



Strategic Plan

Scope of Plan: 2013-14 through 2017-18
Annual Update for 2014-2015

Grades Served K4-5th

Greenbrier Elementary
"Seekers of Learning, Models of Character"
Nicky Andrews, Principal
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Greenville County Schools
W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE
REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Greenbrier Elementary
DISTRICT: Greenville County Schools
SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (five years)
SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (one year)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Amanda Moreno		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Nicky Andrews		
PRINTED NAME	SIGNATURE	DATE

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL:	Nicky Andrews
2. TEACHER:	Lori Williams
3. PARENT/GUARDIAN:	Kelly Dodenhoff
4. COMMUNITY MEMBER:	Barbara Nemeth
5. SCHOOL IMPROVEMENT COUNCIL:	Amanda Moreno
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
RTI TEACHER:	Nancy Key
ASSISTANT PRINCIPAL:	Vivian Lane
MEDIA SPECIALIST:	Shawnee Arrowood
GUIDANCE COUNSELOR:	Gena Neri-Gonzalez

*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

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).

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).

Parent Involvement

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent 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.

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*.

Technology

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

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 no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, 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.

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).

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.

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, although they may be housed at locations with other grade levels or completely separate from schools.

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.

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 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-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Greenbrier Elementary School Strategic Plan

TABLE OF CONTENTS

Introduction.....	page 1-3
Executive Summary.....	page 4-6
School Profile.....	pages 7-17
School Community.....	7
School Personnel	9
Student Population.....	10
Academic and Behavioral Features/Programs/Initiatives.....	13
Mission, Vision, and Beliefs.....	pages 18-19
Data Analysis and Needs Assessment.....	pages 20-30
Student Achievement.....	20
Teacher and Administrator Quality.....	28
School Climate.....	30
Action Plan.....	pages 31-54

Appendix

2011-12 School Report Card

2011-12 ESEA (Federal Accountability Rating System)

INTRODUCTION

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

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

Strategic Planning Process/Structure

The Strategic Planning Team

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

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

Action Teams

- PTA
- School Improvement Council (SIC)

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

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

Instructional Teams

- Leadership Council
- Grade Level Teams
- Vertical Teams

Leadership Council

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

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

Grade Level Teams

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

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

Vertical Teams

The purpose of the vertical teams is to maintain consistency, specifically to:

- improve instruction school-wide
- ensure the implementation of standards within subject areas and across the grade levels
- advise the strategic planning team of progress and concerns of grade-level and vertical team meetings
- coach and support the quality implementation of subject areas
- demonstrate the implementation of subject standards for teachers in each subject area
- review data and plan for improvement

Process for Communicating the Plan

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

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



EXECUTIVE SUMMARY

Student achievement findings

PASS Writing

During the 2011-2012 school year, SCPASS writing was administered to fifth grade only. Although it is difficult to compare the school-wide results of the past two years to the fifth grade results of 2012, Greenbrier has consistently reduced the number of students scoring in the Not Met category from 33.6% in 2012 to 19.5% in 2014. Subsequently the number of students in both the Met and Exemplary categories has increased over the past three years.

PASS Reading

Over the past three years, 100% of eligible third through fifth graders were tested in the area of ELA. While student performance in the area of reading has been relatively inconsistent over the past three years, the number of students scoring in the Exemplary performance category have increased from 37.9% to 44.4% while the number of students scoring in the Not Met performance category decreased from 21.8% to 19.2%. For the past two years, all students and all subgroups have consistently scored above the expectation, with the exception of the disabled and subsidized meals subgroups.

PASS Math

Over the past three years, 100% of eligible third through fifth graders were tested in the area of Math. The number of students, school-wide, scoring in the Not Met performance category has decreased from 30.3% to 21.3% over the past three years. The number of students scoring in the Exemplary performance category has increased from 27.4% to 42.9%. The students in the Subsidized Meals, African American, and Disabled subgroups have consistently, over the past three years, have had difficulty meeting the expectation on PASS Math.

PASS Science

Greenbrier's school wide performance on PASS science, over the past three years, has been inconsistent. All subgroups have historically scored below projected progress each year. However the White subgroup met the expectation during the 2013-2014 school-year.

PASS Social Studies

The number of students, school-wide, scoring in the Not Met performance category has decreased from 27.2% to 14.3% over the past three years. The number of students scoring in the Exemplary performance category has increased from 20.5% to 36.2%. During the 2013-2014 school-year, all subgroups met the expectation for Social Studies with the exception of students in the Disabled and Subsidized Meals subgroups.

Second Grade ITBS

The subtests that were administered for the Iowa test changed during the 2014-2015 school-year. Summary information is now provided for the areas of reading and math only. Therefore, 2014-2015 data will be used as baseline data in comparing subsequent years. During the 2014-2015, second grade performance was above the 50th percentile in the area of reading and below in the area of math.

Teacher and administrator quality findings

During the 2014-2015 school-year, 100% of classroom teachers have received training in the area of Standards Based Instruction. We will continue the school wide training during the 2015-2016 school-year.

School Climate Findings

The attendance rate for students at Greenbrier has consistently been above the district average for the past three years. Teachers and parents have indicated on annual surveys that they are satisfied with the learning environment of the school, which students have expressed some dissatisfaction. Teachers, parents, and students agree that our school is a safe environment.

Significant challenges

- Inconsistency in performance of subgroups on the Palmetto Assessment of State Standards
- Inconsistency in the overall performance of second graders on the Iowa Test of Basic Skills over time
- The number of new teachers requiring professional development

Significant Awards, Results, and Accomplishments

- Greenville County Emerging Teacher of the Year Award
- Greenville County Distinguished Teacher of Reading First Runner-Up
- Greenville County Operations Employee of the Year
- Received a literacy grant from Public Education Partners (PEP) of Greenville which provided over \$7, 000 in books to supplement classroom libraries
- Received the SC Competitive At-Risk Student Grant in the amount of \$265, 000 to provide at-risk students with mentoring, tutoring, and enrichment opportunities
- Received a \$1000 grant from the Music Club of Greenville to purchase instruments for the school
- Physical Education Teacher awarded the state PTA Teacher of the Year Award
- Parent Volunteer awarded the PTA Volunteer of the Year Award
- Created small group Guidance programs
- Created Beta Club program for fifth grade
- Created Voices of Greenbrier Choral Program
- Created RTI, literacy model, to be used in Kindergarten through second grade
- Created student-operated Greenbrier Morning News Show
- Participated in successful community service drives (Jump Rope for Heart Association, March of Dimes Reading Champs, Student Government Clemson-Carolina canned food drive, Hands on Greenville garden day, Zig-the-Pig children's cancer fund)
- Participated in Special Olympics
- Participate in Greenville Drive and Summer Reading Programs
- Participate in Safe School Program with Safety Patrols
- Student participation in spring Sing
- Developed After School Program
- Developed In house Literacy Closet for parents and students
- Implemented SWAT team-Students Who Assist with Technology
- Implemented Art Assistant Program
- Received several school Website awards
- Received several teacher and PTA grants
- Received several Drug Free Parade Awards during Red Ribbon Week
- Received Red Carpet Award Spring 2010
- Received State Character Award 2011

SCHOOL PROFILE

School Community

Greenbrier Elementary is led by our principal, Mrs. Nicky Andrews. Mrs. Andrews has been with Greenbrier for six years. Mrs. Vivian Lane is the assistant principal, and has been at Greenbrier for ten years.

After graduation from Winthrop University, Mrs. Nicky Andrews began working in the Fort Mill school system, teaching fifth grade. In Fort Mill, she also taught mathematics and science to fourth and fifth grade gifted and talented students. She then moved to the Upstate and began teaching in Anderson School District One, as a fifth through eighth grade related arts instructor (pull-out gifted, remediation, and service learning). She later joined Spartanburg County School District Six as a middle school teacher. In Spartanburg District Six, she taught sixth grade English/language arts and social studies and seventh grade English/language arts and Pre-Algebra. She also worked as a district Literacy Coach, working with both K-8 classroom teachers and principals. After joining Greenville County Schools, Mrs. Andrews served as Assistant Principal at the Charles Townes Center and worked as a Principal Intern at Greenville Middle School. Mrs. Andrews obtained a Master of Arts degree from Furman University in School Leadership. She also earned an Education Specialist degree from the University of South Carolina and is currently pursuing a Doctorate in Educational Leadership.

Prior to becoming an Assistant Principal, Mrs. Lane taught fifth grade. Mrs. Lane has a Bachelor's Degree in Elementary Education from Francis Marion University and a Master of Arts Degree with a concentration in Administration and School Leadership from Cambridge College. Before coming to Greenville, Mrs. Lane worked in Florence District 3 where she served in various capacities including teacher of the gifted and talented, site coordinator for a 21st Century Grant after school program, and a district summer school coordinator.

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

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

another renovation project. An additional wing was added to accommodate 1000 students.

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

Greenbrier has heterogeneously grouped classes in kindergarten through grade five. There is one 4K classroom and four self-contained special education classes (one 5K Behavior classroom, one EMD Classroom, one primary Trainable Mentally Disabled class, and one intermediate Trainable Mentally Disabled class). The curriculum is standards-based and focuses on skills in language arts, math, science, social studies, and health. Specialists in art, music, physical education, guidance, and library science teach all students.

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

PTA hosts student performances, spring carnival, and various other events. SIC sponsors Parent University sessions on relevant parenting topics, including bullying, Internet safety, and positive discipline. Parent and community volunteers assist in the classroom with projects, chaperoning field trips, and reading to students. Volunteers also assist with book fairs and school clubs and have helped to organize our Leveled Literacy Library. Outreach projects touch the entire community.

Greenbrier's current community partnerships include:

- Publix
- Mauldin High School
- Hillcrest High School
- Piedmont Mental Health
- Chick-Fil-A
- United Ministries
- SC Children's Theater
- Mauldin Rotary Club
- The Greenville Drive

School Personnel

Greenbrier Staff	2012	2013	2014
Teachers with Advanced Degrees	53.2%	51.1%	53.2%
Continuing Contract Teachers	Not available	80.9%	72.3%
Teacher Returning from Previous Year	96.2%	92.9%	89.1%
Teachers Attendance Rate	94.2%	94.9%	95.4%

Source: SC School Report Card 2012, 2013, 2014

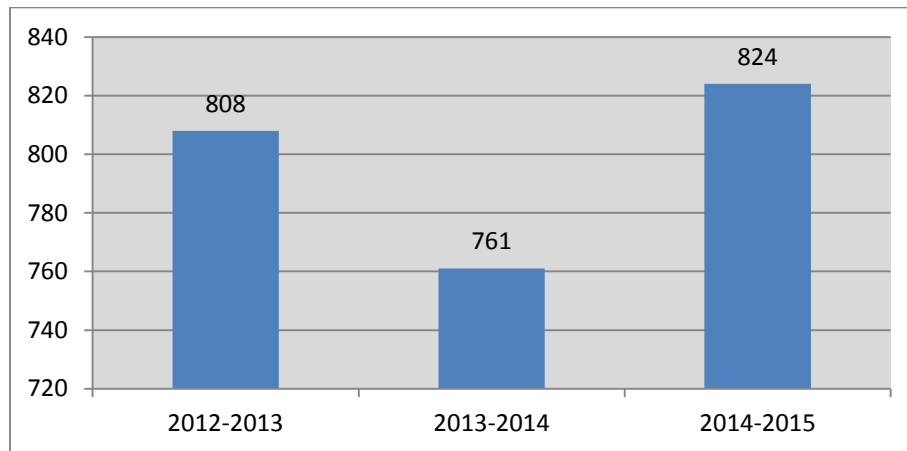
Current Greenbrier Elementary School Staff is composed of:

- 34 Classroom Teachers
- 7 Special Education Teachers
- 1.5 Music Teachers
- 1.5 Art Teachers
- 1.5 Physical Education Teachers
- 2 Speech and Language Therapists
- 1 Instructional Coach
- 1 Literacy Specialist
- 1 Media Specialist
- 1 Reading Interventionist
- 1 GT Teacher
- ESOL Teacher
- 1.5 School Counselors
- 1 Nurse
- 11 Paraprofessionals
- 1 Plant Manager
- 7 Food Service Employees
- 6 Custodians
- 1 Attendance Clerk
- 1 Office Assistant
- 1 Secretary
- 1 Assistant Principal
- 1 Principal

Student Population

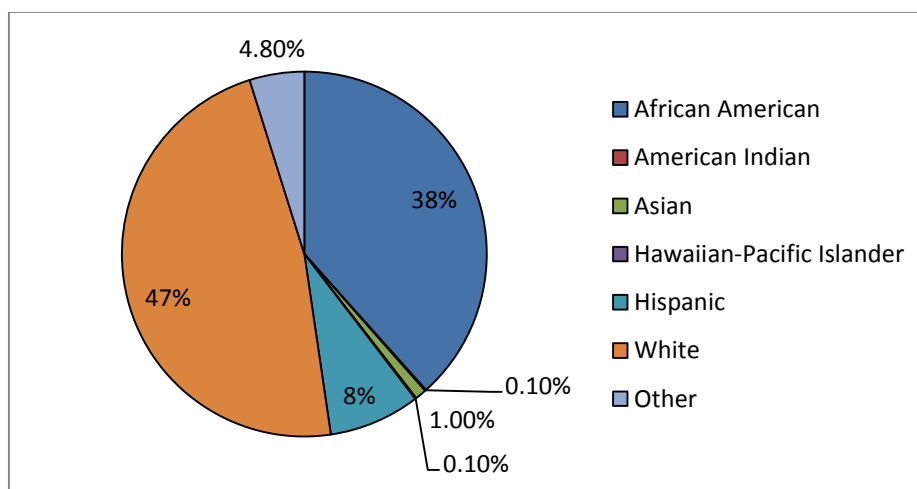
Currently, for the 2014-2015, we have 824 students at Greenbrier with an average daily student attendance of 97.1%.

Greenbrier Elementary Student Population



Student Enrollment by Ethnic Distribution

At the present time, the student body at Greenbrier Elementary is composed of 384 White, 315 African American, 64 Hispanic, nine Asian, one Hawaiian-Pacific Islander, and one American Indian student. Forty-eight students are classified as other. Enrollment by ethnicity is represented by percentages in the circle graph that follows.



Special Education and Other Services

As Greenbrier's student population has grown increasingly diverse, there has been a rise in the number of special needs students served by the school. Greenbrier currently houses a primary Moderately Mentally Disabled (MMD) and an intermediate Moderately Mentally Disabled (MMD) class, an intermediate Educable Mentally Disabled (EMD) Self Contained class, and a 5K Behavior class. In addition, students attend Resource, Speech services, Gifted and Talented, and ESOL classes.

Enrollment of Special Education Students	
Autistic	8
Emotional Disabled	0
Educable Mentally Disabled	1
Learning Disabled	20
Other Health Impaired	1
Trainable Mentally Disabled	8
Speech	58
Developmental Delay	3
Resource	45
Self-Contained	24

Enrollment of ESOL Students			
2011-2012	2012-2013	2013-2014	2014-2015
75	70	71	60

Enrollment of Gifted and Talented Students			
2011-2012	2012-2013	2013-2014	2014-2015
44	62	55	51

Student Lunch Status over Time

Over the past five years, the total percentage of students qualifying for free and reduced meals has gradually increased. Approximately 42% of Greenbrier's student population is currently eligible for free and reduced lunches.

SCHOOL YEAR	FREE / REDUCED	TOTAL ENROLLMENT	PERCENTAGE
2014-2015	441	824	54%
2013-2014	320	761	42%
2012 – 2013	380	808	47%
2011 – 2012	376	816	46%
2010 – 2011	398	847	47%

Major academic and behavioral features/programs/initiatives

Balanced Literacy

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

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

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

Leaders Impacting Futures for Tomorrow (LIFT)

Beginning in April 2014, Greenbrier Elementary will implement the LIFT program by identifying at-risk students in grade three who demonstrate poor academic performance; poor report card grades; high absence and truancy rates; disadvantaged socioeconomic environments; limited English proficiency; and, the absence of at least one parent in the home. Twenty 3rd grade students, representative of all subgroups at Greenbrier, have been identified to participate in the program during year one, with an additional fifteen students being added each year for the following two years. Program components will include; engaging at-risk students in afterschool tutoring for 1.5 hours three times a week, engaging at-risk students in mentoring services through a LIFT Case Manager, engaging families of at-risk students in mentoring services and parent training through a LIFT Case Manager, engaging at-risk students in field trips that reinforce student learning, college and career planning, cultural diversity and awareness, or other appropriate activities, and engaging at-risk students in an intercession period of remediation and enrichment during the summer, in order to sustain the growth achieved during the school-year.

The school's short term goals include improving performance on classroom and state assessments and improving student attendance rates. Meeting the school's short term goals will enable the school to meet its long term goals of increasing student performance and increasing the number of students who are engaged with the school learning environment through positive and long-lasting relationships with school staff and peers. Ideally, by engaging students at the

elementary level in various ways, we hope to ensure students successfully transition from elementary to middle school, thus effectively reducing dropout rates and producing high school graduates that are college or career ready.

Reading Counts

Reading Counts is a program designed to encourage children to read a wide variety of texts at a level that is appropriate yet challenging. After a child reads a book from the Reading Counts booklist, he or she can complete a test based on the book. Based on teacher preference and grade level, a passing grade is rewarded with varied acknowledgments or incentives. Participation in Reading Counts is currently optional; however, plans to formally implement the program school-wide are in development.

Everyday Counts Calendar Math

Every Day Counts Calendar Math is an interactive program designed to capitalize on daily presentation of key concepts to foster children's mathematical confidence and competences. Students analyze data, see patterns, explore math relationships, and communicate their thinking to the teacher and each other. The continuous learning experience offered by *Every Day Counts Math* has been instrumental in increasing student math proficiency and test scores at many schools throughout the country. The program provides teachers with a tool for asking rich, open-ended questions, accepting multiple strategies for solving math problems, and gaining insights into how their students think and approach problems. The degree to which the model is currently integrated into individual classrooms varies with training and experience. At present, all trained personnel have been asked to present a minimum of three grade level appropriate activities on a daily basis.

RTI Reading Program

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

Greenbrier Smarties Summer Reading Program

First through fifth grade students who complete their grade level requirements over the summer are invited to Greenbrier's Smarties Party. All students who read at least one book from their "rising book list" are eligible to select a free paperback at the Smarty Party.

Breakfast Club

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

Junior Beta Club

Junior Beta Club is a nationally recognized organization which promotes academic excellence among students. The qualifications for membership on the part of the student shall be: worthy, moral and ethical character, good mentality, creditable achievement, and commendable attitude. The club is available to students who are in 5th grade with a GPA of 3.2 or higher. Service at home, school, and in the community is a major focus of the club.

Morning Show

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

Students Who Assist with Technology (SWAT)

Students Working to Assist Technology Team will provide fifth grade students with active technology positions. The SWAT Team will provide assistance to teachers and students with lap tops in the classroom and computer lab. The will also assist in the care and maintenance of computer labs as well as the start-up and shut down of the labs each day.

Terrific Kids

The school wide recognition program is used by the classroom teachers in conjunction with the guidance counselor and Rotary Club. The program is

designed to reward students for their outstanding efforts with their peers in the classroom.

TTTBK Program

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

Kindness Patrol

The purpose of these groups is to build school spirit and foster our school wide character education program. Activities include: food drive, letters to soldiers, PTA Volunteer Lunch, Holiday Angels.

Brier Bucks Program

“Brier Bucks” are incentives which are used to promote and reward excellence in behavior, academics, and character. Yellow Bucks are given from students to students for displaying kindness. They are read aloud in class and then taken home by the receiving student. Green Bucks can be given by any staff member to any class. Classes can receive Green Bucks for; walking quietly in the hall, stopping and letting others go through, excellent behavior in related arts, meeting academic goals as a class, receiving compliments from others, meeting classroom behavior goals, as well as other whole-class acts of kindness. Classes are able to cash in Green Bucks for class rewards. Blue Bucks can be given by any staff member to any student. Students can receive Blue Bucks for; being kind to others, academic excellence or improvement, following directions, making a good choice, working hard, following classroom behavior plans, or any other act of kindness. Students will be able to cash in Blue Bucks for individual rewards. When a student has earned a total of 25 blue bucks, they are given a mini-poster to take home and decorate with their family. These posters are displayed outside the classroom and will replace “Star Student”. The student has their pictures placed on our “Family Trees” by the front office.

Chorus: Voices of Greenbrier

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

Safety Patrol

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

MISSION, VISION, AND BELIEFS

We at Greenbrier envision a school where students are actively engaged in learning; high expectations are held by all; respect is reflected in all decisions and actions; commitment to collaboration is evident. This vision, which drives our efforts as a learning community, is supported by our mission, values, and beliefs. Among our beliefs are: all children are unique and have the ability to learn; all children should be challenged; the cooperation of home, school, and community is necessary in the educational process. We also believe that curriculum, instruction, assessment, and the learning environment must complement each other in order to create a comprehensive learning organization that understands, cares about, and works for students.

Mission

We Are . . .

seekers of learning,
models of excellence,
builders of character.

WE ARE GREENBRIER.

Shared Vision

We at Greenbrier envision a school where . . .

students are actively engaged in learning;
high expectations are held by all;
respect is reflected in all decisions and actions;
commitment to collaboration is evident.

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. The Greenbrier staff was asked to brainstorm independently before we produced our core beliefs about the instruction, curriculum, and assessment needed to increase our students' learning.

We believe . . .

- All children can learn.
- Each child is a unique individual with distinct abilities and goals.
- All children should be challenged.
- A sense of responsibility should be fostered.
- Each child should be treated with respect and encouraged to develop respect for self and others.
- The cooperation of home, school and community is necessary in the educational process.
- The school should be a safe, secure and disciplined place for all people.

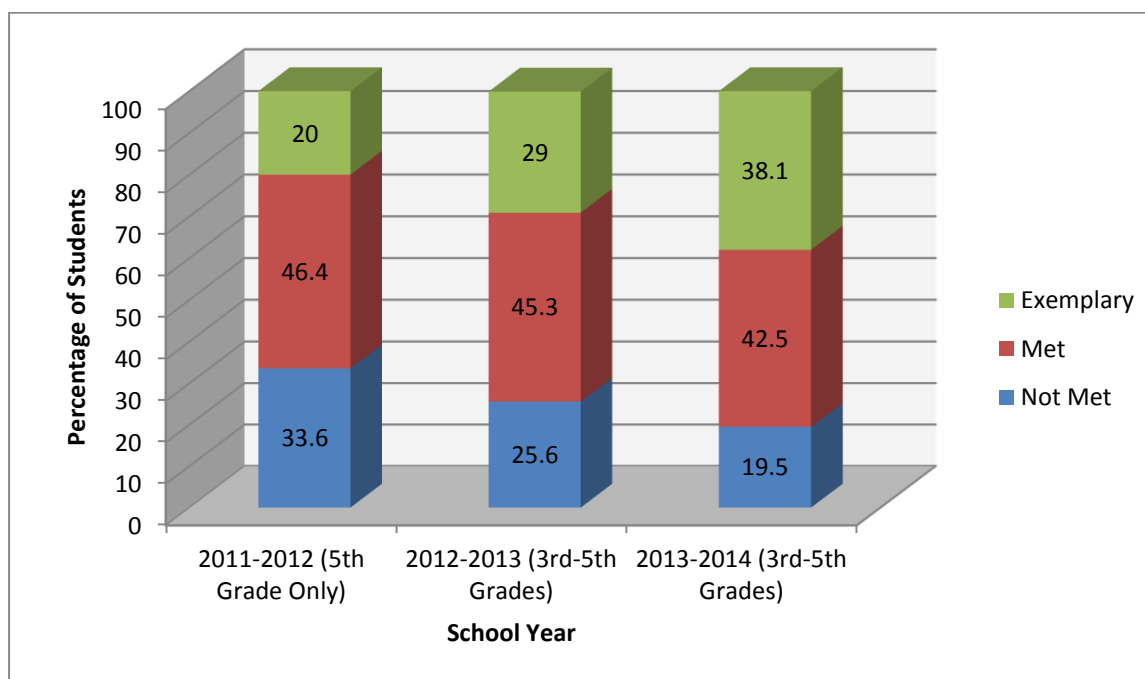
Data Analysis and Needs Assessment

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

Palmetto Assessment of State Standards (PASS)

In 2008, South Carolina legislators passed a new standardized test known as SCPASS, South Carolina Palmetto Assessment of State Standards. Previously, the state of South Carolina required the administration of the Palmetto Achievement Challenge Test (PACT), a criterion-referenced test, at grades three through five.

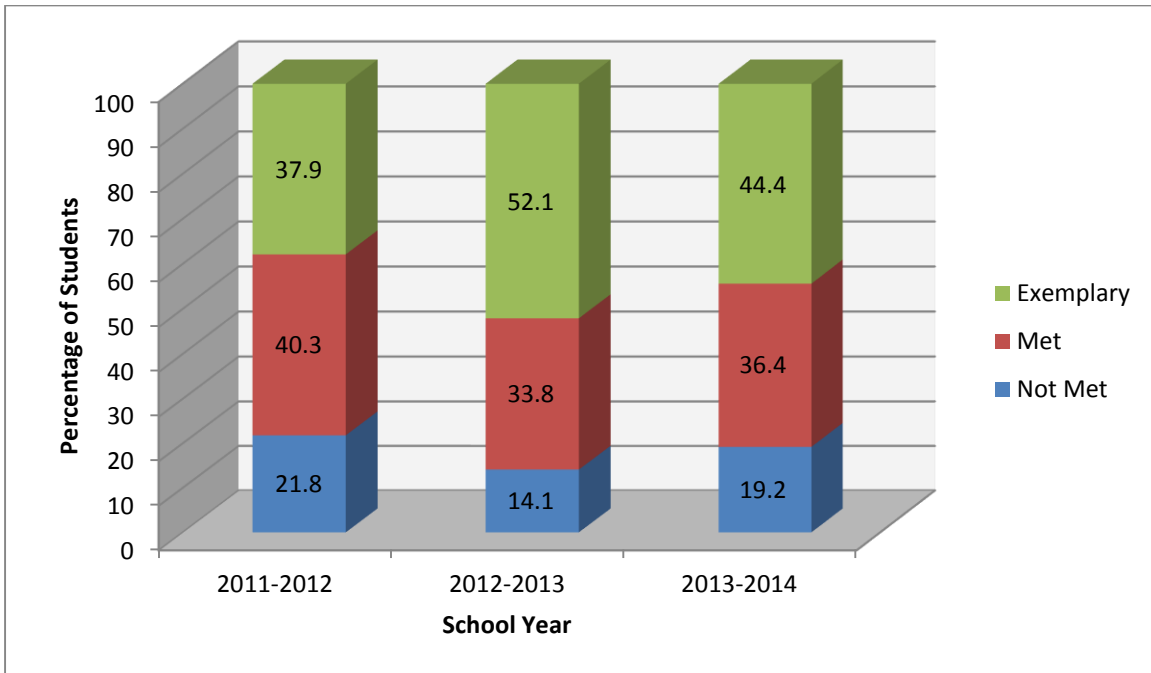
Performance Levels for SCPASS Writing (All Students)



Source: SC School Report Card 2012, 2013, 2014

During the 2011-2012 school year, SCPASS writing was administered to fifth grade only. Although it is difficult to compare the school-wide results of the past two years to the fifth grade results of 2012, Greenbrier has consistently reduced the number of students scoring in the Not Met category from 33.6% in 2012 to 19.5% in 2014. Subsequently the number of students in both the Met and Exemplary categories has increased over the past three years.

Performance Levels for SCPASS Reading (All Students)



Source: SC School Report Card 2012, 2013, 2014

SCPASS Reading Performance (By Group)

Group	2012 Mean Scale Score	2013 Mean Scale Score	2014 Mean Scale Score
All Students	656.6	658.0	643.2
Male	651.2	653.1	639.0
Female	662.2	663.6	648.2
White	666.0	667.4	652.5
African American	641.9	643.5	628.5
Hispanic	660.3	663.5	645.8
Disabled	603.6	607.3	612.6
Limited English Proficient	652.1	658.8	634.2
Subsidized Meals	647.4	646.3	628.7

Source: SC School Report Card 2012, 2013, 2014

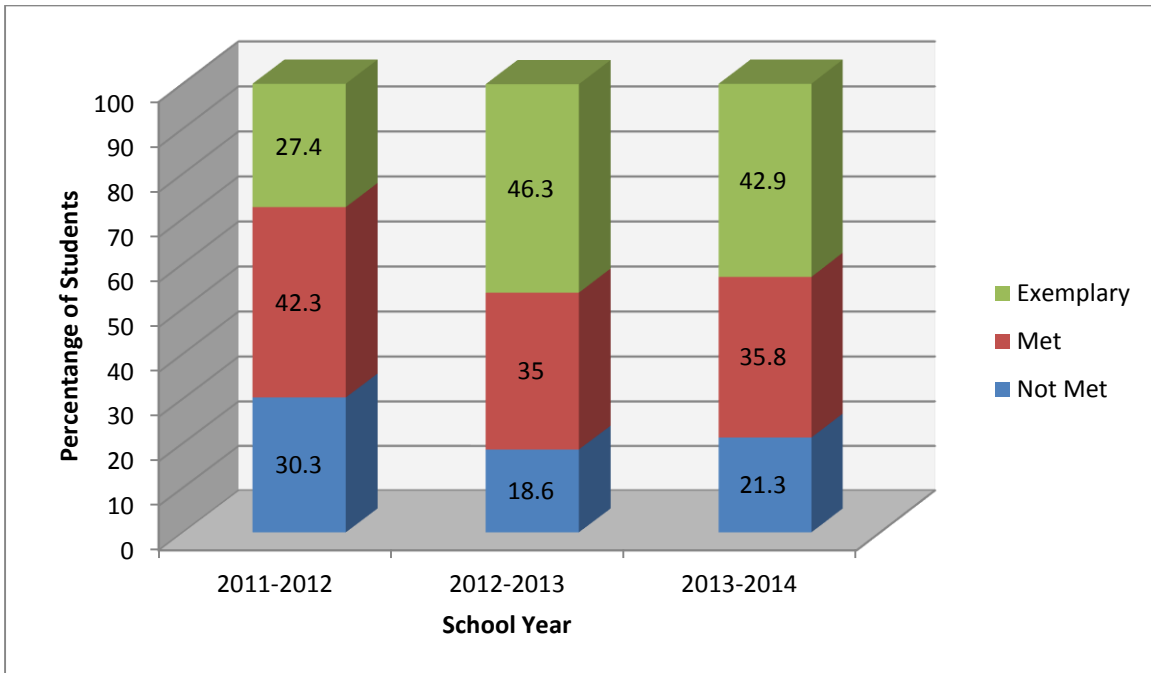
SCPASS Reading Percent Tested (By Group)

Group	2012 % Tested	2013 % Tested	2014 % Tested
All Students	100	100	100
Male	100	100	100
Female	100	100	100
White	100	100	100
African American	100	100	100
Hispanic	100	100	100
Disabled	100	100	100
Limited English Proficient	100	100	100
Subsidized Meals	100	100	100

Source: SC School Report Card 2012, 2013, 2014

Over the past three years, 100% of eligible third through fifth graders were tested in the area of ELA. While student performance in the area of reading has been relatively inconsistent over the past three years, the number of students scoring in the Exemplary performance category have increased from 37.9% to 44.4% while the number of students scoring in the Not Met performance category decreased from 21.8% to 19.2%. For the past two years, all students and all subgroups have consistently scored above the expectation, with the exception of the disabled and subsidized meals subgroups.

Performance Levels for SCPASS Math (All Students)



Source: SC School Report Card 2012, 2013, 2014

SCPASS Math Performance (By Group)

Group	2012 Mean Scale Score	2013 Mean Scale Score	2014 Mean Scale Score
All Students	641.2	651.4	646.5
Male	642.6	652.6	647.2
Female	639.7	650.1	645.8
White	651.7	661.4	653.5
African American	625.3	635.0	632.8
Hispanic	642.1	655.4	659.0
Disabled	590.1	600.6	610.9
Limited English Proficient	569.3	656.3	659.0
Subsidized Meals	605.2	636.8	631.6

Source: SC School Report Card 2012, 2013, 2014

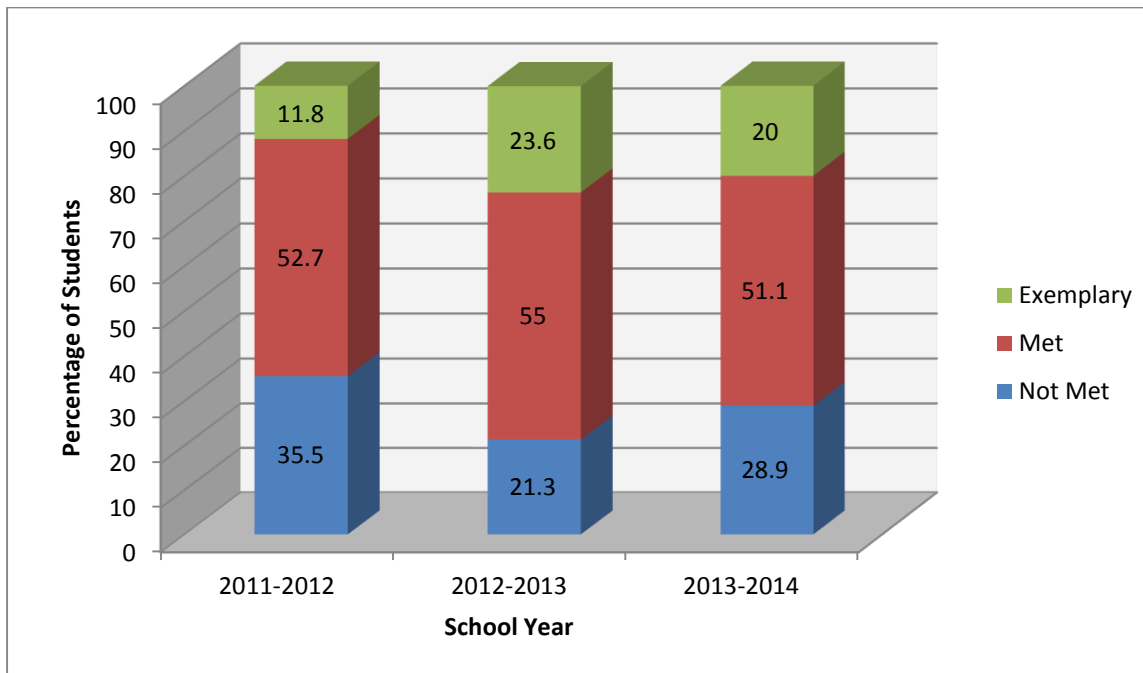
SCPASS Math Percent Tested (By Group)

Group	2012 % Tested	2013 % Tested	2014 % Tested
All Students	100	100	100
Male	100	100	100
Female	100	100	100
White	100	100	100
African American	100	100	100
Hispanic	100	100	100
Disabled	100	100	100
Limited English Proficient	100	100	100
Subsidized Meals	100	100	100

Source: SC School Report Card 2012, 2013, 2014

Over the past three years, 100% of eligible third through fifth graders were tested in the area of Math. The number of students, school-wide, scoring in the Not Met performance category has decreased from 30.3% to 21.3% over the past three years. The number of students scoring in the Exemplary performance category has increased from 27.4% to 42.9%. The students in the Subsidized Meals, African American, and Disabled subgroups have consistently, over the past three years, have had difficulty meeting the expectation on PASS Math.

Performance Levels for SCPASS Science (All Students)



Source: SC School Report Card 2012, 2013, 2014

SCPASS Science Performance (By Group)

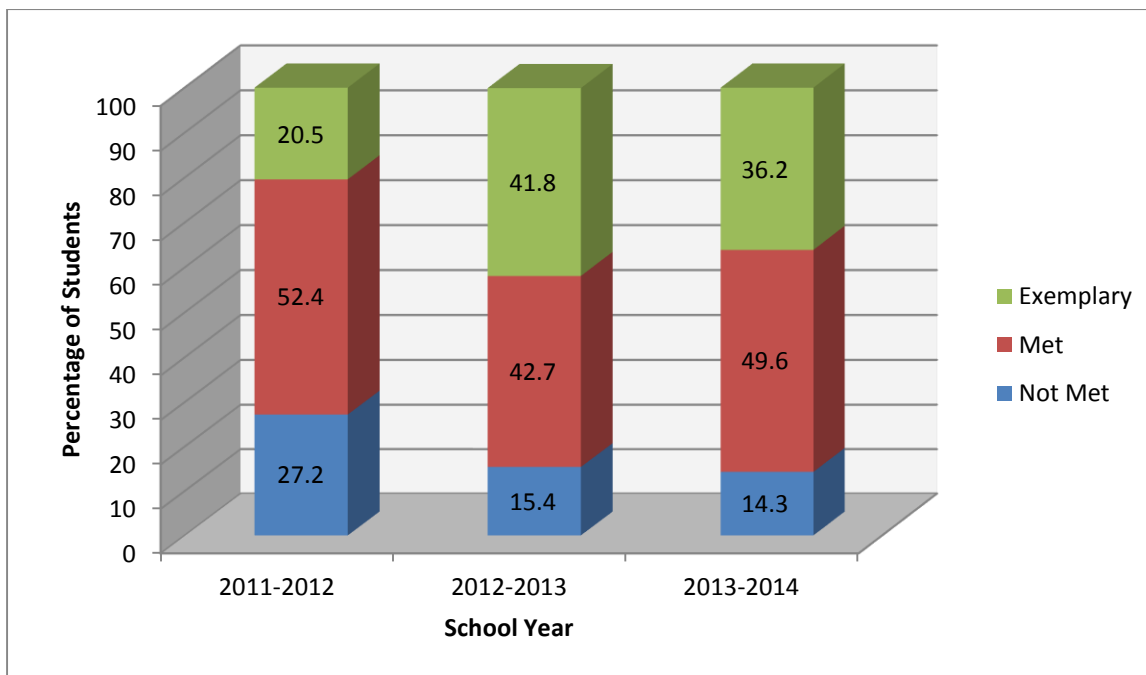
Group	2012 Mean Scale Score	2013 Mean Scale Score	2014 Mean Scale Score
All Students	613.5	623.8	628.5
Male	614.6	625.3	630.0
Female	612.3	622.1	626.8
White	626.2	633.9	642.1
African American	596.6	607.7	608.8
Hispanic	612.1	626.1	N/A
Disabled	569.3	583.6	597.1
Limited English Proficient	597.7	617.4	N/A
Subsidized Meals	605.2	609.5	610.8

Source: SC School Report Card 2012, 2013, 2014

Greenbrier's school wide performance on PASS science, over the past three years, has been inconsistent. All subgroups have historically scored below

projected progress each year. However the White subgroup met the expectation during the 2013-2014 school-year.

Performance Levels for SCPASS Social Studies (All Students)



Source: SC School Report Card 2012, 2013, 2014

SCPASS Social Studies Performance (By Group)

Group	2012 Mean Scale Score	2013 Mean Scale Score	2014 Mean Scale Score
All Students	625.7	645.5	648.7
Male	626.2	652.3	649.5
Female	625.1	636.6	647.7
White	630.4	658.4	654.7
African American	616.7	627.2	641.9
Hispanic	631.3	650.2	N/A
Disabled	589.3	607.2	628.5
Limited English Proficient	627.1	645.2	N/A
Subsidized Meals	614.5	632.0	636.3

Source: SC School Report Card 2012, 2013, 2014

The number of students, school-wide, scoring in the Not Met performance category has decreased from 27.2% to 14.3% over the past three years. The number of students scoring in the Exemplary performance category has increased from 20.5% to 36.2%. During the 2013-2014 school-year, all subgroups met the expectation for Social Studies with the exception of students in the Disabled and Subsidized Meals subgroups.

Iowa Test of Basic Skills (ITBS)

In 2002 – 2003, the district began using the Iowa Test of Basic Skills (ITBS). The ITBS, a norm referenced test, is administered to all second graders in the fall and to students in grades three through five in late winter.

Percentile Rank of Average SS: National Student Norms for ITBS

Subtest	2014
Reading	52 nd %tile
Mathematics	41 st %tile

Source: ITBS School Summary 13-14

The subtests that were administered for the Iowa test changed during the 2014-2015 school-year. Summary information is now provided for the areas of reading and math only. Therefore, 2014-2015 data will be used as baseline data in comparing subsequent years. During the 2014-2015, second grade performance was above the 50th percentile in the area of reading and below in the area of math.

Professional Development Plan

Greenbrier Elementary School Professional Development Training 2014-2015

- All teachers must participate in a minimum of 24 hours of professional development during each school year.
- Professional development may include workshops, conferences, in-services, and coursework. Teachers will receive one hour of professional development credit, unless otherwise noted.
- At least 12 of these 24 hours will be offered by the school/principal. This is a minimum requirement and does not limit the authority of the principal to require additional training to meet individual and school needs.

Professional Development Trainings include:

Common Core: Reading, Writing, & Math

November 26, December 10, January 14, February 4, March 11, April 15

***Each teacher needs to attend at least two (2) district offerings of the Common Core trainings**

Technology Trainings:

TBA

New Teacher Orientations: I See with the IC

September 11	Induction/ADA (PS2)
October 16	Induction/ADA (PS8)
November 13	Induction/ADA (PS5)
December 11	Induction/ADA (PS3)
January 22	Induction/ADA (PS4)
February 12	Induction/ADA (District PAS-T Meeting hosted by Greenbrier)
March 12	Induction/ADA (PS1)
April 23	Induction/ADA (PS6 and PS7)
May 14	Induction/ADA (Reflection on Year One)

August

12-16 TBA

September

9 Grade Level Strategy Session
17 Leadership Council

October

1-2 In-House Professional Development
8 Kindness Committee
15 Vertical Team Meetings
21 Grade Level Strategy Session

November

- 5 Leadership Council
- 12 Vertical Team Meetings
- 18 Grade Level Strategy Session

December

- 3 Kindness Committee
- 10-11 In-House Professional Development
- 17 Vertical Team Meetings

January

- 7 Leadership Council
- 13 Grade Level Strategies
- 21 Vertical Team Meetings
- 28-29 In-House Professional Development

February

- 4 Kindness Committee
- 18 Vertical Team Meetings
- 24 Grade Level Strategy Sessions

March

- 4 Testing (SCPASS) Inservice
- 11-12 In-House Professional Development

April

- 8 Leadership Council
- 14 Grade Level Strategy Session
- 28 Kindness Committee

2015-2016 Professional Development Plan (TBD)

The 2015-2016 Professional Development Plan will be development after the District Professional Development Plan has been received at the school level.

School Climate Data

Average Student Attendance

2012	2013	2014
96.9%	96.7%	97.1%

Source: SC School Report Card 2012, 2013, 2014

School Report Card Survey Results

	2012	2013	2014
Parents Satisfied with Learning Environment	87.9%	88.6%	90.7%
Students Satisfied with Learning Environment	80.9%	83.8%	83.2%
Teachers Satisfied with Learning Environment	82.2%	90.2%	97.6%

Source: SC School Report Card 2012, 2013, 2014

Greenville County School Survey Results

	2012	2013	2014
Parents who indicated that their child feels safe at school	93.1% (agree or strongly agree)	95.8% (agree or strongly agree)	95.8% (agree or strongly agree)
Students who feel safe at school during the day	85.6% (agree or strongly agree)	94.1% (agree or strongly agree)	91.6% (agree or strongly agree)
Teachers that feel safe at school during the school day	100% (agree or strongly agree)	94.2% (agree or strongly agree)	97.6% (agree or strongly agree)

Source: SC School Report Card 2012, 2013

The attendance rate for students at Greenbrier has consistently been above the district average for the past three years. Teachers and parents have indicated on annual surveys that they are satisfied with the learning environment of the school, which students have expressed some dissatisfaction. Teachers, parents, and students agree that our school is a safe environment.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	X			
District Projected	X			
District Actual	X			

Baseline data to be established in 2014-15.

ACT ASPIRE ENGLISH

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in English each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	X			
District Projected	X			
District Actual	X			

Baseline data to be established in 2014-15.

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in reading each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	X			
District Projected	X			
District Actual	X			

Baseline data to be established in 2014-15.

ACT ASPIRE MATH

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	X			
District Projected	X			
District Actual	X			

Baseline data to be established in 2014-15.

ACT ASPIRE % TESTED

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
LEP				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
LEP				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	X			
District Projected	X			
District Actual	X			

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

SCPASS SOCIAL STUDIES

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	X			
District Projected	X			
District Actual	X			

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	52 nd percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	41 st percentile			

Fall 2014 students began taking a new form of the ITBS

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	60 th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	52 nd percentile			

Fall 2014 students began taking a new form of the ITBS

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Teachers will develop a grade level goal and accompanying strategies that directly support: Increasing the percent of students meeting grade expectation for ACT ASPIRE AND SCPASS.	Fall 2014 to Spring 2018	Classroom Teachers 2-5	No Cost	Instructional Materials Funds Local Funds	Goals and strategies will be submitted to administration. Implementation will be monitored through team planning minutes, lesson plans, and classroom observation. Parent-Teacher Conferences
Vertical teams will meet monthly to analyze site-based data, identify research-based best practices that support student learning, and plan professional development.	Fall 2014 to Spring 2018	Vertical Team Members	No Cost	N/A	Team agendas and minutes will be on file. Agendas for professional development activities will be kept.
An early intervention plan for students who have low (rarely) ratings on reading benchmarks will be implemented.	Fall 2014 to Spring 2018	Kindergarten and First Grade Personnel	No Cost	No Cost	Documentation of implementation (plans, student work, etc.) will be submitted to administration.
Teachers will implement the components (Mini-lesson, Guided Reading,	Fall 2014 to Spring 2018	Classroom Teachers and	No Cost	No Cost	Components of Balanced Literacy will be evidenced in

Interactive Read-Aloud, Shared Reading) of Balanced Literacy daily during reading instruction.		Instructional Coach			lesson plans and through classroom observations.
Teachers will implement Every Day Counts Calendar Math into their daily lesson plans.	Fall 2014 to Spring 2018	Classroom Teachers and Instructional Coach	No Cost	No Cost	Every Day Counts Calendar Math will be evidenced in lesson plans and through classroom observations.
A math resource room will be supplied and utilized for hands-on math lessons.	Fall 2014 to Fall 2018	Classroom Teachers Instructional Coach	\$1000	After Care Profits	Classroom Manipulative will be purchased for teachers to use on a sign out basis.

PROFESSIONAL DEVELOPMENT

☐ Student Achievement ☒ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of Greenbrier teachers will participate in training in Common Core State Standards.

ANNUAL OBJECTIVE: Greenbrier will conduct a series of on-site professional development opportunities and training during and after school hours related to Common Core State Standards.

DATA SOURCE(S): Professional Development Records (PORTAL)

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100%	100%	100%	100%	100%
Actual	100%	100%	100%	100%			

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
The professional development timeline will be specifically designed to enhance the understanding and utilization of Standards Based Instruction.	Fall 2013 to Spring 2018	Instructional Coach /T&L Administration	TBD	TBD	Professional Development Timeline
The Instructional Coach and Administration will provide monthly training sessions (Grade Level Strategy Sessions) regarding Standards Based Instruction.	Fall 2013 to Spring 2018	Instructional Coach /Department of Academics Administration	TBD	TBD	Professional Development Log Professional Development Artifacts (Professional Development Notebook)
All teachers will implement strategies introduced at monthly Grade Level Strategy Sessions into classroom instruction.	Fall 2013 to Spring 2018	Classroom Teachers and Instructional Coach	No Cost	No Cost	Strategies will be evidenced in units, lesson plans, and through classroom observations.

STUDENT ATTENDANCE

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.9	96.7	97.1				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 87.9% in 2012 to 90.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.4	88.9	89.4	89.9	90.4
School Actual	87.9%	88.6%	90.7%				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 80.9% in 2012 to 83.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	81.4	81.9	82.4	82.9	83.4
School Actual	80.9	83.8	83.2				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6				

TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 82.2% in 2012 to 84.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	82.7	83.2	83.7	84.2	84.7
School Actual	82.2	90.2	97.6				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

PARENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 93.1% in 2012 to 95.6% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.6	94.1	94.6	95.1	95.6
School Actual	93.1	95.8	95.8				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 85.6% in 2012 to 88.1% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	86.1	86.6	87.1	87.6	88.1
School Actual	85.6	94.1	91.6				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

TEACHER SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day at 100%.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain annually the percentage of teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	94.2	97.6				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
The counselors will utilize various curricular resources to support the character education program: Begin 2011 school year with Kindness Circle.					
a. The counselors will use Character Education materials for whole group and small group lessons	Fall 2013 to Spring 2018	Guidance Counselor	No Cost	No Cost	Incentives received by the students
b. The counselors will employ student groups to reinforce character education.	Fall 2013 to Spring 2018	Guidance Counselor	No Cost	No Cost	Documentation of viewing times
c. The counselors will facilitate Parent Workshops to involve families.	Fall 2013 to Spring 2018	Guidance Counselor PTA	No Cost	No Cost	Agendas
Assemblies will be used to reinforce positive character traits and recognize exemplary students.	Fall 2013 to Spring 2018	Guidance Counselor	TBD	Partnerships, PTA funds, Local Funds, and Business Partners	Assemblies will be noted on the school calendar
A site-based Character Education Plan will continue to be implemented by the Kindness Committee.	Fall 2013 to Spring 2018	Guidance Counselor Team Members	No Cost	No Cost	Meeting Agendas Plan Timeline

Counselors will coordinate small groups, class guidance lessons, and school-wide assemblies that promote an anti-bullying school culture.	Fall 2013 to Spring 2018	Guidance Counselors	TBD	Partnerships, PTA funds, Local Funds, and Business Partners	Assemblies will be noted on the school calendar
A school-wide safety plan will be implemented. Teachers will be trained in the implementation of the plan.	Fall 2013 to Spring 2018	Administration	No Cost	No Cost	Meeting Agendas Safety Plan

Link to 2013-2014 School Report Card:

<http://ed.sc.gov/data/report-cards/2014/elem/c/e2301101.pdf>

Link to 2011-12 ESEA (Federal Accountability Rating System):

<http://ed.sc.gov/data/esea/2014/district.cfm?SID=2301>