

# BRYSON MIDDLE SCHOOL

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



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

School Portfolio  
2018-2019 through 2022-2023

***Inspiring Excellence***

## SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: *Bryson Middle School*

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 (*one year*)

### Required Signature Page

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

### Assurances for the School Renewal Plans

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

#### SUPERINTENDENT

Dr. W. Burke Royster	<i>W Burke Royster</i>	4/23/19
PRINTED NAME	SIGNATURE	DATE

#### PRINCIPAL

Dr. Adrienne Davenport	<i>Dr Adrienne Davenport</i>	4/23/19
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor	<i>Charles J Saylor</i>	4/23/19
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. William Crawford	<i>William S. Crawford</i>	4/23/19
PRINTED NAME	SIGNATURE	DATE

#### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Ms. Jennifer Kammer	<i>Jennifer S. Kammer</i>	4/23/19
PRINTED NAME	SIGNATURE	DATE

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

SCHOOL TELEPHONE: *(864) 355-2100*

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

## Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Dr. Adrienne Davenport
2. Teacher	Carla Washington
3. Parent/Guardian	Laura Barrineau
4. Community Member	Elisa Lopez
5. Paraprofessional	Mary Campbell
6. School Improvement Council Member	Kathy Intile
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	Rebecca Peterson

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

\*\* Must include the School Read to Succeed Literacy Leadership Team.

### School Read to Succeed Literacy Leadership Team

Dr. Adrienne Davenport, Judy Whitson, Patti Barker, Carla Washington, Rebecca Peterson, Shani Brister, Shawn Shumaker, Alicia Sloan, Sherry Helms, Jeremy Puskas, Dru Mahony, Jennifer Kammer, Amanda LeBlanc, Greg Cooke, Julie Summey, Attila Uregen, Amber Behymer

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	<b>Academic Assistance, Grades 4–12</b> The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> NA	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	<b>Developmental Screening</b> The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input type="radio"/> Yes <input type="radio"/> No	<b>Developmentally Appropriate Curriculum for PreK–3</b> The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

<input checked="" type="radio"/> NA	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA	<b>Parenting and Family Literacy</b> The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA	<b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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 state test scores, discipline data, and the action plan are reviewed and modified. Initially our staff provided input through grade levels, working to consensus.

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

### **Focus Teams with Staff Participants (\*chairperson):**

<b>Data/ Technology</b>	<b>Guidance/ Transition</b>	<b>Climate/ Culture</b>	<b>STEAM</b>	<b>Student Engagement</b>	<b>Parent/ Community</b>	<b>School Wellness</b>
*Shumaker, Shawn	*Beeson, Bryan	*Nalley, Clint	*Uregen, Attila	*Wykes, Jennifer	*Summey, Julie	*Washington, Carla
Bailey, Ronda	Brister, Shani	Arnold, Lindsey	Beck, Brandon	Baucum, Lauren	McClinton, Danette	Blankenship, Jennifer
Barker, Patricia	Chesek, Amy	Bargerion, Troy	Behymer, Amber	Dodson, Windy	Sharma, Meenu	Brenegan, Amy
Blanton, Jennifer	Hill, Alicia	Bodeo, Tracy	Helms, Sherry	Harris, Keith	Suber, Althea	Byrnes, Tama
Griffith, Erick	Holloman, Michelle	Heller, Monica	Jefferies, Wesley	Kammer, Jennifer	VanAntwerp, Brian	Childress, Karen
Richey, Jennifer	McDonald, Cheryl	Morand, Katie	Kliewer, James	Mackey, Janice		Hudson, Timyra
Trojan, Joe	Nunn, Kristen	Riddle, Denise	Konczal, Sherry	Parker, Julie		Lane, Kaitlin
	Underwood, Mandy	Stevens, Scott	Morgan, Benji	Sloan, Alicia		Mahony, Dru
	Trautwein, Jessica	Wideman, Tonia	Puskas, Jeremy			Martin, Elizabeth
			Stefanelli, Joseph			Peterson, Rebecca
						Riddle, Matthew

With a large staff, focus teams meet to analyze data for each grade level to study the strategies from the action plan and to make recommendations about changes. Chairs for each focus team and department along with administration, the instructional coach, and the media specialist serve on a leadership team that conveys information and feedback school-wide.

## SECTION TWO: EXECUTIVE SUMMARY

### Summary of Needs Assessment for Student Achievement

In the spring of 2018, SC Ready AND PASS scores show that while the majority of Bryson Middle School students are improving their performance, not all are performing at high levels.

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

- Full implementation of STEAM/PBL to increase student engagement and academic rigor
- Continued use of grade-level, subject-area common major assessments using the district assessment system
- Refinement of inclusion with co-teaching models of instruction
- Academic assistance opportunities through iReady, System 44, Language Live, and Read 180
- Use of differentiation to target instruction and improve student understanding of standards-based instruction
- Analysis of assessment data followed by collaboration and use of data in planning instruction and remediation
- Use of our enrichment schedule to have remediation blitzes periodically to provide hands-on and targeted instruction for students who will be grouped based on benchmark and other assessment data
- Professional development focused on differentiation

### Summary of Needs Assessment for Teacher and Administrator Quality

Needs assessments indicated that teachers desire and need continued professional development to maximize their growth. Due to the various strengths and needs of teachers, there is a need for a more personalized approach to professional development. A plan of development will offer more choice for teachers and is determined based on school initiatives and staff needs to include inclusive strategies with co-teaching models, literacy strategies, data-driven differentiation, understanding and responding to students' social/emotional needs, connecting with diverse groups, and student engagement in the STEAM/PBL classroom. There is also a need to further increase collegial conversations and peer support.

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

- Offering more professional development opportunities for teachers to promote choice
- Promoting teacher leadership in facilitating professional development opportunities
- Continuing to develop professional development in response to teacher input
- Promoting more opportunities for professional growth through Professional Learning Communities (PLCs)
- Research and implement methods of personalizing professional development in order to meet specific needs of teachers and promote a growth mindset.

### Summary of Needs Assessment for School Climate

Report Card parent and teacher survey results about satisfaction with the learning environment has slightly decreased from the previous year; student survey results decreased more significantly. There is a decrease in overall satisfaction with the social and physical environment since the previous year. This presents an opportunity for growth. The rate of parents satisfied with the home-school relations has increased since the previous year, but the teacher satisfaction has decreased in that area. This, too, presents an opportunity for growth. There is a need for more opportunities for involvement and communication among all stakeholders.



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

- Expanding transition support from elementary school and to high school
- Expanding the current programs of achievement celebration and recognition
- Continuing and enhancing the annual student achievement showcase, Inspiring Excellence Night, initiated in the spring of 2018.
- Collaborating with a local group to provide adult mentors for students
- Expanding the student-to-student mentoring program
- Empowering students to track their progress and provide incentives for growth

#### 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 (within the time constraints of the school day) to meet the needs of learners
- Implementation of STEAM/PBL
- Transition to a 1:1 devices, managing a Chromebook classroom, and using Chromebooks along with programs, applications, and internet sites effectively for increased student learning opportunities
- Transition to Learning Targets and Implementation of the GCS Instructional Protocol

#### Significant Accomplishments in the Last Three Years

- Increase in SC PASS Social Studies scores
- Establishing opportunities for academic intervention and enrichment
- Awarded LiveWell recognition for healthy choices among staff and students
- Three National Board Certified Teachers
- Junior Scholars
- Duke Tip Program Participants
- National Beta School of Merit
- Winners in State BETA Convention
- PTA Reflections Contest Winners at Local and District Levels
- Multiple Athletic Championships
- All-Region All-County Band Participants
- Superior Rating for Solo and Ensemble
- All County Chorus Participants
- National Six Flags Grand Sweepstakes Champion
- Superior Rating for Orchestra at SCMEA Concert Festival
- All Region All State Orchestra
- Art contest winners at district level
- SC State Archery Tournament; SCFFA Equine Evaluation, Agricultural Mechanics, Dairy Cattle Evaluation Participants, and FFA Creed Public Speaking
- United Way Campaign Award
- Implementation of STEAM/PBL instructional approach
- Donors Choose grant recipients

## SECTION THREE: SCHOOL PROFILE

### **BRYSON MIDDLE SCHOOL (June 2018)**

#### **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 an estimated population of 22,072 with an average household income of \$58,857 and with 92.8% with high school diplomas and 34.1% with bachelor's degrees or higher. The city of Fountain Inn has a population of 8688 with an average household income \$52,820 and with 90.9% with high school diplomas and 19.8% with bachelor's degrees or higher. The school is located between these communities and is easily accessible from either location. (Data from US Census Bureau)

##### ***Facility***

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

##### ***Leadership***

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

#### **Bryson Middle School Personnel Data**

At Bryson Middle School, there are 56 teachers supported by a principal, 3 assistant principals, 3.5 guidance counselors, one 0.5 ESOL support, one media specialist, and an instructional coach. A full-time school nurse and school resource officer handle student needs as well as a counselor from Piedmont Mental Health, four classroom aides, one ISS aide, one secretary, and five clerks. The cafeteria staff of nine and a custodial staff of nine 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, a school resource officer, an itinerant speech therapist, an ESOL district consultant, and a network computer engineer. Thirteen teachers are African-American as is one administrator and one guidance counselor; one teacher is Hispanic and American Indian. Forty-four teachers are Caucasian, and two are Asian. Excluding cafeteria staff and custodial staff, there are twenty-one male certified staff members and fifty-one certified female staff members who work with students each day.

The faculty and staff at Bryson Middle School believe that their purpose is not education for its own sake, but rather education to prepare students for future successes in their careers and relationships. Priorities are to increase student achievement as measured by state tests 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.

#### **Teachers and Administrators by Gender**

	<b>Male</b>	<b>Female</b>
<b>Administrators</b>	1	3
<b>Teachers</b>	17	43

#### **Teachers and Administrators by Race/Ethnicity**

	<b>African American</b>	<b>Caucasian</b>	<b>Hispanic</b>	<b>Other</b>
<b>Administrators</b>	1	3	0	0
<b>Teachers</b>	12	45	1	2

#### **Teacher Attendance**

<b>Year</b>	<b>Teachers</b>
2013-2014	93.3%
2014-2015	95.0%
2015-2016	92.4%
2016-2017	91.2%
2017-2018	92.5%

#### **Bryson Middle School Student Population Data**

##### ***Grade-Level Enrollment***

##### Total Enrollment

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Grade 6	329	326	289	342	308
Grade 7	340	324	319	298	333
Grade 8	347	332	327	334	323
Total	1016	982	935	974	964

Enrollment has been decreasing over the previous five years due to the building of two new middle schools in the nearby area and the redistribution of geocodes.

## ***Gender***

### **Enrollment by Gender**

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Male	542	515	470	482	481
Female	474	467	465	492	483

As shown in the table above, there is a .002% difference in the total male and female students for 2018-2019.

## ***Special Education***

EH/OHI/Autistic	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Grade 6	9	7	13	10	17
Grade 7	5	10	13	18	23
Grade 8	11	3	15	15	18
Learning Disabled	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Grade 6	22	22	32	35	28
Grade 7	26	26	19	24	33
Grade 8	39	39	14	30	35

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

## ***Ethnicity***

### **Student Enrollment by Ethnicity**

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
African-American	24.0%	25%	23%	25.3%	28.0%
Hispanic	8.0%	10%	12%	13.2%	14.4%
Caucasian/White	62.0%	60%	60%	55.6%	52.0%
Other	5.0%	5%	5%	5.9%	5.6%

Over the last five years, our population has fluctuated slightly with regard to ethnicity; the most significant changes are a 6.5% increase in the Hispanic population and 9.4% decrease in the Caucasian/White population.

## ***Free and Reduced Lunch***

### **Enrollment by Lunch Status**

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Paid	50.0%	48.0%	46.0%	45.7%	47.5%
Free/Reduced	50.0%	52.0%	54.0%	54.3%	52.5%

Free/reduced percentages have increased by 2.5% over the last five years.

## ***Gifted and Talented***

### **Gifted Enrollment**

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Artistic	1	0	8	3	2
Academic	186	206	186	193	172
Gifted Both	0	0	5	3	2
Not Gifted	829	776	736	780	793

Since 2014-15, the percentage of students designated as gifted has decreased 0.4%. The percentage of students designated as gifted as decreased 2% from the previous school year (2017-2018.)

### **Academic/Behavioral Features/Programs/Initiatives**

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

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

**Academic Assistance:** Students who have been identified as having a learning disability in the area of reading or a deficit in reading utilize a computerized 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.

**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.

**Alternatives to Out-of-School Suspension:** Students may be assigned to Saturday School for behavior issues. Students come to school for two hours on Saturday and work to improve their academic performance. Students may also be assigned In-School Suspension as another alternative to out-of-school suspension and the loss of instructional time.

**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. Mentors receive training from Mentor Upstate.

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

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

Inspiring Excellence Night: This student-led event celebrates the academic and creative excellence of our students. The event includes a visual art project gallery, a showcase of student PBL project presentations, and STEAM activities and demonstrations for the community to enjoy.

#### **SECTION FOUR: MISSION, VISION, AND BELIEFS**

Mission: To educate and inspire excellence in 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 SC READY and SC PASS by grade from the previous three years. Further, we looked at attendance data for students and staff. Finally, qualitative data was collected from staff, students, and parents.

##### **SC READY 2016/2017/2018 by Grade Level (Percentage)**

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
<b>English</b>				
Grade 6	15.5/8.8/16.3	23.1/24.7/15.5	45.1/43.7/31.2	16.2/22.7/37.0
Grade 7	12.6/8.3/16.8	31.1/23.5/25.8	35.3/37.8/25.5	21.0/30.5/31.9
Grade 8	17.3/8.3/15.8	33.2/27.0/18.8	34.5/39.3/31.3	15.0/25.5/33.9
<b>Mathematics</b>				
Grade 6	14.6/10.5/16.9	22.4/27.0/16.6	39.3/36.8/31.8	23.7/25.7/34.7
Grade 7	9.1/6.6/14.1	26.8/17.7/20.5	45.3/44.0/33.9	18.8/31.6/31.5
Grade 8	16.5/13.1/16.4	19.2/21.0/16.1	43.0/36.6/34.8	21.2/29.3/32.7

**SC PASS Social Studies 2016/2017/2018 by Grade Level (Percentage)**

Social Studies	Exemplary	Met	Not Met
Grade 6	23.5/28.0/--	56.4/49.7/--	20.1/22.3/--
Grade 7	35.6/25.6/41.9	32.8/33.2/27.2	31.6/41.1/30.9
Grade 8	48.5/36.3/--	31.6/38.7/--	19.9/25.0/--

**SC PASS Science 2016 by Grade Level (Percentage)\***

Science	Exemplary	Met	Not Met
Grade 6	21.3	45.1	33.5
Grade 7	33.1	42.6	24.3
Grade 8	35.2	33.1	31.6

**SC PASS Science 2017/2018 by Grade Level (Percentage)\***

Science	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Grade 6	16.4/22.2	29.7/15.7	28.5/22.8	25.4/39.3
Grade 8	13.5/18.1	35.4/26.3	31.3/27.5	19.7/28.1

\*In 2016-2017, the achievement standards for SCPASS Science were reset. The test results are now reported using the same four achievement categories as SC READY – Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations.

**Data Disaggregated by Gender**

**SC Ready ELA 2016/2017/2018**

Percentage Scoring Meets or Exceeds in ELA	Female	Male
Grade 6	50.3/39.5/33.9	27.6/26.8/25.9
Grade 7	51.9/43.2/47.7	34.1/20.6/31.0
Grade 8	61.3/44.2/45.1	39.3/27.3/20.3

**SC Ready Math 2016/2017/2018**

Percentage Scoring Meets or Exceeds in Math	Female	Male
Grade 6	42.7/42.0/33.3	30.1 /32.4/33.7
Grade 7	31.4/29.7/36.6	36.8/19.3/32.4
Grade 8	39.5/36.1/40.2	29.7/32.4/25.0

**SC PASS Social Studies 2016/2017/2018**

Percentage Scoring Met or Exemplary in SS	Female	Male
Grade 7	69.9/64.5/69.3	67.1/53.4/69.0

**SC PASS Science 2016 (Met or Exemplary) and 2017/2018 (Meets or Exceeds)\***

Percentage Scoring M/E in Science	Female	Male
Grade 6	71.6/46.8/37.9	61.6/48.2/37.8
Grade 8	70.1/45.8/49.7	66.9/49.1/39.4

\*In 2016-2017, the achievement standards for SCPASS Science were reset. The test results are now reported using the same four achievement categories as SC READY – Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations.

**Data Disaggregated by Race/Ethnicity**

**SC Ready ELA 2016/2017/2018**

Percentage Scoring Meets or Exceeds in ELA	Black or African American	Hispanic or Latino	White	Two or More Races
Grade 6	11.8/14.1/9.2	28.6/41.9/26.1	49.7/39.3/41.9	60.0/42.1/42.1
Grade 7	32.1/12.5/26.8	30.6/26.3/45.5	49.7/39.4/44.0	35.7/43.8/14.3
Grade 8	40.9/19.4/9.3	44.4/22.9/17.9	55.1/43.5/43.9	40.0/31.3/47.4

### SC Ready Math 2016/2017/2018

Percentage Scoring Meets or Exceeds in Math	Black or African American	Hispanic or Latino	White	Two or More Races
Grade 6	11.8/18.8/18.4	31.4/40.9/34.8	46.6/42.2/43.0	40.0/--/26.3
Grade 7	23.1/6.9/21.1	27.0/20.5/29.5	38.6/31.4/41.7	57.1/31.3/0.0
Grade 8	26.9/22.2/16.0	23.3/33.3/23.1	38.6/38.8/40.3	50.0/31.3/42.1

### SC PASS Social Studies 2016/2017/2018

Percentage Scoring Met or Exemplary in SS	Black or African American	Hispanic or Latino	White	Two or More Races
Grade 7	61.5/41.7/60.6	77.8/61.5/65.9	69.5/64.9/72.6	71.4/62.5/71.4

### SC PASS Science 2016 (Met or Exemplary) and 2017/2018 (Meets or Exceeds)\*

Percentage Scoring M/E in Science	Black or African American	Hispanic or Latino	White	Two or More Races
Grade 6	48.7/28.1/17.3	68.6/47.7/39.1	72.4/53.8/48.9	80.0/--/36.8
Grade 8	55.9/34.7/21.3	56.7/30.6/38.5	75.6/55.2/54.4	70.0/43.8/52.6

\*In 2016-2017, the achievement standards for SCPASS Science were reset. The test results are now reported using the same four achievement categories as SC READY – Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations.

### Data Disaggregated by Limited English Proficiency (LEP)/Non-LEP

#### SC Ready ELA 2016/2017/2018

Percentage Scoring Meets or Exceeds in ELA	LEP	Non-LEP
Grade 6	28.6/36.7/23.1	39.7/33.2/30.9
Grade 7	23.3/28.6/47.1	44.5/32.1/38.6
Grade 8	25.0/26.9/16.7	51.3/36.0/34.3

#### SC Ready Math 2016/2017/2018

Percentage Scoring Meets or Exceeds in Math	LEP	Non-LEP
Grade 6	35.7/38.7/33.3	36.3/37.4/33.6
Grade 7	29.0/20.7/38.2	34.8/24.7/34.1
Grade 8	26.1/39.3/25.0	35.0/33.7/33.3

#### SC PASS Social Studies 2016/2017/2018

Percentage Scoring Met or Exceeds in Social Studies	LEP	Non-LEP
Grade 7	82.1/62.1/ 76.5	79.7/58.5/68.2

### SC PASS Science 2016 (Met or Exemplary) and 2017/2018 (Meets or Exceeds)\*

Percentage Scoring M/E in Science	LEP	Non-LEP
Grade 6	71.4/38.7/33.3	66.0/48.3/38.2
Grade 8	56.5/28.6/33.3	69.3/49.3/45.0

\*In 2016-2017, the achievement standards for SCPASS Science were reset. The test results are now reported using the same four achievement categories as SC READY – Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations.

### Data Disaggregated by Students with Disabilities (SWD/Non-SWD)

#### SC Ready ELA 2016/2017/2018

Percentage Scoring Met or Exceeds in ELA	Disabled	Non-Disabled
Grade 6	2.6/5.5/2.0	43.8/40.0/34.8
Grade 7	5.7/--/2.2	46.9/36.4/46.4
Grade 8	--/--/4.1	55.3/38.9/37.3

#### SC Ready Math 2016/2017/2018

Percentage Scoring Met or Exceeds in Math	Disabled	Non-Disabled
Grade 6	2.6/3.6/4.0	40.9/32.4/38.6
Grade 7	2.9/--/4.3	38.0/27.9/40.1
Grade 8	3.0/--/4.1	37.8/37.6/37.3



### SC PASS Social Studies 2016/2017/2018

Percentage Scoring Met or Exceeds in Social Studies	Disabled	Non-Disabled
Grade 7	34.3/30.0/22.9	72.4/63.0/78.0

### SC PASS Science 2015 (Met or Exemplary) and 2017/2018 (Meets or Exceeds)\*

Percentage Scoring M/E in Science	Disabled	Non-Disabled
Grade 6	25.6/12.7/12.0	72.1/55.2/42.4
Grade 8	33.3/3.3/8.3	72.2/52.0/50.5

\*In 2016-2017, the achievement standards for SCPASS Science were reset. The test results are now reported using the same four achievement categories as SC READY – Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations.

### Analysis/Response

**Test Data:** SC READY data from 2018 shows no increase or decrease in student performance for Meets and Exceeds Expectations in ELA in all grade levels, but of those students, about twice as many scored Exceeds than in 2017. SC Ready data for math changed minimally in 6th and 8th grade, but gains were made in 7th grade math. The most significant gains were in SC PASS Social Studies. In 6th grade science, the percentage of students scoring Meets or Exceeds decreased from the baseline year in 2017, but the percentage of students scoring Exceeds increased. Grade 8 Science also had a slight increase in Exceeds but a decrease in those who scored in the Meets Expectations range.

**Disaggregated Test Data:** SC Ready and SC PASS data from 2018 shows a discrepancy in performance for several sub-groups of students. The lowest performing subgroup for SC Ready in the race/ethnicity category was the African American subgroup, but there were significant gains compared to 2017 in 7th grade math, science, and social studies. The percentage of female students scoring Meets or Exceeds in SC Ready and SC PASS was higher than that of males with the exception of 6th grade math, though males had only slightly lower scores in Social Studies PASS and Science PASS. Less than five percent of students with disabilities scored Meets or Exceeds on SC Ready ELA and SC Ready Math. The highest performing area for this subgroup is Social Studies. The population of students with Limited English Proficiency (LEP) outperformed their non-LEP peers in seventh grade SC Ready ELA and Math and SC PASS Social Studies.

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

**Response:** Achievement data reflects a need for targeted interventions for students who are underperforming. The continued implementation of a STEAM/PBL approach to learning that was launched in 2017-2018 will strengthen student engagement and depth of content understanding. A full inclusion model with co-teaching components will be refined to address grade-level standards-based instruction with special education students using appropriate differentiation strategies and accommodations. Systematic intervention including academic assistance and literacy instruction will structure clear expectations and opportunities for the success for all students. A continuation of common planning, common assessments, and collaborative analysis will strengthen classroom instruction. There is a need for professional development and study that targets the needs of these student subgroups.

## Teacher and Administrative Quality

### Percentage of Teachers with Advanced Degrees

2015-2016	64.9
2016-2017	65.5
2017-2018	67.9

### Teachers Returning from Previous Year

2015-2016	87.9
2016-2017	87.9
2017-2018	86.7

Highly Qualified Status: 100% of our teachers at BMS are “highly qualified” as defined by the No Child Left Behind legislation.

### Bryson Middle School Professional Development Plan 2018-2019

Date	Workshop Title	Presenter/ Facilitator	Hours	Goal(s)
8.14.18	Instructional Protocol Goosechase	J. Kammer/Instr. Coach	2	1,2,3
8.16.18	PowerTeacher Pro	J. Kammer/Instr. Coach	1	2
8.21.18	Tracking Assessments in MasteryConnect	J. Kammer/Instr. Coach	1	2
8.27.18	Website Strategies	P. Barker, J. Stefanelli	1	2
8.29.18	Poverty and the Brain	J. Sharpe, J. Kammer	1	2,3
9.18.18	Writing Student Learning Objectives and PAS-T	J. Kammer/Instr. Coach	1	2
9.20.18	Unit Planning: Backwards Design/Instructional Protocol	J. Kammer/Instr. Coach	1	2
9.26.18	Techniques for Teaching English Language Learners	M. Heller/ESOL Teacher	1	2,3
10.9.18	The Three Parts of a Learning Target	J. Kammer/Instr. Coach	1	1,2
10.16.18	Instructional Protocol: Instructional Delivery	Administrators, IC	1	1,2
10.30.18	Instructional Protocol: Instructional Delivery Part 2	Administrators, IC	1	1,2
11.13.18	Instructional Protocol: Knowledge Base	Administrators, IC	1	1,2
11.27.18	Assessment Data and Feedback	J. Kammer/Instr. Coach	1	1,2
12.11.18	Instructional Protocol: Assessment	Administrators, IC	1	1,2
1.8.19	Instructional Protocol: Feedback	Administrators, IC	1	1,2
1.22.19	Closing the Achievement Gap	J. Kammer/Instr. Coach	1	3
3.5.19	Meeting the Needs of Students with Accommodations	Matt Hagan	1	1,2,3
3.19.19	Learning Targets - Application	J. Kammer/Instr. Coach	1	1,2
4.2.19	STEAM/PBL	J. Kammer/Instr. Coach	1	1,2,3
<b>PD in Pjs Opportunities (Virtual PD)</b>				
7.14.18	Inspiring Excellence and Classroom Management	J. Kammer/Instr. Coach	1	2,3
8.15.18	ISTE Educator Standards	J. Kammer/Instr. Coach	1	1
8.30.18	Boosting Achievement for Students in Poverty	J. Kammer/Instr. Coach	1	1, 3
10.31.18	Reaching African American Male Students	J. Kammer/Instr. Coach	1	1,3
11.2.18	Unit Planning	J. Kammer/Instr. Coach	1	1,2
11.30.18	Instructional Protocol: Knowledge	J. Kammer/Instr. Coach	1	2
12.7.18	Data-Informed Practices 1	J. Kammer/Instr. Coach	1	2
12.7.18	PLC Collaborative Planning	J. Kammer/Instr. Coach	1	2
2.8.19	Equity in Education	J. Kammer/Instr. Coach	1	3
2.15.19	Fostering Creativity and Focusing on the “A” in STEAM	J. Kammer/Instr. Coach	1	1,3
2.21.19	Responsive Teaching and Reading Workshop	J. Kammer/Instr. Coach	1	1,2
2.22.19	EdPuzzle Tech Tool	T. Barger and DLC Team	1	2
3.1.19	Nearpod 101	T. Hudson and DLC Team	1	2

## **Response**

The professional development plan for 2019-2020 is being developed. Initiatives begun will continue; focus for professional development opportunities will include the following topics:

- Literacy strategies across content areas
- Technology Integration through Digital Learning Corp
- Engagement strategies for Project-Based Learning and STEAM challenges
- Inclusive school practices
- Data-driven differentiation in response to formative assessment
- Meeting the needs of student subgroups: inclusive practices, social-emotional needs
- Designing targeted instruction

## **School Climate Data and Needs Assessment**

### **Attendance**

Year	Students	Teachers
2013-2014	94.1%	93.3%
2014-2015	95.6%	95.0%
2015-2016	95.5%	92.4%
2016-2017	94.7%	91.2%
2017-2018	97.0%	92.5%

### **Student Behavior**

#### **Unduplicated Out-of-School Suspensions over Time**

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Other Male	103	54	61	53	78
Black Male	16	48	44	25	51
Other Female	17	15	19	33	40
Black Female	18	20	13	12	31
TOTAL	154	137	137	123	200

From 2013-2017, discipline issues had 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. However, there was an increase in out-of-school suspensions for the 2017-2018 school year indicating a need for further intervention.

### **Support/Communication**

#### **Survey Data from the Annual Report Card Survey**

<b>Survey Data from the Annual Report Card Survey – Teachers</b>					
	2014	2015	2016	2017	2018
Satisfied with learning environment	85.3	74.0	55.5	60.0	58.4
Satisfied with social and physical environment	89.6	87.0	55.6	75.0	68.8
Satisfied with home-school relations	83.8	77.0	72.3	70.0	55.3

<b>Survey Data from the Annual Report Card Survey – Students</b>					
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Satisfied with learning environment	62.2	66.0	57.1	72.5	61.8
Satisfied with social and physical environment	62.0	64.0	61.3	75.3	70.0
Satisfied with home-school relations	75.5	87.0	76.8	86.4	84.1
<b>Survey Data from the Annual Report Card Survey – Parents</b>					
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Satisfied with learning environment	77.0	85.0	88.0	74.7	72.5
Satisfied with social and physical environment	65.1	77.0	72.6	73.3	71.5
Satisfied with home-school relations	49.0	57.0	68.5	53.4	59.3
<b>Additional data from Annual Report Card Survey</b>					
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Satisfied with school safety—Teachers	98.5	95.1	90.7	92.4	89.6
Satisfied with school safety—Students	77.6	82.2	74.3	89.3	70.9
Satisfied with school safety—Parents	83.2	83.7	83.8	80.0	73.2

Report Card parent and teacher survey results about satisfaction with the learning environment has slightly decreased from the previous year; student survey results decreased more significantly. There is a decrease in overall satisfaction with the social and physical environment since the previous year. This presents an opportunity for growth. The rate of parents satisfied with the home-school relations has increased since the previous year, but the teacher satisfaction has decreased significantly in that area. This, too, presents an opportunity for growth.

## **Response/Next Steps**

### *Behavior/Intervention/Mentoring*

Additional internal surveys identified a need for further targeted intervention. This year we implemented OnTrack Intervention meetings along with a mentoring program and a male mentoring group. In addition, we had professional learning about the social/emotional needs of our students.

1. Continue 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.
2. Continue to refine the OnTrack intervention initiative that began in 2018-2019 to target interventions for individual students.
3. Continue to research ways to meet the needs of targeted subgroups as well as the general student population.

### *Support/Communication:*

1. Expand transition support for 5<sup>th</sup> to 6<sup>th</sup> and 8<sup>th</sup> to 9<sup>th</sup> grade students (academically, emotionally, and socially)
2. Expand current program of celebration for achievement, particularly academic success.
3. Refine Inspiring Excellence Night, an event launched in 2018 that provides an opportunity for students to demonstrate their PBL projects, art, and achievements and for the community to engage in STEAM activities.
4. Refine targeted academic interventions to increase student-adult interactions, to engage students, and to build opportunities for academic growth.

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

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

**PERFORMANCE GOAL: 1** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 33.5% in 2016-17 to 45.5% in 2022-23.

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

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2.03% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	34% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle 36	38	40	42	44	46
		School Actual Middle 34					
SC READY ELA SC READY test data file	43% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Middle	46	49	52	55	58
		District Actual Middle 44					

ACTION PLAN FOR STRATEGY #1: Refine practices to provide intervention and support for students before, during, and after school.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Utilize working lunch for students who need to need to complete assignments.	2018-2023	ELA teachers	\$0	NA	Quarterly grading reports, administrative observations

<b>ACTION PLAN FOR STRATEGY #1:</b> Refine practices to provide intervention and support for students before, during, and after school.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Continue to provide tutoring opportunities.	2018-2023	ELA teachers	\$0	NA	Clearly posted and advertised tutoring schedule
Use data to group students to meet targeted needs during both regular class time and enrichment.	2018-2023	ELA teachers	\$0	NA	Administrative observations; lesson/unit planning; district assessment system data
Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018-2023	ELA teachers; Administration; Instructional Coach	\$0	NA	Lesson/unit planning; administrative observations of classroom lessons
Increase and refine collaboration between math teachers and special education teachers to plan lessons with the goal of best meeting the needs of all students.	2018-2023	ELA teachers, special education teachers, Administration, Instructional Coach	\$0	NA	Lesson/unit planning, PLC planning discussions

<b>ACTION PLAN FOR STRATEGY #2:</b> Increase rigor and expectations in both instruction and assessment while emphasizing GRIT (growth, resilience, integrity, and tenacity).					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Utilize working lunch for students who need to need to complete assignments.	2018-2023	ELA teachers	\$0	NA	Quarterly grading reports, administrative observations
Initiate a scheduled time for independent reading of a common text/novel.	2018-2023	All teachers	\$0	NA	Administrative observations
Support students by teaching word decoding using an understanding of frequent prefixes, suffixes, and root words to assist them in using logic to decode words.	2018-2023	All teachers	\$0	NA	Lesson/unit plans, planning discussions, administrative observations, assessments
Increase rigor gradually to better prepare students to the increasing complex texts by focusing on more vertical articulation and backwards design beginning with English 1 curriculum expectations.	2018-2023	Teachers	\$0	NA	Administrative observation of vertical articulation meetings and agendas; lesson/unit planning; assessment data
Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018-2023	Teachers	\$0	NA	Mastery Connect/TE21 coaching cycles; PLC meetings
Provide professional learning opportunities and coaching to support teachers' development of learning targets and strategies that promote rigor	2018-2020	Administration, Instructional Coach, teacher leaders	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Evidence of collaborative planning, administrative observations, specific

<b>ACTION PLAN FOR STRATEGY #2:</b> Increase rigor and expectations in both instruction and assessment while emphasizing GRIT (growth, resilience, integrity, and tenacity).					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
					feedback given to teachers
Refine STEAM/PBL units to ensure that they effectively target ELA standards and curriculum.	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Lesson/unit planning, collaborative discussions focused on STEAM/PBL units and the effectiveness in addressing specific learning targets based on the curriculum, and state standards



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

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

**PERFORMANCE GOAL: 2** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 32% in 2016-17 to 45% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2.11% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SC READY test data file	32% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Middle</b>	<b>36</b>	<b>38</b>	<b>40</b>	<b>43</b>	<b>45</b>
		<b>School Actual Middle 33</b>					
SC READY Math SC READY test data file	40% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Middle</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>
		<b>District Actual Middle 43</b>					

<b>ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core mathematics instruction to meet identified student needs.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Implement tasks that promote reasoning and problem solving	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Observations of problem solving and reasoning; integrated thematic STEAM/PBL units; benchmark results
Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary and spiral review	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction; assessments
Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Evidence of collaborative planning, administrative observations, specific feedback given to teachers
Collaboratively analyze student work and use that data along with other data to guide planning and assessment discussions.	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Teacher portfolios, PLC discussions, assessments
Increase and refine collaboration between math teachers and special education teachers to plan lessons with the goal of best meeting the needs of all students.	2018-2023	Math teachers, special education teachers, Administration, Instructional Coach	\$0	NA	Lesson/unit planning, PLC planning discussions

Implementation of Grade 6-8 Vertical PLC	2018-2023	Math teachers	\$0	NA	Common assessment discussion; documentation of students who are targeted for remediation and for enrichment; meeting minutes
Provide professional learning opportunities and coaching to support teachers' development of learning targets and strategies that promote rigor	2019-2020	Administration, Instructional Coach, teacher leaders	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
Provide targeted remediation for individuals and small groups using both traditional and technology-enhanced intervention software.	2018-2023	Math teachers	10,837 annually	District	Evidence of targeted remediation and enrichment in lesson plans and observed in classroom walkthroughs and Instructional Rounds
Utilize the modified weather delay bell schedule to provide blocks of time for targeted academic intervention following benchmark assessments	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Intervention dates scheduled and implemented; data analysis and action plans
Refine STEAM/PBL units to ensure that they effectively target mathematics standards and curriculum.	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Lesson/unit planning, collaborative discussions focused on STEAM/PBL units and the effectiveness in addressing specific learning targets based on the curriculum, and state standards

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement,

Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority

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

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 2% annually in Grade 6 and 1.44% annually in Grade 8.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grades 6 only	<b>School Projected Middle</b>	<b>40</b>	<b>42</b>	<b>44</b>	<b>46</b>	<b>48</b>
		<b>School Actual Middle 38</b>					
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grades 6 only	<b>District Projected Middle</b>	<b>56</b>	<b>59</b>	<b>62</b>	<b>65</b>	<b>68</b>
		<b>District Actual Middle 53</b>					
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grades 8 only	<b>School Projected Middle</b>	<b>45</b>	<b>47</b>	<b>48</b>	<b>50</b>	<b>51</b>
		<b>School Actual Middle 44</b>					
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grades 8 only	<b>District Projected Middle</b>	<b>56</b>	<b>59</b>	<b>62</b>	<b>65</b>	<b>68</b>
		<b>District Actual Middle 53</b>					

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

<b>ACTION PLAN FOR STRATEGY #1:</b> Use data to plan and deliver instruction that promotes and enhances scientific knowledge and problem solving skills in all students.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Evidence of collaborative planning, administrative observations, specific feedback given to teachers
Refine PBL/STEAM and find stronger and more defined links between science standards and those of other content areas	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Lesson/unit planning, collaborative discussions focused on interdisciplinary connections and STEAM/PBL
Include the use of primary documents in writing science-based analysis of claims.	2018-2023	Teachers	\$0	NA	Lesson/unit planning, peer/administrative walkthrough observations, assessments
Use data to inform instruction and meet the needs of targeted groups of students	2018-2023	Teachers	\$0	NA	Progression of mastery levels in the district assessment system (MasteryConnect/TE21), lesson/unit planning, collaborative discussions
Provide professional learning opportunities and coaching to support teachers' development of learning targets and strategies that promote rigor	2019-2020	Administration, Instructional Coach, teacher leaders	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
Utilize the modified weather delay bell schedule to provide blocks of time for targeted academic intervention following benchmark assessments	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Intervention dates scheduled and implemented; data analysis and action plans

<b>ACTION PLAN FOR STRATEGY #1:</b> Use data to plan and deliver instruction that promotes and enhances scientific knowledge and problem solving skills in all students.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Utilize Gizmos and other web-based interactive instructional model	2018-2023	Teachers	\$0	NA	Lesson/unit planning, peer/administrative walkthrough observations, assessments

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

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

**PERFORMANCE GOAL: 4** The percentage of students scoring Met and Exemplary on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Met and Exemplary on SCPASS Social Studies will increase by 3% annually.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 7 only	<b>School Projected Middle</b>	<b>72</b>	<b>75</b>	<b>77</b>	<b>78</b>	<b>81</b>
		<b>School Actual Middle 69</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	<b>District Projected Middle</b>	<b>74</b>	<b>77</b>	<b>80</b>	<b>83</b>	<b>86</b>
		<b>District Actual Middle 71</b>					

\*Beginning in 2017-18, grades 5 and 7 will take SCPASS Social Studies\*

ACTION PLAN FOR STRATEGY #1: Use data to plan and implement rigorous, engaging social studies instruction to meet the needs of diverse students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Provide professional learning opportunities and coaching to support	2019-2020	Administration, Instructional Coach, teacher	\$0	NA	Evidence of learning targets tied to standards as observed in

<b>ACTION PLAN FOR STRATEGY #1:</b> Use data to plan and implement rigorous, engaging social studies instruction to meet the needs of diverse students.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
teachers' development of learning targets and strategies that promote rigor		leaders			classroom walkthroughs and Instructional Rounds
Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Evidence of collaborative planning, administrative observations, specific feedback given to teachers
Use data to inform instruction and meet the needs of targeted groups of students	2018-2023	Teachers	\$0	NA	Progression of mastery levels in the district assessment system, lesson/unit planning, collaborative discussions
Refine STEAM/PBL units to ensure that they effectively target social studies standards and curriculum.	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Lesson/unit planning, collaborative discussions focused on STEAM/PBL units and the effectiveness in addressing specific learning targets based on the curriculum, and state standards
Utilize the modified weather delay bell schedule to provide blocks of time for targeted academic intervention following benchmark assessments	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Intervention dates scheduled and implemented; data analysis and action plans



Include literacy strategies in planning and instruction to teach students how to read and use primary documents and other content texts.	2018-2023	Teachers, Instructional Coach	\$0	NA	Lesson/unit planning, collaborative discussions and professional learning focused on literacy, administrative and peer walkthroughs and Instructional Rounds
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<b>ACTION PLAN FOR STRATEGY #2: Provide appropriate technology for student learning.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Develop more interactive online resources for students.	2018-2019	Teachers	\$0	NA	Teacher websites, observations of instruction, lesson/unit planning

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

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

**PERFORMANCE GOAL: 5** Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b> 35	35	37	39	41	43
SC READY ELA SC SDE Website		<b>School Actual Hispanic</b> 30					
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic</b> 36	36	39	42	45	48
SC READY ELA SC SDE Website		<b>District Actual Hispanic</b> 34					
SC READY ELA SC SDE Website	25% Meets Expectations and Exceeds Expectations	<b>School Projected AA</b>	28	30	33	35	38
SC READY ELA SC SDE Website		<b>School Actual AA</b> 15					
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA</b> 25	25	28	31	34	37

SC READY ELA SC SDE Website		<b>District Actual AA 25</b>					
SC READY ELA SC SDE Website	3% Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	6	10	14	18	21
SC READY ELA SC SDE Website		<b>School Actual SWD 3</b>					
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 14</b>	14	17	20	23	26
SC READY ELA SC SDE Website		<b>District Actual SWD 12</b>					
SC READY ELA SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	18	21	24	27	30
SC READY ELA SC SDE Website		<b>School Actual LEP 27</b>					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 35</b>	35	38	41	44	47
SC READY ELA SC SDE Website		<b>District Actual LEP 33</b>					
SC READY ELA SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>School Projected SIP 27</b>	30	33	36	39	42
SC READY ELA SC SDE Website		<b>School Actual SIP 26</b>					

SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Projected SIP 38</b>	38	41	44	47	50
SC READY ELA SC SDE Website		<b>District Actual SIP 33</b>					
SC READY Math SC SDE Website	30% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>	32	34	36	39	41
SC READY Math SC SDE Website		<b>School Actual Hispanic 29</b>					
SC READY Math SC SDE Website	30% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 39</b>	39	42	45	48	51
SC READY Math SC SDE Website		<b>District Actual Hispanic 42</b>					
SC READY Math SC SDE Website	20% Meets Expectations and Exceeds Expectations	<b>School Projected AA</b>	23	26	28	31	34
SC READY Math SC SDE Website		<b>School Actual AA 19</b>					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA 27</b>	27	30	33	36	39
SC READY Math SC SDE Website		<b>District Actual AA 28</b>					

SC READY Math SC SDE Website	3% Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	6	10	14	18	21
SC READY Math SC SDE Website		<b>School Actual SWD 4</b>					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 18</b>	18	21	24	27	30
SC READY Math SC SDE Website		<b>District Actual SWD 16</b>					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	26	29	31	34	37
SC READY Math SC SDE Website		<b>School Actual LEP 31</b>					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 40</b>	40	43	46	49	52
SC READY Math SC SDE Website		<b>District Actual LEP 42</b>					
SC READY Math SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>School Projected SIP 25</b>	28	32	35	38	41
SC READY Math SC SDE Website		<b>School Actual SIP 24</b>					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected SIP 36</b>	36	39	42	45	48
SC READY Math SC SDE Website		<b>District Actual SIP 38</b>					

<b>ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Provide support for implementing data driven reflective conversations to improve teaching practice (school and individual data).	2018-2023	Instructional Coach, teachers	\$0	NA	Evidence of data driven conversations in meeting agendas and minutes
Continue to implement and enhance Professional Learning Community support and structures	2018-2023	Administration, Instructional Coach	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds as well as teacher survey results
Provide school-based and promote attendance at district-based opportunities for teachers to gain strategy and content support, including instructional strategies for diverse learners	2018-2023	Administration, Instructional Coach, teacher leaders	\$0	NA	Teacher attendance records for school-based professional development schedule Teacher survey results Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies. MC/TE21 assessment data
Utilize the modified weather delay bell schedule to provide blocks of time for targeted academic intervention following	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Intervention dates scheduled and implemented; data analysis and action plans

<b>ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
benchmark assessments					

<b>ACTION PLAN FOR STRATEGY #2: Improve use of Multi-Tiered Systems of Support (MTSS)</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2018-2023	Administrators, counselors, teachers	\$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2023	Administrators, counselors, teachers	\$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PowerSchool		School Projected					
PowerSchool		School Actual YES					
PowerSchool	50	District Projected	75	100	100	100	100
PowerSchool		District Actual 89	100				



<b>ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core reading instruction to meet identified student needs.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Consistently implement the GCS Secondary Literacy Framework.	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Observations, anecdotal notes, and lesson plans.
Conduct focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Documentation of ongoing instructional rounds including implications for instructional growth
Support intentional unit and lesson planning reflective of and responsive to student needs	2018-2023	Teachers, Instructional Coach	\$0	NA	Collaborative planning and lesson plan feedback, data analysis, unit planning, protected daily planning times
Differentiate instruction and assessments to meet students' needs while maintaining the expectation of grade-level mastery.	2018-23	Teachers, Instructional Coach	\$0	NA	Lesson planning and lesson plan feedback, formative assessments (i.e. within the district assessment system), collaboration and reflective practices

<b>ACTION PLAN FOR STRATEGY #2: Provide targeted reading interventions aligned to student needs as identified through evidence-based assessment</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Determine and utilize appropriate evidence-based assessments to identify targeted intervention needs	2018-2023	OnTrack team of Administrators, teachers, and counselors	\$0	NA	Evidence of students identified for intervention based on results of assessments
Track students in intervention to determine the most effective strategies for increasing student success	2018-2023	OnTrack team of Administrators, teachers, and counselors	\$0	NA	Intervention strategies documented in Intervention Central OnTrack Meetings
Coach teachers in instructional best practices	2018-2023	Administration, Instructional Coach	\$0	NA	Documentation of coaching cycles
Implement the MTSS framework intervention guidelines with fidelity	2018-2023	Administrators	\$0	NA	Formative and summative assessments to inform about the focus, duration, and effectiveness of OnTrack intervention meetings

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report	Baseline will be established at the end of the 2018-19 school year	School Projected		TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	District Projected		TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1: Create a plan to equip teachers to work with diverse student populations.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Promote and provide training opportunities to help existing teachers work with diverse students.	2018-2023	Instructional Coach, Administration, teacher leaders	TBD	TBD	Professional Development opportunities targeting student diversity.

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	89	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 71					
SC SDE School Report Card Survey	90	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 90					
SC SDE School Report Card Survey	77	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 73					
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		<b>District Actual Students 86</b>					
SC SDE School Report Card Survey	<b>98</b>	<b>District Projected Teachers 97</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Teachers</b>					
SC SDE School Report Card Survey	<b>91</b>	<b>District Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Parents 88</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b> Enhance lines of communication between the school and stakeholders regarding existing safety measures.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Administration	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
Take a proactive approach by periodically pushing out information about the safety measures that we take	2018-2023	Administration	\$0	NA	Safety stories on web, social media, etc.
Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	Administration, Media Specialist	\$0	NA	Tips received from multiple stakeholder groups

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

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report	(2016-2017) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 0					
GCS Expulsion Report	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8					

### Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
GCS Expulsion Report	(2016-17) 0	<b>School Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>School Actual</b> 0					
GCS Expulsion Report	(2016-17) .04	<b>District Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>District Actual</b> .04					

<b>ACTION PLAN FOR STRATEGY #1: Increased community- and student-based education about Level III infractions and the criminal and disciplinary consequences</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.	2018-2023	Administration	\$0	NA	Students in need matched with services
Increase awareness of community-based resources that families can reach out to for guidance and support.	2018-2023	Guidance	\$0	NA	Information disseminated and utilized



<b>ACTION PLAN FOR STRATEGY #2:</b> Development and implementation of mental health intervention programs and school based resources to identify potential issues and intervene in a timely manner.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Utilize the in-school trained mental health counselor to facilitate awareness of social-emotional adolescent needs.	2018-2023	Mental health counselor	\$0	NA	Professional development attendance records and agenda
Educate students, teachers, and parents so they are able to identify changes in behavior for themselves and peers, which may signify a need for intervention.	2018-2023	Counselors, teachers, administration	\$0	NA	Agendas for Lunch N' Learn, Guidance, and SIC sessions
Continue buddy program to help students who are new to the school.	2018-2023	Guidance	\$0	NA	Student survey results

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Student Survey	Baseline established in 2017-18	School Projected	61	64	67	70	73
		School Actual 58	55				
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	District Projected	54	58	62	66	70
		District Actual 52	50				

<b>ACTION PLAN FOR STRATEGY #1:</b> Empower all adults to establish a positive rapport with students.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Expand mentoring program for students	2018-2023	School team Guidance	TBD	TBD	Students assigned to an adult at the school.
Enhance professional development to increase staff awareness and understanding of community being served (such as compassionate schools training and poverty simulation)	2018-2023	Instructional coach, administrators, counselors, focus teams	TBD	TBD	Professional development attendance records
Establish protocols among all adults to communicate positively with students	2018-2023	Instructional coach, administrators, counselors, focus teams	\$0	NA	Professional development attendance records
Provide opportunities for support staff to be inclusive in school culture.	2018-2023	Instructional coach, administrators, counselors, focus teams, PTA	\$0	NA	Support staff included in decision making and support of students

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

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

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
180 <sup>th</sup> Day Attendance Report	(2016-17) 95	School Projected	95	95	95	95	95
		School Actual 95					
180 <sup>th</sup> Day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95					

<b>ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	\$0	NA	Attendance reports Review of attendance policies
Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Admin team Teacher Attendance Clerk	\$0	NA	Documented contacts
Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Admin team	\$0	NA	Students are identified and appropriate supports are assigned
Continue to provide incentives for attendance	2018-2023	Administration, teacher leaders	TBD	TBD	Leadership team meeting agenda

<b>ACTION PLAN FOR STRATEGY #2: Implement and maintain a proactive attendance program</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Promote attendance with students and parents as an important component of school success	2018-2023	Administrators, teachers, guidance	\$0	NA	Documentation of teacher/school contact with parents
Improve school-level interventions related to attendance	2018-2023	Guidance, social worker, teachers	\$0	NA	Meeting minutes that include parental participation in interventions
Continue to increase hands-on, real world learning experiences to enhance student engagement	2018-23	Teachers, instructional coach, administrators	\$0	NA	STEAM/PBL units and lesson plans, administrator and peer walkthrough observations
More actively involve students in mapping their future education plans and identifying life goals and the steps to attain those goals	2018-23	Guidance	\$0	NA	Guidance lesson plans, walkthrough observations

<b>ACTION PLAN FOR STRATEGY #3:</b> Identify underlying causes of behavior and provide appropriate support.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students to provide additional support	2018-2023	OnTrack team	\$0	NA	OnTrack meetings

<b>ACTION PLAN FOR STRATEGY #4:</b> Identify consequences other than suspension for inappropriate behavior that is not a danger to others.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Explore opportunities to develop alternatives to suspensions such as restorative justice and peer-led opportunities	2018-2023	Administration, teacher leaders, focus teams, PTA/SIC	\$0	NA	Meeting agendas and minutes

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		<b>BASELINE 2017-18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	<b>School Projected</b>	<b>Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 12</b>	<b>Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 12</b>	<b>Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 11</b>	<b>Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 11</b>	<b>Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 10</b>
		<b>School Actual</b> Afraid – 8% Lonely-- 14% Angry -- 13%	Afraid – 8% Lonely --15% Angry --16%	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	<b>District Projected Secondary</b>	<b>Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14</b>	<b>Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14</b>	<b>Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13</b>	<b>Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13</b>	<b>Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12</b>
		<b>District Actual Secondary</b> Afraid – 7% Lonely-- 14% Angry -- 14%	Afraid – 7% Lonely -- 16% Angry -- 14%	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>



<b>ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Implement the OnTrack process, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	Administration, OnTrack team	\$0	NA	Use of OnTrack process
Implement relationship-building strategies	2018-2023	Guidance, administration, instructional coach, teachers	\$0	NA	Strategies implemented with fidelity
Continue to strengthen opportunities for student leadership and student voice in decision making (such as peer mentors and peer leaders)	2018-2023	Guidance, administration, instructional coach, teachers	\$0	NA	Agenda/minutes of staff, leadership, and focus team meetings

<b>ACTION PLAN FOR STRATEGY #2: Increase connectivity to health and wellness services.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Continue an annual Bryson Fun Run/Walk	2018-2023	Wellness focus team, PTA	TBD	TBD	Scheduled fun run/walk
Partner with NAMI (National Alliance on Mental Illness) to receive early alerts to trends in teen behavior.	2018-2023	Guidance	\$0	NA	Information shared
Increase opportunities for physical activity throughout the school day to include learning through movement and active brain breaks.	2018-2023	Teachers, Instructional Coach, Administration	\$0	NA	Lesson plans, peer and administrator walkthroughs and Instructional Rounds
Integrate physical activity into the Extended Day Program schedule.	2018-2023	Extended Day Program Director	\$0	NA	Observations, Extended Day Program schedule

<b>ACTION PLAN FOR STRATEGY #3:</b> Reduce incidents of bullying through awareness training and promotion of healthy relationships.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Train staff and students on the anonymous reporting process	2018-2023	Principal	\$0	NA	Students and staff aware and able to report
Educate students on appropriate vs. inappropriate behaviors and the impact of their choices	2018-2023	Administrators, guidance, teachers	\$0	NA	Discipline consequences highlighted in materials for distribution
Address bullying behaviors as part of character education	2018-2023	Administrators, guidance, teachers	\$0	NA	Appropriate programs utilized
Explain district bullying policy and give examples to parents at PTA meeting during first quarter of the school year	2018-2023	Administrators, guidance	\$0	NA	Consequences discussed systematically

<b>ACTION PLAN FOR STRATEGY #4:</b> Develop and foster social and emotional skills in students to develop the whole child.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Implement a strong social/emotional component into existing school character education plan	2018-2023	Guidance	\$0	NA	Student survey results
Provide professional learning/book studies for classroom teachers on best practice strategies for building social/emotional skills in students.	2019-2023	Administration, instructional coach, guidance, teacher leaders	\$0	NA	Evidence of strategies being used in classrooms during observations

<b>ACTION PLAN FOR STRATEGY #5:</b> Establish a classroom environment that promotes social, emotional and intellectual well-being					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Build a positive learning community supportive of all students	2018-2023	Administration, Instructional Coach, teachers and school staff	\$0	NA	Evidence of: <ul style="list-style-type: none"> <li>• classroom conversations and reflections to support problem solving occur across the school day.</li> <li>• classroom conversations and reflections occur across the components of the GCS Secondary Literacy Framework.</li> <li>• established classroom norms, expectations, and procedures.</li> <li>• students exercising autonomy and respect for peers and adults.</li> </ul>

**Appendix:**

Bryson Middle School SC SDE School Report Card:

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9TSZaWQ9MjMwMTAyNA>