379	364	340	324	319
Grade 8	366	378	347	332	327
Total	1096	1097	1016	982	935

Enrollment has been decreasing over the past 5 years due to the building of two new middle schools in the nearby area and the re-distribution of geocodes. The number of students at each grade level for 2016-2017 ranges +/- 4.0%.

Gender

Enrollment by Gender

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Male	562	566	542	515	470
Female	534	531	474	467	465

As shown in the table above, there is a <1.0% difference in the total male and female students for 2016-2017.

Special Education

Special Education (EH/Autistic/OHI) Student Enrollment

EH/ OHI/ Autistic	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Grade 6	10	4	9	7	13
Grade 7	8	9	5	10	13
Grade 8	11	6	11	3	15

Special Education (LD) Student Enrollment

Learning Disabled	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Grade 6	32	31	22	22	32
Grade 7	37	42	26	21	19
Grade 8	31	53	39	23	14

Special education students are served in an inclusion model with tutorials as needed. Special education teachers serve in the classroom as co-teachers. Students with ED classification are served in a self-contained classroom.

Ethnicity

Student Enrollment by Ethnicity

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
African-American	25.0%	26.3%	24.0%	25%	23%
Hispanic	7.7%	7.9%	8.0%	10%	12%
White	62.7%	61.4%	62.0%	60%	60%
Other	4.6%	4.4%	5.0%	5%	5%

Over the last five years, our population has fluctuated slightly with regard to ethnicity; the most significant changes are a 4.0% increase in the Hispanic, a 2.0% increase in the African-American populations, and 3.0% decrease in the Caucasian/White population.

Free and Reduced Lunch

Enrollment by Lunch Status

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Paid	50.4%	51.9%	50.0%	48.0%	46.0%
Free/Reduced	49.6%	48.1%	50.0%	52.0%	54.0%

Free/reduced percentages have increase by 4.0% over the last five years.

Gifted and Talented

Gifted Enrollment

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Artistic	1	2	1	0	8
Academic	192	195	186	206	186
Gifted Both	0	0	0	0	5
Not Gifted	903	900	829	776	736

Since 2012, the percentage of students designated as gifted has increased 5.0%.

Academic/Behavioral Features/Programs/Initiatives

STEAM/PBL: The STEAM/Project-Based Learning initiative will provide students with challenging, innovative learning while increasing student engagement and academic rigor.

Co-Teaching: Special education students are served primarily through an inclusion model. Special education teachers serve as co-teachers in the academic classroom. There is one educational support per grade level for students who need assistance to be successful in the regular classroom. One self-contained class continues to serve the ED population.

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

Enrichment: Three times monthly students meet in small groups based on academic need and/or interest. These sessions are designed to increase student-adult interactions in the building and to offer opportunities for academic growth and enrichment.

Positive PAWS: This program, based on the Success for BMS plan, rewards students for good behavior. Teachers give students PAWS tickets when they observe positive choices. Students deposit the tickets in a box in the media center. Each week five names from each grade level are drawn; these students receive an incentive.

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

Saturday School: Students may be assigned to Saturday School for behavior issues. Students come to school for 2 hours on Saturday and work to improve their academic performance. This is an alternative to out-of-school suspension and the loss of instructional time.

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

Character Education: Classroom guidance lessons are based on the *7 Habits of Highly Effective Teens*. Based on the principle, "we are what we do", counselors seek to introduce each habit over the 3 year middle school period and to teach practical ways to apply each. Habits, such as being proactive, taking responsibility, and seeking to understand others, all lend themselves well to assisting students in making good choices and maintaining good character. Counselors are using Enrichment groups to reinforce these concepts.

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

SECTION FOUR: MISSION, VISION, AND BELIEFS

<u>Mission</u>:   We will educate and nurture every student.

<u>Vision</u>:   Bryson Middle School will be a learning community that inspires and supports academic excellence and social responsibility.

<u>Beliefs</u>:

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

SECTION FIVE: DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Needs Assessment
<u>Achievement</u>
For the needs assessment, the graphs below show SC READY and SC PASS by grade. Further, we looked at attendance data for students and staff. Finally, qualitative data was collected from staff, students, and parents.

SC READY 2016 by Grade Level (Percentage)

English	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Grade 6	15.6	23.1	45.1	16.2
Grade 7	12.6	31.1	35.3	21.0
Grade 8	17.3	33.2	34.5	15.0
Mathematics				
Grade 6	14.6	22.4	39.3	23.7
Grade 7	9.1	26.8	45.3	18.8
Grade 8	16.6	19.2	43.0	21.2

SC PASS 2016 by Grade Level (Percentage)

Science	Exemplary	Met	Not Met
Grade 6	21.3	45.1	33.5
Grade 7	33.1	42.6	24.3
Grade 8	35.2	33.1	31.6
Social Studies	Exemplary	Met	Not Met
Grade 6	23.5	56.4	20.1
Grade 7	35.6	32.8	31.6
Grade 8	48.5	31.6	19.9

2016 EOC Data of Percentage Passing

English I	100%	Algebra I	100%

Attendance

Year	Students	Teachers
2011-2012	95.3%	93.9%
2012-2013	95.5%	92.7%
2013-2014	94.1%	93.3%
2014-2015	95.6%	95.0%
2015-2016	95.5%	92.4%

Analysis/Response

Test Data: SC PASS data from 2016 shows a 5-7% decrease in student performance for met and exemplary in science for grades 8 and 6. For SC PASS social studies, grades 6 and 7 reflected a decrease in the number of students demonstrating mastery. 2016 SC Ready will establish a baseline for annual measurement for ELA and math.

Attendance: Attendance of both students and teachers is necessary for all students to achieve consistently. This past year attendance fluctuated by less than 3%. Both groups must be present for optimal academic achievement.

Response: Achievement data reflects a need for targeted interventions for students who are underperforming. Implementation of a STEAM/PBL approach to learning will strengthen student engagement and depth of content understanding. A full inclusion model with co-teaching components has been implemented and will be refined to address grade-level standards-based instruction with special education students using appropriate differentiation strategies and accommodations. Systematic intervention including academic assistance and literacy instruction will structure clear expectations and opportunities for the success for all students. A continuation of common planning, common assessments, and collaborative analysis will strengthen classroom instruction.

Teacher and Administrative Quality

Bryson Middle School Professional Development Plan 2016-2017

Date	Workshop Title	Presenter/ Facilitator	Hours	Goal
08/11/2016	Data Analysis	Adrienne Davenport, Pam Templeton	1	1
08/23/2016	Mentoring Partnerships	Pam Templeton	1	2

Date	Topic	Presenter	Hours	Goals
08/30/2016	Student Learning Objectives	Pam Templeton	1	1
09/13/2016	Peer Mentoring/Observation	Pam Templeton	1	2
09/13/2016	Checking for Understanding—FA	Pam Templeton	1	1
09/20/2016	Common Assessment Discussions	Pam Templeton	1	1, 3
09/20/2016	Mentoring Partnerships	Pam Templeton	1	2
09/28/2016	*Mindset* Text Study	Adrienne Davenport	1	2
10/04/2016	Formative Data Analysis	Pam Templeton	1	1
10/11/2016	Interpreting Learners' Responses	Pam Templeton	1	1
10/18/2016	Mentoring Partnerships	Pam Templeton	1	2
10/19/2016	STEAM Kickoff	Chris Burras	1	2
10/20/2016	STEAM Q & A	Chris Burras	1	2
10/25/2016	Common Assessment Discussions	Pam Templeton	1	1, 3
10/26/2016	*Mindset* Text Study	Paula Bruce, David Schoolfield, Judy Whitson	1	2
11/15/2016	Responding to Learners' Needs (Differentiation of Product/Content)	Pam Templeton	1	1
11/22/2016	Common Assessment Discussions	Pam Templeton	1	1, 3
11/30/2016	*Mindset* Text Study	Pam Templeton	1	2
11/29/2016	Inclusive Best Practices	Grade-Level Teams	1	1
12/06/2016	Collaborative (Interdisciplinary) Team Shares	Grade-Level Teams	1	3
03/21/2017	Dare to be Different (Differentiation through Tiered Instruction)	April Yates	1	1
01/04/2017 01/10/2017 01/17/2017 01/24/2017 01/31/2017 02/07/2017 02/14/2017 02/21/2017 02/28/2017 03/07/2017 03/14/2017 03/21/2017 03/28/2017 04/04/2017 04/11/2017 04/18/2017 04/25/2017 04/26/2017	STEAM ALIVE	Chris Burras, Debbie Barron	Graduate Course or 60 points	1, 2, 3

Response

The professional development plan for 2017-2018 is currently being developed. Initiatives begun will continue; focus for professional development opportunities will include:

- Technology Integration through Digital Learning Corp
- Engagement strategies for Project-Based Learning and STEAM challenges
- Data-driven differentiation in response to formative assessment
- Inclusive school practices (strengthening co-teaching models in the classroom)
- Literacy strategies across content areas
- Mentoring/student-centered intervention

School Climate Needs Assessment

Student Behavior

Unduplicated Out-of-School Suspensions over Time

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Other Male	91	121	103	54	61
Black Male	30	36	16	48	44
Other Female	31	23	17	15	19
Black Female	17	24	18	20	13
TOTAL	169	204	154	137	137

Over the last five years, discipline issues have been on a decline school-wide due to a number of factors: Saturday School, BMS for Success positive behavior plan, and school-wide focus on consistent implementation of expectations.

Support/Communication

Report Card survey results for students and teachers show a decrease in overall satisfaction with the learning environment, the social/physical environment, the home-school relations, and school safety. Parent surveys demonstrate an increase with satisfaction in all categories except the social/physical environment. These results provide BMS with an opportunity for growth.

Survey Data from the Annual Report Card Survey

Survey Data from the Annual Report Card Survey – Teachers	2012	2013	2014	2015	2016
Satisfied with learning environment	91.0	89.1	85.3	74.0	55.5
Satisfied with social and physical environment	95.5	90.3	89.6	87.0	55.6
Satisfied with home-school relations	80.6	89.0	83.8	77.0	72.3
Survey Data from the Annual Report Card Survey – Students	2012	2013	2014	2015	2016
Satisfied with learning environment	74.3	72.3	62.2	66.0	57.1
Satisfied with social and physical environment	76.4	75.4	62.0	64.0	61.3
Satisfied with home-school relations	84.8	85.6	75.5	87.0	76.8
Survey Data from the Annual Report Card Survey – Parents	2012	2013	2014	2015	2016
Satisfied with learning environment	79.0	86.2	77.0	85.0	88.0
Satisfied with social and physical environment	74.3	79.0	65.1	77.0	72.6
Satisfied with home-school relations	68.9	79.6	49.0	57.0	68.5
Additional data from Annual Report Card Survey	2012	2013	2014	2015	2016
Satisfied with school safety—Teachers	100.0	100.0	98.5	95.1	90.7
Satisfied with school safety—Students	84.9	87.9	77.6	82.2	74.3
Satisfied with school safety—Parents	88.9	91.2	83.2	83.7	83.8

Mentoring
Additional internal surveys identified a need for a systematic advisory/mentoring program to support student needs and to increase emotional outreach.

Response/Next Steps
Behavior:
1. Continuing use of BMS for Success, Positive PAWS, and Chillin' on the Green events to establish clear expectations and to provide positive incentives for successful students.

Support/Communication:
2. Expand transition support for 5th to 6th and 8th to 9th grade students (academically, emotionally, and socially)
3. Expand current program of celebration for achievement, particularly academic success
4. Develop semester academic parent nights for showcasing student achievement
5. Refine enrichment program to increase student-adult interactions, to engage students, and to build opportunities for academic growth.

Mentoring:
6. Continue to develop a student mentoring/incentive program

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in ELA as measured by SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in ELA as measured by SC READY.

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	47.3	50.3
School Actual	44.3		
District Projected	X	49	52
District Actual (MS only)	46		

Baseline data to be established in 2015-16.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I at 99%.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	99.0	99.0	99.0	99.0	99.0
School Actual	100.0	100.0	98.3	100.0	100.0		
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9	98.9	98.5	79.7 (MS & HS)	82.8 (MS & HS)		

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

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	39.2	42.2
School Actual	36.2		
District Projected	X	44	47
District Actual (MS only)	41		

Baseline data to be established in 2015-16.

EOCEP % ALGEBRA I

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I at 99%.

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	99.0	99.0	99.0	99.0	99.0
School Actual	100.0	97.9	100.0	100.0	100.0		
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6	99.2	90.1 (MS & HS)	85.5 (MS & HS)		

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

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

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

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

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

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

SC SDE did not provide data for 2015-16.

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% Tested ELA – District Grades 6-8	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested Math –	Baseline	2016-17	2017-18

Bryson Middle School	2015-16		
Projected Performance	**95.0**	**95.0**	**95.0**
Actual Performance			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested Math – District – Grades 6-8	Baseline 2015-16	2016-17	2017-18
Projected Performance	**95.0**	**95.0**	**95.0**

Actual Performance			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	71.8	72.8	73.8
School Actual	70.8	71.1		
District Projected	X	73.9	74.9	75.9
District Actual	72.9	71.4		

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

SCPASS SOCIAL STUDIES

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	78.3	79.3	80.3
School Actual	77.3	77.3		
District Projected	X	82.2	83.2	84.2
District Actual	81.2	78.8		

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

STUDENT ACHIEVEMENT					
STRATEGY Activity	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
STRATEGY: Develop, refine, and implement use of common standards-based major assessments for each grade-level content to analyze student performance and instructional needs (SC PASS and SC Ready formats to include selected response, constructed response, and performance tasks)	Ongoing	Grade-level subject-area teachers, IC, Administrative Team	$0.00	N/A	Common major assessments, common assessment discussion documentation
STRATEGY: Provide academic assistance for students in ELA and Math as demonstrated by performance on standardized testing. Enrichment and iReady will be utilized to provide remediation/enrichment.	Ongoing	Academic Assistance Teachers, IC, ELA Dept., Math Dept., Special Education Dept.	$0.00	N/A	Analysis of semester data and standardized test score data; coaching and administrative observations
STRATEGY: Continue use of Gradual Release of Responsibility and differentiation to guarantee student understanding of standards-based instruction	Ongoing	Whole staff; IC	$0.00	N/A	Lesson planning; administrative observations; coaching cycles
STRATEGY: Refine full		Administrative			

inclusion special education services in ELA and Math through implementing co-teaching models of instruction	Ongoing	Team, IC, Special Education Dept., All Teachers	$0.00	N/A	Lesson plans noting co-teaching models; administrative observations
STRATEGY: Refine practices to provide intervention/support for students before, during, and after school	Ongoing	Whole Staff	$0.00	N/A	Staff/student survey; quarterly grading reports

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: All teachers will receive support, training, and professional development in research-based strategies, best practices, and technology.

ANNUAL OBJECTIVE: Bryson Middle school will offer a minimum of 12 hours of professional development in-house on school-wide initiatives.

DATA SOURCE(S): Bryson Middle School professional development calendars for 2012-2013 through 2017-2018; sample presentation materials.

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100.0	100.0	100.0	100.0	100.0
Actual	100.0	100.0	100.0	100.0.	100.0		

TEACHER QUALITY					
STRATEGY: ACTION PLAN	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
STRATEGY: Provide professional development opportunities such as: • STEAM ALIVE • Growth Mindset • Technology integration (Digital Learning Corp) • Data-Driven Differentiation • Engagement Strategies in the PBL Classroom • Literacy strategies (reading, writing, vocabulary, communication) • Inclusion school practices (implementing co-teaching models in the classroom) • Mentoring/student-centered intervention	Ongoing	IC, District Consultants, Data/Technology Focus Team, STEAM Focus Team, Leadership Team, Digital Learning Corp	$0.00	N/A	Professional Development Calendars for 2012-13 through 2017-2018; sample presentation materials; minutes from professional development sessions; data folders; lesson plans
STRATEGY: Strengthen teacher-to-teacher mentoring strategies through use of feedback from classroom observations (administrative and peer observations)	Ongoing	Administrative Team, IC, Instructional Staff	$0.00	N/A	Peer observation feedback forms; administrative observations and conference logs; teacher narratives
STRATEGY: Increase staff wellness through various healthy initiatives	Ongoing	Wellness Focus Team	$0.00	$0.00	Analysis of participation; survey results

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

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

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

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

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	95.3	95.5	94.1	95.0	95.5		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

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

FIVE YEAR PERFORMANCE GOAL: Maintain a student expulsion rate below 0.5% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student expulsion rate below 0.5% of the total school population.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	0.5%	0.6%	0.8%	0.8%	1.0%		
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%	0.6%	0.7%	0.9%		

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 79.0% in 2012 to 82.0% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	80.0	80.5	81.0	81.5	82.0
School Actual	79.0	86.2	77.0	85.0	88.0		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 74.3% in 2012 to 77.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	75.3	75.8	76.3	76.8	77.3
School Actual	74.3	72.3	62.2	66.0	57.1		
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES/MS)	83.8	82.7	81.6	83.9 (ES, MS, & HS)	83.8 (ES, MS, & HS)		

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 91% in 2012 to 93.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	91.5	92.0	92.5	93.0	93.5
School Actual	91.0	89.1	85.3	74.0	55.5		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 88.9% in 2012 to 91.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #20

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	89.3	89.7	91.1	91.5	91.9
School Actual	88.9	91.2	83.2	83.7	83.8		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	91.7	91.7		

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 84.9% in 2012 to 88.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #30

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	85.9	86.3	86.7	88.1	88.5
School Actual	84.9	87.9	77.6	82.2	74.3		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day at 97%.

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

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #42

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	97.0	97.0	97.0	97.0	97.0
School Actual	100.0	100.0	98.5	95.1	90.7		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

SCHOOL CULTURE

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
STRATEGY: Expand transition support from 5th to 6th and 8th to 9th grades (academically, emotionally, socially)	Ongoing	Guidance/ Transition Focus Team; Guidance Dept.	$0.00	N/A	Increased academic focus for 5th grade tours; rising 9th to have visits from 9th counselors; Inspiring Excellence Night; Meet the Teacher Night
STRATEGY: Continue mentoring collaboration with Mentor Upstate and FIKE Center to broaden in-school student mentoring program.	Ongoing	Administrative Team; Guidance; Guidance/ Transition Focus Teams	$0.00	N/A	Matching 10 mentors to mentees by end of school year. Effectiveness measured by student grades, attendance, and discipline
STRATEGY: Expand student-to-student mentoring program, Bryson Buddies, to be more like ambassadors for our building	Ongoing	Guidance/ Transition Focus Team, Guidance Dept.	$0.00	N/A	Student-led activities that are inclusive for all our students.
STRATEGY: Review current program, refine, and develop opportunities to celebrate school-wide achievement, emphasizing academic accomplishments	Ongoing	Administrative Team, Leadership School Culture/Climate Focus Team, IC	$0.00	PTSA; Business partnerships for sponsorships and incentives	Written plan; photographs of celebratory displays; student work displayed; quarterly honor roll/ improvement recognitions
STRATEGY: Continue current parent night	Ongoing	Parent/Community Focus Team; Dept.	Donations	PTSA; Business	Agenda Calendar with monthly Parent Nights;

		Heads with Dept. Support; IC		partnerships supply prizes, awards, incentives, etc.	website coverage/ recognition of events; Inspiring Excellence Night for April as showcase
program; develop first semester parent academy night and second semester student showcase.					
STRATEGY: Continue publicizing the BMS logo of "Inspiring Excellence" in the community through increased visibility (i.e. on website, on school T-shirts, etc.)	Ongoing	Parent/Community Focus Team; Administrative Team; PTA	$0.00	N/A	Narratives/samples of publicity regarding the BMS logo
STRATEGY: Refine Enrichment Program to engage students and provide remediation/enrichment	Ongoing	School Staff	Donations	PTSA; Business Partnerships	Student/Staff Survey Results
STRATEGY: Increase staff wellness through various healthy initiatives	Ongoing	Wellness Focus Team	$0.00	$0.00	Analysis of participation; survey results (tea station; fun run; fitness tips; mammogram bus)

APPENDIX:

Link to SC Report Card:

http://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?y=2016&d=2301&t=M&s=024