

Brushy Creek Elementary School Strategic Plan

Building a Community of Excellence One Student at a Time



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

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

BRUSHY CREEK ELEMENTARY SCHOOL

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (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

Dr. W. Burke Royster		3/23/2016
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Dr. Carolyn Brightharp		04/04/16
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Charles T. Davis Jr.		04/04/16
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Sara Lawlor		04/04/16
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 1344 Brushy Creek Road Taylors, SC 29687

SCHOOL'S TELEPHONE: 864-355-5420

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

POSITION & NAME

1. PRINCIPAL Charles T. Davis Jr.
2. TEACHER Gaie Perez
3. PARENT/GUARDIAN Tina Whitlock
4. COMMUNITY MEMBER Barry Horst
5. SCHOOL IMPROVEMENT COUNCIL Dr. Carolyn Brightharp
6. Read to Succeed Reading Coach Charissa Kelly
7. School Read to Succeed Literacy Leadership Team Lead Sara Lawlor
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
** Must include the School Read to Succeed Literacy Leadership Team.

POSITION

NAME

\ Assistant Principal

Betsy Shouse

School Counselor

Alice Upchurch

***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

(Mandated Component)

Act 135 Assurances

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

X **Academic Assistance, PreK–3**

The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Academic Assistance, Grades 4–12**

The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Parent Involvement**

The district 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.

X **Staff Development**

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

X **Technology**

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

X **Innovation**

The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

X **Collaboration**

The district (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).

X

Developmental Screening

The district 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.

X Half-Day Child Development

The district 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.

X Developmentally Appropriate Curriculum for PreK–3

The district 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.

X Parenting and Family Literacy

The district 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.

X 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.

X 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.

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Introduction

During the 2015-16 school year, Brushy Creek updated the School Strategic Plan using the South Carolina State Department guidelines.

Our Faculty Council and Vertical teams updated the various sections of the Strategic Plan. Each group looked at data which always drives our instructional decisions. Teams met monthly to finalize all information.

The categories utilized in this school portfolio are:

- [Introduction](#)
- [Executive Summary](#)
- [School Profile](#)
- [Mission, Vision and Beliefs](#)
- [Data Analysis and Needs Assessment](#)
- [Action Plan](#)
- [Website link to 2015-2016 Annual School Report Card](#)

Faculty Council and Vertical Teams

Faculty Council	Math/ Technology	ELA	Science	Social Studies	Writing
Action Plan/ Perceptions	Executive Summary	School Profile	Mission/Vision/ Beliefs	Data Analysis	School Profile
Charles T. Davis Jr.	Abby Martin	Hope Chapman	Vicki Lewis	Abbie Meadows	Debra Forrester
Betsy Shouse	Jai Gilliland	Sharon Bennett	Ellie Placko	Lauren Heppeard	Jennifer Hart
Gaie Perez	Lauren Cash	Lynsay Birckbichler	Beth Fowler	Molly Mosley	Pam McGahee
Joy Rogers	Holly Rollison	Brandy Smith	Angela Larsen	Amanda Meyer	Stephanie Wright
Katie Ammerman	Gaie Perez	Amy Smith	Alice Upchurch	Emily Covington	Tammy Rogers
Belinda Black	Kathy Lewis	Jill Farr	Kelli Wallen	Rachel Pope	Kim Lambert

Liz Putnam	Bridgett Pressley	Kristen Wiggs	Mary Jane Leland	Christine Wallace	Daniel Hoilett
Holly Rushton	Kerry Cromer	David Janiskee	Corinne Wickline	Caitlin Scott	Summer Hanins
Wendy Frans	Marty Mayfield	Charles Davis	Betsy Shouse		
Pam Wells					
Laura Shaw					
Sharon Bennett					

Executive Summary

Summarize findings of student achievement

- 76% of third through fifth grade students met or exceeded Math benchmark on ACT Aspire
- 26% of third through fifth grade students met or exceeded Writing benchmark on ACT Aspire
- 86% of third through fifth grade students met or exceeded ELA benchmark on ACT Aspire
- 73% of third through fifth grade students met or exceeded Reading benchmark on ACT Aspire
- Students in grades 3-5 met or exceeded district and national averages in all subject areas on ACT Aspire
- ESEA letter grade of 97.4 (A) for the 2014 school report card
- Earned an Excellent Absolute Rating on the 2014 School Report Card
- Increased the Growth Rating from Good to Excellent on the 2014 School Report Card
- 90.6% of third through fifth grade students scored Met or Exemplary on PASS ELA
- 90.2% of third through fifth grade students scored Met or Exemplary on PASS math
- Students in grades 3-5 continue to score above the district and national average in Math and ELA
- Students in grades 3-5 grade continue to score above the district and state average in writing
- We continue to be concerned about the achievement between our white and African American students in science; however, we are pleased to have received the Palmetto Silver Award for closing the achievement gaps and the Palmetto Gold Award for academic performance
- FARMS students continue to score lower on PASS Science than their non-FARMS peers
- ESOL students scored higher on PASS ELA, math and social studies than on science
- We continue to be concerned about the performance of our students with disabilities on PASS ELA, Math, Science and Social Studies
- Over 60% of students in grades 2-5 made their MAP target RIT goals in the area of reading
- Over 60% of students in grades 2-5 made their MAP target RIT goals in the area of math

Summarize findings for teacher and administrator quality

- 100% of Brushy Creek administration and staff are highly qualified
- Quality staff development is provided on campus

- Staff development is designed to help teachers maintain highly qualified certification
- Technology staff development is provided to help teachers meet State Department technology proficiency

Summarize findings for school climate

- Needs Assessment for School Climate: (Parent Survey)
 - According to our parent survey from the 2015 school report card, 93% of our parents indicated satisfaction with the learning environment, which was an increase from the 2014 school report card survey.
- Needs Assessment for Teacher and Administrator Quality: (Survey)
 - According to the teacher survey, 93% of our teachers are satisfied with the learning environment, social and physical environment, and the school-home relations, however, we continue to explore ways to improve our overall learning environment with parents and students in order to involve all stakeholders in improving our school climate.

Brushy Creek's significant challenges from the past three years

- Reaching all ability levels and continuing to lessen the gap for subgroups
- Continuing the tradition of high performance on MAP, SC PASS and SCReady testing
- Increasing the use of a variety of technology in the instructional program to ensure students meet the characteristics of the Profile of the SC Graduate
- Continuing to provide current staff development on best practices such as balanced literacy, inclusion, and integration

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

- National Blue Ribbon School of Excellence Award
- National Foundation for Improving Education Through Technology Award
- Palmetto's Finest Award
- S.C. Blue Ribbon School Award
- S.C. Hall of Fame Award for Exemplary Writing
- School Incentive Award Winner
- Red Carpet Schools Award
- Palmetto Finest Finalist
- Palmetto Gold Award Winner

- National PTA School of Excellence
- National Board Certified Teachers
- International Reading Award of Excellence
- Digital Leader Corp

School Profile

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

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

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

Brushy Creek Elementary School provides a comprehensive and challenging curriculum to all students. Our curriculum is based on the state's new standards implemented fully during the 2014-15 school year in the content areas of ELA and math. Students are instructed in Reading, Language, Spelling, Math, Science/Health and Social Studies. Students also receive instruction in Art, Music and Physical Education each week. We offer classroom guidance instruction every month as well as media instruction on a rotating basis. All classes have assigned times to supplement instruction in the technology lab.

Teachers prepare a course syllabus that outlines these standards and the timeline for teaching them, textbooks and other resources used in the classroom, grading policies, homework practices, and classroom management plans. Syllabi are shared with all parents at our PTA Open House in early September as well as linked on every teacher's website. Parents who do not attend can reference the syllabus on-line or request a hard copy. Each teacher maintains a web-site which includes the syllabus, weekly classroom updates, and teacher e-mail. Subject

matter and courses are reviewed on a regular basis both within the grade level and from one grade level to the next through vertical articulation. All our instructional activities are accurately aligned with curriculum standards in order to prepare all of our students for the next grade level.

During the 2015-16 school year, we served 30 students in a before school WOOF (Working on our Future) Club, which is a tutorial based program to help students who demonstrated weaknesses in SCPass and ACT Aspire. Students worked on the SuccessMaker computer program in either math or reading. Our kindergarten and first grade students were also involved in an RTI (Response to Intervention) reading program where they received intensive remediation.

History of Brushy Creek Elementary School

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

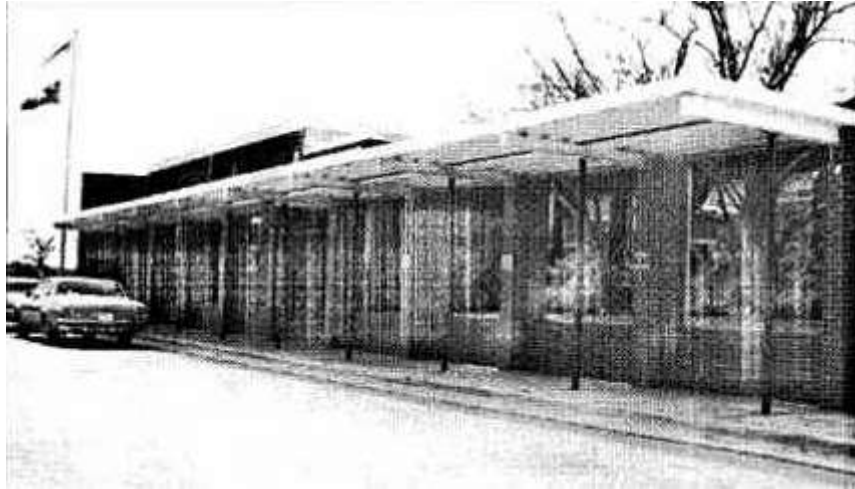


*Original Brushy Creek Elementary School
1916*

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

During the late 1950's and early 1960's, the future of Brushy Creek School was uncertain. At one point, the Greenville County School District decided to close the school and send the students to other schools. But eventually, the plans evolved in favor of closing the small schoolhouse and building a new structure. In the spring of 1964, the old schoolhouse that had served so well was abandoned and a new Brushy Creek structure was occupied in the fall of

1964. It had 12 classrooms and was built to educate 124 students. The first school year welcomed 486 students under the leadership of Helen Jordan and her staff.



Brushy Creek Elementary School
1964

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

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



Brushy Creek has always been among the top schools in the School District of Greenville County in academics and has won many awards. In 1996, Brushy Creek was awarded the prestigious "Palmetto's Finest" honor. The school also won the distinguished South Carolina Blue Ribbon award in 1998. In 1999, the U. S. Department of Education recognized Brushy Creek as a National "Blue Ribbon" School. Brushy Creek was given the "Red Carpet" Award in 2001 for being a friendly school. Brushy Creek has also received the Palmetto Gold Awards for PACT Performance for the past two academic years. During the 2007-08 school year Brushy Creek Elementary School received the Red Carpet Award from the South Carolina State Department of Education. "A Red Carpet School does an outstanding job of creating a family-friendly school environment and providing excellent customer service, according to the State Department of Education. (<http://ed.sc.gov/agency/Innovation-and-Support/Community-and-Parent-Services/Red-Carpet-Schools/Index.html>) During the 2010-2011 school year Brushy Creek Elementary School received the Palmetto Silver Award for Closing Achievement Gap in 2009-2010 and the Palmetto Gold Award. Brushy Creek Elementary was selected as one of the four finalist elementary schools for the Palmetto's Finest Award in 2011-12. In 2012-2013, Brushy Creek was recognized as a finalist for the SIC Dick and Tunky Riley Award for SIC Excellence.

Brushy Creek Attendance Area

Students at Brushy Creek Elementary School are mostly from middle class neighborhoods. Our poverty index is approximately 51.5% and our FARMS population is 35.9%.

Current Enrollment

Enrollment for 2015-16 by grade levels is as follows:

4K	5K	First	Second	Third	Fourth	Fifth	Total
23	108	151	143	165	133	160	883

School Personnel

Our Leaders

Charles T. Davis, Jr.

Charles T. Davis, Jr., principal, for the past several years has served Greenville County Schools as an assistant principal at both Woodland and Rudolph G. Gordon Elementary Schools. Mr. Davis has also served as an elementary teacher and school counselor in Greenville County prior to beginning his career as an administrator.

A graduate of Morris College in Sumter, South Carolina, he earned a Bachelor of Science Degree in Elementary Education. Additionally, Mr. Davis completed graduate studies at Clemson University. While there he earned a Master of Education Degree in School Counseling, as well as 30 additional hours in family and student behavioral counseling. Mr. Davis also obtained certification in Educational School Leadership from Clemson University. He additionally earned an Education Specialist Degree from Furman with a concentration in the Superintendency.

In his sixteenth year as a professional educator with Greenville County Schools, he values and understands the importance of parental support and community involvement in a student's life. Mr. Davis firmly believes that children receive the best education possible when the school and home work together as a team. His motto and desire is for all children to be treated fairly and with respect. He passionately works with teachers, parents, and community leaders to teach, encourage, and mold students into responsible citizens of tomorrow. Mr. Davis truly believes in our school motto, "Building a Community of Excellence One Student at a Time"!

Betsy Shouse

Brushy Creek's Assistant Principal is Betsy Shouse. Mrs. Shouse received her B.S. degree from Clemson University and attended Furman University for graduate level work. At Furman, Mrs. Shouse received her Master of Arts degree in Elementary Education, with a concentration in Learning Disabilities, and an additional certification in Elementary Administration. Mrs. Shouse taught in the classroom for over 15 years before moving into administration. She taught first, third, fourth and fifth grade as well as served as a Literacy Coach at the elementary level. Mrs. Shouse was an Administrative Assistant before becoming an Assistant Principal at Brushy Creek. Because the role of Assistant Principal includes the disciplining of students, Mrs. Shouse strives to support teachers in this area so that classrooms can be free from distractions that may interfere with instruction.

Embodied in her educational philosophy is the belief that schools need to grow and change in order to best meet the needs of all students. "Educators need to be encouraged and feel safe when they experiment with new innovations and techniques, which may benefit their students. In essence, we need to take more risks if we are going to 'discover' what will better meet the needs of our students. The school and the community should join forces to carefully shape a significant culture which embraces all children and gives them reason to be excited to attend school, remain in school, and develop a zest for life-long learning."

Instructional Staff

The school is staffed with a principal, assistant principal, 51 teachers, one full-time and one part-time school counselor, two part-time literacy specialists, one full-time STEAM Lab facilitator, and an instructional coach. The support staff includes 11 paraprofessionals, one nurse, two and ½ office staff, one media clerk, seven cafeteria workers, and six custodial staff.

The average teaching experience ranges from 1 to 30 years of teaching experience. One teacher is certified as Intel Teach to the Future Technology instructor. One teacher is a Spanish translator for the school district. Two teachers have Gifted and Talented certification, two teachers have certification as reading specialists, and six are ADEPT evaluators.

Parental Involvement

The students at Brushy Creek come from a wide range of socioeconomic groups. Brushy Creek families earn incomes spanning from less than \$10,000 to more than \$200,000 per year. Our poverty index is 51.5%.

Parents and Community Business Partners

Brushy Creek Elementary has a very active PTA. Our parents serve as mentors for students, room mothers, or assist making copies for teachers. The PTA has numerous committees which encourage parental involvement to support their goals. With an annual budget for the 2015-16 school year of over \$60,000, PTA funds are used to support various school projects. In previous years, PTA has assisted with the purchase of playground equipment for the K-5 play area, refrigerators and microwave ovens for various areas in the building, as well as supporting the rental, maintenance agreement, and supplies for copiers. PTA has committed to provide annual grants to teachers to support classroom instruction.

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

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

The role of the Brushy Creek Elementary School Improvement Council (SIC) is:

- Assist in the development, implementation and evaluation of the five-year school improvement plan (also known as the school renewal plan or strategic plan).
- Assist in the preparation of yearly plan updates;
- Write the annual Report to Parents, which provides information on the school's progress in meeting school and district goals and objectives, due for distribution by April 30;
- Prepare the annual 425-word narrative for the School Report Card, in conjunction with the principal;
- Provide advice on the use of school incentive award expenditures (if allocated by the legislature and awarded to the school);
- Participate in the revision of the School Improvement Plan if the school is rated unsatisfactory on the School Report Card;
- Serve as liaison between the school, school organizations, the community

and the local school board by collecting and disseminating pertinent information;

- Provide other assistance that the principal may request as well as carrying out any other duties prescribed by the local school board.

Community Partnerships

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

Major Academic and School Programs

Vertical Teaming

At each grade level, teachers are encouraged to work together as a team. We are working across grade levels to ensure a continuum of learning. These vertical teams are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do. Brushy Creek is using a vertical teaming approach that includes a representative of each grade level as well as a member of our Related Arts team. Vertical teams meet once a month to ensure that teachers have the opportunity to collaborate in order to improve teaching and learning.

Faculty Council is one of the most valuable vertical team/professional learning communities in the building. This team meets with the Leadership Team the first Wednesday of each month. The team discusses everything from schedules, professional development, curriculum, and assessment. At least twice during the year the team reads and discusses a professional article. This discussion is led by the assistant principal. This vertical team also attends a summer retreat where the coming school year is planned. During this retreat the team discusses a professional book and plans a presentation to the staff.

Balanced Literacy

As a school, we have consistently implemented a variety of best practices such as: Fountas and Pinnell, Power Writing, and have been intentional in ensuring rigor in teaching reading and writing. Brushy Creek teachers have received extensive professional development in Fountas and Pinnell as another approach to providing students with meaningful reading and writing instruction in order to improve student achievement. We continue to implement literacy centers, refine assessments in order to level students appropriately in regards to reading texts, and implement full use of a school-wide leveled library. Our Literacy Specialist serves as the Read to Succeed Lead and is a support to teaching of reading and writing.

Response to Intervention

The overall goal of RTI is to accelerate children's reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and their comprehension. Appropriate reading tools and strategies are taught so that children can become independent and successful readers. All kindergarten students are screened in letter name fluency and letter sound fluency in the fall. Students who fall in the "at risk" (red and yellow) range are served in small reading intervention groups. The ERI Reading Kit is used for instruction. Kindergarten teachers and assistants have 3-5 students for 30 minutes daily. All kindergarten students are screened again in the winter--letter naming fluency, letter sounds fluency, and the phoneme segmentation fluency probes. Students scoring in the red and yellow areas are invited to participate in an RTI group. Students who have made good progress in both their RTI group and in the regular classroom are recommended for dismissal from the RTI program. Progress monitoring is done every 10 days for 30 days. If the student has continued to maintain their skills, they are dismissed from the program. If the student begins to struggle, the student is put back into the program.

The Writing Process

We believe that our emphasis on writing is of central importance to our curriculum vision and goals. Research shows us that exemplary writing instruction is critical in improving student achievement. At the kindergarten level, students use invented spelling to begin the development of the writing process. First graders move to conventional spelling as they are introduced to proper sentence structure and mechanics. Journal writing, language experience books, classroom published books, and book adaptations are all strategies used to reinforce this step of the writing process. Computers are also introduced as a classroom publishing tool to primary students.

Mission

The mission of Brushy Creek Elementary Schools is to provide educational opportunities for children to acquire the skills necessary to empower them to become confident, life-long learners in an ever-changing global, technological society. Our school motto is "Building a Community of Excellence One Student at a Time".

Shared Vision

We believe...

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

Data Analysis and Needs Assessment

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

School District of Greenville County Strategic Education Plan

1. Raise the Academic Challenge and Performance of Each Student
2. Ensure Quality Personnel in All Positions
3. Provide a School Environment Supportive of Learning
4. Effectively Manage and Further Develop Necessary Financial Resources
5. Improve Public Understanding and Support of Public Schools

Student Achievement Needs Assessment

Summarize findings of student achievement

- 76% of third through fifth grade students met or exceeded Math benchmark on ACT Aspire
- 26% of third through fifth grade students met or exceeded Writing benchmark on ACT Aspire
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- Increased the Growth Rating from Good to Excellent on the 2014 School Report Card
- 90.6% of third through fifth grade students scored Met or Exemplary on PASS ELA
- 90.2% of third through fifth grade students scored Met or Exemplary on PASS math
- Students in grades 3-5 continue to score above the district and state average in math and ELA
- Students in grades 3-5 grade continue to score above the district and state average in writing
- We continue to be concerned about the achievement between our white and African American students in science; however, we are pleased to have received the Palmetto Silver Award for closing the achievement gaps and the Palmetto Gold Award for academic performance
- FARMS students continue to score lower on PASS Science than their non-FARMS peers
- ESOL students scored higher on PASS ELA, math and social studies than on science
- We continue to be concerned about the performance of our students with disabilities on PASS ELA, Math, Science and Social Studies
- Over 60% of students in grades 2-5 made their MAP target RIT goals in the area of reading
- Over 60% of students in grades 2-5 made their MAP target RIT goals in the area of math

**Brushy Creek Elementary
ACT Aspire
2015**

ELA	3rd Grade	4th Grade	5th Grade
Exceeding	56.8%	56.8%	62%
Ready	28.8%	30.3%	24%
Close	12.8%	11.6%	12%

Writing	3rd Grade	4th Grade	5th Grade
Exceeding	0.8%	2.6%	4.0%
Ready	21.3%	27%	22.8%
Close	61.5%	68.4%	58.4%

Reading	3rd Grade	4th Grade	5th Grade
Exceeding	15.2%	23.9%	29.3%
Ready	33.6%	30.3%	29.3%
Close	19.2%	29.7%	24.7%

Math	3rd Grade	4th Grade	5th Grade
Exceeding	40.0%	27.0%	34.9%
Ready	45.6%	41.5%	40.1%
Close	11.2%	27.7%	22.4%

**Brushy Creek Elementary
 SCPASS Science and Social Studies Data
 2015**

Science	4 th Grade	5 th Grade
Not Met	11.9%	9.9%
Met	72.3%	42.8%
Exemplary	15.7%	47.4%

Social Studies	4 th Grade	5 th Grade
Not Met	9.4%	11.8%
Met	46.5%	25.7%
Exemplary	44.0%	62.5%

Iowa Test of Basic Skills (ITBS) and Cognitive Ability Test (CogAT)

The Iowa Test of Basic Skills (ITBS), a nationally normed test, is given to second grade students in the fall along with the Cognitive Ability Test (CogAT) to identify students for the Gifted and Talented Program (Challenge). The ITBS provides an in-depth assessment of students' achievement of important educational objectives and was developed primarily for the purpose of supporting instruction. Classroom teachers use information derived from administering the reading, language, and math tests to assist them in assessing curriculum strengths and weaknesses. Scores also help teachers make decisions about selecting instructional materials or methods, forming instructional groups, providing remediation or enrichment, and assessing individual student needs. Our goal is to meet or exceed the national norm of 50th percentile in each subtest of the ITBS.

ITBS Results for Second Grade from the Fall of 2015

School	Planning Year 2014-2015	2015-2016
Reading Comprehension	70%tile	72%tile
Mathematics Concepts	59%tile	64%tile

Teacher and Administrator Quality

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

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

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

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

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

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

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

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

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

1. Knowledge of Curriculum, Subject Content, and Developmental Needs
2. Instructional Planning
3. Instructional Delivery
4. Assessment
5. Learning Environment
6. Communication
7. Professionalism
8. Student Achievement

Each Performance Standard is rated on a four point scale.

1. Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria.
2. Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria
3. Needs Improvement: Minimal performance which requires assistance in order to produce high quality results
4. Unsatisfactory: Performance has not met the requirements contained in the job description as expressed in the evaluation criteria

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

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

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

**Professional Development Calendar
Brushy Creek Elementary School
2015-16**

August 17, 2015	PASS and ACT Aspire Data Review/FERPA Training
September 4, 2015	Coach's Corner SLO Training
September 9, 2015	Digital Leaders Corp
September 24, 2015	Furman Upstate Consortium-Writing Vertical Team
September 30, 2015	A-Team and 504 Best Practices/Challenge Presentation
October 14, 2015	Balanced Literacy
October 28, 2015	CogAT/Iowa Testing
November 6, 2015	Coach's Corner - Virtual Field Trip
December 11, 2015	Coach's Corner - Best Practices with English Language Learners
January 13, 2015	Digital Leaders Corp
February 3, 2016	Coach's Corner - Common Assessment Data
February 10, 2016	Furman Upstate Consortium-ELA Vertical Team
February 10, 2016	Inclusive Practices
February 26, 2016	Behavior Interventions - Thinking Outside the Box
March 9, 2016	Digital Leader Corp
April 13, 2016	SCReady/SCPASS Training
April 22, 2016	Coach's Corner - Common Assessment Data
**Induction/PAS-T Pulse Check monthly	
**Faculty Council will participate in a book study once a month using the book, The Speed of Trust.	

School Climate Needs Assessment

School Climate Surveys

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement. Baseline data was gathered during the 2014-2015 school year to serve as a reference point for comparing changes in perception over time.

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

	Teachers	Students	Parents
Number of surveys returned	43	135	110
Percent satisfied with learning environment	93%	94.8%	92.7%
Percent satisfied with social and physical environment	97%	97.8%	92.8%
Percent satisfied with school-home relations	86%	97.7%	79.6%

Needs Assessment for School Climate: (Parent Survey)

According to our parent survey from the 2015 school report card, 79.6% of our parents indicated satisfaction with school-home relations, which was an increase from last year. We will continue to implement strategies to improve our school-home relations with our parents and the community.

2014-2015 School Report Link

<http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301039.pdf>

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 SC Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by SC Ready.

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

	<u>Baseline 2015-16</u>	<i>2016- 17</i>	<i>2017- 18</i>
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School Projected	<u>X</u>		
School Actual			
District Projected	<u>X</u>		
District Actual			

Baseline data to be established in 2015-16.

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 SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by SC READY.

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

	<u>Baseline 2015-16</u>	<i>2016-17</i>	<i>2017-18</i>
School Projected	<u>X</u>		
School Actual			
District Projected	<u>X</u>		
District Actual			

Baseline data to be established in 2015-16.

SC READY 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 SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

	<u>Baseline 2015-16</u>	<i>2016-17</i>	<i>2017-18</i>
School Projected	<u>X</u>		
School Actual			
District Projected	<u>X</u>		
District Actual			

Baseline data to be established in 2015-16.

SC READY % 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 SC READY.

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

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

% Tested ELA – School	<u>Baseline</u> <u>e</u> <u>2014-</u> <u>15</u>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	<u>95.0</u>	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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested ELA – District Grades 3-5	<u>Baseline</u> <u>e</u> <u>2014-15</u>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	<u>95.0</u>	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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested Math – School	<u>Baseline</u> <u>e</u> <u>2014-15</u>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
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Projected Performance	<u>95.0</u>	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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

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

SC SDE did not provide baseline data for 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): ESSA Federal Accountability and SDE School Report Card

	<u>Baseline 2014-15</u>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	<u>X</u>			
School Actual	<u>89%</u>			
District Projected	<u>X</u>			
District Actual	<u>72.9</u>			

*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): ESSA Federal Accountability and SDE School Report Card

	<u>Baseline 2014-15</u>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	<u>X</u>			
School Actual	<u>89%</u>			
District Projected	<u>X</u>			
District Actual	<u>81.2</u>			

*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
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	60 th percentile	62 nd 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	51 st percentile		

Fall 2014 students began taking a new form of the ITBS

PROFESSIONAL DEVELOPMENT

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: To improve our effectiveness as instructional leaders by continuing to increase our knowledge of **Balanced Literacy, Power Writing, Inclusion practices, and promote Digital Teacher Leaders** in order to improve teaching and learning at Brushy Creek Elementary School

ANNUAL OBJECTIVE: 100% of teachers and staff will complete professional development as outlined in the school’s professional development plan.

DATA SOURCE(S): Professional Development Plan

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

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 – School Profile page – Students section

	Baseline 2011- 12	Planning Year 2012-13	<u>2013- 14</u>	<u>2014- 15</u>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	<u>95.0</u>	<u>95.0</u>	95.0	95.0	95.0
School Actual	97.4	97	<u>97</u>	<u>97.3</u>			
District Projected	X	X	<u>95.0</u>	<u>95.0</u>	95.0	95.0	95.0
District Actual	95.9	95.6	<u>95.0</u>	<u>95.6</u>			

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 93.2% in 2012 to 96% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011- 12	Planning Year 2012-13	<u>2013- 14</u>	<u>2014- 15</u>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X					
School Actual	96.2	93.2	<u>89.5</u>	<u>92.8</u>			
District Projected	X	X	<u>89.0</u>	<u>89.5</u>	90.0	90.5	91.0
District Actual	88.0*	88.1	<u>88.1</u>	<u>89.8</u>			

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 96% in 2012 to 96.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .1 percentages point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011- 12	Planning Year 2012-13	<u>2013- 14</u>	<u>2014- 15</u>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X					
School Actual	96	87.1	<u>93</u>	<u>92.7</u>			
District Projected (ES, MS, and HS)	X	X	<u>83.5</u>	<u>84.0</u>	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	<u>81.6</u>	<u>83.9</u> (ES, MS, & HS)			

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 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011- 12	Planning Year 2012-13	<u>2013- 14</u>	<u>2014- 15</u>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X					
School Actual	100	100	<u>100</u>	<u>100</u>			
District Projected	X	X	<u>92.5</u>	<u>93.0</u>	93.5	94.0	94.5
District Actual	98.0	92.6	<u>93.5</u>	<u>93.3</u>			

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 98.7% in 2012 to 99% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .1 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011- 12	Planning Year 2012-13	<u>2013- 14</u>	<u>2014- 15</u>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X					
School Actual	98.7	97.4	<u>97.5</u>	<u>92.8</u>			
District Projected	X	X	<u>93.9</u>	<u>94.3</u>	94.7	95.1	95.5
District Actual	93.5*	92.8	<u>93.1</u>	<u>91.7</u>			

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 97% in 2012 to 97.6% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .1 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011- 12	Planning Year 2012-13	<u>2013- 14</u>	<u>2014- 15</u>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X					
School Actual	97	91.9	<u>95.9</u>	<u>96.3</u>			
District Projected	X	X	<u>91.9</u>	<u>92.3</u>	92.7	93.1	93.5
District Actual	90.9	90.2	<u>89.2</u>	<u>91.3</u>			

TEACHER SATISFACTION – SAFETY

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0 percentage point(s) annually teachers who feel safe at school during the school day.

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

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

