

Brook Glenn Elementary School
Achieving, Believing, and Caring



Bernice Jackson, Principal
Greenville County Schools
Mr. W. Burke Royster, Superintendent
Action Plan 2013-14 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE
(Mandated Component)
REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Brook Glenn Elementary

DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*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

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jimmy Selph		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Bernice Jackson		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2003 East Lee Road, Taylors, SC 29687

SCHOOL'S TELEPHONE: (864) 355-4700

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	Bernice Jackson
2. TEACHER	Thelma Bigsby
3. PARENT/GUARDIAN	Natalie Durrance
4. COMMUNITY MEMBER	Ruthie Stevens
5. SCHOOL IMPROVEMENT COUNCIL	
LaShella Belcher-Shell	Thelma Bigsby
Lorraine Buckwell	Natalie Durrance
Bernice Jackson	Cindy Mattos-DeHart
Loren Pessolano	Jimmy Selph
Libby Smith	Ruthie Stevens
Tanisha Sullivan	
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
Kindergarten Teacher	Lori Anderson
Third Grade Teacher	Courtney Abrams
Literacy Specialist	Elizabeth Bensusan
Resource Teacher	Jorie Browder
Fifth Grade Teacher	Maggie Burdick
Kindergarten Teacher	Almeter Butler
Challenge Teacher	Ray Cox
Fourth Grade Teacher	Marcia Deatcher
Third Grade Teacher	Alvin Ellis
First Grade Teacher	Lauren Ellzey
Resource Teacher	Amy Garcia

Music Teacher
 Third Grade Teacher
 4K Aide
 4K Teacher
 Kindergarten Aide
 First Grade Teacher
 Fifth Grade Teacher
 Physical Education Teacher
 Second Grade Teacher
 Fourth Grade Teacher
 Primary EMD/Neuro Teacher
 Intermediate EMD/Neuro Teacher
 Speech Pathologist
 Second Grade Teacher
 Primary EMD/Neuro Aide
 Kindergarten Teacher
 Fifth Grade Teacher
 Primary EMD/Neuro Aide
 Second Grade Teacher
 Intermediate EMD/Neuro Aide
 Intermediate EMD/Neuro Aide
 Kindergarten Aide
 Fourth Grade Teacher
 Third Grade Teacher
 First Grade Teacher
 Art Teacher
 First Grade Teacher
 Second Grade Teacher
 Kindergarten Aide
 ESOL Teacher

Rachel Goodwin
 Stacy Green
 Kelly Griffith
 Laurin Hammett
 Jean Hatley
 Malissa Hawkins
 Phyllis Holmes
 Athena Hortis
 Sharon Houck
 Kelley Hunt
 Kathy Illingworth
 Connie Jackson
 Cathy Kerechanin
 Hollie Kutz
 Mimi Lewis
 Carolyn Lucas
 Morgan Mason
 Vickie McGee
 Fay Mendez
 Moriah Mullen
 Linda Perez
 Nancy Perry
 Rachel Pinckney
 Tammy Silvers
 Diamond Stewart
 Christine Swetenburg
 Nancy Veino
 Linda Wade
 Chanel Wigfall
 Doyle Williams

***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

(Mandated Component)

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.
- N/A **Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
- 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.

x **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

Brook Glenn Elementary School is located in Taylors, South Carolina, and is one of fifty-two elementary schools in Greenville County. Brook Glenn serves full-day prekindergarten through fifth grade. We are a public school which was built in 1968 and remodeled in 2002. The school was completed in the spring of 2005; and is home for 462 students.

The purpose of this self-study is to use various forms of data to analyze strengths and weaknesses of our current practices, and how these strengths and weaknesses impact student achievement. Our Strategic Plan is based on the continued philosophy that all students can achieve academic success. Brook Glenn is committed to its beliefs and will strive to meet and exceed the expectations laid out in our strategic plan. Our journey will not end until all students achieve at high levels.

Our Strategic Plan was developed to review the changes and the progress Brook Glenn has made throughout the years. All staff, PTA board members, and School Improvement Council members had a voice in documenting the evidence of our continued efforts. To complete Brook Glenn's school portfolio, staff partnered with parents and community members to summarize our specific data and provide feedback to the school.

EXECUTIVE SUMMARY

Brook Glenn Elementary School with a tradition for excellence, challenged by growth and diversity, is dedicated to building a partnership among home, school, and community. We provide educational opportunity through standards-based curriculum and high quality instruction so that all students can learn the skills needed to be productive citizens in a global society.

Student Achievement: Accelerating student achievement is our primary goal. Brook Glenn Elementary students in grades 3-5 performed above the district average in the areas of ELA, Writing, Mathematics, and Social Studies on PASS 2014. Students performed slightly below the district average in the area of science. Students in grades 3-5 will take ACT Aspire Reading, English, Writing, and Mathematics in April 2015 (baseline will be established this year). Students in grades 4 and 5 will take the PASS Social Studies and Science assessments in May 2015.

Teacher and Administrator Quality: Brook Glenn has highly qualified staff members who continue to be life-long learners and are involved in ongoing professional development. Teachers work together to plan for and differentiate learning experiences. We have adopted a philosophy aligned to Fountas & Pinnell Balanced Literacy, in which all students receive reading instruction on their specific level. We have also begun integrating common core state standards in the area of mathematics. Over half of the teachers at Brook Glenn have advanced degrees, and we have 10 clo National Board Certified Teachers, as well as two teachers attempting to achieve certification this school year.

School Climate: We have a very positive school environment, especially after receiving training in CHAMPS. Teachers are proactive and provide rewards for achievement and success.

Teachers, students, and parents have rated Brook Glenn highly in the area of being satisfied with the learning environment and satisfied with school-home relations.

Significant Challenges: We face challenges – and extraordinary opportunities. The greatest challenge our school has is academic growth among all students. As the needs of students vary greatly, the challenge will be how to address the individual needs of all students, while also meeting the expectations that are placed upon us. We recognize that on-going professional development is imperative for teachers to be equipped with the knowledge and skills necessary to reach students with varied learning abilities and improve student achievement. Trend data indicates that gaps exist among subpopulations of students, specifically, economically disadvantaged students, minorities, and students with disabilities. We are diligently working to decrease achievement gaps that exist among targeted subpopulations and improve the overall achievement for all students by enhancing learning opportunities for this growing population of students.

Brook Glenn is experiencing an increase in the number of Hispanic students, and in the number of students receiving free or reduced lunch. Although our poverty index is 88%, we are not a Title 1 school. Since we are a small school, we rely on grants and funds raised from Brook Glenn's extended school program to purchase supplemental materials. We have a high amount of parent volunteerism and involvement, however, we have seen a drop throughout the years due to parents having to go back to work full time or work two jobs.

Significant Awards, Results, Accomplishments:

- Mrs. Jackson, principal, won SCIRA Administrator of the Year for 2013-14
- Loren Pessolano, Instructional Coach, serve as Lead IC for district 2012-14
- Diamond Williams, 2nd grade student, published author in 2014
- Mrs. Hunt's 4th grade class raised money and donated a goat for the Maasai in 2014
- 2014, 2015 Battle of the Books participants
- Reedy River Run Participant
- Reflections Contest Winners
- Grant Recipients
- 2011 Webmaster's Gold Choice winner
- 2014 District Science Fair Gold Place winner
- Superintendents Best of the Web Award
- SACS CASI- Greenville County Schools National Accreditation
- Safe Kids Award Winner ('07, '08, '09, '10, '12, '13, '14)
- Black History Maker- LaShella Belcher- Shell
- Organic Garden featured in "Edible Upstate" magazine in 2014
- Bridge competition 3rd place for Craftsmanship in 2014
- Partnership: Taylors Fire Department volunteered to speak about fire safety and read to the kindergarten students throughout the year

- North Hills Community Church visits each Wednesday afternoon to offer the Good News Club to our students (after school hours). This is a non-denominational Christian club that stresses good character and morals. They provide a day for teacher lunches, sponsor SCORE, an after school tutorial program with sports activities for 3rd and 4th grade students, and allow usage of their facilities for our Holiday Chorus program.
- Community members visit classrooms to discuss career choices and how education played a role in attaining success
- Recipient of LiveWell Greenville award ('12, '13, '14)
- Silver Level Safe Routes to School 2014
- Gold Level Safe Routes to School 2015
- Safe Kids Upstate provides our safety patrols with raincoats, hats, vests, and stop signs.
- The Eastside Kiwanis Club sponsors the Terrific Kids character education award program. Each school quarter, teachers choose two students from their class to receive the award based on demonstration of responsible citizenship. These students are recognized at an awards program and receive a Terrific Kid t-shirt, certificate, bumper sticker, and coupons from local restaurants.
- Springwell Church, JHM Hotels, Lee Road Baptist Church, Eastside Kiwanis Club, Advance America, Hampton Heights, and ADK Teacher Sorority provided book bags for needy students, school supplies, food, and/or clothing.
- The following organizations sponsor needy families during Thanksgiving and the Holiday season:
 - Links, Incorporated
 - Eastside High School Student Government
 - Springwell Community Church
 - North Hills Community Church
 - Mountain Creek Baptist Church
 - Lee Road Baptist Church
 - Brook Glenn Teachers and Administrator
 - JHM Hotels
 - Mrs. Booker
 - Kiwanis Club
 - Jimmy Selph
 - Taylors Lions Club
 - Operation Santa
- Eastside High School Student Council students tutor Kindergarten-5th grade students in reading
- Eastside High School Student Cadets work with teachers to provide additional support in the classroom
- The following schools send Elementary Education students to Brook Glenn for documented observation hours, tutoring, and student teaching:

- Anderson University
- Bob Jones University
- Converse College
- Furman University
- North Greenville University
- USC Upstate

SCHOOL PROFILE

School Community: Brook Glenn currently serves 447 culturally diverse preK-5 students (40% white, 28% Hispanic, 19% African American, 5% Asian, and 8% two or more races). Seventy-three percent of students receive free or reduced lunch; 113 of our students participate in the ESOL program, and 20% receive special education services, including speech. Brook Glenn's 2013-14 School Absolute rating was Excellent and the Growth rating Excellent. Brook Glenn received a National Report Card rating of 93.8%/A for 2014.

School Improvement Councils (SIC), which are mandated by South Carolina law, work collaboratively with the schools to develop and implement the school improvement plan (school portfolio), monitor and evaluate success in reaching the planned goals and objectives, and write an annual report to parents about the progress of the school improvement plan. School Improvement Councils assist the principal in writing the narrative for the School Report Card. The councils advise on the use of school incentive awards and provide assistance as requested by the principal. The SIC meets monthly and is composed of elected parents and teachers and appointed community/business representatives. Ex-officio members of the SIC currently include administration and the guidance counselor.

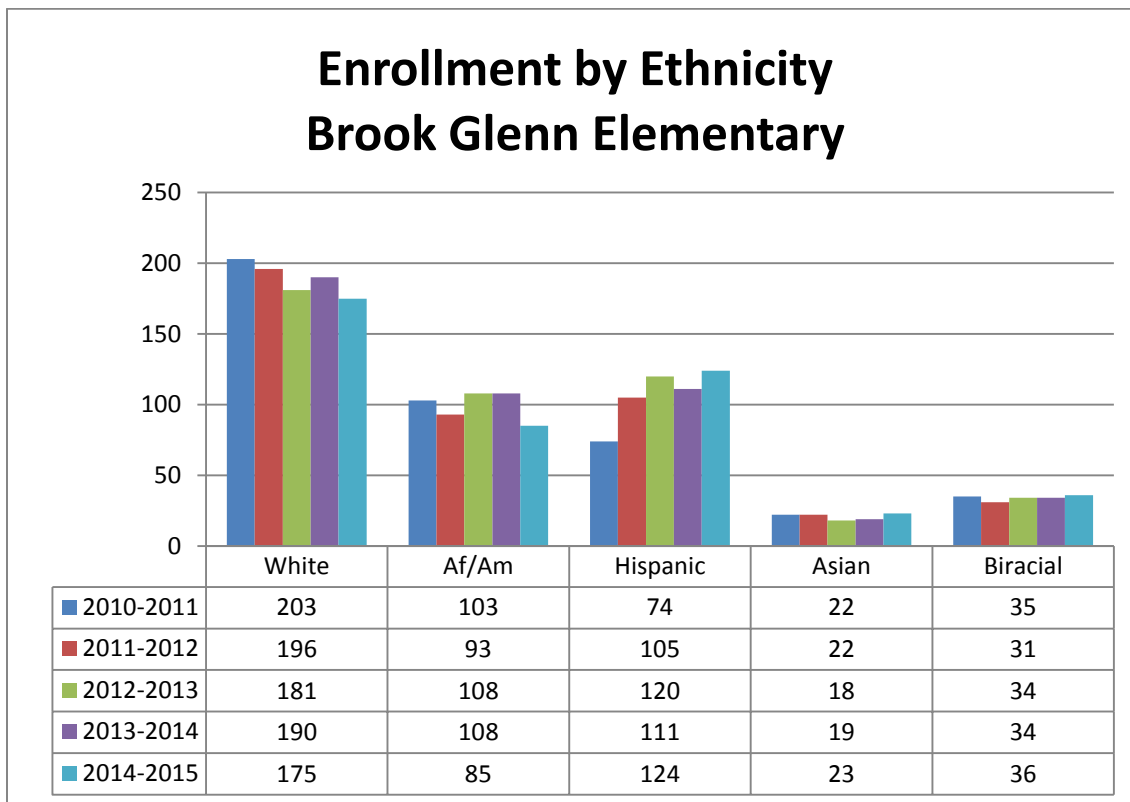
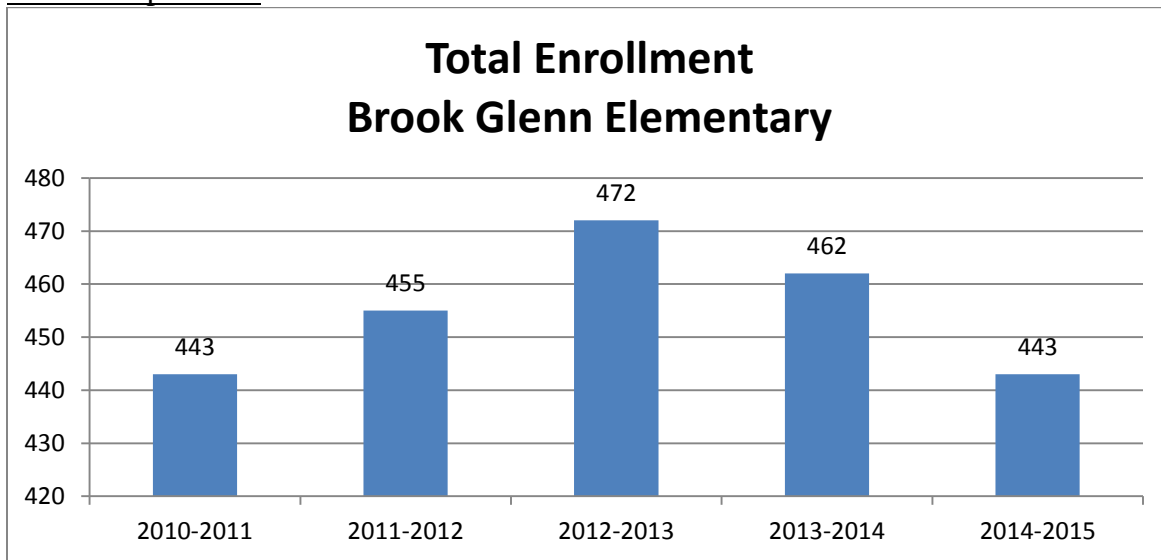
Brook Glenn's PTA promotes the welfare of children, works with the school and community to provide quality education for all children and participates in the decision-making process establishing school policy. The PTA seeks to encourage collaboration between parents, the school and community at large. Our pool of volunteers supports the educational efforts of the faculty, and assists the staff in various roles. Our PTA funds and staffs a wide variety of opportunities for students and teachers. PTA sponsors the Accelerated Reader Program and allocates money to the library each year to purchase new books. PTA also provides extra money for art, music, and PE and funds the Science Fun Day and Field Day.

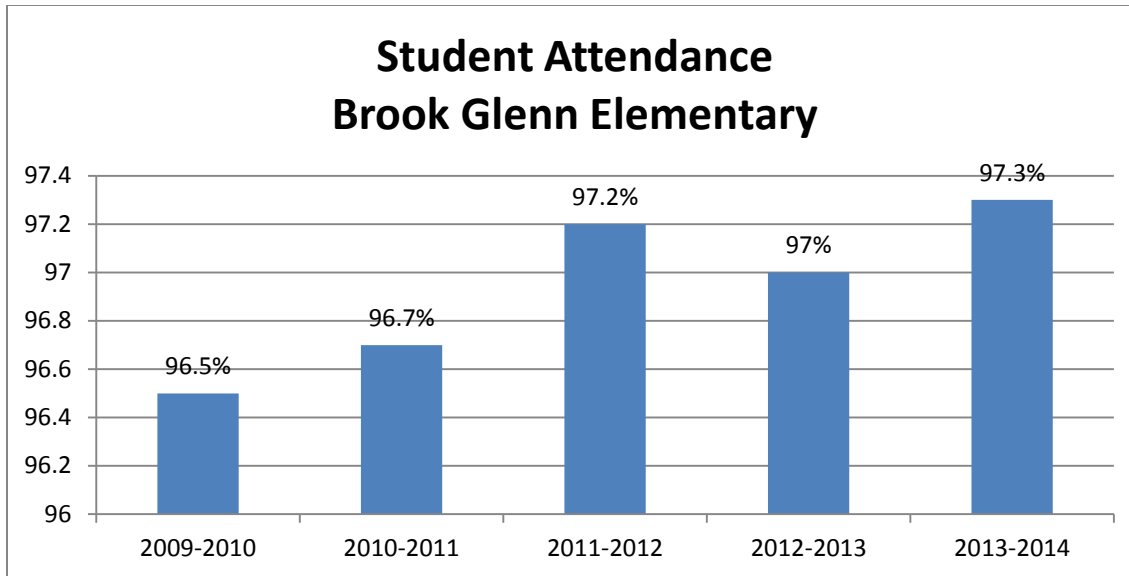
School Personnel: Bernice Jackson is the principal of Brook Glenn. She assumed this leadership position in December, 2002. Mrs. Jackson holds a B.S. and a Master's degree in Elementary Education and an Educational Specialist degree in Administration with certification in Superintendency. She has thirty-seven years of experience in education. Mrs. Jackson won SCIRA Administrator of the Year in 2014. Mrs. Cindy Mattos-DeHart is the administrative assistant at Brook Glenn. She assumed this position in the fall of 2005. She has thirty-five years of experience in the field of education.

Brook Glenn is proud of the personnel we have on staff. Two of our teachers have a Bachelors +18, eighteen teachers and four aides hold a Master's Degree, seven teachers have a Master's +30, two staff members have an Ed.S., and four of our aides have their teaching certificates. Ten of our teachers are National Board Certified. We have a total of 817.5 years of experience on

staff. One hundred percent of the staff is certified as Highly Qualified by the State of South Carolina.

Student Population:





Academic and behavioral features/programs/initiatives:

At Brook Glenn, we seek to meet the academic, physical, emotional, and social needs of each of our "little eagles." Our students participate in special programs, such as LLI, ESOL, Special Education, Speech, Guidance, Challenge, Awards Programs, Student Council, Newspaper Club, etc. In addition to these academic programs, we also offer after school programs, such as Extended Day School, Mileage Club, SCORE, and *Good News Club*, before school computer lab, and tutoring for students in the areas of reading and math.

Quarterly reports are given for perfect attendance, Principal's Honor Roll, and A-B Honor Roll. Local businesses donate coupons to reward students who have met various goals. The Kiwanis Club presents awards to "Terrific Kids" each quarter. Students are also recognized for their participation in the Safety Patrol program. Student art, music and writing entries are recognized at the annual PTA Reflections contest.

Students at Brook Glenn receive a high level of support services from an outstanding staff member who provides a comprehensive, developmental counseling program which addresses the academic, career, and personal/social development of all students. Mrs. LaShella Belcher-Shell conducts classroom guidance lessons, small groups, clubs, and individual counseling sessions. Parents, staff and students receive consultation services, test results interpretation, sixth grade registration, career education, crisis management, test coordination, and other services which serve the school and community. Mrs. Belcher-Shell has organized a productive Guidance Advisory Council (GAC) composed of parents, faculty, staff, and business partners. She also organizes the "Go-Fish" program which brought together representatives from community, school, city, and medical resources in one place for those who find themselves in need of assistance.

There are many opportunities for community service and student leadership. Our students have participated in: PASTA 4 Pennies, Cans for Kids, Jump Rope for Heart, Red Ribbon Week, collections for the Meyers Center, Dollar Days, providing coats to students in need, and in the

past, a Katrina Relief Fund, and blanket drive for the Greenville Rescue Mission, and Haiti Earthquake Relief.

Brook Glenn partners with Eastside High School to provide struggling students with weekly reading tutors, and Cadets that assist teachers each morning. Sigma Pi Phi Fraternity mentors fourth and fifth grade boys biweekly. We also have one retired math teacher tutoring students weekly, and a retired teacher providing intensive reading intervention to 20 first grade students. St. Augustine tutors work with 2nd graders who struggle in reading.

“The Baldrige Model for Continuous Improvement,” a program sponsored by The Greenville Chamber of Commerce, is being implemented for the tenth school year. This model incorporates the “Quality Improvement Tools” developed by David Langford. Staff members have attended trainings, which allow us to learn strategies and methods to help students become more involved and responsible for their own learning and achievement. Students keep track of their academic and behavioral progress in a “Data Notebook.”

Brook Glenn has implemented the Fountas & Pinnell Balanced Literacy model to direct reading instruction. Teachers receive ongoing professional development on providing students with reading instruction that is based on student need and level. We have purchased a great deal of leveled books for teachers to use during small group reading instruction. One first grade teacher and one fifth grade teacher are receiving intensive instruction in the balanced literacy model from district personnel through a Literacy Mentor group.

In 2012-13, all teachers, as well as kindergarten assistants, participated in a series of workshops led by a county school psychologist in the area of MAC/CHAMPS. This behavior management system enhances our philosophy of being proactive, and explicitly teaches expectations to students. Brook Glenn utilizes the MAC philosophy for primary grades, and CHAMPS for intermediate level students, to provide students with many opportunities to achieve success. During the 2013-14 school year, two fourth grade teachers received training to become CHAMP trainers.

Kindergarten classrooms use Early Reading Intervention to explicitly teach below-level students letter names and sounds. Kindergarten teachers and assistants are trained in this Response to Intervention program in order to provide the groundwork students need to phonetically read at their grade level.

Brook Glenn has been blessed in 2014-15 with a half-time Literacy Coach who works diligently with kindergarten and first grade students. Elizabeth Bensusan utilizes the LLI program to help accelerate student achievement in reading. She also works with teachers to model and co-teach grade level and developmentally appropriate material for students, as well as data interpretation to drive instruction. Ms. Bensusan provides resources and assistance to all grade levels, and uses various literacy strategies with second and fifth grade struggling readers.

Brook Glenn has one and half resource teachers who serve about 40 students. In accordance with IDEA (Individuals with Disabilities Education Act), students with specific learning disabilities, emotional disabilities, or mental disabilities are served one to four periods daily. These classes,

which address specific learning, behavioral, and/or academic difficulties are implemented from the Individual Education Plans developed by the special education teacher, regular education teachers, administrative personnel, and parents.

Students seen in the Speech Therapy Program receive services from a certified Speech/Language Therapist. Students in K5 through 5th grades are usually seen for one hundred minutes per week. The Brook Glenn's speech program serves 54 students.

The Challenge Program is for students in grades three through five who are deemed academically gifted by test scores that meet the state criteria. The mission of the gifted education is to maximize the potential of gifted learners by providing programs and services, which match their unique characteristics. Third graders attend challenge classes for 125 minutes weekly. Fourth and fifth graders attend for 200 minutes per week. All classes are challenged with rigorous, complex class work and research. For the 2013-14 year the program served 4.7% of our students, and for the 2014-15 year, 11% of our students meet for Challenge.

The Transitional ESOL Education Program is designed to provide equal educational opportunity and is recommended for students of limited English proficiency. The primary goal of the ESOL program is to assist English Language Learners with the development of listening, speaking, reading, and writing skills in English. These students ultimately become fully functional in English and are capable of competing successfully in the regular English classroom. There are currently 113 students of Limited Language Proficiency (LEP). Native languages include Spanish, Vietnamese, and Pharsi.

Our Primary EMD/Neurological class is composed of five students and our 3rd – 5th EMD/Neurological class is composed of eight students with neurological disorders such as autism. Each student's curriculum is individualized to meet academic and social needs.

The student council provides service to the school and to the community. A classroom representative is selected from third and fourth grades. Two representatives are chosen from each fifth grade classroom. Various service projects are conducted as an outreach to the school and community. One major service project is conducted as an outreach to the school and to the community. Members in grades three through five meet once per month.

Brook Glenn is a definite support base of active before & after school programs that service many of the students attending the school. School programs consist of Chorus, The Mileage Club, Student Council, Good News Club, and SCORE.

Brook Glenn's Afterschool Extended Care program caters to approximately 68 students. Homework, crafts, and gardening activities are provided. Over the years, LINKS, Inc., a non-profit organization, has secured volunteers from the local YMCA, Governor's School of Fine Arts, Clemson Extension, and Kappa Knights to lead students through selecting and eating healthy foods, exercising, and participating in dance, exercise, and sports as the means to a healthy body and lifestyle.

MISSION, VISION, BELIEFS

The Mission of Brook Glenn Elementary School is to ensure that all students will **believe** in themselves and **achieve** the skills necessary to become productive 21st century global learners who will become environmentally aware, technologically skilled, and responsible, **caring** citizens through the combined efforts of home, school, and community. The process used to create the mission statement was one of a collaborative effort involving all stakeholders.

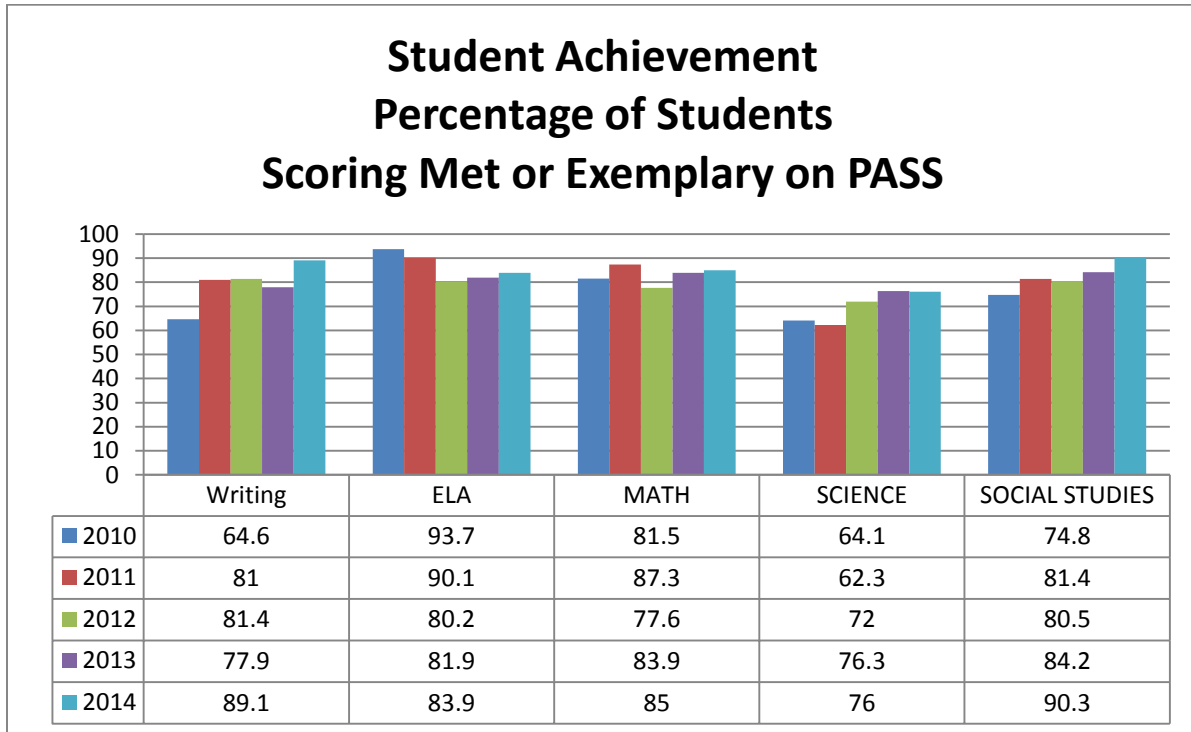
The vision of Brook Glenn Elementary School is to sustain a school with a faculty knowledgeable about each student's abilities and challenges and who continuously engage in professional growth opportunities so that they can offer increased support to each student to meet those challenges and achieve academic success through a positive family, school, and community partnership.

We believe...

- All students can learn.
- Meeting the teaching and learning needs of our students is our primary focus.
- Effective use of data is vital to continuous improvement of teaching and learning.
- Students learn best when engaged in a positive challenging learning environment that is managed by caring and competent adults.
- Collaboration between family, school, and community is necessary to sustain a successful learning environment.
- Significant sustained achievement gains are made through the use of research based practices and faculty/staff professional development.
- The utilization of proactive, prevention and intervention measures are essential elements for improved self- esteem, self- actualization and self-discipline for students at Brook Glenn Elementary School.
- Meaningful collaborations, responsiveness, sensitivity and high expectations among all stakeholders are vital to advance the mission and to fulfill the vision at Brook Glenn Elementary.

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Needs Assessment: As a result of this self-study, Brook Glenn will continue to meet the needs of our diverse learners by attending to different learning styles. We have implemented a Balanced Literacy program and an emphasis on mathematics. We will have established a partnership with Upstate Writing Project to receive workshops in the area of writing; and our teachers receive professional development in Interactive Notebooking.



ESEA Federal Accountability Rating: Brook Glenn has earned a 98.3%/A.

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	Social Studies Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested
ALL STUDENTS	1	1	0.9	1	1	1
Male	0.9	1	0.9	1	1	1
Female	1	1	0.9	1	1	1
White	1	1	1	1	1	1
African-American	0.9	0.8	0.8	1	1	1
Asian / Pacific Islander						
Hispanic	0.8	1	0.8	0.9	1	1
American Indian / Alaskan						
Disabled	0.8	0.8		0.8	1	1
LEP	0.9	1	0.8	1	1	1
Subsidized Meals	0.9	1	0.8	1	1	1
<hr/>						
Total Number of Points	8.2	8.6	6.9	8.7	9	9
Total Number of Objectives	9	9	8	9	9	9
Percent of Objectives Met	91.11	95.56	86.25	96.67	100	100
Weight	0.4	0.4	0.05	0.05	0.05	0.05
Weighted Points Subtotal	36.44	38.22	4.31	4.83	5	5
Points Total	93.8					

ITBS:

CogAt average Standard Score: Reading 155.5, Math 153.3

Iowa average Standard Score: Reading 155.5, Math 153.4

Teacher and Administrator Quality: We continue to have a highly qualified staff that is involved in varied professional development opportunities within the school, district, and state. Scheduled professional development opportunities are based on input from the staff. We have begun to move away from the “one size fits all” in meeting the needs of our teachers in providing professional growth opportunities.



“Soaring to New Heights”

Professional Development Schedule

2014-2015

Our Performance Goals:

1. All students in grades 3-5 will demonstrate proficiency in academic areas by meeting state and district standards on PASS in 2013-14.
2. Enhance student achievement by increasing parent and community involvement.
3. Attract and retain a diverse and highly qualified staff in compliance with the No Child Left Behind Act.

Date	Time	Title	Description	Targeted Group	Correlation to school goals
08/04/14	8:30-3:30	Letterland	Grade level will learn how to utilize Letterland curriculum	1 st	1, 3
08/07/14	8:30-3:30	Letterland	Grade level will learn how to utilize Letterland curriculum	K	1, 3
08/11/14	9:00-11:00	Team Leaders PLC Chapters 1, 2 presented by Pessolano	Participants will learn vocabulary strategies to share with teammates.	Team Leaders, IC, Admin	1, 2, 3
08/11/14	12:00-2:00	M&M	Participants will explore knowledge of curriculum, instructional planning and delivery, assessment, learning environment, communication, professionalism, and student achievement.	Mentors and Mentees	1, 3
08/12/14		Faculty Meeting	Participants will discuss district policies, school procedures, and happenings for the year	All staff	1, 2, 3
08/13/14		Faculty Meeting Planbook.com	Participants will learn the ins and outs of planbook.com.	All staff	1, 2, 3
08/20/14	3:00-4:30	Interactive Notebooking	Participants will learn techniques for effective notebooking in science.	Teachers	1, 3
08/27/14	During planning	Grades K and 1 meet with Literacy Coach	Participants will discuss assessment results and grouping.	Grades K and 1	1, 3
08/27/14	During	MAP training	Participants will review appropriate testing procedures for MAP.	Grades 2-5	1, 3

	planning				
08/27/14	3:00-4:00	Leadership Team Meeting	Leadership teams will meet to discuss school goals.	All staff	1, 2
09/03/14	3:00-5:00	Upstate Writing Project	Participants will learn strategies to use for writing across the curriculum.	Teachers	1, 3
09/08/14	8:00-2:30	Balanced Literacy	K-2 participants will learn interactive writing; 3-5 participants will learn literature circles.	Teachers	1, 3
09/09/14	3:00-4:00	Team Leaders PLC Chapter 1, 2 presented by Pessolano	Participants will learn vocabulary strategies to share with teammates.	Team Leaders, IC, Admin	1, 3
09/10/14	3:00-5:00	Faculty Meeting Snacks provided by Literacy and Social Studies Leadership Team Pivotal walk/run mile Dr. LaBelle healthy eating	Leadership Team Updates Math Updates by Holmes Soc Stud Updates by Deatcher ELA Updates by Kutz Science Updates by Wade ESOL Accommodations by Williams	All Staff	1, 2, 3
09/17/14	3:00-4:00	Google Sites	Participants will learn how to create a google site.	Teachers	1, 3
09/24/14	3:00-4:00	Leadership Team Meeting	Leadership teams will meet to discuss school goals.	All Staff	1, 2
10/01/14	3:00-5:00	Upstate Writing Project	Participants will learn strategies to use for writing across the curriculum.	Teachers	1, 3
10/06/14	During planning	Interactive Notebooking	Participants will learn techniques for effective notebooking in science.	Teachers	1, 3
10/07/14	3:00-4:00	ActiveVotes	Participants will learn how to utilize ActiveVotes in the classroom.	Teachers	1, 3
10/15/14	During planning	2-5: MAP results from Fall 4K-1: Literacy Practices	Participants will discuss MAP results.	Teachers	1, 3
10/15/14	3:00-5:00	Faculty Meeting Snacks provided by Math and Science Leadership Team United Way- Amy	Leadership Team Updates Math Updates by Holmes Soc Stud Updates by Deatcher ELA Updates by Kutz Science Updates by Wade CHAMPS PD Safety Inclusive Schools	All Staff	1, 2, 3
10/21/14	3:00-4:00	M&M	Participants will explore knowledge of curriculum, instructional planning and delivery, assessment, learning environment, communication, professionalism, and student achievement.	Mentors and Mentees	1, 3
10/22/14	3:00-4:00	Leadership Team Meeting	Leadership teams will meet to discuss school goals.	All Staff	1, 2
11/03/14	During planning	Interactive Notebooking	Participants will learn techniques for effective notebooking in science.	Teachers	1, 3
11/05/14	3:00-5:00	Faculty Meeting Snacks provided by CATCH/Wellness Leadership Team	Leadership Team Updates Math Updates by Holmes Soc Stud Updates by Deatcher ELA Updates by Kutz Science Updates by Wade CHAMPS PD	All Staff	1, 2, 3
11/11/14	3:00-4:00	Team Leaders PLC Chapter 3 presented by Lucas, chapter 4 presented by Hawkins	Participants will learn vocabulary strategies to share with teammates.	Team Leaders, IC, Admin	1, 3
11/12/14	3:00-5:00	Upstate Writing Project	Participants will learn strategies to use for writing across the curriculum.	Teachers	1, 3
11/19/14	During Planning	Analyzing Assessment	Participants will analyze F&P assessments.	Teachers	1, 3
11/19/14	3:00-	Leadership Team Meeting	Leadership teams will meet to discuss	All Staff	1, 2

	4:00		school goals.		
12/03/14	3:00-5:00	Upstate Writing Project	Participants will learn strategies to use for writing across the curriculum.	Teachers	1, 3
12/09/14	3:00-4:00	M&M	Participants will explore knowledge of curriculum, instructional planning and delivery, assessment, learning environment, communication, professionalism, and student achievement.	Mentors and Mentees	1, 3
12/17/14		Faculty Celebration Location: Bailey's			
01/06/15	3:00-4:00	Team Leaders PLC Chapters 5 and 6 presented by Houck	Participants will learn vocabulary strategies to share with teammates.	Team Leaders, IC, Admin	1, 3
01/07/15	3:00-5:00	Upstate Writing Project	Participants will learn strategies to use for writing across the curriculum.	Teachers	1, 3
01/14/15	3:00-5:00	Faculty Meeting Snacks provided by Technology Leadership Team	Leadership Team Updates Math Updates by Holmes Soc Stud Updates by Deatcher ELA Updates by Kutz Science Updates by Wade CHAMPS PD	All Staff	1, 2
01/21/15	During planning	Inclusive Schools: Determining needs for next year	Participants will work with SPED teachers to determine individual student needs.	Teachers	1, 3
01/21/15	3:00-4:00	CATCH stations	Participants will learn about health and wellness.	Teachers	1, 3
01/26/15	During planning	Interactive Notebooking	Participants will learn techniques for effective notebooking in science.	Teachers	1, 3
01/28/15	3:00-4:00	Student Centered Instruction: Test Taking Strategies	Teachers will learn about test taking strategies for upcoming assessments.	K-5	1, 3
02/04/15	3:00-5:00	Faculty Meeting Snacks provided by Writing Leadership Team	Leadership Team Updates Math Updates by Holmes Soc Stud Updates by Deatcher ELA Updates by Kutz Science Updates by Wade CHAMPS PD	All Staff	1, 2
02/05/15	8:45-9:35	RTI Leadership Meeting	Participants will discuss ERI results in kindergarten.	Kindergarten teachers, admin, IC, school psychologist, literacy coach	1, 3
02/11/15	12:50-1:35	RTI Leadership Meeting	Participants will discuss ERI results in kindergarten.	1 st grade teachers, admin, IC, school psychologist, literacy coach	1, 3
02/11/15	3:00-5:00	Upstate Writing Project	Participants will learn strategies to use for writing across the curriculum.	Teachers	1, 3
02/12/15	3:30-5:30	GCIRA mini-conference	Participants will learn various literacy strategies through make and takes and concurrent sessions.	All Greenville County Teachers	1, 3
02/25/15	3:00-4:00	Hawkins Retirement Party		All Staff	
03/02/15	2:45-4:00	RA meet with SPED	Participants will learn specifics in teaching SPED students, and will learn differentiating strategies to use with SPED.	RA, SPED, IC, Admin	1, 3
03/03/15	3:00-4:00	M&M	Participants will explore knowledge of curriculum, instructional planning and delivery, assessment, learning	Mentors and Mentees	1, 3

			environment, communication, professionalism, and student achievement.		
03/04/15	3:00-5:00	Green Baby Shower		All Staff	
03/11/15	3:00-5:00	Upstate Writing Project	Participants will learn strategies to use for writing across the curriculum.	Teachers	1, 3
03/25/15	3:00-4:00	Leadership Team Meeting Costco	Leadership teams will meet to discuss school goals.	All Staff	1, 2
04/08/15	3:00-5:00	Upstate Writing Project	Participants will learn strategies to use for writing across the curriculum.	Teachers	1, 3
04/14/15	3:00-4:00	M&M	Participants will explore knowledge of curriculum, instructional planning and delivery, assessment, learning environment, communication, professionalism, and student achievement.	Mentors and Mentees	1, 3
04/15/15	During planning	TBD	Participants will learn about close reading.	Teachers	1, 3
04/15/15	3:00-5:00	Faculty Meeting Snacks TBD Student Resource USA (student loan forgiveness) by Lexi Allen	Leadership Team Updates Math Updates by Holmes Soc Stud Updates by Deatcher ELA Updates by Kutz Science Updates by Wade CHAMPS PD	All staff	1, 2
04/20/15	During planning	Interactive Notebooking	Participants will learn techniques for effective notebooking in science.	Teachers	1, 3
04/22/15	3:00-4:00	Testing	Participants will train to be monitors or room supervisors.	All Testing Staff	
04/29/15	3:00-4:00	Leadership Team Meeting	Leadership teams will meet to discuss school goals.	All Staff	1, 2
05/12/15	3:00-4:00	Team Leaders PLC	Participants will discuss various curriculums and vertical alignment.	Team Leaders, IC, Admin	1, 3
05/13/15	During planning	Literacy Beliefs PD by Elizabeth Bensusan	Participants will learn about close reading.	Teachers	1, 3
05/13/15	3:00-5:00	Faculty Meeting Snacks TBD Wayne Flowers Financial Planner	Leadership Team Updates Math Updates by Holmes Soc Stud Updates by Deatcher ELA Updates by Kutz Science Updates by Wade CHAMPS PD	All Staff	1, 2
05/20/15	3:00-4:00	Leadership Team Meeting	Leadership teams will meet to discuss school goals.	All Staff	1, 2
05/27/15	3:00-4:00	PD TBD	TBD		

School Climate Needs Assessment: Our school climate is very positive, with 100% of parents attending conferences. We have implemented CHAMPS in order to be proactive in the decision making process in regards to expectations.

SDE 2014 School Report Card: <http://ed.sc.gov/data/report-cards/2014/elem/c/e2301030.pdf>

2013-14 Survey Results:

TEACHER SURVEY RESPONSES					
2013-14 SCHOOL YEAR					

	ID=2301030 District=Greenville School=Brook Glenn Elementary					
			%	%		%
		%	MOSTLY	MOSTLY	%	DONT
	QUESTION	DISAGREE	DISAGREE	AGREE	AGREE	KNOW
1	My school provides challenging instructional programs for students.	0.0	0.0	13.3	86.7	0.0
2	Teachers at my school effectively implement the State Curriculum Standards.	3.3	0.0	10.0	86.7	0.0
3	Teachers at my school focus instruction on understanding, not just memorizing facts.	3.3	3.3	20.0	73.3	0.0
4	Teachers at my school have high expectations for students' learning.	3.3	0.0	16.7	80.0	0.0
5	There is a sufficient amount of classroom time allocated to instruction in essential skills.	3.3	3.3	23.3	70.0	0.0
6	Student assessment information is effectively used by teachers to plan instruction.	3.3	0.0	20.0	76.7	0.0
7	Effective instructional strategies are used to meet the needs of low achieving students.	0.0	0.0	20.0	80.0	0.0
8	My school offers effective programs for students with disabilities.	3.3	0.0	20.0	76.7	0.0
9	Instructional strategies are used to meet the needs of academically gifted students.	3.3	0.0	13.3	83.3	0.0
10	The level of teacher and staff morale is high at my school.	13.3	16.7	30.0	40.0	0.0
11	Teachers respect each other at my school.	6.7	13.3	23.3	56.7	0.0
12	Teachers at my school are recognized and appreciated for good work.	0.0	17.2	27.6	55.2	0.0
13	Students at my school are motivated and interested in learning.	3.3	10.0	36.7	50.0	0.0
14	There are sufficient materials and supplies available for classroom and instructional use.	3.3	0.0	36.7	60.0	0.0
15	Our school has a good selection of library and media material.	0.0	0.0	20.0	76.7	3.3
16	Our school has sufficient computers for instructional use.	0.0	6.7	23.3	66.7	3.3
17	Computers are used effectively for instruction at my school.	0.0	0.0	16.7	83.3	0.0
18	There are relevant professional development opportunities offered to teachers at my school.	0.0	0.0	10.0	90.0	0.0
19	The school administration communicates clear instructional goals for the school.	0.0	6.9	13.8	79.3	0.0

20	The school administration sets high standards for students.	3.4	3.4	13.8	79.3	0.0
21	The school administration has high expectations for teacher performance.	0.0	0.0	17.2	82.8	0.0
22	The school administration provides effective instructional leadership.	0.0	6.9	17.2	75.9	0.0
23	Student assessment information is used to set goals and plan programs for my school.	0.0	0.0	17.2	82.8	0.0
24	Teacher evaluation at my school focuses on instructional improvement.	0.0	3.4	13.8	82.8	0.0
25	School administrators visit classrooms to observe instruction.	0.0	0.0	0.0	100.0	0.0
26	The school administration arranges for collaborative planning and decision making.	0.0	3.4	3.4	93.1	0.0
27	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	3.4	3.4	31.0	62.1	0.0
28	The grounds around my school are kept clean.	0.0	6.7	20.0	73.3	0.0
29	The hallways at my school are kept clean.	0.0	6.7	16.7	76.7	0.0
30	The bathrooms at my school are kept clean.	0.0	6.7	30.0	63.3	0.0
31	The school building is maintained well and repaired when needed.	0.0	10.0	23.3	66.7	0.0
32	There is sufficient space for instructional programs at my school.	0.0	0.0	20.0	80.0	0.0
33	Students at my school behave well in class.	3.3	10.0	53.3	33.3	0.0
34	Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	3.3	6.7	50.0	40.0	0.0
35	Rules and consequences for behavior are clear to students.	6.7	3.3	30.0	60.0	0.0
36	The rules about how students should behave in my school are fair.	6.7	3.3	16.7	73.3	0.0
37	The rules for behavior are enforced at my school.	10.0	6.7	40.0	43.3	0.0
38	I feel safe at my school before and after school hours.	0.0	3.4	20.7	75.9	0.0
39	I feel safe at my school during the school day.	0.0	0.0	23.3	76.7	0.0
40	I feel safe going to or coming from my school.	0.0	0.0	23.3	76.7	0.0
41	Students from different backgrounds get along well at my school.	0.0	0.0	26.7	73.3	0.0
42	Teachers and students get along well with each other at my school.	0.0	6.7	26.7	66.7	0.0
43	Teachers at my school collaborate for instructional planning.	0.0	0.0	23.3	76.7	0.0

44	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	3.3	10.0	26.7	60.0	0.0
45	Parents at my school are aware of school policies.	0.0	3.3	33.3	63.3	0.0
46	Parents at my school know about school activities.	0.0	3.3	26.7	70.0	0.0
47	Parents at my school understand the school's instructional programs.	3.3	3.3	30.0	63.3	0.0
48	Parents at my school are interested in their children's schoolwork.	6.7	3.3	53.3	33.3	3.3
49	Parents at my school support instructional decisions regarding their children.	6.7	3.3	46.7	40.0	3.3
50	Parents attend conferences requested by teachers at my school.	0.0	6.7	50.0	43.3	0.0
51	Parents at my school cooperate regarding discipline problems.	0.0	16.7	50.0	33.3	0.0
52	Parents attend school meetings and other school events.	3.3	23.3	46.7	26.7	0.0
53	Parents participate as volunteer helpers in the school or classroom.	6.7	26.7	33.3	33.3	0.0
54	Parents are involved in school decisions through advisory committees.	8.0	8.0	20.0	64.0	0.0
55	I AM SATISFIED WITH HOME AND SCHOOL RELATIONS.	0.0	13.3	36.7	50.0	0.0
	N/A = Not Applicable I/S = Insufficient Sample					
	SOURCE: Online survey completed April 2014.					

STUDENT SURVEY RESPONSES					
2013-14 SCHOOL YEAR					
			%	%	
		%	MOSTLY	MOSTLY	%
	QUESTION	DISAGREE	DISAGREE	AGREE	AGREE
1	My classes are challenging (not too easy; they make me think).	13.1	14.8	39.3	32.8
2	My teachers want me to understand what I am learning, not just remember facts.	3.3	1.6	18.0	77.0
3	My teachers expect students to learn.	0.0	0.0	14.8	85.2
4	My teachers expect students to behave.	0.0	0.0	13.1	86.9
5	My teachers spend enough time helping me learn.	0.0	1.6	27.9	70.5

6	My teachers help students when they do not understand something.	0.0	0.0	28.8	71.2
7	My teachers do a good job teaching me mathematics.	0.0	4.9	9.8	85.2
8	My teachers do a good job teaching me English language arts.	1.6	0.0	31.1	67.2
9	My teachers give tests on what I learn in class.	0.0	0.0	21.3	78.7
10	My teachers give homework assignments that help me learn better.	4.9	1.6	34.4	59.0
11	My classes are interesting and fun.	6.6	9.8	54.1	29.5
12	Students at my school believe they can do good work.	3.3	11.7	50.0	35.0
13	My teachers praise students when they do good work.	11.5	16.4	34.4	37.7
14	Work done by students can be seen on the walls of my school.	5.0	5.0	26.7	63.3
15	The textbooks and workbooks I use at my school really help me to learn.	3.3	3.3	36.1	57.4
16	The media center at my school has a good selection of books.	3.3	11.5	26.2	59.0
17	I use computers and other technology at my school to help me learn.	13.3	20.0	38.3	28.3
18	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	8.2	6.6	24.6	60.7
19	The grounds around my school are kept clean.	16.4	4.9	34.4	44.3
20	The hallways at my school are kept clean.	0.0	8.3	28.3	63.3
21	The bathrooms at my school are kept clean.	18.0	24.6	27.9	29.5
22	Broken things at my school get fixed.	3.4	10.2	39.0	47.5
23	There is enough room for students to learn at my school.	0.0	1.7	23.7	74.6
24	Students at my school behave well in class.	17.2	20.7	53.4	8.6
25	Students at my school behave well in the hallways, in the lunchroom, and on the playground.	16.4	31.1	39.3	13.1
26	Students at my school know the rules and what happens when students break the rules.	1.6	6.6	23.0	68.9
27	The rules about how students should behave in my school are fair.	1.6	6.6	23.0	68.9
28	The rules for behavior are enforced at my school.	1.6	6.6	31.1	60.7
29	I feel safe at my school before and after school hours.	3.3	3.3	21.3	72.1
30	I feel safe at my school during the school day.	1.6	3.3	16.4	78.7
31	I feel safe going to or coming from my school.	1.6	1.6	18.0	78.7
32	Students from different backgrounds get along well at my school.	11.5	13.1	49.2	26.2

33	Teachers and students get along well with each other at my school.	6.6	13.1	45.9	34.4
34	Teachers work together to help students at my school.	0.0	1.7	28.3	70.0
35	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	5.0	3.3	26.7	65.0
36	My parent knows what I am expected to learn in school.	3.3	4.9	19.7	72.1
37	My parent knows how well I am doing in school.	3.3	1.6	27.9	67.2
38	My school informs parents about school programs and activities.	0.0	0.0	23.3	76.7
39	Parents at my school know their children's homework assignments.	1.7	8.3	40.0	50.0
40	My parent helps me with my homework when I need it.	1.6	1.6	13.1	83.6
41	Parents are welcomed at my school.	0.0	5.0	18.3	76.7
42	Parents volunteer and participate in activities at my school.	3.3	4.9	29.5	62.3
43	I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	9.8	6.6	21.3	62.3

PARENT SURVEY RESPONSES						
2013-14 SCHOOL YEAR						
I/S = Insufficient Sample						
		%			%	%
		STRONGLY	%	%	STRONGLY	DONT
	PLEASE MARK HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING	DISAGREE	DISAGREE	AGREE	AGREE	KNOW
1	My child's teachers give homework that helps my child learn.	4.8	0.0	66.7	28.6	0.0
2	My child's school has high expectations for student learning.	4.8	14.3	47.6	33.3	0.0
3	My child's teachers encourage my child to learn.	4.8	14.3	52.4	28.6	0.0
4	My child's teachers provide extra help when my child needs it.	4.8	19.0	38.1	33.3	4.8
5	I am satisfied with the learning environment at my child's school.	9.5	19.0	33.3	38.1	0.0
6	My child's teachers contact me to say good things about my child.	14.3	61.9	19.0	4.8	0.0
7	My child's teachers tell me how I can help my child learn.	9.5	33.3	38.1	14.3	4.8

8	My child's teachers invite me to visit my child's classrooms during the school day.	14.3	33.3	42.9	4.8	4.8
9	My child's school returns my phone calls or e-mails promptly.	0.0	0.0	71.4	19.0	9.5
10	My child's school includes me in decision-making.	9.5	33.3	42.9	4.8	9.5
11	My child's school gives me information about what my child should be learning in school.	0.0	28.6	52.4	14.3	4.8
12	My child's school considers changes based on what parents say.	14.3	14.3	28.6	4.8	38.1
13	My child's school schedules activities at times that I can attend.	10.0	15.0	60.0	15.0	0.0
14	My child's school treats all students fairly.	20.0	0.0	40.0	25.0	15.0
15	The principal at my child's school is available and welcoming.	4.8	9.5	28.6	57.1	0.0
16	I am satisfied with home-school relations at my child's school.	0.0	25.0	30.0	25.0	20.0
17	My child's school is kept neat and clean.	0.0	4.8	52.4	42.9	0.0
18	My child feels safe at school.	4.8	4.8	38.1	52.4	0.0
19	My child's teachers care about my child as an individual.	14.3	0.0	38.1	42.9	4.8
20	Students at my child's school are well-behaved.	9.5	19.0	42.9	9.5	19.0
21	I am satisfied with the social and physical environment at my child's school.	19.0	0.0	52.4	28.6	0.0
			%	%	%	
		%	I DONT DO	I DONT DO	ACTIVITY	
	PLEASE TELL US IF YOU DO THE FOLLOWING	I DO	BUT WOULD	& I DONT	NOT	
		THIS	LIKE TO	CARE TO	OFFERED	
22	Attend Open Houses or parent-teacher conferences	81.0	19.0	0.0	0.0	
23	Attend student programs or performances	81.0	19.0	0.0	0.0	
24	Volunteer for the school (bake cookies, help in office, help with	42.9	42.9	9.5	4.8	

	school fund raising, etc.)					
25	Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)	61.9	38.1	0.0	0.0	
26	participate in School Improvement Council meetings	5.0	80.0	10.0	5.0	
27	Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	23.8	52.4	23.8	0.0	
28	Participate in school committees (textbook committee, spring carnival committee, etc.)	23.8	52.4	23.8	0.0	
29	Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, child about drugs, effective discipline, etc.)	28.6	52.4	4.8	14.3	
			%	%		
		%	I DONT DO	I DONT DO		
		I DO	BUT WOULD LIKE TO	& DONT CARE TO		
	PLEASE TELL US IF YOU DO THE FOLLOWING	THIS				
30	Visit my child's classrooms during the school day.	42.9	52.4	4.8		
31	Contact my child's teachers about my child's school work.	81.0	9.5	9.5		
32	Limit the amount of time my child watches TV	85.7	9.5	4.8		
33	Make sure my child does his/her homework.	100.0	0.0	0.0		
34	Help my child with homework when he/she needs it.	100.0	0.0	0.0		
	PLEASE MARK IF EACH OF THE FOLLOWING IS TRUE OR FALSE		%	%		
			TRUE	FALSE		
35	Lack of transportation reduces my involvement.		0.0	100.0		
36	Family health problems reduce my involvement.		5.3	94.7		
37	Lack of available care for my children or other family members reduces my involvement.		10.0	90.0		

38	My work schedule makes it hard for me to be involved.		73.7	26.3		
39	The school does not encourage my involvement.		10.0	90.0		
40	Information about how to be involved either comes too late or not at all.		31.6	68.4		
41	I don't feel like it is appreciated when I try to be involved.		15.8	84.2		
		%				%
		VERY	%	%	%	VERY
	PLEASE RATE YOUR SCHOOL ON...	GOOD	GOOD	OKAY	BAD	BAD
42	The school's overall friendliness.	61.9	14.3	23.8	0.0	0.0
43	The school's interest in parents' ideas and opinions.	19.0	28.6	33.3	14.3	4.8
44	The school's efforts to get important information from parents.	38.1	23.8	23.8	9.5	4.8
45	The school's efforts to give important information to parents.	52.4	14.3	19.0	9.5	4.8
46	How the school is doing overall.	47.6	23.8	14.3	9.5	4.8

ACTION PLAN

Goal Area 1: Student Achievement

ACT ASPIRE 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 each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE ENGLISH

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE READING

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE 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: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE % TESTED

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

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

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 3-5	Baseline 2014-15	2015- 16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				

African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 3-5	Baseline 2014-15	2015- 16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				

Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

SCPASS 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: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

SCPASS 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: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

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: 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 ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	51 st percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	45 th percentile			

Fall 2014 students began taking a new form of the ITBS

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	60 th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected	50 th	50 th	50 th	50 th

Performance	percentile	percentile	percentile	percentile
District Actual Performance	52 nd percentile			

Fall 2014 students began taking a new form of the ITBS

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<i>Indicators of Implementation</i>
Continue implementation of Balanced Literacy	August-June	Teachers	\$0	N/A	Fountas and Pinnell benchmark data
Inclusion model for students below average in 2 nd grade	August-June	Teachers, special education teachers	\$0	N/A	Fountas and Pinnell benchmark data, MAP reading and math scores
Continue use of Compass Learning ELA and MATH	September-June	Teachers	\$0	N/A	Compass reports
Begin use of Letterland phonics program	August-June	Teachers	\$1500	Professional development fund	Fountas and Pinnell benchmark data, MAP reading scores

Goal Area 2: Teacher/Administrator Quality

PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other
Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Ensure quality personnel by providing staff development.

ANNUAL OBJECTIVE: All staff members will participate in ongoing professional development and obtain “highly qualified” status.

DATA SOURCE(S): Teacher in-service records.

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

<i>STRATEGY Activity</i>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<i>Indicators of Implementation</i>
Continue Balanced Literacy training	Bimonthly	IC	N/A	N/A	Session attendance records
Upstate Writing Professional Development	August-May	Dawn Hawkins, UWP	\$4,000	School extended care funds	Session attendance records
Professional Development in Inclusion	August-May	IC	N/A	N/A	Classroom observations
Formation of Technology Professional Learning Communities	September-May	Technology Leadership Team, IC	N/A	N/A	Session attendance records

Goal Area 3: School Climate

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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>

School Projected	X	95.0	95.0	95.0	<i>95.0</i>	<i>95.0</i>	<i>95.0</i>
School Actual	97.2	97.0	97.3				
District Projected	X	X	95.0	95.0	<i>95.0</i>	<i>95.0</i>	<i>95.0</i>
District Actual	95.9	95.6	95.0				

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 87.5% in 2013 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .1 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	90.8	90.9	100.0	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>
School Actual	90.7	87.5	71.4				
District Projected	X	X	89.0	89.5	<i>90.0</i>	<i>90.5</i>	<i>91.0</i>
District Actual	88.0*	88.1	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 91.7% in 2013 to 91% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	86.0	87.0	88.0	<i>89.0</i>	<i>90.0</i>	<i>91.0</i>
School Actual	85	91.7	85.3				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	<i>84.5</i>	<i>85.0</i>	<i>85.5</i>
District Actual (ES and MS)	83.8	82.7	81.6				

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other
Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 93.5% in 2013 to 95.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	90.7	91.7	92.7	93.7	94.7	95.7
School Actual	89.7	93.5	93.1				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other
Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 92.7% in 2013 to 96.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	76.4	80.4	84.4	<i>88.4</i>	<i>92.4</i>	<i>96.4</i>
School Actual	72.4	92.7	90.5				
District Projected	X	X	93.9	94.3	<i>94.7</i>	<i>95.1</i>	<i>95.5</i>
District Actual	93.5*	92.8	93.1				

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 93.8% in 2013 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	97.7	98.2	98.7	<i>99.2</i>	<i>99.7</i>	<i>100</i>
School Actual	97.2	93.8	95.1				
District Projected	X	X	91.9	92.3	<i>92.7</i>	<i>93.1</i>	<i>93.5</i>
District Actual	90.9	90.2	89.2				

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other
Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 93.5% in 2013 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 2 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	90.4	92.4	94.4	<i>96.4</i>	<i>98.4</i>	<i>100</i>
School Actual	88.4	93.5	100				
District Projected	X	X	98.5	98.5	<i>98.5</i>	<i>98.5</i>	<i>98.5</i>
District Actual	98.9	98.3	98.2				

2013-14 SCHOOL REPORT CARD

For our 2014 School Report Card: <http://ed.sc.gov/data/report-cards/2014/elem/c/e2301030.pdf>

2013-14 ESEA

For our ESEA Federal Accountability Rating:
<http://ed.sc.gov/data/esea/2014/school.cfm?SID=2301030>