

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
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 2017-2018 (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

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		3/31/17
PRINTED NAME	SIGNATURE	DATE


CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kip Altman		3/31/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Bernice Jackson		03/31/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Alice Huddleston		3/31/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 2003 East Lee Road, Taylors, South Carolina 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 _____ | Katherine Tarr _____ |
| 3. PARENT/GUARDIAN _____ | Natalie Durrance _____ |
| 4. COMMUNITY MEMBER _____ | Shirley Booker _____ |
| 5. SCHOOL IMPROVEMENT COUNCIL | |
| Kip Altman – Chair
Selma Edwards
Gina Jones
Shirley Booker
Katherine Tarr
Cindy Mattos – Dehart | Natalie Durrance
Alice Huddleston
Joanna Smyers
Kimberly Carver
Bernice Jackson
Loren Pessolano |
| 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. | |

- | <u>POSITION</u> | <u>NAME</u> |
|--------------------------------------|------------------|
| 4 Kindergarten Teacher | Lori Anderson |
| Music Teacher | Jimmy Bagwell |
| Challenge Teacher | Scott Beckett |
| Special Needs Teacher | Jorie Browder |
| Second Grade Teacher / Literacy Team | Carla Davis |
| Fourth Grade Teacher | Marcia Deatcher |
| ESOL Teacher | Madeline Delgado |
| Third Grade Teacher | Alvin Ellis |

First Grade Teacher / Literacy Team	Lauren Ellzey
Special Needs Teacher	Amy Garcia
Interventionist	Jayne Graves
Third Grade Teacher	Stacy Green
Interventionist	Kelly Griffith
Media Clerk	Jennifer Fuller
Speech Pathologist / Literacy Team	Brianna Hammett
Kindergarten Teacher	Laurin Hammett
4 Kindergarten Aide	Jean Hatley
Kindergarten Aide	Kimberly Heller
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
Second Grade Teacher / Literacy Team	Hollie Kutz
Fifth Grade Teacher	Courtney Lozano
Kindergarten Teacher	Carolyn Lucas
Fifth Grade Teacher	Morgan Mason
Primary EMD/Neuro Aide	Vickie McGee
Fourth Grade Teacher / Literacy Team	Julie Metzger
First Grade Teacher	Fay Mendez
First Grade Teacher	Suzanne Montgomery
Intermediate EMD/Neuro Aide	Linda Perez
Kindergarten Aide	Nancy Perry
Instructional Coach / Literacy Team	Loren Pessolano
Intermediate EMD/Neuro Aide	Lydia Scharlau
Third Grade Teacher	Tammy Silvers
Kindergarten Aide	Mia Sims
First Grade Teacher	Diamond Stewart
Art Teacher / Literacy Team	Christine Swetenburg
Media Specialist	Katherine Tarr
Second Grade Teacher	Linda Wade
Physical Education Teacher	Rebecca Walsh
Kindergarten Teacher	Chanel Wigfall
ESOL Teacher / Literacy Team	Carole 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 school complies with all applicable Act 135 requirements.

- X **Academic Assistance, PreK–3**
The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- X **Academic Assistance, Grades 4–12**
The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- X **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- X **Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.
- X **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- X **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 **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 **Recruitment**

The school 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 school 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.

TABLE OF CONTENTS

Introduction	9
Executive Summary	9
School Profile	11
Mission, Vision, Beliefs	17
Data Analysis and Needs Assessment	18
Action Plan	36
2015-16 School Report Card	55

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 439 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 2016 SC READY. In grade 5 students performed above the district average in area of English on the 2016 SC READY. Ninety-two percent of students in fifth grade scored met or exemplary on PASS Science and performed above the district. Grade 5 students performed above the district in the area of Social Studies on the 2016 SC PASS. Our most significant achievement gaps shown on all state assessments are between students identified as disabled and nondisabled and between African American students and those of other races.

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 and administrators work together to plan for and differentiate learning experiences. Over half of the teachers at Brook Glenn have advanced degrees, and we boast 7 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 and the teaching/learning process.

Brook Glenn has a large number of Hispanic students and students receiving free or reduced lunch. Although our poverty index is 76.2%, we are not a Title 1 school. Our school retention rate is 1.9%. 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
- Diamonaja Williams, 5th grade student, published author
- Spring Sing Participants
- Grant Recipients
- 2015 District Science Fair winner
- AdvancED- Greenville County Schools National Accreditation
- Safe Kids Award Winner ('07, '08, '09, '10, '12, '13, '14, '15, '16)
- Recipient of LiveWell Greenville award ('12, '13, '14, '15, '16)
- Gold Level Safe Routes to School 2015, 2016

SCHOOL PROFILE

School Community: Brook Glenn currently serves 439 culturally diverse preK-5 students (39% white, 23% Hispanic, 21% African American, 4% Asian, 10% two or more races, and 2% other.) According to Public School Review, Brook Glenn is ranked on the “Most Diverse Schools in the U.S.” list. Seventy-six percent of students receive free or reduced lunch; 21% of our students participate in the ESOL program, and 18.3% 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 school 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 also provides extra money for technology, art, music, PE and Field Day.

Our school has a continuing partnership with the Taylors Fire Department. Their organization speaks to students about fire safety, reads to kindergarten and first grade students throughout the year, participates in career education, and hosts an annual fire safety art contest.

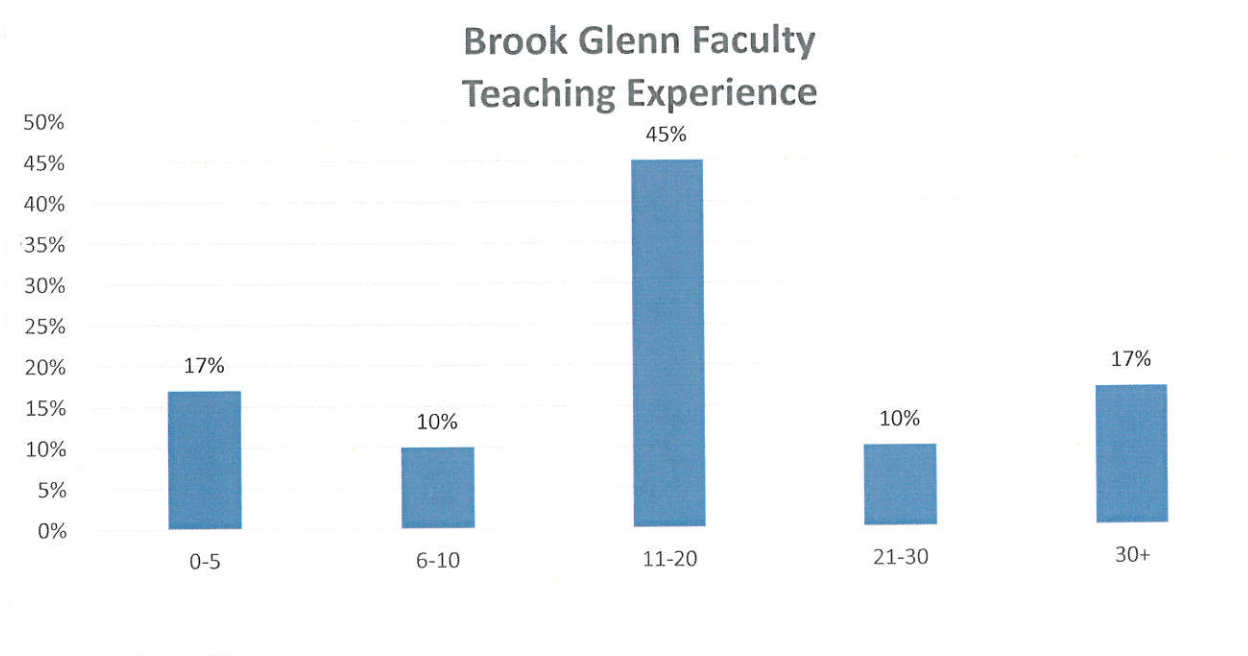
The Eastside Kiwanis Club sponsors the Terrific Kids character education award program. Each school quarter, teachers choose two students from their class to receive the award based on demonstration of responsible citizenship. These students are recognized at an awards program and receive a Terrific Kid t-shirt, certificate, bumper sticker, and coupons from local restaurants.

North Hills Community Church provides the Good News Club after school weekly, stressing good character and morals. They sponsor SCORE, an after school tutorial program, which includes sports activities for 3rd and 4th grade students.

Springwell Church, JHM Hotels, Lee Road Baptist Church, Eastside Kiwanis Club, Advance America, Hampton Heights, Links, Inc., Eastside High School Student Government, North Hills Community Church, Mountain Creek Baptist Church, Taylors Lions Club, Operation Santa, and ADK Teacher Sorority provided book bags for needy students, school supplies, food, and/or clothing.

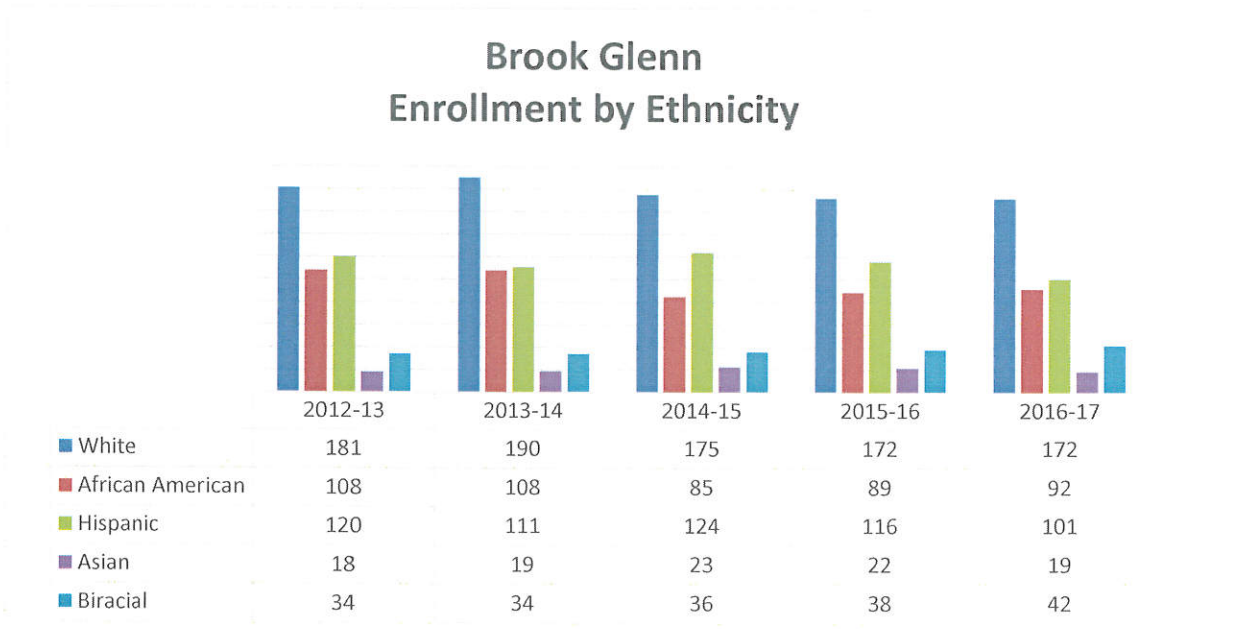
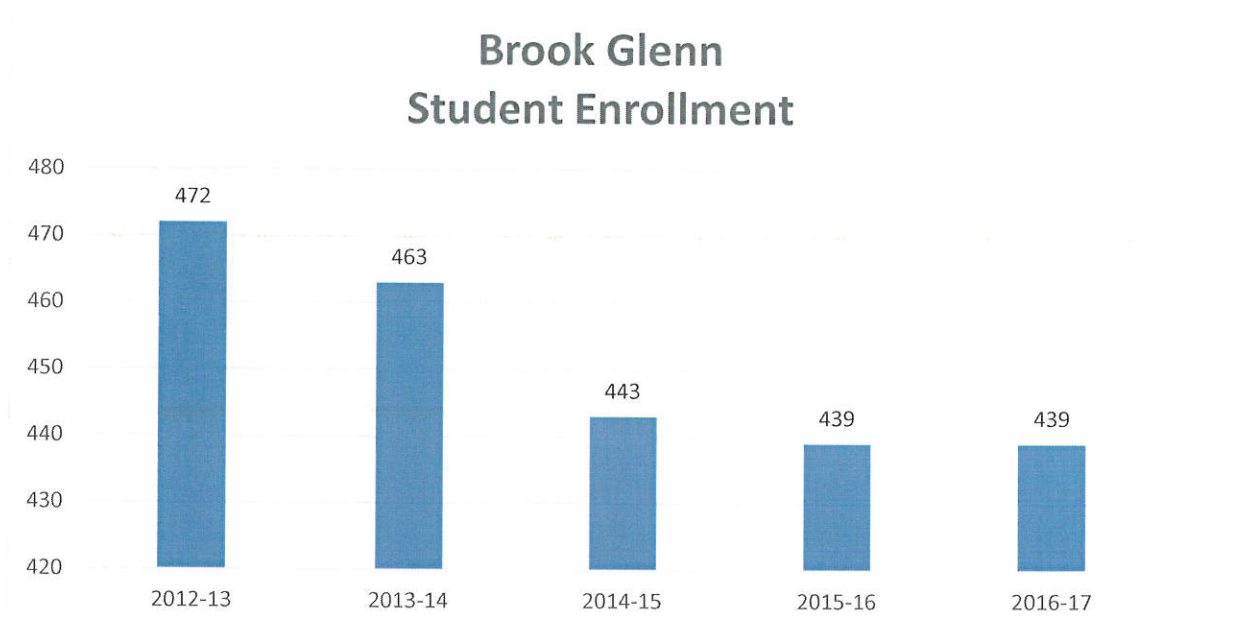
School Personnel: Bernice Jackson is the principal of Brook Glenn. She assumed this leadership position in December, 2002. Mrs. Jackson holds a B.S. and a Master’s degree in Elementary Education and an Educational Specialist degree in Administration with certification in Superintendency. She has thirty-nine years of experience in education. Mrs. Jackson won South Carolina International Reading Association 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. Twenty-six percent of our faculty have Bachelor Degrees, 56 % have Master’s Degrees, 15% have Master’s +30, and 3% have Doctorates. Ninety-four percent of our faculty is female with the remaining 6% male. One of our aides has their teaching certificate with a Master’s Degree. Seven of our teachers are National Board Certified. The racial makeup of our faculty is as follows: 12% African American, 82% white, and 6% other. One hundred percent of the staff is certified as Highly Qualified by the State of South Carolina. Our staff attendance rate for the 2015-16 school year was 92.4%. Teaching experience at Brook Glenn is diverse as indicated by the table below.

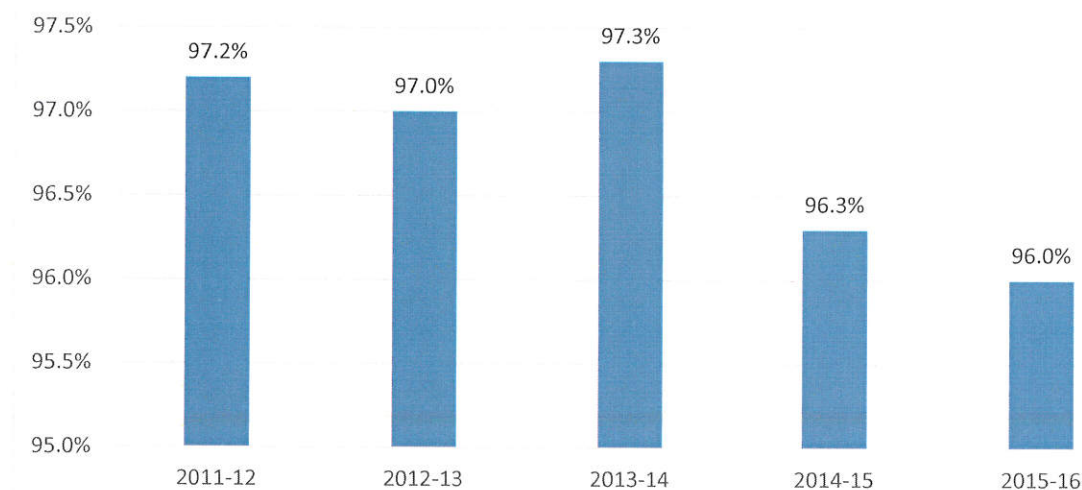


Student Population:

The graphs below provide enrollment data



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, ERI, ESOL, Special Education, Speech, Guidance, Challenge, Awards Programs, Student Council, 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. Monthly a student from each class is recognized as Student of the Month and is honored by enjoying lunch with an administrator. Students are also recognized for their participation in the Safety Patrol program.

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. Gina Jones 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. Jones has organized a productive School Counselor Advisory Council (SCAC) composed of students, parents, faculty, staff, and business partners. The school counselor coordinates community group leaders to support the physical and academic needs of students.

There are many opportunities for community service and student leadership. Student Council has led our student body in the following: Red Ribbon Week, Families Helping Families food drive, “Nice is the New Cool” campaign, military troop adoption, and Animal Care Rescue program. Students host our morning show daily and include guests from all grade levels who share events happening at Brook Glenn.

Brook Glenn partners with Eastside and Riverside High Schools to provide struggling students with weekly reading tutors and teacher cadets. We have eight Upstate Mentors who work with our students on academics.

“The Baldrige Model for Continuous Improvement,” a program sponsored by The Greenville Chamber of Commerce, is being implemented for the twelfth 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.

Brook Glenn added a full-time Literacy Coach who works diligently with first and second grade students. Alice Huddleston utilizes the Leveled Literacy Intervention 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 pre-kindergarten through fifth grade struggling readers.

We have two half-time interventionists who are certified, experienced reading teachers. Kelly Griffith focuses on kindergarten and first grade students who are performing below grade level in reading. She provides direct instruction and progress monitors student development in phonemic

awareness and phonics to foster on grade level reading skills using Early Reading Intervention and Leveled Literacy Intervention programs. 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. In addition Mrs. Graves co-teaches fourth grade writing.

Brook Glenn has two full-time special education teachers who serve about 51 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 pre-K through 5th 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. Gifted education is designed to maximize the potential of gifted learners by providing experiences 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. Thirty-five of our students are currently being served in Challenge during the 2016-17 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 92 students of Limited Language Proficiency (LEP). Native languages include Spanish, Vietnamese, and Pharsi.

Our Primary EMD/Neurological class is composed of four students and our 3rd – 5th EMD/Neurological class is composed of three 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. Two representatives are chosen from each second through fifth grade classroom. Officers are elected by the student body. Various service projects are conducted as an outreach to the school and the community. Members meet once per month.

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

Brook Glenn's Afterschool Extended Care program caters to approximately 70 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.

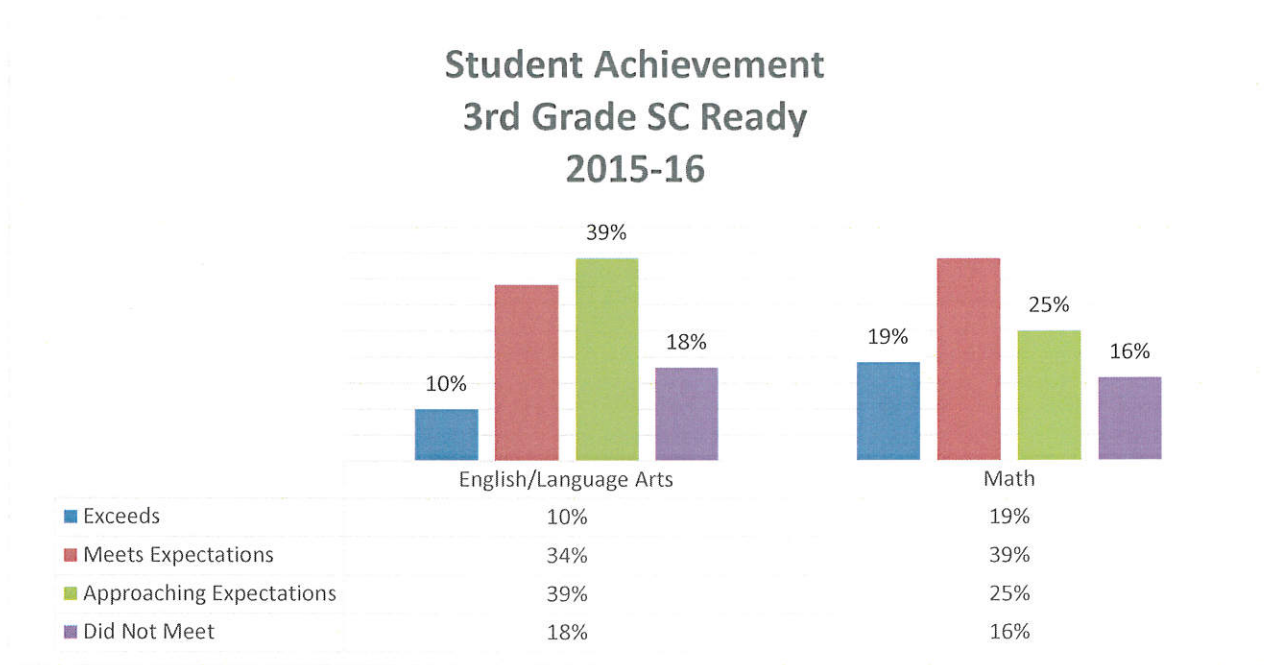
The vision of Brook Glenn Elementary School is to sustain a school with a faculty knowledgeable about each student's abilities and challenges and who continuously engage in professional growth opportunities so that they can offer increased support to each student to meet those challenges and achieve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

We believe...

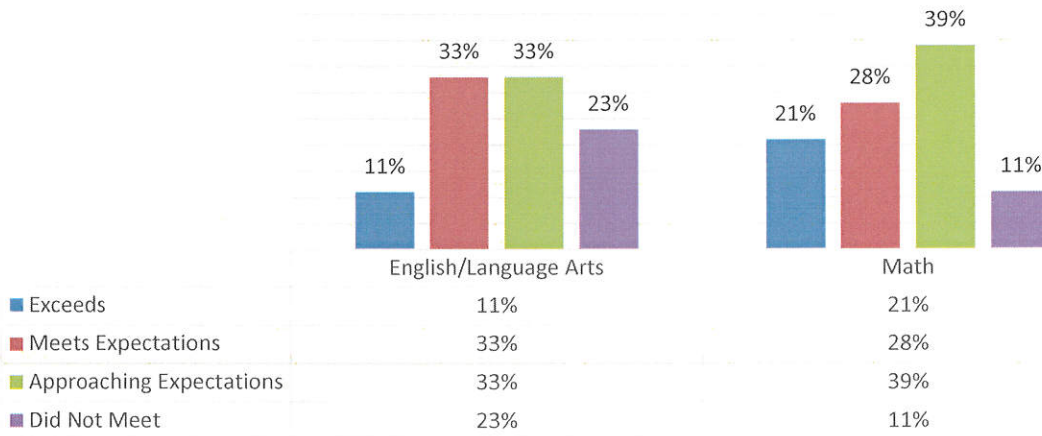
- All students can learn.
- Meeting the teaching and learning needs of our students is our primary focus.
- Effective use of data is vital to continuous improvement of teaching and learning.
- Students learn best when engaged in a positive challenging learning environment that is managed by caring and 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

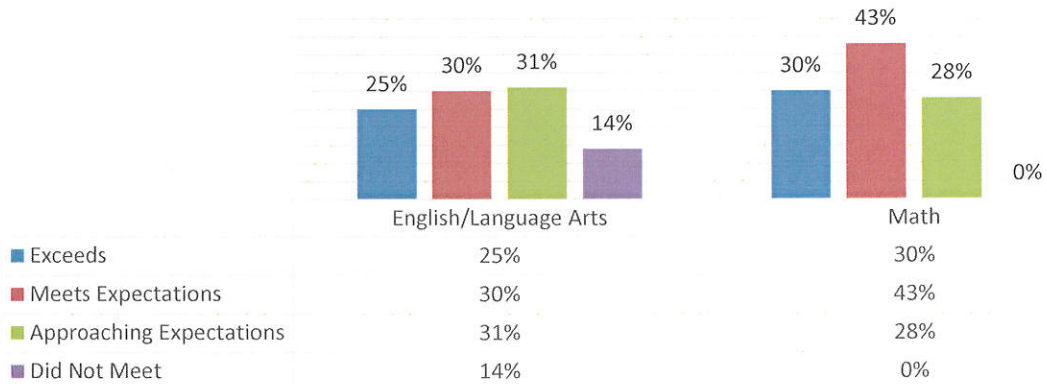
Student Achievement Needs Assessment: As a result of this self-study, Brook Glenn will continue to meet the needs of our diverse learners by attending to different learning styles. We have implemented a Balanced Literacy program and an emphasis on mathematics. During the 2015-16 school year we implemented inclusion for special education, ESOL and intervention classes providing five 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.



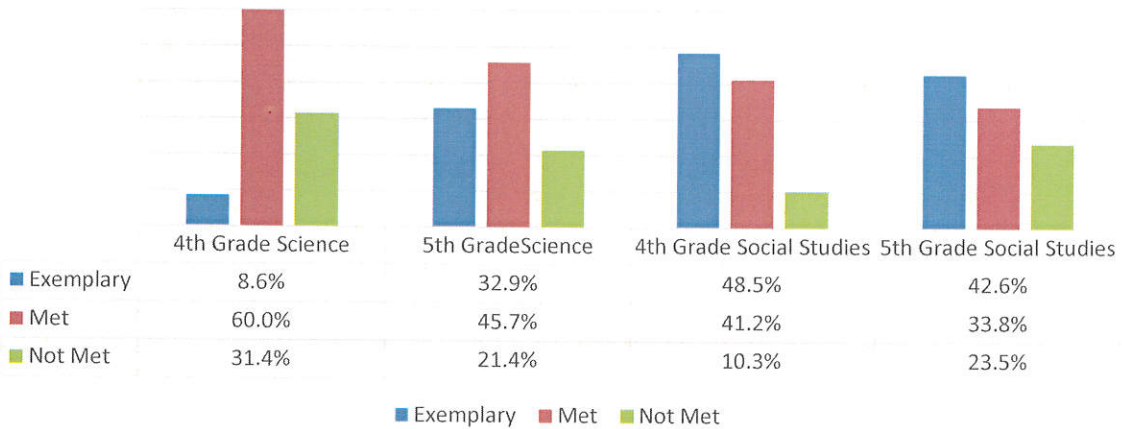
Student Achievement 4th Grade SC Ready 2015-16



Student Achievement 5th Grade SC Ready 2015-16



Student Achievement SC Pass 2015-16



Student Achievement ITBS 2015-16



SCHOOL SUMMARY Iowa Assessments™ South Carolina Grade 2 Gifted and Talented Testing Program

School: Brook Glenn Elem
District: GREENVILLE COUNTY

Form-Level: F:7
Test Date: 11/23/16
Norms: 09/23, 2011
Grade: 2 Page: 1

	English Language Arts						Mathematics			CORE COMPOSITE	Social Studies	Science	COM. FLETE COMPOSITE
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation				
Brook Glenn Elem 2301030 Level: 7													
Iowa Assessments/CogAT													
Number of Students Included	75							75		75			
Average Standard Score (SS)	156.4							151.1		151.1			
Average Predicted Standard Score (PSS)	154.6							151.6		151.6			
Difference (SS-PSS)	1.8							-0.5		-0.5			
National Percentile Rank of Average SS	53							39		39			
National Percentile Rank of Average PSS	49							40		40			
Difference (NPR-PNPR)	4							-1		-1			
Iowa Assessments													
Number of Students Tested = 76													
Number of Students Included	76							76		76			
Average Standard Score (SS)	156.1							150.8		150.8			
National Percentile Rank of Average SS	52							38		38			
Percent of Students in NPR Range 75-99	24							13		13			
50-74	30							26		26			
25-49	17							37		37			
1-24	29							24		24			
National Stanine of Average SS	5							4		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.

2016-2017 Brook Glenn Elementary Professional Development Schedule

Our Performance Goals:

1. All students in grades 3-5 will demonstrate proficiency in academic areas by meeting state and district standards in 2017.
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
08/08/16	11:00-1:00	M&M	Participants will explore knowledge of curriculum, instructional planning and delivery, assessment, learning environment, communication, professionalism, and student achievement.	Mentors, mentees	1, 3
08/08/16	12:00-3:00	Team Leaders	Participants will learn leadership principals and best practices in leadership.	Team Leaders	1, 2, 3
08/09/16	Following breakfast	Faculty Meeting	Participants will discuss district policies, school procedures, and happenings for the year.	All staff	1, 2, 3
08/10/16	8:00-10:00	Interactive Read Aloud and Brook Glenn’s Core Literacy Principles in Reading	Participants will learn Interactive Read Aloud best practices, and explore literacy principles with their grade level team.	Teachers	1, 3
08/10/16	1:00-2:00	Planbook.com training	Participants will learn how to navigate planbook and utilize the website for lesson planning.	Staff new to Brook Glenn	3
08/10/16	2:00-3:00	Letterland Best Practices	Participants will review pros and cons of Letterland.	K-2	1, 3
08/12/16	Following breakfast	Dyslexia PD	Participants will learn specifics about dyslexia, including screening and assessment tools, interventions and strategies to use with students, and the benefits of using multisensory instruction.	K-3, support staff	1, 3
08/24/17	During planning	MAP training	Participants will review appropriate testing procedures for MAP.	Grades 2-5	1
08/24/16	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, mentees	1, 3
08/31/16	3:00-4:00	OPTIONAL Growth Mindset	Participants will learn guiding principles with a growth mindset, and how to incorporate such thinking in their classroom.	All staff	1, 3
09/07/16	3:00-5:00	Faculty Meeting Snacks provided by Instructional Leadership Team	Raze Craze SC Ready Data Google Classroom	All staff	1, 2, 3

09/13/16	During Planning	Grade level PLC Student-Centered Formative Assessments	Participants will explore formative assessments that align with standards and student needs.	Teachers	1, 3
09/14/16	3:00-4:30	Team Leader Meeting	Collaboratively plan our framework for student centered learning.	Team Leaders	1, 2, 3
09/21/16	3:00-4:00	Leadership Team Meeting (committees) United Way	Leadership teams will meet to discuss school goals.	All Staff	1, 2, 3
09/27/16	During Planning	Grade level PLC Student-Centered Formative Assessments	Participants will explore formative assessments that align with standards and student needs.	Teachers	1, 3
9/28/16	3:00-4:00	OPTIONAL Technology PLC -Google Drive -folders in google	Participants will share various best practices in regards to technology and student achievement.	All Staff	1, 3
10/05/16	3:00-5:00	Faculty Meeting Snacks provided by Science Leadership Team	Discovery Learning Challenge Info	All staff	1, 2, 3
10/10/16	During planning	CogAt/IOWA training	Participants will review testing guidelines.	Grade 2	1
10/18/16	During Planning	Grade level PLC Student-Centered Formative Assessments	Participants will explore formative assessments that align with standards and student needs.	Teachers	1, 3
10/19/16	3:00-4:00	Leadership Team Meeting (committees)	Leadership teams will meet to discuss school goals.	All staff	1, 2, 3
10/26/16	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, mentees	1, 3
11/02/16	3:00-5:00	Faculty Meeting Snacks provided by Math Leadership Team	Leadership Team Updates Math Updates by Lozano Soc Stud Updates by Hunt ELA Updates by Montgomery Science Updates by Lucas	All staff	1, 2, 3
11/09/16	3:00-4:30	Team Leader meeting	Collaboratively plan our framework for student centered learning.	Team Leaders	1, 2, 3
11/15/16	During Planning	Grade level PLC Student-Centered Formative Assessments	Participants will explore formative assessments that align with standards and student needs.	Teachers	1, 3
11/16/16	3:00-4:00	Leadership Team Meeting (committees)	Leadership teams will meet to discuss school goals.	All staff	1, 2, 3
11/29/16	During planning	Grade level PLC Student-Centered Formative Assessments	Participants will explore formative assessments that align with standards and student needs.	Teachers	1, 3
11/30/16	3:00-4:00	OPTIONAL Technology PLC	Participants will share various best practices in regards to technology and student achievement.	All Staff	1, 3
12/06/16	During planning	Grade level PLC Student-Centered Formative Assessments	Participants will explore formative assessments that align with standards and student needs.	Teachers	1, 3
12/14/16	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, mentees	1, 3
01/03/17	During planning	Grade level PLC Student-Centered Formative Assessments	Participants will explore formative assessments that align with standards and student needs.	Teachers	1, 3
01/04/17	3:00-5:00	Faculty Meeting Snacks provided by Literacy Leadership Team	Leadership Team Updates Math Updates by Lozano Soc Stud Updates by Hunt ELA Updates by Montgomery	All staff	1, 2, 3

			Science Updates by Lucas		
01/18/17	3:00-4:00	Leadership Team Meeting (committees)	Leadership teams will meet to discuss school goals.	All staff	1, 2, 3
01/24/17	During planning	Grade level PLC Student-Centered Formative Assessments	Participants will explore formative assessments that align with standards and student needs.	Teachers	1, 3
01/25/17	3:00-4:30	Team Leader Meeting	Collaboratively plan our framework for student centered learning.	Team Leaders	1, 2, 3
02/01/17	3:00-5:00	Faculty Meeting Snacks provided by Technology Leadership Team	Leadership Team Updates Math Updates by Lozano Soc Stud Updates by Hunt ELA Updates by Montgomery Science Updates by Lucas	All staff	1, 2, 3
02/08/17	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, mentees	1, 3
02/14/17	During planning	Grade level PLC Student-Centered Formative Assessments	Participants will explore formative assessments that align with standards and student needs.	Teachers	1, 3
02/15/17	3:00-4:00	Leadership Team Meeting (committees)	Leadership teams will meet to discuss school goals.	All staff	1, 2, 3
02/28/17	During planning	Grade level PLC Student-Centered Formative Assessments	Participants will explore formative assessments that align with standards and student needs.	Teachers	1, 3
03/01/17	3:00-5:00	Faculty Meeting Snacks provided by CATCH/Wellness Leadership Team	Leadership Team Updates Math Updates by Lozano Soc Stud Updates by Hunt ELA Updates by Montgomery Science Updates by Lucas	All staff	1, 2, 3
03/14/17	During planning	Grade level PLC Student-Centered Formative Assessments	Participants will explore formative assessments that align with standards and student needs.	Teachers	1, 3
03/15/17	3:00-4:00	Leadership Team Meeting (committees)	Leadership teams will meet to discuss school goals.	All staff	1, 2, 3
03/22/17	3:00-4:30	Team Leader Meeting	Collaboratively plan our framework for student centered learning.	Team Leaders	1, 2, 3
03/28/17	During planning	Grade level PLC Student-Centered Formative Assessments	Participants will explore formative assessments that align with standards and student needs.	Teachers	1, 3
04/05/17	3:00-5:00	Faculty Meeting Snacks Social Studies Leadership Team	Leadership Team Updates Math Updates by Lozano Soc Stud Updates by Hunt ELA Updates by Montgomery Science Updates by Lucas	All staff	1, 2, 3
04/18/17	During planning	Grade level PLC Student-Centered Formative Assessments	Participants will explore formative assessments that align with standards and student needs.	Teachers	1, 3
04/19/17	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, mentees	1, 3
04/26/17	3:00-4:00	Leadership Team Meeting (committees)	Collaboratively plan our framework for student centered learning.	Teachers	1, 3
05/03/17	3:00-5:00	Faculty Meeting	Leadership Team Updates Math Updates by Lozano Soc Stud Updates by Hunt ELA Updates by Montgomery Science Updates by Lucas	All staff	1, 2, 3
05/09/17	During planning	Grade level PLC Student-Centered Formative Assessments	Participants will explore formative assessments that align with standards and student needs.	Teachers	1, 3

05/17/17	3:00-4:30	Team Leader Meeting	Collaboratively plan our framework for student centered learning.	Team Leaders	1, 2, 3
05/23/17	During planning	Grade level PLC Student-Centered Formative Assessments	Participants will explore formative assessments that align with standards and student needs.	Teachers	1, 3

School Climate Needs Assessment: Our school climate is very positive, with 100% of parents attending conferences.

SDE 2016 School Report Card: <http://ed.sc.gov/data/report-cards/state-report-cards/2016/opportunities/students/?d=2301&s=030&t=E&y=2016>

2015-16 Survey Results:

**TEACHER SURVEYS
2015-16 School Year**

	QUESTION	% DISAGREE	% MOSTLY DISAGREE	% MOSTLY AGREE	% AGREE	% DONT 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	4.2	95.8	0.0	24
3	Teachers at my school focus instruction on understanding, not just memorizing facts.	0.0	0.0	20.8	79.2	0.0	24
4	Teachers at my school have high expectations for students' learning.	0.0	0.0	4.2	95.8	0.0	24
5	There is a sufficient amount of classroom time allocated to instruction in essential skills.	4.2	0.0	16.7	79.2	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	12.5	87.5	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	0.0	16.7	83.3	0.0	24
10	The level of teacher and staff morale is high at my school.	4.2	8.3	29.2	58.3	0.0	24
11	Teachers respect each other at my school.	0.0	4.2	29.2	66.7	0.0	24
12	Teachers at my school are recognized and appreciated for good work.	4.2	4.2	20.8	70.8	0.0	24
13	Students at my school are motivated and interested in learning.	4.2	0.0	37.5	58.3	0.0	24
14	There are sufficient materials and supplies available for classroom and instructional use.	4.2	4.2	29.2	62.5	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.	12.5	29.2	25.0	33.3	0.0	24
17	Computers are used effectively for instruction at my school.	0.0	0.0	25.0	75.0	0.0	24
18	There are relevant professional development opportunities offered to teachers at my school.	0.0	0.0	8.3	91.7	0.0	24
19	The school administration communicates clear instructional goals for the school.	0.0	0.0	12.5	87.5	0.0	24

20	The school administration sets high standards for students.	0.0	0.0	12.5	87.5	0.0	24
21	The school administration has high expectations for teacher performance.	0.0	0.0	8.3	91.7	0.0	24
22	The school administration provides effective instructional leadership.	0.0	0.0	4.2	95.8	0.0	24
23	Student assessment information is used to set goals and plan programs for my school.	0.0	0.0	4.2	91.7	4.2	24
24	Teacher evaluation at my school focuses on instructional improvement.	0.0	0.0	8.3	87.5	4.2	24
25	School administrators visit classrooms to observe instruction.	0.0	0.0	0.0	95.8	4.2	24
26	The school administration arranges for collaborative planning and decision making.	0.0	0.0	4.2	91.7	4.2	24
27	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	4.2	0.0	20.8	70.8	4.2	24
28	The grounds around my school are kept clean.	4.2	0.0	12.5	83.3	0.0	24
29	The hallways at my school are kept clean.	0.0	0.0	20.8	79.2	0.0	24
30	The bathrooms at my school are kept clean.	0.0	4.2	20.8	75.0	0.0	24
31	The school building is maintained well and repaired when needed.	0.0	0.0	16.7	83.3	0.0	24
32	There is sufficient space for instructional programs at my school.	4.2	0.0	8.3	87.5	0.0	24
33	Students at my school behave well in class.	4.2	0.0	54.2	41.7	0.0	24
34	Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	4.2	0.0	45.8	50.0	0.0	24
35	Rules and consequences for behavior are clear to students.	4.2	4.2	37.5	54.2	0.0	24
36	The rules for behavior are enforced at my school.	4.2	0.0	29.2	66.7	0.0	24
37	The rules about how students should behave in my school are fair.	8.3	4.2	8.3	79.2	0.0	24
38	I have been bullied by an adult at this school.	95.8	4.2	0.0	0.0	0.0	24
39	I have been bullied by a student at this school.	87.5	4.2	0.0	8.3	0.0	24
40	My school or district provides me with training to assist in preventing and/or dealing with bullying.	4.2	0.0	37.5	58.3	0.0	24
41	I feel safe at my school before and after school hours.	0.0	4.2	4.2	91.7	0.0	24
42	I feel safe at my school during the school day.	0.0	0.0	8.3	91.7	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	20.8	79.2	0.0	24

45	Teachers and students get along well with each other at my school.	4.2	0.0	20.8	75.0	0.0	24
46	Teachers at my school collaborate for instructional planning.	0.0	0.0	8.3	91.7	0.0	24
47	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL .	0.0	0.0	12.5	87.5	0.0	24
48	Parents at my school are aware of school policies.	0.0	0.0	8.3	91.7	0.0	24
49	Parents at my school know about school activities.	0.0	0.0	4.3	95.7	0.0	23
50	Parents at my school understand the school's instructional programs.	4.2	0.0	25.0	70.8	0.0	24
51	Parents at my school are interested in their children's schoolwork.	4.2	4.2	54.2	37.5	0.0	24
52	Parents at my school support instructional decisions regarding their children.	4.2	8.3	20.8	66.7	0.0	24
53	Parents attend conferences requested by teachers at my school.	4.2	4.2	37.5	54.2	0.0	24
54	Parents at my school cooperate regarding discipline problems.	4.2	8.3	25.0	62.5	0.0	24
55	Parents attend school meetings and other school events.	4.2	8.3	33.3	54.2	0.0	24
56	Parents participate as volunteer helpers in the school or classroom.	4.2	12.5	37.5	45.8	0.0	24
57	Parents are involved in school decisions through advisory committees.	4.2	0.0	12.5	83.3	0.0	24
58	I AM SATISFIED WITH HOME AND SCHOOL RELATIONS.	4.2	4.2	29.2	62.5	0.0	24
59	I have sufficient space in my classroom to meet the educational needs of my students.	0.0	0.0	16.7	79.2	4.2	24
60	My non-instructional duties do not interfere with my essential role of educating students.	4.2	0.0	33.3	58.3	4.2	24
61	I have access to reliable communication technology, including phone, fax, and e-mail.	0.0	0.0	4.2	95.8	0.0	24
62	I feel supported by administrators at my school.	4.2	4.2	8.3	83.3	0.0	24
63	The faculty and staff at my school have a shared vision.	4.2	0.0	16.7	79.2	0.0	24
64	I am familiar with local, state, and national policies and how they affect teaching and learning.	0.0	0.0	4.2	95.8	0.0	24
65	Local, state, or national policies assist me in meeting the educational needs of my students.	4.2	0.0	12.5	83.3	0.0	24
66	The school leadership makes a sustained effort to address teacher concerns.	4.2	4.2	8.3	83.3	0.0	24
67	My decisions in areas such as instruction and student progress are supported.	4.2	0.0	4.2	91.7	0.0	24
68	Teachers at my school are encouraged to develop innovative solutions to problems.	4.2	4.2	4.2	87.5	0.0	24

69	I feel comfortable raising issues and concerns that are important to me.	4.2	4.2	25.0	66.7	0.0	24
70	Sufficient resources are available to allow teachers to take advantage of professional development activities.	4.2	4.2	8.3	83.3	0.0	24
71	My class sizes allow me to meet the educational needs of my students.	4.2	0.0	16.7	75.0	4.2	24
72	I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	4.2	0.0	12.5	83.3	0.0	24

STUDENT SURVEY RESULTS
2015-16 School Year

	QUESTION	% DISAGREE	% MOSTLY DISAGREE	% MOSTLY AGREE	% AGREE	N
1	My classes are challenging (not too easy; they make me think).	7.7	13.8	44.6	33.8	65
2	My teachers want me to understand what I am learning, not just remember facts.	6.2	6.2	21.5	66.2	65
3	My teachers expect students to learn.	0.0	1.5	7.7	90.8	65
4	My teachers expect students to behave.	0.0	1.5	20.0	78.5	65
5	My teachers spend enough time helping me learn.	3.1	3.1	49.2	44.6	65
6	My teachers help students when they do not understand something.	0.0	3.1	35.4	61.5	65
7	My teachers do a good job teaching me mathematics.	0.0	3.1	21.5	75.4	65
8	My teachers do a good job teaching me English language arts.	4.7	7.8	26.6	60.9	64
9	My teachers give tests on what I learn in class.	0.0	1.5	23.1	75.4	65
10	My teachers give homework assignments that help me learn better.	3.1	3.1	36.9	56.9	65
11	My classes are interesting and fun.	9.2	16.9	41.5	32.3	65
12	Students at my school believe they can do good work.	3.1	13.8	47.7	35.4	65
13	My teachers praise students when they do good work.	10.8	12.3	43.1	33.8	65
14	Work done by students can be seen on the walls of my school.	1.5	1.5	26.2	70.8	65
15	The textbooks and workbooks I use at my school really help me to learn.	13.8	6.2	44.6	35.4	65
16	The media center at my school has a good selection of books.	4.6	10.8	35.4	49.2	65
17	I use computers and other technology at my school to help me learn.	4.7	10.9	31.3	53.1	64

18	I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	3.1	10.8	24.6	61.5	65
19	The grounds around my school are kept clean.	6.2	10.8	47.7	35.4	65
20	The hallways at my school are kept clean.	1.5	7.7	36.9	53.8	65
21	The bathrooms at my school are kept clean.	16.9	29.2	38.5	15.4	65
22	Broken things at my school get fixed.	7.7	23.1	35.4	33.8	65
23	There is enough room for students to learn at my school.	1.5	0.0	27.7	70.8	65
24	Students at my school behave well in class.	12.3	29.2	47.7	10.8	65
25	Students at my school behave well in the hallways, in the lunchroom, and on the playground.	16.9	26.2	38.5	18.5	65
26	Students at my school know the rules and what happens when students break the rules.	7.7	6.2	30.8	55.4	65
27	The rules about how students should behave in my school are fair.	3.1	12.3	24.6	60.0	65
28	The rules for behavior are enforced at my school.	3.1	6.2	30.8	60.0	65
29	I feel safe at my school before and after school hours.	6.2	4.6	36.9	52.3	65
30	I feel safe at my school during the school day.	4.6	4.6	27.7	63.1	65
31	I feel safe going to or coming from my school.	3.1	4.6	15.4	76.9	65
32	Students from different backgrounds get along well at my school.	4.6	9.2	46.2	40.0	65
33	Teachers and students get along well with each other at my school.	3.1	9.2	40.0	47.7	65
34	Teachers work together to help students at my school.	1.5	4.6	15.4	78.5	65
36	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	1.5	7.7	33.8	56.9	65
37	My parent knows what I am expected to learn in school.	3.1	6.3	23.4	67.2	64
38	My parent knows how well I am doing in school.	1.6	1.6	23.4	73.4	64
39	My school informs parents about school programs and activities.	0.0	1.6	26.6	71.9	64

40	Parents at my school know their children's homework assignments.	4.7	9.4	32.8	53.1	64
41	My parent helps me with my homework when I need it.	0.0	4.7	25.0	70.3	64
42	Parents are welcomed at my school.	1.6	0.0	26.6	71.9	64
43	Parents volunteer and participate in activities at my school.	1.6	3.1	31.3	64.1	64
44	I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	4.7	7.8	23.4	64.1	64

PARENT SURVEY RESULTS

2015-16 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.	2.9	0.0	35.3	61.8	0.0	34
2	My child's school has high expectations for student learning.	0.0	2.9	54.3	42.9	0.0	35
3	My child's teachers encourage my child to learn.	2.9	0.0	38.2	58.8	0.0	34
4	My child's teachers provide extra help when my child needs it.	2.9	2.9	34.3	60.0	0.0	35
5	I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.	2.9	2.9	57.1	37.1	0.0	35
6	My child's teachers contact me to say good things about my child.	5.7	5.7	42.9	45.7	0.0	35
7	My child's teachers tell me how I can help my child learn.	2.9	5.7	57.1	31.4	2.9	35
8	My child's teachers invite me to visit my child's classrooms during the school day.	0.0	25.7	31.4	37.1	5.7	35
9	My child's school returns my phone calls or e-mails promptly.	0.0	8.6	48.6	42.9	0.0	35
10	My child's school includes me in decision-making.	0.0	2.9	64.7	29.4	2.9	34
11	My child's school gives me information about what my child should be learning in school.	0.0	8.6	60.0	31.4	0.0	35
12	My child's school considers changes based on what parents say.	0.0	14.7	47.1	14.7	23.5	34
13	My child's school schedules activities at times that I can attend.	5.7	8.6	62.9	22.9	0.0	35
14	My child's school treats all students fairly.	2.9	8.8	58.8	29.4	0.0	34

15	The principal at my child's school is available and welcoming.	5.9	2.9	41.2	50.0	0.0	34
16	I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	2.9	2.9	52.9	29.4	11.8	34
17	My child's school is kept neat and clean.	2.9	0.0	40.0	57.1	0.0	35
18	My child's teachers care about my child as an individual.	2.9	2.9	40.0	51.4	2.9	35
19	Students at my child's school are well-behaved.	5.9	11.8	58.8	20.6	2.9	34
20	My child feels safe at school.	3.0	0.0	48.5	48.5	0.0	33
21	My child's teachers and school staff prevent or stop bullying at school.	0.0	5.7	57.1	31.4	5.7	35
22	My child's school has an anti-bullying program to prevent or deal with bullying.	0.0	0.0	29.4	38.2	32.4	34
23	I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD'S SCHOOL.	2.9	5.7	51.4	37.1	2.9	35
		% I DO THIS	I DON'T DO BUT WOULD LIKE TO	I DON'T DO & DON'T CARE TO	ACTIVITY NOT OFFERED		N
24	Attend Open Houses or parent-teacher conferences	88.6	8.6	0.0	2.9		35
25	Attend student programs or performances	88.2	11.8	0.0	0.0		34
26	Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.)	38.2	50.0	11.8	0.0		34
27	Go on trips with my child's school (out of town band contest, field trip to the museum, etc.)	54.5	39.4	6.1	0.0		33
28	Participate in School Improvement Council meetings.	6.1	48.5	33.3	12.1		33
29	Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.)	15.2	60.6	24.2	0.0		33

30	Participate in school committees (textbook committee, spring carnival committee, etc.)	3.0	48.5	42.4	6.1		33
31	Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.)	32.4	29.4	11.8	26.5		34
	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.	36.4	54.5	9.1			33
33	Contact my child's teachers about my child's school work.	91.2	8.8	0.0			34
34	Limit the amount of time my child watches TV, plays video games, surfs the internet, etc.	100.0	0.0	0.0			34
35	Make sure my child does his/her homework.	100.0	0.0	0.0			34
36	Help my child with homework when he/she needs it.	100.0	0.0	0.0			34
	PLEASE MARK IF EACH OF THE FOLLOWING IS TRUE OR FALSE	% TRUE	% FALSE				N
37	Lack of transportation reduces my involvement.	0.0	100.0				32
38	Family health problems reduce my involvement.	9.4	90.6				32
39	Lack of available care for my children or other family members reduces my involvement.	12.5	87.5				32

40	My work schedule makes it hard for me to be involved.	56.3	43.8				32
41	The school does not encourage my involvement.	3.1	96.9				32
42	Information about how to be involved either comes too late or not at all.	6.5	93.5				31
43	I don't feel like it is appreciated when I try to be involved.	9.7	90.3				31
	PLEASE RATE YOUR SCHOOL ON...	% VERY GOOD	% GOOD	% OKAY	% BAD	% VERY BAD	N
44	The school's overall friendliness.	47.1	50.0	0.0	2.9	0.0	34
45	The school's interest in parents' ideas and opinions.	18.2	48.5	30.3	3.0	0.0	33
46	The school's efforts to get important information from parents.	51.5	30.3	18.2	0.0	0.0	33
47	The school's efforts to give important information to parents.	55.9	35.3	5.9	2.9	0.0	34

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 ELA as measured by SC Ready.

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

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	49	52
School Actual	46		
District Projected	X	53	56
District Actual (ES only)	50		

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

	Baseline 2015-16	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	<i>60</i>	<i>63</i>
School Actual	57		
District Projected	X	<i>59</i>	<i>63</i>
District Actual (ES only)	56		

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	<i>Baseline 2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	95.0	95.0	95.0
Actual Performance	100		
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 data for 2015-16.

% Tested ELA – District Grades 3-5	<i>Baseline 2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	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	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested Math – School	<i>Baseline 2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	95.0	95.0	95.0
Actual Performance	100		
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 data for 2015-16.

% Tested Math – District – Grades 3-5	<i>Baseline 2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	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	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 79%

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 1%.

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

	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	<i>79</i>	<i>80</i>	<i>81</i>
School Actual	86.7	<i>79</i>		
District Projected	X	<i>73.9</i>	<i>74.9</i>	<i>75.9</i>
District Actual (ES & MS)	72.9	<i>71.4</i>		

*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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 84%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 3%.

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

	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	<i>78</i>	<i>81</i>	<i>84</i>
School Actual	94.2	<i>78</i>		
District Projected	X	<i>82.2</i>	<i>83.2</i>	<i>84.2</i>
District Actual (ES & MS)	81.2	<i>78.8</i>		

*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.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

DATA SOURCE(S): Fall IOWA/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	53 rd percentile	52 nd percentile	

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	39 th percentile	38 th percentile	

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	62 nd percentile	60 th percentile	

Mathematics	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	52 nd percentile	51 st percentile	48 th percentile	

STRATEGY <i>Activity</i>	<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
Pull Out and Inclusion model for 1 st – 5 th 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	K-2 Teachers	\$0	N/A	Fountas and Pinnell benchmark data, MAP reading and DRA2 scores
Differentiate instruction using collaborative assessment data	August-May	Teachers	\$0	N/A	Common assessments
Plan collaborative conversations and visit similar schools align curricular expectations	September – April	Administrators IC Team Leaders	\$0	N/A	Schedule and Session attendance records
Provide modeling and conferencing in writing	August – May	Teachers	\$0	N/A	SC Ready Writing scores
Provide reading interventions to scaffold students in reading	August – May	Reading Interventionists	Salaries/ Benefits	State District	Fountas and Pinnell benchmark data
Incorporate storyvillageusa.com into Social Studies instruction	August – May	IC Teachers	\$300	School	SC PASS scores
Pilot Moby Max with a primary and an intermediate class	August – May	IC Pilot Teachers	\$198	School	Fluency Data

PROFESSIONAL DEVELOPMENT

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

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	2015-16	2016-17	2017-18
Projected	x	X	100	100	<i>100</i>	<i>100</i>	<i>100</i>
Actual	100	100	100	100	<i>100</i>		

STRATEGY Activity	<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
Design & Analyze Common Assessment to Increase Student Learning	August-May	IC Literacy Specialist Teachers	N/A	N/A	Session attendance records
Continue 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
Employ Digital Learning Corp training strategies	August – May	DLC Teachers Discovery Education	N/A	N/A	Classroom observations Session attendance records

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	<i>95.0</i>	<i>95.0</i>	<i>95.0</i>
School Actual	97.2	97.0	97.3	96.3	<i>96.0</i>		
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	95.6	<i>95.7</i>		

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 90.7% 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

	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	X	90.0	92.5	95.0	97.5	100.0
School Actual	90.7	87.5	71.4	95.0	94.2		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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 85% 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	87.0	88.0	<i>89.0</i>	<i>90.0</i>	<i>91.0</i>
School Actual	85.0	91.7	85.3	91.5	<i>84.4</i>		
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	83.9 (ES, MS, & HS)	<i>83.8</i> (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 85% 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	91.7	92.7	93.7	94.7	95.7
School Actual	85	91.7	85.3	91.5	91.6		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

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 72.4% 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 #20

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	80.4	84.4	<i>88.4</i>	<i>92.4</i>	<i>96.4</i>
School Actual	72.4	92.7	90.5	97.4	<i>97.0</i>		
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	91.7	<i>91.7</i>		

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 97.2% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 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

	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	X	98.2	98.7	<i>99.2</i>	<i>99.7</i>	<i>100</i>
School Actual	97.2	93.8	95.1	93.5	<i>92.3</i>		
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	91.3	<i>91.1</i>		

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 88.4% 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 #42

	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	X	92.4	94.4	96.4	98.4	100
School Actual	88.4	93.5	100	100	100		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<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	September – April	Literacy Specialist Teachers	\$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
Live Well Greenville participation	August – May	CATCH Team	\$0	N/A	Live Well Greenville Report
Safe Routes Participation	August – May	SIC	\$0	N/A	Safe Routes Checklist
ESL Parent/Student Class	September – May	North Hill Community Church	\$0	N/A	Attendance Logs
Public Education Book Fair	May & June	PEP IC	\$0	N/A	Checklist
Trees Greenville	February	Custodians	\$0	N/A	Grounds Landscaping

SDE 2016 School Report Card: <http://ed.sc.gov/data/report-cards/state-report-cards/2016/opportunities/students/?d=2301&s=030&t=E&y=2016>