

Blue Ridge Middle School

2423 E. Tyger Bridge Road
Greer, SC 29651
864-355-1900



Mrs. Karen Bullard, Principal
Greenville County Schools
Dr. W. Burke Royster, Superintendent

School Portfolio
2018-2019 through 2022-2023

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Blue Ridge Middle

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2020-2021 *(one year)*


Required Signature Page

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


Assurances for the School Renewal Plans

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

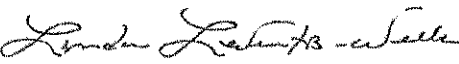
SUPERINTENDENT

Dr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

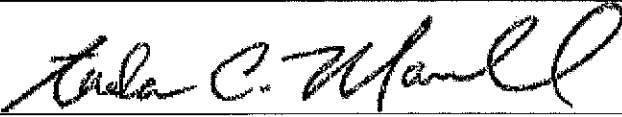
PRINCIPAL

Mrs. Karen Bullard		3/5/2021
PRINTED NAME	SIGNATURE	DATE

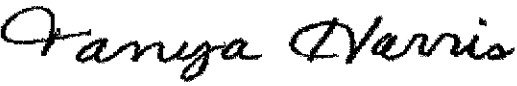
CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Dr. Andrew Marshall		3/5/2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Tanya Harris		3/5/2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2423 E. Tyger Bridge Road, Greer, SC, 29651

SCHOOL TELEPHONE: (864) 355-1900

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Karen Bullard
2. Teacher	Jeremy Barnette
3. Parent/Guardian	Joni Lever
4. Community Member	Jim Barbare
5. Paraprofessional	Kelli Harris
6. School Improvement Council Member	Dr. Andrew Marshall
7. Read to Succeed Reading Coach	Tanya Harris
8. School Read To Succeed Literacy Leadership Team Lead**	Charlie Kendrick
9. School Read To Succeed Literacy Leadership Team Member**	Amy Verga

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	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.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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

Section One: Introduction	8
Section Two: Executive Summary	9
Section Three: School Profile	10
Community	10
Teacher Data	10
Attendance Rates	11
Student Population	11
Total Enrollment	11
Gender	11
Special Education: EH, Autistic, OHI, LD, Multi-handicapped)	11
Ethnicity	12
Free and Reduced Lunch	12
Gifted and Talented	12
School-wide Academic and Behavioral Programs	12
Blue Ridge Middle School 2019 School Report Card	16
Section Four: Mission, Vision, and Beliefs	18
Mission Statement, Vision, Beliefs	18
Annual Report to the Community	19
Section Five: Data Analysis and Needs Assessment Student Achievement	21
Student Achievement Needs Assessment	21
SC Ready 2019	21
SC PASS 2019	21
2019 EOC	21
Attendance: Student and Teacher	22
Analysis/Response	22
Teacher and Administrative Quality	23
Professional Development	24
Professional Development Response	24
School Climate Needs Assessment	24
Student Behavior	24
Survey Data From Annual Report Card Survey	25
Response/Next Steps	25
Section Six: School Renewal Plan	26
SC READY ELA	26
SC READY Math	29

SC PASS Science.....	32
Student Demographic Groups.....	35
Literacy Intervention Classes	42
Diverse Teachers	44
Feels Safe at School.....	46
Student Behavior/Expulsion.....	49
Caring Environment	52
Student Attendance Rate.....	54
Mental/Social/Emotional Health	56

Introduction

At Blue Ridge Middle School we create our Portfolio using the Professional Learning Community (PLC) Model. Each member of the faculty is assigned to a committee that includes but is not limited to Portfolio Committees. These committees are responsible for gathering and disaggregating the information for their section of the Portfolio and to disseminate that information to the faculty at large. Our committees also act to ensure a safe school environment through our Health and Safety Committee, ensure student services are met through our OnTrack Committee, coordinate student incentives, organize school activities through a school wide calendar committee, foster a positive working environment among the staff through our Social Committee, and increase student, parental, and community involvement through student council, PTA, SIC and our Partnership Development Committee. These committees serve as the backbone of our schools ongoing strategic planning efforts and help ensure that all members of the educational structure at BRMS are engaged and informed.

Each committee updated a section of the portfolio to reflect the most recent test data, student honors, professional development, and Blue Ridge's strategies for the 2018-2023 Action Plan. Once the strategies and plan were in place, the Strategic Planning Team began the task of assessing Blue Ridge Middle School through the five standards developed by AdvancED. Each committee met on Wednesday afternoons to review and evaluate each section of the standard carefully to determine which level of 1 to 4 best described and matched the organization and atmosphere of Blue Ridge Middle School. After the committees determined the level for each section, through consensus, the committees established lists of evidence which confirmed their decision on the rubrics. After the evidence was collected, the committee chairs began the process of writing and developing a narrative which encompassed the entire standard, rather than its parts. They collaborated with their members to make sure all areas of the standard were included. When all the narratives had been reviewed, each committee shared the findings with the entire faculty, the School Improvement Council, and the PTSA Board.

Section Two: Executive Summary

Summary of Needs Assessment for Student Achievement

In the spring of 2019, SC READY and SCPASS scores show that while over 50% of Blue Ridge Middle School students are performing in the Meets Expectation and Exceeds Expectation categories, not all are performing at high levels. In response to the data, the following initiatives have been determined:

- Use of common assessment tools, such as Mastery Connect.
- Grade-level subject-area common major assessments
- Inclusion with co-teaching models of instruction
- Academic assistance opportunities through Skill Building and ROAR time
- Reading assistance opportunities through district initiatives, such as Language Live, System 44, and Read 180
- Scaffolding and differentiated instruction to guarantee student understanding of standards-based instruction
- Subject area data teams - PLCs

Summary of Needs Assessment for Teacher and Administrator Quality

Needs assessments indicated that teachers need continual professional development to maximize their growth. Professional development is determined based on school initiatives and staff needs to include literacy strategies, math strategies, inclusive practices, scaffolding and differentiated instruction, and data driven professional learning communities. Emphasis will be placed on data PLCs both teams and departments working together to meet the needs of each student.

Summary of Needs Assessment for School Climate

The State Report Card Survey has indicated that students' and parents' satisfaction is slightly lower than teacher satisfaction from the majority of our stakeholders.

Focus strategies include:

- Supporting transition from elementary school to middle school
- Continuing the teacher assistant initiative to build leadership
- Supporting common assessments and analyzing data to drive instruction
- Providing extra academic assistance for struggling students during ROAR time
- Continuing with the inclusion model for learning disabled students

Significant Accomplishments in the Last Three Years

- SC PASS Social Studies and Science scores are in top percentage in district
- Establishing an enrichment program ROAR morning time to increase student achievement and to provide additional opportunities for support
- Added two Gateway to Technology Classes with 7 different course offerings
- Provide a 5K and Wellness Day to promote healthy choices and lifestyles
- Girls Basketball and Softball Region Championships
- Beta Club State Award Winner Recognitions

Section Three: School Profile

Community

Blue Ridge Middle School is a sixth, seventh and eighth grade school located in the northwestern corner of South Carolina and a part of Greenville County Schools. The 2014 census estimated the population at approximately 491,000 people with an average per capita income of \$40,791. Blue Ridge Middle has the largest geographical attendance area that currently serves 947 students. The school principal is Karen Bullard and Sandra Taylor serves as the assistant principal with Don Kauffman and Ross Pruitt as administrative assistants.

Parent involvement is encouraged at Blue Ridge Middle. Parents are asked to serve on the PTA board and lead school functions such as: dances, pageants, fundraisers, and running the school store. SIC has parent members that are allowed to offer input on how Blue Ridge Middle School can be improved. Parents as well as other community members are asked to volunteer as speakers through the career department. Teachers use parent volunteers in the classroom and as field trip chaperones. These volunteers also serve a vital part of the Veteran's Day assembly, field trips, and grade level days. All parent volunteer hours are logged through the sign in process in the office.

Business partnerships play a vital role in the success of Blue Ridge Middle and are recognized on the school website and school marquee. Local businesses make donations to the school to support programs within the school. Business sponsors also play a vital role in the sports program with paid advertising on the baseball and softball fields.

Blue Ridge Middle is in its 31st year. The current site is the location of the original Blue Ridge High school built in 1954. The building was completely renovated in 2001; however, the original auditorium, stage, seats and gym floor are still in use. The facility is one story equipped with four classroom wings, including nine science labs, two GTT labs, spacious media center, open cafeteria, gym, locker and weight rooms. Also on site are two state of the art baseball and softball fields, a track and soccer field, along with outdoor basketball and tennis courts.

Personnel

There are currently 91 employees at Blue Ridge Middle School. There are 56 full time teachers. On our staff we have an attendance clerk, guidance clerk, office clerk, career development facilitator, a full time nurse, and one secretary. The custodial staff is made up of seven positions with one plant engineer. The cafeteria has a total of nine positions with one of those being held by the cafeteria manager. Blue Ridge Middle has four administrators, one instructional coach, and one school resource officer. The media center is staffed with one media clerk and one media specialist.

<u>Gender</u>	Male	Female
Administrators	3	2
Teachers	9	37
Certified Support Staff	2	5
ESOL	0	.2

<u>Years of Service</u>	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
Sixth Grade	0	2	0	0	5	2	0	3
Seventh Grade	1	0	2	0	2	3	1	2
Eighth Grade	1	1	2	1	1	2	1	3
Special Education	2	0	0	0	1	2	1	1
Related Arts	2	1	2	1	2	1	1	2
Certified Support Staff	0	0	1	1	1	0	3	4

<u>Certification Subject</u>	ELA	Math	Science	Social Studies	Special Education	Other
Sixth Grade	3	4	3	4	2	2
Seventh Grade	3	3	5	3	3	1
Eighth Grade	3	3	3	3	1	0
Special Education	0	1	0	0	2	0
Related Arts	3	2	1	0	0	9
Certified Support Staff	1	1	2	1	0	4

Attendance Rates –

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Teachers	95.12%	91.7%	91.7%		
Students	96.0%	94.4%	95.94%		

Student Population -

Total Enrollment

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Sixth Grade	301	338	297		
Seventh Grade	325	354	308		
Eighth Grade	270	303	342		
Total Enrollment	896	972	947		

Enrollment by Gender

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Male	447	487	474		
Female	449	503	473		

Special Education (EH, Autistic, OH)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Sixth Grade	13	9	19		
Seventh Grade	4	12	18		
Eighth Grade	5	5	14		
Total Enrollment	22	26	51		

Special Education (LD)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Sixth Grade	26	31	34		
Seventh Grade	32	18	36		
Eighth Grade	20	39	20		
Total Enrollment	78	88	90		

Special Education (multi-handicapped)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Sixth Grade	7	12	2		
Seventh Grade	12	7	1		
Eighth Grade	4	7	1		
Total Enrollment	23	26	4		

(Two or more disabilities- LD, OH, Autism, Educable Mild, Speech)

Ethnicity

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
African American	3.5%	4.0%	4.0%		
Caucasian	86.6%	85.4%	84.2%		
Hispanic	6.3%	6.7%	6.1%		
Other	3.6%	3.0%	5.0%		

Free and Reduced Lunch

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Paid	64.7%	53.8%	53.8%		
Free/Reduced	35.3%	46.1%	46.1%		

Gifted and Talented

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Academic Gifted	28.6%	28%	29%		
Not Gifted	71.4%	72.2%	71%		

School-wide Academic and Behavioral Programs, Features and Initiatives

Blue Ridge Middle school provides a wide variety of programs, features, and initiatives in order to accomplish our mission of building college and career-ready graduates.

PBIS Behavior Support System (ROAR Cards)

Blue Ridge Middle School proactively addresses student behavior through a Positive Behavior Intervention and Support system where teachers and staff intentionally address positive behaviors desired by students, which support the mission of Blue Ridge Middle students. Utilizing the ROAR acronym, positive student behavior is centered on Respect, Ownership, Attitude and Responsibility. Students receive signatures on their student ROAR cards and are able to redeem their cards for a variety of rewards and incentives throughout the year.

Advanced Academic Course Offerings

Blue Ridge Middle School provides opportunities for students to take courses that offer high school credit (Carnegie Units.) Virtual School- There are at least 4-5 classes offered every semester. Advanced class offerings are available in language arts and math through the Gifted and Talented Program as well.

High School Credit Courses

Honors Algebra I
 Geometry
 Honors English I
 Art I
 Physical Education I

Academic Programs / Initiatives

In addition to our content and related arts classes, we have other opportunities available that provide educational opportunities for the students of Blue Ridge Middle School.

- Writing in all disciplines
- Teaming
- Literacy Emphasis
- Read to Succeed Initiatives

- Google Classroom
- Discovery Learning Education
- Interventions – both academic and behavior
- Skill Building
- SC Junior Book Award Reading Program
- Book Fair (Media Center)

Arts Courses

There are four different opportunities for students to learn, grow, and develop their fine arts skills. Music courses offer school performances as well as extra-curricular performance options. Art courses offer students opportunities to enter district, regional and state art shows. The Drama Enrichment program provides opportunities for students to perform in a theatrical production for the entire school and community.

- Band
- Chorus
- Strings
- Art and Advanced Art (8th graders) course offerings
- Drama Enrichment
- Creative Writing

Business Education/ STEAM Courses

There are any different opportunities to learn and explore different career areas in our Business and STEAM courses.

- Project Lead the Way
 - Design and Modeling
 - Computer Science for Innovators and Makers
 - Magic of Electrons
 - Green Architecture
 - Medical Detectives
 - Automation and Robotics
 - Advanced Robotics
 - Science of Technology
- Personal Finance - virtual for high school credit
- EverFi "Future Smart" - Online Financial Literacy program - 7th grade
- EverFi "Entrepreneurial Expedition" - Online Entrepreneurial curriculum for business and life - 8th grade

Extracurricular Activities

There are opportunities to participate in extracurricular activities.

Clubs include:

- The National Junior Beta Club
- Student Council
- Science Enrichment
- Math Counts
- Drama Enrichment
- Tiger Strong
- Robotics Teams
- Girls on the Run

Athletic Teams

- **Middle School Teams**
 - Baseball, Basketball (Boys and Girls), Soccer (Boys and Girls), Softball, and Volleyball
- **High School Teams** – There are opportunities to participate in the following:
 - Cheerleading, Cross Country, Football, Golf, Tennis, Track and Field, Wrestling, and marching band.

Community and Parental Involvement

- Parent-Teacher Association (PTA)
- School Improvement Council (SIC)
- Carnegie Math Nights
- Mother Daughter Paint Nights
- Parent University

Mentoring and Character Education

- BRMS Mentor Program
- EverFi “Honor Code” - Online Anti-Bullying program - 7th Grade
- EverFi “Character Playbook” - Online program for developing healthy social/emotional skills - 6th Grade

Career Education

Blue Ridge Middle School has a Career Development Facilitator on staff that coordinates many opportunities for career exploration in addition to those built into the curriculum.

- *Career Day* – Teachers and community members speak to the students about various career fields and occupations.
- *College Colors Day* - Teachers and staff speak with students about their college and career path.
- *Junior Achievement* - Junior Achievement volunteers spend the day with 7th-grade students to present curriculum on personal branding, career clusters, career research, resumes, and soft skills.
- *Career Lunch* - Community businesses set up in the lobby to meet with and answer questions from students regarding their career.
- *Lunch and Learn* –Selected students meet with industry professionals to learn about their career field.
- *Job Shadowing* - 8th-grade students spend a day shadowing someone at their place of employment. Students are required to write reflections about their experience as well as “Thank you letters” to those that allowed them to shadow.
- *College Visit Day* - 8th-grade students visit a local college to tour the campus and learn about what they need to do in high school to prepare themselves for college.
- *Career Center Tour* - 8th-grade students tour Bonds Career Center to learn about programs and certifications offered in high school.

Awards & Recognitions (All Apply)

Art: First place for Drawing at the South Carolina Junior BETA Club Convention; Students accepted into the Visual Arts program at the Fine Arts Center

2019-20 Greenville County Girls Basketball Champions

2019 Greenville County Softball Champions

Three students participated in the 2019 SCBDA Region One Honor Band

Six students participated in the 2019 Greenville All-County Band

BRMS Honor Band received a superior with distinction rating at the 2019 SCBDA Concert Performance Assessment.

6th Grade band - Excellent rating at Carowinds Festival of Music 2019

7th Grade band - Good rating at Carowinds Festival of Music 2019

7th Grade Orchestra - Excellent Rating at Carowinds Festival of Music 2019

6th Grade Orchestra - Excellent Rating at Carowinds Festival of Music 2019

Orchestra Solo and Ensemble Festival 2019 - 12 Superior Ratings and 6 Excellent Ratings

BRMS Chorus - Excellent Rating at Carowinds Festival of Music 2019

BRMS Chorus - 18 students participated in 2019 Spring Sing Festival

BETA Club competitions

Vex Robotics Teams

2019 Falcon's Middle School Qualifier

29651B - Tournament Champion

29651G - Energy Award

2019 Sparks Vex Qualifier

9651C - Tournament Champion

29651B - Skills Champion

2019nRazorback Upstate Middle School Qualifier

29651C- Tournament Champions

2019 Cougar Upstate Qualifier

29651B - Skills Campion

Blue Ridge Middle School 2019-2020 School Report Card

For students to meet the profile of the SC Graduate

	Our School	Change from last year
<u>Students (n = 972)</u>		
% of students in poverty (TANF, Medicaid, SNAP, foster child or homeless)	46.1	Up from 42.8
Percent of Students (7th and 8th grade) enrolled in high school credit courses	21.4	Down from 26
Attendance rate	95.94	Up from 94.4
With disabilities	12.0	Up from 10.9
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3	Up from 0.2
Percentage of students served by gifted and talented program	27.1	Down from 26.6
Percentage of students retained	0.0	Down from 0.1
Annual Dropout Rate	0.0	No change
<u>Teachers (n = 57)</u>		
Percentage of teachers with advanced degrees	66.7	Up from 64.9
Percentage of teachers on continuing contract	77.2	Down from 87.7
Teachers returning from previous year	94.0	Up from 90.2
Teacher attendance rate	91.7	Up from 91.4
Average teacher salary	\$57,249	Up from \$52,995
<u>School</u>		
Principal's years at school/district	3	Up from 2
Student-teacher ratio in core subjects	24.9 to 1	Up from 22.8 to 1
Prime instructional time	86.8	Up from 86.6
Opportunities in the arts	Excellent	Up from Good
Opportunities in foreign languages	Poor	No change

AdvancEd (SACS) accreditation	Yes	No change
Parents attending conferences	99.9	Down from 100.0
Character development program	Good	No change
Average age of books / electronic media in the school library	11.0	No change
Number of resources available per student in the school library media center	11	Down from 14
Percent of classrooms with wireless access	100%	No change
Percent of students served by 1:1 learning	100%	Up from 31-40%
Number of devices dedicated for student use	1,140	Up from 250
Percentage of classes not taught by highly qualified teachers	0.0	Down from 2.7
Dollars spent per pupil	8,955\$	Down from 9,532\$
Percent of expenditures for instruction	61.3	N/A
Percent of expenditures for teacher salaries	56.7	N/A
Number of online or blended (50% online) courses offered	5	No change

Evaluations by Teachers, Students, and Parents from 2018-2019 Report Data

<u>Evaluations by Teachers, Students, and Parents</u>			
	Teachers	Students*	Parents*
Number of surveys returned	55	320	175
Percent satisfied with learning environment	98.1%	73.7%	85.5%
Percent satisfied with social and physical environment	100%	76%	74.4%
Percent satisfied with school-home relations	98.1%	81.3%	71%

Section Four: Mission, Vision, and Beliefs

Motto: We are BR!

Mission Statement: We build college and career ready graduates by providing engaging classes, creating meaningful experiences, and developing character, leadership, and citizenship.

Vision: “We are BR: where positive attitudes and understanding hearts make a great school community.”

Beliefs: We believe...

- Our school shares similar values with that of our community.
- Our school is a family working together to ensure the success of all students.
- Students learn best in a safe, caring student-centered environment.
- Students learn best in a supportive environment where individual student needs are met.

[Annual Report to the Community](#)

We are BR

Blue Ridge Middle School provides a variety of extracurricular activities & highly competitive athletic programs:

Volleyball	Softball	Girls Soccer	Tennis
Boys Basketball	Baseball	Wrestling	Track
Girls Basketball	Boys Soccer	Football	Cross Country
VEX Robotics	Science Enrichment	Math Counts	Drama Program

SIC Members 2018-2019

Karen Bullard—Principal
 Don Kauffman—Assistant Principal
 Dr. Marshal—Community Member
 Jim Barbare—Community Member
 Beverly Willbanks—Community Member
 Donna Burgess—Teacher
 JoHanna Joines—Teacher
 Donna Odom—Teacher
 Pauline Nichol—Parent
 Jimmy Vereen—Parent
 Leah Humphries—Parent



Blue Ridge Middle School is a sixth, seventh, and eighth grade school located in the northwestern corner of South Carolina. As part of the Greenville County School District, Blue Ridge Middle has the largest geographical attendance area, currently serving 993 students. BRMS has 91 employees which include 59 full-time teachers, 4 administrators and 3 school counselors, plus support staff.

BRMS also offers Gifted and Talented courses for our students in the Challenge Program through Language Arts and advanced Math placement.

Blue Ridge Middle School provides opportunities for students to take courses that offer high school credit Carnegie Units:

Onsite	Algebra 1 Honors	English 1 Honors	Art 1	Geometry 1 Honors
Virtual	Graphic Design	Personal Finance	PE1	Computer Science Discoveries
				Google & Multimedia Basics

We also offer a wide variety of Related Arts classes to help ignite an interest of learning in non-traditional classroom settings.

Band	Strings	PE
GTT	Creative Writing	Health
Art	Chorus	Yearbook
Skill Building	Service Learning	Release Time

Blue Ridge Middle School

We are BR, where positive attitudes and understanding hearts make a great school community!



S.I.C.
 Report To The Community
 2019-2020

School Improvement Council

The School Improvement Council (SIC) serves as an advisory committee to the school's principal and faculty. SIC plays a key role in the education of our state's children, bringing together parents, educators and community stakeholders to work collectively to improve their local schools.

S.I.C. Goals

1. Raising Academic Performance:
 - Advisor Program for the bottom 20% of students according to academic performance.
 - Focus on ELL Student Population
2. Safe, Responsible and Respectful School Environment:
 - Positive Behavior Intervention Supports—ROAR (Responsibility, Organization, Attitude and Respect)
 - Whole School Read Program
3. Engaging Community and Stakeholders in the School Environment.
 - SIC Sponsored Mentor Luncheon
 - Mentor Tips for Conversation and Activity

We are BR! Hear us ROAR!

Respect
Organization
Attitude
Responsibility

BRMS Mentor Program

During the 2019-2020 BRMS has been able to provide 60 mentors for students who need a positive role model or a trusted adult in their life. These mentors range from professionals who take their lunch to meet with students to college aged students who spend time talking with mentees to encourage and motivate. This program has provided kind voices and willing attitudes in the life of many students who might not otherwise have the opportunity to feel valued and important.

Iron Giraffe Challenge

As part of our Whole School Read students were asked to participate in an effort to raise money to build a well in Africa. Through the sale of bottles of water we were able to raise \$1100 that was donated to "Water for South Sudan" through their Iron Giraffe Challenge. During this time our students were encouraged to remember how easy it is to get water in America and how that reality is not always true for many students around the world. This was our first attempt at a Whole School Reading Program, but it will definitely not be our last.

School Achievements

Girls Basketball—Undeclared Region Champs

Performing Art—Awards include Excellent and Superior Ratings at State Adjudication

VEX Robotics—Team awards at competition include: Tournament Champions, Energy Award, Skills Champion, Upstate Qualifier and World Qualifier

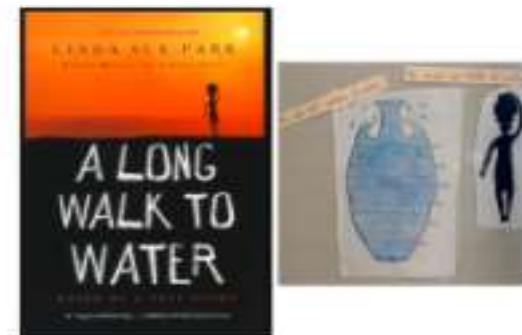
#BRMSCares—Students at BRMS participated in:

- Planting Trees
- Thanksgiving Canned Food Drive
- Operation Christmas Child
- Water for South Sudan



A Long Walk to Water

Students at BRMS have been challenged to move beyond the walls of our school and the confines of our community. One way this has taken place is through our Whole School Read, *A Long Walk to Water*. This book has provided our students with a glimpse into the life of a Sudanese "Lost Boy" and has given students an idea of what it is like to have to walk long distances just for water. Many of our students had no idea that such events happened and it has opened their eyes to understand the world around them. As a culminating activity the school sold bottled water and all proceeds went to build a well in Africa.



Section Five: Data Analysis and Needs Assessment Student Achievement

Student Achievement Needs Assessment

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19. Therefore, the following pieces of data were not collected for the 2019-2020 school year.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6); and
- End-of-Course Examination Program (English I and Algebra I)

Therefore, our data below reflects 2018-2019 data.

Achievement

For the needs assessment, the graphs below show SC READY and SC PASS by grade. attendance data for students and staff. Finally, qualitative data was collected from staff, students, and parents.

SC Ready 2019 by Grade Level (Percentage)

English	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Sixth Grade	13	33.9	38.5	14.6
Seventh Grade	13.7	34.6	37.3	14.4
Eighth Grade	17.4	31.8	35.2	15.6
Math	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Sixth Grade	27.9	30.2	30.6	11.3
Seventh Grade	20.2	23.6	42.6	13.7
Eighth Grade	16.8	24.6	38.	19.9

SC PASS 2019 by Grade Level (Percentage)

Science	Meets and Above Expectations	Approaching and Does Not Meet Expectations
Sixth Grade	57.2	38.2

2019 EOC Data of Percentage Passing

English I	100	Algebra I	100
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Attendance

Year	Students	Teachers
2017-2018	96.0	95.12
2018-2019	94.4	91.7
2019-2020	95.94	91.7
2020-2021		
2021-2022		

Analysis/Response

Test Data: SC Ready data from 2018 and 2019 shows a 2% decrease in student performance in the meets and exceeds categories in ELA and a 3% increase in math performance in the meets and exceeds categories. For SC PASS social studies, grades 6 and 7 reflected a decrease in the number of students demonstrating mastery. 2019 SC PASS will establish a baseline for annual measurement for science and social studies.

Attendance: Attendance of both students and teachers is necessary for all students to achieve consistently. In the 2018-19 school year attendance has decreased for teachers by approximately 4%, and students have decreased from 96% to 94.4%.

Response: Achievement data reflects a need for targeted interventions for students who are scoring in the approaching expectations and not met expectations sections of SC Ready and SC PASS. 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.

Blue Ridge Middle School Professional Development Plan 2018-2019

Focus for professional development opportunities will include:

- Instructional Protocols
- Developing learning targets
- Data-driven PLCs
 - Mastery Connect
 - Benchmark Data
- Strengthening co-teaching models and differentiation
- Developing Book Clubs
- Math strategies, Carnegie learning
- Integrating Technology
 - Using Nearpod
 - Other technologies

Response

Teachers participate in training during Training Tuesdays weekly. Additionally, department grade levels meet monthly to discuss and plan for district initiatives. Additional planning days are given to departments to plan, such as the math department to plan the implementation of Carnegie, science planning for state testing, and ELA to plan for balanced literacy and book clubs.

School Climate Needs Assessment

Student Behavior

Out of School Suspensions

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Inappropriate Behavior	18	43	17		
Confrontation/Altercation	8	7	21		
Fighting	9	20	31		
Bullying	7	4	1		
Disrupting Class	8	29	14		
Other	39	196	122		
Total	89	332	206		

Student behavior at Blue Ridge Middle School is overall good. Blue Ridge Middle School maintains a low number of infractions due to our school climate and high expectations of students. Our PBIS system proves to be an effective means for rewarding positive behavior, therefore minimizing our need for disciplinary action.

Support/Communication

Report Card survey results for students and teachers show an overall satisfaction with the learning environment, the social/physical environment, the home-school relations, and school safety. Parent surveys are mostly satisfied in learning environment and school safety. In the area of social and physical environment and safety, the results of 75% and below provide an opportunity for growth.

Survey Data from Annual Report Card Survey

Survey Data from the Annual Report Card Survey - Teachers					
	2017	2018	2019	2020	2021
Satisfied with learning environment	98.1	88.5	98.1	Data N/A	
Satisfied with social and physical environment	96.2	98.1	100	Data N/A	
Satisfied with home-school relations	96.1	96.1	98.2	Data N/A	
I feel safe at my school during the school day.	96.1	96.4	96.4	Data N/A	
Survey Data from the Annual Report Card Survey - Students					
	2017	2018	2019	2020	2021
Satisfied with learning environment	79.6	86.1	73.7	Data N/A	
Satisfied with social and physical environment	82.6	89.1	76.0	Data N/A	
Satisfied with home-school relations	82.9	80.3	81.3	Data N/A	
I feel safe at my school during the school day.	93.1	89.4	86.0	Data N/A	
Survey Data from the Annual Report Card Survey – Parents					
	2017	2018	2019	2020	2021
Satisfied with learning environment	81.8	86.8	85.5	Data N/A	
Satisfied with social and physical environment	75	88.9	84.4	Data N/A	
Satisfied with home-school relations	64.3	67.8	71.0	Data N/A	
My child feels safe at school.	83.7	87.6	87.4	Data N/A	

Response/Next Steps

- Behavior – Developed and implemented a discipline matrix to address discipline offenses. Developed and implemented a PBIS plan to establish clear expectations and to provide positive incentives for students.
- Support/Communication – Provide transition support for rising 6th graders. Continued use of newsletters, email, school website, and social media.

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on **SC READY ELA** will increase from 48% in 2016-17 to 63% in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 48 (2016-17)	School Projected Middle	51	54	57	60	63
		School Actual Middle	51	<i>waiver</i>			
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 43 (2016-17)	District Projected Middle	46	49	52	55	58
		District Actual Middle	49	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Workshop Attendance on the integration of reading and writing strategies	2018-2023	Administration	\$0	NA	Meeting Agendas / PD Report
2. Conduct Classroom Observations to look for effective reading and writing strategies	2018-2023	Administration	\$0	NA	<p>Observations logs will allow administrators to assess instruction for essential questions, standards, relevance, and rigor with an emphasis on learning focused strategies.</p> <p>1. Written observations with feedback are provided to teachers along with verbal feedback.</p> <p>2. Completed observation logs and forms are filed.</p>
3. Assess student progress using district benchmarks	2018-2023	Administration	\$0	NA	<p>Quarterly benchmark assessments will allow individual item analysis to guide re-teaching and remediation.</p> <p>1. Content area level benchmark test, benchmark test analysis that indicate standards that need to be re-taught and areas for remediation for students.</p>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					2. Results will be reported and analyzed by entire faculty, IC, and Administration.

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on **SC READY Math** will increase from 47% in 2016-17 to 59% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 44 (2016-17)	School Projected Middle	47	50	53	56	59
		School Actual Middle	59	<i>waiver</i>			
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 40 (2016-17)	District Projected Middle	43	46	49	52	55
		District Actual Middle	44	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Workshop Attendance on the integration of math strategies utilizing Carnegie Learning	2018-2023	Administration	\$0	NA	Meeting Agendas / PD Report
2. Conduct Classroom Observations to look for effective math strategies	2018-2023	Administration	\$0	NA	<p>Observations logs will allow administrators to assess instruction for essential questions, standards, relevance, and rigor with an emphasis on learning focused strategies.</p> <p>1. Written observations with feedback are provided to teachers along with verbal feedback.</p> <p>2. Completed observation logs and forms are filed.</p>
3. Assess student progress using district benchmarks	2018-2023	Administration	\$0	NA	<p>Quarterly benchmark assessments will allow individual item analysis to guide re-teaching and remediation.</p> <p>1. Content area level benchmark test, benchmark test analysis that indicate standards that need to be re-taught and</p>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					<p>areas for remediation for students.</p> <p>2. Results will be reported and analyzed by entire faculty, IC, and Administration.</p>

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on **SCPASS Science** will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	School Projected Middle	55	58	61	64	67
		School Actual Middle	55	<i>waiver</i>			
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	District Projected Middle	56	59	62	65	68
		District Actual Middle	53	<i>waiver</i>			

*Beginning in 2017-18, grades 4, 6, and 8 will take SCPASS Science.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Workshop Attendance on the integration of science strategies	2018-2023	Administration	\$0	NA	Meeting Agendas / PD Report
2. Conduct Classroom Observations to look for effective science strategies	2018-2023	Administration	\$0	NA	<p>Observations logs will allow administrators to assess instruction for essential questions, standards, relevance, and rigor with an emphasis on learning focused strategies.</p> <p>1. Written observations with feedback are provided to teachers along with verbal feedback.</p> <p>2. Completed observation logs and forms are filed.</p>
3. Assess student progress using district benchmarks	2018-2023	Administration	\$0	NA	<p>Quarterly benchmark assessments will allow individual item analysis to guide re-teaching and remediation.</p> <p>1. Content area level benchmark test, benchmark test analysis that indicate standards that need to be re-taught and areas for remediation for students.</p>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					2. Results will be reported and analyzed by entire faculty, IC, and Administration.

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL 4: Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	30 % Meets Expectations and Exceeds Expectations	School Projected Hispanic	33	36	39	42	45
SC READY ELA SC SDE Website		School Actual Hispanic 27	30	<i>waiver</i>			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34	40	<i>waiver</i>			

SC READY ELA SC SDE Website	14 % Meets Expectations and Exceeds Expectations	School Projected AA	21	24	27	30	33
SC READY ELA SC SDE Website		School Actual AA 20	33	<i>waiver</i>			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31	<i>waiver</i>			
SC READY ELA SC SDE Website	4 % Meets Expectations and Exceeds Expectations	School Projected SWD	11	16	21	26	31
SC READY ELA SC SDE Website		School Actual SWD 10	12	<i>waiver</i>			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26

SC READY ELA SC SDE Website		District Actual SWD 12	21	<i>waiver</i>			
SC READY ELA SC SDE Website	29 % Meets Expectations and Exceeds Expectations	School Projected LEP	14	19	24	29	34
SC READY ELA SC SDE Website		School Actual LEP 24	24	<i>waiver</i>			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33	44	<i>waiver</i>			
SC READY ELA SC SDE Website	N/A % Meets Expectations and Exceeds Expectations	School Projected PIP	37	40	43	46	49
SC READY ELA SC SDE Website		School Actual PIP 34	36	<i>waiver</i>			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50

SC READY ELA SC SDE Website		District Actual PIP 33	45	<i>waiver</i>			
SC READY Math SC SDE Website	27 % Meets Expectations and Exceeds Expectations	School Projected Hispanic	38	41	44	47	50
SC READY Math SC SDE Website		School Actual Hispanic 35	35	<i>waiver</i>			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43	<i>waiver</i>			
SC READY Math SC SDE Website	14 % Meets Expectations and Exceeds Expectations	School Projected AA	26	29	32	35	38
SC READY Math SC SDE Website		School Actual AA 23	43	<i>waiver</i>			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39

SC READY Math SC SDE Website		District Actual AA 28	30	<i>waiver</i>			
SC READY Math SC SDE Website	4 % Meets Expectations and Exceeds Expectations	School Projected SWD	18	21	24	27	30
SC READY Math SC SDE Website		School Actual SWD 8	18	<i>waiver</i>			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16	20	<i>waiver</i>			
SC READY Math SC SDE Website	25 % Meets Expectations and Exceeds Expectations	School Projected LEP	36	39	42	45	48
SC READY Math SC SDE Website		School Actual LEP 33	38	<i>waiver</i>			

SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	<i>waiver</i>			
SC READY Math SC SDE Website	N/A % Meets Expectations and Exceeds Expectations	School Projected PIP	44	47	50	53	56
SC READY Math SC SDE Website		School Actual PIP 41	50	<i>waiver</i>			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual PIP 38	43	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Data analysis of scores and professional development teacher surveys will be used to identify specific areas where staff development will be offered to improve instructional strategies and best practices.	2018-2023	Administration	\$0	NA	1. MAP, State Test, School Benchmarks, and EOC scores 2. Teacher PD Survey 3. School Visits
2. Provide reading time in the mornings before school.	2018-2023	Administration	\$0	NA	Beginning with 6 th grade students, students who arrived at school from 7:30 to 8:15 can read Some students will participate in book groups.
3. Incorporate Reading Strategies across the curriculum, subject areas and related arts classes	2018-2023	Administration	\$0	NA	Students will read relevant topics, incorporating basic concepts applicable to grade level standards.

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 6 100% of middle schools will have targeted literacy intervention classes by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PowerSchool	TBD	School Projected	Maintain Intervention Classes	Maintain Intervention Classes	Maintain Intervention Classes	Maintain Intervention Classes	Maintain Intervention Classes
PowerSchool	100	School Actual	100	100			
PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual 89	100	100			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Maintain Language Live, System 44, and Read 180	18-23	Instructional Coach, SPED, Administration	\$0	District Provided	Classes populated by students
2.					
3.					

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report		School Projected			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual	Gender Diversity =no Ethnic Diversity = no	Gender Diversity =no Ethnic Diversity = no			
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity=100% Ethnic Diversity =100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity=100% Ethnic Diversity = 97%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attend district and state job fairs to seek additional teacher	18-19	Administration	\$0	NA	Hiring of additional teaching staff
2. Retain highly qualified teachers	18-19	Administration	\$0	NA	Teacher Retention Rate
3.					

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	93.1 (2017)	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students	86	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			
SC SDE School Report Card Survey	96.1 (2017)	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers	96.4	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			

SC SDE School Report Card Survey	83.7 (2017)	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents	87.6	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
SC SDE School Report Card Survey	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers	97	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
SC SDE School Report Card Survey	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Establish effective communication of safety drills and procedures to parents via Newsletters, Website, and Social Media	18-19	Administration, Faculty, Media Team	\$0	NA	Team Newsletters, Social Media Posts, Phone Blasts, Feedback
2. SRO to provide presentations at parental meetings such as PTA, SIC, etc.	18-19	SRO	\$0	NA	Presentations to Parents, Feedback
3.					

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual .02	.02	.01			
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8	1.5	0.9			

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
	.01	School Actual	.01	.01			
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual .04	.10	.03			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. A consistent school-wide discipline plan will be to ensure fair consequences across grade levels and create an environment conducive of learning	18-19	Administration with Faculty input	\$0	NA	Increase in positive behavior
2. House system to provide positive reinforcement for desired behaviors	18-19	House Committee	\$1500	Fundraisers	Increase in positive behavior
3. Guidance intervention for students needing additional support and attention	18-19	Guidance	\$0	NA	Increase in positive behavior

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of middle school students who describe their teacher as caring on the Cognia Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Culture & Climate Surveys	Baseline will be established 2017-18	School Projected	62	66	70	74	78
		School Actual	62	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic			
Cognia Culture & Climate Surveys	Baseline will be established 2017-18	District Projected	54	58	62	66	70
		District Actual 52	50	52			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. PBIS Behavior support	2018-2023	Admin/PBIS Committee	\$500	General fund	Student redemption of incentive awards
2. ROAR/Intervention Time	2018-2023	Admin/Teachers	\$0	N/A	Student use of intervention/tutoring time
3. Whole School Read	2018-2023	Teachers/IC	\$2000	General fund	Expansion activities initiated by students, teacher support and energy

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	School Projected	95	95	95	95	95
	95.7	School Actual 96	94.4	95.94			
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 52	95	96			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to maintain the goal of 95% or higher	18-19	Administration	\$0	NA	Student Attendance
2. Incentives for high attendance for individual students	18-19	Administration	\$1000	“Comfy Days”	Student Attendance
3. Guidance intervention for students who are frequently absent	18-19	Guidance	\$0	NA	Student Attendance

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of middle school students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	School Projected	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
	Baseline will be established in the 18-19 year	School Actual	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 12	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	District Projected	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12
		District Actual Secondary Afraid – 7% Lonely – 14% Angry – 14%	Afraid ≤ 7% Lonely ≤ 16% Angry ≤ 14%	Afraid ≤ 7% Lonely ≤ 16% Angry ≤ 15%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School Based Mental Health Counselor	2018-2023	GMH	\$0	GMH	Full student caseload
2. Grade level counselors	2018-2023	Administration/Guidance	\$0	Baseline	Student support sessions, classroom guidance, Everfi program
3. OnTrack Intervention Team	2018-2023	Administration/Guidance	\$0	N/A	Root cause intervention analysis for students & implementation of interventions to meet student needs.