

BRYSON MIDDLE SCHOOL

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



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

School Portfolio
2018-2019 through 2022-2023

Inspiring Excellence

(SCHOOL RENEWAL PLAN COVER PAGE)

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Dr. Adrienne Davenport
2. Teacher	Sherry Helms
3. Parent/Guardian	Michelle Bennon
4. Community Member	Becky Thornley
5. Paraprofessional	Mary Campbell
6. School Improvement Council Member	William Crawford
7. Read to Succeed Reading Coach	N/A
8. School Read to Succeed Literacy Leadership Team Lead	Jennifer Kammer
9. School Read to Succeed Literacy Leadership Team Member	Rebecca Peterson

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

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

School Read to Succeed Literacy Leadership Team

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 et seq. (Supp. 2004))	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	Parent Involvement The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	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.

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> NA	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	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.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA	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.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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SECTION ONE: INTRODUCTION

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

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

Focus Teams with Staff Participants (*chairperson):

Data/ Technology	Guidance/ Transition	Climate/ Culture	STEAM	Student Engagement	Parent/ Community	School Wellness
Shumaker*	Beeson*	D Riddle*	Uregen*	Richey*	Summey*	Hudson*
McClinton	Baucum	Arnold	Beck	Dodson	Sloan	Bodeo
Griffith	Brenegan	Bailey	Behymer	Kammer	VanAntwerp	Byrnes
Page	Brister	Barker	Cotney	Kliewer	Nelson	Childress
Stefanelli	Chesek	Collins	Jefferies	Konczal	Byrnes	Holloman
Trojan	Lewis	Hill	Puskas	Blankenship	Helms	Holmes
Siegfried	McDonald	Moree	LeBlanc	Heller	Martin	Martin
	Suber	Sexton		Cooke	Stevens	Parker
	Trautwein	Stevens			Wideman	Peterson
	Underwood	Davenport			McElveen	Riddle
					Sharma	

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

SECTION TWO: EXECUTIVE SUMMARY

Summary of Needs Assessment for Student Achievement

In the spring of 2019, SC Ready AND PASS scores show that while the many of Bryson Middle School students are improving their performance, not all are performing at high levels.

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

- Continued implementation of STEAM/PBL to increase student engagement and academic rigor
- Continued use of grade-level, subject-area common major assessments using the district assessment system
- Refinement of inclusion with co-teaching models of instruction
- Academic assistance opportunities through System 44 and Read 180
- Use of differentiation to target instruction and improve student understanding of standards-based instruction
- Analysis of assessment data followed by collaboration and use of data in planning instruction and remediation
- Professional development focused on differentiation and literacy

Summary of Needs Assessment for Teacher and Administrator Quality

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

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

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

Summary of Needs Assessment for School Climate

Report Card parent and teacher survey results about satisfaction with the learning environment has increased from the previous year; student survey results slightly decreased. There is a decrease in parent and student satisfaction with the social and physical environment since the previous year. The rate of teachers and parents satisfied with the home-school relations has increased since the previous year but has rate of students satisfied with home-school relations has decreased. Though improving in this area, this continues to present an opportunity for growth.

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

- Continuing an orientation event for rising sixth graders to orient them to middle school prior to school starting.
- Expanding the current programs of achievement celebration and recognition
- Continuing and enhancing the annual student achievement showcase, Inspiring Excellence Night, initiated in the spring of 2018.
- Collaborating with a local group to provide adult mentors for students
- Expanding the student-to-student mentoring program
- Empowering students to track their progress and provide incentives for growth

Significant Challenges in the Last Three Years

- Strengthening teacher Professional Learning Communities where teachers collaborate, build standards-based common assessments, and analyze data to drive instruction
- Developing an academic assistance program to meet the needs of learners
- Implementation of STEAM/PBL and increasing inquiry and literacy experiences for students
- Transition to a 1:1 devices, managing a Chromebook classroom, and using Chromebooks along with programs, applications, and internet sites effectively for increased student learning opportunities
- Transition to Learning Targets and Implementation of the GCS Instructional and Disciplinary Literacy Protocols

Significant Accomplishments in the Last Three Years

- Increase in Ready ELA scores and SC PASS Social Studies scores
- Establishing opportunities for academic intervention and enrichment
- Junior Scholars
- Duke Tip Program Participants
- National Beta School of Merit
- Winners in State BETA Convention
- PTA Reflections Contest Winners at Local and District Levels
- Multiple Athletic Championships
- All-Region All-County Band Participants
- Superior Rating for Solo and Ensemble
- All County Chorus Participants
- National Six Flags Grand Sweepstakes Champion
- Superior Rating for Orchestra at SCMEA Concert Festival
- All Region All State Orchestra
- Art contest winners at district level
- SC State Archery Tournament; SCFFA Equine Evaluation, Agricultural Mechanics, Dairy Cattle Evaluation Participants, and FFA Creed Public Speaking
- United Way Campaign Award
- Implementation of STEAM/PBL instructional approach
- Donors Choose grant recipients
- iImagine Upstate STEAM festival participant
- STEM Design Challenge partnership with BOSCH/Rexroth

SECTION THREE: SCHOOL PROFILE

Bryson Middle School Community

Demographics

Bryson Middle School students live in one of two communities within Greenville County: Simpsonville or Fountain Inn. The city of Simpsonville has an estimated population of 23,037 (2018) with an average household income of \$67,456 and with 93.2% with high school diplomas and 34.1% with bachelor's degrees or higher. The city of Fountain Inn has a population of 10,019 with an average household income \$62,904 and with 85.7% with high school diplomas and 19.8% with bachelor's degrees or higher. The school is located between these communities and is easily accessible from either location. (Data from US Census Bureau)

Facility

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

Leadership

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

Bryson Middle School Personnel Data

At Bryson Middle School, there are 53 teachers supported by a principal, 3 assistant principals, 4 guidance counselors, one ESOL support teacher, one media specialist, and an instructional coach. A full-time school nurse and school resource officer handle student needs as well as a counselor from Piedmont Mental Health, four classroom aides, one ISS aide, one secretary, and five clerks. The cafeteria staff of nine and a custodial staff of nine complete the staff. Bus drivers and utility workers also provide services for students. Other support personnel available to assist in meeting the needs of BMS students include the district psychologist, a school resource officer, an itinerant speech therapist, an ESOL district consultant, and a network computer engineer.

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

Teachers and Administrators by Gender

	Male	Female
Administrators	1	3
Teachers	14	43

Teachers and Administrators by Race/Ethnicity

	African American	Caucasian	Latino	Asian
Administrators	2	2	0	0
Teachers	9	41	1	2

Bryson Middle School Student Population Data***Grade-Level Enrollment***Total Enrollment

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grade 6	326	289	342	308	277
Grade 7	324	319	298	333	311
Grade 8	332	327	334	323	353
Total	982	935	974	964	941

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

GenderEnrollment by Gender

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Male	515	470	482	481	495
Female	467	465	492	483	446

As shown in the table above, there is a 5.2% difference in the total male and female students for 2019-2020.

Special Education

Special education students are served in an inclusion model with tutorials as needed. Special education teachers serve in the classroom as co-teachers. Two teachers serve students in targeted reading intervention courses. Students with ED classification are served in a self-contained classroom. There is also a multi-categorical class that is self-contained.

Ethnicity

Student Enrollment by Ethnicity

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
African-American	25%	23%	25.3%	28.0%	33.4%
Hispanic	10%	12%	13.2%	14.4%	13.7%
Caucasian/White	60%	60%	55.6%	52.0%	46.0%
Other	5%	5%	5.9%	5.6%	6.9%

Over the last five years, our population has fluctuated slightly with regard to ethnicity; the most significant changes are the 18.4% increase in the African American population and the 14% decrease in the Caucasian/White population.

Free and Reduced Lunch

Enrollment by Lunch Status

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Paid	48.0%	46.0%	45.7%	47.5%	45.9%
Free/Reduced	52.0%	54.0%	54.3%	52.5%	54.1%

Free/reduced percentages have increased by 2.1% over the last five years.

Gifted and Talented

Gifted Enrollment

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Artistic	0	8	3	2	0
Academic	206	186	193	172	135
Gifted Both	0	5	3	2	2
Not Gifted	776	736	780	793	821

Since 2015-16, the percentage of students designated as gifted has decreased 5.7%. The percentage of students designated as gifted as decreased 3.9% from the previous school year (2018-2019.)

Academic/Behavioral Features/Programs/Initiatives

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

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

Academic Assistance: Students who have been identified as having a learning disability in the area of reading or a deficit in reading utilize a computerized program for reinforcement in deficit areas. Students who do not receive special education services but who have been identified as having at least a two-year deficit in reading receive a reading course that utilizes a program to target their needs as well.

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

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

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

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

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

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

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

Literacy Night: Students and staff prepare a community event celebrating literacy centered on a popular novel or series.

SECTION FOUR: MISSION, VISION, AND BELIEFS

Mission: To educate and inspire excellence in every student.

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

Beliefs:

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

SECTION FIVE: DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Needs Assessment

Achievement

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

SC READY 2017/2018/2019 by Grade Level (Percentage)

English	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Grade 6	8.8/16.3/13.2	24.7/15.5/25.4	43.7/31.2/33.1	22.7/37.0/28.3
Grade 7	8.3/16.8/19.1	23.5/25.8/23.6	37.8/25.5/30.0	30.5/31.9/27.3
Grade 8	8.3/15.8/13.2	27.0/18.8/30.1	39.3/31.3/28.8	25.5/33.9/27.9
Mathematics	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Grade 6	10.5/16.9/12.2	27.0/16.6/21.2	36.8/31.8/34.7	25.7/34.7/31.8
Grade 7	6.6/14.1/14.8	17.7/20.5/18.7	44.0/33.9/33.2	31.6/31.5/33.2
Grade 8	13.1/16.4/12.5	21.0/16.1/15.6	36.6/34.8/33.8	29.3/32.7/38.1

SC PASS Science 2017/2018/2019 by Grade Level (Percentage)

Science	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Grade 6	16.4/22.2/16.8	29.7/15.7/21.5	28.5/22.8/26.3	25.4/39.3/35.4
Grade 8	13.5/18.1/18.3	35.4/26.3/24.4	31.3/27.5/25.1	19.7/28.1/32.2

Data Disaggregated by Gender

SC Ready ELA 2017/2018/2019

Percentage Scoring Meets or Exceeds in ELA	Female	Male
Grade 6	39.5/33.9/42.9	26.8/25.9/34.7
Grade 7	43.2/47.7/48.3	20.6/31.0/36.3
Grade 8	44.2/45.1/50.9	27.3/20.3/35.8

SC Ready Math 2017/2018/2019

Percentage Scoring Meets or Exceeds in Math	Female	Male
Grade 6	42.0/33.3/39.5	32.4/33.7/28.0
Grade 7	29.7/36.6/31.1	19.3/32.4/36.4
Grade 8	36.1/40.2/30.6	32.4/25.0/25.8

Data Disaggregated by Race/Ethnicity

SC Ready ELA 2017/2018/2019

Percentage Scoring Meets or Exceeds in ELA	Black or African American	Hispanic or Latino	White	Two or More Races
Grade 6	14.1/9.2/32.6	41.9/26.1/38.5	39.3/41.9/43.9	42.1/42.1/35.3
Grade 7	12.5/26.8/20.4	26.3/45.5/46.9	39.4/44.0/57.2	43.8/14.3/33.3
Grade 8	19.4/9.3/30.1	22.9/17.9/38.0	43.5/43.9/50.3	31.3/47.4/37.5

SC Ready Math 2017/2018/2019

Percentage Scoring Meets or Exceeds in Math	Black or African American	Hispanic or Latino	White	Two or More Races
Grade 6	18.8/18.4/24.7	40.9/34.8/33.3	42.2/43.0/40.8	--/26.3/23.5
Grade 7	6.9/21.1/14.1	20.5/29.5/36.7	31.4/41.7/45.3	31.3/0.0/26.7
Grade 8	22.2/16.0/15.1	33.3/23.1/22.0	38.8/40.3/34.8	31.3/42.1/12.5

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

SC Ready ELA 2017/2018/2019

Percentage Scoring Meets or Exceeds in ELA	LEP	Non-LEP
Grade 6	36.7/23.1/22.2	33.2/30.9/39.6
Grade 7	28.6/47.1/38.9	32.1/38.6/42.9
Grade 8	26.9/16.7/34.8	36.0/34.3/43.9

SC Ready Math 2017/2018/2019

Percentage Scoring Meets or Exceeds in Math	LEP	Non-LEP
Grade 6	38.7/33.3/16.7	37.4/33.6/34.5
Grade 7	20.7/38.2/22.2	24.7/34.1/34.2
Grade 8	39.3/25.0/34.8	33.7/33.3/27.6

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

SC Ready ELA 2017/2018/2019

Percentage Scoring Met or Exceeds in ELA	Disabled	Non-Disabled
Grade 6	5.5/2.0/8.9	40.0/34.8/43.6
Grade 7	--/2.2/5.7	36.4/46.4/49.8
Grade 8	--/4.1/7.7	38.9/37.3/50.2

SC Ready Math 2017/2018/2019

Percentage Scoring Met or Exceeds in Math	Disabled	Non-Disabled
Grade 6	3.6/4.0/6.7	32.4/38.6/38.0
Grade 7	--/4.3/5.7	27.9/40.1/38.8
Grade 8	--/4.1/5.8	37.6/37.3/32.5

Analysis/Response

Test Data: SC READY ELA data from 2019 shows an increase in student performance for Meets Expectations and a significant decrease in students scoring Does Not Meet for all grade levels. SC Ready data for math and SC PASS Social Studies changed minimally in 6th and 8th grade, but gains were made in Exceeds for 7th grade math. In SC PASS Science, the passing rate increased slightly in 2019 but with fewer students scoring Exceeds. Grade 8 Science had an increase of percentage of students scoring Exceeds but a slight decrease in those who scored in the Meets Expectations range.

Disaggregated Test Data: SC Ready and SC PASS data from 2019 shows a significant increase in the percentage of African American students who passed the SC Ready in ELA, but this subgroup continues to be an area of focus, particularly those in the 7th grade group who are current 8th graders. The percentage of female students scoring Meets or Exceeds in SC Ready continues to be higher than that of males in both ELA and math. There was an increase in passing rates for 2019 SC Ready of students with disabilities in both ELA and math, but there is still a large discrepancy between the passing rates of students with disabilities compared to those without disabilities. The population of students with Limited English Proficiency (LEP) increased for 6th and 8th grade ELA in 2018 but scored lower than their non-LEP peers. The passing rate of students with LEP were lower than their Non-LEP peers in math except for in grade 8 where the passing rate was higher than for Non-LEP students.

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

Teacher and Administrative Quality

Percentage of Teachers with Advanced Degrees

2016-2017	65.5
2017-2018	67.9
2018-2019	66.1

Teachers Returning from Previous Year

2016-2017	87.9
2017-2018	86.7
2018-2019	78.4

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

Bryson Middle School Professional Development Plan 2019-2020

Date	Workshop Title	Presenter/ Facilitator	Hours	Goal(s)
8/27	PLCs & Unit Planning, Part 1 – The Big Picture	Kammer, IC	1	1
9/3	Q1 Unit Planning, Part 2 – Learning Targets and Determining Mastery, Formative and Summative Assessment Planning	Kammer, IC	1	1
9/10	Student-Led Conferences for 6 th Graders	LeBlanc, Administrator	1	1,3
9/10	Re-do/Re-take Discussions	Administrators	1	1,3
9/17	Responding to Student Data	Gordon, Specialist	1	1,3
9/25	Supporting English Language Learners	Heller, ELL teacher	1	1,2,3
9/25 PM	Compassionate Schools – Poverty and Impact on Parent Participation	J. Sharpe, Sharpe Brain Consulting	1	2,3
10/1	Student Learning Objectives and Continued Redo/Retake Planning	Administrators	1	1,3
10/8	Social Emotional Learning	Brister, Guidance	1	2,3
10/11	SC ASCD Fall Conference (New Teachers, IC, Principal)	Various	8	2,3
10/16	Furman Consortium: Looking at Autism Spectrum Disorder Differently (select special education teachers)	Ziegler	8	1,2,3
10/15	STEAM/PBL (virtual)	Kammer, IC	1	1
10/22	STEAM/PBL Concepts	Sue Pietrusza	2	1
10/29	Technology Tools – Teachers: Pick Your PD (mini-tech conference)	Various	2	1,2
10/30	Diversity Awareness	Various	1	2,3
10/17, 18, 25, 11/8	Trauma-Informed Practiced (group of teachers, counselors)	USC Upstate	8	2,3
11/7-8	Capturing Kids Hearts (small group of teachers)	External	4	2,3
11/12	Reflecting on 1 st Quarter Data and Making Action Plans	Gordon, Kammer	1	1,3
11/14-15	SC Math Conference	Various	16	1
11/18	Induction Teacher Support – Parent Communication	Davenport, principal	1	2
11/26	Reflecting on Redo/Retake & Creating an Action Plan (virtual)	Administrators	1	1,3
12/3	This We Believe; Trauma-Informed Practices	Administrators	1	2,3
12/10	Redo/Retake and Late Policy Action Plan	Administrators	1	1,3
12/12	Supporting Students with Special Needs	T. Williams, specialist	1	1,2
1/7	Targeted Session: ELA and Math Unit and Assessment Design	Kammer, IC	1	1
1/14	This We Believe	Administrators	1	1,2,3
1/21	Classroom Management Practices	Alexis Cash, specialist	1	1,2,3
1/28	Targeted Session: Science and SS Unit & Assessment Design	Kammer, IC	1	1
1/29	Pick Your PD (mini-conference, various topics)	Various	1	1,2,3
2/4	STEAM/PBL Driving Questions	T. Drew	1	1
2/18	This We Believe (virtual)	Administrators	1	1,2,3
3/3	Data Dive: Quarter 2 Data	Administrators, Gordon	1	1,3
3/10	Data Review Action Plans; Unit & Assessment Planning	Administrators, IC		1,3
3/25	Pick Your PD: Social-Emotional Needs (various sessions)	Various	1	2,3
4/21	Data Reflection and Action Planning	Administrators, IC	1	1,3

Response

The professional development plan for 2020-2021 is being developed. Initiatives begun will continue; focus for professional development opportunities will include the following topics:

- Responding to social-emotional needs, trauma-informed practices
- Technology Integration – SAMR and TPACK
- Engagement strategies for Project-Based Learning and STEAM challenges
- Inclusive school practices
- Literacy strategies across content areas
- Data-driven differentiation in response to formative assessment
- Meeting the needs of student subgroups: inclusive practices, cultural awareness
- Designing instruction: Scaffolding, Gradual Release of Responsibility, and Think-Alouds
- Monitoring learning, formative assessments
- Student ownership of progress

School Climate and Needs Assessment

Attendance

Year	Students	Teachers	Attendance of both students and teachers is necessary for all students to achieve consistently. In 2018-2019, teacher attendance increased, but student attendance decreased. Both groups must be present for optimal academic achievement.
2014-2015	95.6%	95.0%	
2015-2016	95.5%	92.4%	
2016-2017	94.7%	91.2%	
2017-2018	97.0%	92.5%	
2018-2019	94.1%	93.1%	

Survey Data from the Annual Report Card Survey

Survey Data from the Annual Report Card Survey – Teachers					
	2015	2016	2017	2018	2019
Satisfied with learning environment	74.0	55.5	60.0	58.4	71.7
Satisfied with social and physical environment	87.0	55.6	75.0	68.8	70.0
Satisfied with home-school relations	77.0	72.3	70.0	55.3	60.0
Survey Data from the Annual Report Card Survey – Students					
	2015	2016	2017	2018	2019
Satisfied with learning environment	66.0	57.1	72.5	61.8	59.4
Satisfied with social and physical environment	64.0	61.3	75.3	70.0	60.5
Satisfied with home-school relations	87.0	76.8	86.4	84.1	77.4
Survey Data from the Annual Report Card Survey – Parents					
	2015	2016	2017	2018	2019
Satisfied with learning environment	85.0	88.0	74.7	72.5	73.8
Satisfied with social and physical environment	77.0	72.6	73.3	71.5	61.9
Satisfied with home-school relations	57.0	68.5	53.4	59.3	64.3
Additional data from Annual Report Card Survey					
	2015	2016	2017	2018	2019
Satisfied with school safety—Teachers	95.1	90.7	92.4	89.6	71.7
Satisfied with school safety—Students	82.2	74.3	89.3	70.9	59.9
Satisfied with school safety—Parents	83.7	83.8	80.0	73.2	57.8

Response/Next Steps

Report Card parent and teacher survey results about satisfaction with the learning environment has increased from the previous year; student survey results decreased slightly. There is a decrease in student and parent overall satisfaction with the social and physical environment since the previous year. Teachers' satisfaction with the social and physical environment increased slightly. The rate of parents and teachers satisfied with the home-school relations has increased since the previous year, but the student satisfaction has decreased significantly in the satisfaction of home-school relations.

Behavior/Intervention/Mentoring

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

1. Continue use of BMS for Success, Positive PAWS, and Chillin' on the Green events to establish clear expectations and to provide positive incentives for successful students.
2. Continue to refine the OnTrack intervention initiative that began in 2018-2019 to target interventions for individual students.
3. Continue to research ways to meet the needs of targeted subgroups as well as the general student population.

Support/Communication:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SC READY test data file	32% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Middle	36	38	40	43	45
		School Actual Middle 33	33				
SC READY Math SC READY test data file	40% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Middle	43	46	49	52	55
		District Actual Middle 43	44				

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

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

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

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 2% annually.

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

*Beginning in 2019-20, grade 6 will be administered SCPASS Science.

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

ACTION PLAN FOR STRATEGY #1: Use data to plan and deliver instruction that promotes and enhances scientific knowledge and problem solving skills in all students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Utilize the modified weather delay bell schedule to provide blocks of time for targeted academic intervention following benchmark assessments	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Intervention dates scheduled and implemented; data analysis and action plans
Utilize Gizmos and other web-based interactive instructional model	2018-2023	Teachers	\$0	NA	Lesson/unit planning, peer/administrative walkthrough observations, assessments

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

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

PERFORMANCE GOAL 4: Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	School Projected Hispanic 35	35	37	39	41	43
SC READY ELA SC SDE Website		School Actual Hispanic 30	41				
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34	40				

SC READY ELA SC SDE Website	25% Meets Expectations and Exceeds Expectations	School Projected 25	28	30	33	35	38
SC READY ELA SC SDE Website		School Actual AA 15	27				
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31				
SC READY ELA SC SDE Website	3% Meets Expectations and Exceeds Expectations	School Projected SWD	6	10	14	18	21
SC READY ELA SC SDE Website		School Actual SWD 3	7				
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12	21				

SC READY ELA SC SDE Website	15% Meets Expectations and Exceeds Expectations	School Projected LEP	18	21	24	27	30
SC READY ELA SC SDE Website		School Actual LEP 27	32				
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33	44				
SC READY ELA SC SDE Website	24% Meets Expectations and Exceeds Expectations	School Projected SIP 27	30	33	36	39	42
SC READY ELA SC SDE Website		School Actual SIP 26	32				
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45				

SC READY Math SC SDE Website	30% Meets Expectations and Exceeds Expectations	School Projected Hispanic	32	34	36	39	41
SC READY Math SC SDE Website		School Actual Hispanic 29	30				
SC READY Math SC SDE Website	30% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43				
SC READY Math SC SDE Website	20% Meets Expectations and Exceeds Expectations	School Projected AA	23	26	28	31	34
SC READY Math SC SDE Website		School Actual AA 19	18				
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28	30				

SC READY Math SC SDE Website	3% Meets Expectations and Exceeds Expectations	School Projected SWD	6	10	14	18	21
SC READY Math SC SDE Website		School Actual SWD 4	6				
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16	20				
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	School Projected LEP	26	29	31	34	37
SC READY Math SC SDE Website		School Actual LEP 31	32				
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46				
SC READY Math SC SDE Website	22% Meets Expectations and Exceeds Expectations	School Projected SIP 25	28	32	35	38	41

SC READY Math SC SDE Website		School Actual SIP 24	23				
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected SIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual SIP 38	43				

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

ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Utilize the modified weather delay bell schedule to provide blocks of time for targeted academic intervention following benchmark assessments	2018-2023	Teachers, Administration, Instructional Coach	\$0	NA	Intervention dates scheduled and implemented; data analysis and action plans

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

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

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

PERFORMANCE GOAL 5: 100% of middle schools will have targeted literacy intervention classes by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

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

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected		Maintain Teacher Diversity	Gender Diversity = Maintain Ethnic Diversity = Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = yes Ethnic Diversity = yes			
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%			

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	89	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 71	60				
SC SDE School Report Card Survey	90	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 90	95				
SC SDE School Report Card Survey	77	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Parents 73	58				
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89				
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 86	89				
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89				

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

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report	(2016-2017) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 0	0.1				
GCS Expulsion Report	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8	.10				

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
GCS Expulsion Report	(2016-17) 0	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		School Actual 0	0.1				
GCS Expulsion Report	(2016-17) 0.04	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		District Actual 0.04	1.5				

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

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

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

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

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

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
180 th Day Attendance Report	(2016-17) 95	School Projected	95	95	95	95	95
		School Actual 95	93				
180 th Day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual 95	95				

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

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

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

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

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

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

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

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

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

Appendix:

Bryson Middle School SC SDE School Report Card <https://www.screportcards.com/overview/?q=eT0yMDE5JnQ9TSZzaWQ9MjMwMTAyNA>