

# **Brook Glenn Elementary School**

*Achieving, Believing, and Caring*



**Bernice Jackson, Principal  
Greenville County Schools**

**Dr. W. Burke Royster, Superintendent  
Action Plan 2018-19 through 2022-23**

**SCHOOL RENEWAL PLAN COVER PAGE**

**SCHOOL NAME:** Brook Glenn Elementary

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023** *(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.

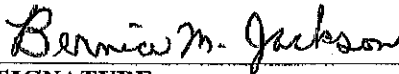
**Assurances for the School Renewal Plans**

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 26, 2022
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

Bernice M. Jackson		February 4, 2022
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

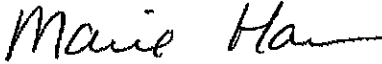
**CHAIRPERSON, BOARD OF TRUSTEES**

Mr. Roger Meek		April 26, 2022
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Henry L. Wilson		2-9-22
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

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

Dr. Marie Havran		1-28-22
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL ADDRESS: 2003 East Lee Road Taylors, SC 29167

SCHOOL TELEPHONE: (864) 355-4700

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

## Stakeholder Involvement for School Renewal

Position	Name
1. Principal .....	Bernice Jackson
2. Teacher .....	Katherine Tarr
3. Parent/Guardian .....	Maggie Molleman
4. Community Member .....	Henry L. Wilson
5. Paraprofessional .....	Patty Fogle
6. School Improvement Council Member .....	Henry L. Wilson
7. Read to Succeed Reading Coach .....	Marie Havran
8. School Read To Succeed Literacy Leadership Team Lead .....	Marie Havran
9. School Read To Succeed Literacy Leadership Team Member .....	Loren Nifong

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

\*\* Must include the School Literacy Leadership Team for Read to Succeed

## 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)]

**No**      **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).

**Yes**      **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).

**Yes**      **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.

**Yes**      **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*.

**Yes**      **Technology**

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

**Yes**      **Innovation**

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

**Yes**      **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.

**Yes**    **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.

**No**    **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.

**No**    **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.

**No**    **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.

**Yes**    **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.

**Yes**    **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.

Brook Glenn Elementary School Strategic Plan

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## **INTRODUCTION**

Brook Glenn Elementary School is located in Taylors, South Carolina, and is one of fifty-two elementary schools in Greenville County. Brook Glenn serves full-day prekindergarten through fifth grade. We are a public school which was built in 1968 and remodeled in 2002. The school was completed in the spring of 2005, and is currently home for 385 students.

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

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

## **EXECUTIVE SUMMARY**

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

### **Student Achievement**

Accelerating student achievement is our primary goal.

- Our overall rating for 2018-2019 is Excellent. Brook Glenn Elementary's school performance substantially exceeds the criteria to ensure all students meet the Profile of the SC Graduate.
- Brook Glenn's students overall performed above the district and state average in the area of English Language Arts and Math on the 2019 SC Ready assessment.
- In Science and Social Studies, Brook Glenn students performed above the district and state average on the 2019 SC PASS assessment.

### **Teacher and Administrator Quality**

Brook Glenn has highly qualified staff members who continue to be life-long learners and are involved in ongoing professional development. Teachers and administrators work together to plan for and differentiate learning experiences. Seventy percent of the teachers at Brook Glenn have advanced degrees, and we boast 5 National Board Certified Teachers.

### **School Climate**

We have a very positive school environment, especially after receiving ACES (Adverse Childhood Experiences) training. We have begun implementing strategies from this professional development experience and plan to strengthen relationships with our student community.

Teachers, students, and parents have rated Brook Glenn highly in the area of being satisfied with the learning environment and satisfied with school-home relations. Parent and community involvement is strong as reflected by our many volunteer programs and the number of parent conferences held each year.



## **Significant Challenges**

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

While Brook Glenn’s enrollment has remained stable, our population includes a large number of Hispanic students and students receiving free or reduced meals. Although our poverty index is 79.2%, we are not a Title 1 school. Our school retention rate is 1%. Since we are a small school, we rely on grants and funds raised from Brook Glenn’s extended school program to purchase supplemental materials.

## **Significant Awards, Results, Accomplishments:**

- Palmetto’s Gold School (2018, 2019)
- Ranked as a Most Diverse School by the Public School Review (2016)
- Recipient of LiveWell Greenville award (2012-18)
- Safe Kids Award Winner (2007-2018)
- Grant Recipients
- NAEP Participant
- United Way Award Winner
- Bridge Challenge winner (2018)
- AdvancED- Greenville County Schools National Accreditation
- Mrs. Sarah Jones, teacher, published illustrator
- Mrs. Lauren Nifong, SCASCD Emerging Leader (2021)
- Mrs. Katie Benton, Teacher of the Year (2022-2023)

## **SCHOOL PROFILE**

### **School Community**

Brook Glenn currently serves 400 culturally diverse pre K-5 students (38/3% white, 26.3% Hispanic, 17% African American, 7.3% Asian, 7.8% two or more races, and 3.5% other.)

According to 2016 Public School Review, Brook Glenn is ranked on the “Most Diverse Schools in the U.S.” list. Seventy-nine percent of students receive free or reduced lunch; 28% of our students participate in the ESOL program, and 18% receive special education services, including speech. Brook Glenn’s 2018-2019 Overall School Performance Rating was Excellent. Our performance substantially exceeds the criteria to ensure all students meet the Profile of the SC Graduate.

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

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

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

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

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

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

### **School Personnel**

Bernice Jackson is the principal of Brook Glenn. She assumed this leadership position in December, 2002. Mrs. Jackson holds a B.S. and a Master's degree in Elementary Education and an Educational Specialist degree in Administration with certification in Superintendency. She has forty-two years of experience in education. Mrs. Jackson was selected as South Carolina International Reading Association Administrator of the Year in 2014. Mrs. Jordan O'Toole is the assistant principal at Brook Glenn. She assumed this position in the fall of 2021 and will become our next principal the fall of 2022.

Brook Glenn is proud of the personnel we have on staff. Seventy percent of our staff has advanced degrees; eighty-eight percent of our faculty is female with the remaining 12% male. Three instructional aides have Bachelor Degrees. Five of our teachers are National Board Certified. The racial makeup of our faculty is as follows: 10.4% African American, 83.6% caucasian, 1.5% Asian, 1.5% Hispanic and 3% other. One hundred percent of the staff is certified

as Highly Qualified by the State of South Carolina. Our staff attendance rate for the 2020-2021 school year was 92.6%.

**Student Population:**

The graphs below provide enrollment data.

	2018-2019	2019-2020	2020-2021
Student Enrollment	421	406	400

Student Population by Ethnicity	2018-2019	2019-2020	2020-2021
White	162	158	153
African American	91	90	68
Hispanic	101	87	105
Asian	25	27	29
Biracial	35	26	31
Other	7	18	14

**Academic and behavioral features/programs/initiatives:**

At Brook Glenn, we seek to meet the academic, physical, emotional, and social needs of each of our "little eagles." Our students participate in special programs, which include LLI, ERI, ESOL, Special Education, Speech, Guidance, Challenge, Awards Programs, and Student Council. In addition to these academic programs, we also offer after school programs, such as Extended Day School, Mileage Club, SCORE, Art Club, *Good News Club*, before school computer lab, and tutoring for students in the areas of reading and math. We have implemented a Response to Intervention program to address identified learning gaps and provide additional academic support for students who are struggling academically in reading.

Quarterly awards are given for perfect attendance, Principal's Honor Roll, and A-B Honor Roll. Local businesses donate coupons to reward students who have met various goals. The Kiwanis Club presents awards to "Terrific Kids" each quarter. Monthly a student from each class is recognized as Student of the Month and is honored by enjoying lunch with an administrator. Students are also recognized for their participation in the Safety Patrol program.

Students at Brook Glenn receive a high level of support services from an outstanding staff member who provides a comprehensive, developmental counseling program which addresses the academic, career, and personal/social development of all students. Mrs. Maggie Moellman conducts classroom guidance lessons, small groups, clubs, and individual counseling sessions. Parents, staff and students receive consultation services, test results interpretation, sixth grade registration, career education, crisis management, and other services which serve the school and community. Mrs. Moellman has organized a productive School Counselor Advisory Council (SCAC) composed of students, parents, faculty, staff, and business partners. The school counselor coordinates community group leaders to support the physical and academic needs of students.

There are many opportunities for community service and student leadership. Student Council has led our student body in the following: Red Ribbon Week and Pennies for Pasta. Students host our morning show daily and include guests from all grade levels who share events happening at Brook Glenn.

Brook Glenn partners with Eastside High School to provide teacher cadets with experience in the classroom. Riverside High School and Bob Jones University mentor students. We have four Upstate Mentors who work with our students.

Brook Glenn has implemented the Fountas & Pinnell Balanced Literacy model to direct reading instruction. Teachers receive ongoing professional development on providing students with reading instruction that is based on student need and level. We have purchased a great deal of leveled books for teachers to use during small group reading instruction.

Professional Learning Communities are active at Brook Glenn. Teachers meet to develop common assessments, analyze data and adjust instruction to meet the needs of all of our learners.

Collaboration provides teachers with support from colleagues in providing additional strategies to foster all students learning at the highest levels.

Brook Glenn has a full-time Instructional Coach and a full-time Literacy Specialist who work diligently with students and teachers to accelerate student achievement. They work with teachers to plan, model and co-teach grade level and developmentally appropriate standards for students. Using data to drive instruction is a key factor in enhancing the teaching/learning process. Mrs. Nifong provides resources and assistance to all grade levels in all academic area. Dr. Havran focuses on implementation strategies and resources designed to improve literacy learning.

We have one .5, one .75 interventionist, and two full time certified, experienced reading teachers. Each interventionist focuses on kindergarten through fourth grade students who are performing below grade level in reading. They provide direct instruction and progress monitors student development in phonemic awareness and phonics to foster on grade level reading skills using Early Reading Intervention and Leveled Literacy Intervention programs. They also provide direct instruction and monitors their progress in phonics, fluency, vocabulary and comprehension skills in order to close their reading gaps and improve their success in reading. This reading improvement will translate to improved academic achievement in many areas as reading is a foundation for learning all content areas.

Brook Glenn has three full-time and one part time special education teachers and two aides who serve 73 students during 2021 - 2022. We have implemented a blend of inclusion and resource classes determined by student need. In accordance with IDEA (Individuals with Disabilities Education Act), students with specific learning disabilities, emotional disabilities, or mental disabilities are served. These classes, which address specific learning, behavioral, and/or academic difficulties are implemented from the Individual Education Plans developed by the special education teacher, regular education teachers, administrative personnel, and parents. All students in inclusion classes benefit from having two certified teacher working with the students to enhance student achievement. Our two multi-categorical classes are composed of students with more significant learning needs, including some with neurological diagnoses. Each student's curriculum is individualized to meet academic and social needs.

Students seen in the Speech Therapy Program receive services from a certified Speech/Language Therapist. Students in pre-K through 5<sup>th</sup> grades are usually seen between thirty and ninety

minutes per week as specified by students' IEPs. The Brook Glenn's speech program serves 18 students.

The Challenge Program is for students in grades three through five who have been identified academically gifted by test scores that meet the state criteria. Gifted education is designed to maximize the potential of gifted learners by providing experiences which match their unique characteristics. Third graders attend challenge classes for 125 minutes weekly. Fourth and fifth graders attend for 200 minutes per week. All classes are challenged with rigorous, complex class work and research. Fifteen percent of our students are currently being served in Challenge during the 2020-21 school year.

The Transitional ESOL Education Program is designed to provide equal educational opportunity and is recommended for students of limited English proficiency. The primary goal of the ESOL program is to assist English Language Learners with the development of listening, speaking, reading, and writing skills in English. These students ultimately become fully functional in English and are capable of competing successfully in the regular English classroom. There are currently 111 students of Limited Language Proficiency (LEP). Native languages include Spanish, Vietnamese, Russian and Pharsi.

The student council provides service to the school and to the community. Two representatives are chosen from each third through fifth grade classroom. Officers are elected by the student body. Various service projects are conducted as an outreach to the school and the community. Members meet once per month.

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

Brook Glenn's Afterschool Extended Care program provides homework, enrichment with reading and computers, and gardening activities. Arts and crafts, singing and music are incorporated into our program. Healthy living is encouraged with healthy snacks and exercise outside or in the gym. Fun Fridays provide a variety of activities that encourage students to think creatively.

## **MISSION, VISION, BELIEFS**

The Mission of Brook Glenn Elementary School is to prepare all students for personal success in life through immersion in engaging, challenging, nurturing educational experiences that cultivate global knowledge and 21<sup>st</sup> century skills, while developing character, leadership, and citizenship.

The vision of Brook Glenn Elementary School is we value, inspire, and support learners to become independent, productive, caring citizens who are prepared to evaluate and solve problems in life.

We believe . . .

- Students must have highly competent and caring teachers, principals, and support staff.
- Students must have equitable and high-quality educational opportunities that evolve and change to reflect the world around them.
- A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
- A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.
- Embracing diversity and inclusion leads to mutual respect and breaks down barriers.
- Education is the shared responsibility of students, home, school, business, and community.
- Curriculum and instruction must meet the needs of all students and prepare each student for success.
- Early reading and mathematical thinking are the foundations for educational success.
- Our educational organization prepares students to value learning and contribute to society, which has a lasting positive impact on our communities.



## DATA ANALYSIS AND NEEDS ASSESSMENT

### Student Achievement Needs Assessment

As a result of this self-study, Brook Glenn will continue to meet the needs of our diverse learners by attending to different learning styles. We have implemented a Balanced Literacy program and an emphasis on mathematics. During the 2015-16 school year we implemented inclusion for special education, ESOL and intervention classes providing five professional educators in classrooms with qualified students focusing on student achievement for all learners. After disaggregating data, we determined that inclusion was not the most effective for our special education program; therefore, most special education students will continue to be served in a resource model. In conjunction with this initiative, we are implementing A Framework for Student Centered Learning emphasizing acceleration of learning through meeting the identified learning needs of all students.

### English Language Arts:

Student Achievement: 3rd Grade SC READY ELA			
Source: SC School Report Card			
	2017-18	2018-2019	2020-2021
Exceeds	17.8%	22.1%	16%
Meets	32.9%	31.2%	28%
Approaching	31.5%	27.3%	22%
Not Met	17.8%	19.5%	34%

Student Achievement: 4th Grade SC READY ELA			
Source: SC School Report Card			
	2017-18	2018-2019	2020-2021
Exceeds	16.7%	31.8%	25%
Meets	31.7%	30.3%	16%
Approaching	36.7%	24.2%	27%
Not Met	15%	13.6%	31%

Student Achievement: 5th Grade SC READY ELA			
Source: SC School Report Card			
	2017-18	2018-2019	2020-2021
Exceeds	22.1%	19.3%	9%
Meets	35.1%	35.1%	22%
Approaching	27.3%	31.6%	43%
Not Met	15.6%	14%	25%

**Math:**

Student Achievement: 3rd Grade SC READY Math			
Source: SC School Report Card			
	2017-18	2018-2019	2020-2021
Exceeds	30.1%	29.9%	20%
Meets	34.2%	24.7%	19%
Approaching	23.3%	23.4%	29%
Not Met	12.3%	22.1%	32%

Student Achievement: 4th Grade SC READY Math			
Source: SC School Report Card			
	2017-18	2018-2019	2020-2021
Exceeds	18%	30.3%	22%
Meets	18%	28.8%	15%
Approaching	31.1%	28.8%	22%
Not Met	32.8%	12.1%	42%

Student Achievement: 5th Grade SC READY Math			
Source: SC School Report Card			
	2017-18	2018-2019	2020-2021
Exceeds	23.4%	29.8%	18%
Meets	35.1%	26.3%	18%
Approaching	31.2%	35.1%	22%
Not Met	10.4%	8.8%	42%

**Science:**

Student Achievement: 4th Grade SC PASS Science			
Source: SC School Report Card			
	2017-18	2018-2019	2020-2021
Exceeds	18%	16.7%	21.6%
Meets	41.0%	42.4%	23.5%
Approaches	27.9%	21.2%	27.5%
Not Met	13.1%	19.7%	27.5%

**Teacher and Administrator Quality:**

The current professional development plan is linked to action plan strategies, addresses teacher and student needs, and supports research-based teaching and learning elements. We have dedicated every Wednesday to professional development. Other opportunities may occur on other dates and in grade level, vertical teams and data day team meetings. In addition, staff members are encouraged to attend workshops and conferences at the district, state and national level.

We continue to have a highly qualified staff that is involved in varied professional development opportunities within the school, district, and state. Scheduled professional development

opportunities are based on input from the staff. We have moved away from the “one size fits all” approach in meeting the needs of our teachers in providing professional growth opportunities.

Brook Glenn Elementary 2021-2022 PD Schedule				
<b>Goal:</b> To build teacher’s capacity for success to meet our goals of increased student achievement in all content areas.				
FOCUS	DATE	PD SESSION	TIME	AUDIENCE
Curriculum, Sharing Best Practices, Operations	8.26.21	Team Leader Meeting	2:45-3:45	Team Leaders, IC, Admin, Literacy Coach
Community Connections	9.1.21	Committee Meetings	2:45-3:45	All staff
Analyzing Data, Identifying Trends and Next Steps, PD	9.7.21	PLC Meetings	During Planning	All staff
Operations/PD	9.8.21	Faculty Meeting Pig Out: Science Committee	2:45-4:45	All staff
Analyzing Data, Identifying Trends and Next Steps, PD	9.21.21	PLC Meetings	During Planning	All staff
Professional Development	9.22.21	Literacy	2:45-4:15	Classroom Teachers, Admin, IC, Literacy Coach
Sharing Best Practices	9.28.21	Mentor/Mentee Meeting	2:45-3:45	Mentors, Mentees, Admin, IC
Analyzing Data, Identifying Trends and Next Steps, PD	10.5.21	PLC Meetings	During Planning	All staff
Operations/PD	10.13.21	Faculty Meeting Pig Out: Technology Committee	2:45-4:45	All staff

Analyzing Data, Identifying Trends and Next Steps, PD	10.20.21	PLC Meetings	During Planning	All staff
Curriculum, Sharing Best Practices, Operations	10.21.21	Team Leader Meeting	2:45-3:45	Team Leaders, IC, Admin, Literacy Coach
Sharing Best Practices	10.26.21	Mentor/Mentee Meeting	2:45-3:45	Mentors, Mentees, Admin, IC
Professional Development	10.27.21	Literacy	2:45-4:15	Classroom Teachers, Admin, IC, Literacy Coach
Analyzing Data, Identifying Trends and Next Steps, PD	11.2.21	PLC Meetings	During Planning	All staff
Community Connections	11.3.21	Committee Meetings	2:45-3:45	All staff
Operations/PD	11.10.21	Faculty Meeting: Potluck	2:45-4:45	All staff
Analyzing Data, Identifying Trends and Next Steps, PD	11.16.21	PLC Meetings	During Planning	All staff
Sharing Best Practices	11.30.21	Mentor/Mentee Meeting	2:45-3:45	Mentors, Mentees, Admin, and IC
Analyzing Data, Identifying Trends and Next Steps, PD	11.30.21	PLC Meetings	During Planning	All staff
Analyzing Data, Identifying Trends and Next Steps, PD	1.4.22	PLC Meetings	During Planning	All staff
Community Connections	1.5.22	Committee Meetings	2:45-3:45	All staff

Operations/PD	1.12.22	Faculty Meeting: Pig Out: Social Studies Committee	2:45-4:45	All staff
Analyzing Data, Identifying Trends and Next Steps, PD	1.18.22	PLC Meetings	During Planning	All staff
Curriculum, Sharing Best Practices, Operations	1.20.22	Team Leader Meeting	2:45-3:45	Team Leaders, IC, Admin, Literacy Coach
Sharing Best Practices	1.25.22	Mentor/Mentee Meeting	2:45-3:45	Mentors, Mentees, Admin, IC
Professional Development	1.26.22	Literacy	2:45-4:15	Classroom Teachers, Admin, IC, Literacy Coach
Analyzing Data, Identifying Trends and Next Steps, PD	2.1.22	PLC Meetings	During Planning	All staff
Operations/PD	2.9.22	Faculty Meeting: Pig Out: Math Committee	2:45-4:45	All staff
Analyzing Data, Identifying Trends and Next Steps, PD	2.15.22	PLC Meetings	During Planning	All staff
Sharing Best Practices	2.22.22	Mentor/Mentee Meeting	2:45-3:45	Mentors, Mentees, Admin, IC
Professional Development	2.23.22	Literacy	2:45-4:15	Classroom Teachers, Admin, IC, Literacy Coach
Analyzing Data, Identifying Trends and Next Steps, PD	3.1.22	PLC Meetings	During Planning	All staff
Community Connections	3.2.22	Committee Meetings	2:45-3:45	All staff
Operations/PD	3.9.22	Faculty Meeting Pig Out: Catch/SEL Committee	2:45-4:45	All staff

Analyzing Data, Identifying Trends and Next Steps, PD	3.15.22	PLC Meetings	During Planning	All staff
Curriculum, Sharing Best Practices, Operations	3.17.21	Team Leader Meeting	2:45-3:45	Team Leaders, IC, Admin, Literacy Coach
Sharing Best Practices	3.29.22	Mentor/Mentee Meeting	2:45-3:45	Mentors, Mentees, Admin, IC
Professional Development	3.30.22	Literacy	2:45-4:15	Classroom Teachers, Admin, IC, Literacy Coach
Analyzing Data, Identifying Trends and Next Steps, PD	4.5.22	PLC Meetings	During Planning	All staff
Operations/PD	4.13.22	Faculty Meeting Pig Out: Literacy Committee	2:45-4:45	All staff
Analyzing Data, Identifying Trends and Next Steps, PD	4.19.22	PLC Meetings	During Planning	All staff

### **School Climate Needs Assessment**

SCDE collects school climate data via several surveys. SCDE has administered its School Climate Survey to students, parents, and teachers, annually for more than eight years. It assesses school safety and conditions for learning in the state.

Brook Glenn Elementary is a safe and diverse environment with high expectations for students as well as for teachers. Teachers are encouraging, caring, and helpful when students do not understand concepts. State standards are the basis for instruction and assessment data is used to set goals and plan programs. Brook Glenn Elementary believes our home/school communication is vital to student success and we have stressed the importance of parent involvement. We have seen an increasing number of parents attend school functions and many have become members of school committees as their schedule allows.



### Analysis of 2020-2021 Survey Results

In analyzing the survey results, we compiled evidence pertaining to our areas of strength and areas of limitations. We analyzed the alignment of instructional practices and organizational conditions in order to prioritize the areas that needed improvement.

The leadership team analyzed the teacher, student, and parent surveys to identify common strands and determine areas of strength and areas of growth. The analysis below is based on that data.

Evaluations By Parents	Agree/Strongly Agree	Total Responses
“My child feels safe at school.”	88.5%	26
“My child’s teachers and school staff prevent or stop bullying at school.”	73.1%	26
Evaluations By Teachers	Agree/ Strongly Agree	Total Responses
“I feel safe at my school before and after hours.”	100%	14
“The rules for behavior are enforced at my school.”	42.9%	14

### Results of Teacher, Student, and Parent Opinion Surveys 2020-2021

Number of Surveys Returned	Teachers (14)	Student (38)	Parent (26)
Percent satisfied with learning environment	85.7%	84.2%	92.3%
Percent satisfied with social and physical environment	71.5%	89.2%	92.3%
Percent satisfied with school-home relations	78.6%	79%	80.7%

2020-2021

Percent of students recommended for expulsion	0%
Student Chronic Absenteeism Rate	3.1%

# Appendix

Brook Glenn Elementary's 2020-2021 SDE School Report Card:

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDIxJnQ9RSZzaWQ9MjMwMTAzMA>

### **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:

- SCREADY (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  Academic Goal and 1 Additional Goal  Gifted and Talented: Other

**PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCREADY ELA will increase from 46% in 2016-17 to 66% 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 SCREADY ELA will increase by 4% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCREADY ELA SDE website and School Report Card	46% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 50	50	54	58	62	66
		School Actual Elementary 52	59.9	waiver	38		
SCREADY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52	52	55	58	61	64

		<b>District Actual Elementary 52</b>	58	waiver	52		
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Each grade level will engage in standards based unit/lesson planning and balanced literacy with focus on authentic reading and writing products.	Sustained	Instructional Coach Teachers		NA	Informal and Formal Classroom Observations Lesson Plans
2. Balanced literacy professional development will provide educators with the necessary tools to implement instruction that leads to authentic reading and writing.	Sustained	Instructional Coach Literacy Specialist Teachers		NA	Informal and Formal Classroom Observations
3. The Fountas and Pinnell word study program will be implemented in kindergarten – second grade.	Sustained	Instructional Coach Literacy Specialist Teachers		GCS	Informal and Formal Classroom Observations Lesson Plans

**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 percentage of students scoring Meets Expectations and Exceeds Expectations on SCREADY Math will increase from 49% in 2016-17 to 69% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCREADY Math will increase by 4% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCREADY Math SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary 53</b>	53	57	61	65	69
		<b>School Actual Elementary 54</b>	59.9	waiver	39		
SCREADY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary 57</b>	62	64	66	68	69
		<b>District Actual Elementary 60</b>	63	waiver	53		

<b>ACTION PLAN FOR STRATEGY #1:</b>					<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. Continue implementation of Number Talks at all grade levels.	Sustained	Instructional Coach Team Lead Teachers		N/A	Informal and Formal Observations Lesson Plans
2. Training and implementation of "I Can" statements will provide daily expectations for all classrooms.	Sustained	Instructional Coach Teachers		N/A	Information and Formal Observation
3. Each grade level will engage in standards based unit/lesson planning designing lessons with authentic engagement.	Sustained	Instructional Coach Teachers		N/A	Information and Formal Observation Lesson Plans
4. Technology will be integrated routinely in math learning in grades 3-5.	Sustained	Media Specialist Instructional Coach Teachers DLCCohort		GCS	Student Products



**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  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	<b>School Projected Elementary</b>	62	65	68	71	74
		<b>School Actual Elementary</b> 59	59.1	waiver	45.1		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary</b>	63	66	69	72	75

		<b>District Actual Elementary 60</b>	64	waiver	56		
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. SIEM lab will continue to be scheduled as a resource designed to enhance the learning of state standards for all grade levels.	Sustained	SIEM Lab Instructor		GCS	Informal and Formal Observations
2. Training and implementation of "I Can" statements will provide daily expectations for all classrooms.	Sustained	Instructional Coach Teachers		N/A	Informal and Formal Observation
3. Technology will be integrated routinely in science learning in grades 3-5.	Sustained	Media Specialist Instructional Coach Teachers		GCS	Student Products

**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 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.

<b>DATA SOURCE(S):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SCREADY ELA SCSDE Website	44% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>	48	52	56	60	64
SCREADY ELA SCSDE Website		<b>School Actual Hispanic</b>	45	waiver	31		
SCREADY ELA SCSDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 36</b>	36	39	42	45	48

SCREADY ELA SCSDE Website		<b>District Actual Hispanic 34</b>	40	waiver	36		
SCREADY ELA SCSDE Website	37% Meets Expectations and Exceeds Expectations	<b>School Projected AA</b>	42	47	52	57	62
SCREADY ELA SCSDE Website		<b>School Actual AA 39</b>	39	waiver	17		
SCREADY ELA SCSDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA 25</b>	25	28	31	34	37
SCREADY ELA SCSDE Website		<b>District Actual AA 25</b>	31	waiver	28		
SCREADY ELA SCSDE Website	19% Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	22	25	28	31	34
SCREADY ELA SCSDE Website		<b>School Actual SWD 19</b>	19	waiver	3		

SCREADY ELA SCSDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 14</b>	14	17	20	23	26
SCREADY ELA SCSDE Website		<b>District Actual SWD 12</b>	21	waiver	19		
SCREADY ELA SCSDE Website	29% Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	36	40	44	48	52
SCREADY ELA SCSDE Website		<b>School Actual LEP 52</b>	19	waiver	24		
SCREADY ELA SCSDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 35</b>	35	38	41	44	47
SCREADY ELA SCSDE Website		<b>District Actual LEP 33</b>	44	waiver	32		
SCREADY ELA SCSDE Website	23% Meets Expectations and Exceeds Expectations	<b>School Projected PIP 26</b>	29	32	35	38	41

SCREADY ELA SCSDE Website		<b>School Actual PIP 49.4</b>	54	waiver	34		
SCREADY ELA SCSDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Projected PIP 38</b>	38	41	44	47	50
SCREADY ELA SCSDE Website		<b>District Actual PIP 33</b>	45	waiver	37		
SCREADY Math SCSDE Website	49% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic 52</b>	55	58	61	64	67
SCREADY Math SCSDE Website		<b>School Actual Hispanic 58</b>	51	waiver	31		
SCREADY Math SCSDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 39</b>	39	42	45	48	51
SCREADY Math SCSDE Website		<b>District Actual Hispanic 42</b>	43	waiver	41		

SCREADY Math SCSDE Website	19% Meets Expectations and Exceeds Expectations	<b>School Projected AA 22</b>	25	28	31	34	37
SCREADY Math SCSDE Website		<b>School Actual AA 36</b>	29	waiver	17		
SCREADY Math SCSDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA 27</b>	27	30	33	36	39
SCREADY Math SCSDE Website		<b>District Actual AA 28</b>	30	waiver	25		
SCREADY Math SCSDE Website	32% Meets Expectations and Exceeds Expectations	<b>School Projected SWD 35</b>	38	41	44	47	50
SCREADY Math SCSDE Website		<b>School Actual SWD 19</b>	28	waiver	13		
SCREADY Math SCSDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 18</b>	18	21	24	27	30

SCREADY Math SCSDE Website		<b>District Actual SWD 16</b>	20	waiver	24		
SCREADY Math SCSDE Website	46% Meets Expectations and Exceeds Expectations	<b>School Projected LEP 49</b>	52	55	58	61	64
SCREADY Math SCSDE Website		<b>School Actual LEP 55</b>	56	waiver	22		
SCREADY Math SCSDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 40</b>	40	43	46	49	52
SCREADY Math SCSDE Website		<b>District Actual LEP 42</b>	46	waiver	40		
SCREADY Math SCSDE Website	36% Meets Expectations and Exceeds Expectations	<b>School Projected PIP 39</b>	42	45	48	51	54
SCREADY Math SCSDE Website		<b>School Actual PIP 47.7</b>	54	waiver	35		



SCREADY Math SCSDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected PIP 36</b>	36	39	42	45	48
SCREADY Math SCSDE Website		<b>District Actual PIP 38</b>	43	waiver	38		

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Small group reading intervention using Reading Horizons will be provided for identified kindergarten students.	September 2021 - ongoing	Interventionists		GCS – LLI Material	Fast Bridge Results and Fountas & Pinnell Benchmark Results
2. Small group reading intervention using Leveled Literacy Intervention will be provided for identified 1 - 3 students.	Sustained	Interventionists		GCS – LLI Material	Fast Bridge Results and Fountas & Pinnell Benchmark Results
3. Morning tutorials will be provided for students demonstrating below level in reading and math.	October 2021 – May 2022	Teachers		GCS	MC Benchmark Scores, F&P Benchmark Results, DreamBox reports
3. Community volunteers will work with students showing achievement gaps.	Sustained	School Counselor		NA	Volunteer Log

**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:** 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 =52%	Kindergarten through Grade 5 =54%	Kindergarten through Grade 5 =56%	Kindergarten through Grade 5 =58%
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 =50%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten through Grade 5 =39.6	Kindergarten through Grade 5 =	Kindergarten through Grade 5 =
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten = 75% Grade 1 = 75%	Kindergarten = 76% Grade 1 = 76%	Kindergarten = Grade 1 =	Kindergarten = Grade 1 =
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	School Actual	Kindergarten = 74% Grade 1 = 74%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten = 12% Grade 1 = 27%	Kindergarten = Grade 1 =	Kindergarten = Grade 1 =

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>School Projected</b>		Grade 2—27% or above Grade 5—27%	Grade 2—27% or above Grade 5—N/A	Grade 2—27% or above Grade 5—N/A	Grade 2—27% or above Grade 5—N/A
South Carolina MAP Linking Study—February 2018	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	<b>School Actual</b>	Grade 2—21% Grade 5—27%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Grade 2—20% 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.	Grade 2—15% 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing	
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	<b>District Projected</b>		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		<b>District Actual</b>	K-5 69%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	K5-5=46%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	<b>District Projected</b>		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 accurately read words per minute (40 <sup>th</sup> percentile)	<b>District Actual</b>	5K—50% Grade 1—55%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	5K—28% Grade 1—46%		

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>District Projected</b>		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 <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	<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.	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.	

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

<b>ACTION PLAN FOR STRATEGY #1:</b>					<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. Small group reading intervention using Reading Horizons will be provided for identified kindergarten students.	September 2021 – ongoing	Interventionists		GCS=Reading Horizons Material	Fast Bridge Results and Fountas & Pinnell Benchmark Results
2. Small group reading intervention using Leveled Literacy Intervention will be provided for identified 1 - 3 students.	Sustained	Interventionists		GCS=LLI Material	Fast Bridge Results and Fountas & Pinnell Benchmark Results
3. Morning tutorials will be provided for students demonstrating below level in reading and math.	September 2021 – May 2022	Teachers		GCS Funds	Teacher Progress Monitoring Data and Mastery Connect Data

**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.

<b>DATA SOURCE(S):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Employment report		<b>School Projected</b>			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	<b>School Actual</b>		Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes	
Employment report		<b>District Projected</b>	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes	

GCS Human Resources Department	Baseline established in 2017-2018	<b>District Actual</b>					
		Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes	

<b>ACTION PLAN FOR STRATEGY #1:</b>					<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. Brook Glenn will actively recruit minority, qualified candidates at Shining Stars.	Spring 2022	Administration		N/A	Resumes

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

**PERFORMANCE GOAL:** 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.

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC SDE School Report Card Survey	86	<b>School Projected Students</b>	≥90	≥90	≥90	≥90	≥90
		<b>School Actual Students</b> 93	90.9	waiver	88		
SC SDE School Report Card Survey	100	<b>School Projected Teachers</b>	≥90	≥90	≥90	≥90	≥90
		<b>School Actual Teachers</b> 100	100	waiver	100		

SC SDE School Report Card Survey	93	School Projected Parents	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		School Actual Parents 85.2	93.3	waiver	88.5		
SC SDE School Report Card Survey	92	District Projected Students	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		District Actual Students 86	89	waiver	93		
SC SDE School Report Card Survey	98	District Projected Teachers	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		District Actual Teachers 97	97	waiver	98		
SC SDE School Report Card Survey	91	District Projected Parents	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$



		<b>District Actual Parents 88</b>	89	waiver	92		
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. The school safety committee will actively engage in plans and conversations to ensure the seamless implementation of an effective safety plan.	Sustained	Administrative Assistant Teachers		N/A	Committee Minutes
2. Students will work with staff to be informed and participate in safe practice daily to include drills, safety patrols, ignore the door, etc.	Sustained	Administrative Assistant Teachers		N/A	Logs of Safety Drills
3. The school safety committee will actively engage in plans and conversations to ensure the seamless implementation of an effective safety plan.	Sustained	Administrative Assistant Teachers		N/A	Committee Minutes

**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  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	0		
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

GCS Expulsion Report		<b>District Actual</b> 0.8	1.5	0.9	0.3		
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Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
	(2016-17) 0	<b>School Projected</b>	≤.07	≤.07	≤.07	≤.07	≤.07
GCS Expulsion Report		<b>School Actual</b> 0	0	0	0		
	(2016-17) .04	<b>District Projected</b>	≤.07	≤.07	≤.07	≤.07	≤.07
GCS Expulsion Report		<b>District Actual</b> .04	.10	.03	.004		

<b>ACTION PLAN FOR STRATEGY #1:</b>					<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. Implementation of strategies from Adverse Childhood Experiences Training.	Sustained	Administration Teachers		N/A	Student Survey
2. Implementation program where each instructional staff member serves as a mentor for an identified student.	Sustained	School Counselor Staff		N/A	Mentor/Mentee Log

**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  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	<b>School Projected</b>	90	90	90	90	90
		<b>School Actual</b> 88	93	84	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued</i>	<i>Note: Cognia surveys have been discontinued</i>
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	<i>Data point not available due to state-wide school closures on March</i>	<i>Note: Cognia surveys have been discontinued</i>	<i>Note: Cognia surveys have been discontinued</i>

					17, 2020 - COVID-19 pandemic.		
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implementation of program where each instructional staff member serves as a mentor for an identified student.	Sustained	School Counselor Staff		N/A	Mentor/Mentee Log

**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  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	School Projected	95	95	95	95	95
180 <sup>th</sup> day Attendance Report		School Actual 95.7	95.57	96.90	92.79	93.67	
	(2016-17) 95	District Projected	95	95	95	95	95
180 <sup>th</sup> day Attendance Report		District Actual 95	95	96	92	93.08	

<b>ACTION PLAN FOR STRATEGY #1:</b>					<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. Implementation of engaging lessons will motivate improved attendance.	Sustained	Teachers		N/A	Lesson Plans Attendance Data
2. Incorporation of technology on a daily basis will inspire students to be present.	Sustained	Teachers		N/A	Student Products



**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 ≤ 13 Angry ≤ 13	Afraid ≤ 5 Lonely ≤ 12 Angry ≤ 12	Afraid ≤ 5 Lonely ≤ 11 Angry ≤ 11	Afraid ≤ 5 Lonely ≤ 10 Angry ≤ 10	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 9
		School Actual Afraid – 5% Lonely – 14% Angry – 14%	Afraid - 5% Lonely - 13% Angry - 8%	Afraid ≤ 7% Lonely ≤ 11% Angry ≤ 14%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
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 – 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>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<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. Implement a program where each teacher serves as a mentor for an identified student.	Sustained	School Counselor Staff		N/A	Mentor/Mentee Log
2. The school counselor will provide individual and group sessions focused on productive ways to handle fear, anger, and loneliness.	Sustained	School Counselor		N/A	Mentor/Mentee Log