

Brook Glenn Elementary School
Achieving, Believing, and Caring



Bernice Jackson, Principal
Greenville County Schools
Dr. W. Burke Royster, Superintendent
Action Plan 2018-19 through 2022-23

SCHOOL RENEWAL PLAN

SCHOOL NAME: Brook Glenn Elementary School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (*one year*)

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

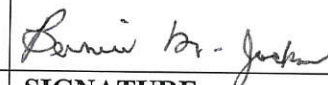
Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.


SUPERINTENDENT

Dr. W. Burke Royster		8/15/2018
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Bernice Jackson		04-18-2018
PRINTED NAME	SIGNATURE	DATE

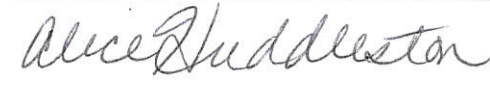
CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylor		8/28/2018
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kimberly Carver		4/24/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Alice Huddleston		4/18/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2003 East Lee Road, Taylors, South Carolina 29687

SCHOOL TELEPHONE: (864) 355-4700

PRINCIPAL E-MAIL ADDRESS: bjackson@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.

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL _____	Bernice Jackson _____
2. TEACHER _____	Katherine Tarr _____
3. PARENT/GUARDIAN _____	Natalie Durrance _____
4. COMMUNITY MEMBER _____	Kimberly Carver _____
5. SCHOOL IMPROVEMENT COUNCIL	
Kimberly Carver – Chair	Kip Altman
Joyce Bishop	Natalie Durrance
Selma Edwards	Alice Huddleston
Bernice Jackson - Principal	Cindy Mattos – Dehart
Janice Menasian	Maggie Moellmann
Loren Pessolano	Joanna Smyers
Katherine Tarr	
6. Read to Succeed Reading Coach _____	Alice Huddleston _____
7. School Read to Succeed Literacy Leadership Team Lead _____	Alice Huddleston _____
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.	

<u>POSITION / LEADERSHIP TEAM</u>	<u>NAME</u>
4 Kindergarten Teacher / Literacy Team	Lori Anderson
Music Teacher / Technology Team	Jimmy Bagwell
Challenge Teacher	Scott Beckett
Physical Education Teacher / CATCH Wellness Team	Rebecca Boyle
Special Needs Teacher / Science Team	Jorie Browder
Second Grade Teacher / Literacy Team	Carla Davis
Fourth Grade Teacher / Science Team	Marcia Deatcher
Third Grade Teacher / Science Team	Alvin Ellis

First Grade Teacher / Literacy Team	Lauren Ellzey
Media Clerk	Jennifer Fuller
Special Needs Teacher / Technology Team	Amy Garcia
Interventionist / Literacy Team	Jayne Graves
Interventionist	Alicia Hahn
Speech Pathologist / Literacy Team	Brianna Hammett
4 Kindergarten Aide / Social Studies Team	Jean Hatley
Kindergarten Aide / Technology Team	Kimberly Heller
Second Grade Teacher / Social Studies Team	Sharon Houck
Literacy Specialist / Literacy Team Lead	Alice Huddleston
Fourth Grade Teacher / Math Team	Kelley Hunt
Special Needs Teacher / Social Studies Team	Connie Jackson
Kindergarten Teacher / Literacy Team	Sarah Jalbert
Second Grade Teacher / Literacy Team	Hollie Kutz
Fifth Grade Teacher / Math Team	Courtney Lozano
Kindergarten Teacher / CATCH Wellness Team	Carolyn Lucas
Fifth Grade Teacher / Literacy Team	Morgan Mason
Third Grade Teacher / Social Studies Team	Kristine McGarry
Special Needs Aide / CATCH Wellness Team	Vickie McGee
Third Grade Teacher / Literacy Team	Julie Metzger
First Grade Teacher / Science Team	Fay Mendez
School Counselor / CATCH Wellness Team	Maggie Moellman
First Grade Teacher / CATCH Wellness Team	Suzanne Montgomery
Special Needs Aide / Science Team	Linda Perez
Kindergarten Aide / Literacy Team	Nancy Perry
Instructional Coach / Literacy Team	Loren Pessolano
ESOL Teacher	Leisa Pfenning
Third Grade Teacher / Math Team	Tammy Silvers
Kindergarten Aide / Math Team	Mia Sims
Fifth Grade Teacher / Literacy Team	Nancy Sommer
First Grade Teacher / Technology Team	Diamond Stewart
Art Teacher / Technology Team	Sarah Jones
Media Specialist / Literacy Team	Katherine Tarr
Second Grade Teacher / CATCH Wellness Team	Linda Wade
Kindergarten Teacher / Technology Team	Chanel Wigfall
ESOL Teacher / Literacy Team	Carole Wade

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

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input checked="" type="radio"/> Yes	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However,

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

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INTRODUCTION

Brook Glenn Elementary School is located in Taylors, South Carolina, and is one of fifty-two elementary schools in Greenville County. Brook Glenn serves full-day prekindergarten through fifth grade. We are a public school which was built in 1968 and remodeled in 2002. The school was completed in the spring of 2005, and is home for 437 students.

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

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

EXECUTIVE SUMMARY

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

Student Achievement: Accelerating student achievement is our primary goal. In grade 5 students performed above the district average in area of English/Language Arts on the 2017 SC READY. Eighty-eight percent of students in fifth grade scored met or exemplary on 2017 SC PASS Social Studies and performed above the district. Fifty-seven percent of student in fourth grade scored met or exemplary on 2017 SC PASS Science and performed above the district. Our most significant achievement gaps shown on all state assessments are between students identified as disabled and nondisabled and between African American and Biracial students and those of other races.

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

School Climate: We have a very positive school environment, especially after receiving training in CHAMPS. Teachers are proactive and provide rewards for achievement and success. We have completed a book study of The Leader in Me and have begun implementing strategies

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

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

While Brook Glenn's enrollment has remained stable, our population includes a large number of Hispanic students and students receiving free or reduced meals. Although our poverty index is 76.2%, we are not a Title 1 school. Our school retention rate is 3.9%. Since we are a small school, we rely on grants and funds raised from Brook Glenn's extended school program to purchase supplemental materials.

Significant Awards, Results, Accomplishments:

- Closing the Gap Silver Award Winner 2014, 2015
- Ranked as a Most Diverse School by the Public School Review 2016
- Grant Recipients
- Bridge Challenge winner 2018
- AdvancED- Greenville County Schools National Accreditation
- Safe Kids Award Winner (2007-2018)
- Recipient of LiveWell Greenville award (2012-16)
- Sarah Jones, teacher, published illustrator
- Ana Tran, PTA Reflections Winner

SCHOOL PROFILE

School Community: Brook Glenn currently serves 437 culturally diverse preK-5 students (44% white, 20% Hispanic, 16% African American, 5% Asian, 9% two or more races, and 5% other.) According to Public School Review, Brook Glenn is ranked on the “Most Diverse Schools in the U.S.” list. Seventy-six percent of students receive free or reduced lunch; 22% of our students participate in the ESOL program, and 17.2% receive special education services, including speech. Brook Glenn’s 2013-14 School Absolute rating was Excellent and the Growth rating Excellent. Brook Glenn received a National Report Card rating of 93.8%/A for 2015.

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

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

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

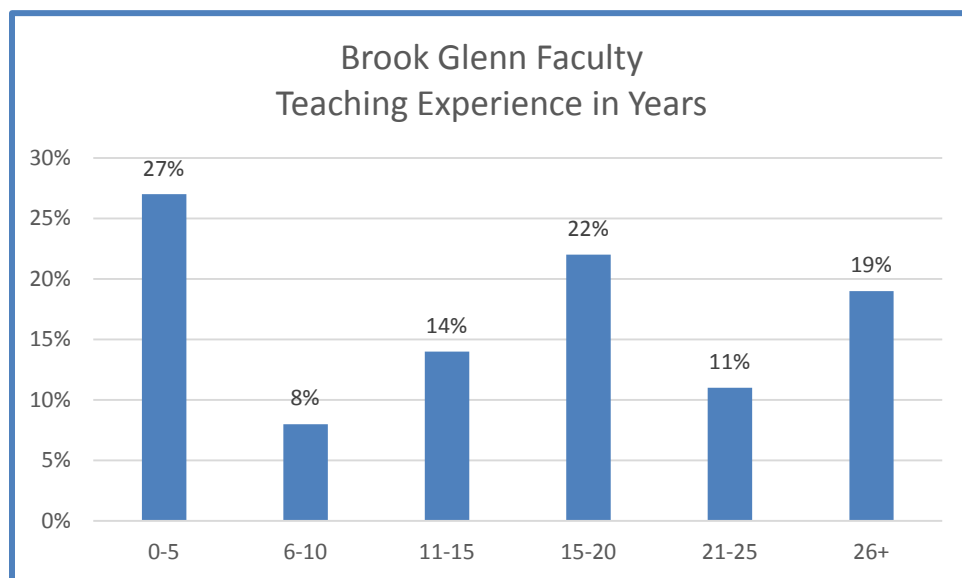
The Eastside Kiwanis Club sponsors the Terrific Kids character education award program. Each school quarter, teachers choose two students from their class to receive the award based on demonstration of responsible citizenship. These students are recognized at an awards program and receive a Terrific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

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

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

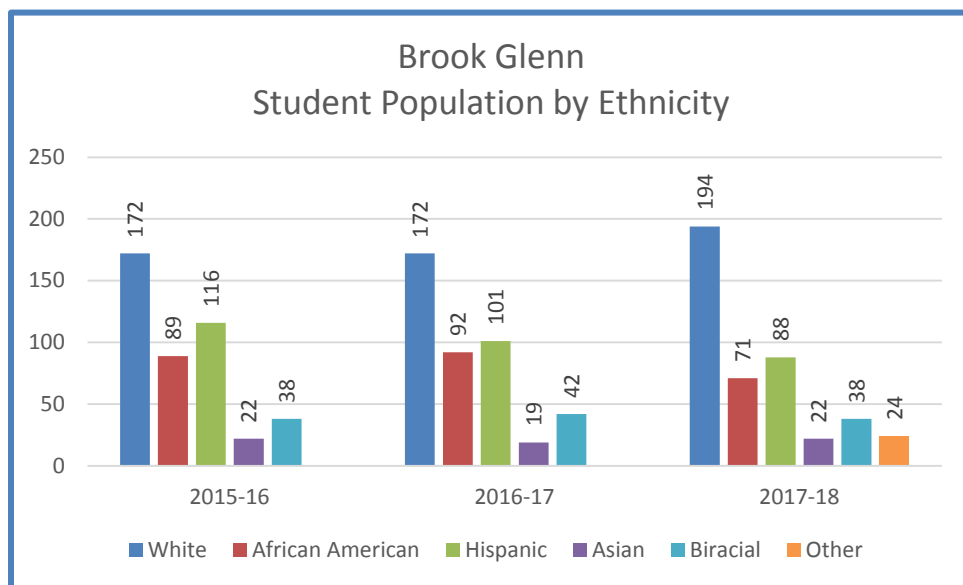
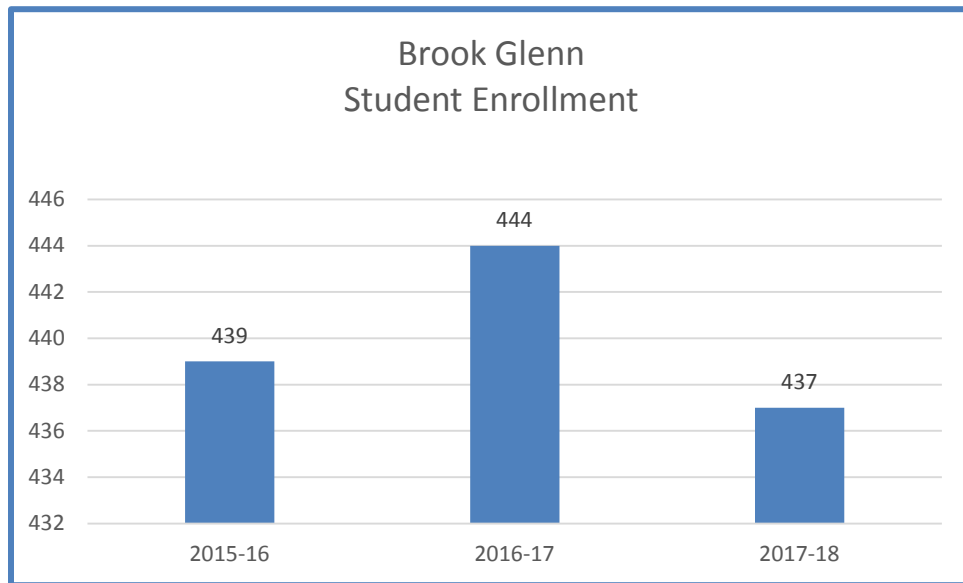
School Personnel: Bernice Jackson is the principal of Brook Glenn. She assumed this leadership position in December, 2002. Mrs. Jackson holds a B.S. and a Master's degree in Elementary Education and an Educational Specialist degree in Administration with certification in Superintendency. She has forty years of experience in education. Mrs. Jackson was selected as South Carolina International Reading Association Administrator of the Year in 2014. Mrs. Cindy Mattos-DeHart is the administrative assistant at Brook Glenn. She assumed this position in the fall of 2005. She has thirty-seven years of experience in the field of education.

Brook Glenn is proud of the personnel we have on staff. Nineteen percent of our faculty have Bachelor Degrees, 57 % have Master's Degrees, 19% have Master's +30, 3 % have Educational Specialist Degrees and 3% have Doctorates. Ninety-two percent of our faculty is female with the remaining 8% male. One of our aides has her teaching certificate with a Master's Degree. Three other instructional aides have Bachelor Degrees. Five of our teachers are National Board Certified. The racial makeup of our faculty is as follows: 8% African American, 86% white, and 5% other. One hundred percent of the staff is certified as Highly Qualified by the State of South Carolina. Our staff attendance rate for the 2016-17 school year was 91%. Teaching experience at Brook Glenn is diverse as indicated by the table below.



Student Population:

The graphs below provide enrollment data



Academic and behavioral features/programs/initiatives:

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

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

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

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

Brook Glenn partners with Eastside and Riverside High Schools to provide struggling students with weekly reading tutors and teacher cadets. We have six Upstate Mentors who work with our students on academics.

We have completed a book study of The Leader in Me, which delineates integration of *The 7 Habits of Highly Effective People* into the school culture. A plan has been designed by book study participants to begin implementation of concepts in this text which dovetail with will provide a common language for expectations within our building.

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

and one fifth grade teacher are receiving intensive instruction in the balanced literacy model from district personnel through a Literacy Mentor group.

Professional Learning Communities are active at Brook Glenn. Teachers meet to develop common assessments, analyze data and adjust instruction to meet the needs of all of our learners. Collaboration provides teachers with support from colleagues in providing additional strategies to foster all students learning at the highest levels.

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

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

Brook Glenn has three full-time special education teachers and two aides who serve 51 students during 2017-18. We have implemented a blend of inclusion and resource classes determined by student need. In accordance with IDEA (Individuals with Disabilities Education Act), students with specific learning disabilities, emotional disabilities, or mental disabilities are served. These classes, which address specific learning, behavioral, and/or academic difficulties are implemented from the Individual Education Plans developed by the special education teacher, regular education teachers, administrative personnel, and parents. All students in inclusion classes benefit from having two certified teacher working with the students to enhance student achievement. Our multi-categorical class is composed of students with more significant learning needs, including some with neurological diagnoses. Each student's curriculum is individualized to meet academic and social needs.

Students seen in the Speech Therapy Program receive services from a certified Speech/Language Therapist. Students in pre-K through 5th grades are usually seen between thirty and ninety minutes per week as specified by students' IEPs. The Brook Glenn's speech program serves 32 students.

The Challenge Program is for students in grades three through five who have been identified academically gifted by test scores that meet the state criteria. Gifted education is designed to maximize the potential of gifted learners by providing experiences which match their unique characteristics. Third graders attend challenge classes for 125 minutes weekly. Fourth and fifth

graders attend for 200 minutes per week. All classes are challenged with rigorous, complex class work and research. Twenty nine of our students are currently being served in Challenge during the 2017-18 school year.

The Transitional ESOL Education Program is designed to provide equal educational opportunity and is recommended for students of limited English proficiency. The primary goal of the ESOL program is to assist English Language Learners with the development of listening, speaking, reading, and writing skills in English. These students ultimately become fully functional in English and are capable of competing successfully in the regular English classroom. There are currently 98 students of Limited Language Proficiency (LEP). Native languages include Spanish, Vietnamese, and Pharsi.

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

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

Brook Glenn's Afterschool Extended Care program serves 70 students. Homework, enrichment with reading and computers, and gardening activities are provided. Arts and crafts, singing and music are incorporated into our program. Healthy living is encouraged with healthy snacks and exercise outside or in the gym. Fun Fridays provide a variety of activities that encourage students to think creatively.

MISSION, VISION, BELIEFS

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

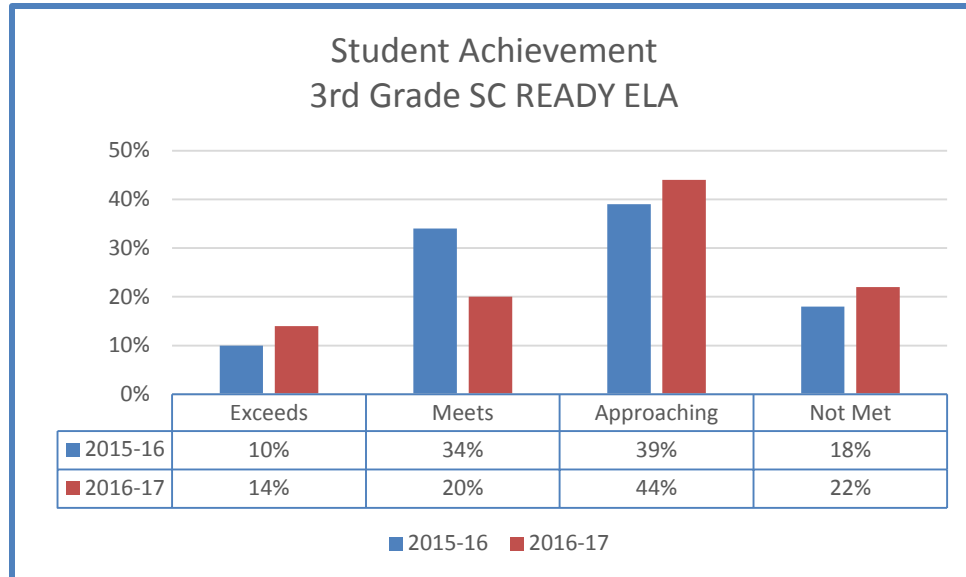
The vision of Brook Glenn Elementary School is we value, inspire, and support learners to become independent, productive, caring citizens who are prepared to evaluate and solve problems in life.

We believe . . .

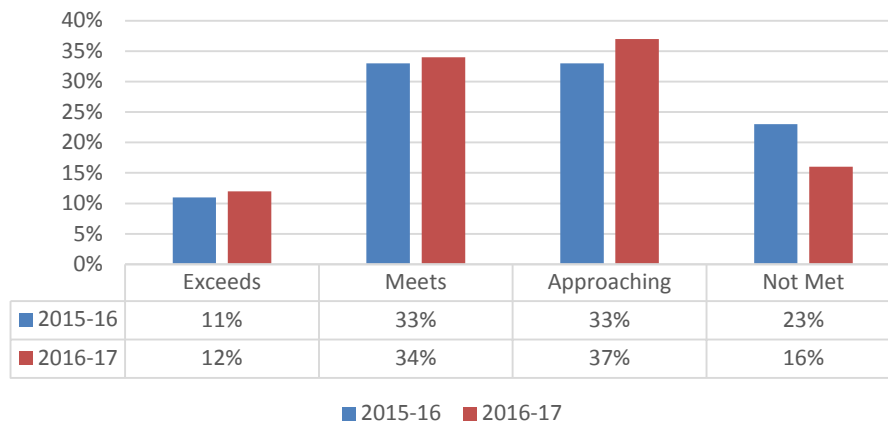
- Students must have highly competent and caring teachers, principals, and support staff.
- Students must have equitable and high-quality educational opportunities that evolve and change to reflect the world around them.
- A successful educational culture empowers students to communicate and collaborate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

DATA ANALYSIS AND NEEDS ASSESSMENT

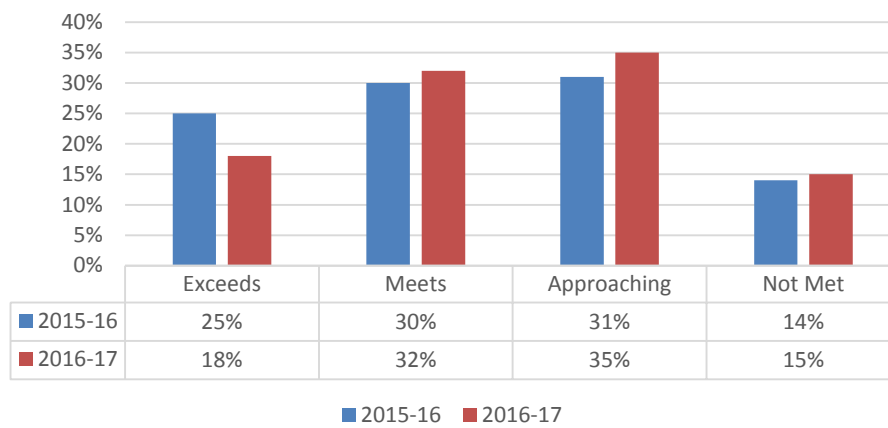
Student Achievement Needs Assessment: As a result of this self-study, Brook Glenn will continue to meet the needs of our diverse learners by attending to different learning styles. We have implemented a Balanced Literacy program and an emphasis on mathematics. During the 2015-16 school year we implemented inclusion for special education, ESOL and intervention classes providing five professional educators in classrooms with qualified students focusing on student achievement for all learners. After disaggregating data, we determined that inclusion was not the most effective for our special education program; therefore, most special education students will be served in a resource model for the 2018-19 school year. In conjunction with this initiative, we are implementing A Framework for Student Centered Learning emphasizing acceleration of learning through meeting the identified learning needs of all students.



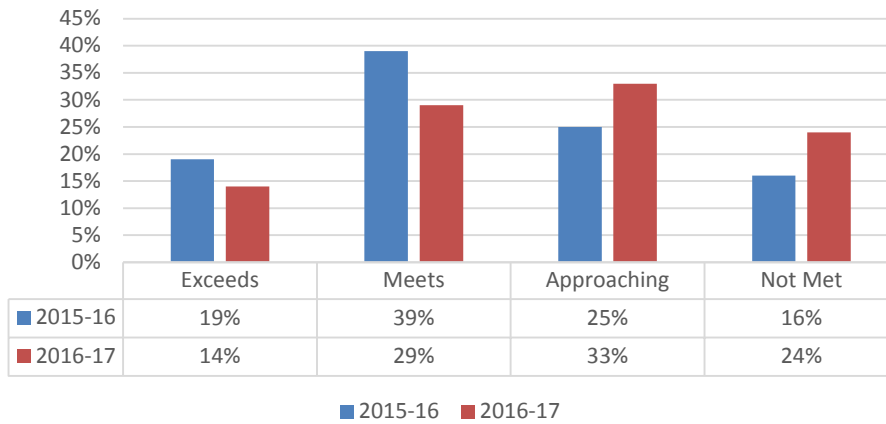
Student Achievement 4th Grade SC READY ELA



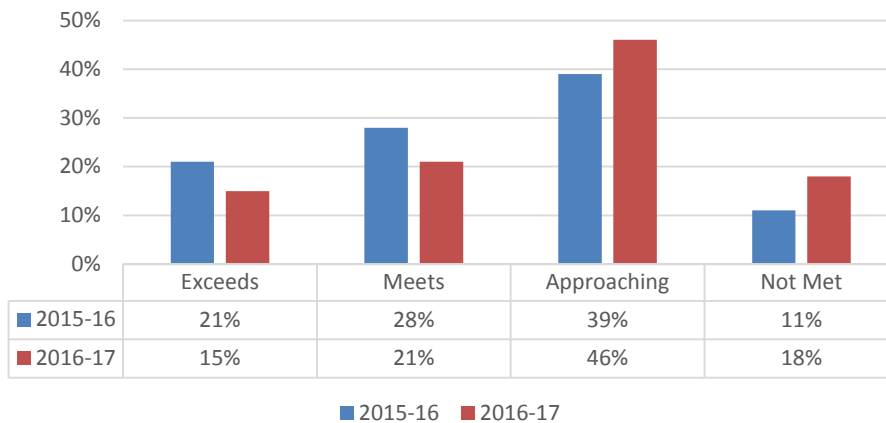
Student Achievement 5th Grade SC READY ELA



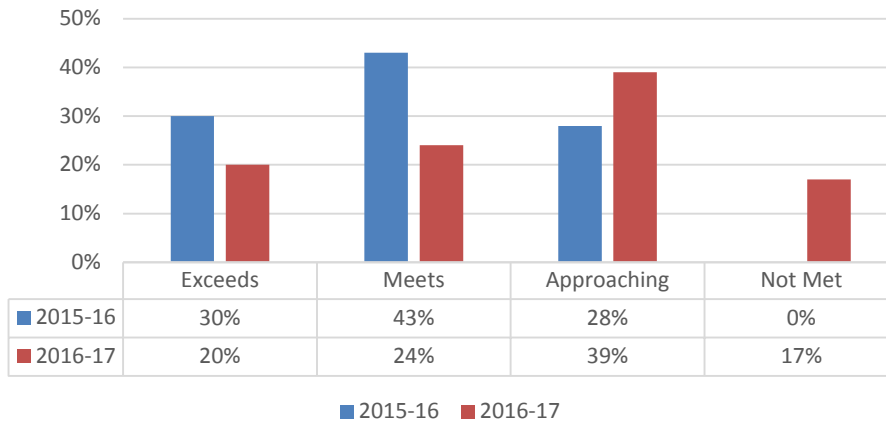
Student Achievement 3rd Grade SC READY Math



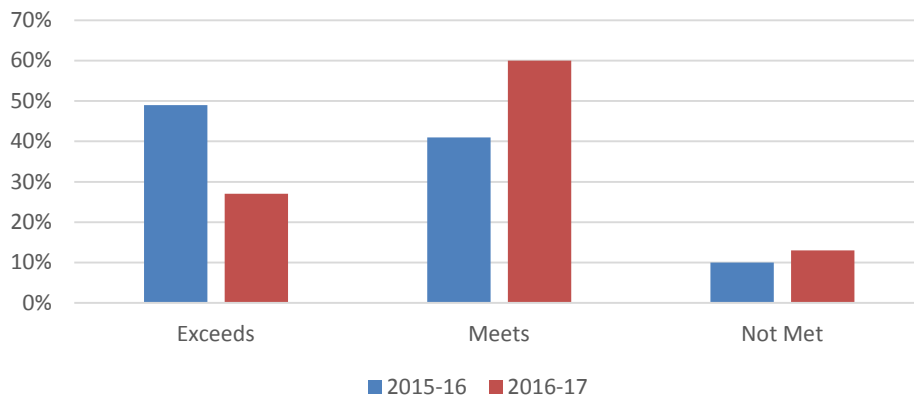
Student Achievement 4th Grade SC READY Math

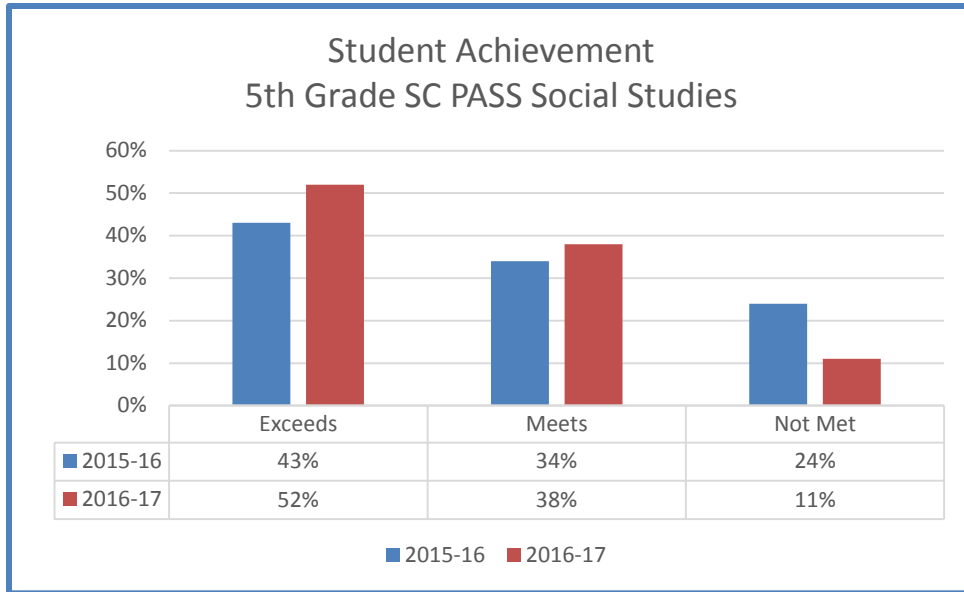


Student Achievement 5th Grade SC READY Math



Student Achievement 4th Grade SC PASS Social Studies





Teacher and Administrator Quality: We continue to have a highly qualified staff that is involved in varied professional development opportunities within the school, district, and state. Scheduled professional development opportunities are based on input from the staff. We have begun to move away from the “one size fits all” in meeting the needs of our teachers in providing professional growth opportunities.

Goal: To build teacher's capacity for success to meet our goals of increased student achievement in all content areas.

FOCUS	DATE	PD SESSION	TIME	AUDIENCE
Reading	August 7-10, 2017	Project Read: phonics rules/instruction	8:30-4:30	Primary teachers, ESOL, SPED, interventionists
Technology	August 14, 2017	M&M: planbook.com, google classroom, CHAMPS	12:00-3:00	Mentors and mentees
Technology Assessments	September 6, 2017	Mastery Connect: setting up a curriculum map and tracker, finding and delivering assessments	3:00-5:00	Teachers
Technology	September 13, 2017	DLC coaching on campus	8:00-2:30	DLC cohort, IC
Sharing Best Practices	September 13, 2017	M&M: knowledge of curriculum/content/developmental needs, instructional planning, instructional delivery, assessment	3:00-4:00	Mentors and mentees
Assessments	September 20, 2017	Analyzing Fastbridge results	During planning	Kindergarten and 1 st teachers, admin, IC, literacy coach
Technology Assessments	September 20, 2017	Mastery Connect: analyzing assessment results	During planning	Grades 2-5, admin, IC, literacy coach
Writing	September 26, 2017	Narrative Writing Rubric	3:30-5:30	Teachers
Technology	September 27, 2017	Optional Technology PLC: iPad apps	3:00-4:00	Teachers
Reading	October 3-Dec 5, 2017	R2S: Foundations in Reading	3:30-5:30	Teachers
Assessments	October 4, 2017	Mastery Connect: creating assessments	During planning	K-5 teachers
Technology	October 6, 2017	Flipgrid	3:00-5:00	All Staff
Technology	October 11, 2017	DLC coaching on campus	8:00-2:30	DLC cohort, IC
Assessments	October 18, 2017	Mastery Connect: entering raw scores	During planning	K-5 teachers
Technology	October 25, 2017	Optional Technology PLC: new google sites	3:00-4:00	Teachers
Assessments	November 1, 2017	Mastery Connect	During planning	Teachers
Technology	November 1, 2017	Technology presented by DLC cohort	3:00-5:00	All Staff
Sharing Best Practices	November 8, 2017	M&M: learning environment, communication, professionalism, student achievement	3:00-4:00	Mentors and mentees

Assessments	November 15, 2017	Mastery Connect	During planning	Teachers
Technology	November 17, 2017	DLC coaching on campus	8:00-2:30	DLC cohort, IC
Writing	November 28, 2017	Informational Writing Rubrics	3:30-5:30	Teachers
Assessments	December 6, 2017	Mastery Connect	During planning	Teachers
Technology	December 15, 2017	DLC coaching on campus	8:00-2:30	DLC cohort, IC
Technology	January 10, 2018	DLC coaching on campus	8:00-2:30	DLC cohort, IC
Technology Reading Writing	January 10, 2017	Technology/reading/writing presented by DLC cohort	3:00-5:00	All Staff
Assessments	January 17, 2018	Mastery Connect	During planning	Teachers
Technology	January 30, 2018	DLC coaching on campus	8:00-2:30	DLC cohort, IC
Assessments	January 31, 2018	Mastery Connect	During planning	Teachers
Technology	January 31, 2017	Optional Technology PLC: iPad apps	3:00-4:00	Teachers
Assessments	February 14, 2018	Mastery Connect	During planning	Teachers
Sharing Best Practices	February 14, 2018	M&M: knowledge of curriculum/content/developmental needs, instructional planning, instructional delivery, assessment	3:00-4:00	Mentors and mentees
Technology	February 21, 2018	DLC coaching on campus	8:00-2:30	DLC cohort, IC
Assessments	February 28, 2017	Mastery Connect	During planning	Teachers
Technology	February 28, 2017	Optional Technology PLC	3:00-4:00	Teachers
Assessments	March 14, 2018	Mastery Connect	During planning	Teachers
Writing	March 20, 2018	Opinion Writing Rubric	3:30-5:30	Teachers
Technology	March 21, 2018	DLC coaching on campus	8:00-2:30	DLC cohort, IC
Assessments	March 28, 2018	Mastery Connect	During planning	Teachers
Technology	March 28, 2017	Optional Technology PLC	3:00-4:00	Teachers
Technology	April 10, 2018	DLC coaching on campus	8:00-2:30	DLC cohort, IC
Assessments	April 18, 2018	Mastery Connect	During	Teachers

			planning	
Assessments	May 9, 2018	Mastery Connect	During planning	Teachers
Assessments	May 23, 2018	Mastery Connect	During planning	Teachers

Brook Glenn Elementary
2018-19 Professional Development Schedule

Goal: To build teacher's capacity for success to meet our goals of increased student achievement in all content areas.

FOCUS	DATE	PD SESSION	TIME	AUDIENCE
Technology, Sharing Best Practices	August 2, 2018	M&M: planbook.com, google classroom, CHAMPS	12:00-3:00	Mentors and mentees
Reading	August 6-9, 2018	Project Read: writing	8:30-4:30	Teachers, ESOL, SPED, interventionists
Assessments	August 29, 2018	Team Data	During planning	Teachers, admin, IC, literacy coach
Technology	September 11, 2018	Technology PLC	3:00-4:00	Teachers
Sharing Best Practices	September 19, 2018	M&M: knowledge of curriculum/content/developmental needs, instructional planning, instructional delivery, assessment	3:00-4:00	Mentors and mentees
Assessments	September 26, 2018	Team Data	During planning	Teachers, admin, IC, literacy coach
Curriculum	September 26, 2018	Unit Planning	3:00-4:30	Teachers, IC
Technology	October 9, 2018	Technology PLC	3:00-4:00	Teachers
Curriculum	October 24, 2018	Unit Planning	3:00-4:30	Teachers, IC
Assessments	October 31, 2018	Team Data	During planning	Teachers, admin, IC, literacy coach
Technology	November 13, 2018	Technology PLC	3:00-4:00	Teachers
Assessments	November 28, 2018	Team Data	During planning	Teachers, admin, IC, literacy coach
Curriculum	November 28, 2018	Unit Planning	3:00-4:30	Teachers, IC
Technology	December 11, 2018	Technology PLC	3:00-4:00	Teachers
Technology	January 15,	Technology PLC	3:00-4:00	Teachers

	2019			
Sharing Best Practices	January 23, 2019	M&M: knowledge of curriculum/content/developmental needs, instructional planning, instructional delivery, assessment	3:00-4:00	Mentors and mentees
Assessments	January 30, 2019	Team Data	During planning	Teachers, admin, IC, literacy coach
Curriculum	January 30, 2019	Unit Planning	3:00-4:30	Teachers, IC
Technology	February 12, 2019	Technology PLC	3:00-4:00	Teachers
Assessments	February 27, 2019	Team Data	During planning	Teachers, admin, IC, literacy coach
Curriculum	February 27, 2019	Unit Planning	3:00-4:30	Teachers, IC
Technology	March 12, 2019	Technology PLC	3:00-4:00	Teachers
Sharing Best Practices	March 20, 2019	M&M: knowledge of curriculum/content/developmental needs, instructional planning, instructional delivery, assessment	3:00-4:00	Mentors and mentees
Assessments	March 27, 2019	Team Data	During planning	Teachers, admin, IC, literacy coach
Curriculum	March 27, 2019	Unit Planning	3:00-4:30	Teachers, IC
Technology	April 9, 2019	Technology PLC	3:00-4:00	Teachers
Assessments	April 24, 2019	Team Data	During planning	Teachers, admin, IC, literacy coach
Curriculum	April 24, 2019	Unit Planning	3:00-4:30	Teachers, IC

School Climate Needs Assessment: Our school climate is very positive, with 100% of parents attending conferences.

SDE 2016 School Report Card: <https://ed.sc.gov/data/report-cards/state-report-cards/2017/opportunities/students/?d=2301&s=030&t=E&y=2017>

Analysis of 2016-17 Survey Results:

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

Areas of Strength

- Monitoring academic instruction
- Personal safety and building safety
- Collaborative instructional planning and decision making based on student data
- Satisfaction with social and physical environment
- Satisfaction with learning environment

Areas of Growth

- Computers for instructional use
- Student behavior in all areas of the building
- Awareness of bullying
- Engaging instruction and student work
- Open communication

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 46% in 2016-17 to 66% in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 4% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 46 (2016-17)	School Projected Elementary	50	54	58	62	66
		School Actual Elementary					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17)	District Projected Elementary	52	55	58	61	64

		District Actual Elementary					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Each grade level will engage in standards based unit/lesson planning and balanced literacy with focus on authentic reading and writing products.	August 2018- June 2019	Instructional Coach Teachers			Informal and Formal Classroom Observations Lesson Plans
2. Balanced literacy professional development will provide educators with necessary tools to implement instruction that leads to authentic reading and writing.	August 2018- June 2019	Instructional Coach Teachers			Informal and Formal Classroom Observations
4. Project Read phonics will be implemented in kindergarten – second grades.	August 2018- June 2019	Teachers		Project Read Grant	Informal and Formal Classroom Observations
5. Training and implementation of learning targets will provide daily expectations for all classrooms.	August 2018- June 2019	Instructional Coach Teachers			Informal and Formal Classroom Observations

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority					
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other					
PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 49% in 2016-17 to 69% in 2022-23.					
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 4% annually.					

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17)	School Projected Elementary	53	57	61	65	69
		School Actual Elementary					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 54 (2016-17)	District Projected Elementary	57	60	63	66	69
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implementation of Fast Facts at all grade levels will increase math fact fluency.	August 2018- June 2019	Team Lead Teachers			Fast Fact Charts
2. Training and implementation of learning targets will provide daily expectations for all classrooms.	August 2018- June 2019	Instructional Coach Teachers			Information and Formal Observation
3. Each grade level will engage in standards based unit/lesson planning designing lessons with authentic engagement.	August 2018- June 2019	Instructional Coach Teachers			Information and Formal Observation Lesson Plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Technology will be integrated routinely in math learning in grades 3-5.	August 2018- June 2019	Media Specialist Instructional Coach Teachers DLC Cohort			Student Products

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by ____% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	TBD	TBD	TBD	TBD	TBD
		School Actual Elementary					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	TBD	TBD	TBD	TBD	TBD

		District Actual Elementary					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Science on wheels will be scheduled as a resource designed to enhance learning of the standards.	October 2018 and Spring 2019	Science Leadership Team	\$250	3M Grant and PTA	Photos
2. Training and implementation of learning targets will provide daily expectations for all classrooms.	August 2018- June 2019	Instructional Coach Teachers			Information and Formal Observation
3. Technology will be integrated routinely in science learning in grades 3-5.	August 2018- June 2019	Media Specialist Instructional Coach Teachers DLC Cohort			Student Products
4. First and second grade levels will engage in standards based unit/lesson planning designing lessons with authentic engagement facilitated by district science academic specialist.	September 2019	Science Academic Specialist Instructional Coach Teachers	\$600 for Substitutes	Professional Development Funds	Information and Formal Observation Lesson Plans

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by _____% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	School Projected Elementary	TBD	TBD	TBD	TBD	TBD
		School Actual Elementary					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	District Projected Elementary	TBD	TBD	TBD	TBD	TBD
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Authentic social studies experiences, such as immigration day, a living wax museum, will be provided to enhance students' interest and learning of standards.	September 2018-May 2019	Social Studies Leadership Team			Photos
2. Training and implementation of learning targets will provide daily expectations for all classrooms.	August 2018-June 2019	Instructional Coach Teachers			Information and Formal Observation
3. Technology will be integrated routinely in science learning in grades 3-5.	August 2018-June 2019	Media Specialist Instructional Coach Teachers DLC Cohort			Student Products
4. Fifth grade social studies teacher will engage in standards based unit/lesson planning designing lessons with authentic engagement facilitated by district social studies academic specialist.	September 2019	Science Academic Specialist Instructional Coach Teachers	\$150 for Substitute	Professional Development Funds	Information and Formal Observation Lesson Plans

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 44 (2016-17) Annual Increase = __	Projected Hispanic	48	52	56	60	64
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations — (2016-17) Annual Increase = __	Actual Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 26 (2016-17) Annual Increase = __	Projected AA	30	34	38	42	46

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	Actual AA					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 19 (2016-17) Annual Increase = __	Projected SWD	23	27	31	35	39
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	Actual SWD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 29 (2016-17) Annual Increase = __	Projected LEP	33	37	41	45	49
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	Actual LEP					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 37 (2016-17) Annual Increase = __	Projected SIP	42	47	52	57	62
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	Actual SIP					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17) Annual Increase = __	Projected Hispanic	53	57	61	65	69
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations ____ (2016-17) Annual Increase = __	Actual Hispanic					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 19 (2016-17) Annual Increase = __	Projected AA	24	29	34	39	44
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations ____ (2016-17) Annual Increase = __	Actual AA					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 32 (2016-17) Annual Increase = __	Projected SWD	37	42	47	52	57
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations ____ (2016-17) Annual Increase = __	Actual SWD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 46 (2016-17) Annual Increase = __	Projected LEP	50	54	58	62	66

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	Actual LEP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 37 (2016-17) Annual Increase = __	Projected SIP	42	47	52	57	62
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	Actual SIP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected Hispanic					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual Hispanic					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected AA					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual AA					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected SWD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual SWD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected LEP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual LEP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected SIP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual SIP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected Hispanic					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual Hispanic					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected AA					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual AA					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected SWD					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual SWD					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected LEP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual LEP					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected SIP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual SIP					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Small group reading intervention using ERI will be provided for identified kindergarten students.	August 2018 – May 2019	Interventionists			Fast Bridge Results and Fountas & Pinnell Benchmark Results
2. Small group reading intervention using Leveled Literacy Intervention will be provided for identified 1 - 3 students.	August 2018 – May 2019	Interventionists			Fast Bridge Results and Fountas & Pinnell Benchmark Results
3. Moby Max tutorials will be provided for students demonstrating below level in reading and math.	September 2018 – May 2019	Teachers	\$600	Local	Moby Max Reports

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Community volunteers will work with students showing achievement gaps.	September 2018 – May 2019	School Counselor			Volunteer Log

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Fastbridge	TBD	School Projected	TBD	TBD	TBD	TBD	TBD

	62	School Actual					
MAP	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
	52	School Actual					
Fountas and Pinnell	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					
Fastbridge	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

MAP	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Small group reading intervention using ERI will be provided for identified kindergarten students.	August 2018 – May 2019	Interventionists			Fast Bridge Results and Fountas & Pinnell Benchmark Results
2. Small group reading intervention using Leveled Literacy Intervention will be provided for identified 1 - 3 students.	August 2018 – May 2019	Interventionists			Fast Bridge Results and Fountas & Pinnell Benchmark Results
3. Project Read phonics and writing strategies will be implemented to close reading and writing achievement gaps for below level students.	August 2018 – May 2019	Teachers			Fast Bridge Results and Fountas & Pinnell Benchmark Results

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

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

PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
	13%	School Actual					
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Brook Glenn will actively recruit minority, qualified candidates at Shining Stars.	March 2019	Administrators			Resumes

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

		School Actual Teachers					
	93	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents					
SDE School Report Card Survey	91	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					

	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. The school safety committee will actively engage in plans and conversations to ensure the seamless implementation of an effective safety plan.	August 2018 – May 2019	Administrative Assistant Teachers			Committee Minutes
2. Students will work with staff to be informed and participate in safe practice daily to include drills, safety patrols, ignore the door, etc.	August 2018 – May 2019	Administrative Assistant Teachers			Logs of Safety Drills

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17)	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implementation of strategies determined from <u>The Leader in Me</u> book study to support student leadership and ownership of behavior.	August 2018 – May 2019	Administration Teachers			Student Survey
2. Implement a program where each instructional staff member serves as a mentor for an identified student.	August 2018 – May 2019	School Counselor Staff			Mentor/Mentee Log
3.					

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

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

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implementation of strategies from <u>The Leader in Me</u> book will increase student leadership in our school	August 2018 – May 2019	Administration Teachers			Student Survey
2. Implement a program where each instructional staff member serves as a mentor for an identified student.	August 2018 – May 2019	School Counselor Staff			Mentor/Mentee Log

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95	School Projected	95	95	95	95	95
		School Actual					
	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implementation of engaging lessons will motivate improved attendance.	August 2018 – June 2019	Teachers			Lesson Plans Attendance Data
2. Incorporation of technology on a daily basis will inspire students to be present.	August 2018 – May 2019	Teachers			Student Products
3. Implementation of strategies from <u>The Leader in Me</u> book will increase student leadership in our school	August 2018 – May 2019	Administration Teachers			Student Survey

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

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

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 14% Angry – 14%	School Projected	Afraid ≤5 Lonely ≤13 Angry ≤13	Afraid ≤5 Lonely ≤12 Angry ≤12	Afraid ≤5 Lonely ≤11 Angry ≤11	Afraid ≤5 Lonely ≤10 Angry ≤10	Afraid ≤5 Lonely ≤9 Angry ≤9
		School Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement a program where each teacher serves as a mentor for an identified student.	August 2018 – May 2019	School Counselor Staff			Mentor/Mentee Log
2. The school counselor will provide individual and groups sessions focused on productive ways to handle fear, anger, and loneliness.	August 2018 – May 2019	School Counselor			Mentor/Mentee Log
3. Implementation of strategies from <u>The Leader in Me</u> book will increase student leadership and ownership in our school	August 2018 – May 2019	Administration Teachers			Student Survey

SDE 2017 School Report Card: <https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=E&d=2301&s=>

