

Brook Glenn Elementary School

Achieving, Believing, and Caring



**Bernice Jackson, Principal
Greenville County Schools
Dr. W. Burke Royster, Superintendent
Action Plan 2019-20 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 2019-2020 (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.

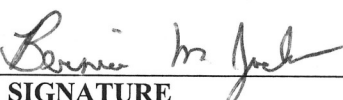
Assurances for the School Renewal Plans

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		4/23/19
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mrs. Bernice Jackson		03/07/19
PRINTED NAME	SIGNATURE	DATE


CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		4/23/19
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Kimberly Carver		3/7/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Marie Havran		3/7/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2003 East Lee Road Taylors, SC 29687

SCHOOL TELEPHONE: (864) 355-4700

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

Position	Name
1. Principal	Bernice Jackson
2. Teacher	Katherine Tarr
3. Parent/Guardian	Kimberley Carver
4. Community Member	Natalie Durrance
5. Paraprofessional	Nancy Perry
6. School Improvement Council Member	Kimberley Carver
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 Pessolano

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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).

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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 home for 421 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 opportunity through standards-based curriculum and high quality instruction so that all students can learn the skills needed to be productive citizens in a global society.

Student Achievement

Accelerating student achievement is our primary goal.

- In grade 5, students performed above the district average in the area of English/Language Arts and Math on the 2018 SC READY.
- In Science and Social Studies, we performed above the district average on 2018 SC PASS.

- Our most significant achievement gaps shown on all state assessments are between students identified as African American and Biracial students and those of other races.

Teacher and Administrator Quality

Brook Glenn has highly qualified staff members who continue to be life-long learners and are involved in ongoing professional development. Teachers and administrators work together to plan for and differentiate learning experiences. Sixty eight percent of the teachers at Brook Glenn have advanced degrees, and we boast 7 National Board Certified Teachers.

School Climate

We have a very positive school environment, especially after receiving 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

78%, we are not a Title 1 school. Our school retention rate is 2.7%. 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:

- 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
- Dr. Marie Havran, Distinguished Teacher of Literacy
- Mrs. Amy Garcia, Teacher of the Year

SCHOOL PROFILE

School Community

Brook Glenn currently serves 421 culturally diverse preK-5 students (38% white, 24% Hispanic, 22% African American, 6% Asian, 8% two or more races, and 2% other.) According to Public School Review, Brook Glenn is ranked on the "Most Diverse Schools in the U.S." list. Seventy-eight percent of students receive free or reduced lunch; 20.4% of our students participate in the ESOL program, and 21% receive special education services, including speech. Brook Glenn's 2017-2018 Overall School Performance Rating was Good with a Student Progress Rating of Excellent.

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 3rd and 4th grade students.

Springwell Church, Auro Hotels, 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-one years of experience in education. Mrs. Jackson was selected as South Carolina International Reading Association Administrator of the Year in 2014. Mrs. Cindy Mattos-DeHart is the administrative assistant at Brook Glenn. She assumed this position in the fall of 2005. She has thirty-eight years of experience in the field of education.

Brook Glenn is proud of the personnel we have on staff. Twenty four percent of our faculty have Bachelor Degrees, 57 % have Master's Degrees, 13% have Master's +30, 3 % have Educational Specialist Degrees and 3% have Doctorates. Ninety-two percent of our faculty is female with the remaining 8% male. One of our aides has her teaching certificate with a Master's Degree. Three other instructional aides have Bachelor Degrees. Seven of our teachers are National Board Certified. The racial makeup of our faculty is as follows: 11% African American, 84% white, and 5% other. One hundred percent of the staff is certified as Highly Qualified by the State of South Carolina. Our staff attendance rate for the 2017-18 school year was 92%.

Student Population:

The graphs below provide enrollment data.

	2016-17	2017-18	2018-2019
Student Enrollment	444	437	421

Student Population by Ethnicity	2016-17	2017-18	2018-2019
White	172	194	162
African American	92	71	91
Hispanic	101	88	101
Asian	19	22	25

Biracial	42	38	35
Other	N/A	24	7

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, Pennies for Pasta, and Dognabbit Rescue program. Students host our morning show daily and include guests from all grade levels who share events happening at Brook Glenn.

Brook Glenn partners with Eastside 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. Pessolano 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 and one .75 interventionist who are certified, experienced reading teachers. Our .5 interventionist focuses on kindergarten and first grade students who are performing below grade level in reading. She provides direct instruction and progress monitors student development in phonemic awareness and phonics to foster on grade level reading skills using Early Reading Intervention and Leveled Literacy Intervention programs. Our .75 interventionist focuses on students who have gaps in their reading skills. She provides direct instruction and monitors their progress in phonics, fluency, vocabulary and comprehension skills in order to close their reading gaps and improve their success in reading. This reading improvement will

translate to improved academic achievement in many areas as reading is a foundation for learning all content areas.

Brook Glenn has three full-time special education teachers and two aides who serve 86 students during 2018-19. 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 multi-categorical class is 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 5th grades are usually seen between thirty and ninety minutes per week as specified by students' IEPs. The Brook Glenn's speech program serves 42 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. Twenty one of our students are currently being served in Challenge during the 2018-19 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 86 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 serves 68 students. Homework, enrichment with reading and computers, and gardening activities are provided. 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 21st 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 be served in a resource model for the 2019-20 school year. 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			
	2015-16	2016-17	2017-18
Exceeds	10%	14%	17.8%
Meets	34%	20%	32.9%
Approaching	39%	44%	31.5%
Not Met	18%	22%	17.8%

Student Achievement: 4th Grade SC READY ELA			
Source: SC School Report Card			
	2015-16	2016-217	2017-18
Exceeds	11%	12%	16.7%
Meets	33%	34%	31.7%
Approaching	33%	37%	36.7%
Not Met	23%	16%	15%

Student Achievement: 5th Grade SC READY ELA			
Source: SC School Report Card			
	2015-16	2016-217	2017-18
Exceeds	25%	18%	22.1%
Meets	30%	32%	35.1%
Approaching	31%	35%	27.3%
Not Met	14%	15%	15.6%

Math:

Student Achievement: 3rd Grade SC READY Math			
Source: SC School Report Card			
	2015-16	2016-217	2017-18
Exceeds	19%	14%	30.1%
Meets	39%	29%	34.2%
Approaching	25%	33%	23.3%
Not Met	16%	24%	12.3%

Student Achievement: 4th Grade SC READY Math			
Source: SC School Report Card			
	2015-16	2016-217	2017-18
Exceeds	21%	15%	18%
Meets	28%	21%	18%
Approaching	39%	46%	31.1%
Not Met	11%	18%	32.8%

Student Achievement: 5th Grade SC READY Math			
Source: SC School Report Card			
	2015-16	2016-217	2017-18
Exceeds	30%	20%	23.4%
Meets	43%	24%	35.1%
Approaching	28%	39%	31.2%
Not Met	0%	17%	10.4%

Science:

Student Achievement: 4th Grade SC PASS Science			
Source: SC School Report Card			
	2015-16	2016-217	2017-18
Exceeds	78.6%	20%	18%
Meets	32.9%	31.4%	41.0%
Approaches	45.7%	41.4%	27.9%
Not Met	21.4%	7.1%	13.1%

Social Studies:

Student Achievement: 5th Grade SC PASS Social Studies			
Source: SC School Report Card			
	2015-16	2016-217	2017-18
Exceeds	43%	52%	39%
Meets	34%	38%	45.5%
Not Met	24%	11%	15.6%

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 begun to move away from the “one size fits all” in meeting the needs of our teachers in providing professional growth opportunities.

Brook Glenn Elementary 2018-19 Professional Development Schedule				
Goal: 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
Technology, Sharing Best Practices	July 30, 2018	DLC Day 1 (off campus)	8:30-3:30	DLC cohort, IC
Curriculum, Sharing Best Practices, Operations	August 2, 2018	Team Leaders	11:00-2:00	Team Leaders, Admin, IC, literacy coach
Reading	August 6-9, 2018	Project Read: writing	8:30-4:30	Teachers, ESOL, SPED, interventionists
Curriculum	August 23-24	LLI Training (provided by district)	8:30-2:30	IC, literacy coach, interventionists
Technology, Sharing Best Practices	September 4, 2018	DLC coaching	8:30-2:30	DLC cohort, IC
Technology	September 13, 2018	Technology PLC	3:00-4:00	Teachers
Sharing Best Practices	September 19, 2018	M&M: knowledge of curriculum/content/developmental needs, instructional planning, instructional delivery, assessment	3:00-4:00	Mentors and mentees
Assessments	September 26, 2018	Team Data	During planning	Teachers, admin, IC, literacy coach

Curriculum	September 26, 2018	Unit Planning	3:00-4:30	Teachers, IC
Trauma Informed Practices	October 3, 2018	ACES training with Chris Haines	3:00-4:30	All Staff
Technology, Sharing Best Practices	October 4, 2018	DLC Day 2 (Discovery Learning Corps)	8:30-3:30	DLC cohort, IC
Technology, Sharing Best Practices	October 9, 2018	DLC coaching	8:30-2:30	DLC cohort, IC
Technology	October 11, 2018	Technology PLC	3:00-4:00	Teachers
Curriculum	October 24, 2018	Unit Planning	3:00-4:30	Teachers, IC
Assessments	October 31, 2018	Team Data	During planning	Teachers, admin, IC, literacy coach
Trauma Informed Practices	November 7, 2018	ACES training with Chris Haines	3:00-4:30	All Staff
Technology, Sharing Best Practices	November 13, 2018	DLC coaching	8:30-2:30	DLC cohort, IC
Technology	November 15, 2018	Technology PLC	3:00-4:00	Teachers
Assessments	November 28, 2018	Team Data	During planning	Teachers, admin, IC, literacy coach
Curriculum	November 28, 2018	Unit Planning	3:00-4:30	Teachers, IC
Technology, Sharing Best Practices	December 3, 2018	DLC Day 3 (Discovery Learning Corps)	8:30-3:30	DLC cohort, IC
Technology	December 6, 2018	Technology PLC	3:00-4:00	Teachers

Technology, Sharing Best Practices	December 12, 2018	DLC coaching	8:30-2:30	DLC cohort, IC
Technology, Sharing Best Practices	January 8, 2019	DLC coaching	8:30-2:30	DLC cohort, IC
Trauma Informed Practices	January 9, 2019	ACES training with Chris Haines	3:00-4:30	All Staff
Technology	January 17, 2019	Technology PLC	3:00-4:00	Teachers
Sharing Best Practices	January 23, 2019	M&M: knowledge of curriculum/content/developmental needs, instructional planning, instructional delivery, assessment	3:00-4:00	Mentors and mentees
Assessments	January 30, 2019	Team Data	During planning	Teachers, admin, IC, literacy coach
Curriculum	January 30, 2019	Unit Planning	3:00-4:30	Teachers, IC
Technology, Sharing Best Practices	February 5, 2019	DLC coaching	8:30-2:30	DLC cohort, IC
Technology	February 14, 2019	Technology PLC	3:00-4:00	Teachers
Technology, Sharing Best Practices	February 20, 2019	DLC Day 4 (Discovery Learning Corps)	8:30-3:30	DLC cohort, IC
Assessments	February 27, 2019	Team Data	During planning	Teachers, admin, IC, literacy coach
Technology, Sharing Best Practices	February 26, 2019	DLC coaching	8:30-2:30	DLC cohort, IC
Curriculum	February 27, 2019	Unit Planning	3:00-4:30	Teachers, IC

Technology, Sharing Best Practices	March 12, 2019	DLC coaching	8:30-2:30	DLC cohort, IC
Technology	March 14, 2019	Technology PLC	3:00-4:00	Teachers
Sharing Best Practices	March 20, 2019	M&M: knowledge of curriculum/content/developmental needs, instructional planning, instructional delivery, assessment	3:00-4:00	Mentors and mentees
Assessments	March 27, 2019	Team Data	During planning	Teachers, admin, IC, literacy coach
Curriculum	March 27, 2019	Unit Planning	3:00-4:30	Teachers, IC
Technology, Sharing Best Practices	April 2, 2019	DLC Day 5 (Discovery Learning Corps)	8:30-3:30	DLC cohort, IC
Technology, Sharing Best Practices	April 10, 2019	DLC coaching	8:30-2:30	DLC cohort, IC
Technology, Sharing Best Practices	April 23, 2019	DLC coaching	8:30-2:30	DLC cohort, IC

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 2017-18 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.

Areas of Strength

- 100% of students feel safe at school
- 100% of teachers feel students are learning at school
- Over 50% of the parents feel the interactions with the staff are supportive
- Students feel their teachers are caring, fun, honest and active

Areas of Growth

- 62% of parents feel interaction with staff are brief
- Student engagement
- Time Management

Brook Glenn Elementary's 2017-2018 SDE School Report Card:

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9RSZaWQ9MjMwMTAzMA>

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority	
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional / Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other	
PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 46% in 2016-17 to 66% in 2022-23.	
<i>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.</i>	
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 4% annually.	

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY 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					

SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52					

ACTION PLAN FOR STRATEGY #1:							
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION		
1. Each grade level will engage in standards based unit/lesson planning and balanced literacy with focus on authentic reading and writing products.	August 2019- June 2020	Instructional Coach Teachers			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.	August 2019- June 2020	Instructional Coach Teachers			Informal and Formal Classroom Observations		
3. The Fountas and Pinnell word study program will be implemented in kindergarten – second grade.	August 2019- June 2020	Instructional Coach Literacy Specialist Teachers		GCS	Informal and Formal Classroom Observations Lesson Plans		

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority						
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other						
PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY 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 SC READY Math will increase by 4% annually.						

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 53	53	57	61	65	69
		School Actual Elementary 54					
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	57	60	63	66	69

		District Actual Elementary 60						
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implementation of Number Talks at all grade levels.	August 2019- June 2020	Instructional Coach Team Lead Teachers			Informal and Formal Observations Lesson Plans
2. Training and implementation of Learning Targets will provide daily expectations for all classrooms.	August 2019- June 2020	Instructional Coach Teachers			Information and Formal Observation
3. Each grade level will engage in standards based unit/lesson planning designing lessons with authentic engagement.	August 2019- June 2020	Instructional Coach Teachers			Information and Formal Observation Lesson Plans
4. Technology will be integrated routinely in math learning in grades 3-5.	August 2019- June 2020	Media Specialist Instructional Coach Teachers DLC Cohort			Student Products

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority						
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	62	65	68	71	74
		School Actual Elementary 59					
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75

		District Actual Elementary 60						
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ACTION PLAN FOR STRATEGY #1:							
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION		
1. Science on wheels will be scheduled as a resource designed to enhance the learning of state standards.	October 2019 and Spring 2020	Science Leadership Team	\$250	3M Grant and PTA	Photos		
2. Training and implementation of Learning Targets will provide daily expectations for all classrooms.	August 2019- June 2020	Instructional Coach Teachers			Information and Formal Observation		
3. Technology will be integrated routinely in science learning in grades 3-5.	August 2019- June 2020	Media Specialist Instructional Coach Teachers DLC Cohort			Student Products		

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority						
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other						
PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.						
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 3% annually.						

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	School Projected Elementary	62	65	68	71	74
		School Actual Elementary 59					
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	District Projected Elementary	81	84	87	90	93

		District Actual Elementary 78						
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ACTION PLAN FOR STRATEGY #1:							
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION		
1. 1. Authentic social studies experiences, such as immigration day, a living wax museum, will be provided to enhance students' interest and learning of standards.	September 2019- May 2020	Social Studies Leadership Team			Photos		
2. Training and implementation of Learning Targets will provide daily expectations for all classrooms.	August 2019- June 2020	Instructional Coach Teachers			Information and Formal Observation		
3. Technology will be integrated routinely in science learning in grades 3-5.	August 2019- June 2020	Media Specialist Instructional Coach Teachers DLC Cohort			Student Products		

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority	
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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 each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).	
INTERIM PERFORMANCE GOAL: Meet annual targets below.	

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	44% Meets Expectations and Exceeds Expectations	School Projected Hispanic 48	48	52	56	60	64
SC READY ELA SC SDE Website		School Actual Hispanic 56					
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48

SC READY ELA SC SDE Website		District Actual Hispanic 34						
SC READY ELA SC SDE Website	37 % Meets Expectations and Exceeds Expectations	School Projected AA	42	47	52	57	62	
SC READY ELA SC SDE Website		School Actual AA 36						
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37	
SC READY ELA SC SDE Website		District Actual AA 25						
SC READY ELA SC SDE Website	19 % Meets Expectations and Exceeds Expectations	School Projected SWD	22	25	28	31	34	

SC READY ELA SC SDE Website		School Actual SWD 19						
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26	
SC READY ELA SC SDE Website		District Actual SWD 12						
SC READY ELA SC SDE Website	29 % Meets Expectations and Exceeds Expectations	School Projected LEP 32	55	58	61	64	67	
SC READY ELA SC SDE Website		School Actual LEP 52						
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47	
SC READY ELA SC SDE Website		District Actual LEP 33						

SC READY ELA SC SDE Website	23 % Meets Expectations and Exceeds Expectations	School Projected SIP 26	29	32	35	38	41
SC READY ELA SC SDE Website		School Actual SIP 49.4					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected SIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual SIP 33					
SC READY Math SC SDE Website	49 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 52	55	58	61	64	67
SC READY Math SC SDE Website		School Actual Hispanic 58					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51

SC READY Math SC SDE Website		District Actual Hispanic 42						
SC READY Math SC SDE Website	19 % Meets Expectations and Exceeds Expectations	School Projected AA 22	25	28	31	34	37	
SC READY Math SC SDE Website		School Actual AA 36						
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39	
SC READY Math SC SDE Website		District Actual AA 28						
SC READY Math SC SDE Website	32 % Meets Expectations and Exceeds Expectations	School Projected SWD 35	38	41	44	47	50	

SC READY Math SC SDE Website		School Actual SWD 19						
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30	
SC READY Math SC SDE Website		District Actual SWD 16						
SC READY Math SC SDE Website	46 % Meets Expectations and Exceeds Expectations	School Projected LEP 49	52	55	58	61	64	
SC READY Math SC SDE Website		School Actual LEP 55						
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52	

SC READY Math SC SDE Website		District Actual LEP 42					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	School Projected SIP 39	42	45	48	51	54
SC READY Math SC SDE Website		School Actual SIP 47.7					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected SIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual SIP 38					

ACTION PLAN FOR STRATEGY #1:					
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION
1. Small group reading intervention using ERI will be provided for identified kindergarten students.	August 2019 – May 2020	Interventionists			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.	August 2019 – May 2020	Interventionists			Fast Bridge Results and Fountas & Pinnell Benchmark Results
3. Morning computer tutorials will be provided for students demonstrating below level in reading and math.	September 2019 – May 2020	Teachers	\$3,000	Local	Computer Generated Reports
4. Community volunteers will work with students showing achievement gaps.	September 2019 – May 2020	School Counselor			Volunteer Log

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority	
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional / <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell	Criterion Reference Measure	School Projected					
		School Actual	Baseline will be established in Spring 2019				
Fastbridge	Norm Reference Measure	School Projected					

Fastbridge		District Projected							
		District Actual	Baseline will be established in Spring 2019						
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	District Projected		Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	
South Carolina MAP Linking Study – December 2016	2 nd grade criteria RIT = 189 62 nd percentile 5 th grade criteria RIT = 216 66 th percentile	District Actual	Grade 2 – 40% Grade 5 – 42%						

ACTION PLAN FOR STRATEGY #1:						
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION	
1. Small group reading intervention using ERI will be provided for identified kindergarten students.	August 2019 – May 2020	Interventionists			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.	August 2019 – May 2020	Interventionists			Fast Bridge Results and Fountas & Pinnell Benchmark Results	
3. Project Read phonics and writing strategies will be implemented to close reading and writing achievement gaps for below level students.	August 2019 – May 2020	Teachers			Fast Bridge Results and Fountas & Pinnell Benchmark Results	
4. Small group reading intervention using ERI will be provided for identified kindergarten students.	August 2019 – May 2020	Interventionists			Fast Bridge Results and Fountas & Pinnell Benchmark Results	

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority	
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other	
PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.	
INTERIM PERFORMANCE GOAL: Meet annual targets below.	

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report	Baseline will be established at the end of the 2018-19 school year	School Projected		TBD	TBD	TBD	TBD
	13%	School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	District Projected		TBD	TBD	TBD	TBD

		District Actual						
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ACTION PLAN FOR STRATEGY #1:					EVALUATION	
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	
1. 1. Brook Glenn will actively recruit minority, qualified candidates at Shining Stars.	March 2020	Administration			Resumes	

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority	
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional / <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other	
PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.	
INTERIM PERFORMANCE GOAL: Meet annual targets below.	

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey	86	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 93					
SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Teachers 100							
SDE School Report Card Survey	93	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	
		School Actual Parents 85.2							
SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	
		District Actual Students 86							
SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	
		District Actual Teachers 97							

SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88					

ACTION PLAN FOR STRATEGY #1:

ACTION PLAN FOR STRATEGY #1:		EVALUATION				
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	
1. The school safety committee will actively engage in plans and conversations to ensure the seamless implementation of an effective safety plan.	August 2019 – May 2020	Administrative Assistant Teachers			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.	August 2019 – May 2020	Administrative Assistant Teachers			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.	August 2019 – May 2020	Administrative Assistant Teachers			Committee Minutes	

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority							
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional / Academic Goal and 1 Additional Goal <input type="checkbox"/> 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):	AVERAGE BASELINE	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					
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

GCS Expulsion Report		District Actual 0.8						
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Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		School Actual 0					
	(2016-17) .04	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		District Actual .04					

ACTION PLAN FOR STRATEGY #1:					
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION INDICATORS OF IMPLEMENTATION
1. Implementation of strategies from Adverse Childhood Experiences Training.	August 2019 – May 2020	Administration Teachers			Student Survey
2. Implementation program where each instructional staff member serves as a mentor for an identified student.	August 2019 – May 2020	School Counselor Staff			Mentor/Mentee Log

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority	
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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 AdvancED Culture and Climate Survey.	
INTERIM PERFORMANCE GOAL: Meet annual targets below.	

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	88	School Projected	90	90	90	90	90
		School Actual 88					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90

		District Actual 90							
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implementation of program where each instructional staff member serves as a mentor for an identified student.	August 2019 – May 2020	School Counselor Staff			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
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 95	School Projected	95	95	95	95	95
180 th day Attendance Report		School Actual 95.7%					
	(2016-17) 95	District Projected	95	95	95	95	95

180 th day Attendance Report		District Actual 95						
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implementation of engaging lessons will motivate improved attendance.	August 2018 – June 2019	Teachers			Lesson Plans Attendance Data
2. Incorporation of technology on a daily basis will inspire students to be present.	August 2019 – May 2020	Teachers			Student Products

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority	
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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 AdvancED 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):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 14% Angry – 14%	School Projected	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 ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5

		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement a program where each teacher serves as a mentor for an identified student.	August 2019 – May 2020	School Counselor Staff			Mentor/Mentee Log
2. The school counselor will provide individual and group sessions focused on productive ways to handle fear, anger, and loneliness.	August 2019– May 2020	School Counselor			Mentor/Mentee Log