

Child Development Centers

Where Enlightening Strikes First!



*Dr. Susan Stevens, Principal
Greenville County Schools
Dr. Burke Royster, Superintendent*

Scope of Action Plan: 2013-14 through 2017-18

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL:	Dr. Susan Stevens
2. TEACHER:	Beth Mardre
3. PARENT/GUARDIAN:	Mamie Reid
4. COMMUNITY MEMBER:	Harriett Drescher
5. SCHOOL IMPROVEMENT COUNCIL:	Cindy McCraw
6. SCHOOL READ TO SUCCEED LEAD:	Gloria Hayes
7. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
<u>Assistant Principal, Golden Strip CDC</u>	<u>Abbigail Wilson</u>
<u>Assistant Principal, Dunbar CDC</u>	<u>Joan Britton</u>
<u>Assistant Principal, Northwest Crescent CDC</u>	<u>Kara Harrelson</u>
<u>Assistant Principal, Overbrook CDC</u>	<u>Tina Haley</u>
<u>Assistant Principal, Greenview CDC</u>	<u>Kimberly Brown</u>
<u>Assistant Principal, Riley CDC</u>	<u>Gloria Hayes</u>

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

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

X **Academic Assistance, PreK–3**

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

Academic Assistance, Grades 4–12

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

X **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

X **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*.

X **Technology**

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

X **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X **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).

X **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.

X **Half-Day Child Development**

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

X **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.

X **Parenting and Family Literacy**

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

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

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

Greenville County Schools
Child Development Centers Strategic Plan
2013-2018

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INTRODUCTION

The six child development centers function with a principal and six assistant principals which ensure that the curriculum, program and facility management is consistent among all six centers.

Through a planning process, which included multiple meetings with center administrators, teachers, parents and community stakeholders a tagline was created. The tagline “Where Enlightening Strikes First” was established as the new vision for the child development centers.

Final recommendations and needs were presented to the SIC committee, teachers, staff, and a representative group of parents. The CDC leadership team finalized recommendations from all stakeholders.

EXECUTIVE SUMMARY

Greenville County Schools is proud to offer our young children and their families six Child Development Centers to serve them including, Dunbar Child Development Center, Golden Strip Child Development Center, Riley Child Development Center, Northwest Crescent Child Development Center, Overbrook Child Development Center, and Greenview Child Development Center. These centers are strategically located across the district in high risk communities. The Child Development Centers provide high-quality programs including 4K and Preschool Special Education.

Concepts are the building blocks of knowledge that allow children to organize and categorize information. The concepts that a child acquires are influenced by culture and environmental experience. Understanding concepts is important to language and reasoning, and children who have problems understanding concepts are often at risk for experiencing difficulty in school. DIAL-3 pre-post data from 2009-2014 indicated significant growth in the concept area with average gains of 60%. Letter knowledge has been shown to be a predictor of reading in the early childhood elementary years. In 2014-2015, 5% of four year old preschool special education and at-risk 4K students in the child development centers could recognize 0-1 letters on the Literacy Survey. Post-test survey results indicated that 65% of four year old preschool special education and at-risk 4K students could recognize 20 or more letters in random order. Conceptual knowledge of counting provides an important foundation for higher level numerical reasoning. The Math Survey demonstrates meaningful knowledge of numbers by counting and showing one to one correspondence. Data from the 2014-2015 post math survey indicates that 89% of four year old children in the child development can demonstrate one to one correspondence from a set of ten.

The six Child Development Centers function under the leadership of principal, Dr. Susan Stevens. Dr. Stevens has been the principal for 1 year. Additional leadership assistance is

provided by six assistant principals. All staff, leadership, teachers, nurses, clerks, and custodians, work collaboratively to insure the well-being and safety of each child. In addition, as the child's first and most important teacher, parents are encouraged to participate in a variety of ways.

The school climate provides the foundation on which instruction occurs and engages students in learning. A positive climate exists when students feel valued, accepted, and secure in an environment where they can interact with caring adults that they trust. It includes the social/emotional environment, physical environment, and the learning environment. A positive school climate is a culture that affects students, staff, parents, and the community. The 2015-2016 Greenville County Schools Teacher Survey results indicate that 98% of child development center teachers feel safe in the learning environment.

Children who participate in the programs offered by the Child Development Centers have established risk factors and/or are in need of special education services. Risk factors may include developmental delays, low family income, and parent education.

The child development centers have received grants from national and local businesses used to enhance outdoor learning environments and provide support for the curriculum.

SCHOOL PROFILE

A brief history of the network of Child Development Centers:

Overbrook Child Development Center

Overbrook, Greenville County Schools' first child development center was established in 1972 through federal grant dollars to provide comprehensive programming for at risk children and their families. In 1995, Overbrook was designated as Palmetto's Finest. In the winter of 2000, the facility was completely renovated.

- Greenville Rotary Club
- Super Duper Publications
- Greenville County Library
- Hands on Greenville
- St. Jude's Children's Hospital
- Metropolitan Arts Council
- Salvation Army
- Chick-fil-A
- Cici's Pizza
- Laurens Road Garden Club
- Hillcrest Garden Club

- “Sparky” from Pet Partners
- The Overbrook Owls
- Grace Church
- B.J.’s Exercise Group
- Mauldin High School

Golden Strip Child Development Center

Golden Strip Child Development Center was established in 1996 with five 4K classrooms, serving 200 students as part of the multi-service community center, Golden Strip Human Resource Center. In 2000, the nonprofit agency changed its name to the Golden Strip Family and Child Development Center to reflect the collaboration of early childhood and human services partners. In 2005, a new facility was completed and named Golden Strip Child Development Center.

- Greenville/Simpsonville Kiwanis Club
- Greenville County Library
- Hands on Greenville
- St. Jude’s Children’s Hospital
- Fountain Inn Fire and Police Department
- Safe Kids Coalition
- Greenville County Sheriff’s Office
- Center for Community Services
- Lowe’s
- Home Depot

Northwest Crescent Child Development Center

Furman University invited the School District, Greenville Hospital Center, and United Way's Success by 6 to jointly apply for a Duke Endowment grant to serve young children and families in the Berea and Furman University communities. The center was established in 1998 in the old Berea Elementary building and moved after one year to the former Arrington Elementary school site. In 2005, a new facility was completed and is now named Northwest Crescent Child Development Center.

- Greenville County Library
- North Greenville University
- Furman University
- Wade Hampton High Teacher Cadets
- Berea High Service Learners
- Enoree Career Center
- Star Academy
- Chick-fil-A

- Publix Partners
- Cole's Car Wash
- Salvation Army
- Parker Fire Department

Paul L. Dunbar Child Development

Dunbar Child Development Center was established in 1999 in the former East Greer Elementary School with resources supplemented by the employee charity of a local business partner. A new facility was completed in the fall of 2005.

- Scan Source
- Hands on Greenville
- Head Start
- His Vineyard
- Greer Fire Department
- USC Upstate Students
- Therapy Dogs
- Greenville County Library
- Dunbar Buddies/First Presbyterian Church Greer
- Primrose Garden Club

Riley Child Development Center

Riley Child Development Center, named in honor of former US Secretary of Education Governor Richard Riley and the late Mrs. Riley, opened in August of 2005. The center is the result of collaboration between Greenville County First Steps and Greenville County Schools. The Riley Center is located on the site of the former Ellen Woodside Elementary in Pelzer, South Carolina.

- Shady Grove Baptist Church
- Augusta Road Methodist Church
- McDonald's of Moonville
- Therapy Dogs
- Publix
- Donaldson Career Center
- Publix Partners
- St. Jude's Children's Hospital
- South Greenville Fire Department
- Ellen Woodside Elementary/Riley Readers
- Woodmont High School

Greenview Child Development Center

Established in 2009, Greenview became the sixth child development center in the district. It opened in the totally renovated former Greenview Elementary School.

- Greenville Rotary Club- Rotary Readers
- Carolina High School-Drum Line and Cheerleaders
- Hands on Greenville
- Carolina Ballet Theatre
- Greenville County Library
- St. Jude’s Hospital
- Wendy’s Spirit Night
- Gantt Fire Department
- Wells Fargo
- Applebee’s
- Project Host
- Star Academy

School Personnel Data

School	Administrator	Teacher	Assistant	% of teachers w/ Master’s Degree	Teacher average years of experience	Assistant average years of experience
Greenview	1	14	19	63%	15	12
Golden Strip	1	9	11	44%	14	15
Riley	1	7	9	86%	9	13
Overbrook	1	8	13	75%	7	7
NW Crescent	1	9	12	44%	17	12
Dunbar	1	10	13	40%	14	13

The Child Development Centers have a total 60 teachers, 40 4K teachers and 20 preschool special education teachers. Three of these teachers have received National Board certification. Two assistants have completed Early Childhood certification while employed in the centers. They are now employed at Golden Strip CDC as a 4K teacher and at Overbrook CDC as the assistant principal. Attendance rate for faculty is 92% in the 2016-2017 school year.

Our faculty primarily consists of Caucasian females. At Golden Strip CDC, we have one African American female teacher and one Caucasian male teacher. At Overbrook CDC, we have one African American female teacher. At Greenview, we have two African American female teachers and one Caucasian male teachers. At Riley, we have one Caucasian male teacher. Finally, at Dunbar, we have two female African American teachers and one female African American assistant principal.

Additional personnel include one secretary, six office clerks, 3.5 nurses, 14 custodians, and 12 food service workers. Speech therapists provide speech/language therapy at each center for enrolled students as well as private students.

Student Population Data

The Child Development Centers have a long history of providing high quality programming to young children and their families most at risk for school success. A changing demographic within our communities is an increase in children who do not have English as their primary language. The following charts detail the demographics in our centers related to enrollment, ethnicity, primary language, attendance, and special education.

Table 3. CDC Student Enrollment, Attendance, FARMs Status

School	Enrollment 4K	Enrollment PreSpEd	Attendance	Free Lunch	Reduced Lunch
Greenview	186	52	92%	81%	7%
Dunbar	171	31	90%	63%	8%
Golden Strip	153	20	91%	63%	7%
NW Crescent	92	25	93%	62%	14%
Overbrook	56	39	90%	58%	5%
Riley	107	9	92%	64%	7%

Table 4. CDC Student Ethnicity/Primary Language.

School	Caucasian	African American	Hispanic	Other	Primary Language Other than English
Greenview	15%	40%	37%	8%	37%
Dunbar	41%	23%	20%	16%	24%
Golden Strip	44%	29%	14%	13%	22%
NW Crescent	40%	25%	26%	9%	25%
Overbrook	36%	23%	22%	19%	26%
Riley	40%	34%	15%	11%	9%

Programs and Initiatives

The child development centers are committed to providing high quality programming founded on developmentally appropriate instructional strategies and systematic assessment to guide and differentiate based on individual student needs.

- The CHAMPS professional development initiative is a positive and proactive approach to classroom management that provides teachers with practical strategies for behavioral expectations. School-wide guidelines and classroom management plans support positive early learning experiences and promote positive social emotional development.
- The Literacy and Math Survey are used to document children's skills and growth in the areas of letter identification, name writing, and number sense.
- High Scope
- PreK Calendar Math
- iPads- Each child development center classroom has multiple iPads for student use which will provide a foundation and support for 21st century learning.
- All classrooms have Promethean boards.
- All CDC staff participates in monthly virtual staff meetings utilizing Zoom.
- Faculty Forum is an opportunity for representatives from each center to share and present best practices.
- Team Planning occurs each month with classroom teachers and assistants. A team planning log is completed at each meeting.
- Emphasis on independent and community writing experiences
- Inclusion Model
- Sounds in Motion
- Planning and curriculum guidance is provided through use of Rubicon Atlas Curriculum Maps.
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Mission, Vision, Beliefs

Mission Statement

Where Enlightening Strikes First for Children and Families!

Vision

The vision of the Child Development Centers is to promote the development of young children and families through comprehensive, high quality educational programs in a caring and stimulating environment.

Beliefs

We believe:

- Parents are a child’s first teacher.
- Learning is a lifelong process.
- All students can learn.
- Best educational practices should be implemented for all learners.
- Continuous improvement is ensured by ongoing evaluation and assessment.
- The school atmosphere should positively stimulate learning and development.
- Education is a cooperative effort of home, school, and community.
- Students of all ages learn best in a safe and caring environment.
- Responsibility and respect must be modeled and affirmed at home, school, and in the community.

Guidelines for Success:

- Be Safe
- Be a Friend
- Be Respectful

Data Analysis and Needs Assessment:

Table 1. DIAL 3 CDC Pre-Post Test Data 2010-2013 Concept Subtest

Academic school year	% of students above the 50 th percentile (pre-test)	% of students above the 50 th percentile (post-test)
2010-2011	22%	83%
2011-2012	23%	82%
2012-2013	22%	82%
2013-2014	21%	79%
2014-2015	DIAL 3 NO LONGER IN USE FOR PRE/POST ASSESSMENT	

Table 2: Student Achievement Literacy

	2010-2011		2011-2012		2012-2013			2013-2014			2014-2015		
	0-1	15+	0-1	20+	0-1	20+	26	0-1	20+	26	0-1	20+	26
4K PRE	52%	19%	49%	19%	55%	14%		47%	10%	5%	47%	16%	8%
PSPED PRE	39%	40%	26%	28%	40%	31%		27%	25%	20%	28%	31%	29%
Average	46%	30%	38%	24%	48%	23%		44%	10%	6%	38%	24%	19%
4K POST		93%		86%		86%	71%		91%	73%	1%	89%	70%
PSPED POST		47%		68%		57%	44%		61%	46%	9%	37%	38%
Average		70%		77%		72%	58%		88%	71%	5%	63%	54%

Table 3: Student Achievement Math

	2011-2012	2012-2013	2013-2014	2014-2015	2015-16
	10/10	10/10	10/10	10/10	10/10
Pre Survey	11%	12%	10%	10%	15%
Post Survey	75%	82%	85%	89%	93%

Student Achievement Needs Assessment

The child development centers are committed to ongoing and systematic analysis of child data, both formative and summative, in order to meet the needs of children and improve instruction.

Data Sources

- DIAL 4
- Literacy/Math Survey
- Student Artifact Portfolio
- Informal Assessments

Professional Development Plan

Staff Development 2014-2015
Curriculum Training for New Teachers/Assistants
Technology in PreK Classrooms
PreK Curriculum Training-Performance Assessment and Balanced Literacy
Student Assessments
PreK Special Education Training
Faculty Forum Best Practices
Safe School Trainings
Administrators and Preschool CPI Training
Curriculum Coaching
Staff Development 2016-17
PreK Special Education Training
Administrators and Staff CPI Training
PreK Curriculum Training-Performance Assessment and Balanced Literacy
Technology in Preschool Classrooms
Safe School Training
Stetson Inclusive Practices
Discovery Leadership Corp

School Climate Needs Assessment

In the 2016-17 Greenville County School Teacher Survey 98% of the teachers agreed that the Child Development Centers offer a safe and positive environment for students and staff. The other data sources that assess school climate include the annual goal conference, PowerSchool attendance, and participation in school wide events as documented in the “3 For Me” family partnership program.

Action Plan

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

GOAL AREA 1 – STUDENT LEARNING AND ACHIEVEMENT

Raise the academic challenge and performance of each student.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: 77% of 4K students in the Child Development Centers will be able to demonstrate one to one correspondence using a set of 10.

ANNUAL OBJECTIVE : Increase by .5 percentage points, the number of 4 year olds able to demonstrate one to one correspondence using a set of 10

DATA SOURCE(S): Student portfolios, informal assessments, anecdotal notes, teacher checklist, pre and post scores from the DIAL-3*

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	72%	72.5%	75%	75.5%	76%	76.5%	77%
Actual Performance	74%	82%	85%	89%	91%		

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Incorporate the use of technology in math and literacy small groups	2013-2018	Teachers	0	NA	Lesson plans and walkthrough observations
Focus on concept development and oral vocabulary through small groups	2013-2018	Teachers	0	NA	Lesson plan, walkthrough observations and monthly planning logs/minutes
Everyday Counts Pre-K Calendar Math	2013-2018	Teachers	0	NA	Lesson plans and walkthrough observations

GOAL AREA 1 – STUDENT LEARNING AND ACHIEVEMENT

Raise the academic challenge and performance of each student.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: 80% of 4K students in the Child Development Centers, will score above the 50th percentile on the DIAL-3 post-test in the concepts area.

ANNUAL OBJECTIVE: Increase by 1 percentage point of 4K students scoring above the 50th percentile on the DIAL-3 concept subtest

DATA SOURCE(S): Student portfolios, informal assessments, anecdotal notes, teacher checklist, pre and post scores from the DIAL-3*

School Name	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015-16	2016-17	2017-18
Projected Performance	75%	75%	76%	77%	78%	79%	80%
Actual Performance	81.6%	82%	79%	NOT ASSESSED AS POST-TEST	NOT ASSESSED AS POST-TEST		

*Data source may change based on the district initiatives.

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Incorporate the use of technology in math and literacy small groups	2013-2018	Teachers	0	NA	Lesson plans and walkthrough observations
Focus on concept development and oral vocabulary through small groups	2013-2018	Teachers	0	NA	Lesson plan, walkthrough observations and monthly planning logs/minutes
Everyday Counts Pre-K Calendar Math	2013-2018	Teachers	0	NA	Lesson plans and walkthrough observations

GOAL AREA 1 – STUDENT LEARNING AND ACHIEVEMENT

Raise the academic challenge and performance of each student.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: 75% of 4 year old students will be able to recognize 20 or more letters in random order.

ANNUAL OBJECTIVE: Increase by .5 percentage points, the number of 4 year olds able to recognize 20 or more letters in random order.

DATA SOURCE(S): Literacy survey scores

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	72%	72.5%	73%	73.5%	74%	74.5%	75%
Actual Performance	70%	77%	88%	89%	93%		

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Implement weekly use of <i>Sounds in Motion</i> .	2013-2018	Teachers	0	NA	Lesson plans and walkthrough observations
Incorporate daily community writing experiences (Morning Message, small group instruction)	2013-2018	Teachers	0	NA	Lesson plans and walkthrough observations
Midyear assessment results will determine students who need a remediation plan.	2013-2018	Teachers and administrators	0	N/A	Literacy surveys and conference log

GOAL AREA 2 – QUALITY PERSONNEL Ensure quality personnel in all positions.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PROFESSIONAL DEVELOPMENT

FIVE YEAR PERFORMANCE GOAL: Implement a comprehensive professional development plan to promote positive early learning experiences and social-emotional development.

ANNUAL OBJECTIVE: Continue to provide professional development supporting the CHAMPS training focus.

DATA SOURCE(S): Surveys

	Baseline 2011-2012	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017- 18
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Projected Performance	Prek Curriculum Rountables	CHAMPS/MAC/Guidelines and management plan	Emotional literacy/social interactions/positive supports	Social stories	Incorporation of social-emotional development into early literacy experiences	Incorporation of inclusive practices throughout all classrooms
Actual Performance	Book Study Beyond Behavior management and Understanding Poverty	Implementation of CHAMPS	Continued implementation of CHAMPS	Social stories used to foster social-emotional growth	Social stories used to foster social-emotional growth	Use of collaborative planning and best practices in all CDC classrooms to support all learners

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Focus on emotional literacy teaching social interactions and individualized positive supports	2013 2014 2015	Administrators/CHAMPS consultants	N/A	NA	Lesson plans and walkthrough observations
Goal setting and end of year conferences with teachers	2013-2018	Administrators	0	NA	Conference logs and emails

GOAL AREA 3 – SCHOOL ENVIRONMENT

Provide a school environment supportive of learning.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: 75% of families will participate in 3 or more family partnership school wide events.

ANNUAL OBJECTIVE: 60% of families will participate in 3 or more **"3 For Me"** parent/child activities.

DATA SOURCE(S): Parent participation logs and spreadsheets

School Name	Baseline Data	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	40%	45%	50%	60%	70%	73%	75%
Actual Performance	30%	40%	85%	88%	87%		

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Implement "3 For Me" -A Family Partnership to encourage representation of each child at a minimum of 3 out of 6 family activities	2013-2018	Teacher and Administrators	\$3000.00	Local funds	Schedule of family activities
Utilize spreadsheets to monitor parent participation	2013-2018	Teachers and Administrators	0	NA	Spreadsheets/agendas/conference logs
Communicate using a variety of methods to encourage parent participation	2013-2018	Teachers and Administrators	0	NA	Communication logs

GOAL AREA 3 – SCHOOL ENVIRONMENT

Provide a school environment supportive of learning.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

ANNUAL OBJECTIVE: Increase by .5 percentage points, the annual student attendance rate.

DATA SOURCE(S): Parent participation logs and spreadsheets

School Name	Baseline Data 2011-2012	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	X	X	93%	93.5%	94%	94.5%	95%
Actual Performance	91%	91.5%	91%	92%	92%		

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Include information in student handbook, newsletters, conferences	2013-2018	Teacher and Administrators	0	N/A	Monthly check by administrators
After 1 unexcused absence, teacher will call parent to discuss importance of attendance	2013-2018	Teachers	0	NA	Absentee Log; Attendance Reports
After 3 unexcused absences, administrator will call parent to discuss importance of attendance	2013-2018	Administrators	0	NA	Absentee Log; Attendance Reports

GOAL AREA 3 – SCHOOL ENVIRONMENT

Provide a school environment supportive of learning.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 96.9% in 2012 to 98% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .2 percentage point(s) annually teachers who feel safe at school during the day.

DATA SOURCE(S): Greenville County Schools Teacher Survey – Question #3

School Name	Baseline Data 2011-2012	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	X	97.1	97.3%	97.5%	97.7%	97.9%	98.1%
Actual Performance	96.9%	100%	98%	98%	98%		

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Discuss safety plans and the learning environment needs and concerns during monthly staff, leadership, and SIC meetings.	2013-2018	Teachers, Administrators and SIC	0	N/A	Meeting agendas; minutes
Ensure all visitors check in at front desk and wear a badge	2014	Clerk; Administrators	0	NA	Visitor Log
Develop and implement a systematic plan for parents walking to classrooms	2014	Administrators; Teachers	0	NA	Plan and visitor log