

Brushy Creek Elementary School Strategic Plan

Building a Community of Excellence One Student at a Time



**Greenville County Schools
Brushy Creek Elementary School
1344 Brushy Creek Road
Taylors, South Carolina 29687
864-355-5400**

**Charles T. Davis, Jr., Principal
W. Burke Royster, Superintendent**

Action Plan 2013-14 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Brushy Creek Elementary
SCHOOL DISTRICT: Greenville County Schools
SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)
SCHOOL RENEWAL ANNUAL UPDATE FOR: 2013-14 (*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

Mr. Rick Arboscello		3-28-14
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Charles T. Davis, Jr.		3-28-2014
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1344 Brushy Creek Road Taylors, SC 29687

SCHOOL'S TELEPHONE: (864) 355-5400

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

Position	Name
Principal	Charles T. Davis Jr.
School Improvement Council	Rick Arboscello
Assistant Principal	Jan Griffin
Community Member	Barry Horst
Parent	Dr. Carolyn Brightharp

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

Position	Name
Instructional Coach	Gaie Perez
School Counselor	Alice Upchurch
SIC Member	Tina Bonadies
PTA Member	Tieraney Rice
SIC Member and Teacher Representative	Gaie Perez

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

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

X 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.

X 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.

X 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

During the 2013-14 school year, Brushy Creek updated the School Improvement Plan using the South Carolina State Department guidelines.

Our Faculty Council and Vertical teams updated the various sections of the Strategic Plan. Each group looked at data which always drives our instructional decisions. Teams met monthly to finalize all information.

The categories utilized in this school portfolio are:

- [Introduction](#)
- [Executive Summary](#)
- [School Profile](#)
- [Mission, Vision and Beliefs](#)
- [Data Analysis and Needs Assessment](#)
- [Action Plan](#)
- [Annual School Report Card](#)

Faculty Council and Vertical Teams

Faculty Council	Math/ Technology	ELA	Science	Social Studies	Writing
Action Plan/ Perceptions	Executive Summary	School Profile	Mission/Vision/ Beliefs	Data Analysis	School Profile
Charles Davis	Kristen Wiggs	Stephanie Wright	Kellie Wallen	Debra Forrester	Joy Rogers
Janet Griffin	Charissa Kelly	Brandy Smith	Belinda Black	Laura Shaw	Olivia LeCompte
Gaie Perez	Kerry Cromer	Abbie Meadows	Vicki Lewis	Anne Shafer	Erica Lewis
Jennifer Hart	Caroline Burr	Lori Elsner	Bridgett Pressley	Ellie Placko	Sharon Bennett
Lynsay Birckbichler	Abby Martin	Wendy Frans	Caroline Burr	Liz Putnam	Nicole Welsh

Lauren Cash	Mary Jane Leland	Hope Chapman	Marty Mayfield	Brittany Evans	Lauren Heppeard
Lisa Moran	Rachel Pope	Holly Rushton	Amy Blanchard	Jessica Hutcheson	Nicola McGinty
Brooke Thompson	Gaie Perez	Alice Upchurch	Amanda Kilbride	Angela Larsen	Amy Murphy
Tammy Rogers		Charles Davis	Jan Griffin		
Beth Farmer					
Corinne Wickline					
Christine Wallace					
Sharon Bennett					

Executive Summary

Summarize findings of student achievement

- ESEA letter grade of 88.7 “B” for the 2013 school report card
- Earned an Excellent/Excellent report card ratings for the third consecutive year
- 90.4% of third through fifth grade students scored Met or Exemplary on PASS ELA
- 86.3% of third through fifth grade students scored Met or Exemplary on PASS math
- Students in grades 3-5 continue to score above the district and state average in math and ELA
- Students in grades 3-5 grade continue to score above the district and state average in writing
- We continue to be concerned about the achievement between our white and African American students in science and social studies; however, we are pleased to have received the Palmetto Silver Award for closing the achievement gaps and the Palmetto Gold Award for academic performance
- FARMS students continue to score lower on PASS math and ELA than their non-FARMS peers
- ESOL students scored higher on PASS ELA, math and social studies than on science
- We continue to be concerned about the performance of our students with disabilities on PASS ELA, Math, Science and Social Studies
- Over 50% of students in grades 2-5 made their MAP target RIT goals in the area of reading
- Over 50% of students in grades 2-5 made their MAP target RIT goals in the area of math

Summarize findings for teacher and administrator quality

- 100% of Brushy Creek administration and staff are highly qualified

- Quality staff development is provided on campus
- Staff development is designed to help teachers maintain highly qualified certification
- Technology staff development is provided to help teachers meet State Department technology proficiency

Summarize findings for school climate

- Needs Assessment for School Climate: (Parent Survey)
 - According to our parent survey from the 2013 school report card, 93.2% of our parents indicated satisfaction with the learning environment, which was the lowest percentage concerning our school climate. We will continue to implement strategies to improve our school learning environment with our parents and the community.
- Needs Assessment for Student Achievement: (PASS data)
 - Our 2012-13 student achievement level for the ALL STUDENTS category in ELA increased from 89.5% to 90.4%.
 - Our 2012-13 student achievement level for the ALL STUDENTS category in Math decreased from 89.2% to 86.3%.
- Needs Assessment for Teacher and Administrator Quality: (Survey)
 - According to the teacher survey, 100% of our teachers are satisfied with the learning environment, social and physical environment, and the school-home relations, however, we continue to explore ways to improve our overall learning environment with parents and students in order to involve all stakeholders in improving our school climate.

Brushy Creek's significant challenges from the past three years

- Reaching all ability levels and continuing to lessen the gap for subgroups
- Continuing to fund Response to Intervention (RTI) part-time positions through local funds
- Continuing the tradition of high performance on MAP and PASS testing
- Increasing the use of a variety of technology in the instructional program to prepare students for 21st century learning
- Continuing to provide current staff development on best practices such as common core standards, balanced literacy, and technology integration

Brushy Creek's significant awards, results, or accomplishments from the past three years

- National Blue Ribbon School of Excellence Award (1998-99)
- National Foundation for Improving Education Through Technology Award
- Palmetto's Finest Award (1995-96)
- S.C. Blue Ribbon School Award
- S.C. Hall of Fame Award for Exemplary Writing
- School Incentive Award Winner (1986-99)
- Red Carpet Schools Award (2001-02, 2008-11)
- Palmetto Finest Finalist (2011-12)
- Palmetto Gold Award Winner (2001-2005, 2009-2011)
- National PTA School of Excellence
- National Board Certified Teachers
- International Reading Award of Excellence

School Profile

Brushy Creek Elementary School is located in the suburban community of Taylors, South Carolina. It is one of fifty-one elementary schools in the School District of Greenville County. The school serves students in K4 through Grade 5. The school day begins at 8:00 a.m. and students are dismissed at 2:30 p.m.

The original Brushy Creek Elementary School was a four-room facility located across the street from the present campus. Rapid growth in the area created the need for a larger modern facility, and in 1964 a new building was completed. In the mid- seventies, a 10-classroom modular unit was added. As student enrollment continued to increase, portable classroom units were added.

In August 2001, we moved into a new facility designed for a capacity of 800 students with core facilities for 1,000 students. The building has administrative offices, 34 regular classrooms, seven kindergarten classrooms, three self-contained classrooms for special education of which one can be divided into two resource classrooms; two permanent resource classrooms, two rooms for itinerant teachers, a health room, a science lab, computer lab, art room, music room, physical education multipurpose room and office. The administrative offices include an office for the principal, assistant principal, secretary, and attendance/bookkeeper, as well as a reception area, main office area, storage rooms, student bookstore, work area with staff mailboxes, and teacher workroom. The media center includes a professional library/conference room, a television production room, teacher resource center, a computer research station and large office area. The school also has a guidance suite that includes two offices, a waiting area, and a conference room and an office suite for the plant engineer. Play

areas include separate playgrounds for kindergarten and for grades 1-5, a softball field and walking track.

Brushy Creek Elementary School provides a comprehensive and challenging curriculum to all students. Our curriculum is based on the Common Core State Standards implemented fully during the 2013-14 school year in the content areas of ELA and math. Students are instructed in Reading, Language, Spelling, Math, Science/Health and Social Studies. Students also receive instruction in Art, Music and Physical Education each week. We offer classroom guidance instruction every month as well as media instruction on a rotating basis. All classes have assigned times to supplement instruction in the technology lab.

Teachers prepare a course syllabus that outlines these standards and the timeline for teaching them, textbooks and other resources used in the classroom, grading policies, homework practices, and classroom management plans. Syllabi are shared with all parents at our PTA Open House in early September. Parents who do not attend can reference the syllabus on-line or request a hard copy. Each teacher maintains a website which includes the syllabus, weekly classroom updates, and teacher e-mail. Subject matter and courses are reviewed on a regular basis both within the grade level and from one grade level to the next through vertical articulation. All our instructional activities are accurately aligned with curriculum standards in order to prepare all of our students for the next grade level.

During the 2013-14 school year, we served 30 students in a before school WOOF (Working on our Future) Club, which is a tutorial based program to help students who demonstrated weaknesses in PASS. Students worked on one of two computer software programs in either math or reading. Our kindergarten and first grade students were also involved in an RTI (Response to Intervention) reading program where they received intensive remediation.

History of Brushy Creek Elementary School

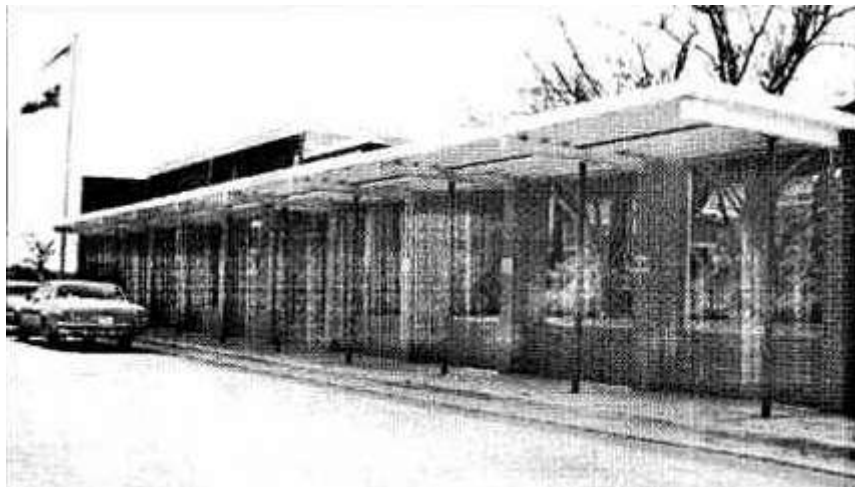
Brushy Creek Elementary School has a long history of excellence in education, care and concern for students, and a strong involvement with the community. The first Brushy Creek School building was built in 1916. It was a four-room structure and stood across Brushy Creek Road from the present day building. Early on, quiet fields and busy farms surrounded the school. Across the street was Brushy Creek Baptist Church; distinguished for being the oldest church in Greenville County. Up the road was the prosperous and progressive Silverleaf Dairy.



*Original Brushy Creek Elementary School
1916*

Brushy Creek's first PTA was formed in 1956, with Mrs. Eugene Hammett (Dot) as the first PTA president. Then, as today, the families of students at Brushy Creek were intent on securing the best education possible for their children. Working closely with the school's administration, the PTA bought school supplies, helped maintain the school grounds, repaired the school building, provided substitute teachers and held fundraisers.

During the late 1950's and early 1960's, the future of Brushy Creek School was uncertain. At one point, the Greenville County School District decided to close the school and send the students to other schools. But eventually, the plans evolved in favor of closing the small schoolhouse and building a new structure. In the spring of 1964, the old schoolhouse that had served so well was abandoned and a new Brushy Creek structure was occupied in the fall of 1964. It had 12 classrooms and was built to educate 124 students. The first school year welcomed 486 students under the leadership of Helen Jordan and her staff.



Brushy Creek Elementary School
1964

The 1960's and 1970's also brought many changes to the community surrounding Brushy Creek. During that time, many industries moved into Greenville, Greer and Taylors. In less than 10 years, the area evolved from a rural community to a suburban one.

Beginning in the 1970's, additions were made as needed, including a modular unit that consisted of 10 classrooms and 20 portable classrooms were added behind the 1964 building. During the summer of 1999, Brushy Creek began construction on a second new school. We moved into the new building in August, 2001.



Brushy Creek has always been among the top schools in the School District of Greenville County in academics and has won many awards. In 1996, Brushy Creek was awarded the prestigious "Palmetto's Finest" honor. The school also won the distinguished South Carolina Blue Ribbon award in 1998. In 1999, the U. S. Department of Education recognized Brushy Creek as a National "Blue Ribbon" School. Brushy Creek was given the "Red Carpet" Award in 2001 for being a friendly school. Brushy Creek has also received the Palmetto Gold Awards for PACT Performance for the past two academic years. During the 2007-08 school year Brushy Creek Elementary School received the Red Carpet Award from the South Carolina State Department of Education. "A Red Carpet School does an outstanding job of creating a family-friendly school environment and providing excellent customer service, according to the State Department of Education. (<http://ed.sc.gov/agency/Innovation-and-Support/Community-and-Parent-Services/Red-Carpet-Schools/Index.html>) During the 2010-2011 school year Brushy Creek Elementary School received the Palmetto Silver Award for Closing Achievement Gap in 2009-2010 and the Palmetto Gold Award. Brushy Creek Elementary was selected as one of the four finalist elementary schools for the

Palmetto's Finest Award in 2011-12. In 2012-2013, Brushy Creek was recognized as a finalist for the SIC Dick and Tunky Riley Award for SIC Excellence.

Brushy Creek Attendance Area

Students at Brushy Creek Elementary School are mostly from middle class neighborhoods. Our poverty index is approximately 45% and our FARMS population is 35.8%.

Current Enrollment

Enrollment for 2013-14 by grade levels is as follows:

4K	5K	First	Second	Third	Fourth	Fifth	Total
20	135	148	139	150	163	148	903

School Personnel

Our Leaders

Charles T. Davis, Jr.

Charles T. Davis, Jr., principal, for the past several years has served Greenville County Schools as an assistant principal at both Woodland and Rudolph G. Gordon Elementary Schools. Mr. Davis has also served as an elementary teacher and school counselor in Greenville County prior to beginning his career as an administrator.

A graduate of Morris College in Sumter, South Carolina, he earned a Bachelor of Science Degree in Elementary Education. Additionally, Mr. Davis completed graduate studies at Clemson University. While there he earned a Master of Education Degree in School Counseling, as well as 30 additional hours in family and student behavioral counseling. Mr. Davis also obtained certification in Educational School Leadership from Clemson University.

In his fifteenth year as a professional educator with Greenville County Schools, he values and understands the importance of parental support and community involvement

in a student's life. Mr. Davis firmly believes that children receive the best education possible when the school and home work together as a team. His motto and desire is for all children to be treated fairly and with respect. He passionately works with teachers, parents, and community leaders to teach, encourage, and mold students into responsible citizens of tomorrow. Mr. Davis truly believes in our school motto, "Building a Community of Excellence One Student at a Time"!

Janet D. Griffin

Brushy Creek's Assistant Principal is Jan Griffin. Ms. Griffin received her B.S. degree from Winthrop College and attended Furman University for graduate level work. At Furman, Ms. Griffin received Master of Arts degrees in Special Education and Elementary Administration. Ms. Griffin taught in the classroom for over 20 years before moving into administration. She taught typing, learning disabilities resource, and computer keyboarding, all at the middle school level. Mrs. Griffin has been an Assistant Principal at Brushy Creek now for seventeen years. Because the role of Assistant Principal includes the disciplining of students, Ms. Griffin strives to support teachers in this area so that classrooms can be free from distractions that may interfere with instruction.

Embodied in her educational philosophy is the belief that schools need to grow and change in order to best meet the needs of all students. "Educators need to be encouraged and feel safe when they experiment with new innovations and techniques, which may benefit their students. In essence, we need to take more risks if we are going to 'discover' what will better meet the needs of our students. The school and the community should join forces to carefully shape a significant culture which embraces all children and gives them reason to be excited to attend school, remain in school, and develop a zest for life-long learning."

Instructional Staff

The school is staffed with a principal, assistant principal, 51 teachers, one full-time and one part-time school counselor, and an instructional coach. The support staff includes 11 paraprofessionals, one nurse, two and ½ office staff, one media clerk, seven cafeteria workers, and six custodial staff.

The average teaching experience ranges from 30 to 1 year of teaching experience. One teacher is certified as Intel Teach to the Future Technology instructor. One teacher is a Spanish translator for the school district. Two teachers have Gifted and Talented certification, two teachers have certification as reading specialists, and two are ADEPT evaluators.

Parental Involvement

The students at Brushy Creek come from a wide range of socioeconomic groups. Brushy Creek families earn incomes spanning from less than \$10,000 to more than \$200,000 per year. Our poverty index is 45% and has decreased from previous years.

Parents and Community Business Partners

Brushy Creek Elementary has a very active PTA. Our parents serve as mentors for students, room mothers, or assist making copies for teachers. The PTA has numerous committees which encourage parental involvement to support their goals. With an annual budget for the 2013-14 school year of over \$60,000, PTA funds are used to support various school projects. In previous years, PTA has assisted with the purchase of playground equipment for the K-5 play area, refrigerators and microwave ovens for various areas in the building, as well as supporting the rental, maintenance agreement, and supplies for copiers. PTA has committed to provide annual grants to teachers to support classroom instruction.

Brushy Creek enjoys the eager support of its parents and community volunteers. For the past several years, volunteers have contributed up to 15,000 hours per year. The PTA and community volunteers organize fund-raising programs as well as many service programs for our school.

The School Improvement Council is actively involved at Brushy Creek. This group is composed of parents, community volunteers, teacher representatives, and school administrators.

The role of the Brushy Creek Elementary School Improvement Council (SIC) is:

- Assist in the development, implementation and evaluation of the five-year school improvement plan (also known as the school renewal plan or strategic plan).

- Assist in the preparation of yearly plan updates;
- Write the annual Report to Parents, which provides information on the school's progress in meeting school and district goals and objectives, due for distribution by April 30;
- Prepare the annual 425-word narrative for the School Report Card, in conjunction with the principal;
- Provide advice on the use of school incentive award expenditures (if allocated by the legislature and awarded to the school);
- Participate in the revision of the School Improvement Plan if the school is rated unsatisfactory on the School Report Card;
- Serve as liaison between the school, school organizations, the community and the local school board by collecting and disseminating pertinent information;
- Provide other assistance that the principal may request as well as carrying out any other duties prescribed by the local school board.

Community Partnerships

Community and business partners provide a wide range of services and support to our school. Kiwanis Club International sponsors and assists us each quarter with recognizing two students from each homeroom class who exhibits good character and citizenship skills for our Terrific Kids program. Local businesses offer student rewards and incentives for such things as perfect attendance and honor roll. We have parents and community members who volunteer to mentor, tutor, and assist with needs identified by teachers and staff. This spirit of service has definitely spread to the Brushy Creek student body. Each year our students participate in many charitable and service-oriented projects, including, holiday food drives (including collecting treats for animals at the Humane Society), collecting gloves, hats, and coats for shelters, supporting the Miracle Hill Industries, and visiting nursing homes.

Major Academic and School Programs

Vertical Teaming

At each grade level, teachers are encouraged to work together as a team. We are working across grade levels to ensure a continuum of learning. These vertical teams are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do. Brushy Creek is using a vertical teaming approach that includes a representative of each grade level as well as a member of our Related Arts team. Vertical teams meet once a month to ensure that teachers have the opportunity to collaborate in order to improve teaching and learning.

Faculty Council is one of the most valuable vertical team/professional learning communities in the building. This team meets with the Leadership Team the first Wednesday of each month. The team discusses everything from schedules, professional development, curriculum, and assessment. At least twice during the year the team reads and discusses a professional article. This discussion is led by the assistant principal. This vertical team also attends a summer retreat where the coming school year is planned. During this retreat the team discusses a professional book and plans a presentation to the staff.

Balanced Literacy

As a school, we have consistently implemented a variety of best practices such as: Four Blocks, Six Plus One Writing traits, and have been intentional in ensuring rigor in teaching reading and writing. During this school year, Brushy Creek teachers are receiving extensive professional development in Fountas and Pinnell as another approach to providing students with meaningful reading and writing instruction in order to improve student achievement. Our goal is to implement literacy centers, refine assessments in order to level students appropriately in regards to reading texts, and implement full use of a school-wide leveled library.

Response to Intervention

The overall goal of RTI is to accelerate children's reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and their comprehension. Appropriate reading tools and strategies are taught so that children

can become independent and successful readers. All kindergarten students are screened in letter name fluency and letter sound fluency in the fall. Students who fall in the "at risk" (red and yellow) range are served in small reading intervention groups. The ERI Reading Kit is used for instruction. Kindergarten teachers and assistants have 3-5 students for 30 minutes daily. All kindergarten students are screened again in the winter--letter naming fluency, letter sounds fluency, and the phoneme segmentation fluency probes. Students scoring in the red and yellow areas are invited to participate in an RTI group. Students who have made good progress in both their RTI group and in the regular classroom are recommended for dismissal from the RTI program. Progress monitoring is done every 10 days for 30 days. If the student has continued to maintain their skills, they are dismissed from the program. If the student begins to struggle, the student is put back into the program.

The Writing Process

We believe that our emphasis on writing is of central importance to our curriculum vision and goals. Research shows us that exemplary writing instruction is critical in improving student achievement. (Classrooms That Work: They can all Read and Write, Cunningham and Allington, 2003)) At the kindergarten level, students use invented spelling to begin the development of the writing process. First graders move to conventional spelling as they are introduced to proper sentence structure and mechanics. Journal writing, language experience books, classroom published books, and book adaptations are all strategies used to reinforce this step of the writing process. Computers are also introduced as a classroom publishing tool to primary students.

Mission

The mission of Brushy Creek Elementary Schools is to provide educational opportunities for children to acquire the skills necessary to empower them to become confident, life-long learners in an ever-changing global, technological society. Our school motto is "Building a Community of Excellence One Student at a Time".

Shared Vision

We believe...

- Education is the shared responsibility of students, families, school, and community.
- Learning is a life-long process and is essential for continuous growth.
- All children have the ability to learn and will flourish in a stimulating learning atmosphere.
- Education promotes attitudes of self-worth, responsibility, success and confidence.
- Brushy Creek Elementary provides equal education opportunities to all students.
- Character education and citizenship, along with cultural diversity, strengthens society and should be honored and protected.
- True motivation comes from within.
- All children possess academic potential and, when challenged, can achieve personal success.
- Development of student accountability will begin at K4 and continue through Grade 5, thus supporting the district vision as articulated in the Education Plan for Greenville County School District.
- Continuous education for staff members fosters a dynamic and creative learning environment.

Data Analysis and Needs Assessment

The focus of Brushy Creek Elementary is to provide equal education opportunities to all students, promote attitudes of self-worth, responsibility, success and confidence and provide a rigorous, comprehensive instructional program. Our comprehensive instructional program focuses on education as a shared responsibility between students, families and staff. Student achievement and the academic growth of our students continue to be our top priority. We analyze data to determine school goals that address the academic needs of all students and ensure that our long range plans promote continuous improvement. The long range plan and goals are consistent with Greenville County Schools Education Plan, which consists of five strategic goals. Our focus will be on goals 1, 2, and 3 of the district plan with activities and strategies designed to support goals 4 and 5.

School District of Greenville County Strategic Education Plan

1. Raise the Academic Challenge and Performance of Each Student
2. Ensure Quality Personnel in All Positions
3. Provide a School Environment Supportive of Learning
4. Effectively Manage and Further Develop Necessary Financial Resources
5. Improve Public Understanding and Support of Public Schools

Student Achievement Needs Assessment

Summarize findings of student achievement

- Brushy Creek Elementary's poverty index, based on students receiving free or reduced price meals, has decreased from 54.40% to 51.6% .
- ESEA letter grade of 88.7 "B" for the 2012-2013 school report card
- Earned an Excellent report card rating for the fourth consecutive year
- 90.4% of third through fifth grade students scored Met or Exemplary on PASS ELA
- 86.3% of third through fifth grade students scored Met or Exemplary on PASS math
- Students in grades 3-5 continue to score above the district and state averages in math and ELA
- Students in grades 3-5 continue to score above the district and state average in writing
- We continue to be concerned about the achievement gap between our white and African American students in science and social studies; however, we are pleased to have received the Palmetto Silver Award for closing the achievement gaps and the Palmetto Gold Award for academic performance
- FARMS students continue to score lower on PASS science than their non-FARMS peers
- ESOL students scored higher on PASS ELA, math, and social studies than on science
- We continue to be concerned about the performance of our students with disabilities on PASS ELA, Math, Science and Social Studies
- Over 50% of students in grades 2-5 made their MAP target RIT goals in the area of reading
- Over 50% of students in grades 2-5 made their MAP target RIT goals in the area of math

Comparison of PASS Data from 2010 – 2013

Subgroup data was not included in the 2012 analyses due to changes in data reporting as part of South Carolina's ESEA Federal Accountability waiver. In 2011, PASS subgroup data was reported based upon performance level. In 2012, PASS subgroup data was reported based upon mean scale score. Therefore, schools are unable to make subgroup comparisons from 2011 to 2012. Proficient scores for all groups are adjusted to account for natural variation in performance as reported on the Annual School Report Card.

**Brushy Creek Elementary
Comparison of PASS ELA Data**

All Students

	2010	2011	2012	2013
Not Met	10.1	8.5	10.5	9.6
Met	26.8	26.5	21.9	25.9
Exemplary	63.1	65	67.6	64.5
Proficient	93.4	94.7	89.5	90.4

African American Students

	2010	2011	2012 - ESEA	2013 - ESEA
Not Met	13.2	21.2		
Met	43.4	36.5	Met state objective	Met state objective
Exemplary	43.4	22.3		
Proficient	90.6	84.6		

Students receiving Free or Reduced Meals

	2010	2011	2012 - ESEA	2013 - ESEA
Not Met	18.9	15.7		
Met	33.9	36.6	Met state objective	Met state objective
Exemplary	47.2	47.8		
Proficient	89	90.3		

Special Education Students

	2010	2011	2012	2013
Not Met	37.5	36.8	Did not meet state objective	Did not meet state objective
Met	25	23.5		
Exemplary	37.5	39.7		
Proficient	68.8	77.9		

**Brushy Creek Elementary
Comparison of PASS Writing Data**

All Students

	2010	2011	2012	2013
Not Met	12.5	12	7.7	17
Met	31.5	30.4	32.3	34.6
Exemplary	56	57.6	60	48.4
Proficient	87.5	88	92.3	83

African American Students

	2010	2011	2012	2013
Not Met	19.6	19		
Met	41.2	42.9	N/A	N/A
Exemplary	39.2	38.1		
Proficient	80.4	81		

Students receiving Free or Reduced Meals

	2010	2011	2012	2013
Not Met	21.4	23.7		
Met	43.6	31.6	N/A	N/A
Exemplary	35	44.7		
Proficient	78.6	76.3		

Special Education Students

	2010	2011	2012	2013
Not Met	51	57.1		
Met	30.6	28.6	N/A	N/A
Exemplary	18.4	14.3		
Proficient	49	42.9		

**Brushy Creek Elementary
Comparison of PASS Math Data**

All Students

	2010	2011	2012	2013
Not Met	12	8	10.8	13.7
Met	31.1	24.1	22.4	24.7
Exemplary	56.8	67.9	66.8	61.6
Proficient	93.7	94.7	89.2	86.3

African American Students

	2010	2011	2012	2013
Not Met	26.4	25		
Met	37.7	28.8	Met state objective	Met state objective
Exemplary	35.8	46.2		
Proficient	92.5	82.7		

Students receiving Free or Reduced Meals

	2010	2011	2012	2013
Not Met	22.8	14.2		
Met	37.8	35.8		Met state objective
Exemplary	39.4	50		
Proficient	87.4	89.6		

Special Education Students

	2010	2011	2012	2013
Not Met	42.2	35.3	Did not meet state objective	Did not meet state objective
Met	32.8	32.4		
Exemplary	25	32.4		
Proficient	70.3	73.5		

**Brushy Creek Elementary
Comparison of PASS Science Data**

All Students

	2010	2011	2012	2013
Not Met	12.4	9.3	15.3	14
Met	51	41.6	57.6	54.6
Exemplary	36.5	49	27.1	31.4
Proficient	87.6	90.7	84.7	86

African American Students

	2010	2011	2012	2013
Not Met	23.8	25	Did not meet state objective	Did not meet state objective
Met	52.4	38.9		
Exemplary	23.8	36.1		
Proficient	76.2	75		

Students receiving Free or Reduced Meals

	2010	2011	2012	2013
Not Met	21.3	18.7	Did not meet state objective	Did not meet state objective
Met	53.9	49.5		
Exemplary	24.7	31.9		
Proficient	78.7	81.3		

Special Education Students

	2010	2011	2012	2013
Not Met	42.9	32.5	Did not meet state objective	Did not meet state objective
Met	28.6	22.5		
Exemplary	28.6	45		
Proficient	57.1	67.5		

**Brushy Creek Elementary
Comparison of PASS Social Studies Data**

All Students

	2010	2011	2012	2013
Not Met	10	8.3	12.1	17
Met	45.8	39.3	37.9	35
Exemplary	44.2	52.4	50	48
Proficient	90	91.7	87.9	83

African American Students

	2010	2011	2012	2013
Not Met	9.4	18.2	Did not meet state objective	Did not meet state objective
Met	62.5	60.6		
Exemplary	28.1	21.2		
Proficient	90.6	81.8		

Students receiving Free or Reduced Meals

	2010	2011	2012	2013
Not Met	14	15.4	Did not meet state objective	
Met	51.2	51.6		Met state objective
Exemplary	34.9	33		
Proficient	86	84.6		

Special Education Students

	2010	2011	2012	2013
Not Met	32.5	29.8	Did not meet state objective	Did not meet state objective
Met	50	44.7		
Exemplary	17.5	25.5		
Proficient	67.5	70.2		

Elementary and Secondary Education Act

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Art (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years.

ESEA Rating for Brushy Creek Elementary

- Overall Weighted Points Total: 88.7
- Overall Grade Conversion: B

Mean Scale Scores and Percent Tested for PASS 2013

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
All Students	688.1	682.4	646.3	656.9	100	100
Male	683.4	647.3	660.6	662.8	99.5	100
Female	693.8	683.9	645.2	652.6	100	100
White	697.1	694.7	655.6	664	100	100
African American	651.6	637.1	608.7	623.7	100	100
Hispanic	677.7	662	621	647.7	100	100
Disabled	611.7	604.1	585.4	600.5	100	100
LEP	671.4	661.9	620.7	659.6	100	100
Subsidized Meals	668.9	661.5	628	644.7	100	100

Iowa Test of Basic Skills (ITBS) and Cognitive Ability Test (CogAT)

The Iowa Test of Basic Skills (ITBS), a nationally normed test, is given to second grade students in the fall along with the Cognitive Ability Test (CogAT) to identify students for the Gifted and Talented Program (Challenge). The ITBS provides an in-depth assessment of students' achievement of important educational objectives and was developed primarily for the purpose of supporting instruction. Classroom teachers use information derived from administering the reading, language, and math tests to assist them in assessing curriculum strengths and weaknesses. Scores also help teachers make decisions about selecting instructional materials or methods, forming instructional groups, providing remediation or enrichment, and assessing individual student needs. Our goal is to meet or exceed the national norm of 50th percentile in each subtest of the ITBS.

ITBS Results for Second Grade from the Fall of 2012

School	Baseline 2012-13	Planning Year 2013-14
Reading Comprehension	77%tile	73%tile
Mathematics Concepts	58%tile	57%tile
Mathematics Problems	64%tile	68%tile

District	Baseline 2012-13	Planning Year 2013-14
Reading Comprehension	66%tile	66%tile
Mathematics Concepts	50%tile	50%tile
Mathematics Problems	55%tile	55%tile

Teacher and Administrator Quality

Greenville County Schools uses the Performance Assessment for Teachers (PAS-T) as the model for our teacher evaluation. The PAS-T model is a South Carolina State Department approved model of teacher evaluation and is a modified form of ADEPT. This model provides assurance that schools are staffed with competent professionals who possess the knowledge and skills necessary to meet the needs of all students.

ADEPT stands for Assisting, Developing, and Evaluating Professional Teachers and is the state regulation for supporting and evaluating teachers at all contract levels. Information about the state regulation and the ADEPT Guide.

In the ADEPT/PAS-T system, there are different levels of support and evaluation. These levels are based on the contract the teacher holds.

INDUCTION: First year teachers are given Induction Contracts. Greenville County uses a First Year Success program to assist first year teachers in their Induction Year. Vital to this First Year Success program is a Mentoring Program. In their first year, teachers are assigned a trained mentor in their building to assist them as needed. They are also given written feedback periodically throughout the school year by their administrator and their mentor. In addition, First Year Success Seminars are held 5 times during the school year. The purpose of these seminars is to provide Induction teachers with a knowledge base of the PAS-T Performance Standards and to prepare them for formal evaluation. Induction Teachers are required to maintain a portfolio that is reviewed by their administration at the end of the school year.

ANNUAL: Teachers can also be issued an Annual or Annual Diagnostic Assistance (ADA) Contract. Teachers holding an Annual Diagnostic Assistance contract are in many cases those teachers who have never taught in South Carolina before and come to Greenville County Schools with at least two years of successful experience from out of state. Some teachers are given an ADA contract because they may need an additional year of support prior to a formal evaluation year. Teachers with ADA contracts are supported with a trained mentor and are coached informally on the PAS-T system. In some cases, ADA contract teachers are also given an ADEPT Teacher Leader to help in assisting and developing them.

Teachers in their second year of teaching or those teachers who held an ADA contract the previous year, are formally evaluated using the PAS-T model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. This three person team is made up of a building level administrator, an ADEPT Teacher Leader, and a peer teacher from another school. Each one of the team members observes the teacher and reviews artifacts two times during the school year in an unannounced observation. Following each of the observations, the teacher receives feedback in our electronic data warehouse called ePAS. Following three observations in the fall, the team meets together for a consensus meeting where the teacher's performance is discussed. The team comes to a consensus about the teacher's performance and assigns a rating to the performance. This process is repeated in the spring semester as well. Written feedback is given to the teacher prior to winter break and prior to April 15th.

CONTINUING: Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally

evaluated using the PAS-T model. Teachers in cycle three receive a summative evaluation of their performance at the end of their cycle three year. Additional information about the cycles of evaluation can be found in the PAS-T Handbook.

Overview of the Performance Assessment System for Teachers (PAS-T)

The PAS-T System has 8 Performance Standards. Each Performance Standard contains Performance Indicators that identify the key points in each of the standards.

1. Knowledge of Curriculum, Subject Content, and Developmental Needs
2. Instructional Planning
3. Instructional Delivery
4. Assessment
5. Learning Environment
6. Communication
7. Professionalism
8. Student Achievement

Each Performance Standard is rated on a four point scale.

1. Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria.
2. Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria
3. Needs Improvement: Minimal performance which requires assistance in order to produce high quality results
4. Unsatisfactory: Performance has not met the requirements contained in the job description as expressed in the evaluation criteria

Information on a teacher's performance is collected using multiple data sources.

Teachers will maintain information on their performance in a Portfolio. Teachers will also distribute Student Surveys. Observations, either formal or informal will be conducted by the members of the evaluation team. Teachers will use the process of Academic Goal Setting to show how the work of the teacher results in student progress.

We believe in providing teachers and staff members with quality professional development to support school goals. Our professional development plan is developed with input from all stakeholders in order to promote a community of professional learners. Our professional development calendar consists of workshops, book studies and grade level trainings with the instructional coach and administration. The district requires each teacher to participate in a minimum of 24 hours of professional development per year. At the school level we provide teachers with 16 hours of those hours.

**Professional Development Calendar
Brushy Creek Elementary School
2013-14**

August 20, 2013	PASS Data Review/FERPA Training
September 10, 2013	Balanced Literacy Training
September 11, 2013	Common Core with Cathy Hale
September 17, 2013	ELA Vertical Team Upstate Consortium
September 19, 2013	PAS-T/Induction Year Pulse Check
October 1, 2013	Balanced Literacy Training
October 7, 2013	Common Planning with the IC
October 9, 2013	Common Core with Cathy Hale
October 17, 2013	PAS-T/Induction Year Pulse Check
October 29, 2013	Balanced Literacy Training
November 4, 2013	Common Planning with the IC
November 13, 2013	Book Discussion
November 21, 2013	PAS-T/Induction Year Pulse Check
December 2, 2013	Common Planning with the IC
December 11, 2013	Instructional Strategies that Work
December 19, 2013	PAS-T/Induction Year Pulse Check
January 7, 2014	Balanced Literacy Observations
January 15, 2014	Best Practices in Science
January 16, 2014	PAS-T/Induction Year Pulse Check
January 24, 2014	Science Vertical Team Upstate Consortium
February 3, 2014	Common Planning with the IC
February 4, 2014	Balanced Literacy-Team Meetings/Classroom Observations
February 12, 2014	Best Practices in Science
February 20, 2014	PAS-T/Induction Year Pulse Check
February 26, 2014	Using iPads Effectively Upstate Consortium
March 3, 2014	Common Planning with the IC
March 12, 2014	Instructional Strategies that Work
March 20, 2014	PAS-T/Induction Year Pulse Check
April 7, 2014	Common Planning with the IC
May 5, 2014	Common Planning with the IC
May 14, 2014	Instructional Strategies that Work

School Climate Needs Assessment

School Climate Surveys

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement. Baseline data was gathered during the 2012-13 school year to serve as a reference point for comparing changes in perception over time.

Survey responses are recorded in the chart. Results indicate that the respondents were quite satisfied with Brushy Creek Elementary.

	Teachers	Students	Parents
Number of surveys returned	39	124	73
Percent satisfied with learning environment	100%	87.1%	93.2%
Percent satisfied with social and physical environment	100%	84.7%	95.9%
Percent satisfied with school-home relations	100%	92.8%	95.9%

Needs Assessment for School Climate: (Parent Survey)

According to our parent survey from the 2013 school report card, 95.9% of our parents indicated satisfaction with school-home relations, which was an increase from last year. We will continue to implement strategies to improve our school-home relations with our parents and the community.

Teacher/Student Attendance Rate				
	2010	2011	2012	2013
Student Rate of Attendance	96.4	97	97.4	97
Teacher Rate of Attendance	97.6	95.9	95.4	94.2

PASS % WRITING

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 83 % in 2012 to 88 % in 2018.

ANNUAL OBJECTIVE: Annually increase by 1 percentage point students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	84	85	86	87	88
School Actual	92.3	83					
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.

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 89.5% in 2012 to 92% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90.4	91.4	92.4	93.4	94.4
School Actual	89.5	90.4					
District Projected	X	X	79	80	81	82	83
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 (elementary), 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	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	687.5	688.1					
Male	683.9	683.4					
Female	691.6	693.8					
White	696.4	697.1					
African-American	655.3	651.6					
Asian/Pacific Islander	N/A	N/A					
Hispanic	656.2	677.7					
American Indian/Alaskan	N/A	N/A					
Disabled	615.8	611.7					
Limited English Proficient	669.2	671.4					
Subsidized Meals	658.6	668.9					

ELA - District - Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	671.1	672					
Male	665.7	666.7					
Female	676.8	677.6					
White	685.1	684.6					
African-American	644.4	648.3					
Asian/Pacific Islander	696.1	697.5					
Hispanic	650.8	653.4					
American Indian/Alaskan	688.2	677.3					
Disabled	614.9	618.2					
Limited English Proficient	654.9	657.2					
Subsidized Meals	649.2	652.5					

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 % 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 86.3 % in 2012 to 90.3 % in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	86.3	87.3	88.3	89.3	90.3
School Actual	89.7	86.3					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.3					

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

PASS AVG. MATH

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), 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 – School	Baseline 2011- 12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	693	682.4					
Male	694	681.1					
Female	691.8	683.9					
White	702.5	694.7					
African-American	649.8	637.1					
Asian/Pacific Islander	N/A	N/A					
Hispanic	666.8	662					
American Indian/Alaskan	N/A	N/A					
Disabled	608.5	604.1					
Limited English Proficient	677.4	661.9					
Subsidized Meals	659.4	661.5					

Math - District – Grades 3-5	Baseline 2011- 12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8	664.0					
Male	665.3	663.6					
Female	664.3	664.4					
White	677.8	677.3					
African-American	636.8	634.5					
Asian/Pacific Islander	703.1	701.1					
Hispanic	649.0	650.6					
American Indian/Alaskan	668.4	674.4					
Disabled	607.9	606.9					
Limited English Proficient	656.1	657.6					
Subsidized Meals	643.6	643.0					

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.

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 2014 through 2018.

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 – School	Baseline 2011- 12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.7	100					
Male	99.5	100					
Female	100	100					
White	99.6	100					
African-American	100	100					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100	100					
American Indian/Alaskan	N/A	N/A					
Disabled	98.1	100					
Limited English Proficient	100	100					
Subsidized Meals	100	100					

% Tested ELA – District Grades 3-5	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	99.9					
Male	99.9	99.9					
Female	99.9	100					
White	99.9	100					
African-American	99.8	99.9					
Asian/Pacific Islander	99.8	100					
Hispanic	99.9	99.8					
American Indian/Alaskan	100.0	100					
Disabled	99.2	99.6					
Limited English Proficient	99.8	99.8					
Subsidized Meals	99.8	99.9					

% Tested Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	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	100	100					
Subsidized Meals	100	100					

% Tested Math – District – Grades 3-5	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	100					
Male	99.9	99.9					
Female	100.0	100					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100					
Hispanic	99.9	100					
American Indian/Alaskan	100.0	100					
Disabled	99.8	99.7					
Limited English Proficient	99.9	100					
Subsidized Meals	99.9	100					

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 86 % in 2012 to 90 % in 2018.

ANNUAL OBJECTIVE: Increase by 1 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	86	87	88	89	90
School Actual	84.7	86					
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.

PASS AVG. SCIENCE

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), 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 - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	645.5	646.3					
Male	647	647.3					
Female	644.1	645.2					
White	656	655.6					
African-American	610.6	608.7					
Asian/Pacific Islander	N/A	N/A					
Hispanic	626.7	621					
American Indian/Alaskan	N/A	N/A					
Disabled	586.6	585.4					
Limited English Proficient	636.2	620.7					
Subsidized Meals	623.9	628					

Science - District – Grades 3-5	Baseline 2011- 12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8	633					
Male	633.7	633.6					
Female	631.8	632.4					
White	645.2	646.2					
African-American	607.3	606.2					
Asian/Pacific Islander	655.9	660.5					
Hispanic	617.0	616.2					
American Indian/Alaskan	640.3	644					
Disabled	585.9	587.2					
Limited English Proficient	620.7	620.9					
Subsidized Meals	614.1	613.8					

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 % 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 83 % in 2012 to 87 % in 2018.

ANNUAL OBJECTIVE: Increase by 1 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	83	84	85	86	87
School Actual	87.9	83					
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.

PASS AVG. SOCIAL STUDIES

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), 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 - School	Baseline 2011- 12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	660.8	656.9					
Male	662.8	660.6					
Female	658	652.6					
White	667.6	664					
African-American	625.1	623.7					
Asian/Pacific Islander	N/A	N/A					
Hispanic	639.2	647.7					
American Indian/Alaskan	N/A	N/A					
Disabled	598.5	600.5					
Limited English Proficient	650.8	659.6					
Subsidized Meals	634.2	644.7					

Social Studies - District Grades 3-5	Baseline 2011- 12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	649.2	655.6					
Male	651.8	658.3					
Female	646.6	652.6					
White	661.3	667.6					
African-American	626.1	631.1					
Asian/Pacific Islander	676.9	683.5					
Hispanic	632.8	640					
American Indian/Alaskan	655.8	660.8					
Disabled	605.3	611.2					
Limited English Proficient	637.7	644.9					
Subsidized Meals	629.0	635.6					

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.

ITBS

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

FIVE YEAR PERFORMANCE GOAL: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall 2011 and Fall 2012 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50%tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Reading Comprehension Actual	76%tile	77%tile	73%tile				
Mathematics Concepts Projected			50%tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual	63%tile	58%tile	57%tile				
Mathematics Problems Projected			50%tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problems Actual	71%tile	64%tile	68%tile				

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50%tile	50 th %tile	50th %tile	50th %tile	50th %tile
Reading Comprehension Actual	67 %tile	66 %tile	67%tile				
Mathematics Concepts Projected			50%tile	50 th %tile	50th %tile	50th %tile	50th %tile
Mathematics Concepts Actual	52 nd %tile	50 th %tile	49%tile				
Mathematics Problems Projected			50%tile	50 th %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	58 th %tile	55 th %tile	57%tile				

PROFESSIONAL DEVELOPMENT

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: One hundred percent of Brushy Creek Elementary teachers will continue to be trained in **Common Core** and **Balanced Literacy** by 2017-2018.

ANNUAL OBJECTIVE: The Greenville County School District and Brushy Creek Elementary will conduct a series of professional development opportunities during and/or after-school hours related to Balanced Literacy and Common Core Standards in relevant subject areas

DATA SOURCE(S): Brushy Creek Elementary Professional Development Calendars, District Professional Development Calendars, GCS Portal Attendance Records, Professional Development Agendas

Balanced Literacy

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	x				
Actual	0	100%	100%				

Common Core

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	x				
Actual	0	100%	100%				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
1. Teachers will integrate Common Core State Standards in lesson planning.	2013-2018	Teachers Leadership Team	None	None	Teacher Lesson Plans Observations Feedback from Leadership Team
2. Teachers will participate in vertical articulation meetings about Common Core State Standards.	2013-2018	Leadership Team Vertical Team ELA Chair	None	None	Vertical Team Minutes Observations Feedback from Leadership Team
3. Teachers will use Curriculum Maps on Rubicon Atlas to plan instruction.	2013-2018	Leadership Team, Teachers	None	None	Lesson Plans Long Range Plans
4. Provide teachers with training and resources in order to help them integrate technology into curriculum, instruction, and assessment.	2013-2018	Leadership Team Teachers	None	None	Professional Development Calendar Classroom Observations
5. Teachers will provide enrichment and remediation with Common Core ELA and Math standards and higher order thinking skills using SuccessMaker.	2013-2018	Leadership Team Teachers	None	None	Computer Lab Schedule Track Data

6. Encourage integration of ELA and Social Studies through novels and children's literature	2013-2018	Leadership Team Teachers Media Specialist	None	None	Lesson Plans, Observations
7. Teachers will use Balanced Literacy instructional strategies, including small group reading to increase student reading achievement.	2013-2018	Leadership Team Teachers	None	Current materials	Lesson Plans Common Assessments
8. Provide teachers training in early intervention literacy instruction for identified students in kindergarten through first grade.	2013-2018	RTI Teachers Teachers	None	None	AimsWeb Summative Data
9. Continue to implement researched based instructional delivery models. i.e. Learning Focused, Project Based Learning, Arts Integration	2013-2018	Teachers	None	None	Lesson Plans Classroom Observations
10. Continue to develop and implement school wide academic vocabulary.	2013-2018	Leadership Team Vertical Teams	None	None	Lesson Plans Vertical Team Minutes Grade Level Lists Horizontal Team Minutes
13. Continue to use the data from a variety of tools and assessments to evaluate student's progress.	2013-2018	Teachers Leadership Team	None	None	PowerSchool MAP Data ITBS PASS AimsWeb

14. Continue to develop quarterly Common Assessments to track student's progress.	2013-2018	Teachers Leadership Team	None	None	Common Assessment Notebook
15. Expand teachers and students use of SuccessMaker to prepare for formative and summative assessments.	2013-2018	Teachers Leadership Team	None	None	SuccessMaker Reports

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	97.4	97					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

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 93.7% in 2012 to 95.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5% percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.7	94.2	94.7	95.2	95.7
School Actual	92.3	93.2					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

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

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 87.1% in 2012 to 89.1% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	87.1	87.6	88.1	88.6	89.1
School Actual	96.2	87.1					
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7					

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, we will maintain 100 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	100					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who indicate that their child feels safe at school from 97.4% in 2012 to 97.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, we will maintain 97.4 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.4	97.4	97.4	97.4	97.4
School Actual	98.7	97.4					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8					

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

STUDENT 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 91.9% in 2012 to 92.3% 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
School Projected	X	X	91.9	92.0	92.1	92.2	92.3
School Actual	97	91.9					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2					

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 from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, we will maintain 100 percentage point(s) annually teachers who feel safe at school during the school day.

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

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

Brushy Creek Elementary 2012-13 School Report

<http://ed.sc.gov/data/report-cards/2013/elem/s/elem/s/e2301039.pdf>

Brushy Creek Elementary ESEA 2012-13

<http://ed.sc.gov/data/esea/2013/school.cfm?SID=2301039>