



# Strategic Plan

Scope of Plan: 2018-19 through 2022-23  
Annual Update for 2018-2019

Grades Served K4-5th

Greenbrier Elementary  
*"The School of Kindness"*  
Le'Keisha Brown, Principal  
853 Log Shoals Road  
Greenville, South Carolina 29607  
864-355-5300  
FAX 864-355-5327  
[www.grbrier.greenville.k12.sc.us](http://www.grbrier.greenville.k12.sc.us)

Greenville County Schools  
Dr. W. Burke Royster, Superintendent

## **SCHOOL RENEWAL PLAN COVER PAGE**

**SCHOOL NAME:** Greenbrier Elementary

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

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

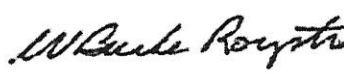
### **Required Signature Page**

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**

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

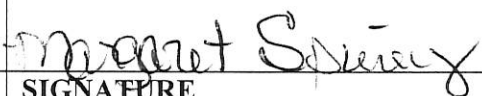
#### **PRINCIPAL**

<b>Le'Keisha Brown, Ed.S</b>		7-25-18
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

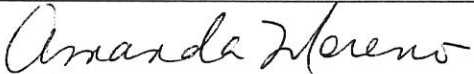
#### **CHAIRPERSON, BOARD OF TRUSTEES**

<b>Charles J. Saylor</b>		8/28/18
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

#### **CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

<b>Margaret Spivey</b>		7-25-18
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

#### **SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

<b>Amanda Moreno</b>		7-25-18
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SCHOOL ADDRESS:** 853 Log Shoals Rd., Greenville, SC 29607

**SCHOOL TELEPHONE:** (864) 355-5300

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

## Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Le'Keisha Brown
2. Teacher	Amanda Allison
3. Parent/Guardian	Joe Wright
4. Community Member	Daniel Fort
5. Paraprofessional	Sheila Revis
6. School Improvement Council Member	Margaret Spivey
7. Read to Succeed Reading Coach	Kelly Wamser
8. School Read To Succeed Literacy Leadership Team Lead	Amanda Moreno
9. School Read To Succeed Literacy Leadership Team Member	Shawnee Arrowood

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

\*\* Must include the School Literacy Leadership Team for Read to Succeed

### **POSITION**

### **NAME**

RTI Teacher

Nancy Key

Assistant Principal

Jason Hudak

Media Specialist

Shawnee Arrowood

Guidance Counselor

Jennifer Swift

Guidance Counselor

Rayshawn Trapp

## ASSURANCES FOR SCHOOL PLAN

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, PreK–3</b> 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	<b>Academic Assistance, Grades 4–12</b> 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	<b>Parent Involvement</b> 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	<b>Staff Development</b> 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	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<b>Innovation</b> 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	<b>Collaboration</b> 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	<b>Developmental Screening</b> The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input checked="" type="radio"/> Yes <input type="radio"/> No	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

<input type="radio"/> N/A	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Developmentally Appropriate Curriculum for PreK–3</b> 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	<b>Parenting and Family Literacy</b> 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	<b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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.

# INTRODUCTION

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

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

## Strategic Planning Process/Structure

### The Strategic Planning Team

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

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

### Action Teams

- PTA
- School Improvement Council (SIC)

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

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

### **Instructional Teams**

- Faculty Council
- Grade Level Teams
- Vertical Teams

### **Faculty Council**

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

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

### **Grade Level Teams**

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

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

### **Vertical Teams**

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

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

## Process for Communicating the Plan

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

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





# **EXECUTIVE SUMMARY**

## **Student achievement findings**

### **SC READY ELA**

School-wide 43% of students met or exceeded the expectation in the area of ELA. This compares to 46% for Greenville County. School-wide Greenbrier performed below the Greenville County average.

### **SC READY Mathematics**

School-wide 45% of students met or exceeded the expectation in the area of Mathematics. This compares to 47% for Greenville County. Greenbrier performed below the district average school-wide. However, fourth grade performed above the district average.

### **SCPASS Science**

School-wide 55% of students met or exceeded the expectation in the area of Science. This compares to 53% for Greenville County. Greenbrier performed above the district average school-wide as well as at fifth grade.

### **SCPASS Social Studies**

School-wide 87% of students met or exceeded the expectation in the area of Social Studies. This compares to 86% for Greenville County. Greenbrier performed above the district average school-wide as well as at fifth grade.

## **Teacher and administrator quality findings**

During the 2017-2018 school-year, 100% of classroom teachers have received training in the area of Student Centered Instruction with a focus on technology to enhance learning. We will continue the school wide training during the 2018-2019 school-year.

## **School Climate Findings**

Teachers and parents have indicated on annual surveys that they are satisfied with the learning environment of the school, which students have expressed some dissatisfaction. Teachers, parents, and students agree that our school is a safe environment.

## **Significant challenges**

- Inconsistency in performance of subgroups on the Palmetto Assessment of State Standards
- Inconsistency in the overall performance of second graders on the Iowa Test of Basic Skills over time

## **Significant Awards, Results, and Accomplishments**

- Greenville County Distinguished Teacher of Reading First Runner-Up
- Greenville County Operations Employee of the Year
- Received a \$1000 grant from the Music Club of Greenville to purchase instruments for the school
- Physical Education Teacher awarded the state PTA Teacher of the Year Award
- Parent Volunteer awarded the PTA Volunteer of the Year Award
- Created small group Guidance programs
- Created Beta Club program for fifth grade
- Created Voices of Greenbrier Choral Program
- Created RTI, literacy model, to be used in Kindergarten through third grade
- Created student-operated Greenbrier Morning News Show
- Participated in successful community service drives (Jump Rope for Heart Association, March of Dimes Reading Champs, Student Government Clemson-Carolina canned food drive, Hands on Greenville garden day, Zig-the-Pig children's cancer fund)
- Participated in Special Olympics
- Participate in Greenville Drive and Summer Reading Programs
- Participate in Safe School Program with Safety Patrols
- Participated in the Black History Essay Contest sponsored by the African American Network at Michelin North American Research Center
- Participated in the Black Heritage Bowl Sponsored by Long Branch Baptist Church (Elementary Winners 2015, 2016, 2017)
- Participated in the SEC Women's Basketball Adopt-a-Class Program (Partner School – Auburn University)
- Student participation in Spring Sing
- Developed After School Program
- Developed In house Literacy Closet for parents and students
- Implemented SWAT team-Students Who Assist with Technology
- Implemented Art Assistant Program
- Received several school Website awards
- Received several teacher and PTA grants
- Received several Drug Free Parade Awards during Red Ribbon Week
- Received Red Carpet Award Spring 2010
- Received State Character Award 2011
- South Carolina Art Education Association First Place Elementary Winner

# SCHOOL PROFILE

## School Community

Greenbrier Elementary is led by our principal, Mrs. Le'Keisha Brown, Ed. S. This is Mrs. Brown's first year at Greenbrier. Mr. Jason Hudak is the assistant principal, and also joined the Greenbrier staff this year.

Throughout Mrs. Brown's eighteen year educational career, she has served the students of Greenville County as a Middle School Teacher, Select Schools Program Coordinator, and Assistant Principal. She has certification in Elementary Education, Middle School Language Arts, Elementary Administration and Supervision. She also has the state's Gifted and Talented endorsement that grants her the opportunity to teach challenge students. Before becoming Greenbrier's principal this year, her recent administrative experiences included five years of service as an Assistant Principal at Woodland Elementary in Greer, South Carolina and one year of service as an Assistant Principal at Ellen Woodside Elementary in Pelzer, South Carolina. She received her undergraduate degree from Benedict College in Columbia, South Carolina. She also has a Master's degree and an Educational Specialist degree from Converse College in Spartanburg, South Carolina.

Prior to becoming an Assistant Principal, Mr. Hudak taught fifth grade. He served as the Administrative Assistant at Tigerville Elementary for four years. Mr. Hudak has a Bachelor's Degree in Elementary Education from Clemson University and a Master of Arts Degree in School Leadership from Furman University.

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

With more people moving to the area, school enrollment increased. The community continued to grow and flourish as new businesses and housing developments settled here. As a result, Greenbrier began building renovations in 1999 in order to expand facilities and add a new building to accommodate the increasing student enrollment. A building dedication was held on March 16, 2000. However, with an ever-increasing population, Greenbrier went through another renovation project. An additional wing was added to accommodate 1000 students.

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

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

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

PTA hosts student performances, as well as other various events. SIC assists the guidance department in planning college and career focused events for the school. Parent and community volunteers assist in the classroom with projects, chaperoning field trips, and reading to students. Volunteers also assist with book fairs and school clubs and have helped to organize our Leveled Literacy Library. Outreach projects touch the entire community.

Greenbrier's current community partnerships include:

- Mauldin High School
- Piedmont Mental Health
- Chick-Fil-A
- Michelin North America
- Faith Renewed
- SC Children's Theater
- Mauldin Rotary Club
- The Greenville Drive

## School Personnel

<b>Greenbrier Staff</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Teachers with Advanced Degrees</b>	54.3%	54.0%	49.0%
<b>Continuing Contract Teachers</b>	82.6%	74.0%	72.5%
<b>Teacher Returning from Previous Year</b>	88.2%	89.6%	88.1%
<b>Teachers Attendance Rate</b>	93.5%	91.6%	90.3%

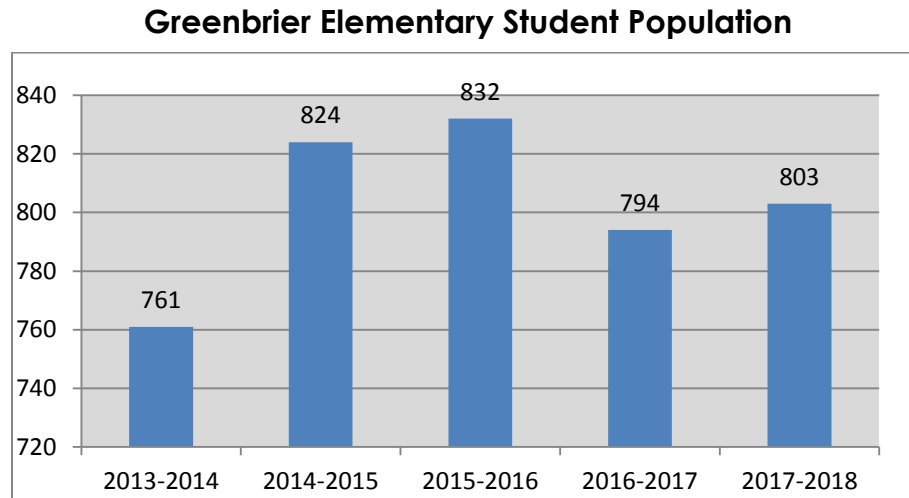
Source: SC School Report Card

Current Greenbrier Elementary School Staff is composed of:

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

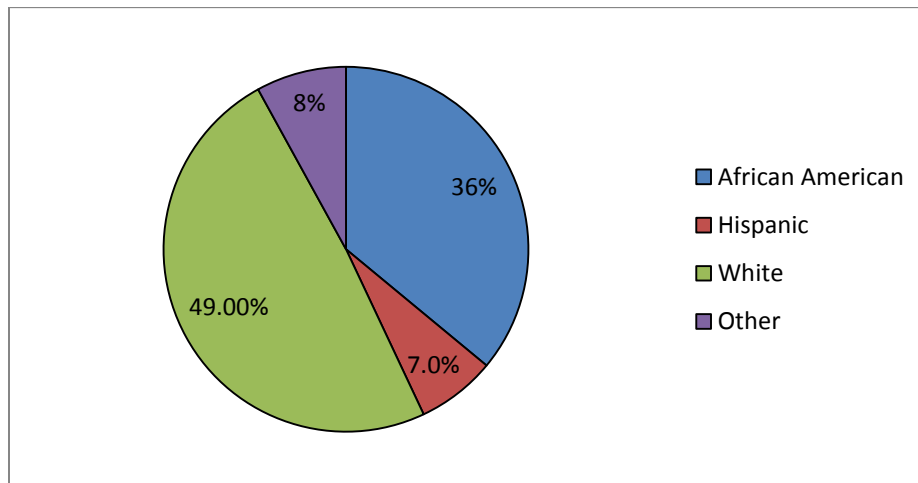
## Student Population

Currently, for the 2017-2018 school year, we have 803 students at Greenbrier with an average daily student attendance of 93.09%.



## Student Enrollment by Ethnic Distribution

At the present time, the student body at Greenbrier Elementary is composed of 389 White, 298 African American, 55 Hispanic, 6 Asian, and 60 other. Enrollment by ethnicity is represented by percentages in the circle graph that follows.



### Special Education and Other Services

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

Enrollment of Special Education Students	
Autistic	20
Developmental Delay	14
Visual Impairment	1
Intellectual Disability (mild)	1
Intellectual Disability (moderate, profound)	6
Other Health Impairment	13
Specific Learning Disability	45
Speech or Language Impairment	38
Traumatic Brain Injury (TBI)	1
Multiple Disabilities	6

Enrollment of ESOL Students			
2014-2015	2015-2016	2016-2017	2017-2018
60	57	61	34

Enrollment of Gifted and Talented Students			
2014-2015	2015-2016	2016-2017	2017-2018
51	57	54	45

### **Student Lunch Status over Time**

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

<b>SCHOOL YEAR</b>	<b>FREE / REDUCED</b>	<b>TOTAL ENROLLMENT</b>	<b>PERCENTAGE</b>
<b>2017-2018</b>	403	803	50%
<b>2016-2017</b>	377	794	47%
<b>2015-2016</b>	414	832	50%
<b>2014-2015</b>	441	824	54%
<b>2013-2014</b>	320	761	42%



## **Major academic and behavioral features/programs/initiatives**

### **Professional Learning Communities (PLCs)**

Grade level PLCs meet weekly to share expertise, and works collaboratively to improve teaching skills and the academic performance of students. Every professional in the building, including related arts personnel and support staff, engage with colleagues in the ongoing exploration of the following crucial questions that drive the work of those within a professional learning community:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

### **Balanced Literacy**

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

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

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

### **RTI Reading Program**

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

## **Greenbrier Make Summer Count Reading Program**

All Greenbrier students are provided with summer reading materials through support from Public Education Partners (PEP) of Greenville. First through fifth grade students who complete their grade level requirements over the summer are invited to a Reading Celebration. All students select a free paperback at the celebration.

## **Breakfast Club**

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

## **Junior Beta Club**

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

## **Morning Show**

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

## **Terrific Kids**

The school wide recognition program is used by the classroom teachers in conjunction with the guidance counselor and Rotary Club. The program is designed to reward students for their outstanding efforts with their peers in the classroom.

## **TTTBK Program**

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

## **Brier Bucks Program**

"Brier Bucks" are incentives which are used to promote and reward excellence in behavior, academics, and character. Green Bucks can be given by any staff member to any class. Classes can receive Green Bucks for; walking quietly in the hall, stopping and letting others go through, excellent behavior in related arts, meeting academic goals as a class, receiving compliments from others, meeting classroom behavior goals, as well as other whole-class acts of kindness. Classes are able to cash in Green Bucks for class rewards. Blue Bucks can be given by any staff member to any student. Students can receive Blue Bucks for; being kind to others, academic excellence or improvement, following directions, making a good choice, working hard, following classroom behavior plans, or any other act of kindness. Students will be able to cash in Blue Bucks for individual rewards.

## **Chorus: Voices of Greenbrier**

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

## **Safety Patrol**

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

# MISSION, VISION, AND BELIEFS

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

## **Mission**

**We Are . . .**

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

**WE ARE GREENBRIER.**

## **Shared Vision**

***We at Greenbrier envision a school where . . .***

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

## **Values and Beliefs**

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

**We believe . . .**

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

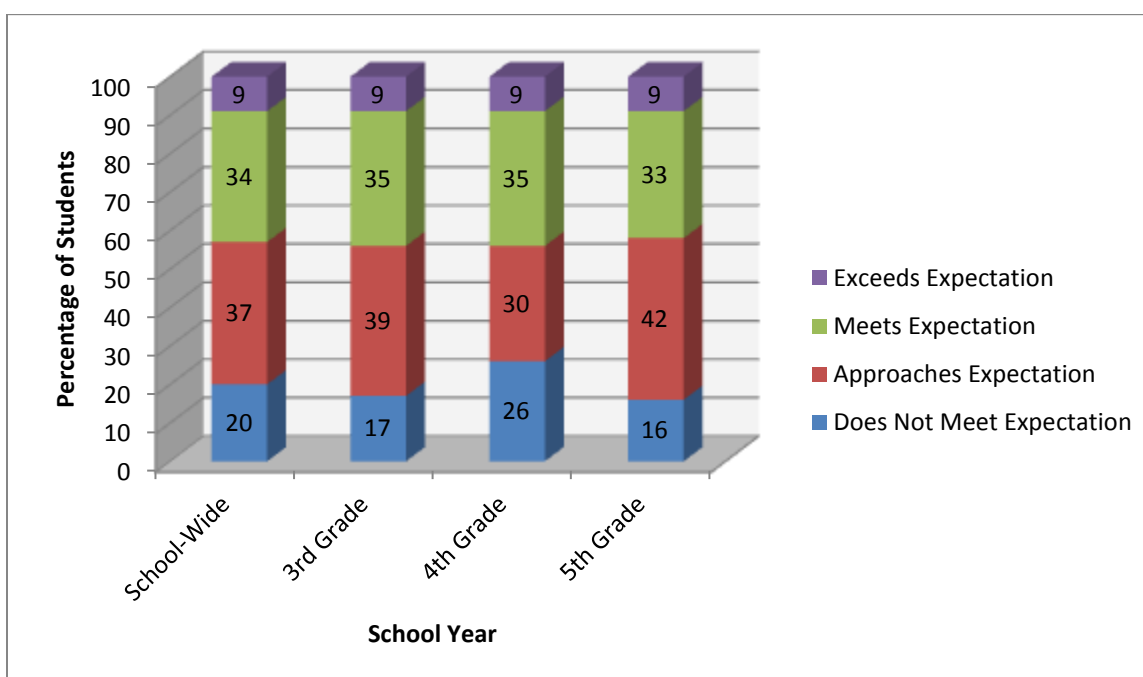
# Data Analysis and Needs Assessment

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

## SC READY

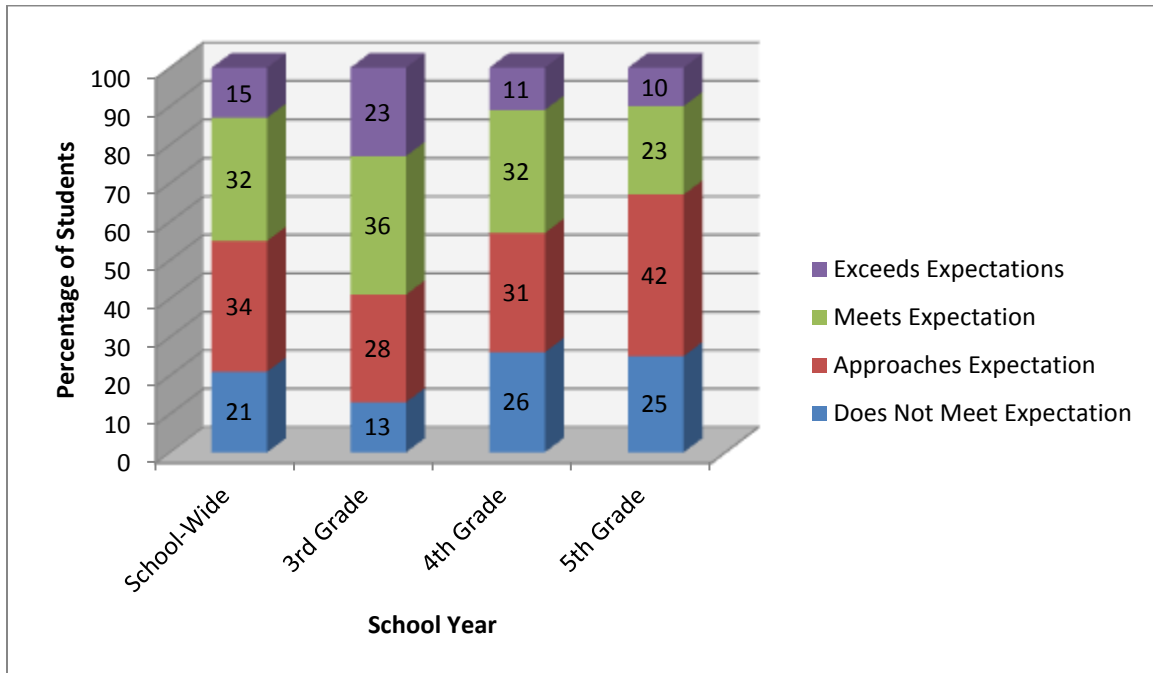
The SC READY assessment was given to students in grades 3-8 in Spring 2017. Students were assessment in the areas of Reading, Mathematics, and Writing.

### Performance Levels for SC READY ELA



School-wide 43% of students met or exceeded the expectation in the area of ELA. This compares to 46% for Greenville County. School-wide Greenbrier performed below the Greenville County average.

### Performance Levels for SC READY Mathematics

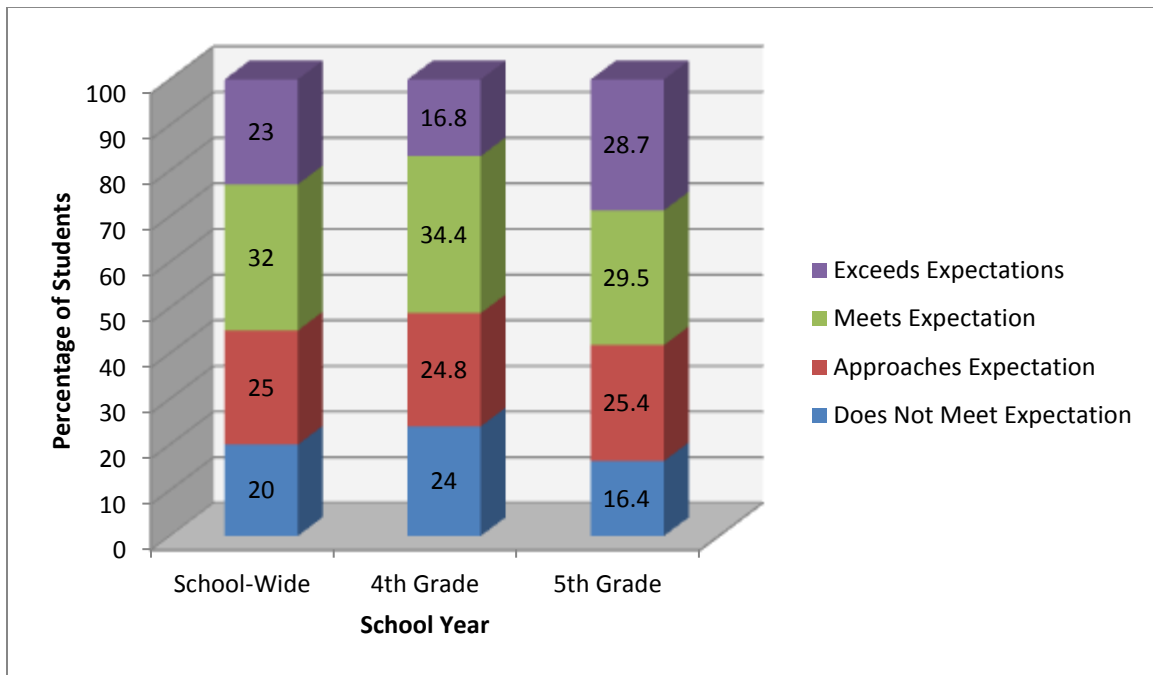


School-wide 45% of students met or exceeded the expectation in the area of Mathematics. This compares to 47% for Greenville County. Greenbrier performed below the district average school-wide. However, fourth grade performed above the district average.

## SCPASS

The SCPASS assessment was given to students in grades 4-8 in Spring 2017. Students were assessment in the areas of Science and Social Studies.

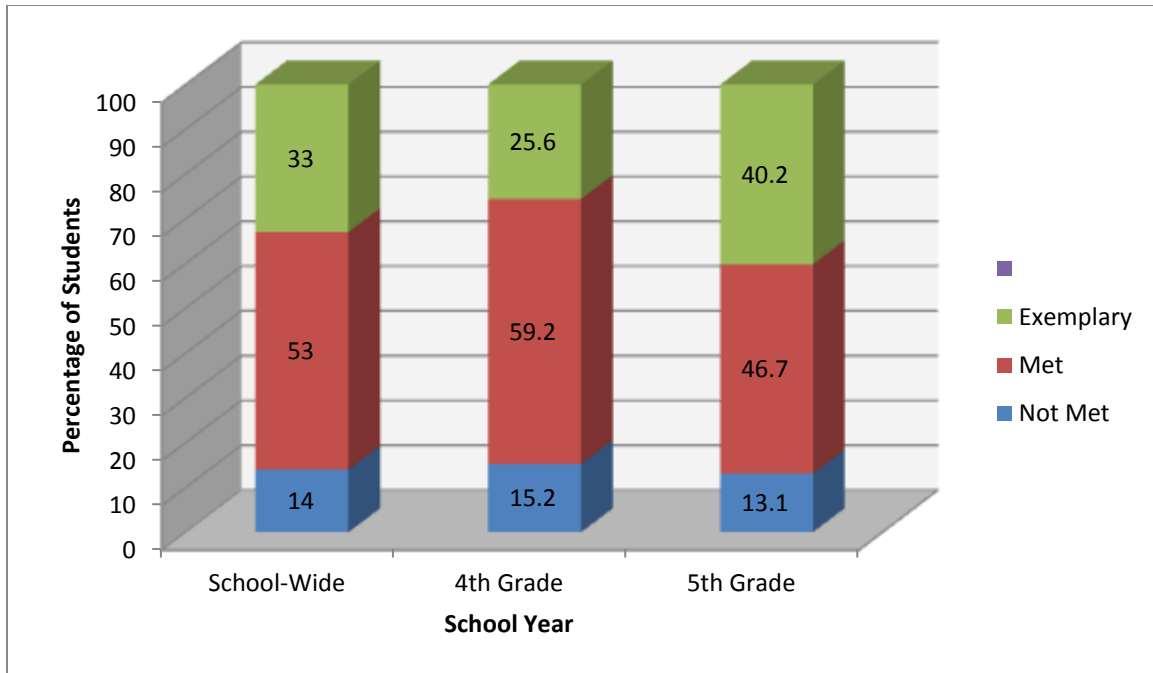
**Performance Levels for SCPASS Science (All Students)**



School-wide 55% of students met or exceeded the expectation in the area of Science. This compares to 53% for Greenville County. Greenbrier performed above the district average school-wide as well as at fifth grade.



### Performance Levels for SCPASS Social Studies (All Students)



School-wide 87% of students met or exceeded the expectation in the area of Social Studies. This compares to 86% for Greenville County. Greenbrier performed above the district average school-wide as well as at fifth grade.

## Professional Development Plan

<b>Greenbrier Elementary Professional Development Calendar 2017-2018</b>	
August 30	MasteryConnect
August 18	CPI
September 14	Google Sites
September 20	Phonics Instruction
September 26	MasteryConnect/Incremental Progress
October 4	Guided Math
October 24	Writing Workshop/Incremental Progress
November 15	MasteryConnect TE21 Reports/ Guided Math
November 16	Google Sites
December 5	MasteryConnect/Incremental Progress
January 17	Technology- Assessment
January 23	Writing Workshop/Incremental Progress
February 21	Chromebooks 101
February 27	MasteryConnect/Incremental Progress
March 21	Google Apps/Classroom
March 27	ELA Unit Planning/Incremental Progress
April 25	Testing Inservice

Additional Personalized PD will be offered throughout the year.

## School Climate Data

### Average Student Attendance

2015	2016	2017
96.1%	96.2%	95.7%

### School Report Card Survey Results

	2015	2016	2017
<b>Parents Satisfied with Learning Environment</b>	78%	91.2%	92.8%
<b>Students Satisfied with Learning Environment</b>	88.1%	86.9%	85.8%
<b>Teachers Satisfied with Learning Environment</b>	89.6%	85.3%	93.9%

### Greenville County School Survey Results

	2015	2016	2017
<b>Parents who indicated that their child feels safe at school</b>	97.9% (agree or strongly agree)	93.8% (agree or strongly agree)	92% (agree or strongly agree)
<b>Students who feel safe at school during the day</b>	88.1% (agree or strongly agree)	88.6% (agree or strongly agree)	89.5% (agree or strongly agree)
<b>Teachers that feel safe at school during the school day</b>	90.2% (agree or strongly agree)	97.6% (agree or strongly agree)	86.1% (agree or strongly agree)

Teachers and parents have indicated on annual surveys that they are satisfied with the learning environment of the school, which students have expressed some dissatisfaction. Teachers, parents, and students agree that our school is a safe environment.

**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**

*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.*

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

From 2018-2019 through 2022-2023, increase the percentage of students scoring Meets and Exceeds on SC READY ELA 58%% or above.

**INTERIM PERFORMANCE GOAL:** Annually meet or exceed the standard in ELA as measured by SC READY.

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b> ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 43%	<b>School Projected</b>	<b>46%</b>	<b>49%</b>	<b>52%</b>	<b>55%</b>	<b>58%</b>
		<b>School Actual</b>					
	(2016-17) <b>49.0</b>	<b>District Projected</b>					
		<b>District Actual</b>					

**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**

*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.*

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

From 2018-2019 through 2022-2023, increase the percentage of students scoring Meets and Exceeds on SC READY Math 60% or above.

**INTERIM PERFORMANCE GOAL:** Annually meet or exceed the standard in Mathematics as measured by SC READY.

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b> ESSA Federal Accountability and SC SDE School Report Card	(2016-17) 45%	<b>School Projected</b>	<b>48%</b>	<b>51%</b>	<b>54%</b>	<b>57%</b>	<b>60%</b>
		<b>School Actual</b>					
	(2016-17) <b>54.0</b>	<b>District Projected</b>					
		<b>District Actual</b>					

**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**

*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.*

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

From 2018-2019 through 2022-2023, increase the percentage of students scoring Meets and Exceeds on SCPASS Science 63% or above.

**INTERIM PERFORMANCE GOAL:** Annually meet or exceed the standard in Science as measured by SCPASS.

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b> ESSA Federal Accountability and SC SDE School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>School Projected</b>	<b>55%</b>	<b>57%</b>	<b>59%</b>	<b>61%</b>	<b>63%</b>
		<b>School Actual</b>					
	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected</b>					
		<b>District Actual</b>					

\*Beginning in 2017-18, grades 4, 6, and 8 will take SCPASS Science.

**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**

*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.*

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

From 2018-2019 through 2022-2023, increase the percentage of students scoring Met or Exemplary on SCPASS Social Studies 95% or above.

**INTERIM PERFORMANCE GOAL:** Annually meet or exceed the standard in Social Studies as measured by SCPASS.

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b> ESSA Federal Accountability and SC SDE School Report Card	Baseline will be established in 2017-18 Grade 5 only	<b>School Projected</b>	<b>87%</b>	<b>89%</b>	<b>91%</b>	<b>93%</b>	<b>95%</b>
		<b>School Actual</b>					
	Baseline will be established in 2017-18 Grade 5 only	<b>District Projected</b>					
		<b>District Actual</b>					

\*Beginning in 2017-18, grades 5 and 7 will take SCPASS Social Studies\*

<b>ACTION PLAN FOR STRATEGY #1: Utilize a PLC structure to analyze data to drive instruction</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<p>Teachers will develop a grade level goal and accompanying strategies that directly support:</p> <p>Increasing the percent of students meeting grade expectation for SC READY AND SCPASS.</p>	Fall 2018 to Spring 2023	Classroom Teachers 2-5	No Cost	<p>Instructional Materials Funds</p> <p>Local Funds</p>	<p>Goals and strategies will be submitted to administration.</p> <p>Implementation will be monitored through team planning minutes, lesson plans, and classroom observation.</p> <p>Parent-Teacher Conferences</p>
Teams will meet weekly to analyze site-based data, identify research-based best practices that support student learning, and plan professional development.	Fall 2018 to Spring 2023	Team Members	No Cost	N/A	Team agendas and minutes will be on file. Agendas for professional development activities will be kept.



<b>ACTION PLAN FOR STRATEGY #2: Interventions will be put into place for students that are performing below grade level expectations</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
An early intervention plan for students who have low (rarely) ratings on reading benchmarks will be implemented.	Fall 2018 to Spring 2023	Kindergarten and First Grade Personnel	No Cost	No Cost	Documentation of implementation (plans, student work, etc.) will be submitted to administration.
Breakfast Club will be provided to students who perform below expectations on SC READY and SCPASS.	Fall 2018 to Spring 2023	Breakfast Club Facilitator	No Cost	No Cost	Documentation of implementation (plans, student work, etc.) will be submitted to administration.

<b>ACTION PLAN FOR STRATEGY #3: Balanced Literacy will be implemented in all grade levels</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Teachers will implement Reading workshop daily during reading instruction.	Fall 2018 to Spring 2023	Classroom Teachers and Instructional Coach	No Cost	No Cost	Components of Balanced Literacy will be evidenced in lesson plans and through classroom observations.
Teachers will implement Writing workshop daily during reading instruction.	Fall 2018 to Spring 2023	Classroom Teachers and Instructional Coach	No Cost	No Cost	Components of Balanced Literacy will be evidenced in lesson plans and through classroom observations.
Teachers will implement Word Study daily during reading instruction.	Fall 2018 to Spring 2023	Classroom Teachers and Instructional Coach	No Cost	No Cost	Components of Balanced Literacy will be evidenced in lesson plans and through classroom observations.

<b>ACTION PLAN FOR STRATEGY #4: Guided Math will be implemented in all grade levels</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Teachers will implement Guided Math Groups daily during math instruction.	Fall 2018 to Spring 2023	Classroom Teachers and Instructional Coach	No Cost	No Cost	Components of Balanced Literacy will be evidenced in lesson plans and through classroom observations.
Teachers will implement Math Stations daily during math instruction.	Fall 2018 to Spring 2023	Classroom Teachers and Instructional Coach	No Cost	No Cost	Components of Balanced Literacy will be evidenced in lesson plans and through classroom observations.

**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**

*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.*

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

100% of Greenbrier teachers will participate in training in Student Centered instruction with a focus on technology to enhance learning.

**INTERIM PERFORMANCE GOAL:** Greenbrier will conduct a series of on-site professional development opportunities and training during and after school hours related to Student Centered instruction with a focus on technology to enhance learning.

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b>	(2016-17) 100%	<b>School Projected</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
		<b>School Actual</b>					
	(2016-17)	<b>District Projected</b>					
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1: Provide professional development regarding Student Center Instruction to the entire teaching staff</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
The professional development timeline will be specifically designed to enhance the understanding and utilization of Standards Based Instruction.	Fall 2018 to Spring 2023	Instructional Coach /T&L Administration	TBD	TBD	Professional Development Timeline
The Instructional Coach and Administration will provide monthly training sessions regarding Student Centered Instruction with a focus on technology.	Fall 2018 to Spring 2023	Instructional Coach /Department of Academics Administration	TBD	TBD	Professional Development Log  Professional Development Artifacts (Professional Development Notebook)
All teachers will implement strategies introduced at monthly sessions into classroom instruction.	Fall 2018 to Spring 2023	Classroom Teachers and Instructional Coach	No Cost	No Cost	Strategies will be evidenced in units, lesson plans, and through classroom observations.

<b>ACTION PLAN FOR STRATEGY #2: Provide professional development to teachers that are new to Greenbrier as well as teachers needing a refresher training in areas in which staff has already received training</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
The Instructional Coach and Administration will provide optional training sessions regarding Student Centered Instruction	Fall 2018 to Spring 2023	Instructional Coach /Department of Academics  Administration	TBD	TBD	Professional Development Log  Professional Development Artifacts (Professional Development Notebook)
The Instructional Coach and Administration will provide support sessions for new teachers	Fall 2018 to Spring 2023	Instructional Coach /Department of Academics  Administration	TBD	TBD	Professional Development Log  Professional Development Artifacts (Professional Development Notebook)
The Instructional Coach and Administration will provide opportunities for new teachers to observe in veteran teachers' classrooms	Fall 2018 to Spring 2023	Instructional Coach /Department of Academics  Administration	TBD	TBD	Feedback from teachers

**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**

*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.*

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

Achieve an annual student attendance rate of 95%.

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

	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>DATA SOURCE(s):</b> ESSA Federal Accountability and SDE School Report Card	(2016-17) 95.7	<b>School Projected</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>
		<b>School Actual</b>					
	(2016-17)	<b>District Projected</b>					
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b> The counselors will utilize various curricular resources to support the character education program in order to foster a safe environment where students want to attend school					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
The counselors will use Character Education materials for whole group and small group lessons	Fall 2018 to Spring 2023	School Counselors	No Cost	No Cost	Incentives received by the students
The counselors will employ student groups to reinforce character education.	Fall 2018 to Spring 2023	School Counselors	No Cost	No Cost	Documentation of viewing times
The counselors will facilitate Parent Workshops to involve families.	Fall 2018 to Spring 2023	School Counselors	No Cost	No Cost	Agendas



<b>ACTION PLAN FOR STRATEGY #2: Students with exemplary attendance and behavior will be recognized</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Assemblies will be used to reinforce positive character traits and recognize exemplary students.	Fall 2018 to Spring 2023	School Counselors	TBD	Partnerships, PTA funds, Local Funds, and Business Partners	Assemblies will be noted on the school calendar
Assemblies will be used to reinforce exemplary attendance.	Fall 2018 to Spring 2023	School Counselors	TBD	Partnerships, PTA funds, Local Funds, and Business Partners	Assemblies will be noted on the school calendar