Brushy Creek Elementary School
School Portfolio
2024-25 through 2028-29

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

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

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

<div align="center">**SCHOOL RENEWAL PLAN COVER PAGE**</div>

SCHOOL NAME: Brushy Creek Elementary School

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 *(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	*W Burke Royster*	5/1/2024
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Charles T. Davis, Jr.	*Charles T. Davis, Jr.*	5/1/2024
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	*Dr. Carolyn J. Styles*	5/1/2024
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Brittani O'Connor	*Brittani O'Connor*	5/1/2024
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Amy Murphy	*Amy Murphy*	5/1/2024
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 1344 Brushy Creek Rd; Taylors, SC 29687

SCHOOL TELEPHONE: (864) 355-5400

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

Stakeholder Involvement for School Renewal

Position and Name

1.   Principal   Charles T. Davis, Jr.

2.   Teacher   Kate Thompson

3.   Parent/Guardian   Joseph Eskridge

4.   Community Member Michael Locke

5.   Paraprofessional   Tracey Carpenter

6.   School Improvement Council Member Brittani O'Connor

7.   Read to Succeed Reading Coach Amy Murphy

8.   School Read To Succeed Literacy Leadership Team Lead Molly Mosley

9.   School Read To Succeed Literacy Leadership Team Member Erin McCauley

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 PLAN
(Mandated Component)

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

○ Yes ○ No ○ N/A	**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).
○ Yes ○ No ○ N/A	**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).
○ Yes ○ No ○ N/A	**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.
○ Yes ○ No ○ N/A	**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.
○ Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
○ Yes ○ No ○ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
○ Yes ○ No ○ N/A	**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).

⦿ Yes ○ No ○ N/A	**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.	
○ Yes ⦿ No ○ 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.	
⦿ Yes ○ No ○ 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.	
⦿ Yes ○ No ○ 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.	
⦿ Yes ○ No ○ 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.	
⦿ Yes ○ No ○ 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.	

Table of Contents

Introduction

In the academic year 2023-2024, Brushy Creek revamped its School Portfolio in accordance with the guidelines set by the South Carolina State Department. Our Faculty Council and Vertical teams diligently revised different segments of the Strategic Plan. Data, as always, served as the cornerstone guiding our instructional strategies. Monthly meetings were held by teams to meticulously finalize all details.

The School Portfolio encompasses the following categories:

Introduction
Executive Summary
School Profile
Mission, Vision, and Beliefs
Data Analysis and Needs Assessment
Action Plan
Website link to the 2023-2024 Annual School Report Card

Faculty Council and Vertical Teams

Faculty Council	Math	ELA	Science	Social Studies	Writing
Action Plan/ Perceptions	Executive Summary	School Profile	Mission/Vision/ Beliefs	Data Analysis	School Profile
Charles T. Davis Jr.	Laura Cox	Daniel Hoilett	Brandy Smith	Pam Swan	Rachel Mullinax
Erin McCauley	Heather Jones	Sarah Wade	Jennifer Cloer	Bridgett Pressley	Ashli Terrell
Sonya Campbell	Emma Bolton	Callie Bittle	Ashlee Vanasse	Ellie Placko	Brianna Bradford
Molly Mosley	Tammy Rogers	Liz Putnam	Karen Fowler	Rend Draz	Wendy Frans
Rachel Mills	Chelsey Troutman	Laura Hembree	Tabi Romero	Valerie Ovsak	Mary Iris Abernathy
Joy Rogers	Beth Nelson	Paige Nikopolous	Vicki Lewis	Madeline Johns	Harmony Thomas
Belinda Black	Laura Darnell	Kate Thompson	Belverly Johnson	Meri Funk	Amy Smith
Debra Forrester	Sharon Waynick	Amy Murphy			Mary Jane Leland
Kristin Parker		Delaine Heidt			Kathy Lewis
Kkristi Parker					
Angela Larsen					
Ashleigh Bruce					
Marty Mayfield					
Jan Griffin					
Shana Dendy					
Laura Dobyne					

Executive Summary

Summarize findings of student achievement:
- 71% of third through fifth grade students met or exceeded Math proficiency on SCReady
- 73% of third through fifth grade students met or exceeded ELA proficiency on SCReady
- Students in grades 3-5 met or exceeded district and state averages in all subject areas on SCReady
- Earned an Excellent Overall Rating on the 2022-23 School Report Card
- Earned an Excellent in Academic Achievement, Student Progress, and Preparing for Success
- Earned an Average in Multilingual Learners' Progress
- Students in grades 3-5 continue to score above the district average in Math, ELA, and Science
- We continue to be concerned about the performance progress of our Multilingual Learners
- We continue to be concerned about the achievement gap between our white and African American students
- We continue to be concerned about the performance of our students with disabilities on SCReady

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

Summarize findings for school climate

- Needs Assessment for School Climate: (Parent Survey)

- According to our parent survey from the 2022-23 school report card, 93% of our parents indicated satisfaction with the learning environment

- Needs Assessment for Teacher and Administrator Quality: (Survey)

  - According to the teacher survey, 98% of our teachers are satisfied with the learning environment, 100% social and physical environment, and the 96% school-home relations, however, we continue to explore ways to improve our overall learning environment with parents and students in order to involve all stakeholders in improving our school climate.

Brushy Creek's significant challenges from the past three years

- Reaching all ability levels and continuing to lessen the gap for subgroups
- Continuing the tradition of high performance on SCReady testing
- Responding to the reading challenges of our students in order to better meet their reading instructional needs across grade levels

- Continuing to provide current staff development on best practices that will contribute to improving Tier 1 Instruction

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

- o 2022 Greenville County Schools District Teacher of the Year
- o 2024 Greenville County Schools Top 10 Finalist District Teacher of the Year
- o Students in grades 3-5 met or exceeded district and state averages in all subject areas on SCReady
- o Earned an Excellent Overall Rating on the 2022-23 School Report Card
- o Earned an Excellent in Academic Achievement, Student Progress, and Preparing for Success
- o Earned an Average in Multilingual Learners' Progress
- o Students in grades 3-5 continue to score above the district average in Math, ELA, and Science

School Profile

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

The original Brushy Creek Elementary School was a four-room facility located across the street from the present campus. Rapid growth in the area created the need for a larger modern facility, and in 1964 a new building was completed. In the mid- 1970s, a 10-classroom modular unit was added. As student enrollment continued to increase, portable classroom units were added.

In August 2001, we moved into a new facility designed for a capacity of 800 students with core facilities for 1,000 students. The building has administrative offices, 34 regular classrooms, seven kindergarten classrooms, three self-contained classrooms for special education of which one can be divided into two resource classrooms; two permanent resource classrooms, two rooms for itinerant teachers, a health room, a science lab, art room, music room, physical education multipurpose room and office. The administrative offices include an office for the principal, assistant principal, secretary, bookkeeper, as well as a reception area, main office area, storage rooms, student bookstore, work area with staff mailboxes, and teacher workroom. The media center includes a professional library/conference room, a television production room, teacher resource center, and a large office area. The school also has a guidance suite that includes two offices, a waiting area, a conference room and an office suite for the plant engineer. Play areas include separate playgrounds for kindergarten and for grades 1-5, a softball field and walking track.

Brushy Creek Elementary School provides a comprehensive and challenging curriculum to all students. Our curriculum is based on the state's standards. Students are instructed in Reading, Language, Math, Science/Health and Social Studies. Students also receive instruction in Art,

Music and Physical Education each week. We offer classroom guidance instruction every month as well as media instruction on a rotating basis.

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

During the 2022-2023 school year, we served 105 students in a before school WOOF (Working on our Future) Club and/or Lexia Lab, which is a tutorial based program to help students who demonstrated weaknesses on grade level math and reading standards or needed additional time on the ML Lexia program. Our kindergarten and first grade students were also involved in an RTI (Response to Intervention) reading program where they received intensive remediation.
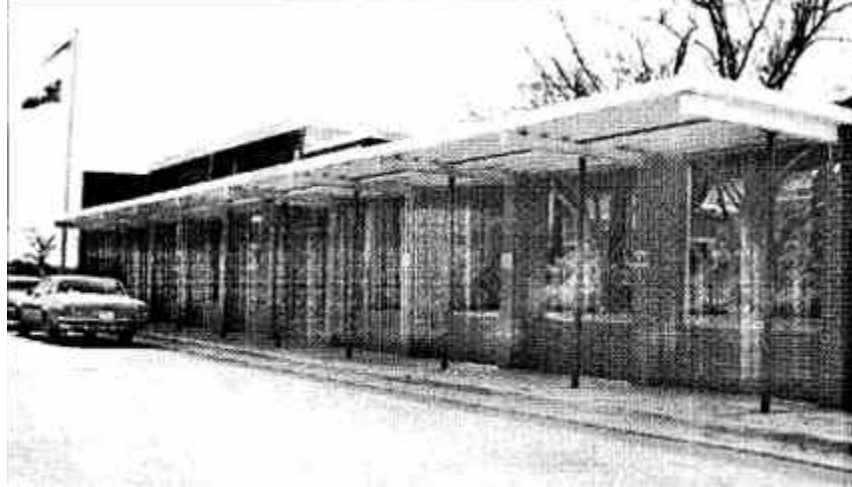
History of Brushy Creek Elementary School

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

Original Brushy Creek Elementary School 1916

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

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

Brushy Creek Elementary School
1964

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

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

Brushy Creek has always been among the top schools in the School District of Greenville County in academics and has won many awards. In 1996, Brushy Creek was awarded the prestigious "Palmetto's Finest" honor. The school also won the distinguished South Carolina Blue Ribbon award in 1998.

Brushy Creek Attendance Area

Students at Brushy Creek Elementary School are mostly from middle class neighborhoods. Our poverty index is approximately 51.0%.

Current Enrollment

Enrollment for 2023-2024 by grade levels is as follows:

4K	5K	First	Second	Third	Fourth	Fifth	Total
22	121	142	140	152	130	144	851

School Personnel

Our Leaders

Charles T. Davis, Jr.

For the past two decades, Charles T. Davis, Jr. has been an integral part of Greenville County Schools, serving as an assistant principal at both Woodland and Rudolph G. Gordon Elementary Schools. Prior to stepping into administrative roles, Mr. Davis contributed as an elementary teacher and school counselor within the county.

A proud graduate of Morris College in Sumter, South Carolina, Mr. Davis holds a Bachelor of Science Degree in Elementary Education. He furthered his education at Clemson University, where he attained a Master of Education Degree in School Counseling, alongside 30 additional hours focusing on family and student behavioral counseling. Additionally, he obtained certification in Educational School Leadership from Clemson University and pursued an Education Specialist Degree from Furman, concentrating on the Superintendency.

With twenty-four years of experience in education under his belt, Mr. Davis emphasizes the significance of parental support and community engagement in a student's educational journey. He firmly believes that when schools and homes collaborate, children receive the highest quality education. Guided by his motto of fairness and respect for all children, Mr. Davis is dedicated to working alongside teachers, parents, and community members to nurture students into responsible future citizens. He is a firm advocate of the school's motto, "Building a Community of Excellence One Student at a Time."

Erin McCauley

Erin McCauley proudly serves as the Assistant Principal at Brushy Creek Elementary School, now in her sixth year in this role. Embracing the privilege of being part of the BCES family, Mrs. McCauley brings a wealth of experience and dedication to her position. Her journey in education began as a classroom teacher, spanning over thirteen years, with seven years at Woodland Elementary School and six years at Grove Elementary School, where she taught 2nd, 3rd, and 5th grade.

Transitioning to administration, Mrs. McCauley previously served as the Administrative Assistant at Berea Elementary School for three years before finding her place at Brushy Creek. Her passion for education led her to pursue higher education herself. Hailing from Upstate New York, she graduated from St. John Fisher College in Rochester in May 2001, earning a Bachelor's Degree in Elementary Education/Psychology. Relocating to Greenville, SC in July 2001, she continued her academic journey, obtaining a Master's Degree in Administration and Supervision from Southern Wesleyan University in July 2014.

With this year marking her twenty-second year in education, Mrs. McCauley remains committed to fostering a nurturing and enriching environment for both students and staff at Brushy Creek Elementary School.

Dr. Sonya Campbell

Dr. Sonya B. Campbell embarks on her fifth year as an assistant principal at Brushy Creek Elementary for the 2023-2024 academic term, equipped with 31 years of educational wisdom. Central to her ethos is the cultivation of a robust link between school and home. Joining the BCES family with enthusiasm, she shoulders the duty to

embrace, engage, and empower students, while also fostering positive relationships with staff, families, and the wider community.

Throughout her educational journey, Dr. Campbell has occupied various roles, including 1st and 2nd-grade teacher, reading specialist, SPED teacher, assistant principal, and principal. Her academic credentials boast a Bachelor of Science in Education from the University of Central Missouri, along with Masters of Education in Elementary Education and Learning Disabilities from Drury University. Additionally, she holds a Specialist of Educational Administration from Missouri State University and a Doctor of Educational Leadership from Saint Louis University.

Regardless of the educational position or grade level she's taught, Dr. Campbell consistently circles back to her core belief: that education is a fundamental social right, not a mere privilege. She views education as the ultimate equalizer, a catalyst for societal change. Her mission is to instill equity and excellence within schools, ensuring students are equipped to leave a positive and enduring mark on the world. Guiding her philosophy is an African Proverb: "If you give a child a fish, you feed them for a day. If you teach a child to fish, you feed them for a lifetime."

Instructional Staff

The school's personnel roster comprises a principal, two assistant principals, 47 teachers, two full-time school counselors, a part-time literacy specialist, four part-time RTI teachers, and an instructional coach. Supporting this team are 9 paraprofessionals, one nurse, three office staff, a media clerk, six cafeteria workers, and seven custodial staff members. Teaching experience spans from 1 to 40 years on average.

Parental Involvement

The students at Brushy Creek come from a wide range of socioeconomic groups. Brushy Creek families earn incomes spanning from less than $10,000 to more than $200,000 per year. Our poverty index is 51%.

Parents and Community Business Partners

Brushy Creek Elementary has a very active PTA. Our parents serve as mentors for students, room mothers, or assist making copies for teachers. The PTA has numerous committees which encourage parental involvement to support their goals. With an annual budget for the 2022-2023 school year of over $60,000, PTA funds are used to support various school projects. In previous years, PTA has assisted with the refresh of collaborative furniture for the Media Center as well as supporting patrol officers to assist with morning traffic, supporting the overall instructional program at Brushy Creek through meeting the various needs of students and teachers.

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

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

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

Community Partnerships

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

Major Academic and School Programs

Professional Learning Communities

Our school functions as a Professional Learning Community. Our collaborative school teams have a mission/vision and shared goals that drive our school improvement processes. Our team structure includes the Instructional Leadership Team (Principal, Assistant Principal, and Instructional Coach), Faculty Council, horizontal teams, and vertical teams. Faculty Council, which includes a representative from each grade level as well as other departments, serves as our school's teacher leadership team. During weekly planning meetings, grade level teammates work collaboratively to plan effective lessons, discuss teaching and learning best practices, and monitor student progress through the use of authentic formative assessments. Led by the grade level chair, these meetings are held weekly after school. Chairs share the grade level minutes with the Instructional Leadership Team as an accountability measure as well as an opportunity for collaboration with the administrative school team. The minutes include various recurring agenda items such as: standards-based planning, assessment, effective teaching and learning practices in technology and balanced literacy, data discussions, faculty council and vertical team updates, and instructional, administrative, and technology concerns.

Our vertical team model encourages teachers to work together to discuss, develop, and implement systematic instructional practices in math, science, social studies, reading, and writing. Vertical teams meet monthly to focus on an agenda which is common across all vertical teams. Team members discuss vertical instructional topics, share best practices and resources, receive curriculum updates from district academic support specialists, and collaborate on content-related teaching and learning practices that can be implemented across grade levels. Similar to horizontal team minutes, the ILT requires that the vertical team learning log be completed and shared with all staff as another level of school-wide communication and collaboration.

Teachers work together in both horizontal and vertical teams to ensure a continuum of learning. The horizontal teams meet weekly after school to collaborate through instructional planning, develop grade level assessments and share teaching and learning strategies. Vertical teams meet monthly to discuss systematic practices that can be implemented in all grades in the areas of math, ELA, writing, science, and social studies. These meetings provide opportunities to share best practices and resources, discuss district curriculum updates, and plan schoolwide events and activities related to each content area.

The Faculty Council is one of the most valuable PLCs in the building. This team meets with the Leadership Team the first Wednesday of each month. The team discusses schedules, professional development, curriculum, and assessment. Each year the team participates in a book study. In addition to other professional development opportunities, Faculty Council attends a summer retreat to plan for the upcoming school year.

Literacy and Math Best Practices

Brushy Creek consistently implements a range of literacy and math best practices outlined in the GCSD Instructional Protocols, covering Knowledge Base, Environment, Instructional Delivery, and Assessment and Feedback. Teachers rely on Instructional Overlays to determine the most effective practices for each component in both literacy and math. Notably in the area of Literacy,

K-3 teachers undergo extensive LETRS Training, based on the Science of Reading to enhance student achievement in reading and writing. Moreover, all teachers participate in up-to-date Read to Succeed professional development. The Literacy Specialist serves as the Read to Succeed Lead and is a support to the teaching of reading and writing. Targeted professional development in Hattie's research of the 250+ Influences on Student Achievement ensures that current and impactful teaching strategies are employed across all subjects. These initiatives reflect Brushy Creek's dedication to fostering effective instruction and improving student outcomes.

Mission

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

Beliefs (Shared Vision)

We believe…

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

Data Analysis and Needs Assessment

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

FIVE GOAL AREAS
1. Student Success
Deliver high-quality curriculum, instruction, and interventions that meet the needs of each student.

2. Premier Workforce
Recruit, retain, and develop exemplary personnel in all positions.

3. Caring Culture and Environment
Provide a safe and healthy environment that promotes learning and respectful relationships.

4. Resource Stewardship
Ensure efficient use of resources through effective management and development.

5. Community Engagement and Communications
Generate support and system effectiveness through engaging partnerships, communications, and recognitions.

Student Achievement Needs Assessment

Brushy Creek Elementary
Historical Data

[Brushy Creek's Report Card 2023](#)

Poverty: 51.1

Report Card Ratings

Year	Overall	Academic Achievement	Preparing for Success	ELL Progress	Student Progress	School Quality
2018	Excellent	Excellent	Excellent	Good	Good	Good
2019	Good	Excellent	Excellent	Excellent	Average	Unsatisfactory
2020*	NA	NA	NA	NA	NA	NA
2021*	NA	NA	NA	NA	NA	NA
2022	Excellent	Excellent	Good	Good	Good	Good
2023						

Due to COVID, report card ratings were not issued

Brushy Creek Elementary School

2022-2023 Overall Rating

Excellent
71

School performance substantially exceeds the criteria to ensure all students meet the Profile of the SC Graduate

ACADEMICS

Academic Achievement	Preparing For Success	Multilingual Learners' Progress	Student Progress
Excellent	Excellent	Average	Excellent

SCREADY ELA

Year	3rd	4th	5th	Overall
2018	72	70.3	57.6	66.6
2019	72.9	71.3	64.2	69.2
2020	NO STANDARDIZED TESTS			
2021	61.5	70.0	58.6	63.6
2022	72.5	61.1	71.1	68.5
2023	74.4	74.5	69.0	73
2023 District	62	66.2	64.4	64

SCREADY MATH

Year	3rd	4th	5th	Overall
2018	72	70.3	57.6	73.1
2019	84.2	73.2	69.8	75.2
2020	NO STANDARDIZED TESTS			
2021	79.2	65.5	61.5	68.2
2022	75.2	60.3	65.5	67.3
2023	78.3	66.2	68.3	71
2023 District	64.1	57.8	57.6	60

Year	SCI 4th
2018	76.6
2019	69.8
2020	NO DATA
2021	68.3
2022	61.8
2023	70.3
2023 District	60.2

BCES SC READY Math

Math	2019 Pre Covid	2021	2022	2023
Met or Exceeded	**75%**	67%	67%	71%
Not Met	**10%**	15%	15%	10%

STRENGTHS	AREAS OF OPPORTUNITY
3rd: Measurement & Data Analysis (61%) 4th: Geometry (52.4%) 5th: Measurement and Data Analysis (46%)	3rd: Number Sense: Fractions (24%) 4th: Algebraic Thinking and Operations (28%) 5th: Algebraic Thinking and Operations (26%)

BCES SC READY ELA

ELA	2019 Pre Covid	2021	2022	2023
Met or Exceeded	**69%**	**62%**	**68%**	**73%**
Not Met	**12%**	**14%**	**15%**	**11%**

STRENGTHS	AREAS OF OPPORTUNITY
3rd: Reading- Literary Text (61%): Language, Craft, & Structure (64%) 4th: Writing (70%)-Language (63%) 5th: Writing (67%)- Language (60%)	3rd: Reading- Informational Text (26%) Language, Craft & Structure (22%) 4th: Reading-Informational Text (20%) Meaning & Context (24%) 5th: Reading-Informational Text (22%) Meaning & Context 26%

SC PASS/SC Ready SCIENCE TRENDS

SCPASS	2019 (4th) Pre Covid	2021	2022	2023 (SC Ready)
Not Met	14%	13%	21%	11%
Proficient	69%	67%	62%	70%

STRENGTHS	AREAS OF OPPORTUNITY
Physical Science: Forms of Energy - Light and Sound (50%)	Science and Engineering Practices (2

Teacher and Administrator Quality

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

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

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

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

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

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

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

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

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

1. Knowledge of Curriculum, Subject Content, and Developmental Needs
2. Instructional Planning
3. Instructional Delivery

4. Assessment
5. Learning Environment
6. Communication
7. Professionalism
8. Student Achievement

Each Performance Standard is rated on a four point scale.

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

2. Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria

3. Needs Improvement: Minimal performance which requires assistance in order to produce high quality results

4. Unsatisfactory: Performance has not met the requirements contained in the job description as expressed in the evaluation criteria

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

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

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

ELEMENTARY PRIORITIES

For the 2023-2024 school year we will…

Priority 1: Strengthen **Tier 1** instruction to meet the academic needs of ALL students.

Priority 2: Provide a continuum of supports to meet the varying **academic**, **social-emotional**, and **behavioral** needs of ALL students.

Priority 3: Strengthen **professional learning communities** (PLCs) school-wide.

Priority #1: Strengthen Tier 1 instruction to meet the academic needs of ALL students.

- Reading Horizons & Balanced Literacy:
    - GCS Literacy Framework: Reading and Writing Workshops & Language and Word Study
    - Reading Horizons Best Practices in Early Childhood Instructional Programs

- Learning Walks, Instructional Rounds, and Coaching Cycles

- Tiered Intervention Team

- Elementary Academic Overlays

- Hattie's 250+ Influences on Student Achievement

- Expectations for Highly Effective Classrooms

Priority #2: Provide a continuum of support to meet the varying academic, social-emotional, and behavioral needs of all students.

- On-Track Support
- RTI Support - ELA and Math
- Tiered Intervention Team
- Tutoring Programs - PTA Study Buddies
- SEL Learning Support - ReThink Ed, School Counseling Monthly Lessons
- Student Clubs and Activities - Student Council, School Store, Safety Patrol, News Crew, Battle of the Books, Engineering Club, Chorus, Art Club, Intramural Club,

RunHard

Priority #3: Strengthen professional learning communities (PLCs) school-wide.

- Monthly Coach's Corners
- Data Teams
- Staff Professional Development and Wednesday's schedule
- Targeted Learning Walks, Instructional Rounds, & Coaching Cycles
- Grade Level Minutes
- Solution Tree strategies with PLCs

School Climate Needs Assessment

School Climate Surveys

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement. Baseline data was gathered during the 2023-2024 school year to serve as a reference point for comparing changes in perception over time.

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

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	**Students**	**Parents**
Number of surveys returned	**54**	**322**	**50**
Percent satisfied with learning environment	**98.1%**	**95.2%**	**90.5%**
Percent satisfied with social and physical environment	**100.0%**	**92.4%**	**92.5%**
Percent satisfied with school-home relations	**96.2%**	**94.2%**	**81.6%**

Needs Assessment for School Climate: (Parent Survey)

Summarize findings for school climate

- Needs Assessment for School Climate: (Parent Survey)

- According to our parent survey from the 2023 school report card, 90.1% of our parents indicated satisfaction with the learning environment

- Needs Assessment for Teacher and Administrator Quality: (Survey)

  - According to the teacher survey, 98.1% of our teachers are satisfied with the learning environment, 100% social and physical environment, and the 96.2% school-home relations, however, we continue to explore ways to improve our overall learning environment with parents and students in order to involve all stakeholders in improving our school climate.

2023 School Report Link

https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9MjMwMTAzOQ

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 71% in 2022-23 to 78% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	74%	75%	76%	77%	78%
	71%	TBD	Actual (ES)					
	60%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	ILT & Teachers			
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	ILT & Teachers			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	ILT & Teachers			
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	ILT & Teachers			
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	ILT & Teachers			
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	ILT & Teachers			
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom	2024-2029	ILT & Teachers			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
observations to ensure all students have access to grade-level instruction and standards.					
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	ILT & Teachers			
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	ILT			
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	ILT			
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	ILT			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
4. Foster a collaborative relationship between schools and parents.	2024-2029	ILT & Teaches			
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	ILT & Teachers			

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 73% in 2022-23 to 80% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1 % annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	76%	77%	78%	79%	80%
	73	TBD	Actual (ES)					
	64%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	☐ ILT & Teachers			
2. Provide appropriate resources and support for early learners to ensure all	2024-2029	☐ ILT & Teachers			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
students are reading on grade level by 3rd grade.					
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	☐ ILT & Teachers			
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	☐ ILT & Teachers			
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	☐ ILT & Teachers			
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	☐ ILT & Teachers			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	☐ ILT & Teachers			
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	☐ ILT & Teachers			
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	☐ ILT & Teachers			
5. Implement a range of assessment methods that measure student understanding.	2024-2029	☐ ILT & Teachers			
6. Ensure vertical articulation of grade level content and practices.	2024-2029	☐ ILT & Teachers			
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	☐ ILT & Teachers			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the	2024-2025	☐ Director of Early Intervention and Student Support		Waiver	

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content,	2024-2029	☐ ILT & Teachers			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
resources and strategies, etc.).					
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	☐ ILT & Teachers			
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	☐ ILT & Teachers			
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	☐ ILT & Teachers			
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	☐ ILT			
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	☐ ILT & Teachers			

Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	**Indicators of Implementation** *C=Continue, M=Modify, F=Finish*
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	☐ ILT & Teachers			
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	☐ ILT & Teachers			
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	☐ ILT & Teachers			
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	☐ ILT & Teachers			
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	☐ ILT & Teachers			

GOAL AREA 2 – Performance Goal 1

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

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	☐ ILT & Teachers			
2. If applicable, partner with Clemson University on an ongoing basis to host the Call	2024-2029	☐ ILT & Teachers			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.					
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	☐ ILT & Teachers			

GOAL AREA 2 – Performance Goal 2

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

Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	4.5%	4%	3.5%	3%	2.5%
	5%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Continue to create a collaborative school culture in which teachers enjoy working at our school.					
1. Maintain High Professional Learning Communities	2024-2029	☐			

GOAL AREA 3 – Performance Goal 1

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

Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	20.8%	18.8%	16.8%	14.8%	12.8%
	22.8%	TBD	Actual (School)					

On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation C=Continue, M=Modify, F=Finish
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered	2024-2029	☐ ILT & Teachers			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	☐ ILT & Teachers			
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	☐ ILT & Teachers			
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	☐ ILT & Teachers			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	☐ ILT & Teachers			
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	☐ ILT & Teachers			
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	☐ ILT & Teachers			
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	☐ ILT & Teachers			
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	☐ ILT & Teachers			
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	☐ ILT & Teachers			
2. Increase leadership opportunities within the school during the school day.	2024-2029	☐ ILT & Teachers			
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	☐ ILT & Teachers			
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	☐ ILT & Teachers			
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	☐ ILT & Teachers			
3. Establish standard and reliable classroom practice and	2024-2029	☐ ILT & Teachers			

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.					
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	☐ ILT & Teachers			
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	☐ ILT & Teachers			