

# **Brushy Creek Elementary School Strategic Plan**

## **2018-19 through 2022-2023**

**B**uilding a **C**ommunity of **E**xcellence One **S**tudent at a Time



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

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

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL  
NAME:**

**Brushy Creek  
Elementary**

**SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (*five years*)**

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 (*one year*)**

### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

#### SUPERINTENDENT

Dr. W. Burke Royster		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

#### PRINCIPAL

Charles T. Davis, Jr.		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

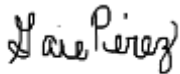
#### CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Tieraney Rice		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

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

Gaie Perez		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

**SCHOOL ADDRESS:****1344 Brushy Creek****Road Taylors, SC****29687****SCHOOL****TELEPHONE: (864)****355-5400**PRINCIPAL E-MAIL ADDRESS: [ctdavis@greenville.k12.sc.us](mailto:ctdavis@greenville.k12.sc.us)

## **Stakeholder Involvement for School Renewal**

Position	Name
1. Principal	Charles T. Davis, Jr.
2. Teacher	Jennifer Hart
3. Parent/Guardian	Kim Nelson
4. Community Member	Michael Locke
5. Paraprofessional	Sierra McDowell
6. School Improvement Council Member	Tieraney Rice
7. Read to Succeed Reading Coach	Amy Murphy
8. School Read To Succeed Literacy Leadership Team Lead	Gaie Perez
9. School Read To Succeed Literacy Leadership Team Member	Chelsey Troutman

**\*\* Must include the School Literacy Leadership Team for Read to Succeed- Amy Murphy, Pam Wells, Charles Davis, Erin McCauley, Sonya Campbell, Gaie Perez, Brandy Smith, Joy Rogers, Laura Dobyne**

## ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

### **Early Childhood Development and Academic Assistance Act (Act 135) Assurances**

[S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)]

#### **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 school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the 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 in professional development and classroom instruction in order to improve teaching and learning.

#### **X Innovation**

The district funds innovative activities to improve student learning and accelerate the performance of all students.

#### **X Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

#### **X Developmental Screening**

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

**X Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

**X Developmentally Appropriate Curriculum for PreK–3**

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

**X Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes 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; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

**X Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing 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 makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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## Introduction

During the 2020-2021 school year, Brushy Creek updated the School Strategic Plan using the South Carolina State Department guidelines.

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

The categories utilized in this school portfolio are:

- [Introduction](#)
- [Executive Summary](#)
- [School Profile](#)
- [Mission, Vision and Beliefs](#)
- [Data Analysis and Needs Assessment](#)
- [Action Plan](#)
- [Website link to 2019-2020 Annual School Report Card](#)

## Faculty Council and Vertical Teams

Faculty Council	Math	ELA	Science	Social Studies	Writing
Action Plan/ Perceptions	Executive Summary	School Profile	Mission/Vision/ Beliefs	Data Analysis	School Profile
Charles T. Davis Jr.	Sarah Pratt	Joy Rogers	Abby Gilbert	Emma Baumbach	Pam Wells
Erin McCauley	Sarah Jalbert	Maria Owens	Ellie Placko	Angela Larsen	Rachel Robinson
Sonya Campbell	Maddie Wortman	Liz Putnam	Brandy Smith	Abbie Meadows	Karen Fowler
Gaie Perez	Wendy Frans	Mary Jane Leland	Debra Forrester	Kristi Parker	Tammy Rogers
Jennifer Hart		Ashlee Vanasse			Kathy Lewis
Pam Swan		Jill Farr			Brianna Bradford
Jennifer Hotchkin		Amy Murphy			
Chelsey Troutman					
Bridgett Pressley					
Tammy Rogers					
Sharon Waynick					
Kate Thompson					
Laura Dobyne					
Aly Malone					



## **Executive Summary**

### **Summarize findings of student achievement:**

- 75% of third through fifth grade students met or exceeded Math benchmark on SCReady
- 69% of third through fifth grade students met or exceeded ELA benchmark on SCReady
- Students in grades 3-5 met or exceeded district and state averages in all subject areas on SCReady
- Earned a GOOD Overall Rating on the 2018-19 School Report Card
- Earned an Excellent in Academic Achievement and Preparing for Success
- Earned an Excellent in English Learners' Progress, Student Progress and School Quality
- Students in grades 3-5 continue to score above the district and national average in Math and ELA
- Students in grades 3-5 grade continue to score above the district and state average in writing
- We continue to be concerned about the achievement gap between our white and African American students
- We continue to be concerned about the performance of our students with disabilities on SCReady and SCPASS

### **Summarize findings for teacher and administrator quality**

- 100% of Brushy Creek administration and staff are highly qualified
- Quality staff development is provided on campus
- Staff development is designed to help teachers maintain highly qualified certification
- Technology staff development is provided to help teachers meet State Department technology proficiency

### **Summarize findings for school climate**

- Needs Assessment for School Climate: (Parent Survey)
- According to our parent survey from the 2018-19 school report card, 98.3% of our parents indicated satisfaction with the learning environment
- Needs Assessment for Teacher and Administrator Quality: (Survey)
  - According to the teacher survey, 100% of our teachers are satisfied with the learning environment, 100% social and physical environment, and the 97.6% school-home relations, however, we continue to explore ways to improve our overall learning environment with parents and students in order to involve all stakeholders in improving our school climate.

### **Brushy Creek's significant challenges from the past three years**

- Reaching all ability levels and continuing to lessen the gap for subgroups

- Continuing the tradition of high performance on SCPASS and SCReady testing
- Increasing the use of a variety of technology in the instructional program to ensure students meet the characteristics of the Profile of the SC Graduate
- Continuing to provide current staff development on best practices such as balanced literacy, inclusion, and integration of technology

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

- National Blue Ribbon School of Excellence Award
- National Foundation for Improving Education Through Technology Award
- Palmetto's Finest Award
- S.C. Blue Ribbon School Award
- S.C. Hall of Fame Award for Exemplary Writing
- School Incentive Award Winner
- Red Carpet Schools Award
- Palmetto Finest Finalist
- Palmetto Gold Award Winner
- National PTA School of Excellence
- National Board Certified Teachers
- International Reading Award of Excellence
- Digital Leader Corp

### **School Profile**

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

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

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

and an office suite for the plant engineer. Play areas include separate playgrounds for kindergarten and for grades 1-5, a softball field and walking track.

Brushy Creek Elementary School provides a comprehensive and challenging curriculum to all students. Our curriculum is based on the state's new standards implemented fully during the 2014-15 school year in the content areas of ELA and math. Students are instructed in Reading, Language, Spelling, Math, Science/Health and Social Studies. Students also receive instruction in Art, Music and Physical Education each week. We offer classroom guidance instruction every month as well as media instruction on a rotating basis.

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

During the 2016-2017 school year, we served 18 students in a before school WOOF (Working on our Future) Club, which is a tutorial based program to help students who demonstrated weaknesses in SCPass and MAP. Students worked on the SuccessMaker computer program in math. Our kindergarten and first grade students were also involved in an RTI (Response to Intervention) reading program where they received intensive remediation.

### **History of Brushy Creek Elementary School**

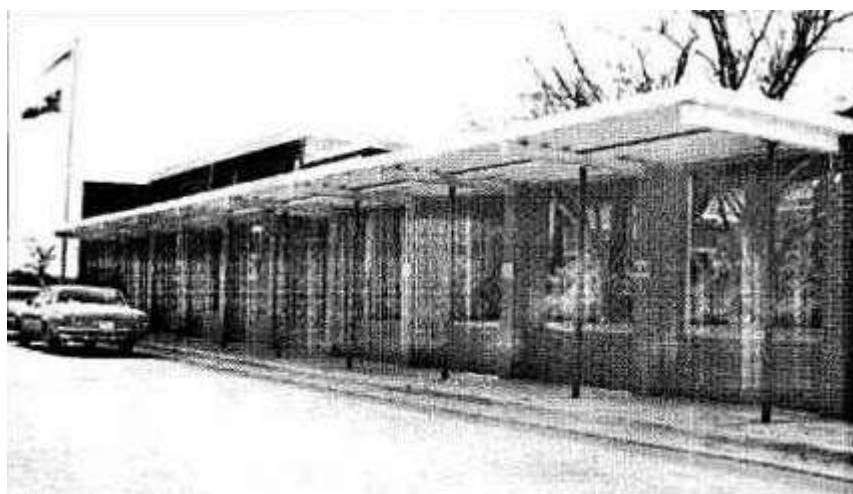
Brushy Creek Elementary School has a long history of excellence in education, care and concern for students, and a strong involvement with the community. The first Brushy Creek School building was built in 1916. It was a four-room structure and stood across Brushy Creek Road from the present day building.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



*Original Brushy Creek Elementary School  
1916*

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

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



Brushy Creek Elementary School  
1964

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

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



Brushy Creek has always been among the top schools in the School District of Greenville County in academics and has won many awards. In 1996, Brushy Creek was awarded the prestigious "Palmetto's Finest" honor. The school also won the distinguished South Carolina Blue Ribbon award in 1998. In 1999, the U. S. Department of Education recognized Brushy Creek as a National "Blue Ribbon" School. Brushy Creek was given the "Red Carpet" Award in 2001 for being a friendly school. Brushy Creek has also received the Palmetto Gold Awards for PACT Performance for the past two academic years. During the 2007-08 school year Brushy Creek Elementary School received the Red Carpet Award from the South Carolina State Department of Education. "A Red Carpet School does an outstanding job of creating a family-friendly school environment and providing excellent customer service, according to the State Department of Education. (<http://ed.sc.gov/agency/Innovation-and-Support/Community-and-Parent-Services/Red-Carpet-Schools/Index.html>) During the 2010-2011 school year Brushy Creek Elementary School received the Palmetto Silver Award for Closing Achievement Gap in 2009-2010 and the Palmetto Gold Award. Brushy Creek Elementary was selected as one of the four finalist elementary schools for the Palmetto's Finest Award in 2011-12. In 2012-2013, Brushy Creek was recognized as a finalist for the SIC Dick and Tunky Riley Award for SIC Excellence. In the 2017-18 school year, Brushy Creek was named a Palmetto's Finest Finalist. Also, the school received the Safety Award for Greenville County Schools.

### **Brushy Creek Attendance Area**

Students at Brushy Creek Elementary School are mostly from middle class neighborhoods. Our poverty index is approximately 37.0%.

### **Current Enrollment**

Enrollment for 2020-2021 by grade levels is as follows:

4K	5K	First	Second	Third	Fourth	Fifth	Multi-Cat	Total
12	67	78	81	74	92	72	10	486

## **School Personnel**

### **Our Leaders**

#### **Charles T. Davis, Jr.**

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

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

In his twenty-first year as a professional educator with Greenville County Schools, he values and understands the importance of parental support and community involvement in a student's life. Mr. Davis firmly believes that children receive the best education possible when the school and home work together as a team. His motto and desire is for all children to be treated fairly and with respect. He passionately works with teachers, parents, and community leaders to teach, encourage, and mold students into responsible citizens of tomorrow. Mr. Davis truly believes in our school motto, "Building a Community of Excellence One Student at a Time"!

#### **Erin McCauley**

Brushy Creek's Assistant Principal is Erin McCauley. Mrs. Erin McCauley is in her third year as Assistant Principal at Brushy Creek and is very excited about the opportunity to serve at Brushy Creek Elementary School this year. She is thrilled to join the BCES family. Before earning the position here at Brushy Creek Elementary School, Mrs. McCauley served as the Administrative Assistant at Berea Elementary School for the past 3 years. Prior to the start her career in administration, Mrs. McCauley was a classroom teacher for 13 years. She taught at Woodland Elementary School for seven years. Before moving over to teach at Woodland, Mrs. McCauley taught at Grove Elementary School for six years. She have taught 2nd, 3rd, and 5th grade. This year marks her sixteenth year in education.

She is originally from Upstate New York. Mrs. McCauley graduated from St. John Fisher College in Rochester, NY in May 2001 with a Bachelor's Degree in Elementary Education/Psychology. She

moved to Greenville, SC in July 2001. Mrs. McCauley graduated with a Master's Degree in Administration and Supervision from Southern Wesleyan University in July 2014.

She has been married for a little over 14 years, and have 2 beautiful daughters. Emma is 13 years old and Allie is 11 years old. Both of her daughters will attend Riverside Middle School this year. During her free time, she enjoy spending time with family and friends and running and working out.

### **Dr. Sonya Campbell**

Dr. Sonya B. Campbell is in her second year as an assistant principal at Brushy Creek Elementary for the 2019 – 2020 school year. She brings with her 31 years of educational experiences, and firmly believes in a strong school to home connection. Along with the excitement to be part of the BCES family, she realizes the responsibility to embrace, engage and empower the students, as well as have a positive impact with staff, families and the community.

During Dr. Campbell 's educational career she has held the following positions: 1<sup>st</sup> grade teacher, 2<sup>nd</sup> grade teacher, reading teacher, SPED teacher, assistant principal and principal. She earned her Bachelor of Science in Education from University of Central Missouri, a Masters of Education in Elementary Education and a Masters of Education in Learning Disabilities from Drury University, a Specialist of Educational Administration from Missouri State University and a Doctor of Educational Leadership from Saint Louis University.

No matter the role within education or grade she had taught, Dr. Campbell, always return to her core values, which includes the idea that education is a social right-- not a privilege. Education is the great equalizer, an instrument to change the world. To make a positive impact towards equity and excellence in our schools so our students will make their own positive and lasting impact in life and in our world. Her educational philosophy come from an African Proverb, which guided her though her career. "If you give a child a fish, you feed him for a day. If you teacher a child to fish, you feed him for a lifetime."

### **Instructional Staff**

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

The average teaching experience ranges from 1 to 30 years of teaching experience.

### **Parental Involvement**

The students at Brushy Creek come from a wide range of socioeconomic groups. Brushy Creek families earn incomes spanning from less than \$10,000 to more than \$200,000 per year. Our poverty index is 37.0%.

## **Parents and Community Business Partners**

Brushy Creek Elementary has a very active PTA. Our parents serve as mentors for students, room mothers, or assist making copies for teachers. The PTA has numerous committees which encourage parental involvement to support their goals. With an annual budget for the 2017-2018 school year of over \$60,000, PTA funds are used to support various school projects. In previous years, PTA has assisted with the purchase of playground equipment for the K-5 play area, refrigerators and microwave ovens for various areas in the building, as well as supporting the rental, maintenance agreement, and supplies for copiers. PTA has committed to provide annual grants to teachers to support classroom instruction.

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

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

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

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



## **Community Partnerships**

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

## **Major Academic and School Programs**

### **Vertical Teaming**

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

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

### **Balanced Literacy**

As a school, we have consistently implemented a variety of best practices such as: Fountas and Pinnell, Power Writing, and have been intentional in ensuring rigor in teaching reading and writing. Brushy Creek teachers have received extensive professional development in Fountas and Pinnell as another approach to providing students with meaningful reading and writing instruction in order to improve student achievement. We continue to implement literacy centers, refine assessments in order to level students appropriately in regards to reading texts, and implement full use of a school-wide leveled library. Our Literacy Specialist serves as the Read to Succeed Lead and is a support to teaching of reading and writing.

## **Response to Intervention**

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

## **The Writing Process**

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

## **Mission**

The mission of Brushy Creek Elementary School is to provide a caring environment in which every child is respected and is given the opportunity to develop character, attitudes, and values; to develop independent learners through an excellent academic education preparing them to become future leaders and contributors of an ever-changing, technological global community. Our school motto is "Building a Community of Excellence One Student at a Time".

## **Beliefs (Shared Vision)**

We believe...

- Education is the shared responsibility of students, families, school, and community.
- Learning is a life-long process and is essential for continuous growth.

- All children have the ability to learn and will flourish in a safe and inviting learning atmosphere.
- Education promotes attitudes of self-worth, responsibility, success and confidence.
- Brushy Creek Elementary provides equal education opportunities to all students.
- Character education and citizenship, along with cultural diversity, strengthens society and should be honored and protected.
- True motivation comes from within.
- Development of student accountability will begin at K4 and continue through Grade 5, thus supporting the district vision as articulated in the Education Plan for Greenville County School District.
- Continuous education for staff members fosters a dynamic and creative learning environment.
- Quality instruction nurtures creativity, critical thinking, collaboration, and innovation for all students.

### **Data Analysis and Needs Assessment**

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

#### **FIVE GOAL AREAS**

##### **1. Student Success**

*Deliver high-quality curriculum, instruction, and interventions that meet the needs of each student.*

##### **2. Premier Workforce**

*Recruit, retain, and develop exemplary personnel in all positions.*

##### **3. Caring Culture and Environment**

*Provide a safe and healthy environment that promotes learning and respectful relationships.*

##### **4. Resource Stewardship**

*Ensure efficient use of resources through effective management and development.*

##### **5. Community Engagement and Communications**

*Generate support and system effectiveness through engaging partnerships, communications, and recognitions.*

## **Student Achievement Needs Assessment**

### **Brushy Creek Elementary SCReady 2018-19**

<b>ELA &amp; Math Meeting or Exceeding</b>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<b>ELA</b>	73%	70%	64%
<b>Math</b>	75%	72%	70%

### **Brushy Creek Elementary SCPASS Science and Social Studies Data 2018-19**

<b>Science</b>	<b>4<sup>th</sup> Grade</b>
<b>Not Met</b>	14%
<b>Met/Exemplary</b>	69%

<b>Social Studies</b>	<b>5<sup>th</sup> Grade</b>
<b>Not Met</b>	12%
<b>Met/Exemplary</b>	88%

## **Teacher and Administrator Quality**

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

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

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

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

**ANNUAL:** Teachers can also be issued an Annual I or II Formative or an Annual I, II or III Summative.

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

**CONTINUING:** Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally evaluated using the PAS-T model. Teachers in cycle three receive a summative evaluation of their performance at the end of their cycle three year. Additional information about the cycles of evaluation can be found in the PAS-T Handbook.

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

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

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

Each Performance Standard is rated on a four point scale.

1. Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria.

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

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

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

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

**Professional Development Calendar  
Brushy Creek Elementary School  
2020-2021**

August 12, 2020	Academic Updates-Safety Protocols and Blended Learning	Instructional Leadership Team	1
August 26, 2020	Academic Updates-Safety Protocols and Blended Learning	Instructional Leadership Team	1
September 10, 2020	Induction Pulse Check	Instructional Leadership Team	0
September 16, 2020	Tier Interventions	Instructional Leadership Team, OnTrack Team, Speech and Special Education Teachers	1
September 25, 2020	SLO Fall Conferences	Instructional Leadership Team	0

October 9, 2020	Coach's Corner-Literacy Framework and Blended Learning	Instructional Leadership Team	1
October 15, 2020	Induction Pulse Check	Instructional Leadership Team	0
October 21, 2020	5 E's- Science and Social Studies and Blended Learning	Instructional Leadership Team	1
November 13, 2020	Coach's Corner-Data Teams	Instructional Leadership Team	1
December 9, 2020	Literacy Framework and Blended Learning	Instructional Leadership Team	1
January 14, 2021	Induction Teacher's Pulse Check	Instructional Leadership Team	0
January 27, 2021	Literacy Framework and Blended Learning	Instructional Leadership Team	1
January 29, 2021	Coach's Corner- Mid Year Data Teams	Instructional Leadership Team	1

February 11, 2021	Induction Pulse Check	Instructional Leadership Team	0
February 13, 2020	Induction Pulse Check	Instructional Leadership Team	0
February 21, 2020	Coach's Corner GCS Literacy Framework	Balanced Literacy Mentors	2
February 24, 2021	Literacy Framework and Blended Learning	Instructional Leadership Team	1
February 24, 2021	Coach's Corner-5 E's- Science and Social Studies and Blended Learning	Instructional Leadership Team	1
March 11, 2021	Induction Teacher's Pulse Check	Instructional Leadership Team	0
March 12, 2021	Coach's Corner-Literacy Framework and Blended Learning	Instructional Leadership Team	1
March 17, 2021	5 E's- Science and Social Studies and Blended Learning	Instructional Leadership Team	1



April 28, 2021	SC Ready	Erin McCauley Gaie Perez	2
April 30, 2021	Coach's Corner-Data Teams	Instructional Leadership Team	1

## School Climate Needs Assessment

### School Climate Surveys

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement. Baseline data was gathered during the 2018-2019 school year to serve as a reference point for comparing changes in perception over time.

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

	Teachers	Students	Parents
<b>Number of surveys returned</b>	43	155	59
<b>Percent satisfied with learning environment</b>	100%	86.4%	98.3%
<b>Percent satisfied with social and physical environment</b>	100%	88.9%	96.6%
<b>Percent satisfied with</b>	97.6%	83.5%	81.0%

**Needs Assessment for School Climate: (Parent Survey)**

**Summarize findings for school climate**

- Needs Assessment for School Climate: (Parent Survey)
- According to our parent survey from the 2018-19 school report card, 98.3% of our parents indicated satisfaction with the learning environment
- Needs Assessment for Teacher and Administrator Quality: (Survey)
  - According to the teacher survey, 100% of our teachers are satisfied with the learning environment, 100% social and physical environment, and the 97.6% school-home relations, however, we continue to explore ways to improve our overall learning environment with parents and students in order to involve all stakeholders in improving our school climate.

**2019-2020 School Report Link**

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDlwJnQ9RSZzaWQ9MjMwMTAzOQ>

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

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

**PERFORMANCE GOAL: 1** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 60% in 2016-17 to 75% in 2022-23.

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA READY SDE Website and School Report Card	% Meets Expectations and Exceeds Expectations 60 (2016-17)	<b>School Projected Elementary</b>	63	66	69	72	75
	60	<b>School Actual Elementary 66</b>	69				
SC READY ELA READY SDE Website and School Report Card	% Meets Expectations and Exceeds Expectations 49 (2016-17)	<b>District Projected Elementary 52</b>	52	55	58	61	64
		<b>District Actual Elementary 52</b>	58				

<b>ACTION PLAN FOR STRATEGY #1:</b> Increase content and skills mastery learning at all levels.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	ILT Teachers	TBA	General Fund	School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	ILT	TBA	General Fund	Attendance reports from district professional development offerings including summer courses.

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required)    District Priority <i>Gifted and Talented</i> <i>Requires</i> Gifted and Talented: Academic    Gifted and Talented: Artistic    Gifted and Talented: Social and Emotional    1 Academic Goal and 1 Additional Goal    Gifted and Talented: Other
<b>PERFORMANCE GOAL 2:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from <b>67% in 2016-17 to 82% in 2022-23.</b>
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by <b>3% annually.</b>

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	<b>67%</b> Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary</b>	<b>70</b>	<b>73</b>	<b>76</b>	<b>79</b>	<b>82</b>
		<b>School Actual Elementary</b>	<b>75</b>	<i>waiver</i>			
SC READY Math SDE website and School Report Card	<b>54%</b> Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary</b>	<b>62</b>	<b>64</b>	<b>66</b>	<b>68</b>	<b>69</b>
		<b>District Actual Elementary</b>	<b>63</b>	<i>waiver</i>			

<b>ACTION PLAN FOR STRATEGY #2:</b> Increase content and skills mastery learning at all levels.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	ILT Teachers	TBA	General Fund	School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	ILT	TBA	General Fund	Attendance reports from district professional development offerings including summer courses.

**Performance Goal Area:**    ☒ Student Achievement\*    ☐ Teacher/Administrator Quality\*    ☐ School Climate (Parent Involve Healthy Schools, etc.)\* (\*required)    ☐ District Priority *Gifted and Talented Requires*    ☐ Gifted and Talented: Academic    ☐ Gifted Artistic    ☐ Gifted and Talented: Social and Emotional    *1 Academic Goal and 1 Additional Goal*    ☐ Gifted and Talented: Other

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS S by        3% annually.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	69	72	75	78	81
		School Actual Elementary 69	69	waiver			
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary 60	64	waiver			

<b>ACTION PLAN FOR STRATEGY #3:</b> Increase content and skills mastery learning at all levels.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
4. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
5. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	ILT Teachers	TBA	General Fund	School surveys and observations
6. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	ILT	TBA	General Fund	Attendance reports from district professional development offerings including summer courses.



**Performance Goal Area:**    ☒ Student Achievement\*    ☐ Teacher/Administrator Quality\*    ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*)    ☐ District Priority *Gifted and Talented Requires*    ☐ Gifted and Talented: Academic    ☐ Gifted and Talented: Artistic    ☐ Gifted and Talented: Social and Emotional    *1 Academic Goal and 1 Additional Goal*    ☐ Gifted and Talented: Other

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	51% Meets Expectations and Exceeds Expectations	School Projected Hispanic	54	57	60	63	66
SC READY ELA SC SDE Website		School Actual Hispanic 47	N/A	waiver			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34	40	waiver			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	School Projected AA	35	37	40	43	46
SC READY ELA SC SDE Website		School Actual AA 32	32	waiver			

SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA 25</b>	25	28	31	34	37
SC READY ELA SC SDE Website		<b>District Actual AA 25</b>	31	<i>waiver</i>			
SC READY ELA SC SDE Website	N/A% Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	x	x	x	x	x
SC READY ELA SC SDE Website		<b>School Actual SWD N/A</b>	N/A	<i>waiver</i>			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 14</b>	14	17	20	23	26
SC READY ELA SC SDE Website		<b>District Actual SWD 12</b>	21	<i>waiver</i>			
SC READY ELA SC SDE Website	53 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	61	64	67	70	73
SC READY ELA SC SDE Website		<b>School Actual LEP 61</b>	61	<i>waiver</i>			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 35</b>	35	38	41	44	47
SC READY ELA SC SDE Website		<b>District Actual LEP 33</b>	44	<i>waiver</i>			

SC READY ELA SC SDE Website	43 % Meets Expectations and Exceeds Expectations	School Projected PIP	46	49	52	55	58
SC READY ELA SC SDE Website		School Actual PIP 57	57	waiver			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	waiver			
SC READY Math SC SDE Website	51 % Meets Expectations and Exceeds Expectations	School Projected Hispanic	54	57	60	63	66
SC READY Math SC SDE Website		School Actual Hispanic	57	waiver			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43	waiver			
SC READY Math SC SDE Website	42 % Meets Expectations and Exceeds Expectations	School Projected AA	45	48	51	54	57
SC READY Math SC SDE Website		School Actual AA 39	44	waiver			

SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA 27</b>	27	30	33	36	39
SC READY Math SC SDE Website		<b>District Actual AA 28</b>	30	<i>waiver</i>			
SC READY Math SC SDE Website	23 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	26	29	32	35	38
SC READY Math SC SDE Website		<b>School Actual SWD N/A</b>	N/A	<i>waiver</i>			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 18</b>	18	21	24	27	30
SC READY Math SC SDE Website		<b>District Actual SWD 16</b>	20	<i>waiver</i>			
SC READY Math SC SDE Website	62 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	65	68	71	74	77
SC READY Math SC SDE Website		<b>School Actual LEP 71</b>	72	<i>waiver</i>			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 40</b>	40	43	46	49	52
SC READY Math SC SDE Website		<b>District Actual LEP 42</b>	46	<i>waiver</i>			

SC READY Math SC SDE Website	52 % Meets Expectations and Exceeds Expectations	<b>School Projected PIP</b>	55	58	61	64	67
SC READY Math SC SDE Website		<b>School Actual PIP</b> 66	66	<i>waiver</i>			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected PIP</b> 36	36	39	42	45	48
SC READY Math SC SDE Website		<b>District Actual PIP</b> 38	43	<i>waiver</i>			

<b>ACTION PLAN FOR STRATEGY #5:</b> Increase content and skills mastery learning at all levels.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
7. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
8. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	ILT Teachers	TBA	General Fund	School surveys and observations

ACTION PLAN FOR STRATEGY #5: Increase content and skills mastery learning at all levels.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
9. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	ILT	TBA	General Fund	Attendance reports from district professional development offerings including summer courses.

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\*required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL 5:** Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	School Projected		Kindergarten through Grade 5 81	Kindergarten through Grade 5 82	Kindergarten through Grade 5 83	Kindergarten through Grade 5 84
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 80	Data point not available due to state-wide school closures on March 17,			

FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten n = 60 Grade 1 = 38	Kindergarten n = 61 Grade 1 = 39	Kindergarten n = 62 Grade 1 = 40	Kindergarten n = 63 Grade 1 = 41
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile)	School Actual	Kindergarten n = 59 Grade 1 = 37	Data point not available due to state-wide school closures on March 17,			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets	School Projected		Grade 2 51% Grade 5 54%	Grade 2 52% Grade 5 55%	Grade 2 53% Grade 5 56%	Grade 2 54% Grade 5 57%
South Carolina MAP Linking Study -	2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade	School Actual	Grade 2 50% Grade 5 53%	Grade 2 33% Grade 5 54%	Grade 2 48% 5 <sup>th</sup> grade data point not available - School Board		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	District Projected		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	Data point not available due to state-wide school closures on March 17,			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	District Projected		5K - 52% or above Grade 1 - 57% or above	5K - 54% or above Grade 1 - 59% or above	5K - 56% or above Grade 1 - 61% or above	5K - 58% or above Grade 1 - 63% or above
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more	District Actual	5K - 50% Grade 1 - 55%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectation	District Projected		Grade 2 - 36% or above Grade 5 - 32% or above	Grade 2 - 36% or above Grade 5 - 32% or above	Grade 2 - 36% or above Grade 5 - 32% or above	Grade 2 - 36% or above Grade 5 - 32% or above

South Carolina MAP Linking Study – February 2018 and July 2020	<u>2018</u> 2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile <u>2020</u> 2 <sup>nd</sup> grade criteria	<b>District Actual</b>	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing due to Act 142 testing requirements.		
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Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

ACTION PLAN FOR STRATEGY #6: Increase the effectiveness of data-based core instruction					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	ILT	\$0	NA	Evidence of data driven conversations
2. Implement Professional Learning Community support in schools	2018-2023	ILT	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans
3. R43-205 Greenville County Schools requests a waiver to increase the number of students served in	2020-21	Director of Early Intervention and Student Support	\$0	NA	Waiver



<b>ACTION PLAN FOR STRATEGY #6:</b> Increase the effectiveness of data-based core instruction					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.					
4. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	ILT	\$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations

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

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

*1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected		Maintain Teacher Diversity	Maintain Teacher Diversity	Maintain Teacher Diversity	Maintain Teacher Diversity
GCS Human Resources Department		School Actual		3 of 65 staff have gender diversity; 4 of 65 have ethnic			
Employment report		District Projected		94%	96%	98%	100%
GCS Human Resources Department		District Actual 92 of 93 have gender	89 of 93 have gender diversity; 85 of 93 have ethnic	92 of 93 have gender diversity; 89 of 93 have ethnic			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTION PLAN FOR STRATEGY #1: Early identification of diverse candidates.	EVALUATION	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Identify locations where there is limited or no diversity.	2018-2023	ILT	\$0	NA	Ongoing focus
2. Develop recruitment plans with all locations where there is no or minimal diversity.	2018-2023	ILT	\$0	NA	Plans in place for schools
3. Identify for schools quality candidates who are diverse.	2018-2023	ILT	\$0	NA	Ongoing identification of candidates

**Performance Goal Area:**
☐ Student Achievement\*
☐ Teacher/Administrator Quality\*
☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (*\*required*)
☐ District Priority *Gifted and Talented Requires*
☐ Gifted and Talented: Academic
☐ Gifted and Talented: Artistic
☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal
☐ Gifted and Talented: Other

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

SC SDE School Report Card Survey	97	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 96	x	waiver			
SC SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 91	100	waiver			
SC SDE School Report Card Survey	95	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 96	92	waiver			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	waiver			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	waiver			

SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>waiver</i>			

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.	EVALUATION	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
any concerns or ssues					

### Percent Recommended for Expulsion

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\*required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

### Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0	0				
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8	1.5	0.9			

### Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23



	(2016-17) 0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		School Actual 0	0				
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.10	.03			

Annual Expulsion Rate

ACTION PLAN FOR STRATEGY #1: Increased community and student based education about Level III infractions and the criminal and disciplinary consequences					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)
<ul style="list-style-type: none"> <li>Utilize programs such as Juvenile Justice Jeopardy to educate students and parents about offenses that can also result in criminal charges.</li> </ul>		1.Utilize programs such as Juvenile Justice Jeopardy to educate students and parents about offenses that can also result in criminal charges.		1.Utilize programs such as Juvenile Justice Jeopardy to educate students and parents about offenses that can also result in criminal charges.	
2.After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.		3.After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.		4.After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.	

ACTION PLAN FOR STRATEGY #1: Increased community and student based education about Level III infractions and the criminal and disciplinary consequences					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)
<ul style="list-style-type: none"> <li>• Increase awareness of community based resources that families can reach out to for guidance and support.</li> </ul>		<ul style="list-style-type: none"> <li>• Increase awareness of community based resources that families can reach out to for guidance and support.</li> </ul>		5.Increase awareness of community based resources that families can reach out to for guidance and support.	

**Performance Goal Area:**    ☐ Student Achievement\*    ☐ Teacher/Administrator Quality\*    ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\*required)    ☐ District Priority *Gifted and Talented Requires*    ☐ Gifted and Talented: Academic    ☐ Gifted and Talented: Artistic    ☐ Gifted and Talented: Social and Emotional    1 Academic Goal and 1 Additional Goal    ☐ Gifted and Talented: Other

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	91	91	91	91	91

		<b>School Actual</b> 91	94	N/A	Data point not available due to state-wide school closures on March 17,		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	90	90	90	90	90
		<b>District Actual</b> 89	90	92	Data point not available due to state-wide school closures on		

<b>ACTION PLAN FOR STRATEGY #1:</b> Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					<b>EVALUATION</b>
<b>ACTION PLAN FOR STRATEGY #1:</b> Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.	<b>EVALUATION</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Expand mentoring program for students	2018-2023	School Counselors	TBD	Local	Students assigned to an adult at the school.
2. Enhance professional development to	2018-2023	School team	TBD	Local	Visit to community

increase staff awareness and understanding of community being served					
3. Establish protocols among all adults to communicate positively with students	2018-2023	School team	\$0	NA	Documentation of communicating protocol to staff
4. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School team/PTA	\$0	NA	Support staff included in decision making and support of students

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\*required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 96	School Projected	96	96	96	96	96
180 <sup>th</sup> day Attendance Report		School Actual 96	96				
	(2016-17) 95	District Projected	95	95	95	95	95
180 <sup>th</sup> day Attendance Report		District Actual 95	95	96			

<b>ACTION PLAN FOR STRATEGY #1:</b> Develop system to respond to attendance trends					<b>EVALUATION</b>
<b>ACTION PLAN FOR STRATEGY #1:</b> Develop system to respond to attendance trends	<b>EVALUATION</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	\$0	NA	Attendance reports  Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Admin team Teacher Attendance Clerk	\$0	NA	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Admin team	\$0	NA	Students are identified and appropriate supports are assigned
4. Use the Intervention Connection System to assign and monitor interventions for truant and chronically absent students.	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Admin team	\$0	NA	Intervention Connection System reports for truant and chronically absent students.

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate  
(Parent Involvement, Safe and Healthy Schools, etc.)\* (\*required) ☐ District Priority *Gifted and Talented*  
*Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented:  
Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>School Projected</b>	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 6
		School Actual Afraid – 5 Lonely – 9 Angry – 6	Afraid ≤ 2 Lonely ≤ 10 Angry ≤ 7	Afraid ≤ N/A Lonely ≤ N/A Angry ≤ N/A	Data point not available due to state-wide school closures on March 17, 2020 -	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 7%	Afraid – 5% Lonely – 10% Angry – 7%	Data point not available due to state-wide school closures on March 17, 2020 -	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5



<b>ACTION PLAN FOR STRATEGY #1:</b> Improve understanding of students' social-emotional needs.					<b>EVALUATION</b>
<b>ACTION PLAN FOR STRATEGY #1:</b> Improve understanding of students' social-emotional needs.	<b>EVALUATION</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Collect data surrounding social-emotional needs through student surveys	State to provide	ILT School Counselors	\$0	NA	Survey data collected and analyzed
2. Implement the OnTrack process in all schools in the district, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	ILT School Counselors	\$0	NA	All schools using OnTrack process
3. Implement relationship-building programs/strategies in schools	2018-2023	ILT School Counselors	TBD	TBD	Programs implemented with fidelity
1. Develop and maintain a menu of support resources and provide to all guidance counselors and social workers	2018-2023	ILT School Counselors	\$0	NA	Menu developed and distributed