BRYSON MIDDLE SCHOOL

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

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

School Portfolio
2013-14 through 2017-18

Inspiring Excellence

SCHOOL: Bryson Middle School

SCHOOL DISTRICT: Greenville County Schools

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

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

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

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Desiree Dumas		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Adrienne Davenport		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 3657 S. Industrial Drive, Simpsonville, SC 29680

SCHOOL'S TELEPHONE: (864) 355-2100

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

	POSITION	*NAME*
1.	PRINCIPAL:	Dr. Adrienne Davenport
2.	TEACHER:	Clint Nalley
3.	PARENT/GUARDIAN:	Heidi Rugg
4.	COMMUNITY MEMBER:	Gary Long
5.	SCHOOL IMPROVEMENT COUNCIL:	Desiree Dumas

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION   *NAME*

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

Act 135 Assurances

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

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

_____ **Academic Assistance, Grades 4–12**
The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

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

__X__ **Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

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

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

__X__   **Collaboration**

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

__X__   **Developmental Screening**

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

_____   **Half-Day Child Development**

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

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

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

_____   **Parenting and Family Literacy**

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

_____   **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.

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SECTION ONE: INTRODUCTION

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

As a result of our Making Middle Grades Work initiative beginning in the fall of 2010, our staff is divided into focus teams where each teacher serves throughout the year. The focus teams of Data/Technology, Guidance/Transition, Student Engagement, Academic Rigor, Parent/Community Involvement, School Climate/Culture provide input and work to serve the school. These teams contain representation from all grade levels and are cross-curricular in nature.
Focus Teams with Staff Participants (*chairperson):

Data/ Technology	Guidance/ Transition	School Culture/ Climate	Academic Rigor	Student Engagement	Parent/ Community Involvement
*Bollinger, Taxi	* Brister, Shani	*Nalley, Clint	*Konczal, Sherry	*O'Neal, Scott	*Hill, Holly
Burton, April	Albin, Rachael	Arnold, Lindsey	*Sutton, Andrea	Aldrich, Shannon	*Summey, Julie
Cole, Mary	Dodd, Connie	Byrd, Sara	Dresko, LeKeeshia	Barker, Anna	Bailey, Ronda
Gaines, Danette	Fatyol, Crystal	Crocker, Rett	Harshbarger, Jennifer	Bearden, Iris	Gilstrap, Leah
Ridenhour, Carol	Gaskins, Vence	Forsythe, Kristen	Helms, Sherry	Brenegan, Amy	Holm, Wendy
Shumaker, Shawn	Lambert, Denise	Heller, Monica	Kliewer, James	Bross, Wendy	Hugo, Shannon
Snow, Martha	Philpott, Doris	Howell, Kathy	Mackey, Janice	Byrnes, Tama	Inman, Jeff
Tucker, Mandy	Price, Barbara	Riddle, Denise	Parker, Ryan	Guest, Erick	Lamb, Chris
Tumlin, Ashley	Suber, Althea	Stevens, Scott	Puskas, Jeremy	Mahony, Dru	McPhail, Brittany
Tollison, Kate	Swift, Jennifer	Washington, Carla	Rex, Angela	Maloy, Mark	Nix, Rosetia
Wood, Carma	Uregen, Attila	Wideman, Tonia	Templeton, Pam		Sloan, Alicia
					Trojan, Joe

With a large staff, focus teams meet to analyze data for each grade level, to study the strategies from the action plan, and to make recommendations about changes. Chairs for each focus team along with department chairs serve on a leadership team which conveys information and feedback school-wide. Reports from these meetings are shared with all staff; input is given and incorporated into the plan until consensus is achieved. Then the proposed plan is submitted to the School Improvement Council and to the PTSA Executive Board for input. An updated draft of the plan is then shared with the staff again for input and final consensus.

SECTION TWO: EXECUTIVE SUMMARY

Summary of Needs Assessment for Student Achievement
In the spring of 2013, PASS scores show that while the majority of Bryson Middle School students are improving their performance, not all are performing at high levels. The most prominent underachieving group is the disabled population while African-American students perform at approximately 25 mean points lower than other ethnicities. Additionally mean scores for ELA, math, and social studies demonstrate an increase for all students, but science is still significantly lower than ELA, math, and social studies means. In response to data, the following initiatives have been determined:

- School-wide writing plan to provide Common Core support
- Grade-level subject-area common major assessments
- Implementation/refinement of full inclusion with co-teaching models of instruction
- Systematic strategies for note-taking, reading informational text, researching, and developing vocabulary
- Interactive technology integration in the classroom for increased engagement
- Systematic student self-reflection and response to learning to increase student ownership

Summary of Needs Assessment for Teacher and Administrator Quality
Needs assessments indicated that teachers desire and need continued professional development to maximize their growth. A plan of development is determined based on school initiatives and staff needs to include meeting the needs of students of poverty, characteristics of adolescent learners, literacy strategies across the curriculum, analysis of data to inform instruction, critical thinking to support CCSS, and explicit vocabulary instruction. Additionally, a need to increase collegial conversations regarding observation feedback (administrative and peer) was addressed and will be a focus of upcoming discussions.

Summary of Needs Assessment for School Climate
The State Report Card Survey has indicated student, parent, and teacher satisfaction from the majority of our stakeholders. Growth, however, is still needed. Focus strategies are:

- Providing clear expectations and positive incentives for behavior
- Developing uniform policies regarding late work, re-testing, extra credit, etc.
- Expanding the current program of achievement celebration and recognition
- Initiating quarterly academic parent nights for showcasing student achievement
- Refining communication with stakeholders and marketing logo of "Inspiring Excellence"
- Implementing an advisory program for student mentoring
- Designing a school-wide character education program to address student/teacher respect and bullying.

Significant Challenges in the Last Three Years

- Quarterly development of quality benchmarks for all core academic classes
- Collaborative planning of content curriculum and common assessments
- Large related arts classes due to allocation restraints
- Implementation of inclusion model for learning disabled students

Significant Accomplishments in the Last Three Years

- ESEA/Federal Accountability Rating of A (91.6)
- 2013 Palmetto Gold for Student Achievement; 2012 Palmetto Silver Award for both achievement and closing the gap
- Implementation of quarterly benchmarks as formative assessment
- Increases in all PASS subjects area for overall student performance

SECTION THREE: SCHOOL PROFILE

BRYSON MIDDLE SCHOOL (March 2014)

Bryson Middle School Community

Demographics

Bryson Middle School students live in one of two communities within Greenville County: Simpsonville or Fountain Inn. The city of Simpsonville has a population of 18,238, with a median age of 36.5 years, average household income of $47,223, and 87.4% with high school diplomas and 25.6% with bachelors' degrees or higher. The city of Fountain Inn has a population of 7937, with a median age of 31.1 years, an average household income $39,545, and 79.1% with high school diplomas and 16.0 % with bachelors' degrees or higher. The school is located between these communities and is easily accessible from either location. (data from each city's website)

Facility

Located in Simpsonville, SC, the facilities at BMS consist of 60 technology-equipped classrooms including seven science lab classrooms, wireless internet access throughout the school, a library/media/research center, a state-of-the-art auditorium and stage, seven computer labs (Keyboarding, Gateway to Technology, Research, Compass Learning/General Use), 4 portable classrooms, a full gymnasium and cafeteria, and an administrative/guidance office suite.

Leadership

Local civic leadership is provided by Mr. Perry Eichor, mayor of Simpsonville, and Mr. Gary Long, mayor of Fountain Inn. Bryson Middle School's Principal, Dr. Adrienne Davenport, serves along with two Assistant Principals, Mrs. Judy Whitson and Ms. Paula Bruce, and one Administrative Assistant, Mr. David Deighton. School issues and concerns are divided among six focus teams—Academic Rigor, Student Engagement, Parent/Community Involvement, Guidance/Transition, School Culture/Climate, and Data/Technology. The Leadership Focus Team, composed of chairpersons from focus teams and departments, meets on the first Wednesday of each month to discuss school progress and program development; each focus team and department then meets monthly to develop support for school initiatives. The Administrative Team, consisting of the principal, assistant principals, administrative assistant, and instructional coach, meet weekly to support programs and to communicate concerns.

Bryson Middle School Personnel Data

At Bryson Middle School, there are sixty-one teachers supported by a principal, two assistant principals, an administrative assistant, three guidance counselors, one 0.5 career specialist, one 0.5 ESOL support, one media specialist, and an instructional coach. A full-time school nurse and school resource officer handle student needs as well as a counselor from Piedmont Mental Health, two classroom aides, one secretary, and four clerks. The cafeteria staff of ten and a custodial staff of six complete the staff. Several bus drivers and utility workers also provide services for students. Other support personnel available to assist in meeting the needs of BMS students include the district psychologist, an itinerant speech therapist, an ESOL district consultant, and network computer engineer. Our student/teacher ratio is 25.7 to 1 in core subject areas. Eight teachers are African-American as are two administrators and one guidance counselor; one teacher is Hispanic. All other staff members are Caucasian. Excluding cafeteria staff and custodial staff, there are seventeen male certified staff members and fifty-five certified female staff members who work with students each day.

The faculty and staff at Bryson Middle School believe that its 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 PASS tests, to improve school climate as measured by survey results from parents and number of discipline referrals, and to continue to provide professional development to insure highly qualified personnel in every position.

	Male	Female
Administrators	1	3
Teachers	16	45
Certified Support Staff	0	5
CDF and ESOL (both .5)	0	2

Teachers--Years of Experience

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

Highly Qualified Status: 100% of our teachers at BMS are "highly qualified" as defined by the No Child Left Behind legislation. Six teachers have National Board Certification. The teacher attendance rate is 92.7%.

Bryson Middle School Student Population Data

As of March 2014, Bryson Middle School serves 1097 students in grades 6-8. Of these students, 61.4 % are Caucasian, 26.3% are African-American, 7.9 % are Hispanic, 3.0 % are two or more races, and the remaining 1.4% are other ethnicities. The percentage of students receiving free/reduced lunch is 48.1% , and our school poverty index has risen to 63.97%.

Grade-Level Enrollment

Total Enrollment

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 6	380	383	386	351	355
Grade 7	386	371	359	379	364
Grade 8	420	382	345	366	378
Total	1186	1136	1091	1096	1097

Enrollment has been decreasing over the past 5 years due to the building of a new middle school in the nearby area and the re-distribution of geocodes. The number of students at each grade level for 2013-14 ranges +/-2.2%--a difference of low significance.

Gender

Enrollment by Gender

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Male	616	587	568	562	566
Female	570	549	523	534	531

As shown in the table above, there is a 3.2% difference in the numbers of male and female students for 2013-14.

Special Education

Special Education (EH/Autistic/OHI) Student Enrollment

EH/ OHI/ Autistic	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 6	5	7	1	10	4
Grade 7	10	5	3	8	9
Grade 8	8	9	4	11	6

Special Education (LD) Student Enrollment

Learning Disabled	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 6	38	28	39	32	31
Grade 7	50	34	32	37	42
Grade 8	35	25	37	31	53

Special education students are served in an inclusion model. Tutorials are provided as mandated for students. Special education teachers serve in the classroom as co-teachers. Students (5) with ED classification are served in a self-contained classroom.

Ethnicity

Student Enrollment by Ethnicity

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African-American	25%	23%	23%	25.0%	26.3%
Hispanic	6.4%	7%	9%	7.7%	7.9%
White	66.4%	64.7%	65%	62.7%	61.4%
Other	1.9%	5.2%	3%	4.6%	4.4%

Over the last five years, our population has fluctuated slightly with regard to ethnicity; the most significant changes are a 1.5% increase in the Hispanic, a 2.5% increase in the Other population, and a 4.0% decrease in the Caucasian population.

Free and Reduced Lunch

Enrollment by Lunch Status

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Paid	59%	51.5%	51.5%	50.4%	51.9%
Free/Reduced	41%	48.5%	48.5%	49.6%	48.1%

A significant rise in the number of free/reduced students over the last several years may reflect a downward turn in the economy, creating almost a ten percent shift. These statistics show a widening gap between Paid and FARMS populations.

Gifted and Talented

Gifted Enrollment

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Artistic	11	2	0	1	2
Academic	200	205	215	192	195
Gifted Both	4	2	0	0	0
Not Gifted	986	931	876	903	900

Since 2005, the number of students designated as gifted has remained constant during an overall enrollment decline, creating a slight increase in the percentage of GT students.

Academic/Behavioral Features/Programs/Initiatives

Learning Focused Schools Initiative: The Learning Focused® Schools Model is a school reform model designed to assist schools and teachers in using exemplary practices to increase learning and achievement. The model provides frameworks and tools for organizing, planning, assessing, and designing for curriculum, instruction, and assessment.

Making Middle Grades Work Initiative: This initiative is designed to improve student achievement by creating a culture of high expectations and continuous improvement that prepares middle school students for challenging high school studies.

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

Compass Learning: This computerized program, provided by the district, is used with ELA classes to strengthen individual student deficit areas.

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

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

Character Education: Our guidance department along with the Guidance/Transition Focus Team sponsors character-building incentives by joining with our Positive Paws program each month. Guidance counselors also spend time in the classroom providing instruction on character. Small group opportunities began from classroom discussions and developed into a Character Matters Book Club. Also an Upstanders Undercover student group identified peers exhibiting random acts of kindness; these students were then identified through a "Bulldog Bust" celebrating their positive choices. Each day starts with words of wisdom (through Project Wisdom) from the principal with the encouragement to "make it a good day or not; the choice is yours."

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

SECTION FOUR: MISSION, VISION, AND BELIEFS

Mission: We will educate and nurture every student.

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

Beliefs**:**

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

SECTION FIVE: DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Needs Assessment

Achievement

For the needs assessment, the graphs below show PASS data disaggregated by grade, disability, gender, ethnicity, and FARMS (Free and Reduced Meals). These scores are based on a mean of 628.0 as the Annual Measured Objective (AMO). Further, we looked at attendance data for students and staff. Finally, qualitative data was collected from staff, students, and parents.

Analysis of PASS 2013 by Subgroups

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
All Students	651.7	642.7	633.2	644.0	100.0	100.0
Male	646.6	641.9	636.6	648.6	100.0	100.0
Female	657.3	643.6	629.6	639.2	100.0	100.0
White	661.4	650.9	642.5	652.2	100.0	100.0
African-American	633.8	624.7	615.4	627.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	635.8	635.5	620.3	628.7	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	600.4	598.2	580.6	596.9	100.0	100.0
Limited English Proficient	639.1	641.4	625.5	632.0	100.0	100.0
Subsidized Meals	639.0	630.3	619.1	630.1	100.0	100.0
AMO	628.0	628.0	628.0	628.0	95.0	95.0

PASS Scores over Time/Percentage Met and Exemplary

PASS	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Writing	65.5%	72.0%	69.9%	74.1%	74.2%
Reading/Research	65.4%	66.6%	70.4%	72.5%	75.3%
Mathematics	54.2%	57.0%	70.8%	69.9%	72.3%
Science	64.8%	71.4%	74.1%	81.4%	76.9%
Social Studies	67.7%	69.1%	76.1%	78.8%	78.8%

The data above demonstrates an improvement in core subject areas over time. Inconsistent progress in writing and mathematics and a slight decrease in science reflect a need for continued refinement of instructional practices.

Attendance

Year	Students	Teachers
2008-2009	95.6%	95.6%
2009-2010	95.6%	99.7%
2010-2011	94.1%	94.9%
2011-2012	95.3%	93.9%
2012-2013	95.5%	92.7%

Analysis/Response

Gender: In the area of ELA, each gender has been consistent in its performance from year to year. Females scored higher than males in ELA and in math; males scored higher than females in science and social studies. The most significant difference in gender scores is ELA where males scored over 9 mean points lower than females and in science and social studies where males scored 7-9 mean points higher than females.

Ethnicity: The mean for African-American and Hispanic students was significantly lower than for White students. Performance scores had a range of 25 to 27 points lower in ELA, 15 to 26 points lower in math, 22 to 25 points lower in science, and 23 to 25 points lower in social studies.

Disabled: The students identified as disabled performed lower than their non-disabled peers. Overall student performance was 40-50 mean points higher in all academic subject areas than disabled students.

Free Lunch Status: When comparing students based on economic indicators, those students on Free Lunch scored 10-15 mean points lower than all students.

Attendance: Attendance of both students and teachers is necessary for all students to achieve consistently. This past year teacher attendance fell while student attendance rose slightly. Both groups must be present for optimal academic achievement.

Response: Achievement data reflects a need for targeted interventions for students who are underperforming. 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 of a consistent writing plan and best-practice strategies will structure clear expectations and

opportunities for success for all students. A continuation of common planning, common assessments, and collaborative analysis will strengthen classroom instruction while interactive technology use will more effectively engage learners. The addition of a school-wide program of student self-reflection and analysis of progress will increase student ownership of learning.

Teacher and Administrative Quality

Bryson Middle School Professional Development Plan 2013-2014

Date	Workshop Title	Presenter/ Facilitator	Hours	Goal
8/15/2013	Data Analysis: School and Department/Enrich/Atlas	Davenport/Templeton	1	1, 2
8/22/2013	Data Analysis: Student Scores/ PAS-T Goals	Templeton	1	1, 2
8/27/2013	Data Analysis: Current Student Scores/GPS	Templeton	1	1, 2
09/03/2013	Data Analysis: Common Assessments	Templeton	1	1, 2
09/16/2013	Co-Teaching: Overview (Parity, Models)	Deitre Helvy, District Consultant	1	1, 2
09/18/2013	Department Meeting—School-wide Note-Taking and Vocabulary Strategies	Academic Rigor Focus Team	1	1, 2
09/24/2013	Data Analysis: Classroom Profiles	Templeton	1	1, 2
09/25/2013	Faculty Meeting—Tech Ten (MS Office)	Data/Technology Focus Team	.25	1
10/01/2013	Data Analysis: Common Assessments	Templeton	1	1, 2
10/16/2013	Department Meeting—School-wide Reading Informational Text Strategy	Academic Rigor Focus Team	1	1, 2
10/17/2013	Discovery Education/United Streaming	Debbie Jarrett, ETV	2	1
10/23/2013	Faculty Meeting—Tech Ten (MS Office)	Data/Technology Focus Team	.25	1
10/28/2013	Co-Teaching: Tiered Lessons	Deitre Helvy, District Consultant	1	1, 2
10/29/2013	Formative Assessment—Part I	Templeton	1	1, 2
11/05/2013	Data Analysis: Benchmark Conversations	Grade-Level Subject-Area Teams	1	1, 2
11/13/2013	Department Meeting—Departmental Goal Focus	Department Chairs	1	1
11/19/2013	Formative Assessment—Part II	Templeton	1	1, 2
11/20/2013	Faculty Meeting—Tech Ten (MS Outlook)	Data/Technology Focus Team	.25	1
11/20/2013	Jason Flatt Suicide Awareness (plus viewing module)	Guidance	2	2
+++	Peer Observation and Feedback	Collegial Pairs	1	2
12/03/2013	Data Analysis: Common Assessments	Templeton	1	1, 2
12/03/2013	Unpacking CCSS Standards	Templeton	1	1, 2
12/11/0213	Department Meeting—Departmental Goal Focus	Department Chairs	1	1
12/11/2013	Unpacking CCSS Standards	Templeton	1	1, 2
12/17/2013	Unpacking CCSS Standards	Templeton	1	1, 2
01/14/2014	Data Analysis: Common Assessments, Grade Weightings	Templeton	1	1, 2
01/22/2014	Department Meeting—Departmental Goal Focus	Department Chairs	1	1
01/23/2014	Co-Teaching: Differentiation Strategies	Deitre Helvy, District Consultant	1	1, 2
01/29/2014	Faculty Meeting—Tech Ten	Data/Technology Focus Team	.25	1
02/03/2014	School Visit to Glenview Middle School	Davenport	4	1-3
02/04/2014	Data Analysis: Benchmark Conversations	Grade-Level Subject-Area Teams	1	1, 2
02/06/2014	School Visit to Sevier Middle School--ELA	Templeton	5	1-3
02/19/2014	Department Meeting—Departmental Goal Focus	Department Chairs	1	1
02/26/2014	Faculty Meeting—Tech Ten	Data/Technology Focus Team	.25	1
03/04/2014	Data Analysis: Formative Assessment--Part III	Templeton	1	1, 2
03/14/2014	School Visit Via Skype with Hanahan Middle School	Student Engagement Focus Team	1	1-3
03/19/2014	Dept. Meeting—Departmental Goal Focus	Department Chairs	1	1
03/26/2014	Faculty Meeting—Tech Ten	Data/Technology Focus Tea,	.25	1
+++	Peer Observation and Feedback	Collegial Pairs	1	2
04/22/2014	Data Analysis: Common Assessments	Templeton	1	1, 2
04/23/2014	Department Meeting—Departmental Goal Focus	Department Chairs	1	1
04/28/2014	Co-Teaching: Lesson Planning	Deitre Helvy, District Consultant	1	1, 2

04/30/2014	Faculty Meeting—Tech Ten	Data/Technology Focus Team	.25	1
05/20/2014	Data Analysis: Instructional Closeout	Templeton	1	1, 2
05/21/2014	Department Meeting—Departmental Goal Focus	Department Chairs	1	1
05/28/2014/	Faculty Meeting—Tech Ten	Data/Technology Focus Team	.25	1

Response

The professional development plan for 2014-2015 is currently being developed. Initiatives begun will continue; focus for professional development opportunities will include:

- Evaluation, interpretation, and use of data (to include Enrich, GradeCam)
- Differentiation using researched-based instructional practices
- Critical thinking in support of CCSS
- Explicit vocabulary instruction (tiered academic vocabulary)
- Inclusion school practices (strengthening co-teaching models in the classroom)
- Literacy strategies across content areas
- Characteristics of adolescent learners
- Mentoring/student-centered intervention
- Meeting the instructional needs of students of poverty

School Climate Needs Assessment

Student Behavior

Unduplicated Out-of-School Suspensions over Time

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Other Male	79	58	*	91	121
Black Male	65	50	*	30	36
Other Female	38	33	*	31	23
Black Female	38	34	*	17	24
TOTAL	220	175	*	169	204

*Incident Management System (IMS) came online 2011-12. The school year 2011-12 began a new benchmark for discipline data.

Over the last five years, discipline issues have been on a decline school-wide due to a number of factors: Saturday School, BMS for Success positive behavior plan, and school-wide focus on consistent implementation of expectations. Data from the last two years since the implementation of the Incident Management System shows a new trend in the Other Male category that demonstrates a need for further investigation. As an added note on discipline issues for the most current data window, only Other Females have decreased.

Support/Communication

Over the last five years, SC Report Card Surveys show that teachers, students, and parents are increasingly satisfied with the learning environment, social and physical environment, and home-school relations at Bryson Middle School. For the 2013 year, teachers and students showed a

decrease in satisfaction for the learning, social, and physical environment. Results from the survey show satisfaction with school safety as very positive with 87.9+% of all stakeholders were satisfied. As always, there is room for growth in every category.

Survey Data from the Annual Report Card Survey

Survey Data from the Annual Report Card Survey – Teachers	2009	2010	2011	2012	2013
Satisfied with learning environment	83.9	95.0	83.1	91.0	89.1
Satisfied with social and physical environment	79.0	95.0	89.2	95.5	90.3
Satisfied with home-school relations	78.7	82.5	78.5	80.6	89.0
Survey Data from the Annual Report Card Survey – Students	**2009**	**2010**	**2011**	**2012**	**2013**
Satisfied with learning environment	61.6	70.9	61.2	74.3	72.3
Satisfied with social and physical environment	65.7	76.5	71.2	76.4	75.4
Satisfied with home-school relations	84.0	84.8	84.5	84.8	85.6
Survey Data from the Annual Report Card Survey – Parents	**2009**	**2010**	**2011**	**2012**	**2013**
Satisfied with learning environment	74.4	75.7	71.6	79.0	86.2
Satisfied with social and physical environment	60.5	68.9	63.4	74.3	79.0
Satisfied with home-school relations	63.4	69.9	61.4	68.9	79.6
Additional data from Annual Report Card Survey	**2009**	**2010**	**2011**	**2012**	**2013**
Satisfied with school safety—Teachers	*	*	*	100.0	100.0
Satisfied with school safety—Students	*	*	*	84.9	87.9
Satisfied with school safety—Parents	*	*	*	88.9	91.2

*No data reported on safety prior to 2012

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

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

Support/Communication:
2. Expand transition support for 5th to 6th and 8th to 9th grade students (academically, emotionally, and socially)
3. Research student-incentive program for attendance
4. Develop a uniform set of policies (late work, re-testing, extra credit, etc.)
5. Expand current program of celebration for achievement, particularly academic success
6. Develop quarterly academic parent nights for showcasing student achievement
7. Continue to refine parent communication; publicize school logo "Inspiring Excellence"

Mentoring:
8. Develop a student mentoring/incentive program
9. Develop a school-wide character education program (bullying/respect)

BRYSON MIDDLE SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 74.2% in 2012 to 79.2% in 2018.

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	75.2	76.2	77.2	78.2	79.2
School Actual	74.2	74.2					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.8					

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores.
Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 72.5% in 2012 to 77.5% in 2018.

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	73.5	74.5	75.5	76.5	77.5
School Actual	72.5	75.3					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.5					

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

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

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

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

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

ELA – Bryson Middle School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	646.6	651.7					
Male	641.5	646.6					
Female	652.0	657.3					
White	652.6	661.4					
African-American	632.6	633.8					
Asian/Pacific Islander	N/A	N/A					
Hispanic	641.0	635.8					

American Indian/Alaskan	N/A	N/A					
Disabled	591.9	600.4					
Limited English Proficient	646.6	639.1					
Subsidized Meals	635.9	639.0					

ELA – District - Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	624	628	632	636	640	644	648
Actual							
All Students	651.7	653.7					
Male	646.7	649.5					
Female	656.8	658.1					
White	664.5	666.3					
African-American	624.6	626.9					
Asian/Pacific Islander	679.6	684.5					
Hispanic	650.8	637.9					
American Indian/Alaskan	631.2	647.7					
Disabled	589.7	593.6					
Limited English Proficient	632.5	637.4					
Subsidized Meals	630.0	632.9					

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

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I at 99.0 % from 2012 to 2018.

ANNUAL OBJECTIVE: Maintain 99.0+% annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

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

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 69.9% in 2012 to 74.9% in 2018.

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	70.9	71.9	72.9	73.9	74.9
School Actual	69.9	72.3					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.3					

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

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

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

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

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

Math – Bryson Middle School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	639.9	642.7					
Male	638.1	641.9					
Female	641.7	643.6					
White	647.1	650.9					
African-American	622.2	624.7					
Asian/Pacific Islander	N/A	N/A					
Hispanic	632.5	635.5					
American Indian/Alaskan	N/A	N/A					

Disabled	592.5	598.2					
Limited English Proficient	637.6	641.4					
Subsidized Meals	630.1	630.3					

Math – District - Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	649.6	650.7					
Male	649.6	650.5					
Female	649.6	651.0					
White	661.4	662.7					
African-American	622.1	623.6					
Asian/Pacific Islander	694.9	695.3					
Hispanic	649.0	636.2					
American Indian/Alaskan	628.8	640.2					
Disabled	594.4	594.0					
Limited English Proficient	637.1	639.7					
Subsidized Meals	628.5	629.2					

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

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I at 99.0% from 2012 to 2018.

ANNUAL OBJECTIVE: Maintain 99.0+% annually of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

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

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

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2013-14 through 2017-18.

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

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

% Tested ELA Bryson Middle School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.8	100.0					
Male	100.0	100.0					
Female	99.6	100.0					
White	99.9	100.0					
African-American	100.0	100.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	98.9	100.0					
American Indian/Alaskan	N/A	N/A					

Disabled	100.0	100.0					
Limited English Proficient	98.4	100.0					
Subsidized Meals	99.6	100.0					

% Tested ELA District Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	100.0					
Male	99.9	100.0					
Female	99.9	99.9					
White	99.9	100.0					
African-American	99.8	100.0					
Asian/Pacific Islander	99.8	100.0					
Hispanic	99.9	99.9					
American Indian/Alaskan	100.0	100.0					
Disabled	99.2	99.9					
Limited English Proficient	99.8	99.9					
Subsidized Meals	99.8	99.9					

% Tested Math Bryson Middle School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	100.0					
Male	100.0	100.0					
Female	99.8	100.0					
White	99.9	100.0					
African-American	100.0	100.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100.0	100.0					
American Indian/Alaskan	N/A	N/A					
Disabled	100.0	100.0					
Limited English Proficient	100.0	100.0					
Subsidized Meals	99.8	100.0					

% Tested Math District – Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	99.9					
Male	99.9	99.9					
Female	100.0	100.0					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100.0					
Hispanic	99.9	100.0					
American Indian/Alaskan	100.0	100.0					
Disabled	99.8	99.9					
Limited English Proficient	99.9	100.0					
Subsidized Meals	99.9	99.9					

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 81.4% in 2012 to 86.4% in 2018.

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	82.4	83.4	84.4	85.4	86.4
School Actual	81.4	76.9					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	77.0					

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

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

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

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

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

Science – Bryson Middle School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	638.4	633.2					
Male	639.6	636.6					
Female	637.1	629.6					
White	646.3	642.5					
African-American	620.4	615.4					
Asian/Pacific Islander	N/A	N/A					
Hispanic	628.1	620.3					
American Indian/Alaskan	N/A	N/A					

Disabled	587.7	580.6					
Limited English Proficient	630.9	625.5					
Subsidized Meals	626.9	619.1					

Science – District Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	637.3	634.1					
Male	638.4	635.4					
Female	636.1	632.8					
White	649.9	646.7					
African-American	609.5	607.7					
Asian/Pacific Islander	670.1	666.8					
Hispanic	617.0	619.1					
American Indian/Alaskan	627.4	627.2					
Disabled	581.0	579.5					
Limited English Proficient	618.2	619.1					
Subsidized Meals	615.8	613.5					

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 78.8% in 2012 to 83.8% in 2018.

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	79.8	80.8	81.8	82.8	83.8
School Actual	78.8	78.8					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.5					

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

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

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

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

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

Social Studies – Bryson Middle School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	642.2	644.0					
Male	643.7	648.6					
Female	640.5	639.2					
White	647.9	652.2					
African-American	625.9	627.2					
Asian/Pacific Islander	N/A	N/A					
Hispanic	645.0	628.7					
American Indian/Alaskan	N/A	N/A					

Disabled	596.8	596.9					
Limited English Proficient	645.7	632.0					
Subsidized Meals	633.1	630.1					

Social Studies – District – Grades 6-8	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	641.9	642.7					
Male	646.1	647.6					
Female	637.5	637.7					
White	653.5	654.8					
African-American	615.7	615.5					
Asian/Pacific Islander	680.3	677.0					
Hispanic	632.8	629.7					
American Indian/Alaskan	622.9	631.4					
Disabled	589.9	589.6					
Limited English Proficient	626.6	631.2					
Subsidized Meals	620.5	620.0					

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

STUDENT ACHIEVEMENT ACTION PLAN	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
STRATEGY: School-wide Writing Plan					
Develop a school-wide model, aligned with CCSS, for consistent writing expectations (to include narrative, informational, and argumentative writing)	June 2014-Dec. 2014 (draft); Jan. 2014-June 2015 (pilot)	IC, ELA Dept., Dept. Heads, Academic Rigor Focus Team, Instructional Staff	$0.00	N/A	Written plan published school-wide
Develop rubrics for writing assessment to align with CCSS	June 2014-Dec. 2014 (draft); Jan. 2014—ongoing	IC, ELA Dept., Dept. Heads, Academic Rigor Focus Team, Instructional Staff	$0.00	N/A	Published rubrics in writing plan; additionally posters in all classrooms of rubrics
Gather exemplary texts (narrative, informational, and argumentative writing) for each grade level	June 2014-June 2015; continual updating	IC, ELA Dept., Dept. Heads, Academic Rigor Focus Team, Instructional Staff	$0.00	N/A	Exemplary texts to be included in the published writing plan; also available in electronic format for instructional use in the classroom
Provide PD for all teachers on school-wide expectations and use of assessments rubrics	Dec. 2014-May 2015	IC, Academic Rigor Focus Team, ELA Dept.	$0.00	N/A	Presentation materials from professional development; minutes
Implement, monitor, and refine school-wide use of CCSS writing model and assessment rubrics.	Sept. 2015-June 2016	Whole staff with observations by administration	$0.00	N/A	Administrative observation data; peer coaching conversations (log)
STRATEGY: Common Assessments in Core Academic Subjects (to include major unit assessments)					
Develop, refine, and implement use of common standards-based major assessments for each grade-level content to analyze	Ongoing	Grade-level subject-area teachers, IC, Administrative	$0.00	N/A	Common major assessments, item analysis sheets, teacher reflection/ analysis

student performance and instructional needs (PASS and CCSS formats to include selected response, constructed response, and performance tasks)		Team			sheets, minutes from grade-level subject-area collaborative planning
Provide professional development on formative assessments and their use to drive instruction	June 2013-June 2015	IC, Grade-level subject-area groups	$0.00	N/A	Presentation materials, Minutes from professional development, sample formative assessments
STRATEGY: Refine full inclusion special education services through the co-teaching models of instruction	June 2013—June 2015	Administrative Team, IC, Special Education Dept. Head, All Teachers	$0.00	N/A	Presentation materials from professional development, schedule of classes with co-teaching component, lesson plans, administrative observations
STRATEGY: Use of Best Practices					
Implement school-wide consistent best-practice strategies in note-taking, reading informational text, researching, and vocabulary.	Beginning fall of 2013, then ongoing	IC, Academic Rigor Focus Team, ELA Dept.	$0.00	N/A	Presentation materials from professional development; minutes
STRATEGY: Use of Interactive Technology					
Incorporate interactive technology to enhance instruction and to increase student engagement (interactive Promethean Boards, Activ Expressions, Edmodo, Compass Learning, etc.)	Ongoing	IC, Data/Technology Focus Team, Media Specialist, District-Provided In-Service	$0.00	N/A	Presentation materials from professional development; lesson plans noting technology use; administrative observation data
STRATEGY: Develop and implement a school-wide system of student self-reflection to instructional progress (such as GPS, error analysis, student-led conferences, etc.) to increase student ownership of achievement	June 2014-June 2015	Administrative Team, IC, Student Engagement Focus Teams	$0.00	N/A	GPS goal sheets; lesson plans; logs and/or narratives from student-led conferences

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

GOAL AREA 2: Ensure quality personnel in all positions.

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

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

DATA SOURCE(S): BMS Professional Development Calendars for 2012-2013 through 2017-2018; Sample presentation materials

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

TEACHER QUALITY ACTION PLAN	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
STRATEGY: Provide professional development opportunities such as: • Evaluation, interpretation, and use of data (including Enrich, GradeCam) to inform classroom instruction • Differentiation using researched-based instructional practices • Critical thinking in support of CCSS • Explicit vocabulary instruction (tiered academic vocabulary) • Inclusion school practices (implementing co-teaching models in the classroom) • Literacy strategies across content areas • Characteristics of adolescent learner • Meeting the instructional needs of students of poverty • Mentoring/student-centered intervention	Ongoing	IC, District Consultants, Data/Technology Focus Team, Academic Rigor Focus Team	$0.00	N/A	Professional Development Calendars for 2012-13 through 2017-2018; sample presentation materials; minutes from professional development sessions; data notebooks; lesson plans
STRATEGY: Mentoring strategies to strengthen use of feedback from classroom observations (administrative and peer observations)	Ongoing	Administrative Team, IC, Instructional Staff	$0.00	N/A	Peer observation feedback forms; administrative observations and conference logs; teacher narratives

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

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

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

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

DATA SOURCE(S): SDE School Report Card

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

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

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

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

DATA SOURCE(S): SDE School Report Card and GCS Incident Management System (IMS)

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

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

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

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 0.5 percentage point(s) annually parents who are satisfied with the learning environment.

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

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

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

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

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

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

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

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

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

FIVE YEAR PERFORMANCE GOAL:　Increase the percent of teachers who are satisfied with the learning environment from 91.0% in 2012 to 93.5% by 2018.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of teachers who feel safe at school during the school day at not less than 97.0% from 2012-2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the percentage annually at not less than 97.0 percent of teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

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

SCHOOL CLIMATE ACTION PLAN	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
STRATEGY: Expand transition support from 5th to 6th and 8th to 9th grades (academically, emotionally, socially)	Ongoing	Guidance/ Transition Focus Team; Guidance Dept.	$0.00	N/A	Pep rally for rising 6th graders (agenda or powerpoint); registration communications with feeder schools; Curriculum Night program; Meet the Teacher; Open House
STRATEGY: Develop and implement school-wide character education program to address student/teacher respect and bullying	June 2013-June 2015	Administrative Team; Guidance; School Guidance/ Transition Focus Team	$0.00	N/A	Published plan; materials generated for instruction; calendar for concepts/focus for year
STRATEGY: Develop and implement a student mentoring/intervention program, increasing student emotional outreach	June 2014-June 2015	Administrative Team; Guidance; Focus Teams	$0.00	N/A	Advisory program outline; calendar for concepts/focus for year
STRATEGY: Develop and implement a uniform set of school-wide policies (such as late work, re-testing, extra credit, etc.)	June 2013-June 2014 (develop); Sept. 2014-June 2015 (pilot)	Administrative Team; School Culture/Climate Focus Team; Leadership Focus Team, IC	$0.00	N/A	Published uniform policies; samples from implementation school-wide
STRATEGY: Review current program, refine, and develop opportunities to celebrate school-wide achievement, emphasizing academic accomplishments	June 2013-June 2014; ongoing	Administrative Team, Leadership School Culture/Climate Focus Team, IC	$0.00	PTSA; Business partnerships for sponsorships and incentives	Written plan; photographs of celebratory displays; student work displayed; quarterly honor roll/ improvement recognitions
STRATEGY: Continue current parent night program; develop quarterly academic parent nights	June 2014-June 2015	Parent/Community Involvement Focus Team; Dept. Heads	Donations	PTSA; Business partnerships	Agenda Calendar with monthly Parent Nights; website coverage/

		with Dept. Support; IC		supply prizes, awards, incentives, etc.	recognition of events
for showcasing student achievement					
STRATEGY: Continue to refine parent communication (such as e-mail, phone messenger, marquee, letters, grade reports, local newspaper, weekly principal message, newsletters, website, kiosk for parent feedback, feedback link on website, sign-in sheets at parent night events, personal follow-ups to comments)	Ongoing	All BMS personnel	$0.00	N/A	Sample communications; log of school-wide communications; printed feedback from parents and community
STRATEGY: Continue publicizing the BMS logo of "Inspiring Excellence" in the community, including development of artistic logo	Ongoing	Parent/Community Involvement Focus Team; Administrative Team	$0.00	N/A	Narratives/samples of publicity regarding the BMS logo

Appendix A:

For the 2013 School Report Card, click on the link below:
https://ed.sc.gov/data/report-cards/2013/middle/c/m2301024.pdf

For the 2012 ESEA Federal Accountability Rating, click on the link below:
http://ed.sc.gov/data/esea/2013/school.cfm?SID=2301024