Brook Glenn Elementary School

Achieving, Believing, and Caring

Jordan O'Toole, Principal
Greenville County Schools

Dr. W. Burke Royster, Superintendent
Action Plan 2024-2025 through 2028-29

SCHOOL NAME: Brook Glenn Elementary
SCHOOL RENEWAL PLAN FOR YEARS 2025-26 through 2028-29 *(five years)*
SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 *(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	W Burke Royster	**2/16/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Jordan O'Toole	Jordan O'Toole	**2/16/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles	Dr. Carolyn J. Styles	**2/16/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Carrie Silvers	Carrie Silver	**2/16/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Marie Havran	Marie Havran	**2/16/2025**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 2003 East Lee Road Taylors, SC
SCHOOL TELEPHONE: (864) 355 - 4700
PRINCIPAL E-MAIL ADDRESS: jotoole@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Position		Name
1.	Principal ……..	Jordan O'Toole
2.	Teacher ……..Alicia Langendorf	
3.	Parent/Guardian …….…..	Jennifer Lehman
4.	Community Member …….....…Natalie Durrance	
5.	Paraprofessional ……...Cathy Frost	
6.	School Improvement Council Member ……..…	Gaie Perez
7.	Read to Succeed Reading Coach …….....	Marie Havran
8.	School Read To Succeed Literacy Leadership Team Lead …….……..…	Marie Havran
9.	School Read To Succeed Literacy Leadership Team Member ……	Madison Dean

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

ASSURANCES FOR SCHOOL PLAN

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
☑ Yes ☐ No ☐ 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).
☑ Yes ☐ No ☐ 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).
☑ Yes ☐ No ☐ 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.

☑ Yes ☐ No ☐ 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.
☑ Yes ☐ No ☐ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
☑ Yes ☐ No ☐ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
☑ Yes ☐ No ☐ 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).
☑ Yes ☐ No ☐ 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.
☐ Yes ☐ No ☑ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
☐ Yes ☐ No ☑ 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.

☑ Yes ☐ No ☐ 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.
☑ Yes ☐ No ☐ 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.
☑ Yes ☐ No ☐ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Brook Glenn Elementary School Strategic Plan

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INTRODUCTION

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

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

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

EXECUTIVE SUMMARY

Brook Glenn Elementary School upholds a proud tradition of excellence, adapting dynamically to growth and diversity while remaining steadfast in its commitment to fostering collaboration among home, school, and community. Our mission is to cultivate educational pathways through a standards-based curriculum and exemplary instruction, empowering every student to acquire the essential skills for active citizenship within an increasingly interconnected world.

Student Achievement

Accelerating student achievement is our primary goal.

- Our overall rating for 2023-2024 is good. Brook Glenn Elementary's school performance meets the criteria to ensure all students meet the Profile of the SC Graduate.
- Brook Glenn's students performed above the state average in the area of English Language Arts and above the district and state average for Math on the 2023 - 2024 SC Ready assessment.
- In Science, Brook Glenn students performed above the state average on the 2023-2024 SCPASS Science.

Teacher and Administrator Quality

At Brook Glenn, our team comprises highly qualified staff members dedicated to continuous growth as lifelong learners, actively engaged in ongoing professional development opportunities. Collaboratively, teachers and administrators unite to strategize and tailor learning experiences, ensuring they are both inclusive and personalized to meet the diverse needs of every student.

School Climate

Our school environment radiates positivity, further enhanced by our comprehensive ACES (Adverse Childhood Experiences) training initiative. We're actively applying the insights gained from this professional development to fortify our connections with the student community. Feedback from teachers, students, and parents consistently underscores high levels of satisfaction with both the learning environment and school-home relations at Brook Glenn. Our robust parent and community involvement is evident through numerous volunteer programs and the frequency

of parent conferences held annually, showcasing our collective dedication to fostering a thriving educational community.

Significant Challenges

At Brook Glenn, we are presented with both challenges and remarkable opportunities. Our foremost challenge lies in ensuring academic growth for all students, particularly amidst the ongoing global pandemic, which affects each student uniquely. Addressing the diverse needs of our student body while fulfilling the expectations placed upon us is paramount. We acknowledge the vital role of continuous professional development for teachers, equipping them with the necessary knowledge and skills to effectively reach students with varying learning abilities and enhance overall student achievement.

Trend data reveals achievement gaps among certain student subpopulations, notably multilingual learners' progress and students with disabilities. Our concerted efforts are directed towards narrowing these gaps and elevating the academic performance of all students. This involves enhancing learning opportunities and refining the teaching and learning process to foster equitable outcomes.

As a smaller institution, we rely on grants and funds generated from Brook Glenn's extended school program to procure supplemental materials, ensuring every student receives a comprehensive education tailored to their needs.

Significant Awards, Results, Accomplishments:

- Palmetto's Gold School
- Palmetto Silver Award Recipient
- Donors Choose Award Winners
- National Board Certified Teachers
- Palmetto Silver Closing the Gap School
- SC Safe Routes to School Golden Shoe Award

- SCSafe Routes to School Silver Member
- United Way Campaign Winner
- Safe Kids Superior Strides Award
- SC Distinguished Reading Administrator
- Safety Ambassador School
- Greenville LiveWell Award

SCHOOL PROFILE

School Community

Brook Glenn currently serves a diverse student body of 431 students spanning from pre-K to 5th grade. Our demographics reflect a rich cultural tapestry, with 32.71% white, 29.47% Hispanic, 21.11% African American, 7.19% Asian, 8.82% two or more races, and 0.46% other ethnicities. Notably, according to the 2016 Public School Review, Brook Glenn earned recognition on the "Most Diverse Schools in the U.S." list, underscoring our commitment to inclusivity.

Eighty seven percent of our students benefit from free or reduced lunch programs, indicative of the economic diversity within our community. Additionally, 23% of our student body participates in the ML (multilingual) program, while 13.7% receive special education services, including speech therapy.

In terms of academic performance, Brook Glenn achieved an Overall School Performance Rating of Average for the 2023-2024 academic year. Our performance consistently aligns with the criteria to ensure that all students meet the Profile of the South Carolina Graduate, reflecting our dedication to fostering comprehensive student development.

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.

The Brook Glenn PTA plays a pivotal role in advancing the well-being of our children, fostering collaboration among the school, community, and parents. We actively engage in the decision-making process, contributing to the establishment of school policies that promote a quality education for all students.

Our PTA is dedicated to fostering collaboration among parents, the school, and the broader community, working tirelessly to bridge any divides. With the invaluable support of our dedicated volunteers, we actively contribute to the educational endeavors of our faculty and staff, providing assistance in various capacities.

Furthermore, the Brook Glenn PTA allocates resources and funds to create a diverse range of opportunities for both students and teachers. We prioritize enhancing technological resources and enriching programs in art, music, physical education, and Field Day, all aimed at enhancing the educational experience for every member of our school community.

In addition to our PTA's efforts, the Eastside Kiwanis Club sponsors the Terrific Kids character education award program. This initiative recognizes students quarterly for demonstrating responsible citizenship, with recipients receiving commendations and rewards at an awards ceremony.

Moreover, North Hills Community Church sponsors the Good News Club, a weekly after-school program emphasizing good character and morals. They also sponsor SCORE, an after-school tutorial program with sports activities tailored for 3rd and 4th-grade students.

We are also grateful for the generous support from Springwell Church, Lee Road Baptist Church, Eastside High School Student Government, Mountain Creek Baptist Church, Taylors Lions Club, Taylors Fire Department, and Operation Santa. Their contributions, including providing book

bags, school supplies, food, and clothing, help meet the needs of our students, ensuring they have the resources necessary to thrive academically and personally.

School Personnel

Jordan O'Toole assumed the role of principal at Brook Glenn in August 2022. Holding both a Bachelor of Science and a Master's degree in Administration, Mrs. O'Toole brings a wealth of educational expertise to her leadership role. Her dedication to literacy excellence was recognized when she was honored as Greenville County's International Reading Association Administrator of the Year for the 2022-2023 academic year.

Gaie Perez serves as the assistant principal at Brook Glenn, stepping into this role in the fall of 2022. With thirty years of experience in the field of education, Ms. Perez brings a deep understanding of pedagogy and administration to her position, contributing to the continued growth and success of our school community.

Brook Glenn takes great pride in the caliber of our staff members. An impressive 50% of our staff hold advanced degrees, reflecting their commitment to ongoing professional development and expertise in their respective fields. Additionally, our faculty composition consists of 87.14% female and 12.86% male educators, contributing diverse perspectives to our learning environment.

Furthermore, we are honored to have five National Board Certified teachers among our ranks, showcasing their dedication to excellence in education. The racial diversity within our faculty is valued, with representation as follows: 7.14% African American, 84.29% white, 1.43% Asian, 2.86% Hispanic, and 2.86% Latino.

It is noteworthy that our entire staff is certified as Highly Qualified by the State of South Carolina, underscoring our commitment to meeting rigorous standards of competency and professionalism. Additionally, our staff demonstrated a commendable attendance rate of 94.5% during the 2023-24 school year, highlighting their reliability and dedication to their roles at Brook Glenn.

Student Population:

The tables below provide enrollment data.

	2022-2023	2023-2024	2024-2025
Student Enrollment	440	416	431

Student Population by Ethnicity	2022-2023	2023-2024	2024-2025
White	40.07%	37.3%	32.71%
African American	19.74%	20%	21.11%
Hispanic/ Latino	21.03%	24%	29.47%
Asian	8.41%	8.4%	7.19%
Two or More Races	7.94%	8.2%	8.82%
American Indian or Alaska Native	2.57%	1.7%	.46%
Native Hawaiian or Other Pacific Islander	.23%	.5%	.23%

Academic and behavioral features/programs/initiatives:

At Brook Glenn, our mission is to address the comprehensive needs of each of our "little eagles," encompassing their academic, physical, emotional, and social well-being. To achieve this goal, we offer a diverse range of programs tailored to meet the individual needs of our students.

Academically, our students engage in various programs including Reading Horizons, LLI (Leveled Literacy Intervention), ERI (Early Reading Intervention), ESOL (English for Speakers of Other Languages), Special Education, Speech, Guidance, Challenge, Awards Programs, and

Student Council. These initiatives cater to different learning styles and abilities, ensuring that every student receives the support they require to thrive academically.

Moreover, we provide a variety of after-school programs to further enrich our students' experiences, including the Extended Day Program, Mileage Club, SCORE (Students Creating Opportunities, Reaching Excellence), Art Club, and the Good News Club. Additionally, we offer during-the-day tutoring to provide additional academic assistance.

Recognizing the importance of early intervention, we have implemented a Response to Intervention (RTI) program to address identified learning gaps promptly. Through RTI, we offer targeted support and interventions to students who may be struggling academically in reading and math, aiming to bolster their skills and ensure their academic success.

At Brook Glenn, we celebrate student achievement and dedication through awards, highlighting accomplishments such as perfect attendance, Principal's Honor Roll, and A-B Honor Roll. Generous contributions from local businesses provide coupons to reward students for meeting various goals, fostering a culture of recognition and motivation. The Kiwanis Club also plays a pivotal role, presenting awards to "Terrific Kids" each quarter, and students in the Safety Patrol program are duly recognized for their contributions to campus safety.

Our students benefit from exceptional support services provided by Mrs. Maggie Moellman, a dedicated staff member who oversees a comprehensive counseling program addressing academic, career, and personal/social development. Mrs. Moellman conducts a variety of activities including classroom guidance lessons, small group sessions, clubs, and individual counseling sessions. Additionally, parents, staff, and students receive consultation services, test result interpretation, sixth-grade registration assistance, career education, crisis management, and other services aimed at benefiting both the school and the broader community. Mrs. Moellman's leadership extends to the School Counselor Advisory Council (SCAC), which comprises students, parents, faculty, staff, and business partners, collaborating to address the physical and academic needs of our students.

In addition to academic and support initiatives, students take an active role in hosting our daily morning show, featuring guests from all grade levels to share events and news from Brook Glenn. Also, Brook Glenn collaborates with Eastside High School to provide valuable classroom experience for teacher cadets.

Our literacy instruction is guided by ongoing professional development tailored to meet students' individual needs and levels. Professional Learning Communities are vibrant at Brook Glenn, facilitating collaboration among teachers to develop common assessments, analyze data, and adjust instruction to meet the diverse needs of all learners. This collaborative approach empowers teachers with additional strategies to foster student learning at the highest levels.

Brook Glenn is fortunate to have a dedicated team comprising a full-time Instructional Coach and a full-time Literacy Specialist, committed to accelerating student achievement. Collaborating closely with both students and teachers, they devote their efforts to planning, modeling, and co-teaching grade-level and developmentally appropriate standards.

Central to their approach is the utilization of data to inform instructional decisions, thereby enhancing the teaching and learning process. Mrs. Madison Dean, our Instructional Coach, extends support and resources across all grade levels and academic areas, ensuring that teachers have the tools necessary to excel in their roles. Dr. Marie Havran, our Literacy Specialist, focuses on implementing strategies and resources specifically aimed at improving literacy learning outcomes.

Their combined efforts play a crucial role in fostering a dynamic and supportive learning environment, ultimately empowering both students and teachers to achieve their fullest potential.

At Brook Glenn, we are privileged to have a dedicated team of certified and experienced reading teachers who serve as interventionists, focusing on supporting kindergarten through fifth-grade students performing below grade level in reading. These professionals deliver targeted instruction and closely monitor student progress in crucial areas such as phonemic awareness and phonics, employing evidence-based programs like Reading Horizons and Leveled Literacy Intervention. Tailoring their approach to meet the unique needs of each student, our intervention

efforts aim to enhance students' overall academic achievement by strengthening their foundational reading skills, essential for success across all disciplines.

Furthermore, we are proud to provide specialized support for students with diverse learning needs. With three full-time and one part-time special education teachers serving 66 students during the 2024-25 academic year, we have implemented a blend of inclusion and resource classes based on individual student needs. In accordance with the Individuals with Disabilities Education Act (IDEA), we address specific learning, behavioral, and academic difficulties outlined in Individual Education Plans (IEPs) developed collaboratively by special education teachers, regular education teachers, administrative personnel, and parents. In inclusion classes, students benefit from the support of two certified teachers, enhancing their academic achievement. Additionally, our multi-categorical class caters to students with more significant learning needs, including those with neurological diagnoses, with each student's curriculum personalized to address their academic and social requirements.

Moreover, our Speech Therapy Program, led by a certified Speech/Language Therapist, provides services for students in pre-K through 5th grade, with sessions tailored to students' IEPs. Currently, 15 students benefit from our speech program.

For academically gifted students in grades three through five, the Challenge Program offers tailored experiences designed to maximize their potential. Identified through state criteria, these students engage in challenging coursework and research. Third graders attend challenge classes for 125 minutes weekly, while fourth and fifth graders attend for 200 minutes per week. During the 2023-24 school year, 11.8% of our students are served in the Challenge Program.

The 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. Currently

twenty three percent of our students receive these services. Native languages include Spanish, Vietnamese, Russian, Aribic 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, Good News Club, and SCORE.

MISSION, VISION, BELIEFS

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

The vision of Brook Glenn Elementary School is to cultivate independent, productive, and compassionate citizens who are equipped to evaluate and solve real-world problems confidently.

We believe:

- Students thrive under the guidance of highly competent and caring educators and support staff.
- Students deserve equitable access to high-quality educational opportunities that adapt to the changing world.
- A successful educational environment empowers students to communicate, collaborate, problem-solve, think critically and creatively, and act responsibly.
- A thriving educational culture nurtures empathy, respect, resilience, and integrity in students.

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Needs Assessment

The Student Achievement Needs Assessment aims to comprehensively evaluate the academic, social, and emotional needs of our student body. Through a systematic examination of student performance data, classroom observations, and feedback from stakeholders, we seek to identify areas of strength and areas for improvement. This assessment will inform strategic planning and targeted interventions to ensure that all students receive the support and resources necessary to achieve their fullest potential academically, personally, and socially.

English Language Arts:

Student Achievement: 3rd Grade SC READY ELA Source: SC School Report Card			
	2021-2022	2022 - 2023	2023 - 2024
Exceeds	23.2	27.7	28.1
Meets	30.4	29.2	26.6
Approaching	23.2	23.1	15.6
Not Met	23.2	20	29.7

Student Achievement: 4th Grade SC READY ELA Source: SC School Report Card			
	2021-2022	2022 - 2023	2023 - 2024
Exceeds	18.6	29.7	42.4
Meets	25.7	21.6	25.8
Approaching	24.3	31.1	12.1
Not Met	31.4	17.6	19.7

Student Achievement: 5th Grade SC READY ELA Source: SC School Report Card			
	2021-2022	2022 - 2023	2023 - 2024
Exceeds	25	35.7	27.9
Meets	28.6	17.1	22.1
Approaching	25	20	32.4
Not Met	21.4	27.1	17.6

Math:

Student Achievement: 3rd Grade SC READY Math Source: SC School Report Card			
	2021-2022	2022 - 2023	2023 - 2024
Exceeds	24.6	27.7	26.6
Meets	24.6	33.8	29.7
Approaching	24.6	23.1	18.8
Not Met	26.1	15.4	25

Student Achievement: 4th Grade SC READY Math Source: SC School Report Card			
	2021-2022	2022 - 2023	2023 - 2024
Exceeds	14.3	20.3	33.3
Meets	21.4	27	31.8
Approaching	31.4	23	21.2
Not Met	32.9	29.7	13.6

Student Achievement: 5th Grade SC READY Math Source: SC School Report Card			
	2021-2022	2022 - 2023	2023 - 2024
Exceeds	26.8	20	29.4
Meets	21.4	25.7	23.5
Approaching	25	32.9	29.4

Not Met	26.8	21.4	17.6

Teacher and Administrator Quality:

The current professional development plan at Brook Glenn is strategically aligned with action plan strategies, designed to address both teacher and student needs, and grounded in research-based teaching and learning principles. With a dedicated focus on Wednesdays, we prioritize ongoing professional growth for our staff. Additionally, opportunities for professional development may arise on other dates through grade-level, vertical team, and data day meetings.

Furthermore, we actively encourage our staff members to participate in workshops and conferences at the district, state, and national levels, enriching their professional development experiences. Our commitment to excellence is reflected in the high qualifications of our staff, who engage in a variety of professional development opportunities tailored to their individual needs and interests.

By fostering a culture of collaboration and personalized growth, we have shifted away from a "one size fits all" approach, ensuring that our teachers receive the support and resources necessary to excel in their roles and ultimately enhance student outcomes.

Professional Development Plan 2025 - 2026

ELA and Math:

- Continue Unit Planning with a focus on data-driven instruction that aligns with the rigor of standards across grade levels. This includes utilizing assessment boundaries, fostering vertical articulation, and focusing on state standards into planning processes.
- Develop learning targets centered around the Theory of Action. If the leader plans and facilitates an effective professional learning series with clear guidelines for

implementation and conducts observations to provide specific feedback on the development of student ownership of learning, then teachers will be able to create opportunities, implement, and assess the common expectations and practices needed for high-quality, effective instruction. This will enable students to orally and through writing articulate their conceptual understanding and provide evidence of their learning in relation to the learning target.

PLCs:

- Engage in data dives using the 4 Guiding Questions for PLCs. Faculty council and the leadership team will collaborate in analyzing data from common unit assessments, common formative assessments, benchmark assessments, Amira assessments, reading assessments, and SCREADY/SCPASS data. These data analyses will inform instructional strategies and remediation efforts.

PD Title	PD Description	PD Dates
Unit Planning PD	The IC and Literacy Specialist will facilitate standards-based unit planning with the use of data to inform instruction. Additional resources such as the vertical articulations for reading and math, ELA assessment boundaries, and landing page resources will be used to create units of rigor. Based on our data, this is being implemented to address tier one instruction concerns.	Occurring each quarter
Mentor/Mentee	The Instructional Coach will work explicitly with Mentees and Mentors on the Instructional Protocol for GCS, Instructional Overlays for each content area, and best practices in	Monthly

	the classroom. Mentees will be given time to reflect on various items of the instructional protocol while mentors facilitate discussions to foster a deeper understanding of an exemplar classroom.	
Learning Target PD	Based on the Theory of Action, the year long whole school professional development focus will be learning targets.	Monthly Meetings held in conjunction with Faculty Meetings
Faculty Council	Monthly, Grade Level Chair members will meet to provide input and feedback on various school activities. The leadership team will facilitate these discussions and share important information with the council to bring back to their teaching partners. The focus of the 2025 - 2026 school year will be strengthening PLCs.	Monthly Meeting
Vertical Teams	Literacy, Math, Social Studies, Science, Beautification, SEL, Sunshine	Monthly
PLC's	Using the 4 guiding questions for PLC's, teachers and the leadership team will participate in date dives with common unit assessments, common formative assessments, benchmark data, fastbridge data, F&P data, and SCREADY/SCPASS data.	Weekly

	Data will be used to inform instruction and remediation.	
Learning Labs	Teachers will participate in observing and reflecting best teaching practices through peer visits. The leadership team will provide look-fors and facilitate reflection discussions and applications for their classrooms.	Ongoing
LETRS	LETRS is a professional learning course for instructors of reading, spelling, and related language skills. It provides educators with in-depth knowledge and tools that they can use with any reading program.	Ongoing throughout the school year - we will continue with year two.

School Climate Needs Assessment

The South Carolina Department of Education (SCDE) conducts school climate surveys annually to gather data on school safety and learning conditions, administered to students, parents, and teachers for over eight years. This survey provides valuable insights into the overall climate of schools across the state.

At Brook Glenn Elementary, we pride ourselves on fostering a safe and inclusive environment with a strong emphasis on academic excellence. Our dedicated teachers are known for their encouragement, care, and support, particularly when students face challenges in understanding

concepts. We prioritize adherence to state standards in both instruction and assessment, using data to set goals and tailor programs to meet the needs of our students.

Recognizing the vital role of home-school communication in student success, we prioritize fostering strong partnerships with parents. We emphasize the importance of parental involvement and have witnessed a growing number of parents actively participating in school functions and serving on various committees as their schedules allow. This collaborative approach strengthens our school community and enhances student achievement.

Analysis of Survey Results

After analyzing the survey results, we meticulously compiled evidence highlighting our areas of strength and areas needing improvement. Our examination focused on assessing the alignment between instructional practices and organizational conditions, allowing us to pinpoint priority areas for enhancement.

The leadership team conducted a thorough analysis of teacher, student, and parent surveys, identifying recurring themes and discerning patterns. From this analysis, we derived insights into our collective strengths and identified key areas warranting growth.

The following analysis is rooted in the data gathered from these surveys, providing a comprehensive overview of our school's current landscape and informing our strategic planning moving forward.

School Climate Needs Assessment

Student Behavior Data

Out of a total of 33 students with one or more referrals, 12 students have received two or more referrals. This means that the percentage of students who have at least one referral and also received two or more referrals is 36.36%.

Attendance, Absenteeism, and Truancy

Student chronic absenteeism 22.63 percent. As a school, we've implemented various incentives to encourage positive behavior and attendance, one of which is the "No Tardy Party." This initiative aims to promote punctuality and reduce tardiness among students by offering a reward for those who consistently arrive on time. By hosting periodic parties or events exclusively for students who haven't been tardy within a specified period, such as a grading term or semester, we create a fun and exciting incentive for students to prioritize punctuality. These parties may include activities, games, snacks, or other enjoyable experiences, serving as a tangible reward for students' commitment to timeliness. Through initiatives like the "No Tardy Party," we strive to cultivate a culture of punctuality and responsibility within our school community while fostering a positive and supportive environment for all students.

Parent & Teacher Conferences

Parent/teacher conferences are highly encouraged at Brook Glenn. These conferences provide an opportunity for parents and teachers to communicate and collaborate on the academic progress, behavior, and overall well-being of the students. Conferences are promoted at the beginning of the school year and as needed throughout the year as student concerns are requested by either the parent or teacher.

Volunteer Hours

Parents are encouraged to volunteer in various ways to support their child's school and education. Parents play a crucial role in supporting schools in various ways, including assisting in the school library by shelving books, aiding students in finding resources, and organizing library events. Additionally, parents can contribute to the school community by helping to organize and participate in fundraising events aimed at supporting school programs, obtaining supplies, or funding special projects. Active involvement in parent-teacher associations provides another avenue for parents to engage, as these associations often spearhead events, fundraisers, and initiatives for the benefit of the school and its students. Furthermore, parents with specific skills or expertise can volunteer to lead workshops or informational sessions for fellow parents on topics like literacy, math strategies, technology, or parenting tips. Beyond academic support,

parents can also lend a hand in enhancing the school environment through tasks such as painting classrooms, landscaping, or other maintenance projects, thereby contributing to the overall improvement of the school community. Also, parents can accompany students on field trips as chaperones, helping to ensure the safety and organization of the trip.

Backpack Accounts

As Greenville County Schools has moved to communicating with parents through Backpack, Brook Glenn has encouraged parents to create accounts and log-in. Letters have been sent home explaining the process and several parents have come on site to sign-up. Backpack is a great communication tool and gives parents real time information about how their students are doing.

Appendix

Brook Glenn Elementary's 2023 - 2024 SDE School Report Card

GOAL AREA 1 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)**(* required)*
Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 51% in 2022-23 66% in 2028-29.
Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	54%	57%	60%	63%	66%
	51.0%	58.1%	Actual (ES)					
	59.9%	61.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	☐Instructional Leadership Team	$0	NA	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	☐Instructional Leadership Team ☐Faculty Council ☐Grade level PLC's	$0	NA	C
3. Integrate mathematical concepts into other subject curriculum maps, showcasing	2024-2029	☐Faculty Council ☐Vertical Teams ☐Grade Level PLCs	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).					
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	District Academic Specialists	$0	NA	C
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	District Academic Specialists	$0	NA	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	Instructional Leadership Team Grade level PLC's	$0	NA	C
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all	2024-2029	Instructional Leadership Team Faculty Council	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
students have access to grade-level instruction and standards.					
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	☐ Instructional Leadership Team ☐ Faculty Council	$0	NA	C
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	☐ Instructional Leadership Team ☐ Vertical Teams ☐ Grade level PLC's	$0	NA	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	☐ Instructional Leadership Team ☐ Faculty Council ☐ Grade level PLC's	$0	NA	C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	☐ Instructional Leadership Team ☐ Grade level PLC's	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
4. Foster a collaborative relationship between schools and parents.	2024-2029	☐ Instructional Leadership Team ☐ Teachers	$0	NA	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	☐ Instructional Leadership Team ☐ Faculty Council ☐ Math Vertical Team	$0	NA	C

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 54% in 2022-23 to 69% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	57%	60%	63%	66%	69%
	54.0%	57.6%	Actual (ES)					
	64.2%	63.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	☐ Instructional Leadership Team	$0	NA	C
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	☐ELA Vertical Team ☐K-2 Teachers ☐RTI	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	Instructional Leadership Team Grade level PLC's	$0	NA	C
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	ELA Vertical Team Grade level PLC's	$0	NA	C
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	Instructional Leadership Team Grade level PLC's	$0	NA	C
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	Instructional Leadership Team	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
		Grade level PLC's Vertical Teams			
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	Instructional Leadership Team Grade level PLC's	$0	NA	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	Instructional Leadership Team Grade level PLC's	$0	NA	C
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	Instructional Leadership Team Grade level PLC's RTI Team	$0	NA	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	Instructional Leadership Team Grade level PLC's	$0	NA	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	Vertical Teams District Academic Specialist	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	Instructional Leadership Team Grade level PLC's	$0	NA	C
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes	2024-2025	Director of Early Intervention and Student Support			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	District Academic Specialists Instructional Leadership Team Grade level PLC's	$0	NA	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	Instructional Leadership Team Grade level PLC's Vertical Teams	$0	NA	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	Instructional Leadership Team Grade level PLC's	$0	NA	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	Instructional Leadership Team Grade level PLC's	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	Instructional Leadership Team	$0	NA	C
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	Instructional Leadership Team	$0	NA	
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	Instructional Leadership Team	$0	NA	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	Instructional Leadership Team Grade level PLC's Faculty Council	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	Instructional Leadership Team Grade level PLC's	$0	NA	C
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	Grade level PLC's Vertical Teams	$0	NA	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	Instructional Leadership Team Grade level PLC's	$0	NA	C

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*
Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	100%	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	100%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	☐School Counselor	$0	NA	C
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements	2024-2029	☐School Counselor ☐Leadership Team	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
and other opportunities for a path to education.					
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	School Counselor	$0	NA	C

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* *(* required)*
Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	2.5%	2.0%	1.5%	1.0%	0.5%
	3%	9%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Encourage and support teachers in ways that promote teacher retention.					
1. Provide teachers with opportunities to express their opinions and voice concerns when possible.	2024-2029	☐Leadership team ☐Vertical teams ☐Grade level teams ☐Facility council	$0	NA	C
2. Provide collaboration opportunities	2024-2029	☐Leadership team ☐Vertical teams ☐Grade level teams ☐Facility council	$0	NA	C
3. Create a culture of appreciation	2024-2029	☐Leadership team ☐Vertical teams	$0	NA	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
		☐Grade level teams ☐Facility council			
4. Create and encourage leadership opportunities among teachers	2024-2029	☐Leadership team ☐Vertical teams ☐Grade level teams ☐Facility council	$0	NA	C

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)**(* required)*
Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)					
			Projected (School)	43.24%	41.24%	39.24%	37.24%	35.24%
	45.24%	36.36%	Actual (School)					

**On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.*

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative	2024-2029	☐Admin Team ☐Teachers ☐School Counselor ☐Faculty Council	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.					
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	Admin Team SEL Vertical Team Faculty Council	$0	N/A	C
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	Admin Team Faculty Council School Counselor	$0	N/A	C
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	Admin Team Faculty Council School Counselor SEL Vertical Team	$0	N/A	C
5. Ensure full implementation of the Early Warning Response System and measures of	2024-2029	Admin Team Teachers	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
well-being to monitor, report, and resolve behavioral health needs.		☐ School Counselor			
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	☐ Admin Team ☐ Teachers ☐ School Counselor	$0	N/A	C
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	☐ Admin Team ☐ Teachers ☐ School Counselor ☐ Vertical Teams ☐ ML Teacher	$0	N/A	C
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	☐ Admin Team ☐ Teachers ☐ School Counselor ☐ ML Teacher	$0	N/A	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	☐ Admin Team ☐ Teachers ☐ School Counselor	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	☐ Admin Team ☐ Teachers ☐ School Counselor ☐ Clubs: Safety Patrol, Mileage, Chorus, Art Club	$0	N/A	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	☐ Admin Team ☐ Teachers ☐ School Counselor ☐ Clubs: Safety Patrol, Mileage, Chorus, Art Club	$0	N/A	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	☐ Admin Team ☐ Teachers ☐ School Counselor ☐ North Hills Community Church	$0	N/A	C
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations	2024-2029	☐ Admin Team ☐ Teachers	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.		☐ School Counselor ☐ SEL Vertical Team			
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	☐ Admin Team ☐ Faculty Council ☐ School Counselor ☐ SEL Vertical Team	$0	N/A	C
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	☐ Admin Team ☐ Faculty Council ☐ School Counselor ☐ SEL Vertical Team	$0	N/A	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	☐ Admin Team ☐ Faculty Council ☐ School Counselor ☐ SEL Vertical Team	$0	N/A	C
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site	2024-2029	☐ Admin Team ☐ Faculty Council ☐ School Counselor	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
response to develop healthy regulation and decision-making skills.		SEL Vertical Team			

GOAL AREA 3 – Performance Goal 2

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe & Healthy Schools, etc.)**(* required)*
Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22.0%	20.0%	18.0%	16.0%	14.0%
	24.0%	23.9%	Actual (District					
			Projected (School)	15.82%	13.82%	11.82%	9.82%	7.82%
	17.82%	22.63%	Actual (School					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	☐ Admin Team ☐ Faculty Council ☐ School Counselor	$0	N/A	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	☐ Admin Team ☐ Faculty Council	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
		☐ School Counselor ☐ SEL Vertical Team			
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	☐ Admin Team ☐ Faculty Council ☐ School Counselor	$0	N/A	C
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	☐ Admin Team	$0	N/A	C
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	☐ Admin Team ☐ School Counselor	$0	N/A	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	☐ Admin Team ☐ SIC ☐ Faculty Council ☐ School Counselor	$0	N/A	C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to	2024-2029	☐ Admin Team ☐ SIC ☐ School Nurse	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
send students to school and when not to send them (ex. fever, lice, etc.).		School Counselor			

GOAL AREA 3 – Performance Goal 3

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

Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	1,401	1,443	1,486	1,530	1,575
		1,361	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	☐ Admin Team ☐ Teachers ☐ Faculty Council ☐ School Counselor	$0	N/A	C
2. Implement a plan to increase parent and guardian	2024-2025	☐ Admin Team ☐ Teachers	$0	N/A	C

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awareness of communication methods, involvement opportunities, and resources for students.		☐ Faculty Council ☐ School Counselor			
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	☐ Admin Team ☐ Teachers ☐ Faculty Council ☐ School Counselor ☐ Vertical Teams	$0	N/A	C
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	☐ Admin Team ☐ Teachers ☐ SIC ☐ Faculty Council ☐ School Counselor	$0	N/A	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	☐ Admin Team ☐ Teachers ☐ SIC ☐ Faculty Council ☐ School Counselor	$0	N/A	C
3. Develop a wide variety of opportunities to engage parents in the school setting	2024-2029	☐ Admin Team ☐ Teachers ☐ SIC	$0	N/A	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
through internal and external partnerships.		☐ Faculty Council ☐ School Counselor ☐ Vertical Teams			
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	☐ Admin Team ☐ Teachers ☐ SIC ☐ Faculty Council ☐ School Counselor ☐ Vertical Teams ☐ ML Teacher	$0	N/A	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	☐ Admin Team ☐ Teachers ☐ SIC ☐ Faculty Council ☐ School Counselor ☐ Vertical Teams	$0	N/A	C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	☐ Admin Team ☐ SIC	$0	N/A	C