

**Brook Glenn Elementary School**  
*Achieving, Believing, and Caring*



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

**SCHOOL RENEWAL PLAN COVER PAGE**  
*SCHOOL INFORMATION AND REQUIRED SIGNATURES*

## SCHOOL RENEWAL PLAN COVER PAGE

### SCHOOL INFORMATION AND REQUIRED SIGNATURES

**BROOK GLENN ELEMENTARY SCHOOL**

**GREENVILLE COUNTY SCHOOL DISTRICT**

**SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (five years)**

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (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

Dr. W. Burke Royster		3/23/2016
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kip Atman		3/23/2016
PRINTED NAME	SIGNATURE	DATE

#### PRINCIPAL

Bernice Jackson		3-23-16
PRINTED NAME	SIGNATURE	DATE

#### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Alice Huddleston		3/23/2016
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 2003 East Lee Road  
Taylors, South Carolina 29867

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 _____     | Shirley Booker _____   |
| 5. SCHOOL IMPROVEMENT COUNCIL |                        |

Kip Altman	LaShella Belcher-Shell
Thelma Bigsby	Shirley Booker
Natalie Durrance	Cindy Mattos DeHart
Selma Edwards	Bernice Jackson
Echols Nix, Jr.	Kelia Paz
Loren Pessolano	Ruthie Smith
Tanesha Sullivan	Carlos Torres

- |   |                        |
|---|------------------------|
| 6. Read to Succeed Reading Coach _____  | Alice Huddleston _____ |
| 7. School Read to Succeed Literacy Leadership Team Lead _____   | Alice Huddleston _____ |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) |                        |

\*\* Must include the School Read to Succeed Literacy Leadership Team.  
 School Read to Succeed Literacy Team includes Mrs. Jackson (Principal), Mrs. DeHart (Administrative Assistant), Mrs. Pessolano (Instructional Coach) and members indicated below by Literacy Team by their position.

- | <u>POSITION</u>        | <u>NAME</u>    |
|------------------------|----------------|
| 4 Kindergarten Teacher | Lori Anderson  |
| Special Needs Teacher  | Jorie Browder  |
| Fifth Grade Teacher    | Maggie Burdick |
| Kindergarten Teacher   | Almeter Butler |

Challenge Teacher	Ray Cox
Fourth Grade Teacher	Marcia Deatcher
Third Grade Teacher / Literacy Team	Alvin Ellis
First Grade Teacher / Literacy Team	Lauren Ellzey
Special Needs Teacher	Amy Garcia
Music Teacher	Rachel Goodwin
Third Grade Teacher	Stacy Green
Kindergarten Aide	Kelly Griffith
Kindergarten Teacher / Literacy Team	Laurin Hammett
4 Kindergarten Aide	Jean Hatley
Fifth Grade Teacher / Literacy Team	Phyllis Holmes
Second Grade Teacher	Sharon Houck
Literacy Specialist / Literacy Team Lead	Alice Huddleston
Fourth Grade Teacher	Kelley Hunt
Primary EMD/Neuro Teacher	Kathy Illingworth
Intermediate EMD/Neuro Teacher	Connie Jackson
Speech Pathologist	Cathy Kerechanin
Second Grade Teacher / Literacy Team	Hollie Kutz
Primary EMD/Neuro Aide	Mimi Lewis
Kindergarten Teacher	Carolyn Lucas
Fifth Grade Teacher	Morgan Mason
Primary EMD/Neuro Aide	Vickie McGee
First Grade Teacher	Fay Mendez
Intermediate EMD/Neuro Aide	Linda Perez
Kindergarten Aide	Nancy Perry
Fourth Grade Teacher	Rachel Pinckney
Intermediate EMD/Neuro Aide	Lydia Scharlau
Third Grade Teacher	Tammy Silvers
First Grade Teacher	Diamond Stewart
Art Teacher / Literacy Team	Christine Swetenburg
Physical Education Teacher	Judson Tapp
First Grade Teacher	Nancy Veino
Second Grade Teacher	Linda Wade
Kindergarten Aide	Chanel Wigfall
ESOL Teacher	Carol Wade

**\*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 district 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 district 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 district 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 district 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 district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

**X** **Innovation**

The district 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** **Collaboration**

The district (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 district 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 district 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 district 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 district 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** **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** **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 438 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 performed above the district average in the area of math on the 2015 ACT Aspire. In grades 4-5 students performed above the district average in areas of English and Writing and fifth grade performed above the district in reading on the 2015 ACT Aspire. Eighty nine percent of students in 4-5 grades scored met or exemplary on PASS Science which was an increase of 13 percentage points from the previous year. Ninety four percent of students in 4-5 grades scored met or exemplary on PASS Social Studies which was an increase of 2 percentage points from the previous year. Brook Glenn students performed above the district average on the MAP Reading and Math Benchmark Assessments. Students in grades 3-5 will take SC Ready ELA and Mathematics in April 2016 (baseline will be established this year). Students in grades 4 and 5 will take the PASS Science assessments in May 2016.

**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. Over half of the teachers at Brook Glenn have advanced degrees, and we have 12 National Board Certified Teachers.

**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 79.1%, we are not a Title 1 school. Our school retention rate is 3.3%. 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:**

- Closing the Gap Silver Award Winner 2014, 2015
- Ranked as a Most Diverse School by the Public School Review 2016
- Mrs. Jackson, principal, won SCIRA Administrator of the Year for 2013-14
- Loren Pessolano, Instructional Coach, served as Lead IC for district 2012-14
- Diamond Williams, 2<sup>nd</sup> grade student, published author in 2014
- Mrs. Hunt’s 4<sup>th</sup> grade class raised money and donated a goat for the Maasai in 2014
- 2014, 2015 Battle of the Books participants
- Reflections Contest Winners
- Spring Sing Participants
- Sigma Phi Pi Boule’ Tutors
- Grant Recipients
- 2014 District Science Fair Gold Place winner
- SACS CASI- Greenville County Schools National Accreditation
- Safe Kids Award Winner (’07, ’08, ’09, ’10, ’12, ’13, ’14, ’15)
- Black History Maker- LaShella Belcher- Shell
- Organic Garden featured in “Edible Upstate’ magazine in 2014
- Bridge Competition 3<sup>rd</sup> place for Craftsmanship in 2014, 1<sup>st</sup> place in 2015

- Partnership: Taylors Fire Department volunteered to speak about fire safety and read to the kindergarten and first grade 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 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 3<sup>rd</sup> and 4<sup>th</sup> 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, '15)
- Silver Level Safe Routes to School 2014
- Gold Level Safe Routes to School 2015 – Golden Shoe Award
- 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
  - Taylors Lions Club
  - Operation Santa
- Eastside High School Student Council students tutor Kindergarten-5<sup>th</sup> grade students in reading
- 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 438 culturally diverse preK-5 students (39% white, 27% Hispanic, 20% African American, 5% Asian, and 9% two or more races). According to Public School Review, Brook Glenn is ranked on the “Most Diverse Schools in the U.S.” list. Seventy-eight percent of students receive free or reduced lunch; 114 of our students participate in the ESOL program, and 16% 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 2015.

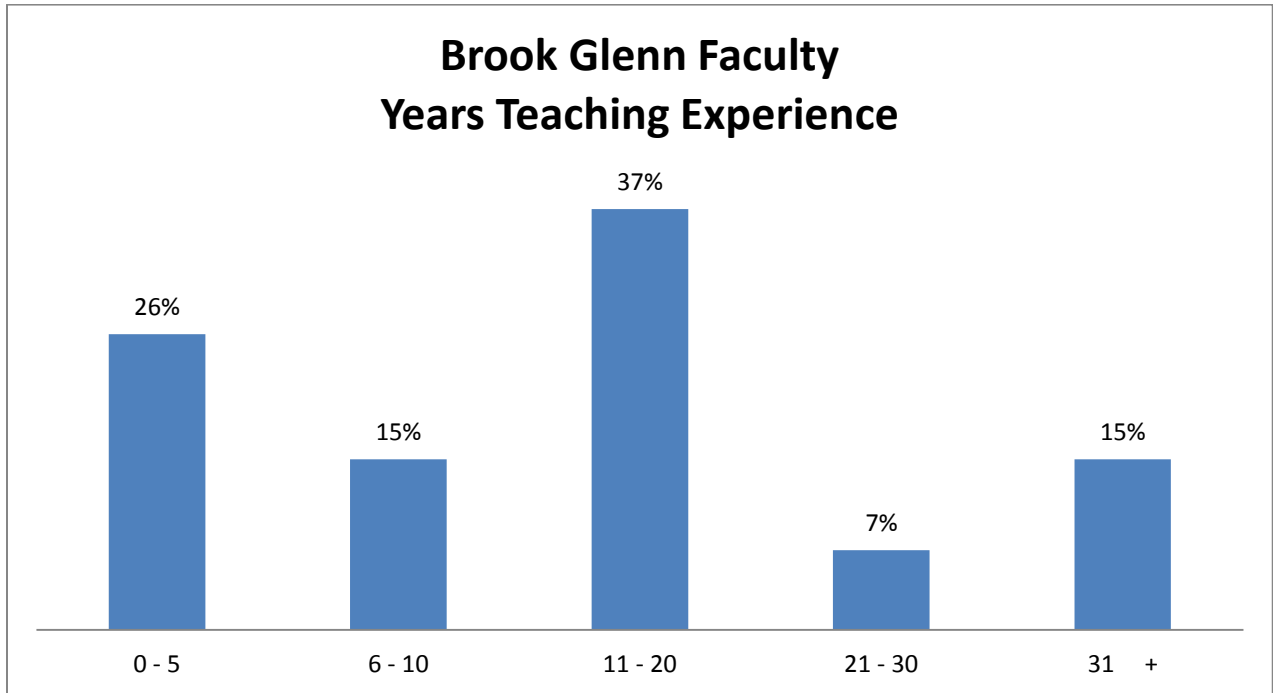
School Improvement Councils (SIC), which are mandated by South Carolina law, work collaboratively with the schools to develop and implement the school improvement plan (school portfolio), monitor and evaluate success in reaching the planned goals and objectives, and write an annual report to parents 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 Superintendentcy. She has thirty-eight 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-six years of experience in the field of education.

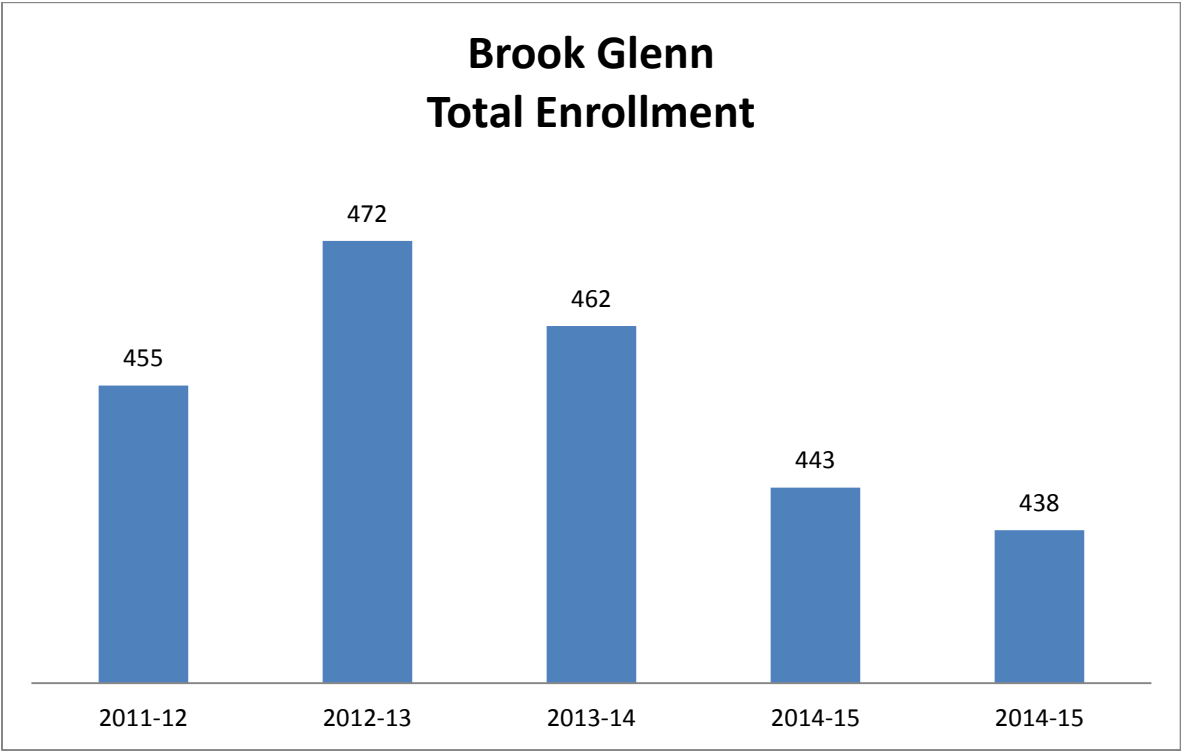
Brook Glenn is proud of the personnel we have on staff. Thirty-two percent of our faculty have Bachelor Degrees, 46 % have Master’s Degrees, 18% have Master’s +30, and 4% have Doctorates. Nine-three percent of our faculty is female with the remaining 7% male. Three of our

aides have their teaching certificates, two with a Master's Degree and one with a Master's +30. Twelve of our teachers are National Board Certified. The racial makeup of our faculty is as follows: 18% African American, 75% white, and 7% other. One hundred percent of the staff is certified as Highly Qualified by the State of South Carolina. Our staff attendance rate for the 2014-15 school year was 93.9%. Teaching experience at Brook Glenn is diverse as indicated by the table below.

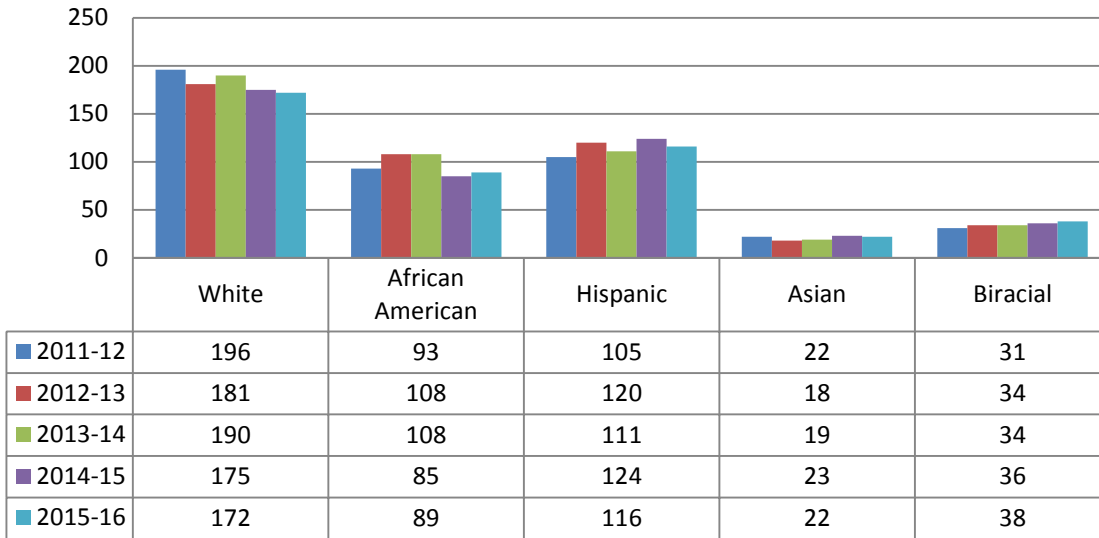


**Student Population:**

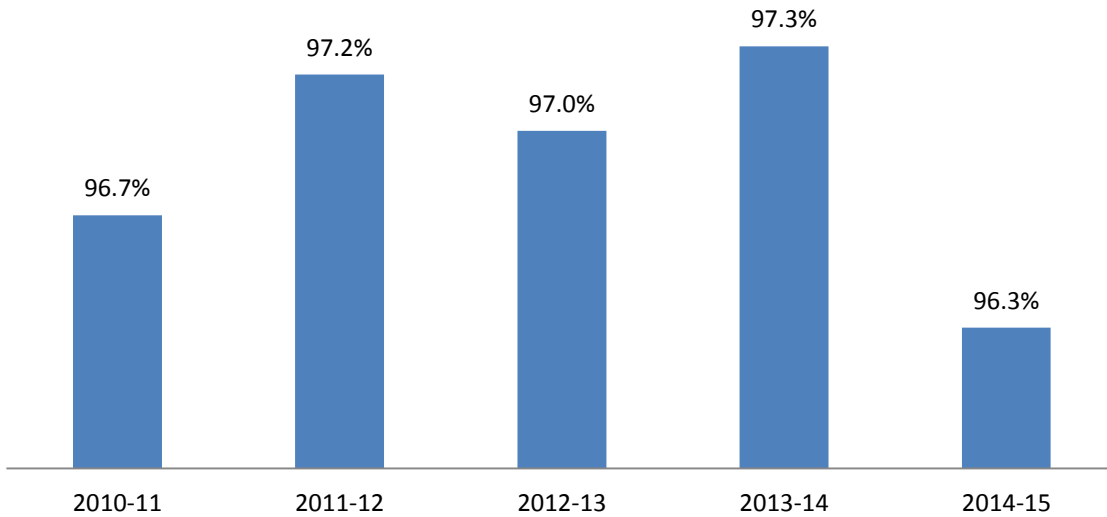
The graphs below provide enrollment data



## Enrollment by Ethnicity Brook Glenn Elementary



## Brook Glenn Student Attendance



### 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. We have implemented a Response to Intervention program to address the needs and provide additional academic support for students who are struggling academically in reading.

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.

There are many opportunities for community service and student leadership. Our students have participated in: Red Ribbon Week, ALS Ice Bucket Challenge, Pennies for Pasta, and providing coats to students in need.

Brook Glenn partners with Eastside High School to provide struggling students with weekly reading tutors. Sigma Pi Phi Fraternity mentors fourth and fifth grade boys biweekly. We also have one retired math teacher tutoring students weekly. St. Augustine tutors work with 2<sup>nd</sup> 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 eleventh 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 mentors.

Professional Learning Communities are active at Brook Glenn. Teachers meet to develop common assessments, analyze data and adjust instruction to meet the needs of all of our learners. Collaboration provides teachers with support from colleagues in providing additional strategies to foster all students learning at the highest levels.

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 added a full-time Literacy Coach who works diligently with kindergarten and first grade students. Alice Huddleston 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. Dr. Huddleston provides resources and assistance to all grade levels, and uses various literacy strategies with second and fifth grade struggling readers.

We have one half-time interventionist who is a certified, experience reading teacher. Jayne Graves focuses on second through fifth grade students who have gaps in their reading skills. She provides direct instruction and monitors their progress in phonics, fluency, vocabulary and comprehension skills in order to close their reading gaps and improve their success in reading. This reading improvement will translate to improved academic achievement in many areas as reading is a foundation for learning all content areas.

Brook Glenn has two full-time special education teachers who serve about 52 students. We have implemented an inclusion model. In accordance with IDEA (Individuals with Disabilities Education Act), students with specific learning disabilities, emotional disabilities, or mental disabilities are served. 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. All students in inclusion classes benefit from having two certified teacher working with the students to enhance student achievement.

Students seen in the Speech Therapy Program receive services from a certified Speech/Language Therapist. Students in K5 through 5<sup>th</sup> grades are usually seen between thirty and ninety minutes per week as specified by students' IEPs. The Brook Glenn's speech program serves 44 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. This program has grown from 4.7% of our

students being served in the 2013-14 year to 10% of our students included in Challenge during the 2015-16 school year.

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 114 students of Limited Language Proficiency (LEP). Native languages include Spanish, Vietnamese, and Pharsi.

Our Primary EMD/Neurological class is composed of six students and our 3<sup>rd</sup> – 5<sup>th</sup> EMD/Neurological class is composed of six 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 58 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 21<sup>st</sup> 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.

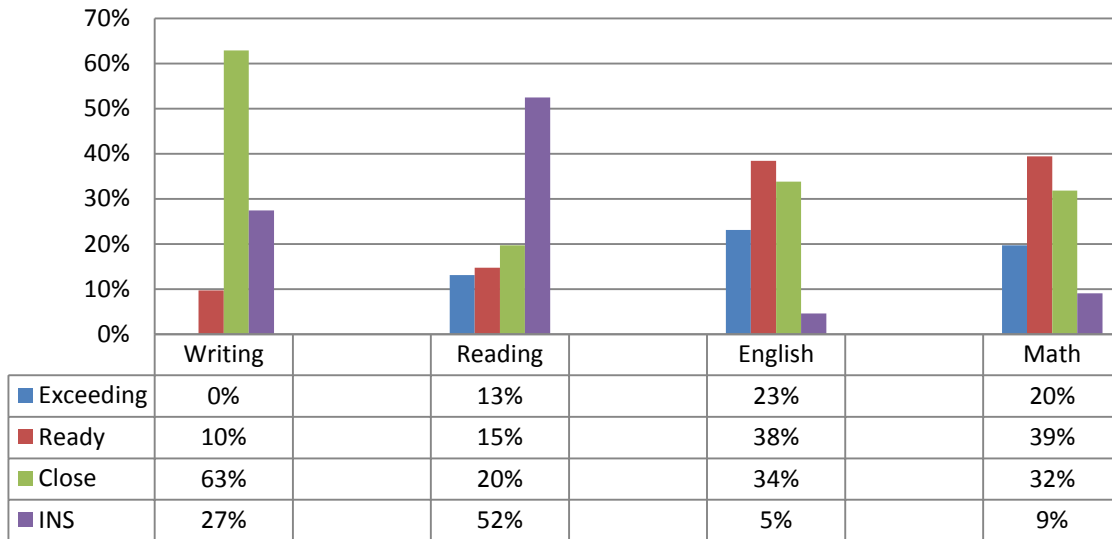
We believe...

- 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.

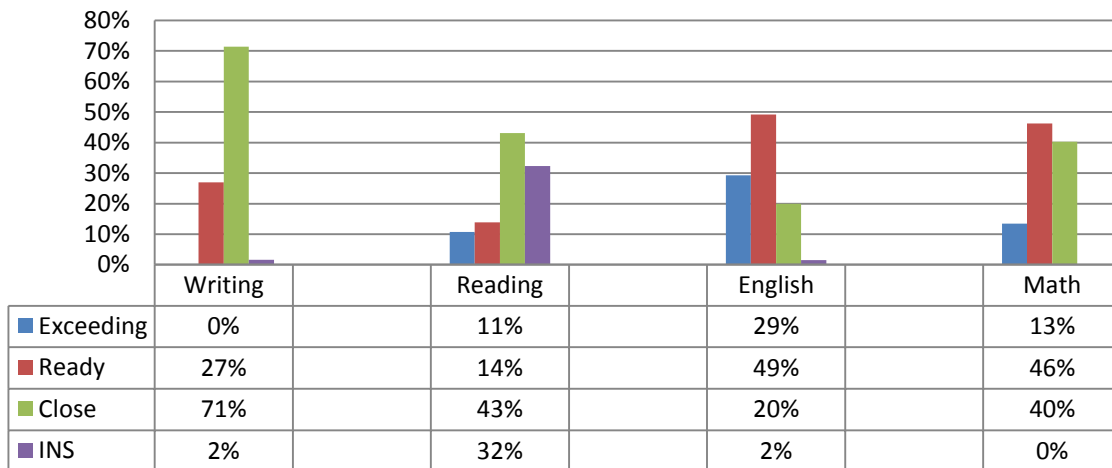
## **DATA ANALYSIS AND NEEDS ASSESSMENT**

**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. During the 2015-16 school year we have implemented inclusion for special education, ESOL and intervention classes providing two professional educators in classrooms with qualified students focusing on student achievement for all learners. In conjunction with this initiative, we are implementing A Framework for Student Centered Learning emphasizing acceleration of learning through meeting the identified learning needs of all students.

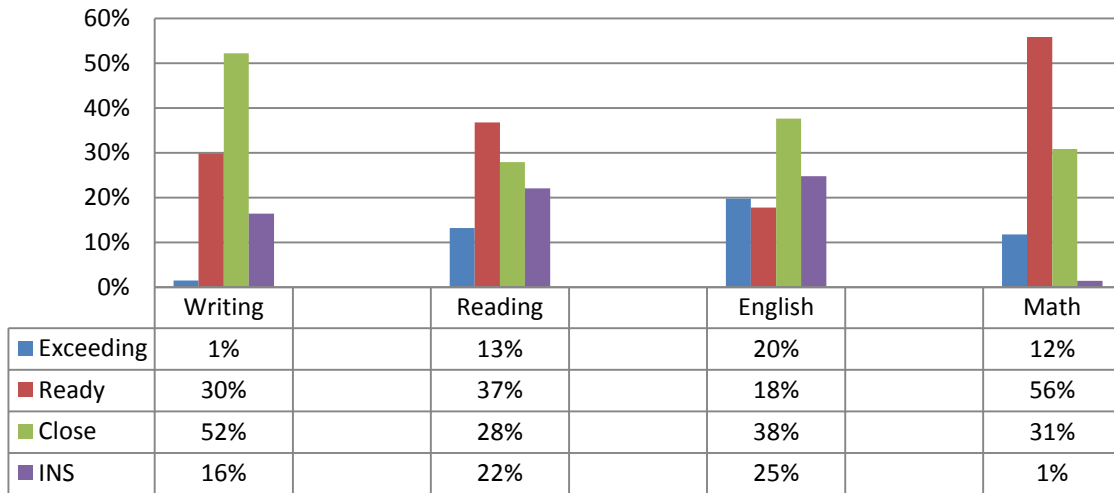
## Student Achievement 3rd Grade 2014-15 ACT Aspire



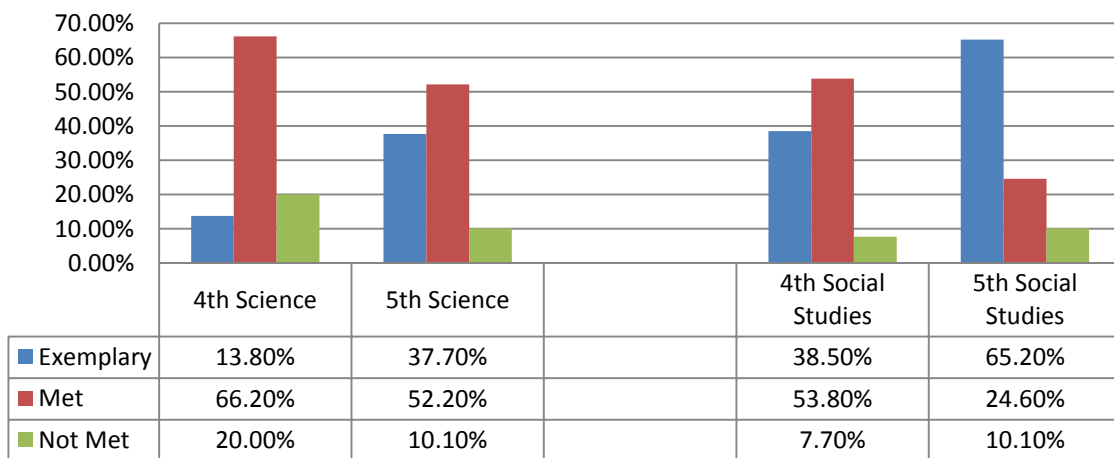
## Student Achievement 4th Grade 2014-15 ACT Aspire



## Student Achievement 5th Grade 2014-15 ACT Aspire



## Student Achievement 2014-15 SC PASS Science & Social Studies



# Student Achievement ITBS 2014-15

	English Language Arts						Mathematics			GRADE COMPLETION	Social Studies	Science	TOTAL GRADE COMPLETION
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	ESTIMATED ELA TOTAL	Mathematics	Computation				
<b>Brook Glenn Elem 2381030 Level: 7</b>													
Iowa Assessments/CogAT													
Number of Students Included	73						73						
Average Standard Score (SS)	105.3						103.3						
Average Predicted Standard Score (PSS)	105.4						102.7						
Difference (SS-PSE)	0.1						0.6						
National Percentile Rank of Average SS	51						45						
National Percentile Rank of Average PSS	51						43						
Difference (NPR-PNPR)	0						2						
Iowa Assessments													
Number of Students Tested = 81													
Number of Students Included	74						74						
Average Standard Score (SS)	105.5						103.4						
National Percentile Rank of Average SS	51						45						
Percent of Students in NPR Range 75-99	26						19						
50-74	31						33						
25-49	16						42						
1-24	27						16						
National Standard of Average SS	5						5						

**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.

## Professional Development Schedule 2015-2016

### Our Performance Goals:

1. All students in grades 3-5 will demonstrate proficiency in academic areas by meeting state and district standards in 2016.
2. Enhance student achievement by increasing parent and community involvement.
3. Attract and retain a diverse and highly qualified staff.

Date	Time	Title	Description	Targeted Group	Correlation to school goals
08/04/15	8:30-11:30	Letterland	Grade level will learn advanced concepts within the Letterland curriculum.	Kindergarten	1, 3
08/04/15	12:30-3:30	Letterland	Grade level will learn advanced concepts within the Letterland curriculum.	1 <sup>st</sup>	1, 3
08/05/15	8:30-3:30	Letterland	Grade level will learn how to utilize Letterland curriculum	2 <sup>nd</sup>	1, 3
08/06/15	9:00-11:00	Team Leaders	Participants will learn leadership principals and best practices in	Team Leaders	1, 2, 3

			leadership.		
08/06/15	12:00-1:00	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
08/11/15	10:00-12:00	Faculty Meeting	Participants will discuss district policies, school procedures, and happenings for the year.	All staff	1, 2, 3
08/26/15	During planning	MAP training	Participants will review appropriate testing procedures for MAP.	Grades 2-5	1, 3
08/26/15	3:00-5:00	SLO (student learning objective)	Participants will learn how to write their goal for this year.	All staff who complete a PAS-T	1, 2
08/27/15	2:45-4:00	Google calendar for SPED/A-Team	Participants will learn how to utilize and collaborate using google calendar.	SPED, admin, IC, school psychologist	1, 3
09/01/15	3:00-4:30	Navigating the New Standards	Participants will learn the new science standards.	Grades 1-3	1, 3
09/03/15	3:00-4:30	OPTIONAL Advanced Google Sites	Participants will learn advanced functions of utilizing their google site.	Teachers	1, 2
09/09/15	During Planning	Technology PD (2015-16 Google PD)	Participants will learn various google tools.	Teachers	1, 2
09/09/15	3:00-4:00	Digital PAS-T	Participants will utilize google sites to work on their PAS-T notebook.	Teachers	1, 3
09/14/15	During planning	Navigating the New Standards	Participants will learn the new science standards.	Kindergarten	1, 3
09/15/15	3:00-4:30	Modeling in Science	Participants will learn about developing models in science and throughout content areas.	All staff	1, 3
09/17/15	3:30-5:30	Team Leaders (East North Street)	Collaboratively plan our framework for student centered learning.	Team Leaders, IC, admin, school counselor	1, 3
09/22/15	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
09/23/15	3:00-4:00	Leadership Team Meeting (committees)	Leadership teams will meet to discuss school goals.	All staff	1, 2
09/30/15	3:00-5:00	Faculty Meeting Snacks provided by Social Studies Leadership Team INCLUSIVE PRACTICES	Leadership Team Updates Math Updates by Burdick Soc Stud Updates by Butler ELA Updates by Houck Science Updates by Mason	All Staff	1, 2, 3
10/07/15	During planning	K-1 Aimsweb results 2-5 MAP results	K-1 will meet to discuss results of Aimsweb screening, 3-5 will meet to discuss results of MAP assessment.	Teachers	1, 3
10/13/15	3:00-4:00	Team Leaders (at Brook Glenn)	Collaboratively plan our framework for student centered learning.	Team Leaders, IC, admin, school counselor	1, 3
10/14/15	3:00	Mendez baby shower			
10/21/15	3:00-5:00	Faculty Meeting Snacks provided by Science Leadership Team Wade Shealy SAFETY	Leadership Team Updates Math Updates by Burdick Soc Stud Updates by Butler ELA Updates by Houck Science Updates by Mason	All Staff	1, 2, 3
10/27/15	3:30-5:30	Team Leaders (East North Street)	Collaboratively plan our framework for student centered learning.	Team Leaders	1, 3
10/28/15	3:00-4:00	Leadership Team Meeting (committees)	Leadership teams will meet to discuss school goals.	All staff	1, 2

11/11/15	3:00-4:00	Team Leaders (at Brook Glenn)	Collaboratively plan our framework for student centered learning.	Team Leaders, IC, admin, school counselor	1, 3
11/17/15	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
11/18/15	3:00-5:00	Faculty Meeting Snacks provided by Math Leadership Team	Leadership Team Updates Math Updates by Burdick Soc Stud Updates by Butler ELA Updates by Houck Science Updates by Mason	All Staff	1, 2, 3
12/07/15	8:30-2:30	Inclusive Schools PLC	Participants will review survey results and current happenings, and review and revise the action plan.	Admin, IC, interventionists, district SPED, school psychologist, SPED, ESOL	1, 3
12/08/15	3:30-5:30	Team Leaders (East North Street)	Collaboratively plan our framework for student centered learning.	Team Leaders	1, 3
12/09/15	3:00	Holmes baby shower			
01/12/16	7:15am	Team Leader Meeting	Participants will discuss the Student-Centered Framework, and continue to add to planning guide.	Team Leaders	1, 3
01/13/16	3:00-5:00	Faculty Meeting Snacks provided by Literacy/Writing Leadership Team	Leadership Team Updates Math Updates by Burdick Soc Stud Updates by Butler ELA Updates by Houck Science Updates by Mason	All Staff	1, 2, 3
01/19/16	3:30-5:30	Team Leaders (East North Street)	Collaboratively plan our framework for student centered learning.	Team Leaders	1, 3
01/20/16	3:00-4:00	Technology PD with VanHuele (meet in science lab)	Participants will learn about distant learning opportunities.	Teachers	1, 3
01/27/16	3:00-4:00	Leadership Team Meeting (committees)	Leadership teams will meet to discuss school goals.	All Staff	1, 2
02/02/16	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
02/03/16	During Planning	K-1 Aimsweb results	K-1 will meet to discuss results of Aimsweb screening.	Kindergarten and 1 <sup>st</sup> teachers	1, 3
02/03/16	3:00-4:00	Learn 360 PD	Participants will learn about Learn 360 and how to utilize in the classroom to increase student achievement.	Teachers	1, 3
02/09/16	3:30-5:30	Team Leaders (East North Street)	Collaboratively plan our framework for student centered learning.	Team Leaders	1, 3
02/24/16	During planning	Grade Level common formative assessments	Grade levels will plan for common formative assessments, and review student work for next steps. (student-centered framework)	Admin, literacy coach, IC, teachers	1, 3
02/24/16	3:00-5:00	Faculty Meeting Snacks provided by Technology Leadership Team	Leadership Team Updates Math Updates by Burdick Soc Stud Updates by Butler ELA Updates by Houck Science Updates by Mason	All Staff	1, 2, 3
03/16/16	During planning	Grade Level common formative assessments	Grade levels will plan for common formative assessments, and review student work for next steps. (student-centered framework)	Admin, literacy coach, IC, teachers	1, 3
03/23/16	3:00-4:00	Leadership Team Meeting (committees)	Leadership teams will meet to discuss school goals.	All Staff	1, 2



		Wayne Flowers Retirement Presentation			
04/12/16	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
04/13/16	During planning	Grade Level common formative assessments	Grade levels will plan for common formative assessments, and review student work for next steps. (student-centered framework)	Admin, literacy coach, IC, teachers	1, 3
04/20/16	3:00-4:30	State Testing PD	Participants will learn how to administer the state assessments	All staff related to state testing	1
04/27/16	3:00-5:00	Faculty Meeting Snacks provided by CATCH Leadership Team	Leadership Team Updates Math Updates by Burdick Soc Stud Updates by Butler ELA Updates by Houck Science Updates by Mason	All Staff	1, 2, 3
05/10/16	3:00-4:30	Team Leader Meeting	Participants will discuss the Student-Centered Framework, and continue to add to planning guide.	Team Leaders	1, 3
05/17/16	3:00-4:30	Team Leader Meeting	Participants will discuss the Student-Centered Framework, and continue to add to planning guide.	Team Leaders	1, 3
5/25/16	3:00-5:00	Faculty Meeting Snacks provided by Math Leadership Team	Leadership Team Updates Math Updates by Burdick Soc Stud Updates by Butler ELA Updates by Houck Science Updates by Mason	All Staff	1, 2, 3

**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 2015 School Report Card: <http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301030.pdf>

**2014-15 Survey Results:**

**TEACHER SURVEYS  
2014-15 School Year**

	QUESTION	% DISAGREE	% MOSTLY DISAGREE	% MOSTLY AGREE	% AGREE	% DON'T KNOW	N
1	My school provides challenging instructional programs for students.	0.0	0.0	12.5	87.5	0.0	24
2	Teachers at my school effectively implement the State Curriculum Standards.	0.0	0.0	16.7	83.3	0.0	24
3	Teachers at my school focus instruction on understanding, not just memorizing facts.	0.0	0.0	12.5	87.5	0.0	24
4	Teachers at my school have high expectations for students' learning.	0.0	0.0	12.5	87.5	0.0	24
5	There is a sufficient amount of classroom time allocated to instruction in essential skills.	0.0	4.2	20.8	75.0	0.0	24
6	Student assessment information is effectively used by teachers to plan instruction.	0.0	0.0	8.3	91.7	0.0	24
7	Effective instructional strategies are used to meet the needs of low achieving students.	0.0	0.0	8.3	91.7	0.0	24
8	My school offers effective programs for students with disabilities.	0.0	0.0	8.3	91.7	0.0	24
9	Instructional strategies are used to meet the needs of academically gifted students.	0.0	4.2	4.2	91.7	0.0	24
10	The level of teacher and staff morale is high at my school.	4.2	4.2	29.2	62.5	0.0	24
11	Teachers respect each other at my school.	0.0	4.2	33.3	62.5	0.0	24
12	Teachers at my school are recognized and appreciated for good work.	0.0	4.2	29.2	66.7	0.0	24
13	Students at my school are motivated and interested in learning.	0.0	0.0	25.0	75.0	0.0	24
14	There are sufficient materials and supplies available for classroom and instructional use.	4.2	8.3	20.8	66.7	0.0	24
15	Our school has a good selection of library and media material.	0.0	0.0	8.3	87.5	4.2	24
16	Our school has sufficient computers for instructional use.	0.0	17.4	39.1	39.1	4.3	23
17	Computers are used effectively for instruction at my school.	0.0	4.2	20.8	70.8	4.2	24

18	There are relevant professional development opportunities offered to teachers at my school.	0.0	4.2	20.8	75.0	0.0	24
19	The school administration communicates clear instructional goals for the school.	0.0	4.2	12.5	83.3	0.0	24
20	The school administration sets high standards for students.	0.0	0.0	8.3	91.7	0.0	24
21	The school administration has high expectations for teacher performance.	0.0	0.0	4.2	95.8	0.0	24
22	The school administration provides effective instructional leadership.	0.0	8.7	0.0	91.3	0.0	23
23	Student assessment information is used to set goals and plan programs for my school.	0.0	0.0	8.3	91.7	0.0	24
24	Teacher evaluation at my school focuses on instructional improvement.	0.0	0.0	8.3	91.7	0.0	24
25	School administrators visit classrooms to observe instruction.	0.0	0.0	0.0	100.0	0.0	24
26	The school administration arranges for collaborative planning and decision making.	0.0	0.0	0.0	100.0	0.0	24
27	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	0.0	0.0	16.7	83.3	0.0	24
28	The grounds around my school are kept clean.	0.0	4.2	41.7	54.2	0.0	24
29	The hallways at my school are kept clean.	0.0	12.5	37.5	50.0	0.0	24
30	The bathrooms at my school are kept clean.	0.0	17.4	43.5	39.1	0.0	23
31	The school building is maintained well and repaired when needed.	0.0	12.5	29.2	58.3	0.0	24
32	There is sufficient space for instructional programs at my school.	0.0	0.0	20.8	79.2	0.0	24
33	Students at my school behave well in class.	0.0	0.0	45.8	54.2	0.0	24
34	Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	0.0	4.2	50.0	45.8	0.0	24
35	Rules and consequences for behavior are clear to students.	0.0	4.2	8.3	87.5	0.0	24
36	The rules for behavior are enforced at my school.	0.0	4.2	0.0	95.8	0.0	24
37	I have been bullied by an adult at this school.	60.9	8.7	13.0	8.7	8.7	23
38	I have been bullied by a student at this school.	83.3	0.0	0.0	8.3	8.3	24
39	My school or district provides me with training to assist in preventing and/or dealing with bullying.	4.2	4.2	8.3	83.3	0.0	24
40	The rules about how students should behave in my school are fair.	4.2	0.0	20.8	75.0	0.0	24

41	I feel safe at my school before and after school hours.	0.0	0.0	4.2	95.8	0.0	24
42	I feel safe at my school during the school day.	0.0	0.0	4.2	95.8	0.0	24
43	I feel safe going to or coming from my school.	0.0	0.0	8.3	91.7	0.0	24
44	Students from different backgrounds get along well at my school.	0.0	0.0	8.3	91.7	0.0	24
45	Teachers and students get along well with each other at my school.	0.0	0.0	16.7	83.3	0.0	24
46	Teachers at my school collaborate for instructional planning.	0.0	0.0	21.1	78.9	0.0	19
47	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL .	4.2	0.0	20.8	75.0	0.0	24
48	Parents at my school are aware of school policies.	0.0	0.0	20.8	79.2	0.0	24
49	Parents at my school know about school activities.	0.0	0.0	16.7	83.3	0.0	24
50	Parents at my school understand the school's instructional programs.	0.0	0.0	16.7	83.3	0.0	24
51	Parents at my school are interested in their children's schoolwork.	0.0	12.5	50.0	37.5	0.0	24
52	Parents at my school support instructional decisions regarding their children.	0.0	4.2	45.8	50.0	0.0	24
53	Parents attend conferences requested by teachers at my school.	0.0	4.2	45.8	50.0	0.0	24
54	Parents at my school cooperate regarding discipline problems.	0.0	8.3	58.3	33.3	0.0	24
55	Parents attend school meetings and other school events.	0.0	16.7	45.8	37.5	0.0	24
56	Parents participate as volunteer helpers in the school or classroom.	0.0	25.0	37.5	37.5	0.0	24
57	Parents are involved in school decisions through advisory committees.	0.0	14.3	19.0	61.9	4.8	21
58	I AM SATISFIED WITH HOME AND SCHOOL RELATIONS.	0.0	4.2	45.8	50.0	0.0	24

**STUDENT SURVEY RESULTS**  
**2014-15 School Year**

	QUESTION	% DISAGREE	% MOSTLY DISAGREE	% MOSTLY AGREE	% AGREE	N
1	My classes are challenging (not too easy; they make me think).	9.8	11.5	41.0	37.7	61
2	My teachers want me to understand what I am learning, not just remember facts.	1.6	1.6	21.3	75.4	61
3	My teachers expect students to learn.	0.0	1.6	16.4	82.0	61
4	My teachers expect students to behave.	0.0	1.6	21.3	77.0	61
5	My teachers spend enough time helping me learn.	0.0	4.9	32.8	62.3	61
6	My teachers help students when they do not understand something.	0.0	1.6	36.1	62.3	61
7	My teachers do a good job teaching me mathematics.	1.6	1.6	31.1	65.6	61
8	My teachers do a good job teaching me English language arts.	0.0	1.6	29.5	68.9	61
9	My teachers give tests on what I learn in class.	0.0	3.3	18.0	78.7	61
10	My teachers give homework assignments that help me learn better.	0.0	8.2	27.9	63.9	61
11	My classes are interesting and fun.	4.9	13.1	39.3	42.6	61
12	Students at my school believe they can do good work.	3.4	8.5	52.5	35.6	59
13	My teachers praise students when they do good work.	10.2	11.9	32.2	45.8	59
14	Work done by students can be seen on the walls of my school.	8.3	3.3	23.3	65.0	60
15	The textbooks and workbooks I use at my school really help me to learn.	6.7	10.0	43.3	40.0	60
16	The media center at my school has a good selection of books.	1.7	3.3	26.7	68.3	60
17	I use computers and other technology at my school to help me learn.	10.0	8.3	33.3	48.3	60

18	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	1.7	6.8	28.8	62.7	59
19	The grounds around my school are kept clean.	8.2	9.8	39.3	42.6	61
20	The hallways at my school are kept clean.	3.3	5.0	33.3	58.3	60
21	The bathrooms at my school are kept clean.	21.3	26.2	29.5	23.0	61
22	Broken things at my school get fixed.	4.9	6.6	31.1	57.4	61
23	There is enough room for students to learn at my school.	0.0	4.9	21.3	73.8	61
24	Students at my school behave well in class.	9.8	27.9	39.3	23.0	61
25	Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	15.0	21.7	43.3	20.0	60
26	Students at my school know the rules and what happens when students break the rules.	0.0	0.0	28.3	71.7	60
27	The rules about how students should behave in my school are fair.	4.9	0.0	36.1	59.0	61
28	The rules for behavior are enforced at my school.	3.3	1.7	26.7	68.3	60
29	I feel safe at my school before and after school hours.	3.3	3.3	27.9	65.6	61
30	I feel safe at my school during the school day.	3.3	3.3	27.9	65.6	61
31	I feel safe going to or coming from my school.	1.6	3.3	26.2	68.9	61
32	Students from different backgrounds get along well at my school.	6.7	13.3	43.3	36.7	60
33	Teachers and students get along well with each other at my school.	1.7	6.8	33.9	57.6	59
34	Teachers work together to help students at my school.	3.4	5.1	25.4	66.1	59
35	I have seen or know of another student being bullied.	34.5	15.5	10.3	39.7	58
36	I have been bullied at the school during the school day.	65.5	12.1	5.2	17.2	58
37	I have been bullied while going to or from school.	77.2	12.3	5.3	5.3	57
38	I have been bullied by someone from my school using a computer, the internet, a cell phone or	81.4	10.2	3.4	5.1	59

	other electronic devices.					
39	Adults at my school prevent bullying from happening.	6.8	10.2	28.8	54.2	59
40	I can always go to adults at my school if I am being bullied.	10.3	3.4	24.1	62.1	58
41	An adult at my school has talked to me about bullying.	15.5	8.6	24.1	51.7	58
42	I have bullied another student at my school.	79.3	10.3	5.2	5.2	58
43	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	0.0	10.2	37.3	52.5	59
44	My parent knows what I am expected to learn in school.	0.0	1.7	22.4	75.9	58
45	My parent knows how well I am doing in school.	0.0	5.1	27.1	67.8	59
46	My school informs parents about school programs and activities.	1.7	1.7	19.0	77.6	58
47	Parents at my school know their children's homework assignments.	7.0	3.5	35.1	54.4	57
48	My parent helps me with my homework when I need it.	5.2	5.2	20.7	69.0	58
49	Parents are welcomed at my school.	0.0	0.0	19.0	81.0	58
50	Parents volunteer and participate in activities at my school.	5.2	8.6	34.5	51.7	58
51	I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	10.3	3.4	22.4	63.8	58

**PARENT SURVEY RESULTS**  
**2014-15 School Year**

	PLEASE MARK HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING	% STRONGLY DISAGREE	% DISAGREE	% AGREE	% STRONGLY AGREE	% DON'T KNOW	N
1	My child's teachers give homework that helps my child learn.	2.5	2.5	67.5	27.5	0.0	40
2	My child's school has high expectations for student learning.	2.6	2.6	48.7	43.6	2.6	39
3	My child's teachers encourage my child to learn.	2.5	0.0	52.5	45.0	0.0	40
4	My child's teachers provide extra help when my child needs it.	2.6	0.0	51.3	41.0	5.1	39
5	I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.	2.5	2.5	50.0	42.5	2.5	40
6	My child's teachers contact me to say good things about my child.	10.0	15.0	40.0	27.5	7.5	40
7	My child's teachers tell me how I can help my child learn.	2.5	20.0	47.5	25.0	5.0	40
8	My child's teachers invite me to visit my child's classrooms during the school day.	2.6	25.6	41.0	20.5	10.3	39
9	My child's school returns my phone calls or e-mails promptly.	0.0	5.1	53.8	33.3	7.7	39
10	My child's school includes me in decision-making.	5.0	12.5	57.5	22.5	2.5	40
11	My child's school gives me information about what my child should be learning in school.	2.6	12.8	53.8	28.2	2.6	39
12	My child's school considers changes based on what parents say.	0.0	32.5	30.0	20.0	17.5	40
13	My child's school schedules activities at times that I can attend.	0.0	23.1	46.2	28.2	2.6	39
14	My child's school treats all students fairly.	2.6	7.7	51.3	33.3	5.1	39
15	The principal at my child's school is available and welcoming.	0.0	5.0	30.0	57.5	7.5	40



16	I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	2.5	7.5	45.0	30.0	15.0	40
17	My child's school is kept neat and clean.	2.6	2.6	47.4	44.7	2.6	38
18	My child's teachers care about my child as an individual.	2.6	0.0	56.4	35.9	5.1	39
19	Students at my child's school are well-behaved.	0.0	5.3	52.6	26.3	15.8	38
20	My child feels safe at school.	5.1	0.0	59.0	35.9	0.0	39
21	My child's teachers and school staff prevent or stop bullying at school.	5.0	0.0	52.5	35.0	7.5	40
22	My child's school has an anti-bullying program to prevent or deal with bullying.	0.0	2.6	42.1	31.6	23.7	38
23	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD'S SCHOOL.	0.0	2.7	64.9	29.7	2.7	37
	PLEASE TELL US IF YOU DO THE FOLLOWING	% I DO THIS	% DON'T DO THIS BUT WOULD LIKE TO	% DON'T DO THIS DON'T CARE TO	% ACTIVITY NOT OFFERED		N
24	Attend Open Houses or parent-teacher conferences	74.4	17.9	7.7	0.0		39
25	Attend student programs or performances	83.8	16.2	0.0	0.0		37
26	Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)	32.5	57.5	10.0	0.0		40
27	Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)	57.5	35.0	7.5	0.0		40
28	Participate in School Improvement Council meetings.	18.4	57.9	23.7	0.0		38
29	Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	24.3	48.6	27.0	0.0		37
30	Participate in school committees (textbook committee, spring carnival committee, etc.)	21.1	52.6	26.3	0.0		38
31	Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.)	23.7	57.9	13.2	5.3		38

	PLEASE TELL US IF YOU DO THE FOLLOWING	% I DO THIS	% ION'T DO THIS BUT WOULD LIKE TO	% DON'T DO & DON'T CARE TO			N
32	Visit my child's classrooms during the school day.	32.5	62.5	5.0			40
33	Contact my child's teachers about my child's school work.	70.7	26.8	2.4			41
34	Limit the amount of time my child watches TV, play video games, surfs the internet, etc.	92.3	7.7	0.0			39
35	Make sure my child does his/her homework.	95.1	4.9	0.0			41
36	Help my child with homework when he/she needs it.	94.9	5.1	0.0			39
	PLEASE MARK IF EACH OF THE FOLLOWING IS TRUE OR FALSE		% TRUE	% FALSE			N
37	Lack of transportation reduces my involvement.		8.1	91.9			37
38	Family health problems reduce my involvement.		10.8	89.2			37
39	Lack of available care for my children or other family members reduces my involvement.		10.3	89.7			39
40	My work schedule makes it hard for me to be involved.		61.5	38.5			39
41	The school does not encourage my involvement.		7.7	92.3			39
42	Information about how to be involved either comes too late or not at all.		7.5	92.5			40
43	I don't feel like it is appreciated when I try to be involved.		7.7	92.3			39

	PLEASE RATE YOUR SCHOOL ON...	% VERY GOOD	% GOOD	% OKAY	% BAD	% VERY BAD	N
44	The school's overall friendliness.	68.4	23.7	5.3	0.0	2.6	38
45	The school's interest in parents' ideas and opinions.	45.9	24.3	27.0	0.0	2.7	37
46	The school's efforts to get important information from parents.	47.4	34.2	13.2	2.6	2.6	38
47	The school's efforts to give important information to parents.	61.0	29.3	4.9	2.4	2.4	41

**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 SC Ready.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in writing as measured by SC Ready.

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

	<b>Baseline 2015-16</b>	<i>2016-17</i>	<i>2017-18</i>
<b>School Projected</b>	X		
<b>School Actual</b>			
<b>District Projected</b>	X		
<b>District Actual</b>			

\*Baseline data to be established in 2015-16.\*

## SC READY 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 SC READY.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in reading as measured by SC READY.

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

	<b>Baseline 2015-16</b>	<i>2016-17</i>	<i>2017-18</i>
<b>School Projected</b>	X		
<b>School Actual</b>			
<b>District Projected</b>	X		
<b>District Actual</b>			

\*Baseline data to be established in 2015-16.\*

## SC READY 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 SC READY.

**ANNUAL OBJECTIVE:** Meet or exceed the standard in mathematics as measured by SC READY.

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

	<b>Baseline 2015-16</b>	<i>2016-17</i>	<i>2017-18</i>
<b>School Projected</b>	X		
<b>School Actual</b>			
<b>District Projected</b>	X		
<b>District Actual</b>			

\*Baseline data to be established in 2015-16.\*

## SC READY % 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 SC READY.

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

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

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

\*SC SDE did not provide baseline data for 2014-15.\*

<b>% Tested ELA – District Grades 3-5</b>	<b>Baseline 2014-15</b>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<b>Projected Performance</b>	95.0	95.0	95.0	95.0
<b>Actual Performance</b>				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

\*SC SDE did not provide baseline data for 2014-15.\*



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

\*SC SDE did not provide baseline data for 2014-15.\*

<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2014-15</b>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<b>Projected Performance</b>	95.0	<i>95.0</i>	<i>95.0</i>	<i>95.0</i>
<b>Actual Performance</b>	*			
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

\*SC SDE did not provide baseline data for 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):** ESSA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<b>School Projected</b>	X			
<b>School Actual</b>	86.7			
<b>District Projected</b>	X			
<b>District Actual</b>	72.9			

\*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):** ESSA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<b>School Projected</b>	X			
<b>School Actual</b>	94.2			
<b>District Projected</b>	X			
<b>District Actual</b>	81.2			

\*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 50<sup>th</sup> 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 50<sup>th</sup> 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
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	60 <sup>th</sup> percentile	62 <sup>nd</sup> percentile		

\*Fall 2014 students began taking a new form of the ITBS\*

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	52 <sup>nd</sup> percentile	51 <sup>st</sup> percentile		

\*Fall 2014 students began taking a new form of the ITBS\*

<b>STRATEGY</b>  Activity	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	Indicators of Implementation
Continue implementation of Balanced Literacy	August-June	Teachers	\$0	N/A	Fountas and Pinnell benchmark data
Inclusion model for 1 <sup>st</sup> – 5 <sup>th</sup> grades ELA and Math	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
Continue use of Letterland phonics program	August-May	Teachers	\$0	N/A	Fountas and Pinnell benchmark data, MAP reading and math scores
Differentiate instruction using collaborative assessment data	August-May	Teachers	\$0	N/A	MAP reading and math scores
Plan vertical team conversation and visits to align curricular expectations	September – April	Administrators IC	\$0	N/A	Schedule and Session attendance records
Provide modeling and conferencing in writing	August – May	Teachers	\$0	N/A	SC Ready Writing scores
Continue interactive notebooking	August – May	Teachers	\$0	N/A	Student Samples

## 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.

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

<b>STRATEGY</b>  Activity	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<i>Indicators of Implementation</i>
Continue Balanced Literacy training	Bimonthly	IC	N/A	N/A	Session attendance records
Designing & Analyzing Common Assessment to Increase Student Learning	August-May	IC Literacy Specialist	N/A	N/A	Session attendance records
Professional Development in Inclusion	August-May	IC	N/A	N/A	Classroom observations
Technology Professional Learning Communities	September-May	Technology Leadership Team, IC	N/A	N/A	Session attendance records
Implement Framework for Student Centered Learning	August-May	IC	N/A	N/A	Classroom observations



## 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 – School Profile page – Students section

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<i>2015- 16</i>	<i>2016- 17</i>	<i>2017- 18</i>
<b>School Projected</b>	X	X	95.0	95.0	<i>95.0</i>	<i>95.0</i>	<i>95.0</i>
<b>School Actual</b>	97.2	97.0	97.3	96.3			
<b>District Projected</b>	X	X	95.0	95.0	<i>95.0</i>	<i>95.0</i>	<i>95.0</i>
<b>District Actual</b>	95.9	95.6	95.0	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 87.5% in 2012 to 100% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 2.5 percentage point(s) annually parents who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey item #5

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<b>School Projected</b>	X	X	90.0	92.5	95.0	97.5	100.0
<b>School Actual</b>	90.7	87.5	71.4	95.0			
<b>District Projected</b>	X	X	89.0	89.5	90.0	90.5	91.0
<b>District Actual</b>	88.0*	88.1	88.1	89.8			

\*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 2012 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 – Student Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
<b>School Projected</b>	X	X	87.0	88.0	89.0	90.0	91.0
<b>School Actual</b>	85	91.7	85.3	91.5			
<b>District Projected (ES, MS, and HS)</b>	X	X	83.5	84.0	84.5	85.0	85.5
<b>District Actual (ES and MS)</b>	83.8	82.7	81.6	83.9 (ES, MS, & HS)			

## 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 91.7% in 2012 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 – Teacher Survey item #27

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<i>2015- 16</i>	<i>2016- 17</i>	<i>2017- 18</i>
<b>School Projected</b>	X	X	91.7	92.7	93.7	94.7	95.7
<b>School Actual</b>	89.7	93.5	93.1	100%			
<b>District Projected</b>	X	X	92.5	93.0	93.5	94.0	94.5
<b>District Actual</b>	98.0	92.6	93.5	93.3			

## 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 2012 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 – Parent Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017- 18
<b>School Projected</b>	X	X	80.4	84.4	88.4	92.4	96.4
<b>School Actual</b>	72.4	92.7	90.5	97.4			
<b>District Projected</b>	X	X	93.9	94.3	94.7	95.1	95.5
<b>District Actual</b>	93.5*	92.8	93.1	91.7			

\*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 2012 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 – Student Survey item #30

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<i>2015- 16</i>	<i>2016- 17</i>	<i>2017- 18</i>
<b>School Projected</b>	X	X	98.2	98.7	99.2	99.7	100
<b>School Actual</b>	97.2	93.8	95.1	93.5			
<b>District Projected</b>	X	X	91.9	92.3	92.7	93.1	93.5
<b>District Actual</b>	90.9	90.2	89.2	91.3			

## 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 2012 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 – Teacher Survey item #39

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<i>2015- 16</i>	<i>2016- 17</i>	<i>2017- 18</i>
<b>School Projected</b>	X	X	92.4	94.4	96.4	98.4	100
<b>School Actual</b>	88.4	93.5	100	100			
<b>District Projected</b>	X	X	98.5	98.5	98.5	98.5	98.5
<b>District Actual</b>	98.9	98.3	98.2	98.3			

<b>STRATEGY</b>  Activity	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<i>Indicators of Implementation</i>
Safety Plan will be implemented	August-May	Safety Committee	\$0	N/A	Safety Committee Meeting Minutes
Communication to parents through weekly phone calls, newsletters, conferences, communication apps and website updates of events	August – May	Principal Teachers	\$0	N/A	Website Count, Report from phone messages, Conference Logs
Communication with staff through weekly email of events	August – May	Principal	\$0	N/A	Document File
Student led conferences focused on student learning	Fall	Teachers	\$0	N/A	Number of participants
Parent training sessions for ELA and Math	September – April	Literacy Specialist	\$0	N/A	Number of participants
Safe School Participation (i.e Anti Bullying, Fire Safety, Patrols)	September – May	CATCH Team	\$0	N/A	Safe School Report
Safe Routes to School	August-May	IC Administrative Assistant	\$0	N/A	SRTS Partnership Program Checklist

**SDE 2015 School Report Card:** <http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301030.pdf>