

SCHOOL NAME: Blue Ridge Middle School

BLUE RIDGE MIDDLE SCHOOL

PRINCIPAL BECKY GREENE



THE SCHOOL DISTRICT OF GREENVILLE COUNTY
SUPERINTENDENT BURKE ROYSTER

2423 East Tiger Bridge Road
Greer, South Carolina 29651
(864) 355-1900
www.greenville.k12.sc.us/bridgems
Grades Served 6-8

SCOPE OF ACTION PLAN
2013-14 through 2017-2018

SCHOOL NAME: Blue Ridge Middle School

SCHOOL RENEWAL PLAN COVER PAGE
REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Blue Ridge Middle

DISTRICT: Greenville County Schools

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

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

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Vonda Mason		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mrs. Becky Greene		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2423 Tyger Bridge Road Greer, SC 29651

SCHOOL'S TELEPHONE: (864) 355-1900

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|-----------------|
| 1. PRINCIPAL: | Becky Greene |
| 2. TEACHER: | Cacie Davenport |
| 3. PARENT/GUARDIAN: | Angie Styles |
| 4. COMMUNITY MEMBER: | Mary Greene |
| 5. SCHOOL IMPROVEMENT COUNCIL: | Cheryl Herman |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

<u>POSITION</u>	<u>NAME</u>

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

_____ **Academic Assistance, PreK–3**

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

 x **Academic Assistance, Grades 4–12**

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

 x **Parent Involvement**

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

 x **Staff Development**

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

 x **Technology**

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

 x **Recruitment**

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

x **Collaboration**

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

x **Developmental Screening**

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

Half-Day Child Development

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

Developmentally Appropriate Curriculum for PreK–3

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

Parenting and Family Literacy

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

x **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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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, to ensure student services are met through our A-Team Committee, to coordinate student incentives, to organize school activities through a school wide calendar committee, to foster a positive working environment among the staff through our Sunshine Club, and to increase student, parental, and community involvement through student council, PTA, SIC and our Partnership Development Committee. These committees serve as the back bone of our schools ongoing strategic planning efforts and help ensure that all members of the educational structure at BRMS are engaged and informed.

School Profile

JoHannah Joines - chair
Bradley Christy
Cheryl Herman
LeAnn Coleman

Data Analysis

Lisa Loftis - chair
Patty Howell
Lorelle Schnatterly
Kent Peggram
Kathie Smith

Student Council:

Kelley Schmidt - chair
Anne Richardson
Savannah Bagley
Karen Bigger

Mission, Vision and Beliefs

Chad Butler - chair
Scott Forster
Jan McLaughlin

Student Incentives:

Mary Grace McDowell- Chair
Will Snipes
Amy Cheslek
Paul Glattli
Dana Smith
Chris Woods

Action Plan

Sheila Earley - chair
Sara Jackson
Bruce Stines
David Burdette
Peggy Johnson
Jean Ballew
Mindy Falls

Calendar:

Cyndi Brown - chair
Denise Vance
JR Adkins

Professional Development

Curt Matthews - chair
Julie Wilson
Page Lundeen
Charlie Kendrick
Nicole Sullivan
Sharon Cole

A-Team

Lisa Loftis
Sara Broome

PTA

Don Kauffman

Sunshine:

Lauren Jackson-chair
Amy Verga
Sally Jordan
Dawn Nelson
Karen Dennis

SIC

Jean Ballew
Tanya Harris
David Greene

Faculty Council:

Executive Summary

Jason Staggs - Chair
Donna Burgess
Hope Barbare
Cyndi Brown
Kellie Wunder
Mott Altman
Janice Cockrell
Karen Showghi
Becky Greene
Tammy Thompson
Kelli Bechtel
James Fox
Office/Media Rep

Organization & Compilation

Cacie Davenport
Don Kauffman
Becky Greene

Health & Safety

David Greene- chair
Kaylan Neal
James Fox
Sheila Earley

Partnership Development

Beverly Wilbanks - chair
Sara Broome
Community Memebbers

Italicized Committee's will submit written reports for yearly portfolio.

Executive Summary

School Profile

Blue Ridge Middle School is located on Tyger Bridge Road at the foot of Glassy Mountain near North Greenville University. This is considered a rural school. The one story facility has an auditorium, cafeteria, media center, nine science labs, and three computer labs. The building was renovated in 2001 and has 972 students in attendance. Blue Ridge Middle offers two high school credit classes: English 1 Honors and Algebra 1 Honors. The teachers in the building were offered 38 hours of professional development in 2012. Ninety percent of the school day was used for prime instructional time. The career program offers career luncheons, women at work, job shadowing and career assessments. The academic team at Blue Ridge Middle also known as BOB has been very successful both locally and nationally. The team competed in Washington, DC in 2011, in Chicago in 2012, and finished third in New Orleans in 2013. Members of the academic team also won the quiz bowl at the state Beta Club Convention and traveled to the National Convention in Mobile, AL in 2013. Becky Greene has served as principal for six years.

Mission, Vision & Beliefs

The stakeholders of Blue Ridge Middle School collaborated in the creation of the school's mission, vision, and beliefs. The school's mission statement of Reaching, Teaching, and Inspiring reflects the desire to reach all students, teach all students, and inspire all students. This can be achieved by holding true to the shared values and beliefs of the shareholders and evidenced by the vision statements that outline what one should feel, see, and hear while in Blue Ridge Middle School.

Needs Assessment

Student Achievement— As a continuation from last year we focused on writing and reading from informational texts to address the data supported deficit. Students were identified with scores +/- 5 points from the Met range on PASS ELA and math (Terrific Tigers) for 2012-2013. Strategies were implemented to improve student achievement for these students.

Teacher and Administrator Quality – Collaboration and instructional planning are strengths for our school. ELA teachers work with other subject area teachers to incorporate reading and writing strategies across the curriculum. All classroom teachers and support staff work together to implement strategies for the success of our Terrific Tigers.

School Climate – Overall teachers, parents, and students felt like our school had high expectations for learning. Our parents continue to feel that they do not get enough positive information about their students and are not invited to visit classrooms during the school day. Although students are satisfied with the social and physical environment at school, they feel they are not praised by teachers for doing good work and that their classes are not interesting and fun. Sufficient computers for instructional use continues to be a teacher concern.

Challenges

An area of concern for teachers continues to be student apathy with regard to academic performance. Our goal going forward is to address the root of student apathy and make the needed adjustments to improve overall academic performance. Teachers continue to need feel that more efficient technology is needed in order to engage students in research, communication, and exploration of new information.

Accomplishments

Academic Team- In 2011-12 we won the regional Battle of Brains defeating Sterling School, Hughes Academy, Mabry Middle, Greer Middle and Oakbrook Preparatory. We competed in the National Academic Quiz Bowl in Chicago 2012 and New Orleans in 2013. In New Orleans the team was defeated in the semi-final round by the winner of the tournament. The Team scored the overall high score of the tournament.

Athletics-

Soccer: 2011 Varsity Girl's Coach of the Year in Peach Blossom Conference, Kelli Bechtel
Softball: 2013 Region and Greenville County School District Champions

Beta Club-

2011-12 State Convention:

Quiz Bowl, 2nd place- Michael Matthews, Adam Barnette, William Corbin, Elliot Corbin
Cross Stitch, 2nd place- Tommy Williams
Watercolors, 3rd place- Jordan Grissop
Sculpture, 3rd place- Brayson Haney

2012-13 State Convention:

Quiz Bowl, 1st place
Poster Design, 1st place
Banner, 1st place
Black/White Photography, 3rd place
Color Photography, 3rd place
100s of service hours performed in- Special Olympics, Pennies for Patients, Ronald McDonald House, Skyland Elementary Fall Fest, Mountain View Elementary Spring Carnival

2013-2014 Convention:

Songfest, Finalist
Special Talent, Finalist - Madeline Krigbaum
Scrapbook, - 2nd place

Character Awards-2012-2013 ACE Award, Colby Thomas and Elena Cooke

2013-2014 ACE Award, Hayden Lines and Tonya Cruver

2011 Betty Cruel was the Papa John's essay winner and won free pizza for a year.

Fine Arts-

Art: 2011 Greenville County Middle School Art Show

3-D art: 2nd place, Addie Callahan; Honorable Mention, Reed Howell

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Drawing: 3rd place, Campbell Davenport; Honorable Mention Hailey Chapman

Mixed Media: Honorable Mention, Louis Kull

Photography: 1st place, Ryan Pace; 2nd place William Metcalf

Painting: 3rd place, Uriel Aguirre

Textiles/Fiber design: 3rd place, Dakotah Hughes

2013 Greenville County Middle School Art Exhibition

Drawing: 2nd place, Chase Arledge, 3rd place Shelby Ludema, HM Brock Cooper and Brianna Pollard

Painting: 2nd place, Brendan Leonard

3D: 1st place, Ethan Whiten, 3rd place, Addie Callahan

Print Making: HM Zaine Lemons

Design/Mixed Media: Morgan Reeves

Band: 2011 5 students named to All-Region band, 2 students in All-State band, 5 students in All-County band; 2012 6 students in All Region Band, 1 All-State Band, and 12 in All-County Band 2013 3 students named to All-Region band, 1 students in All-State band, 10 students in All-County band; 26 BRMS students were members of the Blue Ridge High School State Champion Marching Band

Chorus: 2011 University of South Carolina Middle School Honor Choir participants

Ryan Cassell, Zachary Jones and Mary Hanna Stepp

Spring Sing- 2011 36 participants, 2012 29 participants 2013 35 participants

2013-2014 3 students were selected for the South Carolina American Choral Director's Honor

Chorus in Myrtle Beach last October: Emily Callahan, Anna Johnson, Jolie Nogueira

Jolie Nogueira was also a finalist in the Best Singer in the District competition

Strings: 2011 All-Region and Junior GCYO, Kaitlyn Lowe; Harrison Cox, Chase Jones, Devin Stokes, and Valentina Gonzalez were selected by competitive audition and participated in the Greenville County Chamber Orchestra. In 2012-2013, Maryanna Dill, Andrew Tate and Hannah Nybloom were selected to the Amres Program. In 2013-2014, We had four students in the After-School orchestras at the Fine Arts Center and two in Region Orchestra. Several students were selected to the A.R.M.E.S program also.

Gifts to the Charity-

Relay for Life: 2014 \$2000

Pennies for Patients: 2013 contribution \$1575.17, 2012 contribution \$2104.10, Over \$30,000 in the past ten years

Greer Community Ministries & BRMS Food Pantry: 2013 contribution 13,457 cans/non-perishable goods and \$1,979, 2012 contribution 8579 cans/ non perishable goods, 2011 contribution 3256 cans/non-perishable goods & 218 new blankets, 2010 contribution 2109 cans/non-perishable goods & over 500 coats

Juvenile Diabetes Research Fund: 2011-12 contribution \$315

Down's Syndrome Family Alliance of Greenville: 2011-2012 contribution \$273

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Performance Awards-

The Palmetto Gold and Silver Awards program recognizes schools that attain high levels of absolute performance and growth. Blue Ridge Middle School earned state recognition with a **Gold Award** in 2011-2012 and a **Silver Award** in 2012-2013 in the area of General Performance.

School Profile

Community- Blue Ridge Middle School is a sixth, seventh and eighth grade school located in the northwestern corner of South Carolina and a part of Greenville County Schools. The 2012 census estimated the population at 467,605 people with an average per capita income of \$26,412. Blue Ridge Middle has the largest geographical attendance area that currently serves 935 students. The school principal is Becky Greene and Shelia Earley serves as the assistant principal with Don Kauffman as administrative assistant.

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

Business partnerships play a vital role in the success of Blue Ridge Middle and are recognized on the school website. Local businesses also make donations to the school such as Network Controls and Electric, Inc. which donated time and equipment for the security cameras installed in the building. 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 27th year. There are several staff members that were a vital part of the school's induction year and are still making an impact on the community today. 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 9 science labs, two computer labs, spacious media center, open cafeteria, gym, locker and weight rooms. Also on site are 2 state of the art baseball and softball fields, a track and soccer field, along with outdoor basketball and tennis courts.

Personnel- There are currently 86 employees at Blue Ridge Middle School. There are 53 full time teachers. On our staff we have an attendance clerk, guidance clerk, office clerk, special education aide, career development facilitator, a full time and part time nursing position, and one secretary. The custodial staff is made up of 7 positions with 1 plant engineer. The cafeteria has a total of 8 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.

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Of the 53 teachers at Blue Ridge Middle School 25 are certified in Elementary Education and only 3 are certified Early Childhood. Forty one faculty members are middle school certified with 12 teachers in social studies, 11 in math, 11 in language arts, and 8 in science. Seventeen staff members hold secondary certification. Those teachers include 6 in math, 4 in science, 6 in social studies and 3 in English. There are 21 other areas of certification represented in the faculty such as: art education, gifted and talented, German, etc. Nineteen teachers at Blue Ridge Middle School hold Bachelor's degrees while 42 hold Masters degrees. The majority of teaching staff is Caucasian with two African Americans teaching seventh grade. Of the 86 employees on staff, 19 of those are male. Thirteen teachers have 0 to 5 years' experience, six have 6 to 10 years' experience, seven teachers have worked 11 to 15 years, eight have worked 16 to 20 years, and ten have 21-25 years' experience while nine have been teaching more than 25 years. The teacher attendance rate was 93.9 percent according to the 2013 school report card. This number was showed improvement from the previous year's report card .

Student Population-The Blue Ridge Middle School student population consists of 972 students in grades sixth through eighth. This enrollment is a slight increase over last year's enrollment. The majority of the student body is Caucasian (including Caucasian/African American, Caucasian/American Indian, Caucasian/Asian) with 890 classified this way. The African American population consists of 39 students. The Hispanic sub group at Blue Ridge Middle School consists of 43 students while there are no students classified as Asian/Pacific Islander. Free and reduced lunch is provided for 339 students. Special education services are provided for 133 students with the majority of those served through a tutorial resource class. The gifted population consists of 233 students. There are approximately 374 a.m. bus riders and 363 afternoon bus riders. Student attendance is 96.4 per cent which is slightly up from last year.

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 ***Reaching, Teaching, and Inspiring*** our students.

Advanced Academic Course Offerings

Blue Ridge Middle School provides opportunities for students to take courses that offer high school credit (Carnegie Units.) Courses available include Honors Algebra I, English I Honors, and Desktop Publishing. Gifted and Talented offerings are available in Language Arts and Math through the Challenge Program as well.

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.

- Writing Across the Curriculum
- Teaming
- Compass Learning
- Study Skills class
- SC Junior Book Award Reading Program
- Book Fair (Media Center)

Arts Courses / Programs

- Band , Chorus, and Strings courses offered for students

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We offer three different opportunities for students to learn, grow, and develop their musical skills. Chorus, Strings, and Band each have a number of school performances as well as extra-curricular performance options.

- Art and Advanced Art (8th graders) course offerings
- Yearbook class
- Drama Club

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)
- Book Club
- Robotics Team

Athletic Teams:

- Baseball, Softball, Basketball, Volleyball, and Soccer

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.
- Terrific Tigers Program – Mentoring, Career Education, and Service Learning experiences for selected students in order to improve academically.

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.

- Careers offered as a related arts course
- *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.

Mission, Vision, Beliefs

Blue Ridge Middle School focus groups among the faculty, students, and parents are asked to revisit our mission, vision, and beliefs. Overwhelmingly, the faculty, students, and parents have supported the following:

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. We believe...

- All students should feel safe in school at all times.
- Each student will perform at his greatest potential when self-respect, discipline, and morals are reinforced.
- Each student can grow to be a life-long learner.
- All students should be actively involved in the learning process.
- All students need positive attitudes and responses from teachers.
- All students should be taught in a variety of ways to accommodate individual differences and learning styles.
- A community partnership is essential for academic success.
- All students should have access to technology in all academic areas to enhance and promote learning.

Purpose

Purpose is the aim for the organization; the reason for existence. The purpose is very important for creating the mission and the vision.

The purpose of Blue Ridge Middle School is to promote the mental, moral, and physical development of the child. This should be accomplished through means of appropriate instructional techniques and fostering a sense of self efficacy. The child's education should be the product of what he does for himself through the wise guidance of parents, teachers, and the community.

The mission is a brief, clear and compelling statement that serves to unify an organization's efforts. An effective mission must stretch and challenge the organization, yet be achievable. It is tangible, value-driven, energizing, highly focused, and moves the organization forward. It is a crisp, clear, engaging statement that reaches out and grabs people in the gut. A mission has a finish line for its achievement and is proactive. A mission should walk the boundary between the possible and the impossible.

We, the faculty, staff, parents, and community of
Blue Ridge Middle School believes **OUR MISSION IS...**

...Reaching, Teaching, Inspiring

Shared Vision

A shared vision is a specific description of what it will be like when the mission is achieved. A vision is a mental image. It must be written in practical, concrete terms that everyone can understand and see in the same way.

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Based on the belief that our mission at Blue Ridge Middle School is to reach all students, teach all students, and inspire all students, we are confident that when we achieve our purpose we will...

Feel...

- A welcoming, collegial, friendly, personal atmosphere among all groups
- A unified, nurturing environment
- Safe, knowing we are in a secure environment

See...

- Essential questions to focus learning
- Student displays
- Awards
- Active learning
- Research-based instructional strategies
- Differentiated forms of instruction
- Collaboration among stakeholders
- Multiple assessment strategies
- Respectful exchanges
- Smiles
- Clean environment
- Evidence of communication through email, web pages, newsletters, school signs, syllabi, and notes home

Hear...

- Positive communication
- Challenging questions
- Constructive planning and goal-setting
- Adults modeling good character
- An enthusiastic learning environment
- Teachers taking an interest in outside activities of students
- Students discussing classroom activities
- Praise from stakeholders

Data Analysis and Needs Assessment

Need Assessment: Student Achievement— Informational texts in the Reading and Research test are areas that we have continued to focus on due to previous PASS data. Teacher goals were set, professional development was conducted, and collaboration among grade levels/subject areas addressed this need to improve achievement in this area.

Although efforts were made in previous years to address our African-American and Special Education students, our focus is now broadened to include students who do not meet the standard SCPASS. Students with scores +/- 5 points from the Met range on PASS ELA and math for 2012-2013 have been identified and referred to as Terrific Tigers. Teachers used this information to ensure that the students' individual needs were being met. Since apathy is a noted area of concern among teachers, we as a

school have decided to build personal connections with our Terrific Tigers in addition to what individual teachers are doing. Each Terrific Tiger was assigned to a staff member providing an accountability system for them. Daily check-ins, individual rewards, encouragement and motivation are efforts used to improve the apathy of the Terrific Tigers and increase student achievement. Intertwined with this program, we are engaging our Terrific Tigers in career exploration and making the connection between work ethic and achievement and its impact on future employment.

Our social studies PASS scores dropped in 2012-2013 7.6% school wide from the previous year. This may be due to the realignment of standards. However, this year we have focused on the essentials when creating our lessons with a new concentration on vocabulary strategies. A “schools like us” visit was used to glean new ideas to improve student achievement.

GOAL AREA 1 – STUDENT ACHIEVEMENT

PASS Writing

- Performance Levels – Annually increase by .8% percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).
 - Data Source = SDE School Report Card page 2
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

PASS Reading

- Performance Levels – Increase by 1.8 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).
 - Data Source = SDE School Report Card page 2
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>
- Mean Scale Score – Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).
 - Data Source = SDE School Report Card page 6
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

EOCEP: English I

- Performance Levels- Maintain 100% of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.
 - Data Source = SDE School Report Card page 3 (top of the page)
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

PASS Math

- Performance Levels – Increase by 1.4 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).
 - Data Source = SDE School Report Card page 2
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

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- Mean Scale Score – Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).
 - Data Source = SDE School Report Card page 6
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

EOCEP: Algebra I

- Performance Levels- Maintain 100% students annually who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.
 - Data Source = SDE School Report Card page 3 (top of the page)
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

Percent Tested on ELA and Math PASS

- % Tested ELA – Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.
 - Data Source = SDE School Report Card page 2
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>
- % Tested Math – Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.
 - Data Source = SDE School Report Card page 6
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

PASS Science

- Performance Levels – Increase by .5 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).
 - Data Source = SDE School Report Card page 2
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>
- Mean Scale Score – Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).
 - Data Source = SDE School Report Card page 6
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

PASS Social Studies

- Performance Levels – Increase by .5 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).
 - Data Source = SDE School Report Card page 2
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>
- Mean Scale Score – Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).
 - Data Source = SDE School Report Card page 6
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

Needs Assessment: Teacher and Administrator Quality – Collaboration and instructional planning are strengths for our school. ELA teachers work with other subject area teachers to incorporate reading and writing strategies across the curriculum. All classroom teachers and support staff work together to implement strategies for the success of our Terrific Tigers.

GOAL AREA 2 – TEACHER/ADMINISTRATOR QUALITY

Since August, training in the use of effective instructional strategies, especially in the Learning Focused Writing and Reading Model, the integration of technology, the use of benchmark and the integration of Common Core Standards has been ongoing. This training began with a full day training focused on Learning Focused strategies: vocabulary, writing and summarizing with an emphasis on the Common Core. Similar training has been ongoing throughout the school year at Blue Ridge Middle School's Professional during Faculty Meetings, Training Tuesdays, Department Meeting, Team Meeting and Grade Level Departmental Meetings. There has been a great emphasis on these strategies for raising student achievement in writing and reading. Evidence can be seen in the lesson/unit plans of the faculty and the professional development sign-in sheets in the Instructional Coaches Office.

- Performance Level- Maintain or surpass the 30 hours of action plan correlated annual professional development to ensure quality personnel.
- Professional Development Calendars for 13-14

Training	Date	Time	Presenter
PD: Learning Focused Strategies: Vocabulary, Writing, and Summarizing	8/14/13	8:30 – 12:30	Greene , Rebecca & Harris, Tanya & Kauffman, Donham
Jason Flatt Act Teacher In-service Program	9/30/13	3:45 – 5:45	Harris, Tanya & Loftis , Lisa & Broome , Sarah
Suicide Prevention Training	11/02/13	3:45 – 4:45	Harris, Tanya & Loftis , Lisa & Broome , Sarah
Training Tuesday – Writing with videos	11/05/13	All Day	Greene , Rebecca & Earley , Sheila & Harris, Tanya
Faculty Meeting PD – EBooks - Technology	11/06/13	3:35 – 4:45 W	Kendrick , Charles & Greene , Rebecca & Harris , Tanya
Training Tuesday – Benchmark Data Analysis 1	11/12/13	All day	Greene , Rebecca & Earley , Sheila & Harris, Tanya
Training Tuesday – Writing with Videos	11/26/13	All Day	Harris, Tanya
ELL Strategies	12/04/13	3:45 – 4:45 W	Greene , Rebecca & Harris , Tanya & Kimbril, Katrina

SCHOOL NAME: Blue Ridge Middle School

Informative Writing Strategy - RARE	12/10/13	All Day	Harris , Tanya
Instruction Teacher Meeting - 1	12/12/13	3:30 – 4:30	Harris , Tanya
Social Studies Small Group - 1	12/16/13	3:30 – 4:30 M	Harris , Tanya
Social Studies Small group 2	1/13/14	3:30 – 4:30 M	Barbare , Hope & Harris, Tanya
Britannica & Common Core	1/14/14	All Day	Kendrick , Charles & Greene , Rebecca & Harris , Tanya
Promethean Board Training	1/16/14 – 2/06/14	4:15 – 6:15 TH	Canty , Avis & Harris , Tanya
ELL Strategies	2/25/14	3:45 - 4:45	Harris , Tanya & Greene, Rebecca
Training Tuesday- Lesson Planning on teacher website	8/27/13	All Day	Harris, Tanya & Greene, Rebeca & Early, Sheila
PD- Learning Focused lesson Planning	10/17/13	All Day	Harris, Tanya & Greene, Rebecca & Kauffman, Donham & Toni Enloe
Induction Teacher Meeting-1	12/12/13	3:30-4:30	Harris, Tanya
Training Tuesday- Writing Standards Driven Benchmarks	1/7/14	All Day	Harris, Tanya & Greene, Rebecca & Kauffman, Donham
Faculty Meeting – Distributed Summary	2/5/14	3:45-4:45	Harris, Tanya & Greene, Rebecca & Kauffman, Donham
Faculty Meeting – School Safety	2/19/14	3:45-4:45	Greene, Rebecca & Kauffman, Donham & Harris, Tanya & James Massey

Needs Assessment: School Climate – Overall teachers, parents, and students felt like our school had high expectations for learning. Our parents continue to feel that they do not get enough positive information about their students and are not invited to visit classrooms during the school day. Although students are satisfied with the social and physical environment at school, they feel they are not praised by teachers for doing good work and that their classes are not interesting and fun. Sufficient computers for instructional use continues to be a teacher concern. *We would like to note that the students and parents surveyed were not a true cross section of our school population. Our implementation of a uniformed dress code for the 2013-2014 school year was initially met with resistance and could have impacted our survey results.

GOAL AREA 3 – SCHOOL CLIMATE

- Student Attendance Rate
Performance Level-Maintain an annual student attendance rate of 95% or higher.
Data Source = SDE School Report Card page 3
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>

- **Student Expulsion Rate**
Performance Level-Maintain an annual student expulsion rate below 0.5% of the total school population.
 - Data Source = SDE School Report Card page 3/ GCS Incident Management System
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>
- **Parents Satisfied with Learning Environment**
Performance Level-Beginning in 2013-14, increase by .3 percentage point(s) annually parents who are satisfied with the learning environment.
 - Data Source = SDE School Report Card page 4
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>
- **Students Satisfied with Learning Environment**
Performance Level-Beginning in 2013-14, increase by .3 percentage point(s) annually students who are satisfied with the learning environment.
 - Data Source = SDE School Report Card page 4
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>
- **Teachers Satisfied with Learning Environment**
Performance Level-Beginning in 2013-14, increase by .2 percentage point(s) annually teachers who are satisfied with the learning environment.
 - Data Source = SDE School Report Card page 4
 - <http://ed.sc.gov/data/report-cards/2012/middle/c/m2301106.pdf>
- **Parents who indicated that their child feels safe at school**
Performance Level- Beginning in 2013-14, increase by 1.5 percentage point(s) annually parents who indicate that their child feels safe at school.
 - Data Source = 11-12 survey results– Question #18
- **Students who feel safe at school during the school day**
Performance Level- Beginning in 2013-14, increase by 1 percentage point(s) annually students who feel safe at school during the school day.
 - Data Source = 11-12 survey results– Question #30
- **Teacher that feel safe at school during the school day**
Performance Level- Beginning in 2013-14, maintain the annually percentage of teachers who feel safe at school during the school day.
 - Data Source = 11-12 survey results– Question #39

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 80.5% in 2012 to 85.4% in 2018.

ANNUAL OBJECTIVE: Annually increase by .8% percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	81.3	82.1	82.9	83.7	84.5
School Actual	80.5	80.6					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.8					

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores.

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
Benchmark tests will be developed, administered, and analyzed in English Language Arts, including extended response questions.	Implementation: August, 08 Alignment shift from SC State Standards to CCSS began in 2012-2013 school year.	Grade Level Teams Instructional Coach Administration	-0-	TA Grant	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 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.	Continued
The instructional coach and administration will observe instruction on a regular basis to ensure standards-based lessons are being taught.	Implementation: August, 08	Instructional Coach Administration			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.	Continued
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.	Implementation: June, 09	Instructional Coach PD Committee Faculty			1. MAP, State Test, School Benchmarks, and EOC scores 2. Teacher PD Survey 3. School Visits	Continued
Learning focus practices targeting student writing skills and knowledge will be implemented in the classroom to support best practices in education.	Implementation: August, 08	Administrations Instructional Coach Faculty		PTA TA Grant	Lesson plans and observation logs will allow administrators to assess instruction for learning focused best practices, including essential questions, and summarizing strategies related to standards taught. 1. Written observations with feedback are provided to teachers along with verbal feedback. 2. Completed observation logs and forms are filed.	Continued
ELA teachers along with Instructional Coach will aide non-ELA teachers in devising strategies to use when reading and writing about informational text.	Implementation: August, 12	Administrations Instructional Coach Faculty			Lesson plans and observation logs will allow administrators to assess use of strategies. Sharing successful implementation as professional development to encourage use of strategies.	Continued

SCHOOL NAME: Blue Ridge Middle School

A mentoring program called Terrific Tigers will be implemented to increase academic achievement. Students are identified by a collaboration of the teachers and staff. Students who have scores +/- 5 points of being Met on PASS will be identified for the program.	Implementation 2014	Administration Faculty		PTA	Teachers and faculty volunteer to be mentors of a group of students up to 6. The mentor will meet with the students weekly and give encouragement for academic successes. The mentor will check for homework.	Continued
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PASS % ELA

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 74.6% in 2012 to 83.6% in 2018.

ANNUAL OBJECTIVE: Increase by 1.8 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	76.4	78.2	80	81.8	83.6
School Actual	74.6	75.8					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.5					

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

PASS AVG. ELA

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

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

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

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

ELA – School	Baseline 2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	650.2	650.2					
Male	646.7	647					
Female	656.8	653.3					
White	664.5	651.2					
African-American	624.6	629.7					
Asian/Pacific Islander	N/A	N/A					
Hispanic	650.8						
American Indian/Alaskan	N/A	N/A					
Disabled	589.7	599.2					
Limited English Proficient	N/A	N/A					
Subsidized Meals	630	637.4					

SCHOOL NAME: Blue Ridge Middle School

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

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

SCHOOL NAME: Blue Ridge Middle School

EOCEP % ENGLISH I

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 100% in 2012 to 100% in 2018.

ANNUAL OBJECTIVE: Maintain 100% students annually who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

Blue Ridge Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	100					
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (MS only)	98.9	98.9					

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
Benchmark tests will be developed, administered, and analyzed in English Language Arts.	Implementation: August, 08 Alignment shift from SC State Standards to CCSS began in 2012-2013 school year.	Grade Level Teams Instructional Coach Administration	-0-	TA Grant	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 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.	Continued
The instructional coach and administration will observe instruction on a regular basis to ensure standards-based lessons are being taught.	Implementation: August, 08 Alignment shift from SC State Standards to CCSS began in 2012-2013 school year.	Instructional Coach Administration			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.	Continued
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.	Implementation: June, 09	Instructional Coach PD Committee Faculty			1. MAP, State Test, School Benchmarks, and EOC scores 2. Teacher PD Survey 3. School Visits	Continued
Learning focus practices targeting student reading skills will be implemented in the classroom to support best practices in education.	Implementation: August, 08	Administrations Instructional Coach Faculty		PTA TA Grant	Lesson plans and observation logs will allow administrators to assess instruction for learning focused best practices, including essential questions, and summarizing strategies related to standards taught. 1. Written observations with feedback are provided to teachers along with verbal feedback. 2. Completed observation logs and forms are filed.	Continued

SCHOOL NAME: Blue Ridge Middle School

ELA teachers along with Instructional Coach will aide non-ELA teachers in devising strategies to use when reading and writing about informational text.	Implementation: August, 12	Administrations Instructional Coach Faculty			Lesson plans and observation logs will allow administrators to assess use of strategies. Sharing successful implementation as professional development to encourage use of strategies.	Continued
A mentoring program called Terrific Tigers will be implemented to increase academic acheivement. Students are identified by a collaboration of the teachers and staff. Students who have scores +/- 5 points of being Met on PASS will be identified for the program.	Implementation 2014	Administration Faculty		PTA	Teachers and faculty volunteer to be mentors of a group of students up to 6. The mentor will meet with the students weekly and give encouragement for academic successes. The mentor will check for homework.	Continued

PASS % MATH

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 75.8% in 2012 to 82.8% in 2018.

ANNUAL OBJECTIVE: Increase by 1.4 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

Blue Ridge Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	77.2	78.6	80	81.4	82.8
School Actual	75.8	72.7					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.3					

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

SCHOOL NAME: Blue Ridge Middle School

PASS AVG. MATH

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

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

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

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

Math – Blue Ridge Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	651.3	647.0					
Male	645.2	647.5					
Female	657.7	646.5					
White	652.4	649.2					
African-American	636.4	618.3					
Asian/Pacific Islander	N/A	N/A					
Hispanic	649.8	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	592	596.9					
Limited English Proficient	N/A	N/A					
Subsidized Meals	631.6	633.1					

SCHOOL NAME: Blue Ridge Middle School

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

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
Benchmark tests will be developed, administered, and analyzed in Math.	Ongoing since August, 08 Alignment shift from SC State Standards to CCSS began in 2012-2013 school year.	Grade Level Teams Instructional Coach Administration	-0-	n/a	Quarterly benchmark assessments will allow individual item analysis to guide re-teaching and remediation. 1. Content area level benchmark test, benchmark test analysis that align with Common Core Standards for remediation for students. 2. Results will be reported to IC and Administration.	Continued

SCHOOL NAME: Blue Ridge Middle School

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
The instructional coach and administration will observe instruction on a regular basis to ensure standards-based lessons are being taught.	Implementation August, 08	Instructional Coach Administration	-0-	n/a	Observations logs will allow administrators to assess instruction for essential questions, standards, relevance, and rigor, and activities in the classroom. 1. Written observations with feedback are provided to teachers along with verbal feedback. 2. Completed observation logs and forms are filed.	Continued
Data analysis of scores and professional development teacher survey will be used to identify specific areas where staff development will be offered to improve instructional strategies and best practices.	Implementation June, 09	Instructional Coach			1. MAP, State Test, School and District Benchmark Tests, and EOC scores 2. Teacher PD Survey	Continued
Learning Focus practices will be implemented in the classroom to support best practices in education.	Implementation August, 08	Administration Instructional Coach Teachers		PTA TA Grant	Lesson plans and observations logs will allow administrators to assess instructions for Learning Focused best practices, including Essential Questions and summarizing strategies related to standards taught. 1. Written observations with feedback are provided to teachers along with verbal feedback. 2. Completed observation logs and forms are filed.	Continued
Math teachers attend professional development sessions quarterly offered for implementing Common Core objectives.	Implementation 2013	IC, Teachers, Admin	-0-	N/A	Meeting Agendas / PD Report	
Teachers use technology regularly in the classroom.	Implementation 2011	IC, Teachers, Admin	-0-	N/A	Lesson Plans / Teacher Observations	

SCHOOL NAME: Blue Ridge Middle School

A mentoring program called Terrific Tigers will be implemented to increase academic acheivement. Students are identified by a collaboration of the teachers and staff. Students who have scores +/- 5 points of being Met on PASS will be identified for the program.	Implementation 2014	Administration Faculty		PTA	Teachers and faculty volunteer to be mentors of a group of students up to 6. The mentor will meet with the students weekly and give encouragement for academic successes. The mentor will check for homework.	Continued
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EOCEP % ALGEBRA I

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 100% in 2012 to 100% in 2018.

ANNUAL OBJECTIVE: Maintain 100% students annually who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	95.5					
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (MS only)	99.4	97.6					

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

SCHOOL NAME: Blue Ridge Middle School

PASS % TESTED

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

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

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

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

% Tested ELA Blue Ridge Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100					
Male	100	100					
Female	100	100					
White	100	100					
African-American	100	100					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100	100					
American Indian/Alaskan	N/A	N/A					
Disabled	100	100					
Limited English Proficient	N/A	N/A					
Subsidized Meals	100	100					

SCHOOL NAME: Blue Ridge Middle School

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

% Tested Math Blue Ridge Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100					
Male	100	100					
Female	100	100					
White	100	100					
African-American	100	100					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100	100					
American Indian/Alaskan	N/A	N/A					
Disabled	100	100					
Limited English Proficient	N/A	N/A					
Subsidized Meals	100	100					

SCHOOL NAME: Blue Ridge Middle School

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

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

PASS % SCIENCE

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 78.8% in 2012 to 81.3% in 2018.

ANNUAL OBJECTIVE: Increase by .5 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	79.3	79.8	80.3	80.8	81.3
School Actual	78.8	81.2					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	77.0					

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

SCHOOL NAME: Blue Ridge Middle School

PASS AVG. SCIENCE

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

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

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

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

Science – Blue Ridge Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	640.3	638.2					
Male	640.1	642.7					
Female	640.5	632.6					
White	642	639					
African-American	616.9	618.8					
Asian/Pacific Islander	N/A	N/A					
Hispanic	638.8	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	589.2	593.6					
Limited English Proficient	N/A	N/A					
Subsidized Meals	622	625					

SCHOOL NAME: Blue Ridge Middle School

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

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
Benchmark tests which focus on grade-level science will be developed, administered, and analyzed.	Implementation: August, 08 Alignment shift from SC State Standards to CCSS began in 2012-2013 school year.	Grade Level Teams Instructional Coach Administration		TA Grant	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 that need to be re-taught and areas for remediation for students. 2. Results will be reported to IC and Administration.	Continued

SCHOOL NAME: Blue Ridge Middle School

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
The instructional coach and administration will observe instruction on a regular basis to ensure standards-based lessons are being taught.	Implementation: August, 08	Instructional Coach Administration			Observations logs will allow administrators to assess instruction for essential questions, standards, relevance, and rigor, and activities in the classroom. 1. Written observations with feedback are provided to teachers along with verbal feedback. 2. Completed observation logs and forms are filed.	Continued
Data analysis of scores and professional development teacher survey will be used to identify specific areas where staff development will be offered to improve instructional strategies and best practices.	Implementation: June, 09	Instructional Coach			1. MAP, State Test, School and District Benchmark Tests, and EOC scores 2. Teacher PD Survey	Continued
Learning Focus practices will be implemented in the classroom to support best practices in education.	Implementation: August, 08	Administration Instructional Coach Teachers		PTA TA Grant	Lesson plans and observations logs will allow administrators to assess instructions for Learning Focused best practices, including Essential Questions and summarizing strategies related to standards taught. 1. Written observations with feedback are provided to teachers along with verbal feedback. 2. Completed observation logs and forms are filed.	Continued
School visits for targeted science teachers to observe best practices in classrooms of schools performing high in science.	Implementation October, 13	Admin Instructional Coach Science Teachers		Professional Development Funds	Team Minutes from teachers who visit – discussion of observations.	Finished
A mentoring program called Terrific Tigers will be implemented to increase academic achievement. Students are identified by a collaboration of the teachers and staff. Students who have scores +/- 5 points of being Met on PASS will be identified for the program.	Implementation January, 14	Administration Faculty		PTA	Teachers and faculty volunteer to be mentors of a group of students up to 6. The mentor will meet with the students weekly and give encouragement for academic successes. The mentor will check for homework.	Continued

SCHOOL NAME: Blue Ridge Middle School

PASS % SOCIAL STUDIES

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 82% in 2012 to 84.5% in 2018.

ANNUAL OBJECTIVE: Increase by .5 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	82.5	83	83.5	84	84.5
School Actual	83.4	75.8					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.5					

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

SCHOOL NAME: Blue Ridge Middle School

PASS AVG. SOCIAL STUDIES

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

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

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

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

Social Studies – Blue Ridge Middle	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	624	628	632	636	640	644	648
Actual Performance							
All Students	645.6	637					
Male	649.5	642.8					
Female	641.3	632.4					
White	646.3	638.6					
African-American	634.6	624.4					
Asian/Pacific Islander	N/A	N/A					
Hispanic	648.6	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	606.5	595.1					
Limited English Proficient	N/A	N/A					
Subsidized Meals	631.3	620.3					

SCHOOL NAME: Blue Ridge Middle School

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

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
Benchmark tests which focus on grade-level social studies will be developed, administered, and analyzed.	Implementation: August, 08 Alignment shift from SC State Standards to CCSS began in 2012-2013 school year.	Grade Level Teams Instructional Coach Administration		TA Grant	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 that need to be re-taught and areas for remediation for students. 2. Results will be reported to IC and Administration.	Continued

SCHOOL NAME: Blue Ridge Middle School

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
The instructional coach and administration will observe instruction on a regular basis to ensure standards-based lessons are being taught.	Implementation: August, 08	Instructional Coach Administration			Observations logs will allow administrators to assess instruction for essential questions, standards, relevance, and rigor, and activities in the classroom. 1. Written observations with feedback are provided to teachers along with verbal feedback. 2. Completed observation logs and forms are filed.	Continued
Data analysis of scores and professional development teacher survey will be used to identify specific areas where staff development will be offered to improve instructional strategies and best practices.	Implementation: June, 09	Instructional Coach			1. MAP, State Test, School and District Benchmark Tests, and EOC scores 2. Teacher PD Survey	Continued
Learning Focus practices will be implemented in the classroom to support best practices in education.	Implementation: August, 08	Administration Instructional Coach Teachers		PTA TA Grant	Lesson plans and observations logs will allow administrators to assess instructions for Learning Focused best practices, including Essential Questions and summarizing strategies related to standards taught. 1. Written observations with feedback are provided to teachers along with verbal feedback. 2. Completed observation logs and forms are filed.	Continued
School visits for targeted social studies teachers to observe best practices in classrooms of schools performing high in social studies.	Implementation February, 14	Admin Instructional Coach Social Studies Teachers		Professional Development Funds	Team Minutes from teachers who visit – discussion of observations.	Finished
A mentoring program called Terrific Tigers will be implemented to increase performance of students identified as students who would benefit from the program. Students are identified by a collaboration of the teachers and staff. Students who have scores on the border of PASS will be identified for the program.	Implemented 2014	Admin, teachers, IC		NA	The mentors will meet with a group of students and encourage them to be successful in school. Mentors will use a variety of methods such as homework checklists, communication with the student's teachers and parents, positive rewards and reward time activities.	

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: By grade level, department and full faculty, we will meet or surpass the required 30 hours of action plan correlated annual professional development to ensure quality personnel.

ANNUAL OBJECTIVE: Maintain or surpass the 30 hours of action plan correlated annual professional development to ensure quality personnel.

DATA SOURCE(S):

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	30	x	30	30	30	30	30
Actual	37	38	38				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
Revisit school data at the beginning of each school year to ensure that professional development is correlated to school need.	Began 2008	Instructional Coach Faculty Administration			Agendas from meeting.	Continued
Provide a professional development calendar to all staff to ensure that the professional development plan is well planned and correlated to school needs.	Began 2008	Instructional Coach Faculty Administration			PD Calendar Provided	Continued

SCHOOL NAME: Blue Ridge Middle School

Collaborative teams of grade level department based teachers will meet once a week to plan intentional standards-based lessons that reflect the best practices implementation.	Began 2008	Grade Level Teams			1. Common Lesson plans 2. Common Unit plans 3. Common SLM's	Continued
Faculty, along with the instructional coach, will meet monthly to discuss research on best practices topics and how to implement these practices in the classroom.	Began 2009	Instructional Coach Faculty Administration			1. Meeting agendas 2. Classroom Observations 3. Lesson Plans	Continued

STUDENT ATTENDANCE

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

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.8	96.4					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
Student Incentives Committee will provide incentives for students who miss less than 9 periods of school per nine week period.	Begins August 2013	Instructional Coach Student Incentives Committee		PTA	List of students who meet requirements per nine week period	August 2013

SCHOOL NAME: Blue Ridge Middle School

Student Incentive Committee will provide incentives for students after PASS testing to recognize attendance and work ethic.	Begins March, 14	Instructional Coach Student Incentives Committee	\$75.00	PTA	Student rubric; list of students meeting criteria	Ends May, 14
A mentoring program called Terrific Tigers will be implemented to increase academic achievement. Students are identified by a collaboration of the teachers and staff. Students who have scores +/- 5 points of being Met on PASS will be identified for the program.	Implementation January, 14	Administration Faculty		PTA	Teachers and faculty volunteer to be mentors of a group of students up to 6. The mentor will meet with the students weekly and give encouragement for academic successes. The mentor will check for homework.	Continued
Guidance counselors will work with teams to implement The Upstanders Initiative as they use literature and social studies to teach mini lessons on antibullying and respecting others.	Implementation September, 14	Guidance Counselors Instructional Coach Team Teachers			Lesson plans and guidance calendar.	Continued

STUDENT EXPULSION

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	0.4%	0					
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
A school wide discipline plan has been developed to ensure continuity of discipline and consequences across the grade levels and create an environment conducive of learning.	Began 2008	School faculty & Administration			1. Faculty Meeting Agendas 2. Classroom Observations 3. Teacher contact logs 4. Incident Management System reports	Continued
A mentoring program called Terrific Tigers will be implemented to increase academic achievement.	Implementation January, 14	Administration Faculty		PTA	Teachers and faculty volunteer to be mentors of a group of students up to 6. The mentor will meet with the students weekly	Continued

SCHOOL NAME: Blue Ridge Middle School

Students are identified by a collaboration of the teachers and staff. Students who have scores +/- 5 points of being Met on PASS will be identified for the program.					and give encouragement for academic successes. The mentor will check for homework and behavior issues.	
Guidance counselors will work with teams to implement The Upstanders Initiative as they use literature and social studies to teach mini lessons on antibullying and respecting others.	Implementation September, 14	Guidance Counselors Instructional Coach Team Teachers			Lesson plans and guidance calendar.	Continued

SCHOOL NAME: Blue Ridge Middle School

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 91.9% in 2012 to 91% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .3 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
BRMS Projected	X	X	92.1	92.4	92.7	93	93.3
BRMS Actual	91.9	83.4					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimat ed Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
School Positive Feedback Initiative	August 2013	Instructional Coach Faculty Administration			Team Newsletters E-cards Teacher Phone Logs	Continued
The implementation of a WatchDOGS group that will provide male role models with a greater opportunity to be involved with in the school setting.	Begin August 2013	Instructional Coach			WatchDOGS Calendar and Daily logs	Continued

SCHOOL NAME: Blue Ridge Middle School

Guidance counselors will work with teams to implement The Upstanders Initiative as they use literature and social studies to teach mini lessons on antibullying and respecting others.	Implementation September, 14	Guidance Counselors Instructional Coach Team Teachers			Lesson plans and guidance calendar.	Continued
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SCHOOL NAME: Blue Ridge Middle School

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 86.3% in 2012 to 87.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .3 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
BRMS Projected	X	X	86.6	86.9	87.1	87.4	87.7
BRMS Actual	86.3	70					
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES/MS)	83.8	82.7					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimat ed Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
School Positive Feedback Initiative	August 2013	Instructional Coach Faculty Administration			Team Newsletters E-cards Teacher Phone Logs	Continued

SCHOOL NAME: Blue Ridge Middle School

The implementation of a WatchDOGS group that will provide male role models with a greater opportunity to be involved with in the school setting.	Begin August 2013	Instructional Coach			WatchDOGS Calendar and Daily logs	Continued
Guidance counselors will work with teams to implement The Upstanders Initiative as they use literature and social studies to teach mini lessons on antibullying and respecting others.	Implementation September, 14	Guidance Counselors Instructional Coach Team Teachers			Lesson plans and guidance calendar.	Continued

SCHOOL NAME: Blue Ridge Middle School

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 97.8% in 2012 to 98.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .2 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
BRMS Projected	X	X	98	98.2	98.4	98.6	98.8
BRMS Actual	98.1	91.3					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimat ed Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
School Positive Feedback Initiative	August 2013	Instructional Coach Faculty Administration			Team Newsletters E-cards Teacher Phone Logs	Continued
Who's Who, Braggin' Rights and other teacher recognition	Began 2008	Instructional Coach Faculty Administration		PTA	Faculty Meeting Agendas	Continued

SCHOOL NAME: Blue Ridge Middle School

The implementation of a WatchDOGS group that will provide male role models with a greater opportunity to be involved with in the school setting.	Begin August 2013	Instructional Coach			WatchDOGS Calendar and Daily logs	Continued
Guidance counselors will work with teams to implement The Upstanders Initiative as they use literature and social studies to teach mini lessons on antibullying and respecting others.	Implementation September, 14	Guidance Counselors Instructional Coach Team Teachers			Lesson plans and guidance calendar.	Continued

SCHOOL NAME: Blue Ridge Middle School

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 88% in 2012 to 94.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.5 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
BRMS Projected	X	X	89.5	91	92.5	94	94.5
BRMS Actual	88	91.3					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimat ed Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
School Positive Feedback Initiative	August 2013	Instructional Coach Faculty Administration			Team Newsletters E-cards Teacher Phone Logs	Continued
The implementation of a WatchDOGS group that will provide male role models with a greater opportunity to be involved with in the school setting.	Begin August 2013	Instructional Coach			WatchDOGS Calendar and Daily logs	Continued
Guidance counselors will work with teams to implement The Upstanders Initiative as they use literature and social studies to teach mini lessons on antibullying and respecting others.	Implementation September, 14	Guidance Counselors Instructional Coach Team Teachers			Lesson plans and guidance calendar.	Continued

STUDENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 88.7% in 2012 to 93.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
BRMS Projected	X	X	89.7	90.7	91.7	92.7	93.7
BRMS Actual	88.7	89.3					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimat ed Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
School Positive Feedback Initiative	August 2013	Instructional Coach Faculty Administration			Team Newsletters E-cards Teacher Phone Logs	Continued
The implementation of a WatchDOGS group that will provide male role models with a greater opportunity to be involved with in the school setting.	Begin August 2013	Instructional Coach			WatchDOGS Calendar and Daily logs	Continued
Guidance counselors will work with teams to implement The Upstanders Initiative as they use literature and social studies to teach mini lessons on antibullying and respecting others.	Implementation September, 14	Guidance Counselors Instructional Coach Team Teachers			Lesson plans and guidance calendar.	Continued

SCHOOL NAME: Blue Ridge Middle School

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the annually percentage of teachers who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
BRMS Projected	X	X	100	100	100	100	100
BRMS Actual	100	93.4					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	Indicators of Implementation	Monitor (Date) Finished Continued Modified
The implementation of a Watch DOGS group that will provide male role models a visible role in school security.	Begin August 2013	Instructional Coach Faculty Administration		PTA Watch DOGS Members	Watch DOGS Calendar and Daily Log	August 2012
A school wide discipline plan has been developed to ensure continuity of discipline and consequences across the grade levels and create an environment conducive of learning.	Began 2008	School faculty & Administration			1. Faculty Meeting Agendas 2. Classroom Observations 3. Teacher contact logs 4. Incident Management System report.	Continued