Blue Ridge Middle School

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

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

School Portfolio
2018-2019 through 2022-2023

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Blue Ridge Middle School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 *(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	*W Burke Royster*	8/15/2018
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Karen Bullard	*Karen S Bullard*	7/30/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors	*[signature]*	8/28/2018
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jim Barbare	*J Barbare*	7/30/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Tanya Harris	*Tanya Harris*	7/27/18
PRINTED NAME	SIGNATURE	DATE

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

SCHOOL TELEPHONE: (864) 355-1900

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

Stakeholder Involvement for School Renewal

Position		Name
1.	Principal	Becky Greene (Through 2018), Karen Bullard (2018- forward)
2.	Teacher	Jeremy Barnette
3.	Parent/Guardian	Shelli Wilburn
4.	Community Member	Jim Barbare
5.	Paraprofessional	Kelli Harris
6.	School Improvement Council Member	Dr. Andrew Marshall
7.	Read to Succeed Reading Coach	Tanya Harris
8.	School Read To Succeed Literacy Leadership Team Lead**	Tanya Harris
9.	School Read To Succeed Literacy Leadership Team Member**	Cheryl Herman

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

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

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

○ Yes ○ No ◉ N/A	**Parenting and Family Literacy**	The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.

○ Yes ○ No ◉ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

◉ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Table of Contents

Introduction

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

Each committee updated a section of the portfolio to reflect the most recent test data, student honors, professional development, and Blue Ridge's strategies for the 2013-2018 Action Plan. Once the strategies and plan were in place, the Strategic Planning Team began the task of assessing Blue Ridge Middle School through the five standards developed by AdvancED. Each committee met on Wednesday afternoons to review and evaluate each section of the standards carefully to determine which level of 1 to 4 best described and matched the organization and atmosphere of Blue Ridge Middle School. After the committees determined the level for each section, through consensus, the committees established lists of evidence which confirmed their decision on the rubrics. After the evidence was collected, the committee chairs began the process of writing and developing a narrative which encompassed the entire standard, rather than its parts. They collaborated with their members to make sure all areas of the standard were included. When all the narratives had been reviewed, each committee shared the findings with the entire faculty, the School Improvement Council, and the PTSA Board.

Blue Ridge Middle School Portfolio Committees

School Profile
JoHannah Joines – chair
Paul Glattli

Data Analysis
Angel Capps-chair
Donna Burgess
Patty Howell
Julie WIlson
Kathie Smith
Tanya Harris

Student Council:
Katie Adams - chair
Karyn Bigger
Brooke Prince
Amy Verga
Lorelle Schnatterly
Katelyn Lowe

Mission, Vision and Beliefs
Chad Butler - chair
Ben Riddle
Jan McLaughlin
Jan Lawson

House/Charity/Incentives
Kelli Bechtel- chair
Shelia Earley
Dana Smith
Nicole Sullivan
JoHannah Joines
Amy Verga
Kathie Smith

Testing Team
Tanya Harris- Co-chair
Don Kauffman- Co-chair
Sara Broome
Lisa Loftis
Cindy Batson

Action Plan
Sheila Earley – chair
John Marks
Angie Jarecki
Cheryl Herman
Mindy Falls
JR Adkins
Austin Barker

Calendar:
Cyndi Brown - chair
Denise Vance
Stephanie Metcalf

Professional Development
Charlie Kendrick – chair
Tanya Harris
Sarah Jackson
Amanda Martin
Dylan McDowell
Bridget Ivery
Nancy Rutledge

PTA
Don Kauffman

Sunshine:
Lauren Jackson-chair
Sally Jordan
Kris Cowdrey
Kristin Gill
Tasha Epley
Page Lundeen

SIC
Sheila Earley- chair
Don Kauffman
Tanya Harris
Dana Smith
Sally Jordan

Faculty Council:
Executive Summary
Scott Forster - Chair
Hope Barbare
Nicole Sullivan
Mott Altman
Kelli Bechtel
Karyn Bigger
Dana Smith
Peggy Johnson
Jeremy Barnette
Becky Greene
Amy Verga
Katie Adams

Organization & Compilation
Jeremy Barnette- chair
Tanya Harris
Sara Broome
Jill Brown

Health & Safety
Don Kauffman- chair
Lauren McCarthy
Ken Hanna
Donna Odom
Bradley Christy
DeAnna Gibson
James Massey

Student Enrichment
Peggy Johnson-chair
Scott Forster
JR Adkins
Kayrn Bigger
David Burdette
Bradley Christy
Kathie Smith

Teacher Handbook
Mott Altman
Admin

Beta Club
Will Snipes- Chair
Tasha Epley
Jeremy Barnette
Tanya Harris
Karen Showghi
Lauren Hightower

Partnership Development
Beverly Wilbanks - chair
Jason Rainey
Bree Alexander
Stephine Metcalf

Yearbook
Sarah Jackson -chair
Tasha Epley

Webmaster
Don Kauffman
Jeremy Barnette

Homebound
Sara Broome

A-team
Lisa Loftis- chair
Peggy Johnson
Julie Cannon

Student Handbook
Hope Barbare- chair
Admin

Section Two: Executive Summary

Summary of Needs Assessment for Student Achievement

In the spring of 2017, SC READY and SCPASS scores show that while almost 50% of Blue Ridge Middle School students are performing in the Meets Expectation and Exceeds Expectation categories, not all are performing at high levels. In response to the data, the following initiatives have been determined:

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

Summary of Needs Assessment for Teacher and Administrator Quality

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

Summary of Needs Assessment for School Climate

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

Focus strategies include:

- Supporting transition from elementary school to middle school
- Continuing to use the House System to build a positive school climate
- Continuing the teacher assistant initiative program to build leadership
- Supporting common assessments and analyzing data to drive instruction
- Continuing to provide academic assistance for struggling students
- Continuing with the inclusion model for learning disabled students

Significant Accomplishments in the Last Three Years
- SC PASS Social Studies and Science scores are in the top percentage in district
- Established an enrichment program to increase student achievement and to provide additional opportunities for support
- Added two Gateway to Technology Classes with 7 different course offerings
- Held a 5K and Wellness Day to promote healthy choices and lifestyles

Section Three: School Profile

Community

Blue Ridge Middle School is a sixth, seventh and eighth grade middle school located in the northwestern corner of South Carolina and a part of Greenville County Schools. The 2014 census estimated the population at approximately 491,000 people with an average per capita income of $40,791. Blue Ridge Middle has the largest geographical attendance area that currently serves 897 students. The school principal is Becky Greene and Shelia Earley serves at the assistant principal with Don Kauffman as administrative assistant. Becky Greene will be retiring and Karen Bullard has been named the new principal for the 2018-2019 school year. Additionally, Sandra Taylor will be added as an administrative assistant.

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

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

Blue Ridge Middle is in its 30th year, and the current site is the location of the original Blue Ridge High school built in 1954. The building was completely renovated in 2001; however, the original auditorium, stage, seats and gym floor are still in use. The facility is one story equipped with four classroom wings, including nine science labs, two GTT labs, spacious media center, open cafeteria, gym, locker and weight rooms. Also on site are two state of the art baseball and softball fields, a track and soccer field, along with outdoor basketball and tennis courts.

Personnel

There are currently 91 employees at Blue Ridge Middle School with 59 full time teachers. On our staff we have an attendance clerk, guidance clerk, two office clerks, career development facilitator, a full time and part time nursing position, and one secretary. The custodial staff is made up of seven positions with one plant engineer. The cafeteria has a total of nine positions with one of those being held by the cafeteria manager. Blue Ridge Middle has three administrators, one instructional coach, and one school resource officer. The media center is staffed with one media clerk and one media specialist.

Gender	Male	Female
Administrators	1	2
Teachers	40	14
Certified Support Staff	4	1
ESOL	0	.2

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

Certification Subject	ELA	Math	Science	Social Studies	Special Education	Other
Sixth Grade	4	4	3	3	1	3
Seventh Grade	4	3	4	4	0	1
Eighth Grade	3	4	3	4	0	0
Special Education	0	1	0	0	6	3
Related Arts	2	3	1	0	0	9
Certified Support Staff	1	0	1	0	0	4

Attendance Rates –

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teachers	91.5	95.12			
Students	95.7	96.0			

Student Population -

Total Enrollment, May 2018

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Sixth Grade	301				
Seventh Grade	325				
Eighth Grade	270				
Total Enrollment	896				

Student attendance is 94.4% which is up from last year's 94.3

Enrollment by Gender, May 2018

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Male	447				
Female	449				

Special Education (EH, Autistic, OHI), May 2018

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Sixth Grade	13				
Seventh Grade	4				
Eighth Grade	5				
Total Enrollment	22				

Special Education (LD), May 2018

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Sixth Grade	26				
Seventh Grade	32				
Eighth Grade	20				
Total Enrollment	78				

Special Education (multi-handicapped), May 2018

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Sixth Grade	7				
Seventh Grade	12				
Eighth Grade	4				

Total Enrollment	23				

(Two or more disabilities- LD, OH, Autism, Educable Mild, Speech)
One student is speech only and one student is hearing impaired (they are not counted on this chart)

Ethnicity, May 2018

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
African American	3.5%				
Caucasian	86.6%				
Hispanic	6.3%				
Other	3.6%				

Free and Reduced Lunch, May 2018

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

Gifted and Talented, May 2018

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Academic Gifted	28.6%				
Not Gifted	71.4%				

School-wide Academic and Behavioral Programs, Features and Initiatives

Blue Ridge Middle school provides a wide variety of programs, features, and initiatives in order to accomplish our mission of *Engaging, Encouraging, and Equipping* our students.

Advanced Academic Course Offerings

Blue Ridge Middle School provides opportunities for students to take courses that offer high school credit (Carnegie Units.) Advanced class offerings are available in language arts and math through the Gifted and Talented Program as well.

High School Credit Courses
- Honors Algebra I
- Honors English I
- Spanish I
- Art I
- Physical Education I
- Google Basics / Multimedia Basics

Academic Programs / Initiatives

In addition to being a *Learning Focused School* (Research based program for planning instruction and assessment), other programs and features are in place and used to provide educational opportunities for the students of Blue Ridge Middle School. Beginning in 2018, we will begin to transition to Learning Targets (Moss and Brookhart, 2016).

- Writing Across the Curriculum
- Teaming
- Literacy Emphasis
- Read to Succeed Initiatives
- Google Classroom
- Discovery Learning Education
- Intervention such as Lunchtime Reading, Breakfast Club, and Club 315

- Study Skills class
- SC Junior Book Award Reading Program
- Book Fair (Media Center)

Arts Courses

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

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

Business Education/ STEAM Courses

Students are offered many different opportunities to learn and explore different career areas in our Business and STEAM courses.

- Yearbook Class (7th and 8th graders)
- Project Lead the Way
  - Design and Modeling
  - Computer Science for Innovators and Makers
  - Magic of Electrons
  - App Creators
  - Medical Detectives
  - Automation and Robotics
  - Science of Technology
- Google Basics/Multimedia Basics
- Personal Finance

Extracurricular Activities

Students are afforded opportunities to participate in extracurricular activities.
Clubs include:
- National Junior Beta Club (a nationally recognized academic club)
- Academic Team (Students who compete in academic quiz bowls)
- Student Government (Student Council)
- Science Enrichment
- Math Counts
- Drama Enrichment
- Book Club
- Robotics Team
- Girl Talk

Athletic Teams

- **Middle School Teams**
  - Baseball, Basketball, Soccer, Softball, and Volleyball
- **High School Teams –** Students are given the opportunity to participate on the following teams.
  - Cheerleading, Cross Country, Football, Golf, Tennis, Track and Field, and Wrestling.

Community and Parental Involvement
- Parent Teacher Association (PTA)
- School Improvement Council (SIC)

- Watch D.O.G.S (Dads Of Great Students) – Father involvement initiative to provide positive male role models, enhance school security, and reduce bullying.

Mentoring and Character Education
- Upstander Program - "Be an Upstander, not a bystander at BRMS." Character education program with a focus in the areas of bullying, citizenship and tolerance.

Career Education

Blue Ridge Middle School has a Career Development Facilitator on staff that coordinates many opportunities for career exploration in addition to those built into the curriculum.
- *Career Day* – Teachers and community members speak to the students about various career fields and occupations.
- *Career Lunch* - Community businesses set up in the lobby to meet with and answer questions from students regarding their career.
- *Lunch and Learn* –Selected students meet with Industry professionals to learn about their career field.
- *Women at Work* – Selected female students meet with female industry and business professionals to learn about various careers,
- *Job Shadowing* - 8th grade students spend a day shadowing someone at their place of employment. Students are required to write reflections about their experience as well as "Thank you letters" to those that allowed them to shadow.

Blue Ridge Middle School 2017 School Report Card

For students to meet the profile of the SC Graduate

	Our School	Change from last year
Students (n = 911)		
% of students in poverty (TANF, Medicaid, SNAP, foster child or homeless)	41.3	Up from 40.7
Percent of Students (7th and 8th grade) enrolled in high school credit courses	17	No change
Attendance rate	94.4	Up from 94.3
With disabilities	12.0	Up from 10.9
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2	No change
Percentage of students served by gifted and talented program	26.0	Down from 27.9
Percentage of students retained	0.0	No change
Annual Dropout Rate	0.0	No change

Teachers (n = 52)		
Percentage of teachers with advanced degrees	63.5	Up from 61.8
Percentage of teachers on continuing contract	88.5	Up from 76.4
Teachers returning from previous year	93.1	Up from 91.8
Teacher attendance rate	91.5	Up from 91.3
Average teacher salary	$51,896	Up from $51,481
Professional development days/teacher	0.2	Down from 1.1
Percentage of teacher vacancies for more than 9 weeks	0.0	No change

School		
Principal's/Superintendent's/Director's years at school/district	10	Up from 9
Student-teacher ratio in core subjects	25.4 to 1	Up from 25.3 to 1
Prime instructional time	85.9	Up from 84.9
Opportunities in the arts	Excellent	Up from Good
Opportunities in foreign languages	Poor	No change
AdvancEd (SACS) accreditation	Yes	No change
Parents attending conferences	99.9	Down from 100.0
Character development program	Good	No change
Average age of books / electronic media in the school library	11.0	Up from 10.0
Number of resources available per student in the school library media center	14.1	Down from 17.0
Percent of classrooms with wireless access	91-100%	No change
Percent of students served by 1:1 learning	31-40%	N/A
Number of devices dedicated for student use	250	Down from 524
Percentage of classes not taught by highly qualified teachers	Under Revision	N/A

Dollars spent per pupil	N/AV	N/A
Percent of expenditures for instruction	N/AV	N/A
Percent of expenditures for teacher salaries	N/AV	N/A
Number of online or blended (50% online) courses offered	N/AV	N/A

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	52	304	55
Percent satisfied with learning environment	98.1%	79.6%	81.8%
Percent satisfied with social and physical environment	96.2%	82.6%	75.0%
Percent satisfied with school-home relations	96.1%	82.9%	64.3%

Link to 2017 Blue Ridge Middle School Report Card
Report Card

<u>Section Four: Mission, Vision, and Beliefs</u>

Motto: Engaging, Encouraging, Equipping

Mission Statement: Our mission is to provide engaging and challenging experiences in order to equip students with the tools needed to positively contribute to our ever-changing society.

Vision: To provide an environment in which students are engaged and individual learning needs are addressed.

To provide a welcoming, nurturing environment where students feel safe and are encouraged to demonstrate core values such as honesty and integrity.

To provide a whole-student education to equip them for the future ahead.

Beliefs: BRMS will…
- Foster a safe and welcoming environment.
- Encourage all students to perform at their greatest potential.
- Engage students in learning.
- Prepare students for future careers through the teaching of soft skills.
- Develop community partnerships.
- Personalize student learning.

Annual Report to the Community:

Blue Ridge Middle School is a sixth, seventh, and eighth grade school located in the northwestern corner of South Carolina. As part of the Greenville County School District, Blue Ridge Middle has the largest geographical attendance area, currently serving 930 students.

Blue Ridge Middle now in its 30th year, has several staff members who were a vital part of the school's induction year and are still making an impact in the community today. The current site location is the site of the original Blue Ridge High School built in 1954. The building was completely renovated in 2001.

Blue Ridge Middle School provides opportunities for students to take courses that offer high school credit Carnegie Units: Honors Algebra I, English I Honors, Spanish I, Art I, Google Basics/Google Multimedia, and Desktop Publishing. Gifted and Talented offerings are available in Language Arts and Math through the Challenge Program as well. Blue Ridge also offers a variety of extracurricular activities. Teams include baseball, softball, boys' and girls' soccer, basketball, and girls' volleyball.

Students are given the opportunity to audition for and participate in a school-wide theatrical performance each year.

What is a School Improvement Council?

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

SIC MEMBERS
Sally Jordan – Teacher
Dana Smith-Teacher
Sheila Earley- Assistant Principal
Dr. Marshall- Community Member
Stephen Cannon-Parent
Justin Hawkins-Parent
Jim Barbare – Chair/Community Member
Becky Greene - Principal

Purpose of the Report
"This Report is issued by the Blue Ridge Middle School Improvement Council in accordance with South Carolina law to share information on the school's progress in meeting various goals and objectives, the work of the SIC, and other accomplishments during the school year."

… Engaged, Encouraged, Equipped

Blue Ridge Middle School

SIC Report to the Community/Parents 2017-2018

Jim Barbare – SIC Chairman
Becky Greene- Principal

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Blue Ridge Middle
2423 E. Tyger Bridge Rd.
Greer, SC   29651
(864) 355-1900
Fax: (864) 355-1966

Blue Ridge Middle School ~ 19 ~

Blue Ridge Middle- SIC Goals

- Actively engage community and stakeholders in the school.
- Develop a safe, responsible, and respectful school environment.
- Develop practices, processes and technologies for open and effective communication.

District Goals

- Raise the academic challenge and performance of each student.
- Ensure quality personnel in all positions.
- Provide a school environment supportive of learning.
- Effectively manage and further develop necessary financial resources.
- Improve public understanding and support of public schools.

Goals are reviewed monthly by the SIC, School Leadership Team, and the faculty to assess progress and to create and implement successful strategies.

Peaks and Points

- ❖ Lunch and Learn – Selected students meet with industry professionals to learn about a variety of careers.

- ❖ Women at Work – Selected female students meet with female industry and business professionals to learn about opportunities careers

- ❖ Watch D.O.G.S (Dads Of Great Students) –Initiative to present positive male role models to enhance school security and to reduce bullying.

Leaders Luncheon- encouraging students to explore their leadership potential through positive interactions
Beyond Differences- Promoting social inclusivity within the school and through social media
Terrific Tiger Program– Mentoring, Career Education, and Service Learning Program for selected students to encourage success.

Accomplishments for 2017-2018

-The passage rate for End of Course testing for Algebra I and English I was 100 % for 2017-2018 school year

-Beta Club-members have logged over 600 service hours in the community this year: assisted with Down's Syndrome Walk at Furman and the Area 4 Special Olympics

-Beta Club were 1st place in the following categories: Trading pin, Sketching, woodworking- 2nd in the state in the following areas: group talent, wreath, T-shirt design and social studies.

-We raised over $2,089 for the Leukemia Society through our annual Pennies for Patients campaign.

-Greenville County Middle School Art Exhibition winners-1st, 2nd and 3rd place winners-0 2nd place Drawing South Carolina State Beta Club convention-

-South Carolina Performance Assessment superior rating 1 all-state, 1 region band and 5 students were Greenville All-County Band

-PTA reflection winner- 1st place in drawing & theme

- Girls' Basketball- 2017 Greenville County Champions 2018 Region Champions and Greenville County Champions Boys'- 2017 Region Champions

- 2017 Girls Basketball District Champions

-Student Council collected over 4,000 canned goods to support local food pantries

Section Five: Data Analysis and Needs Assessment Student Achievement

Student Achievement Needs Assessment

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

SC Ready 2017 by Grade Level (Percentage)

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

SC PASS 2017 by Grade Level (Percentage)

Science	Meets and Above Expectations	Approaching and Does Not Meet Expectations
Sixth Grade	61.8	38.2
Seventh Grade	65.0	35.0
Eighth Grade	62.9	37.1
Social Studies	**Exceeds Expectations**	**Meets Expectations**
Sixth Grade	85.4	14.6
Seventh Grade	77.9	22.1
Eighth Grade	84.7	15.3

2017 EOC Data of Percentage Passing

English I	100	Algebra I	100

Attendance

Year	Students	Teachers
2015-2016	95.8	91.3
2016-2017	95.7	91.5
2017-2018	96.0	95.12

2018-2019		
2019-2020		

Analysis/Response

Test Data: SC Ready data from 2016 and 2017 shows a 2% decrease in student performance in the meets and exceeds categories in ELA and a 3% increase in math performance in the meets and exceeds categories. For SC PASS social studies, grades 6 and 7 reflected a decrease in the number of students demonstrating mastery. 2018 SC PASS will establish a baseline for annual measurement for science and social studies.

Attendance: Attendance of both students and teachers is necessary for all students to achieve consistently. In the 2017-18 school year attendance has increased for teachers by approximately 4%, and students have increased from 95.7% to 96%.

Response: Achievement data reflects a need for targeted interventions for students who are scoring in the approaching expectations and not met expectations sections of SC Ready and SC PASS. A full inclusion model with co-teaching components has been implemented and will be refined to address grade-level standards-based instruction with special education students using appropriate differentiation strategies and accommodations. Systematic intervention including academic assistance and literacy instruction will structure clear expectations and opportunities for the success for all students. A continuation of common planning, common assessments, and collaborative analysis will strengthen classroom instruction.

Teacher and Administrative Quality

Blue Ridge Middle School Professional Development Plan 2017-2018

Q1	
8/14/2017	Induction PD
8/15/2017	Back to School PD: PD- Climate; Learning Focused Instruction; Technology - Nearpod
8/16/2017	Training Tuesday : General Info Session; Read to Succeed Information
8/27/2017	Mastery Connect Intro
8/27/2017	Summer Reading SC Junior Nominees Reading Project
8/27/2017	Summer Reading Nonfiction eBooks
8/27/2017	GradeCam
8/30/2017	504s and Special Education
9/1/2017	Digital Classroom Management
9/5/2017	Socrative and Google Classroom
9/6/2017	Workout Wednesday: New Google Sites
9/7/2017	Discovery Education SOS Strategies and Using Technology
9/9/2017	New Google Sites
9/13/2017	Department PLC meetings/ integration
9/14/2017	Inductee Training Support; ADEPT Info
9/18/2017	Student Learning Objective Training
9/19/2017	Training Tuesday: Reading Conferences Information; Read to Succeed - Google Classroom
9/20/2017	Workout Wednesday: Screencastify
9/20/2017	Inductee Training Support
9/26/2017	Training Tuesday: Mastery Connect; Trackers and Benchmarks
9/27/2017	Faculty Meeting: Soft Skills; House Implementation Info
9/29/2017	Induction Training: continue with ADEPT and good practices

10/3/2017	Training Tuesday: ESOL Strategies - Jason Rainey; Student Learning Objectives
10/4/2017	Workout Wednesday - Technology Training
10/10/2017	Training Tuesday: Analyzing Data
10/11/2017	Faculty Meeting: Department PLCs
10/17/2017	Training Tuesday: Mastery Connect Follow Up; Preparing for Benchmarks
10/17/2017	Book Study: Readicide
10/19/2017	Induction Training
10/24/2017	Training Tuesday: Gradebook Details; Data
10/25/2017	Faculty Meeting

Q2	
10/31/2017	Training Tuesday: Social Studies Teachers only - Karen Ambrose
11/1/2017	Workout Wednesday: Using Technology; One on One
11/6/2017	Discovery Education SOS Strategies and Using Technology
11/7/2017	Training Tuesday : Guided Writing
11/8/2017	Faculty Meeting: Department PLCs
11/14/2017	Training Tuesday: Analyzing Data
11/16/2017	Induction Training: ADEPT Goals
11/21/2017	Training Tuesday: Reading in the Content Area; Reading Comprehension
11/28/2017	Training Tuesday: Learning Logs
12/1/2017	Ron Clark Academy: Leader Corps
12/5/2017	Training Tuesday: Listen, stop, and write; Reading comprehension
12/6/2017	Workout Wednesday: One to One
12/12/2017	Training Tuesday: Data Analysis
12/12/2017	Inductee Training
12/13/2017	Faculty Meeting: Department PLCs
12/15/2017	Induction Training: ADEPT goals
12/19/2017	Training Tuesday: Training Tuesday; Reading comprehension
1/9/2018	Training Tuesday: Micro themes
1/10/2018	Faculty Meeting: Department PLCs
1/16/2018	Training Tuesday: Data Analysis

Q3	
1/17/2018	Workout Wednesday: One on one
1/19/2018	Induction Training: ADEPT goals
1/23/2018	Training Tuesday : Framed paragraphs; LF higher order thinking
1/24/2018	Faculty Meeting
1/30/2018	Training Tuesday: Google Classroom Assignment
2/6/2017	Training Tuesday: Text Boxes; LF Planning
2/7/2018	Workout Wednesday
2/13/2018	Training Tuesday: Data Analysis
2/14/2018	Faculty Meting: Department PLCs
2/15/2018	Induction Training
2/20/2018	Training Tuesday: Google Classroom Assignment
2/27/2018	Training Tuesday: Sentence Synthesis
2/28/2018	Faculty Meeting
3/2 - 3/4	SC AMLE Conference
3/6/2018	Training Tuesday: Bio Poems; Writing to Learn
3/7/2018	Workout Wednesday

3/13/2018	Training Tuesday: Data Analysis
3/15/2018	Induction Training: continue with ADEPT and best practices
3/20/2018	Training Tuesday: Google Classroom Assignment

Q4	
3/27/2018	Training Tuesday: Word Maps; Writing to Learn
3/28/2018	Faculty Meeting
3/29/2018	Induction Training
4/10/2018	Training Tuesday: ABC Lists; LF Instruction
4/11/2017	Faculty Meeting: Department PLCs
4/17/2018	Training Tuesday: Data Analysis
4/18/2018	Workout Wednesday: Using Technology
4/19/2018	Induction Training
4/24/2018	Training Tuesday: Google Classroom Assignment
4/25/2018	Faculty Meeting
5/2/2018	Workout Wednesday: Using Technology
5/8/2018	Training Tuesday: Data Analysis
5/9/2018	Faculty Meeting: Department PLCs
5/15/2018	Training Tuesday: Google classroom Assignment
5/17/2018	Induction Training: continue with ADEPT
5/23/2018	Faculty Meeting

Response

The professional development plan for 2018-2019 is currently being developed. Initiatives begun will continue; focus for professional development opportunities will include:

- Technology Integration
- Data-driven PLCs
- Strengthening co-teaching models
- Literacy strategies across content areas
- Math strategies

School Climate Needs Assessment

Student Behavior

Out of School Suspensions

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Inappropriate Behavior	16				
Confrontation/Altercation	8				
Fighting	7				
Bullying	6				
Disrupting Class	6				
Other	28				
Total	71				

Student behavior at Blue Ridge Middle School is overall good. Total incidents for 2017-2018 was limited to seven percent of the population. Blue Ridge Middle School maintains a low number of infractions due to our

school climate and high expectations of students. Our house system proves to be an effective means for rewarding positive behavior, therefore minimizing our need for disciplinary action.

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

Survey Data from Annual Report Card Survey

Survey Data from the Annual Report Card Survey - Teachers					
	2017	2018	2019	2020	2021
Satisfied with learning environment	98.1				
Satisfied with social and physical environment	96.2				
Satisfied with home-school relations	96.1				
I feel safe at my school during the school day.	96.1				
Survey Data from the Annual Report Card Survey - Students					
	2017	2018	2019	2020	2021
Satisfied with learning environment	79.6				
Satisfied with social and physical environment	82.6				
Satisfied with home-school relations	82.9				
I feel safe at my school during the school day.	93.1				
Survey Data from the Annual Report Card Survey - Parents					
	2017	2018	2019	2020	2021
Satisfied with learning environment	81.8				
Satisfied with social and physical environment	75				
Satisfied with home-school relations	64.3				
My child feels safe at school.	83.7				

Response/Next Steps

- Behavior – Continue using the "Step" and "House" system to establish clear expectations and to provide positive incentives for students.
- Support/Communication – Provide transition support for rising 6th graders. Continued use of newsletters, email, school website, and social media.

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

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

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

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

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

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

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

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
					benchmark test analysis that indicate standards that need to be re-taught and areas for remediation for students. 2. Results will be reported and analyzed by entire faculty, IC, and Administration.

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

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

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

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

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

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

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

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

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**School Projected Middle**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual Middle					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**District Projected Middle**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual Middle					

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

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

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

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

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

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

PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations 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 Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**School Projected Middle**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual Middle					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**District Projected Middle**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual Middle					

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

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

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

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

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

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

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming **student demographic groups** across the performance goals as measured by gap data for each standardized test (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):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **30** (2016-17) Annual Increase = 3	**Projected Hispanic**	33	36	39	42	45
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **27** (2016-17) Annual Increase = 3	**Actual Hispanic**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations District -18 (2016-17) Annual Increase = 3	**Projected AA**	21	24	27	30	33
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 14 (2016-17) Annual Increase = 3	**Actual AA**					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations District - 6 (2016-17) Annual Increase = 5	**Projected SWD**	11	16	21	26	31
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 4 (2016-17) Annual Increase = 5	**Actual SWD**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations District - 29 (2016-17) Annual Increase = 5	**Projected LEP**	14	19	24	29	34
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 9 (2016-17) Annual Increase = 5	**Actual LEP**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations No Data (2016-17) Annual Increase = 3	**Projected SIP**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations No Data (2016-17) Annual Increase = 3	**Actual SIP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations District - 27 (2016-17) Annual Increase = 3	**Projected Hispanic**	33	36	39	42	45
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 31 (2016-17) Annual Increase = 3	**Actual Hispanic**					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations District - 16 (2016-17) Annual Increase = 5	**Projected AA**	13	18	23	28	33
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 8 (2016-17) Annual Increase = 5	**Actual AA**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 6 (2016-17) Annual Increase = 5	**Projected SWD**	9	14	19	24	29
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 4 (2016-17) Annual Increase = 5	**Actual SWD**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations District – 29 (2016-17) Annual Increase = 3	**Projected LEP**	28	31	34	37	40
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 25 (2016-17) Annual Increase = 3	**Actual LEP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations No Data (2016-17) Annual Increase =	**Projected SIP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations No Data (2016-17) Annual Increase =	**Actual SIP**					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**Projected Hispanic**	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**Actual Hispanic**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**Projected AA**	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**Actual AA**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**Projected SWD**	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**Actual SWD**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**Projected LEP**	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**Actual LEP**					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**Projected SIP**	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 6 and 8 only	**Actual SIP**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**Projected Hispanic**	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**Actual Hispanic**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**Projected AA**	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**Actual AA**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**Projected SWD**	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**Actual SWD**					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**Projected LEP**	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**Actual LEP**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**Projected SIP**	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 7 only	**Actual SIP**					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Data analysis of scores and professional development teacher surveys will be used to identify specific areas where staff development will be offered to improve instructional strategies and best practices.	2018-2023	Administration	$0	NA	1. MAP, State Test, School Benchmarks, and EOC scores 2. Teacher PD Survey 3. School Visits
2. Provide reading time in the mornings before school.	2018-2023	Administration	$0	NA	Beginning with 6th grade students, students who arrived at school

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
					from7:30 to 8:15 can read Some students will participate in book groups.
3. Incorporate Reading Strategies across the curriculum, subject areas and related arts classes	2018-2023	Administration	$0	NA	Students will read relevant topics, incorporating basic concepts applicable to grade level standards.

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Maintain Language Live, System 44, and Read 180	18-19	Instructional Coach, SPED, Administration	$0	District Provided	Classes populated by students
2.					
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Employment report	% of diverse teachers 2017-18	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
	.01% Ethnic 24% Male	**School Actual**					
Employment report	% of diverse teachers 2017-18	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

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

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey		**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
	93.1 (2017)	**School Actual Students**					
SC SDE School Report Card Survey		**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
	96.1 (2017)	**School Actual Teachers**					

SC SDE School Report Card Survey		**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	83.7 (2017)	**School Actual Parents**					
SC SDE School Report Card Survey	**91**	**District Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
SC SDE School Report Card Survey	**94**	**District Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					
SC SDE School Report Card Survey	**88**	**District Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

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

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

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

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

Annual Expulsion Rate

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	**Baseline will be established in 18-19**	**School Projected**					
		School Actual					
AdvancED Culture & Climate Surveys	**MS and HS 51**	**District Projected**	**54**	**58**	**62**	**66**	**70**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Activities will be develop after baseline is established					

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

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

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

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

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

ACTION PLAN FOR STRATEGY #1:	**EVALUATION**

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	**Baseline will be established in the 18-19 year**	**School Projected**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
		School Actual	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
AdvancED Culture & Climate Surveys	**Afraid – 7% Lonely – 14% Angry 15%**	**District Projected Secondary**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 14**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 6 Lonely ≤ 12 Angry ≤ 13**	**Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 12**
		District Actual	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Activities will be develop after baseline is established					