



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



School Portfolio
2024-25 through 2028-2029

SCHOOL NAME: Bryson Middle School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 (one year)

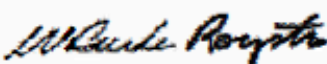
Required Signature Page

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 assurance requirements including ACT 135 assurance pages.

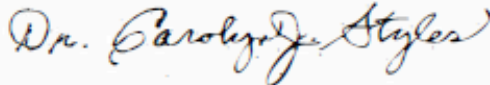
SUPERINTENDENT

Dr. W. Burke Royster		4/8/2025
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Caroline Bohnenberger		2/21/25
PRINTED NAME	SIGNATURE	DATE

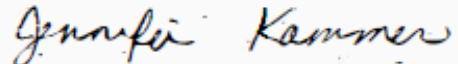
CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		4/8/2025
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Brenda Randolph		2/21/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Jennifer Kammer		2/21/25
PRINTED NAME	SIGNATURE	DATE

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

SCHOOL TELEPHONE: (864) 355-2100

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL RENEWAL

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

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

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

	<u>Position</u>	<u>Name</u>
10.	Assistant Principal	Travis Cash
11.	Assistant Principal	Taurie Thomason
12.	Administrative Assistant	Garrett Pace

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

N/A	<p>Academic Assistance, PreK–3</p> <p>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).</p>
Yes	<p>Academic Assistance, Grades 4–12</p> <p>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).</p>
Yes	<p>Parent Involvement</p> <p>The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.</p>
Yes	<p>Staff Development</p> <p>The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.</p>
Yes	<p>Technology</p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
Yes	<p>Innovation</p> <p>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
Yes	<p>Collaboration</p> <p>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
Yes	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>

N/A	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
N/A	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>



Bryson Middle School Portfolio

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INTRODUCTION

The self-study process at Bryson Middle has been in place since 2002 when the staff first began working with the *School Portfolio Toolkit* materials developed by Dr. Victoria Bernhardt, Ph. D. The leadership team received training during the summer of 2002; the staff was trained during the fall. The first step was to complete an extensive needs assessment; then a year was taken to develop the first school portfolio. Initially our staff provided input through grade levels, working to consensus and developing a mission, vision, and belief statements that year.

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

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

The committee for the School Portfolio for 2024-2025 includes Caroline Bohnenberger (principal), Dr. Jennifer Kammer (instructional coach), Travis Cash (assistant principal), Jennifer Rice (teacher), Stephani Ecklund (teacher), and Gwendolyn Brown (media specialist).

EXECUTIVE SUMMARY

Summary of Needs Assessment for Student Achievement

Student performance on SC Ready further increased in 2024 compared to 2023 when achievement increased to above the Bryson Middle School pre-pandemic average in English Language Arts (ELA). SC Ready Math scores remain below the pre-pandemic average but have increased since 2021 SC Ready, the first state assessment following the pandemic. The percentage of students passing SC Ready Math in 2024 decreased by 1% from 2023. The grade level with the most students scoring Meets or Exceeds on 2024 SC Ready ELA was eighth grade with the seventh grade scoring the lowest, which was the same for that cohort of students in 2023. For 2024 SC Ready Math, like in 2023, the sixth-grade cohort had a percentage passing significantly higher than the school average with eighth-grade having the lowest passing rate. SC Ready scores from the spring of 2024 showed that while many of Bryson Middle School students improved their academic performance, not all were performing at high levels.

In response to 2024 test data, the following initiatives were determined:

- Emphasis on strategies to improve Tier-1 instruction and student engagement
- Continued use of grade-level, subject-area common major assessments using the district assessment system with the addition of a weekly common formative assessment
- Refinement of inclusion with co-teaching models of instruction
- Academic assistance opportunities through reading intervention courses
- Analysis of assessment data followed by PLC collaboration and use of data in planning instruction and remediation

Summary of Needs Assessment for Teacher and Administrator Quality

Needs assessments indicated a need for further enhancing Tier 1 instruction and continuing professional development to provide strategies to strengthen Tier 1 instruction. Key focus areas include strengthening core classroom instruction and refining the formative assessment cycle, which encompasses chunking instruction, providing processing opportunities, checking for understanding, and adjusting teaching based on data. The need to provide personalized professional

development continues, in order to address individual teacher needs while promoting collaborative learning through PLCs. Ongoing priorities include inclusive strategies, co-teaching models, and instructional strategies for Tier 1 instruction.

To address these needs, we will continue to offer targeted professional development on Tier 1 instruction and the formative assessment cycle to solidify professional learning from 2024-2025. We'll promote teacher leadership, expand peer learning opportunities, and develop a more robust system for personalizing professional growth plans. This approach aims to support educators in meeting diverse student needs and fostering continuous improvement in our educational community.

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

- Continuing to provide professional development opportunities focused on strengthening Tier 1 instruction
- Promoting teacher leadership in facilitating professional development opportunities
- Promoting more opportunities for professional growth through Professional Learning Communities (PLCs)
- Focusing on researched-based practices of chunking instruction, providing practice, checking for understanding, and providing feedback (the formative assessment cycle)

Summary of Needs Assessment for School Climate

According to the 2023-24 School Report Card, the overall perception of school climate rated 5.07/10. Teacher satisfaction with the learning environment was 81% with 68% of students satisfied with the learning environment and 64% parents' satisfaction. Teachers were also most satisfied with the social and physical environment (79%) followed by parents (69%) and then students (46%). Most students were satisfied with home-school relations (90%) followed by teachers (80%) and parents (75%). Overall, school climate presents an opportunity for growth, particularly for student perceptions of safety and the social and physical environment.

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

- Continuing an orientation event for rising sixth graders to orient them to middle school prior to school starting
- Continuing the current programs of achievement celebration/recognition such as quarterly awards ceremonies
- Collaborating with a community organization to provide adult mentors for students
- Empowering students to track their progress and provide incentives for growth
- Continuing to strengthen consistency with school expectations and routines

Significant Challenges in the Last Three Years

- Strengthening teacher Professional Learning Communities where teachers collaborate, build standards-based common assessments, and analyze data to drive instruction
- Developing an academic assistance program to meet the needs of learners
- Increasing rigor and literacy experiences for students
- Refining use of Learning Targets and the GCS Instructional and Disciplinary Literacy Protocols
- Adjusting to new standards and textbook in English Language Arts and preparing for new mathematics standards

Significant Accomplishments in the Last Three Years

- National Beta Club School of Distinction
- State Beta Club Winners
- National Beta Club Placements in Drawing, Spanish, and Painting with our Engineering team making it to finals
- District Boys' Basketball Champions
- Two All-Region Basketball Players
- 2024 SCBDA Superior Rating in Band
- 2024 SCMEA Excellent Rating in Orchestra

- All Region/All County Band, Chorus, and Orchestra Participants
- Theatre received a Superior Overall at the Theatre Festival
- Theatre Solo Superior
- SC Junior Scholars/Duke Tip
- PLTW Distinguished School
- Two GCSD Spotlight Award Winners
- Five SCAMLE Presenters

BRYSON MIDDLE SCHOOL PROFILE

Community Demographics

Bryson Middle School students live in one of two communities within Greenville County: Simpsonville or Fountain Inn. According to Census.gov, Simpsonville had an estimated population of 28,805 as of July 1, 2024. World Population Review reports a 2024 population of 28,807 with a 4.7% annual growth. Fountain Inn had an estimated 2024 population of 13,864 (World Population Review). Like Simpsonville, Fountain Inn continues to grow. The population of Fountain Inn has increased by 32% since the 2020 Census.

The average 2022 household income of Fountain Inn residents was approximately \$84,612 and \$101,432 for Simpsonville. Fountain Inn has a higher poverty rate of 12.9% while Simpsonville had a poverty rate of 6.1% (Census.gov). The percentage of adults with a high school diploma or higher is estimated at 89.6% for Fountain Inn and 94.7% for Simpsonville while the percentages for adults with a college degree drop to 30.8% for Fountain Inn and 34.0% for Simpsonville.

Facility

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

Local and School Leadership

Local civic leadership is provided by Mr. Paul Shewmaker, mayor of Simpsonville, and Mr. George Patrick (GP) McLeer, mayor of Fountain Inn. Bryson Middle School's principal, Mrs. Caroline Bohnenberger, serves along with two assistant principals: Mr. Travis Cash and Ms. Taurie Thomason, and one administrative assistant, Mr. Garrett Pace. The leadership team consists of administrators, the instructional coach, and school guidance counselors who meet weekly to discuss improvement initiatives and other needs. Teacher leaders volunteer to serve on a Principal's Advisory Committee. or Instructional Leadership Team (ILT) that meets monthly to identify needs and discuss school improvement initiatives. Parents and community meet to discuss partnerships and support through PTA and SIC groups as well as other committees such as the Vision and Mission committee.

Bryson Middle School Personnel Data

At Bryson Middle School, there are 62 teachers/professional staff supported by four administrators and eleven support staff. Other support personnel available to assist in meeting the needs of students include the district psychologist assigned to our school, a full-time nurse, a school resource officer, an itinerant speech therapist, an ESOL district consultant, and a network computer engineer.

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

The school staff consist of four administrators, three of which are considered experienced administrators. Half are male and the other half are female. The percentage of experienced teachers is 75.8%. The percentage of teachers with advanced degrees was 51.1% in 2023-2024. The teacher attendance rate increased to 94.4%. Data is based on the SC School Report Card for 2023-24.

Student Population Data and Programs for Subgroups

Bryson Middle School serves 962 students in grades 6-8, up significantly from 776 in 2021-22. The student attendance rate in 2023-24 was 92.5% with no students retained. The population is almost even for gender with 49.2% female and 50.8% male. The race/ethnicity of students is 40% Caucasian, 36% African American, 14% Hispanic/Latino, 8% two or more races, and 2% other, including American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Asian. Data is based on the SC School Report Card and district reports.

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

Many students who qualify for special education services ($N=106$, 10.7%) are served through the inclusion model, but some students are also served through small group educational support classes or self-contained classes for students with emotional or multicategorical disabilities. Students with deficits in reading are also served through a reading intervention course in addition to their grade-level English class.

Students identified as academically gifted and talented (16.7%) are served through English language arts classes with a curriculum based on the needs of gifted learners. In eighth grade, students identified as gifted and talented as well as other students highly proficient in English language arts are offered a high-school honors-level class: English 1 Honors. Students who show advanced proficiency in math have opportunities to take advanced math classes in each grade level and as eighth graders can take Algebra 1 Honors, a high-school honors-level class.

According to the 2023-24 SC Report Card, 28% of Bryson Middle School's multilingual learners met their progress goal toward their proficiency target and 30% achieved English language level proficiency. Students learning English are served through various methods depending on their English proficiency level with some students receiving check-in or monitoring services and other multilingual students attending a daily class with a certified ESOL teacher.

MTSS and Other School Programs and Initiatives

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

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

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

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

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

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

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

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

Bulldog Leadership Pack: Students who apply and are selected are utilized to welcome new student arrivals to our school. These individuals assist with transition into a new learning environment, work with our community service projects, and lead their peers by example.

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

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

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

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

High School Credit Courses: The following high school credit courses are available for students to take in middle school: English 1 Honors, Geometry Honors, Project Lead the Way, Orchestra, Band, Chorus 1, Agriculture Science Tech, Personal Finance, and various virtual high school credit courses.

Fall/Spring for Bryson: Students and staff prepare for community events celebrating the arts.

MISSION, VISION, AND BELIEFS

Mission

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

Vision

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

Beliefs

1. All students can learn and have the responsibility to be active learners.
2. Students are valued individuals with unique intellectual, social, emotional, and physical needs.

3. Students learn best in a safe and secure setting nurtured by competent teachers, administrators, and community members.
4. Curricula and instruction should vary to meet the needs of each student.
5. Education is the shared responsibility of home, school, and community to promote competent, lifelong learners.

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement and Needs Assessment

For Academics, Bryson Middle School scored Average on the SC School Report Card for 2024-25. The tables below from the SC School Report Card show the percentage of each proficiency level and the percentage passing in each grade level for both English Language Arts and Mathematics. For further details, see the [Academic Achievement page of Bryson Middle School's SC Report Card](#).

2024 SC Ready English Language Arts

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score
6	309	22.0%	33%	23.3%	21.4%	44.7%	78.0%	560.5
7	352	36.9%	24.7%	19.3%	19.0%	38.4%	63.0%	580
8	320	30.0%	25.3%	25.0%	19.7%	44.7%	70.0%	617.9

2024 SC Ready Mathematics

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score
6	309	28.2%	35.3%	22.7%	13.9%	36.6%	71.8%	520.8
7	355	45.9%	30.1%	10.7%	13.2%	23.9%	54.1%	518.5
8	322	52.8%	27.0%	12.1%	8.1%	20.2%	47.2%	540.0

Teacher and Administrator Quality

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

Professional Development

Professional Development for the 2025-2026 school year will continue the focus on teacher clarity, formative assessment, feedback, and data-based decision making as well as meeting the needs of all learners with a focus on better serving students identified as having learning challenges. The focus will be on enhancing researched-based practices to better chunk lessons, assess and give feedback, and make instructional decisions based on formal and informal data collected about student learning. Professional development will be provided through whole-staff sessions, differentiated small-group sessions, content department meetings, and grade-level meetings. New teachers will have monthly sessions with a focus on classroom management, instructional planning, and instructional delivery. Teachers being evaluated through ADEPT will have monthly support meetings during the first semester as well.

Month	CoTeachers: Working Together to Meet the Needs of Exceptional Learners <i>Sessions may be differentiated.</i>	All Staff: Formative Assessment Cycle and Knowing our Students
August	Understanding Individualized Education Programs (IEPs) Procedures and Routines	Review of the Formative Assessment Cycle
September	The Needs of Exceptional Learners	Teacher Clarity with Criteria for Success
October	Strategies for a More Inclusive Classroom and School Environment	Formative Assessment and Lesson Alignment
November-December	Strategies for Engaging Reluctant Learners	Student Understanding and Chunking Content
January	Behavior Management Techniques for Students with Special Needs	Assessment Strategies for Diverse Learners
February	Understanding and Supporting Students with Learning Disabilities	The Impact of Formative Assessment on Learning
March	Supporting Students with ADHD in the Classroom	Adapting Instruction to Meet Student Needs; Universal Design for Learning Strategies
April	Effective Communication and Reflection	Reflection and Implementation Planning

School Climate Needs Assessment

- For the 2023-2023 school year, administrative referrals numbered 3,935. The highest number of referrals was phone violations ($N=564$). Second was truancy ($N=479$), and third was disrupting class ($N=361$). In 2024-2025, truancy had the most referrals with phone violations being the second most common behavior on referrals, and third being disrupting class.

- The attendance rate in 2023-2024 was 92.5%, up from 91.5% the previous year. The chronic absenteeism rate for 2024 was 28.9%, which was down from 34% in 2022-2023. The truancy rate in 2024-2025 was 50.7%.
- On average in 2022-2023 and 2023-2024, there are approximately three teacher-parent conferences weekly with teachers and often the administrator. After each suspension, there is a conference. There is also a conference for any student who may potentially fail a core class.
- In 2024--2025, volunteers spent an average of 35 hours a month at Bryson Middle, which is down slightly from the previous year.

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

ACTION PLAN

Five Year Performance Goal(s)

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

Annual Objective(s)

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

Strategies/Actions

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

Goal Area 1: Student Achievement

GOAL AREA 1 – Performance Goal 1

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (MS)	30%	33%	36%	39%	42%
	27.4%	28.8%	Actual (MS)					
	40.2%	42.1%	Actual (District)					

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

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

GOAL AREA 1 – Performance Goal 2

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

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

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (MS)	47%	49%	51%	53%	55%
	45%	44.3%	Actual (MS)					
	56.9%	56.3%	Actual (District)					

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

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

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

Goal Area 2: Teacher/Administrator Quality

GOAL AREA 2 – Performance Goal 1

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

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

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

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	31%	29%	27%	25%	23%
	33%	25%	Actual (School)					

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

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

Goal Area 3: School Climate

GOAL AREA 3 – Performance Goal 1

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

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)					
			Projected (School)	69%	67%	65%	63%	61%
	71.0%	74.1%	Actual (School)					

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

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

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

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

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

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* <i>(* required)</i>
Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District					
			Projected (School)	32%	30%	28%	26%	24%
	34.0%	31.0%	Actual (School					

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

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

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

GOAL AREA 3 – Performance Goal 3

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

Performance Goal 3: Increase the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	2,101	2,164	2,228	2,294	2,362
		2,040	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack	2024-2029	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors/clerk	\$0	N/A	<i>C=Continue</i>
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	<input type="checkbox"/> Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Guidance counselors/clerk	\$0	N/A	<i>C=Continue</i>

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