



Strategic Plan

Scope of Plan: 2018-2019 through 2022-2023
Annual Update for 2020-21

Grades Served K4-5th

Greenbrier Elementary
"We are Kindness Leaders, Relationship Builders, and Successful Learners"
Le'Keisha Brown, Principal
853 Log Shoals Road
Greenville, South Carolina 29607
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Greenville County Schools
W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Greenbrier Elementary
SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)
SCHOOL RENEWAL ANNUAL UPDATE FOR 2020-2021 (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

Le'Keisha H. Brown		3-12-2021
PRINTED NAME	SIGNATURE	DATE


CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Margaret Spivey		March April 13, 2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Amanda Moreno		3-12-2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 853 Log Shoals Road, Greenville, SC, 29607
SCHOOL TELEPHONE: (864) 355-5300
PRINCIPAL E-MAIL ADDRESS: lbrown@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

POSITION

1. Principal
2. Teacher
3. Parent/Guardian
4. Community Member
5. Paraprofessional
6. School Improvement Council
7. Read to Succeed Reading Coach
8. Read to Succeed Literacy Leadership Team Lead
9. Read to Success Literacy Leadership Team Member
10. Other:

NAME

Le'Keisha Brown
Amy Riley
Thomas Searcy
Anita Hart
Linda Raines
Margaret Spivey
Kelly Wamser
Amanda Moreno
Shawnee Arrowood

POSITION

RTI Teacher
Assistant Principal
School Counselor
School Counselor

NAME

Nancy Key
Jason Hudak
Jennifer Swift
Rayshawn Trapp

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental 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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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. However, they may be housed at locations with other grade levels or completely separate from schools.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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 how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Greenbrier Elementary School Strategic Plan

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INTRODUCTION

The Greenbrier Elementary School Strategic Plan was developed to guide our actions and document the changes and progress our school has made as we have sought to more effectively support student learning. It is our belief that the plan provides a vehicle for developing capacity, self-assessment, communication, and accountability that will lead to substantive school improvement. The plan is organized according to the standards set forth in **Greenville County Schools Strategic Planning/Portfolio Checklist**. It is our firm belief that the philosophies represented by the aforementioned guidelines will support Greenbrier's efforts toward continuous school improvement.

Greenbrier's staff, administrators, and community members worked collaboratively on the research and development of the strategic plan. Much of the narrative content comes from small group discussions conducted throughout the process of evaluating progress in each of the designated categories. During these discussions, team members were asked to contribute "evidence" of our progress, make suggestions for continued improvement, and dialogue regarding current and future school programs and initiatives. Feedback from Administrative meetings, Grade Level and Vertical Team meetings, community-based meetings (SIC, PTA), and whole group discussions was also integrated as we worked to generate a document truly representative of Greenbrier.

Strategic Planning Process/Structure

The Strategic Planning Team

The Strategic Team, made up of the principal and Strategic Planning Facilitators, was established to:

- guide, enforce, and reinforce the school portfolio plan
- ensure the implementation of standards and the vision
- monitor progress and address concerns
- review data and plan for improvement
- encourage and model school wide-expectations
- update and review the school portfolio plan

Action Teams

- PTA
- School Improvement Council (SIC)

A key role of the action teams is to investigate different approaches to achieving our goals. The teams may recommend specific courses of action

that will support the implementation of a high quality instructional program aligned with the state's curriculum standards.

Instructional Teams

- Faculty Council
- Grade Level Teams

Faculty Council

Grade level chairs serve as Faculty Council representatives. As liaisons between the administration and their designated grade levels or teams, council member's responsibilities include:

- facilitating weekly grade level meetings
- coordinating grade level activities
- attending monthly council meetings
- communicating team concerns, successes, and feedback
- participating in the development of budgetary proposals

Grade Level Teams

The purposes of grade-level teams are to maintain unity of curriculum, instruction, assessment, and to implement the standards at each grade level. Therefore, each teacher will:

- participate in meetings with his/her grade level
- coach and support the implementation of the standards
- study and support each other's implementation of *Best Practices*
- support grade level efforts to integrate writing across the curriculum
- plan instruction based on current common assessment data

Process for Communicating the Plan

The Greenbrier Strategic Plan and its components are communicated to all stakeholders via the following:

- plan components are shared with parents and community members at monthly SIC meetings
- plan components with parent, students, teachers, and community members at quarterly PTA meetings
- plan components are shared with teachers and faculty members at weekly faculty meetings as needed
- plan is available for viewing on the school website at www.greenville.k12.sc.us/gbrier



EXECUTIVE SUMMARY

Student achievement findings

SC READY ELA

School-wide 54.2% of students met or exceeded the expectation in the area of ELA. This compares to 52.7% for Greenville County. School-wide Greenbrier performed below the Greenville County average only slightly. However, fourth grade students at Greenbrier outscored the district average for fourth grade.

SC READY Mathematics

School-wide 57.7% of students met or exceeded the expectation in the area of Mathematics. This compares to 54.5% for Greenville County. Greenbrier performed above the district average school-wide.

SCPASS Science

School-wide 70.3% of students met or exceeded the expectation in the area of Science. This compares to 63.9% for Greenville County. Greenbrier performed above the district average.

Teacher and administrator quality findings

During the 2020-2021 school-year, Greenbrier has a high level of staff diversity. Twenty-six percent of the staff is comprised of individuals from minority ethnic groups. Seven percent of the staff is male.

School Climate Findings

The attendance rate for students at Greenbrier has consistently been above the district average for the past three years. Parents have indicated on annual surveys that they are satisfied with the learning environment of the school, while students and teachers have expressed some dissatisfaction. Teachers, parents, and students agree that our school is a safe environment. A large majority of students describe their teacher as caring, while few students describe themselves as afraid, lonely, or angry while at school.

Significant challenges

- Inconsistency in performance of subgroups on state testing
- Inconsistency in performance of grade levels on state testing

Significant Awards, Results, and Accomplishments

- Participated in Special Olympics
- Participate in Greenville Drive and Summer Reading Programs
- Participate in Safe School Program with Safety Patrols
- Participated in the Black History Essay Contest sponsored by the African American Network at Michelin North American Research Center
- Participated in the Black Heritage Bowl Sponsored by Long Branch Baptist Church
- Participated in the SEC Women's Basketball Adopt-a-Class Program
- Student participation in Spring Sing
- Received several teacher and PTA grants
- South Carolina Art Education Association First Place Elementary Winner
- 5th Grade Individual District Science Fair Winner (2018)
- Established a Junior Robotics Team
- Multiple students recognized by Michelin for Annual Black History Essay Contest

SCHOOL PROFILE

School Community

Greenbrier Elementary is led by our Principal, Mrs. Le'Keisha Brown, Ed. S. Mr. Jason Hudak is the Assistant Principal.

Throughout Mrs. Brown's educational career, she has served the students of Greenville County as a Middle School Teacher, Select Schools Program Coordinator, and Assistant Principal. She has certification in Elementary Education, Middle School Language Arts, Elementary Administration and Supervision. She also has the state's Gifted and Talented endorsement that grants her the opportunity to teach challenge students. Before becoming Greenbrier's principal, her administrative experiences included five years of service as an Assistant Principal at Woodland Elementary in Greer, South Carolina and one year of service as an Assistant Principal at Ellen Woodside Elementary in Pelzer, South Carolina. She received her undergraduate degree from Benedict College in Columbia, South Carolina. She also has a Master's degree and an Educational Specialist degree from Converse College in Spartanburg, South Carolina.

Prior to becoming an Assistant Principal, Mr. Hudak taught fifth grade. He served as the Administrative Assistant at Tigerville Elementary for four years. Mr. Hudak has a Bachelor's Degree in Elementary Education from Clemson University and a Master of Arts Degree in School Leadership from Furman University.

Greenbrier Elementary School, a public school in southern Greenville County, is located on an 8-acre tract of land and was originally built in 1968. During the school's first years, Greenbrier served students in grades 1 through 6. It was only a matter of time before this small community began to grow. Several years later, K5 was added when 6th grade moved to the middle school. About this time, the area around Greenbrier began to change.

With more people moving to the area, school enrollment increased. The community continued to grow and flourish as new businesses and housing developments settled here. As a result, Greenbrier began building renovations in 1999 in order to expand facilities and add a new building to accommodate the increasing student enrollment. A building dedication was held on March 16, 2000. However, with an ever-increasing population, Greenbrier went through another renovation project. An additional wing was added to accommodate 1000 students.

The current facility includes 52 classrooms, two multipurpose/traveling Related Art rooms, media center, art room, music room, gymnasium, Science Lab/Challenge room, computer lab, and video production room.

Greenbrier has heterogeneously grouped classes in kindergarten through grade five. There are two 4K classroom and four self-contained special education classes (one preschool special education classroom, one primary multi-categorical special education class, one intermediate multi-categorical special education class, and one Trainable Mentally Disabled class). The curriculum is standards-based and focuses on skills in language arts, math, science, social studies, and health. Specialists in art, music, physical education, guidance, and library science teach all students.

Greenbrier Elementary envisions our families, staff, and community working together to help our students be successful. We are committed to identifying the specific needs of both our school and our community. We realize that collaborative partnerships not only actively involve our community but also add an essential dimension that enriches our students' education.

PTA hosts student performances, as well as other various events. SIC assists the guidance department in planning college and career focused events for the school. Parent and community volunteers assist in the classroom with projects, chaperoning field trips, and reading to students. Volunteers also assist with book fairs and school clubs and have helped to organize our Leveled Literacy Library. Outreach projects touch the entire community.

Greenbrier's current community partnerships include:

- Mauldin High School
- Piedmont Mental Health
- Chick-Fil-A
- Michelin North America
- St. Michael's Lutheran
- SC Children's Theater
- Mauldin Rotary Club
- The Greenville Drive
- Calvary Baptist Church
- Delta Sigma Theta
- Mentor Upstate
- Public Ed. Partners

School Personnel

Greenbrier Staff	2018	2019	2020
Teachers with Advanced Degrees	49%	54.2%	52.1%
Continuing Contract Teachers	83.3%	87.5%	93.8%
Teacher Returning from Previous Year	89.7%	90.7%	88.4%

Source: SC School Report Card

Staff by Ethnic Distribution

African American	Caucasian	Hispanic	Latino	Asian
18.5% (15)	74.1% (60)	1.2% (1)	3.7% (3)	2.5% (2)

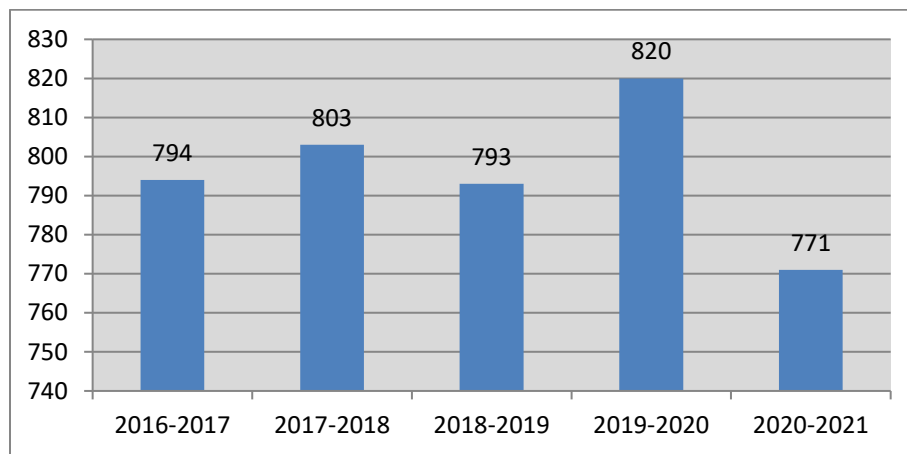
Staff by Gender

Male	Female
6.17% (4)	93.83% (76)

Student Population

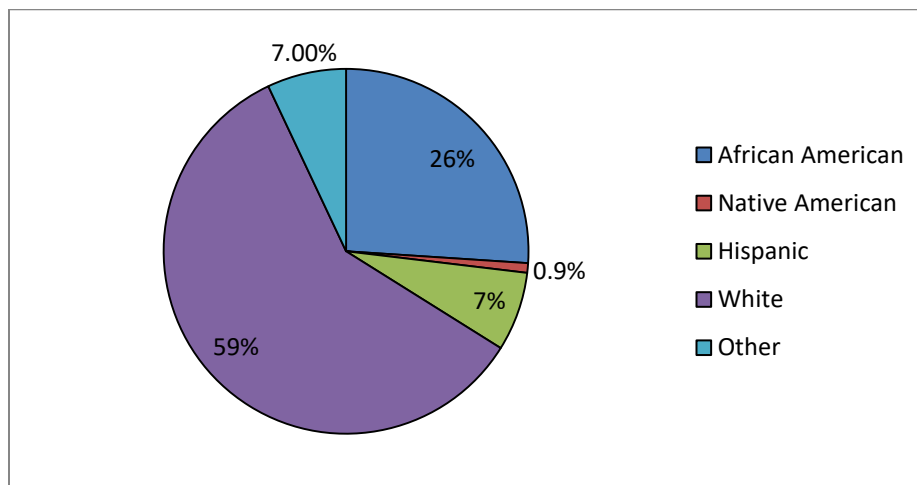
Currently, for the 2020-2021 school year, we have 470 in person students and 301 virtual students at Greenbrier with an average daily student attendance of 94.27%.

Greenbrier Elementary Student Population



Student Enrollment by Ethnic Distribution

At the present time, the student body at Greenbrier Elementary is composed of 276 White, 121 African American, 32 Hispanic, 2 Asian, and four Native American/Alaskan Native students. 35 students are classified as two or more races. Enrollment by ethnicity is represented by percentages in the circle graph that follows.



Special Education and Other Services

As Greenbrier's student population has grown increasingly diverse, there has been a rise in the number of special needs students served by the school. Greenbrier currently houses a primary Moderately Mentally Disabled (MMD) and an intermediate Moderately Mentally Disabled (MMD) class, an intermediate Educable Mentally Disabled (EMD) Self Contained class, and a Preschool Special Education class. In addition, students attend Resource, Speech services, Gifted and Talented, and ESOL classes.

Enrollment of Special Education Students	
Autistic	26
Developmental Delay	19
Intellectual Disability (mild)	1
Intellectual Disability (moderate, profound)	3
Other Health Impairment	4
Specific Learning Disability	21
Multiple Disabilities	1
Speech or Language Impairment	24
Enrollment of ESOL Students	
Direct	34
Monitored	29
Enrollment of Gifted and Talented Students	
3rd Grade	16
4th Grade	19
5th Grade	21

Student Lunch Status over Time

Over the past five years, the total percentage of students qualifying for free and reduced meals has remained around 50%. Fifty-seven percent of Greenbrier's student population is currently eligible for free and reduced lunches.

SCHOOL YEAR	FREE / REDUCED	TOTAL ENROLLMENT	PERCENTAGE
2020-2021	Due to Cares Act Funding – Information not collected		
2019-2020	446	820	54%
2018-2019	355	793	45%
2017-2018	403	803	50%
2016-2017	377	794	47%

Major academic and behavioral features/programs/initiatives

Professional Learning Communities (PLCs)

Grade level PLCs meet weekly to share expertise, and works collaboratively to improve teaching skills and the academic performance of students. Every professional in the building, including related arts personnel and support staff, engage with colleagues in the ongoing exploration of the following crucial questions that drive the work of those within a professional learning community:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

Balanced Literacy

The Fountas and Pinnell® framework for Balanced Literacy was developed to help teachers support the needs of individual readers. Guided Reading was originally written for K-3 teachers and reading resource teachers. Based on the author's nine years of research and development, the program helps create a balanced literacy approach to even intermediate and middle school classroom through:

- Guided Reading
- Interactive Read Aloud
- Shared Reading
- Independent Reading
- Writing

It is the adopted Language Arts framework for several Greenville County Schools.

RTI Reading Program

Response to the Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RTI, Greenbrier identifies students at risk, in kindergarten through third grade, for poor learning outcomes, monitors student progress, provides evidence-based interventions and adjusts the intensity and nature of those interventions depending on a student's responsiveness, and identifies students with learning disabilities or other disabilities.

Greenbrier Make Summer Count Reading Program

All Greenbrier students are provided with summer reading materials through support from Public Education Partners (PEP) of Greenville. First through fifth grade students who complete their grade level requirements over the summer are invited to a Reading Celebration. All students select a free paperback at the celebration.

Breakfast Club

Breakfast Club is conducted by 1 lab manager. Students enrolled in Breakfast Club work on First in Math activities that correlate with MAP score RIT band and areas of weakness. Student's keep track of progress daily and is reported to parents on a quarterly basis.

Junior Beta Club

Junior Beta Club is a nationally recognized organization which promotes academic excellence among students. The qualifications for membership on the part of the student shall be: worthy, moral and ethical character, good mentality, creditable achievement, and commendable attitude. Service at home, school, and in the community is a major focus of the club.

Morning Show

The Greenbrier Morning Show is produced by select fifth graders. Daily programming includes the Pledge of Allegiance, student pledge, moment of silence, and morning announcements. The news crews' duties include writing news reports, using technical equipment, and reporting the weather.

Terrific Kids

The school wide recognition program is used by the classroom teachers in conjunction with the guidance counselor and Rotary Club. The program is designed to reward students for their outstanding efforts with their peers in the classroom.

TTTBK Program

Implemented in 2006-07, TTTBK has grown into a positive school wide behavior program centered on promoting exceptional behavior when out and about the school.

Brier Bucks Program

“Brier Bucks” are incentives which are used to promote and reward excellence in behavior, academics, and character. Class Bucks can be given by any staff member to any class. Classes can receive Class Bucks for; walking quietly in the hall, stopping and letting others go through, excellent behavior in related arts, meeting academic goals as a class, receiving compliments from others, meeting classroom behavior goals, as well as other whole-class acts of kindness. Classes are able to cash in Class Bucks for class rewards. Individual Bucks can be given by any staff member to any student. Students can receive Individual Bucks for; being kind to others, academic excellence or improvement, following directions, making a good choice, working hard, following classroom behavior plans, or any other act of kindness. Students will be able to cash in Individual Bucks for individual rewards.

Chorus: Voices of Greenbrier

Chorus is a before school program for third through fifth grade students. Members are expected to attend practices regularly, model school-wide expectations, and maintain a C average. Choral students have the opportunity to perform at a number of venues throughout the school year.

Safety Patrol

Safety patrols are fifth grade students who are recommended near the end of their fourth grade year based on outstanding conduct and acceptable grades. They perform duties such as assisting crossing guards, monitoring hallways, and helping car riders. The safety patrol program is sponsored by the Greenville Hospital System.

Kindness Leader of the Month

The Kindness Leader of the Month program is intended to promote kindness and success throughout the school. In order to be nominated as Kindness Leader of the Month, the student will exemplify kindness and other positive character traits (Honesty, Respect, Courtesy, Responsibility, and Integrity) throughout the school day. Each month, the homeroom teacher will complete the nomination form for one student and the selected student's picture will be showcased on the Kindness Leader of the Month board. Students will also attend a Kindness Leader Breakfast with members of The Administrative Team on the last Friday of their designated month.

OnTrack

OnTrack uses an Early Warning and Response software system to flag students when attendance, behavior, or course performance (the OnTrack A,B,Cs) begins to cause concern. Once flagged, a team comprised of teachers, social workers, administrators, and school counselors convene to determine the root of the student's problems. Through partnerships with local social service agencies and other non-profits, the OnTrack team can identify wraparound supports that assist with problems ranging from homelessness and hunger to mental illness, addiction, and other issues that lead to transiency and instability. The goal of OnTrack is to address the root causes of disengagement and stress so students are free to focus on learning, continue their education, and break the cycle of poverty.

MISSION, VISION, AND BELIEFS

We at Greenbrier envision a school where kindness is reflected in all decisions and actions, positive relationships are built among all stakeholders, and as a result, students achieve academic and social/emotional success. This vision, which drives our efforts as a learning community, is supported by our mission, values, and beliefs.

Mission

We are kindness leaders, relationship builders, and successful learners. We are Greenbrier, the school of kindness.

Shared Vision

Kindness is reflected in all decisions and actions, positive relationships are built among all stakeholders, and as a result, students achieve academic and social/emotional success.

Values and Beliefs

- Student success is based on building relationships and fostering kindness.
- All students are unique individuals with distinct abilities and are capable of learning.
- Positive relationships among home, school, and community are essential.

Data Analysis and Needs Assessment

School Report Card Link:

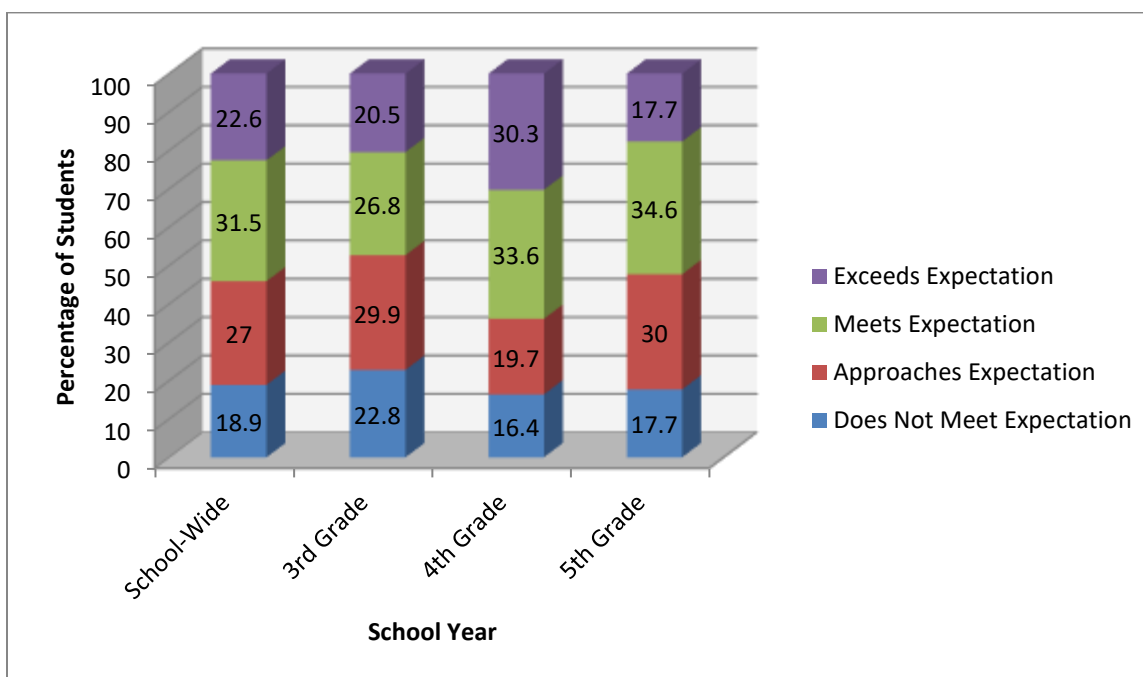
<https://screportcards.ed.sc.gov/overview/?q=eT0yMDIwJnQ9RSZzaWQ9MjMwMTEwMQ>

Over the past several years, we have tried to be more systematic in using data to inform decisions about our instructional program. Recognizing the increasing volume of data available to us, we are also striving to craft opportunities within the context of the school day to more effectively study, analyze, and use that data to impact student learning.

SC READY

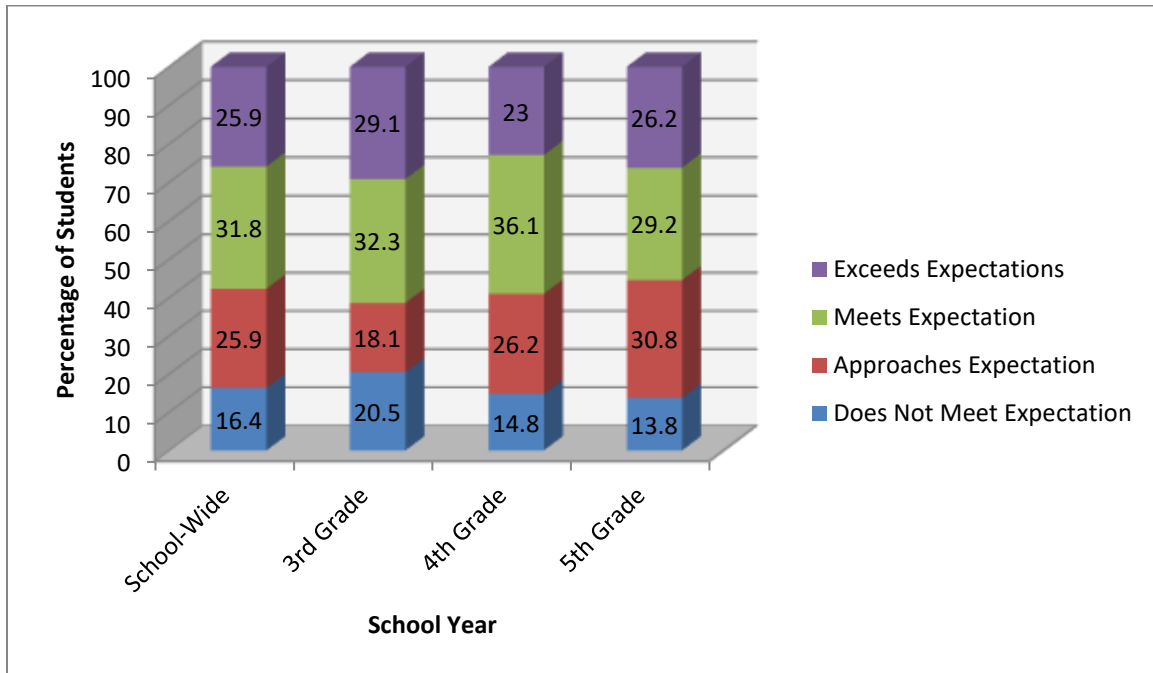
The SC READY assessment was given to students in grades 3-8 in Spring 2019. Students were assessment in the areas of Reading, Mathematics, and Writing.

Performance Levels for SC READY ELA



School-wide 54.2% of students met or exceeded the expectation in the area of ELA. This compares to 52.7% for Greenville County. School-wide Greenbrier performed below the Greenville County average only slightly. However, fourth grade students at Greenbrier outscored the district average for fourth grade.

Performance Levels for SC READY Mathematics

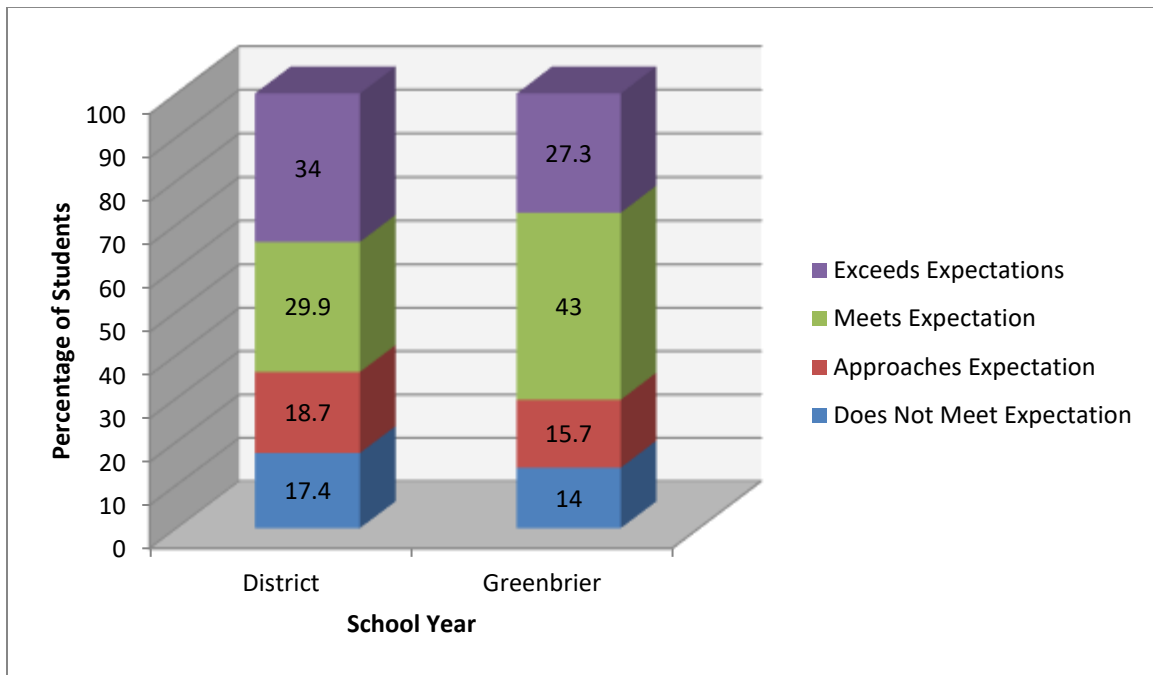


School-wide 57.7% of students met or exceeded the expectation in the area of Mathematics. This compares to 54.5% for Greenville County. Greenbrier performed above the district average school-wide.

SCPASS

The SCPASS assessment was given to students in grades 4-5 in Spring 2019. Students were assessment in the areas of Science and Social Studies.

Performance Levels for SCPASS Science (All Students)



School-wide 70.3% of students met or exceeded the expectation in the area of Science. This compares to 63.9% for Greenville County. Greenbrier performed above the district average.

Professional Development Plan

Greenbrier Professional Development Schedule 2020-2021

August 11	Lesson Planet
August 19	PowerTeacher Training
January 25	MasteryConnect
January 25	Social and Emotional Learning
January 27	Virtual Guided Groups
January 28	Flipping the Classroom
January 29	Social and Emotional Learning
February 9	Classroom Management
February 17	Pear Deck
February 24	Writing Tips
March 3	Primary Virtual Guided Groups
March 18	Accountable Talk
March 22	Improving Vocabulary
April – May	TBD based upon teacher needs inventory

School Climate Data

Average Student Attendance

2018	2019	2020
95.6%	95.5%	96.6%

School Report Card Survey Results

	2018	2019	2020
Parents Satisfied with Learning Environment	88%	94%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>
Students Satisfied with Learning Environment	88.6%	89.5%	
Teachers Satisfied with Learning Environment	76.5%	86%	

Greenville County School Survey Results

	2018	2019	2020
Parents who indicated that their child feels safe at school	92% (agree or strongly agree)	90.9% (agree or strongly agree)	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>
Students who feel safe at school during the day	88.5% (agree or strongly agree)	93.5% (agree or strongly agree)	
Teachers that feel safe at school during the school day	100% (agree or strongly agree)	100% (agree or strongly agree)	

Climate and Culture Survey

	2018-2019	2019-2020	2020-2021
Students who describe their teacher as caring.	87% (313)	94% (308)	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>
Students who report feeling afraid while they are at school.	6% (23)	7% (22)	
Students who report feeling lonely while they are at school.	10% (36)	11% (36)	
Students who report feeling angry while they are at school.	10% (35)	7% (24)	

The attendance rate for students at Greenbrier has consistently been above the district average for the past three years. Parents have indicated on annual surveys that they are satisfied with the learning environment of the school, while students and teachers have expressed a small degree of dissatisfaction. Teachers, parents, and students agree that our school is a safe environment. A large majority of students describe their teacher as caring, while few students describe themselves as afraid, lonely, or angry while at school.

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

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 47% in 2016-17 to 62% 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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	43.3% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	50%	53%	56%	59%	62%
		School Actual Elementary 47%	54%	Waiver			
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52%	52%	55%	58%	61%	64%
		District Actual Elementary 52%	58%	Waiver			

ACTION PLAN FOR STRATEGY #1: Utilize a PLC structure to analyze data and plan for effective reading instruction					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Teachers will develop a grade level goal and accompanying strategies that directly support:	Fall 2020 to Spring 2023	Classroom Teachers 2-5	No Cost	Instructional Materials Funds	Goals and strategies will be submitted to administration.

ACTION PLAN FOR STRATEGY #1: Utilize a PLC structure to analyze data and plan for effective reading instruction					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Increasing the percent of students meeting grade expectation for SC Ready.				Local Funds	Implementation will be monitored through team planning minutes, lesson plans, and classroom observation. Conferences
Teams will meet weekly to analyze site-based data, identify research-based best practices that support student learning, and plan professional development.	Fall 2020 to Spring 2023	Team Members	No Cost	N/A	Team agendas and minutes will be on file. Agendas for professional development activities will be kept.
Teachers will implement Reading workshop daily during reading instruction.	Fall 2020 to Spring 2023	Classroom Teachers and Instructional Coach	No Cost	No Cost	Components of Balanced Literacy will be evidenced in lesson plans and through classroom observations.
Teachers will implement Writing workshop daily during reading instruction.	Fall 2020 to Spring 2023	Classroom Teachers and Instructional Coach	No Cost	No Cost	Components of Balanced Literacy will be evidenced in lesson plans and through classroom observations.
Teachers will implement Word Study daily during reading instruction.	Fall 2020 to Spring 2023	Classroom Teachers and Instructional Coach	No Cost	No Cost	Components of Balanced Literacy will be evidenced in lesson plans and through 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 GOAL2: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 57% in 2016-17 to 72% in 2022-23.

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

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	45.3% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	60%	63%	66%	69%	72%
		School Actual Elementary 57%	58%	Waiver			
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57%	57%	60%	63%	66%	69%
		District Actual Elementary 60%	63%	Waiver			

ACTION PLAN FOR STRATEGY #1: Utilize a PLC structure to analyze data and plan for effective math instruction					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>Teachers will develop a grade level goal and accompanying strategies that directly support:</p> <p>Increasing the percent of students meeting grade expectation for SC Ready.</p>	Fall 2020 to Spring 2023	Classroom Teachers 2-5	No Cost	<p>Instructional Materials Funds</p> <p>Local Funds</p>	<p>Goals and strategies will be submitted to administration.</p> <p>Implementation will be monitored through team planning minutes, lesson plans, and classroom observation.</p> <p>Parent-Teacher Conferences</p>
Teams will meet weekly to analyze site-based data, identify research-based best practices that support student learning, and plan professional development.	Fall 2020 to Spring 2023	Team Members	No Cost	N/A	Team agendas and minutes will be on file. Agendas for professional development activities will be kept.
Teachers will implement Guided Math Groups daily during math instruction.	Fall 2020 to Spring 2023	Classroom Teachers and Instructional Coach	No Cost	No Cost	Components of Balanced Literacy will be evidenced in lesson plans and through classroom observations.
Teachers will implement Math Stations daily during math instruction.	Fall 2020 to Spring 2023	Classroom Teachers and Instructional Coach	No Cost	No Cost	Components of Balanced Literacy will be evidenced in lesson plans and through 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 3: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the 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 Science will increase 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	57%	60%	63%	66%	69%
		School Actual Elementary 54%	70%	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			

ACTION PLAN FOR STRATEGY #1: Utilize a PLC structure to analyze data and plan for effective science instruction					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>Teachers will develop a grade level goal and accompanying strategies that directly support:</p> <p>Increasing the percent of students meeting grade expectation for SCPASS.</p>	Fall 2020 to Spring 2023	Classroom Teachers 2-5	No Cost	<p>Instructional Materials Funds</p> <p>Local Funds</p>	<p>Goals and strategies will be submitted to administration.</p> <p>Implementation will be monitored through team planning minutes, lesson plans, and classroom observation.</p> <p>Parent-Teacher Conferences</p>
Teams will meet weekly to analyze site-based data, identify research-based best practices that support student learning, and plan professional development.	Fall 2020 to Spring 2023	Team Members	No Cost	N/A	Team agendas and minutes will be on file. Agendas for professional development activities will be kept.
Teachers will implement hands-on science experiences utilizing the district science kits.	Fall 2020 to Spring 2023	Classroom Teachers and Instructional Coach	No Cost (school)	No Cost (school)	Hands-on experiences will be evidenced in lesson plans and through 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 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	46% Meets Expectations and Exceeds Expectations	School Projected Hispanic	39%	42%	45%	48%	51%
SC READY ELA SC SDE Website		School Actual Hispanic 36%	47%	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	29% Meets Expectations and Exceeds Expectations	School Projected AA	39%	42%	45%	48%	51%
SC READY ELA SC SDE Website		School Actual AA 36%	39%	Waiver			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25%	25%	28%	31%	34%	37%
SC READY ELA SC SDE Website		District Actual AA 25%	31%	Waiver			
SC READY ELA SC SDE Website	29% Meets Expectations and Exceeds Expectations	School Projected SWD	9%	12%	15%	18%	21%
SC READY ELA SC SDE Website		School Actual SWD 6%	22%	Waiver			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14%	14%	17%	20%	23%	26%
SC READY ELA SC SDE Website		District Actual SWD 12%	21%	Waiver			

SC READY ELA SC SDE Website	34% Meets Expectations and Exceeds Expectations	School Projected LEP	50%	53%	58%	61%	64%
SC READY ELA SC SDE Website		School Actual LEP 47%	52%	Waiver			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35%	35%	38%	41%	44%	47%
SC READY ELA SC SDE Website		District Actual LEP 33%	44%	Waiver			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	School Projected PIP	44%	47%	50%	53%	56%
SC READY ELA SC SDE Website		School Actual PIP 41.1%	46%	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	56% Meets Expectations and Exceeds Expectations	School Projected Hispanic	57%	60%	63%	66%	69%
SC READY Math SC SDE Website		School Actual Hispanic 54%	56%	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	29% Meets Expectations and Exceeds Expectations	School Projected AA	49%	52%	55%	58%	61%
SC READY Math SC SDE Website		School Actual AA 46%	46%	Waiver			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27%	27%	30%	33%	36%	39%
SC READY Math SC SDE Website		District Actual AA 28%	30%	Waiver			

SC READY Math SC SDE Website	18% Meets Expectations and Exceeds Expectations	School Projected SWD	25%	28%	31%	34%	37%
SC READY Math SC SDE Website		School Actual SWD 22%	29%	Waiver			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18%	18%	21%	24%	27%	30%
SC READY Math SC SDE Website		District Actual SWD 16%	20%	Wavier			
SC READY Math SC SDE Website	50% Meets Expectations and Exceeds Expectations	School Projected LEP	51%	54%	57%	60%	63%
SC READY Math SC SDE Website		School Actual LEP 48%	60%	Waiver			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40%	40%	43%	46%	49%	52%
SC READY Math SC SDE Website		District Actual LEP 42%	46%	Waiver			

SC READY Math SC SDE Website	38.9% Meets Expectations and Exceeds Expectations	School Projected PIP	57%	60%	63%	66%	69%
SC READY Math SC SDE Website		School Actual PIP 53.6%	51%	Waiver			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36%	36%	39%	42%	45%	48%
SC READY Math SC SDE Website		District Actual PIP 38%	43%	Waiver			

ACTION PLAN FOR STRATEGY #1: Interventions will be put into place for students that are performing below grade level expectations					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
An early intervention plan for students who have low (rarely) ratings on reading benchmarks will be implemented.	Fall 2020 to Spring 2023	Classroom Teachers	No Cost	No Cost	Documentation of implementation (plans, student work, etc.) will be submitted to administration.
Breakfast Club will be provided to students who perform below expectations on SC Ready and SCPASS.	Fall 2020 to Spring 2023	Breakfast Club Facilitator	No Cost	No Cost	Documentation of implementation (plans, student work, etc.) will be submitted to administration.
Teachers will be a school-wide focus on content vocabulary. Teachers will indent essential vocabulary during each quarter and allow students the opportunity to practice with the terms. There will be a quarterly vocabulary bee for grades 2-5.	Fall 2020 to Spring 2023	Classroom Teachers and Instructional Coach	No Cost	No Cost	Vocabulary work will be evidenced in lesson plans and through classroom observations. Quarterly Vocabulary Bees

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		K-5 = 83% or above	K-5 = 85% or above	K-5 = 87% or above	K-5 = 89% or above
	Meets and Exceeds	School Actual	K-5 = 81%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		K5 =57% or above Grade 1 =54% or above	K5 =59% or above Grade 1 =56% or above	K5 =61% or above Grade 1 =58% or above	K5 =63% or above Grade 1 =60% or above
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	School Actual	K5 =55% Grade 1 =52%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	School Projected		Grade 2 – 39% or above Grade 5 – 32% or above	Grade 2 – 41% or above Grade 5 – 32% or above	Grade 2 – 43% or above Grade 5 – 35% or above	Grade 2 – 45% or above Grade 5 – 37% or above
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	School Actual	Grade 2 – 37% Grade 5 – 30%	Grade 2 – 39% <i>5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.</i>			
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%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
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 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	District Actual	5K – 50% Grade 1 – 55%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	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	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing		

Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

ACTION PLAN FOR STRATEGY #1: Interventions will be put into place for students that are performing below grade level expectations on their instructional levels					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
An early intervention plan for students who have low (rarely) ratings on reading benchmarks will be implemented.	Fall 2020 to Spring 2023	Classroom Teachers	No Cost	No Cost	Documentation of implementation (plans, student work, etc.) will be submitted to administration.
Teachers will implement Guided Reading Groups daily during reading instruction.	Fall 2020 to Spring 2023	Classroom Teachers	No Cost	No Cost	Guided reading groups will be evidenced in lesson plans and through classroom observations.
R43-205 Greenville County Schools requests a waiver to increase the number of students served in 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	2020-21	Director of Early Intervention and Student Support Admin.			Waiver

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):		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: 7 male staff members; 20 ethnically diverse staff members	8 male staff members; 23 ethnically diverse staff members	8 male staff members; 26 ethnically diverse staff members	4 male staff members; 21 ethnically diverse staff members		
Employment report		District Projected		94%	96%	98%	100%
GCS Human Resources Department		District Actual: 92 of 93 have gender diversity; 84 of 93 have ethnic diversity	89 of 93 have gender diversity; 85 of 93 have ethnic diversity	92 of 93 have gender diversity; 89 of 93 have ethnic diversity			

ACTION PLAN FOR STRATEGY #1: Administration will actively recruit diverse staff members.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Administration will participate in the Spring Shining Stars Events and actively pursue diverse candidates.	Spring 2020 to Spring 2023	Principal and Instructional Coach	No Cost	No Cost	Resumes collected during event and administrative notes

ACTION PLAN FOR STRATEGY #1: Administration will actively recruit diverse staff members.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Administration will interview diverse candidates.	Fall 2020 to Spring 2023	Administration and Interview Teams	No Cost	No Cost	Interview Questionnaires

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	89.5%	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 88.5%	89.5	Waiver			
SC SDE School Report Card Survey	86.1%	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 96.1%	86%	Waiver			

SC SDE School Report Card Survey	92%	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 92%	94%	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%	Waiver			

ACTION PLAN FOR STRATEGY #1: The counselors will utilize various curricular resources to support the character education program in order to foster a safe environment where students want to attend school					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
The counselors will use Character Education materials for whole group and small group lessons	Fall 2020 to Spring 2023	School Counselors	No Cost	No Cost	Incentives received by the students
The counselors will employ student groups to reinforce character education.	Fall 2020 to Spring 2023	School Counselors	No Cost	No Cost	Documentation of viewing times
The counselors will facilitate Parent Workshops to involve families.	Fall 2020 to Spring 2023	School Counselors	No Cost	No Cost	Agendas

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%	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%	0%			
	(2016-17) .04%	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04%	.10%	0.03%			

ACTION PLAN FOR STRATEGY #1: Positive behavior interventions will be implemented school-wide to impact behavior or all students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Students will be given individual Brier Bucks for appropriate behavior.	Fall 2020 to Spring 2023	All School Staff	No Cost	No Cost	Accumulated Brier Bucks
Prizes will be awarded to students for accumulated individual Brier Bucks.	Fall 2020 to Spring 2023	All School Staff	No Cost	No Cost	Incentives received by the students
Classes will be given class Brier Bucks for appropriate behavior.	Fall 2020 to Spring 2023	All School Staff	No Cost	No Cost	Accumulated Brier Bucks

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
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	83%	85%	87%	89%	90%
		School Actual 81%	87%	94%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90%	90%	90%	90%	90%

		District Actual 89%	90%	92%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		
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ACTION PLAN FOR STRATEGY #1: Provide professional development regarding relationship building and social/emotional learning to the entire teaching staff.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
The professional development timeline will be specifically designed to enhance the understanding of social/emotional learning.	Fall 2020 to Spring 2023	Instructional Coach /T&L Administration	TBD	TBD	Professional Development Timeline
All teachers will implement strategies introduced at sessions into classroom instruction.	Fall 2020 to Spring 2023	Classroom Teachers and Instructional Coach	No Cost	No Cost	Strategies will be evidenced in units, lesson plans, and through 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 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) 95.7%	School Projected	>95%	>95%	>95%	>95%	>95%
180 th day Attendance Report		School Actual 95.6%	95.1%	96.6%			
	(2016-17) 95%	District Projected	95%	95%	95%	95%	95%
180 th day Attendance Report		District Actual 95%	95%	96%			

ACTION PLAN FOR STRATEGY #1: Students with exemplary attendance and behavior will be recognized					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Assemblies will be used to reinforce positive character traits and recognize exemplary students.	Fall 2018 to Spring 2023	School Counselors	TBD	Partnerships, PTA funds, Local Funds, and Business Partners	Assemblies will be noted on the school calendar
Assemblies will be used to reinforce exemplary attendance.	Fall 2018 to Spring 2023	School Counselors	TBD	Partnerships, PTA funds, Local Funds, and Business Partners	Assemblies will be noted on the school calendar

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
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 6 Lonely ≤ 11 Angry ≤ 14	Afraid ≤ 5 Lonely ≤ 10 Angry ≤ 10	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 9	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 8	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 7
		School Actual Afraid – 7% Lonely – 12% Angry – 15%	Afraid – 6% Lonely - 10% Angry – 10%	Afraid - 7% Lonely - 11% Angry - 7%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	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 – 8%	Afraid - 5% Lonely - 10% Angry - 7%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.</i>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
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ACTION PLAN FOR STRATEGY #1: The counselors will provide counseling services to students that request services or are recommended by teachers.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
The counselors will employ student counseling small groups.	Fall 2020 to Spring 2023	School Counselors	No Cost	No Cost	Documentation of viewing times
The counselors will employ individual counseling.	Fall 2020 to Spring 2023	School Counselors	No Cost	No Cost	Documentation of viewing times