Pelham Road Elementary

"A Community of Learners"

Strategic Plan/Portfolio
2018 - 2023

Mrs. Kristy Qualls, Principal
Pelham Road Elementary School

W. Burke Royster, Superintendent
Greenville County School District

100 All Star Way
Greenville, SC 29615
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SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Pelham Road Elementary School

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

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

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

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

SUPERINTENDENT

Dr. W. Burke Royster	*W Burke Royster*	5-30-18
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Kristy Qualls	*Kristy Qualls*	5-30-18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		5-30-18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jason Gillespie	*Jason Gillespie*	5-30-18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kay Phillips	*Kay Phillips*	5-30-18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 All Star Way, Greenville SC 29615

SCHOOL TELEPHONE: (864) 355-7600

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

Stakeholder Involvement for School Renewal

Position		Name
1.	Principal	Kristy Qualls
2.	Teacher	Tracy Winetroub
3.	Parent/Guardian	Diana Crow
4.	Community Member	Catie Klutz
5.	Paraprofessional	Margaret McCanless
6.	School Improvement Council Member	Elizabeth Garrett
7.	Read to Succeed Reading Coach	Kay Phillips
8.	School Read To Succeed Literacy Leadership Team Lead	Kay Phillips
9.	School Read to Succeed Literacy Leadership Team Member	Melissa Holtzclaw

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

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	**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

○ No ○ N/A	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.

Table of Contents

Introduction and Executive Summary

Pelham Road Elementary School Portfolio

The motto of Pelham Road Elementary is **"A Community of Learners"**. The Pelham Road Elementary portfolio documents our journey through the continuous improvement process. The portfolio provides our school community with an ongoing means for communication, continuous improvement and accountability. The portfolio also provides assurance to the public regarding the educational quality of our school by obtaining reaffirmation of our accreditation from AdvancED.

The categories used in this portfolio are based upon a model of continuous improvement, which is an expectation of our district and our state. These categories were selected because we believe these are merits for a strong foundation of a quality school.

The categories utilized in this school portfolio are:

Executive Summary
School Profile
Mission, Vision and Beliefs
Data Analysis and Needs Assessment
Action Plan

Executive Summary

As a result of a Greenville County Initiative every school is required each spring to complete a comprehensive evaluation of all school systems and report the findings and Action Plan in a school portfolio. With leadership from Administration, the Instructional Coach and teacher input, the members of Pelham Road are assigned to committees that update and revise the portfolio each year. The portfolio is aligned with the requirements of Greenville County Schools and the State Department of Education. All parents and members of the School Improvement Council are invited to participate in this process. An electronic copy is available for parents, faculty, and staff on the Pelham Road website.

	Literacy	Math	Science	Social Studies	Technology
K5	Sinclair	Duncan	Smallridge	Riservato	Nguyen
1st	Foster-Lee	Pinion	A. Brown, Fox	Coker, Adams	Gallagher
2nd	Holtzclaw	Garrett	LoVine	Capelli	Lollis
3rd	Banning	Jeffress	B. Brown	Gandy-Miller	Revell
4th	Harden	Stokes	Coan	Gilmore	Earley
5th	Lovello	Peck	Dujardin	Carpenter	Reeder
Specialist	Phillips Winetroub	Farmer	Prochaska	Garrison Brice	Edmonston Qualls
Related Arts			Hobbs	Goodrick	Brearley
Additional Members	Robbins		Sultan		Yarem

Summarized Findings of Student Achievement

Academic goals are the foundation for the delivery of instruction within the classroom. At Pelham Road, we make the necessary steps to ensure that all students are learning at their potential. After careful review of demographic data, survey questionnaire results, and student achievement data, an effective strategic plan for student achievement, complete with goals and objectives, was created. Benchmarks were identified for gains in both reading and math. Staff development activities, which include the implementation of STEAM projects, Fountas and Pinnell Balanced Literacy and our continual development for effective PLC's, are all focused on meeting students' various academic needs. The staff, Faculty Council, and SIC update the goals and objectives determined by the strengths and limitations of current data. Data is disaggregated, discussed, and priorities are established for the upcoming school year

- 74.3% of third through fifth grade students met and/or exceeded standard on SC Ready ELA during 2015-2016 with a slight decrease to 73.9% during 2016-2017

- 75.5% of third through fifth grade students met and/or exceeded standard on SC Ready Math during 2015-2016 with an increase to 78.6% during 2016-2017
- 84.2% of fourth and fifth grade students scored met and/or exemplary on SCPASS Science during 2015-2016 with a decrease to 73.6% during 2016-2017
- 90.8% of fourth and fifth grade students scored met and/or exemplary on SCPASS Social Studies during 2015-2016 with an increase to 91.6% during 2016-2017
- For the 2017-2018 school year, our Winter MAP scores in both second and fifth grades scored above the district average in both reading and math.

Steps for Continuous Improvement

- Continue to examine and monitor student progress and results as identified through standardized testing and Mastery Connect Benchmarking
- Working extensively with our Special Education team to create a stronger model for delivery of services including inclusive services. We are working closely with the district to implement a program that will meet the individual needs of all special education students.
- Continue to grow our Makerspace Lab
- Continue the support of Pelham Road's Literacy Mentors
- Continue the ongoing evaluation of technology within each classroom.
- Continue to develop and grow ourselves as an effective PLC, including the use of common assessments, common grading practices and the continued use of effective instructional strategies in the classroom.
- A plan for purposeful, differentiated and meaningful staff development.
- Training and implementation of Fountas & Pinnell and a strong Balanced Literacy Program.
- Utilize district supported curriculum with all students
- Provide support to teachers in the use of state standards
- Ongoing evaluation of the strategic five-year school plan.
- Increase the use of Depth of Knowledge Descriptors, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom

Summarized Findings for Teacher and Administrator Quality

- 100% of Pelham Road administration and staff are highly qualified
- 71% of Pelham Road staff members hold advanced degrees
- 9 Pelham Road teachers hold National Board certification
- Quality staff development is provided on campus and through Greenville County School District
- Professional development focus is in the area of Balanced Literacy – Language and Word Study, Reader's Workshop and Writer's Workshop
- Staff development is designed to help teachers maintain highly qualified certification
- The Leadership Team, with input from the staff, has created a professional development plan that will focus on building teacher leaders and strengthening our instructional program
- Technology staff development is provided to help teachers meet State Department technology proficiency as well as provide a student-centered approach to learning

Needs Assessment for Teacher and Administrator Quality

- Reaching all ability levels to close the achievement gap for all subgroups
- Continuing to fund a computer lab instructor through local funds

- Increasing the use of student technology in all classrooms
- Continuing to provide current and trending educational technology professional development
- Continuing to provide professional development in the area of Balanced Literacy
- Continue to analyze common formative and summative assessments and plan instruction through the use of data analysis in Professional Learning Communities
- Continue to look for ways to challenge our high-performing students

Summarized Findings for School Climate

Needs Assessment for School Climate (Parent Survey)
- According to our parent survey from the yearly report card, the following percentage of parents indicated satisfaction with our learning environment:
2015- 84.9%
2016- 93%
2017- 89.6%
- According to our parent survey from the yearly report card, the following percentage of parents indicated satisfaction with our school-home relations:
2015- 68%
2016- 84%
2017- 75%
- We will continue to work to improve communication, increase participation, and help parents be an integral part of their child's education.

Pelham Road's Significant Challenges
- Achievement Gap between disabled and non-disabled in ELA and Math
- Achievement Gap with African American students in ELA and Math
- Achievement Gap between our males and females in the area of ELA

Pelham Road's Significant Awards and Accomplishments
- National Blue Ribbon School of Excellence
- Palmetto's Finest
- South Carolina Blue Ribbon School Award
- Exemplary Writing School
- Red Carpet School Award
- School Incentive Award Winner
- Terrific Kids
- Safe Kids School Award Winner
- State PTA Reflection Winner
- District Science Fair Winner
- Palmetto Gold Award Winner
- Palmetto Silver Award Winner
- National PTA School of Excellence
- PTA 100% membership for 35 consecutive years
- 9 National Board Certified Teachers
- Greenville Drive Reading Hall of Fame School
- Presidential Academic Fitness Award

- Afterschool Chess Club for K-5
- TASCK Force (Kindness Club)
- National Junior Beta Club
- Upstate Mentor Program

School Profile

Pelham Road Elementary School is helping all students develop world class skills and life and career characteristics of the Profile of the South Carolina Graduate by the blending of traditional studies and technology in a supportive, student-centered, and academically challenging learning environment. This environment is provided through the implementation of our school vision: "**A Community of Learners**." We demonstrate this vision by challenging our students with best practices to reach their full potential and by the continuous professional development of our teachers. Our teachers are continually seeking ways to learn new and effective strategies to implement in their classrooms. Teachers implement Greenville County School's Balanced Literacy Framework, Guided Math, science kits and a variety of online enrichment computer programs. We also provide early reading intervention through our Reading Interventionists, vertical articulation, computer lab instruction, and interactive technology use with promethean boards, Chromebooks and iPads. Strong reading and writing integration across the curriculum provides students with a solid Language Arts foundation.

We are proud of our history of academic success at Pelham Road Elementary. The Palmetto Gold and Silver Awards Program recognizes and rewards schools for attaining high levels of absolute performance and high rates of growth. We have a variety of factors that ensure our success including an outstanding volunteer program with over 30,000 volunteer hours logged each year. Our volunteers tutor, provide assistance during field trips and in school labs, and help with special programs such as our SIC Book Blast and STEAM Day. Our student leadership raises money for local charities such and agencies that help abused and neglected animals and impoverished communities in our local area. We also pride ourselves for offering a Chess Club after school for students in kindergarten through fifth grades. Our extended day program provides safe and stimulating activities for more than 200 children, starting with homework help and enrichment offerings in art, music, and PE. At Pelham Road Elementary we believe the school, family and community must share the educational responsibility of our students. Our mission, in partnership with our home and community, is to **PREPARE, RESPECT, ENRICH and SUCCEED**. We will continue to move forward to maintain the excellent education we provide for our students and community. We are indeed proud to be called "**A Community of Learners**".

Student Population/Enrollment

Demographics	2015-2016	2016-2017	2017-2018
Total Enrollment	706	724	772
African American	100	80	75
Caucasian	511	523	553
Hispanic	37	40	43
Asian	22	41	52
Other	n/a	40	39
Disabled	143	101	94
Subsidized Meals	188	165	153

Pelham Road Elementary is a neighborhood school with most neighborhoods being middle class. Approximately 72% of our students are Caucasian, 10% African American, 6% Hispanic and 6% Asian. Our poverty index is approximately 29.75% and our FARMS population is approximately 19%. We serve 137 students in our challenge program and 106 of our students are identified as disabled receiving services such as, but not limited to, speech, occupational therapy, resource, as well as our ED and Multi-Categorical self-contained students.

Enrollment for 2017-2018 by grade level is as follows:

K5	First	Second	Third	Fourth	Fifth	Total
127	128	125	128	133	131	772

School Personnel

Our Administration

Mrs. Kristy Qualls

I am truly humbled and blessed to be a part of an outstanding school community with a strong reputation for academic success and parental support. The outstanding work that has been accomplished at Pelham Road speaks to the dedication and commitment of collaboration within the school. I share the same drive and passion for excellence!

I received my undergraduate degree from Clemson in Early Childhood Education. I also have a Master's degree from Columbia College in Divergent Learning and a Master's in School Leadership from Furman University. I have been dedicated to public education and Greenville County Schools for more than sixteen years. My teaching career began at Alexander Elementary School as a classroom teacher, mostly in 3rd grade. I taught 2nd and 3rd grades at A.J. Whittenburg for two years. My administrative journey also began at A.J. Whittenberg! I

was named Administrative Assistant in 2012 and served in this role for 3 years before transitioning to Welcome Elementary School as Assistant Principal for the 2015-2016 school year.

I am elated to work as a partner in education continuing to provide students with a quality education. I love building positive, healthy relationships with the school community and work hard to continue and grow the legacy of success established at Pelham Road.

Ms. Prochaska, Assistant Principal

Mrs. Prochaska grew up in Myrtle Beach, South Carolina and attended Horry County Schools from kindergarten through high school. After graduating from Clemson University with a degree in Elementary Education, Mrs. Prochaska taught second, third and fourth grades in Marietta, Georgia and Lake Bluff, Illinois. While teaching in Lake Bluff, she completed a Master's Degree in School Administration at the University of Illinois in Chicago. Mrs. Prochaska served as an Assistant Principal at Oakview Elementary in Simpsonville, South Carolina for eight years. She is completing her fourth year as the Assistant Principal of Pelham Road Elementary. Mrs. Prochaska is proud to be a member of the Pelham Road All Star Community of Learning. Her goal is to work collaboratively with students, staff, parents and the community to foster academic success and a love of learning in all students.

Instructional Staff

The staff at Pelham Road Elementary School includes: 1 principal, 1 assistant principal, 1 instructional coach, 1 guidance counselor, 32 classroom teachers, 3 self-contained special education teachers, 2 resource teachers, 1.5 speech teachers, 1 media specialist, 1 challenge teacher, 1 media clerk, 5 kindergarten assistants, 5 special education assistants, 1.2 music teachers, 1.2 art teachers, 1.2 physical education teachers, .5 reading coach, and 1 literacy specialist.

The faculty and staff's educational levels include 21 that have a Bachelor's degree, 43 that have an advanced degree, one Doctoral degree and nine that have National Board certification. Teaching experiences range from 2 to 44 years with an average of 21.5 years.

Guidance Support

Students at Pelham Road Elementary receive a high level of support from our school counselor. Students are provided a comprehensive, developmental guidance program for all students. Direct services include classroom guidance lessons, small group sessions and individual counseling. As needed, the counselor provides crisis intervention for the school community. Indirect services include consultation with parents, teachers and administrators. The program assists students' growth in the three major areas as defined by the state. They are: Learning to learn (academic development), Learning to work (career development), and Learning to live (personal/social development).

PTA

Pelham Road Elementary has a very active PTA. Our PTA continuously raises funds to enhance our school both physically and educationally. They have raised funds to install an outdoor track which has become an integral part of our physical education program as well as paid for copies and supplied countless volunteers to assist with various programs. Each year PTA supplies teachers with supply money for their classrooms. They also boost morale and spread cheer by providing staff breakfasts, lunches and numerous treats throughout the year. They have also purchased student technology for our classrooms such as Chrome Books, iPads, and Promethean Boards. Pelham Road is proud to have 100% PTA membership for the last 36 years.

Pelham Road Elementary is blessed with parents who volunteer to support our educational priorities. In each of the last three years, our parents have logged over 30,000 volunteer hours. Volunteer parents and community volunteers help manage and support helping teachers by making copies, working on hall displays, classroom tutoring, promoting Box tops 4 Education and STEAM Day. Parents also provide support services to teachers in the classroom. The Pelham Road PTA conducts Boosterthon, Art Night, Reflections, Spring Fling, Donuts for Dudes and Housewise Streetwise.

SIC

The School Improvement Council (SIC) serves as an advisory body to the school's principal and faculty. The council works collaboratively to develop and implement a five-year school improvement plan. They also monitor and evaluate success in reaching the plan's objectives and to write an annual report to the parents about the progress of the plan. This year our SIC has been keeping abreast of policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational opportunities and most important, school safety. SIC plays a key role in bringing together parents, educators, and community stakeholders to work collectively to improve Pelham Road.

Business Partners/Community Partnership

Pelham Road Elementary is fortunate to collaborate with Bob Jones University, Furman University, USC Upstate, Converse College, Clemson University and North Greenville University. Teacher Cadets, practicum students and student teachers collaborate with our staff and students. This partnership allows students at the universities the ability to work with students in a school under the supervision of highly qualified staff members. The exchange of innovative ideas is reciprocal and both communities are enriched by the collaboration. Community partners include Moe's Southwest Grille, Sharon Gillespie, TCBY, Summers Orthodontics, Palmetto Orthodontics, Piedmont Podiatry, Carolina Academy, Chick-Fil-A, Chuck E Cheese, Tipsy Taco, State Farm, Texas Roadhouse, Strossner's Bakery and Greenville Swamp Rabbits.

Each year our student council sponsors service events to raise money and supplies for organizations in need. Students participate in many charitable and service-oriented projects including food and clothing drives, collecting items for our troops, and raising money for organizations such as Harvest Hope, ALS Center, Make a Wish Foundation and The Last Chance Animal Rescue.

Major Academic and School Programs

Vertical Teams

Our school has adopted a shared Professional Learning Communities (PLC) approach to leadership. The faculty is divided into five committees (ELA, Math, Science, Social Studies and Technology). These committees gather data pertaining to their curriculum area and meet together monthly to analyze our student achievement data and ensure that all students are making gains. These vertical teams are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do. Pelham Road is using a vertical teaming approach that includes a representative of each grade level as well as a member of the Related Arts team and Leadership. Vertical teams meet once a month to ensure that teachers have the opportunity to collaborate in order to improve upon best practices of teaching and learning.

Data Teams

Each team member meets regularly to hold ongoing discussions concerning data within their particular grade level. Teachers collaborate to collect and chart data, analyze strengths and obstacles of student work, brainstorm best practice strategies for the varied levels of work, establish achievable goals and determine results indicators for their students. This process is designed to bring about greater learning for teachers to ultimately increase student achievement.

Faculty Council

Faculty Council is one of the most valuable vertical team/professional learning communities in the building. This team meets with the Leadership Team monthly. The team discusses everything from schedules, professional development opportunities, curriculum, as well as assessments and data which drive our instructional practices.

Balanced Literacy

Greenville County Schools have adopted the model for teaching reading and writing called balanced literacy. Balanced literacy refers to a set of instructional literacy practices, which include procedures for teaching to the whole class, small groups, and individuals according to the need and interest of students. The goal of balanced literacy is to create a genuine appreciation for reading and writing and build lifelong readers. Engagement and motivation are crucial components for children as they learn to read. Adults must foster joy in and purposefulness for reading because students will not become proficient readers if they do not enjoy the experience or see any value in it.

Literacy gets "balanced" through instruction in reading, writing, and word study. In a balanced literacy classroom, the teacher will gradually release support as the students become more capable and are able to learn on a more independent level.

The following are keys principles in effective reading instruction:

- Students learn to read by reading continuous text.
- Students need to read high-quality texts, a variety of texts, and a large quantity of text to build a reading process.
- Students need to read different text for different purposes.

- Students need to hear many texts read aloud.
- Students need different levels of support at different times.
- "Level" means different things in different instructional context.
- The more students read for authentic purposes, the more likely they are to make a place for reading in their lives.

Community of Makers

Community of Makers is a STEAM driven extension of the library funded by a grant from Public Education Partners. Greenville County Schools has established a Makerspace as a student-centered area where students can practice creativity and innovation while thinking critically and solving problems. The PRES Makerspace follows GCS recommendations by providing students with a place where they can demonstrate the Standards for the 21st Century Learner, including the ability to:

- Inquire
- Think Critically
- Gain Knowledge
- Draw Conclusions
- Make Informed Decisions
- Apply Knowledge to New Situations
- Create New Knowledge

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Response to Intervention

The overall goal of RTI is to accelerate children's reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and their comprehension. Appropriate reading tools and strategies are taught so that children can become independent and successful readers. All kindergarten and first grade students are screened in the fall, winter, and spring. Students who fall in the "high risk" below the 15th percentile range are served in small reading intervention groups. Progress monitoring is done every 10 lessons on students in the program. Students are dismissed from the program when they continue to maintain their skills and work on grade level. Students who have been dismissed are monitored for the remainder of the year to ensure their success.

Second and third grade students are screened in the fall, winter, and spring. Students who fall in the "at risk" (Fast Bridge - below 25th percentile and Fountas and Pinnell - below Grade Level) range are served in small reading intervention groups. Progress monitoring is done every 3 weeks on students in the program. Students are dismissed from the program when they continue to maintain their skills and work on grade level. Students who have been dismissed are monitored for the remainder of the year to ensure their success.

Technology Integration

Instructional staff members are trained to use Promethean Boards, iPads, Chromebooks and Hues to incorporate technology into instructional delivery to assist with meaningful student engagement. Our staff has participated in numerous professional development trainings and Discovery Education trainings to support student achievement.

The school also provides access to several computer based learning programs that aide in differentiating our curriculum. These programs are used in various grade levels for collaborative groups, in computer labs, enrichment activities and even at home. Students have access to:

- RAZ Kids
- Hearbuilder
- Star Reading
- Flocabulary
- Freckle
- Reflex Math
- IXL
- Larson's Math
- Education Galaxy
- News ELA Pro

OnTrack Greenville

Pelham Road is a pilot school for the OnTrack Greenville Initiative during the 2017-2018 school year. This program is designed to addresses each student's unique needs.

- Fueled by a federal Social Innovation Fund grant, United Way of Greenville County, the Greenville Partnership for Philanthropy, the Riley Institute at Furman University and nonprofit partners have teamed up with Greenville County Schools to transform our community's ability to help students stay on track, graduate and build a successful, thriving future.
- *OnTrack Greenville* is focused on implementing an Early Warning and Response System.
- Piloted effectively in other communities around the country, *OnTrack Greenville's* Early Warning and Response System will utilize real-time data to identify students beginning to disengage from school as indicated by attendance, behavior, and course performance.
- Once a student is identified, a coordinated team of educators and experts develop a customized plan to match the student with the right response interventions and then monitor his/her progress over time.

G+ Initiative

Pelham Road students have had numerous experiences this school year with the District's initiative in "Building a Better Graduate" which supports our career awareness standards.   It is best understood by the following statement from a global Google educator: "Don't ask kids what they want to be when they grow up but what problems do they want to solve." (Jaime Casap) Through field trips, implementing Sean Covey's 7 Habit Curriculum for problem solving, working in small groups, collaborating with grade level teams, and creating career suggestions for our school mascot Uncle Jake, Pelham Road keeps a strong focus on creating 'Career Awareness' and building character in all of our students.

Mentor Upstate

Pelham Road has been partnering with Mentor Upstate this year as we now have 20 mentors. Adults in the community are trained through Mentor Upstate and have to meet Level 2 approval to volunteer their time to

meet with a student. It requires 30 minutes each week to have intentional time with one student to encourage and support. These supporting relationships have made a big difference in the lives of our students. Teachers have also seen improvement in behavior and higher academic achievement.

TASCK Force

In the 2016-2017 school year, a fifth grade student spearheaded the creation of a kindness club and TASCK Force was born. Currently students in K-5 are nominated by teachers to participate in this group. Currently the TASCK Force boasts 22 members and a list of accomplishments as impressive as their student created mission statement: The All Star Compassion and Kindness Force is committed to inspiring a positive All-star community by modeling compassion and teamwork, and spreading kindness to everyone.

Extended Day Program

We are in our thirteenth year of our Extended Day Care program that is staffed by Pelham Road teachers, high school, and college students. Our program offers snacks, homework help, enrichment activities, and organized games to over 200 students each day. This past year, money generated from this program was used to help pay for educational materials and supplies as well as an Interventionist to assist in the Response to Intervention Program.

Student Involvement Programs

We continue to offer extra-curricular activities such as safety patrol, an award winning chorus, Beta Club, recycling club, morning news anchors, afterschool enrichment classes such as our Chess Club, and various contests through PTA Reflections.

Mission, Vision, and Beliefs

Pelham Road Elementary certified staff members and representatives from stakeholder groups met throughout the 2015-2016 school year to review and amend the Beliefs, Vision, and Mission of our school. The group was divided randomly into 8 groups which discussed each topic following a brief explanation. This activity generated a lot of good interaction and discussion. Over the course of the next month, the results of the inventory were presented and final revisions were made to the Beliefs, Vision, and Mission statements.

- Our mission of **Prepare, Respect, Enrich, and Succeed** (PRES) embodies our beliefs that all children can learn at high levels. The mission is being realized through the team efforts and examples set by our staff, parents, and other community volunteers.
- Our staff believes that effective learning must include curriculum and instruction that are aligned with state standards, integrated, and include opportunities for the use of technology and writing in all areas. Character education, after school enrichment opportunities, and inclusive practices provide a well-rounded education for all our students. In addition, our instruction is multi-tiered, takes place in individual, small, and large groups, and addresses the diverse learning styles of our population. A variety of assessments inform our instruction such as standardized tests, rubrics, benchmarks,

conferencing, project based, observation, and peer and student evaluations. Differentiated testing models are used to insure that all students have the opportunity to show mastery in subject areas. They are utilized on an individualized basis. Our environment is enhanced through a community atmosphere, flexible scheduling in the Media Center, high expectations, a supportive administration, and a highly qualified and collegial staff.

- Due to these beliefs, we envision a school where there is mutual respect, responsibility and cooperation among the home and school community, the curriculum meets the needs of all students, and the environment is safe and inviting to all.

Data Analysis and Needs Assessment

The focus on Pelham Road Elementary is to provide equal education opportunities to all students, promote attitudes of self-worth, responsibility, success and confidence and provide a rigorous, comprehensive instructional program. Our comprehensive instructional programs focus on education as a shared responsibility between students, home, and staff. Alongside safety, student achievement and the academic growth of our students continue to be our top priority. We analyze data to determine school goals that address the academic needs of all students and ensure that our long range plans promote continuous improvement.

Student Achievement

SC Ready Overall Performance

	Pelham Road		Greenville County Schools	
ELA Total % Meets	2016	72.6	2016	49.9
	2017	**73.5**	**2017**	**49.0**
Math Total % Meets	2016	74.3	2016	56.4
	2017	**78.2**	**2017**	**54.0**

SC Ready Data ELA - 2017
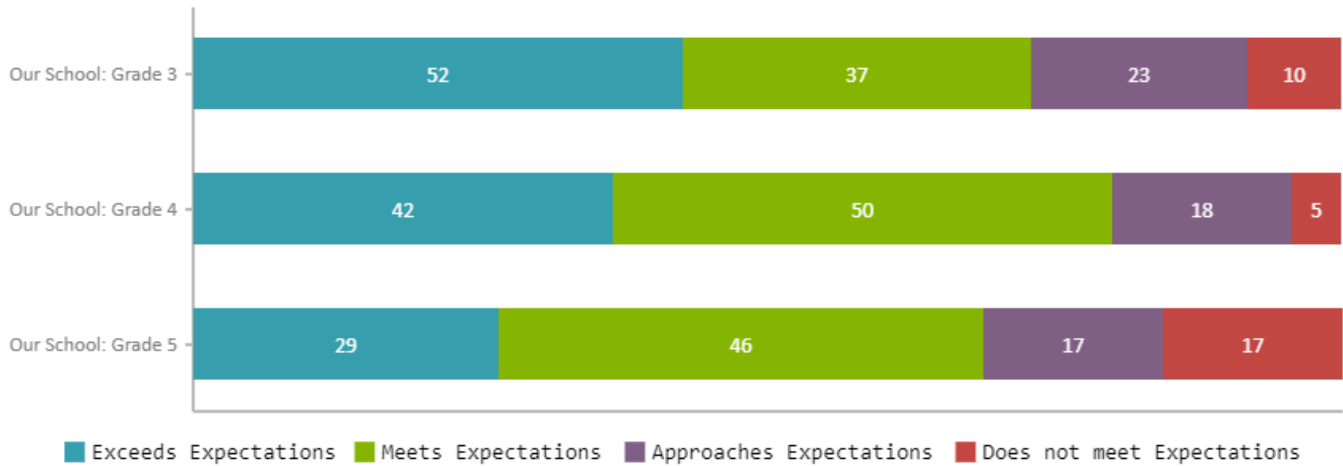
ELA	THIRD		FOURTH		FIFTH	
	2016	2017	2016	2017	2016	2017
Total % Meets	80.7	73.9	70.8	78.85	66.9	67.6

SC Ready Data Math – 2017
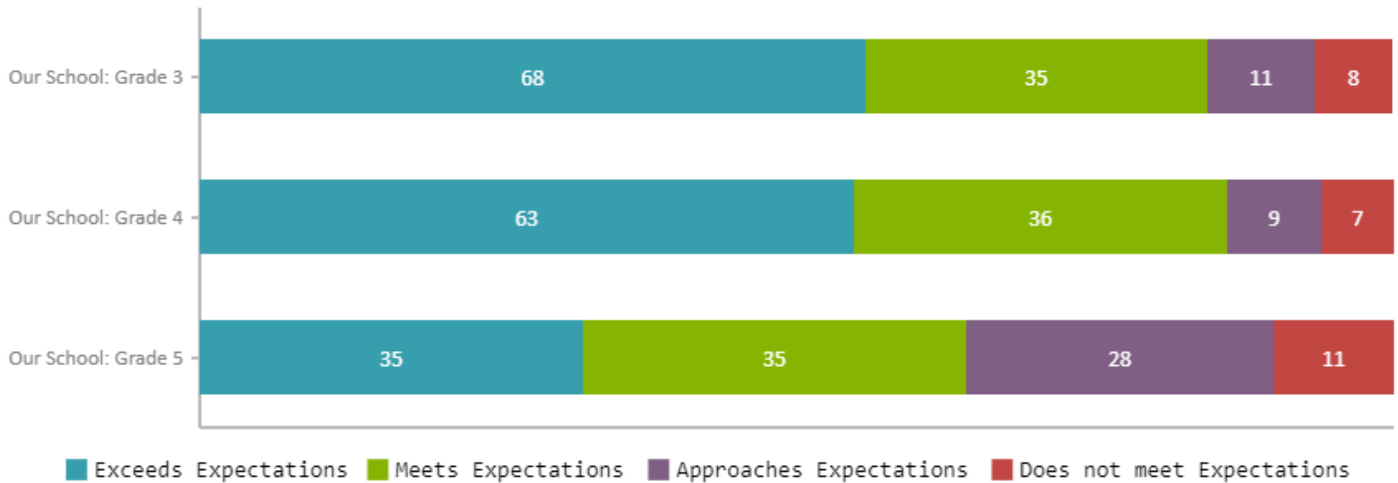
MATH	THIRD		FOURTH		FIFTH	
	2016	2017	2016	2017	2016	2017
Total % Meets	81.6	83.8	75.3	86.0	66.9	63.0

SCPASS Science - 2017
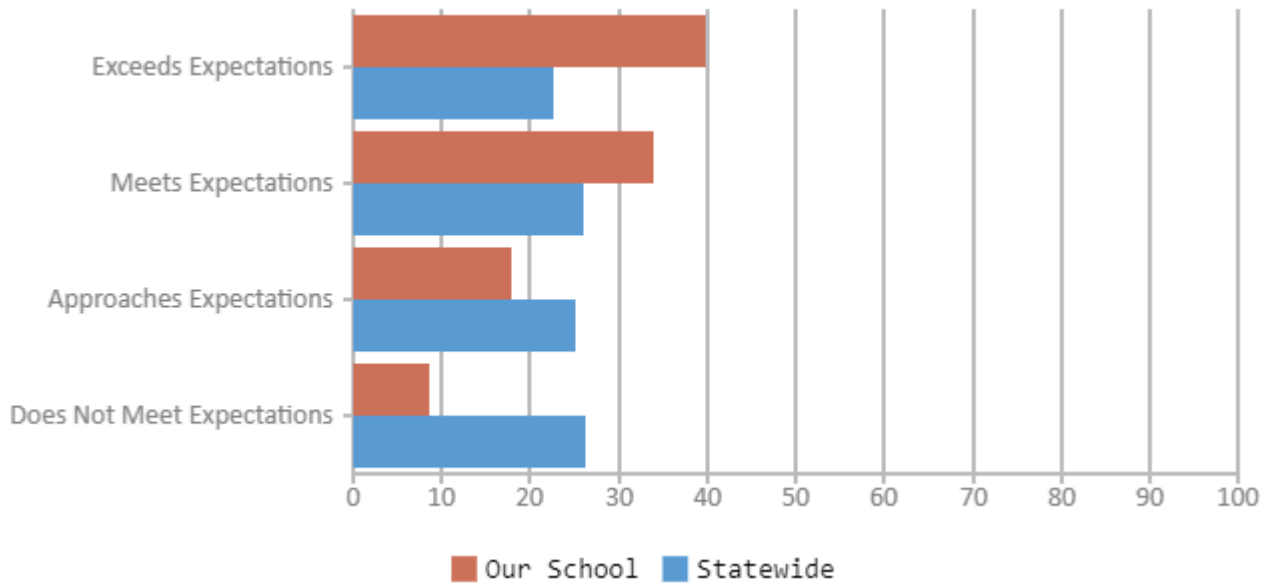
SCIENCE	FOURTH			FIFTH		
	2015	**2016**	**2017**	**2015**	**2016**	**2017**
Total % Meets and Above	82.2	79.0	79.1	84.5	86.6	67.9

SCPASS Social Studies - 2017
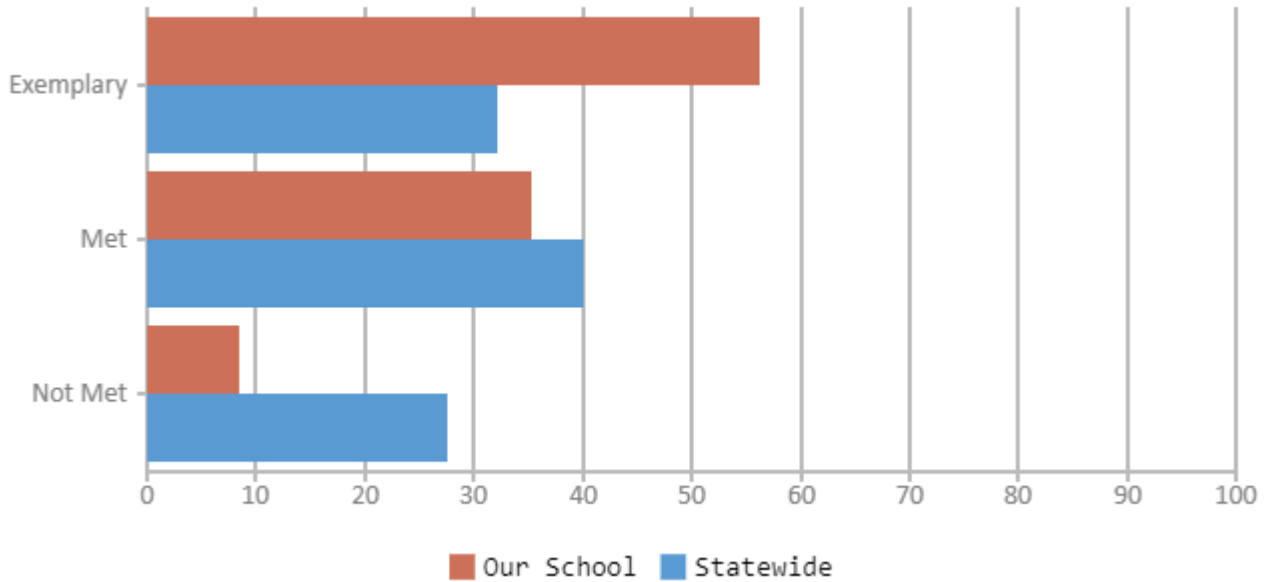
Social Studies	FOURTH			FIFTH		
	2015	**2016**	**2017**	**2015**	**2016**	**2017**
Total % Meets and Above	92.4	92.0	96.5	87.4	87.3	86.2

Teacher and Administrator Quality

Percentage of teachers with advanced degrees	71.4	Up from 65.1
Percentage of teachers on continuing contract	88.1	Down from 88.4
Teachers returning from previous year	94.9	Down from 95.5
Teacher attendance rate	93.4	Down from 94.5

Greenville County Schools uses the Performance Assessment for Teachers (PAS-T) as the model for our teacher evaluation. The PAS-T model is a South Carolina State Department approved model of teacher evaluation and is a modified form of ADEPT. This model provides assurance that schools are staffed with competent professionals who possess the knowledge and skills necessary to meet the needs of all students. ADEPT stands for Assisting, Developing, and Evaluating Professional Teachers and is the state regulation for supporting and evaluating teachers at all contract levels.
.
In the ADEPT/PAS-T system, there are different levels of support and evaluation. These levels are based on the contract the teacher holds.

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

ANNUAL: Teachers can also be issued an Annual or Annual Diagnostic Assistance (ADA) Contract. Teachers holding an Annual Diagnostic Assistance contract are in many cases those teachers who have never taught in South Carolina before and come to Greenville County Schools with at least two years of successful experience from out of state. Some teachers are given an ADA contract because they may need an additional year of support prior to a formal evaluation year. Teachers with ADA contracts are supported with a trained mentor and are coached informally on the PAS-T system. In some cases, ADA contract teachers are also given an ADEPT Teacher Leader to help in assisting and developing them. Teachers in their second year of teaching or those teachers who held an ADA contract the previous year, are formally evaluated using the PAS-T model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. This three person team is made up of a building level administrator, an ADEPT Teacher Leader, and a peer teacher from another school. Each one of the team members observes the teacher and reviews artifacts two times during the school year in an unannounced observation. Following each of the observations, the teacher receives feedback in our electronic data warehouse called ePAS. Following three observations in the fall, the team meets together for a consensus meeting where the teacher's performance is discussed. The team comes to a consensus about the teacher's performance and assigns a rating to the performance. This process is repeated in the spring semester as well. Written feedback is given to the teacher prior to winter break and prior to April 15th.

CONTINUING: Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally evaluated using the PAS-T model. Teachers

in cycle three receive a summative evaluation of their performance at the end of their cycle three year. Additional information about the cycles of evaluation can be found in the PAS-T Handbook.
Overview of the Performance Assessment System for Teachers (PAS-T)

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

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

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

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

We believe in providing teachers and staff members with quality professional development to support school goals. Our professional development plan is developed with input from all stakeholders in order to promote a community of professional learners. The district requires each teacher to participate in a minimum of 24 hours per year. At the school level, we provide teachers with a minimum of 12 of those hours.

Professional Development/Meeting Calendar
Pelham Road Elementary School
2017-2018

Faculty Meeting, PLC, Professional Development, Leadership, PTA, SIC, Office Staff

Date	Activity	Responsible Party
Aug. 15	Faculty Meeting	Principal
Aug. 16	Grade Level Mtgs. / Data Talks	Instructional Coach
Aug. 16	PTA Board Meeting	Board Members
Aug. 17	Mastery Connect Training	Instructional Coach / April Jeffress
Aug. 21	Grade Level Mtgs. / Data Talks	Instructional Coach
Aug. 21	ELA Literacy Webinar	ELA Content Team
Aug. 23	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Aug. 30	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Aug. 30	SIC Meeting	SIC Members, Administration, Instructional Coach, Guidance Counselor
Aug. 30	District On Track Training	Principal, Assistant Principal, Instructional Coach, J. Lovello
Sept. 1	PTA Board Meeting	Board Members
Sept. 6	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Sept. 6	Balanced Literacy	Instructional Coach, Literacy Coach and Mentors
Sept. 7	Office Staff Meeting	Principal, Assistant Principal, Office Staff
Sept. 11	Grade Level Mtgs. / Data Talks	Instructional Coach
Sept. 11	PTA Open House	PTA President, Principal, Faculty
Sept. 13	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Sept. 13	Faculty Council Meeting	Instructional Leadership, Grade Level Representatives
Sept. 18	New Faculty to PRES Meeting	Instructional Coach
Sept. 19	District Principal / IC Meeting	District Academic Specialist
Sept. 20	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Sept. 20	Faculty Meeting	Principal

Sept. 21	Discovery Education Onsite Training	DLC Members
Sept. 21	Literacy Mentor Initiative Meeting (Offsite)	Instructional Coach / Mrs. Sinclair
Sept. 27	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Sept. 27	SIC Meeting	SIC Members, Administration, Instructional Coach, Guidance Counselor
Sept. 27	PRES Content Team Meetings	Content Chairpersons, Instructional Leadership Members
Oct. 3	District PLC 2 Meeting	Principal, Instructional Coach
Oct. 4	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Oct. 4	Balanced Literacy	Instructional Coach, Literacy Coach and Mentors
Oct. 5	Discovery Education Onsite Training	DLC Members
Oct. 5	Literacy Mentor Initiative Meeting (Offsite)	Instructional Coach, Mrs. Holtzclaw, Mrs. Banning
Oct. 6	PTA Board Meeting	Board Members
Oct. 9	Grade Level Mtgs. / Data Talks	Instructional Coach
Oct. 10	Host School for Discovery Education	DLC Members
Oct. 11	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Oct. 11	Faculty Council Meeting	Instructional Leadership, Grade Level Representatives
Oct. 16	Literacy Mentor Initiative Meeting (Offsite)	Instructional Coach, Mrs. Harden
Oct. 16	New Faculty to PRES Meeting	Instructional Coach
Oct. 17	District Principal / IC Meeting	District Academic Specialists
Oct. 18	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Oct. 18	Faculty Meeting	Principal
Oct. 19	On Track Meeting	Principal, Assistant Principal, Instructional Coach, Guidance, J. Lovello, School Psychologist
Oct. 24	Discovery Education Onsite Training	DLC Members
Oct. 25	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Oct. 25	SIC Meeting	SIC Members, Administration, Instructional Coach, Guidance

Oct. 25	PRES Content Team Meetings	Content Chairpersons, Instructional Leadership Members
Nov. 1	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Nov. 1	Balanced Literacy	Instructional Coach, Literacy Coach and Mentors
Nov. 3	PTA Board Meeting	Board Members
Nov. 8	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Nov. 8	Faculty Council Meeting	Instructional Leadership, Grade Level Representatives
Nov. 9	Discovery Education Onsite Training	DLC Members
Nov. 13	Grade Level Mtgs. / Data Talks	Instructional Coach
Nov. 13	PTA Meeting	PTA President, Principal
Nov. 15	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Nov. 15	Faculty Meeting	Principal
Nov. 20	New Faculty to PRES Meeting	Instructional Coach
Nov. 21	District Principal / IC Meeting	District Academic Specialists
Nov. 27	MAP Training for Teachers	Assistant Principal, Instructional Coach
Nov. 29	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Nov. 29	SIC Meeting	SIC Members, Administration, Instructional Coach, Guidance
Nov. 30	On Track Meeting	Principal, Assistant Principal, Instructional Coach, J. Lovello, Guidance, Varied Teachers
Nov. 30	Office Staff Meeting	Principal, Assistant Principal, Office Staff
Dec. 1	PTA Board Meeting	Board Members
Dec. 6	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Dec. 6	Discovery Education Onsite Training	DLC Members
Dec. 6	Balanced Literacy	Instructional Coach, Literacy Coach and Mentors
Dec. 11	PTA Meeting / Choral Concert	PTA President, Mrs. Brearley
Dec. 12	Discovery Education Training (Offsite)	DLC Members
Dec. 13	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Dec. 13	Faculty Council Meeting	Instructional Leadership, Grade Level Representatives
Dec. 18	New Faculty to PRES Meeting	Instructional Coach

Dec. 20	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Jan. 3	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Jan. 3	Balanced Literacy	Instructional Coach, Literacy Coach and Mentors
Jan. 5	PTA Board Meeting	Board Members
Jan. 8	Grade Level Mtgs. / Data Talks	Instructional Coach
Jan. 9	Literacy Mentor Initiative Meeting (Offsite)	Instructional Coach, Mrs. Bolin
Jan. 10	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Jan. 10	Faculty Council Meeting	Instructional Leadership, Grade Level Representatives
Jan. 11	Literacy Mentor Initiative Meeting (Offsite)	Instructional Coach, Mrs. Holtzclaw
Jan. 16	District Principal / IC Meeting	District Academic Specialists
Jan. 17	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Jan. 17	Faculty Meeting	Principal
Jan. 17	Discovery Education Onsite Training	DLC Members
Jan. 22	½ Day Balanced Literacy Planning	Instructional Coach, K/1 Teachers
Jan. 23	½ Day Balanced Literacy Planning	Instructional Coach, 2/3 Teachers
Jan. 24	½ Day Balanced Literacy Planning	Instructional Coach, 4/5 Teachers
Jan. 24	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Jan. 24	Technology Tuesday	Capelli, Nguyen, Reeder, Edmonston
Jan. 24	PRES Content Team Meetings	Content Chairpersons, Instructional Leadership Members
Jan. 31	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Jan. 31	SIC Meeting	SIC Members, Administration, Instructional Coach, Guidance
Jan. 31	Discovery Education Onsite Training	DLC Members
Feb. 2	PTA Board Meeting	Board Members
Feb. 5	Third Grade PLC	Principal, Instructional Coach, Third Grade Team
Feb. 6	Discovery Education Training (Offsite)	DLC Members
Feb. 6	Word Study Training	Kristy Jennings, Instructional Coach, L. Bolin, J. Lovello

Feb. 7	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Feb. 7	Balanced Literacy	Instructional Coach, Literacy Coach and Mentors
Feb. 9	District PLC Cohort 2 Meeting	District Leaders, Principal, Instructional Coach
Feb. 12	Grade Level Mtgs. / Data Talks	Instructional Coach
Feb. 13	Inclusion Planning Meeting	Administration, SPED Members, Instructional Coach, School Psychologist
Feb. 14	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Feb. 14	Faculty Council Meeting	Instructional Leadership, Grade Level Representatives
Feb. 15	Discovery Education Onsite Training	DLC Members
Feb. 20	District Principal / IC Meeting	District Academic Specialists
Feb. 21	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Feb. 21	Faculty Meeting	Principal
Feb. 23	Core On Track Meeting	Administration, Instructional Coach, J. Lovello, School Psychologist
Feb. 26	New Faculty to PRES Meeting	Instructional Coach
Feb. 26	Word Study Training	Kristy Jennings, Instructional Coach, L. Bolin, J. Lovello
Feb. 27	K5 to Buena Vista ½ Day	Kindergarten Team, Instructional Coach
Feb. 27	District On Track Training	Prochaska
Feb. 27	Tech Tuesday	DLC Members
Feb. 28	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Feb. 28	SIC Meeting	SIC Members, Administration, Instructional Coach, Guidance
Feb. 28	PRES Content Team Meetings	Content Chairpersons, Instructional Leadership Members
Mar. 2	PTA Board Meeting	Board Members
Mar. 5	PTA Meeting / Art Night	PTA President, Mrs. Goodrick
Mar. 6	Discovery Education Training (Offsite)	DLC Members
Mar. 6	Word Study Training	Kristy Jennings, Instructional Coach, L. Bolin, J. Lovello
Mar. 7	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Mar. 7	Balanced Literacy	Instructional Coach, Literacy Coach and Mentors
Mar. 12	Third Grade PLC	Principal, Instructional Coach, Third Grade Team
Mar. 13	Discovery Education Onsite	DLC Members

	Training	
Mar. 14	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Mar. 14	Faculty Council Meeting	Instructional Leadership, Grade Level Representatives
Mar. 19	New Faculty to PRES Meeting	Instructional Coach
Mar. 20	District Principal / IC Meeting	District Academic Specialists
Mar. 21	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Mar. 21	SIC Meeting	SIC Members, Administration, Instructional Coach, Guidance
Mar. 21	Faculty Meeting	Principal
Mar. 22	Office Staff Meeting	Principal, Assistant Principal, Office Staff
Mar. 27	Reading Plan Meeting	Literacy Coach, Instructional Coach
Mar. 28	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Mar. 28	PRES Content Team Meetings	Content Chairpersons, Leadership Team Members
Mar. 30	Core On Track Meeting	Principal, Assistant Principal, Instructional Coach, J. Lovello, School Psychologist
Apr. 9	Grade Level Mtgs. / Data Talks (K-2)	Instructional Coach
Apr. 11	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Apr. 11	Faculty Council Meeting	Instructional Leadership, Grade Level Representatives
Apr. 13	PTA Board Meeting	Board Members
Apr. 16	PTA Meeting / Family Fun Night	PTA President, Principal
Apr. 17	Discovery Education Onsite Training	DLC Members
Apr. 18	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Apr. 18	½ Day Data Planning AM	Administration, Fifth Grade Teachers
Apr. 19	½ Day Data Planning AM, PM	Administration, Third Grade Teachers, Fourth Grade Teachers
Apr. 18	Faculty Meeting	Principal
Apr. 24	District Safety Training	L. Royards
Apr. 25	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
Apr. 25	SIC Meeting	SIC Members, Administration, Instructional Coach, Guidance

Apr. 25	SC Ready/SC PASS Administrator and Monitor Training	Assistant Principal, Instructional Coach
Apr. 26	District AA/AP Meeting	Assistant Principal
Apr. 30	District Safety Training	Assistant Principal
May 1	Faculty Council Meeting	Instructional Leadership, Grade Level Representatives
May 2	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
May 2	Balanced Literacy	Instructional Coach, Literacy Coach and Mentors
May 4	On Track Meeting	Principal, Assistant Principal, Instructional Coach, Guidance, J. Lovello, School Psychologist
May 7	Technology Training (iReady)	Principal, Assistant Principal, Instructional Coach, Grades 3-5 Representatives
May 9	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
May 9	Faculty Council Meeting	Instructional Leadership, Grade Level Representatives
May 11	PTA Board Meeting	Board Members
May 14	Word Study Training	K. Jennings, Instructional Coach, J. Lovello, L. Bolin
May 16	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
May 16	Faculty Meeting	Principal
May 21	RTI Data Talks	Literacy Coach, Principal, Assistant Principal, Instructional Coach
May 21	New Faculty to PRES Meeting	Instructional Coach
May 23	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
May 23	PRES Content Team Meetings	Content Chairpersons, Leadership Team Members
May 30	Instructional Leadership Mtg.	Principal, Assistant Principal, Instructional Coach, Guidance Counselor
May 30	SIC Meeting	SIC Members, Principal, Assistant Principal, Instructional Coach, Guidance Counselor
May 31	ACCESS Data Meeting	ESOL Teacher, Principal, Assistant Principal, Instructional Coach
June 8	Office Staff Meeting	Principal, Assistant Principal, Office Staff

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement.

Survey responses are recorded in the chart. Results indicate that the respondents are satisfied with Pelham Road.

	Teachers	**Students**	**Parents**
Number of surveys returned	51	101	77
Percent satisfied with learning environment	98.1%	98.0%	89.6%
Percent satisfied with social and physical environment	98.0%	94.4%	90.9%
Percent satisfied with school-home relations	98.1%	94.8%	75.0%

Needs Assessment for School Climate: (Parent Survey)
https://ed.sc.gov/data/report-cards/state-report-cards/2017/opportunities/students/?d=2301&s=079&t=E&y=2017

According to our parent survey from the 2017 school report card, 75% of our parents indicated satisfaction with school-home relations, which was the lowest percentage concerning our school climate. We will continue to implement strategies to improve our school-home relations with our parents and the community.

	2014	**2015**	**2016**	**2017**
Student Rate of Attendance	**96.0%**	**97.0%**	**97.0%**	**96.8%**
Teacher Rate of Attendance	**95.0%**	**93.8%**	**94.5%**	**93.4%**

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 73.5% in 2016-17 to 76.0% in 2022-23.

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by .5% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **73.5** (2016-17)	**School Projected Elementary**	**74.0**	**74.5**	**75.0**	**75.5**	**76.0**
		School Actual Elementary					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **49** (2016-17)	**District Projected Elementary**	**52**	**55**	**58**	**61**	**64**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Teachers will create, administer, and analyze common formative and summative assessments and plan instruction from data analysis.	2018 - 2023	Administration, Instructional Coach, Teachers	None	None	Data Team Minutes, Teacher Student Learning Objectives
Teachers will implement the Balanced Literacy Framework and differentiate instruction based on individual needs.	2018 - 2023	Administration, Instructional Coach, Teachers	None	None	Lesson Plans, F&P Reading Levels (Fall to Spring), Walk-through Observation Feedback, Coaching Cycle Notes
Teachers will expand flexible grouping to target deficit areas based on SC Ready data	2018 - 2023	Teachers	None	None	Lesson Plans and Classroom Instruction

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 78.2% in 2016-17 to 80.7% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by .5% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 78.2 (2016-17)	**School Projected Elementary**	**78.7**	**79.2**	**79.7**	**80.2**	**80.7**
		School Actual Elementary					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **54** (2016-17)	**District Projected Elementary**	**57**	**60**	**63**	**66**	**69**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Teachers will create, administer, and analyze common formative and summative assessments and plan instruction from data analysis.	2018 - 2023	Administration, Instructional Coach, Teachers	None	None	Data Team Minutes, Teacher Student Learning Objectives
Teachers will implement math best practices and math groups	2018 - 2023	Administration, Instructional Coach, Teachers	None	None	Teacher Observations, Unit Plans / Lesson Plans, Professional Development Opportunities, Sharing of Best Practices
Teachers will use a combination of approaches, like posing purposeful questions, supporting productive struggle, and eliciting student thinking during core math instruction.	2018 - 2023	Administration, Instructional Coach, Teachers	None	None	Teacher Observations, Lesson Plans

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

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

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

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

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.	2018 - 2023	Administration, Instructional Coach, Teachers	None	None	
2.	2018 - 2023	Administration, Instructional Coach, Teachers	None	None	
3.	2018 - 2023	Administration, Instructional Coach, Teachers	None	None	

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

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

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

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

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _61_ (2016-17) Annual Increase = __	**Projected Hispanic**	61.5	62.0	62.5	63.0	63.5
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _61_ (2016-17) Annual Increase = __	**Actual Hispanic**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _39_ (2016-17) Annual Increase = __	**Projected AA**	40.7	42.4	44.2	45.9	47.6
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _39_ (2016-17) Annual Increase = __	**Actual AA**					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _24_ (2016-17) Annual Increase = __	**Projected SWD**	26.6	29.1	31.7	34.2	37.0
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _24_ (2016-17) Annual Increase = __	**Actual SWD**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 43__ (2016-17) Annual Increase = __	**Projected LEP**	44.5	46.0	47.5	49.0	50.5
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _43_ (2016-17) Annual Increase = __	**Actual LEP**					
SC READY ELA SC READY test data file	Baseline will be established in 2017-2018 Annual Increase = __	**Projected SIP**	TBD	TBD	TBD	TBD	TBD
SC READY ELA SC READY test data file	Baseline will be established in 2017-2018 Annual Increase = __	**Actual SIP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _69_ (2016-17) Annual Increase = __	**Projected Hispanic**	69.05	69.1	69.15	69.2	69.25
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _69_ (2016-17) Annual Increase = __	**Actual Hispanic**					

Data Source	Measure	Type					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _36_ (2016-17) Annual Increase = __	**Projected AA**	37.9	39.8	41.7	43.6	45.5
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _36_ (2016-17) Annual Increase = __	**Actual AA**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _32_ (2016-17) Annual Increase = __	**Projected SWD**	34.1	36.2	38.3	40.4	42.5
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _32_ (2016-17) Annual Increase = __	**Actual SWD**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _61_ (2016-17) Annual Increase = __	**Projected LEP**	61.5	62.0	62.5	63.0	63.5
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _61_ (2016-17) Annual Increase = __	**Actual LEP**					
SC READY Math SC READY test data file	Baseline will be established in 2017-2018 __ Annual Increase = __	**Projected SIP**	TBD	TBD	TBD	TBD	TBD
SC READY Math SC READY test data file	Baseline will be established in 2017-2018	**Actual SIP**					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected Hispanic**				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual Hispanic**				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected AA**				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual AA**				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected SWD**				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual SWD**				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected LEP**				
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual LEP**				

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

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Allow more student choice during Reader's and Writer's Workshop	2018 - 2023	Teacher	None	None	Student Surveys, Lesson Plans
Offer greater text selection during Interactive Read-Alouds to increase student achievement in males	2018 - 2023	Instructional Coach, Teacher	None	None	Walkthrough Observations, Lesson Plans
Provide several opportunities during the day for physical activity, follow high-energy activities with sitting activities, and create literacy activities suited to kinesthetic learners.	2018 - 2023	Instructional Coach, Teacher	None	None	Walkthrough Observations, Lesson Plans, Grade Level Meeting Minutes, Teacher Sharing Opportunities

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

MAP	**TBD**	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Fountas and Pinnell	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					
Fastbridge	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					
MAP	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.					
2.					
3.					

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

	94.8	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents					
SDE School Report Card Survey	**91**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students					
	94	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers					
	88	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Continue to offer TASCK Force (Kindness Club) for students	2018 - 2023	Administration, Teacher Leaders	None	None	Meeting Agendas and Notes, Pictures and Student Projects
Teach Social/Emotional Strategies During Guidance Lessons	2018 - 2023	Guidance Councilors	None	None	Lesson Plans, Observations
Encourage Family Involvement (which encourages families to participate in classrooms, school-based activities and events as volunteers, attendees, or members of school leadership or governing committees)	2018 - 2023	Administration, Instructional Coach, Faculty and Staff	None	None	PTA Meeting Agendas, SIC Meeting Agendas, Teacher/Parent Conference Schedules, Volunteer Hours

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

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

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

Annual Expulsion Rate

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Utilize a Positive Reinforcement System	2018 - 2023	Teachers	None	None	Classroom Behavior System, Observations
2. Utilize Individual Behavior Modification Plans for Students with Behavioral Issues	2018 - 2023	Administration, Teachers, Parents	None	None	504 Plans, IEP, Individual Behavior Plans
3. Offer Regular Parent Communication with Parents about Behavior	2018 - 2023	Teachers	None	None	Phone Log/Notes, Conference Log/Notes, Communication Notes

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Actively Listen to Students	2018 - 2023	Administration, Faculty and Staff	None	None	Observation
2. Value Opinions and Experiences by Asking for Student Feedback	2018 - 2023	Administration, Faculty and Staff	None	None	Observation
3.	2018 - 2023				

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 96.8	**School Projected**	**95** +	**95** +	**95** +	**95** +	**95** +
		School Actual					
	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
		District Actual					

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**	
1. Regularly Monitor Attendance and Absence Patterns (Intervention Approach)	2018 - 2023	Attendance Clerk, Administration	None	None	OnTrack Meeting Agendas/Notes, Early Warning Response System, GCSource	
2. Increase Student Engagement by Fostering Positive, Open Communication with Students and Parents	2018 - 2023	Administration, Faculty and Staff	None	None	Lesson Plans, Student Activities as Noted on Agendas and Planning Notes	
3.	2018 - 2023					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid –3 % Lonely – 7% Angry –5 %	**School Projected**	**Afraid ≤ 3** **Lonely ≤ 6** **Angry ≤ 5**	**Afraid ≤ 3** **Lonely ≤ 6** **Angry ≤ 5**	**Afraid ≤ 3** **Lonely ≤ 6** **Angry ≤ 5**	**Afraid ≤ 3** **Lonely ≤ 5** **Angry ≤ 4**	**Afraid ≤ 3** **Lonely ≤ 5** **Angry ≤ 4**
		School Actual	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	**District Projected**	**Afraid ≤ 5** **Lonely ≤ 9** **Angry ≤ 7**	**Afraid ≤ 5** **Lonely ≤ 9** **Angry ≤ 7**	**Afraid ≤ 5** **Lonely ≤ 8** **Angry ≤ 6**	**Afraid ≤ 5** **Lonely ≤ 8** **Angry ≤ 6**	**Afraid ≤ 5** **Lonely ≤ 7** **Angry ≤ 5**
		District Actual	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE		INDICATORS OF IMPLEMENTATION
1. Students Will Receive Regular Guidance Lessons	2018 - 2023	Guidance Counselors	None	None		Lesson Plans, Observations
2. Use Read-Alouds for Exploring Social Emotional Themes	2018 - 2023	Guidance Counselors, Teachers	None	None		Lesson Plans, Observations
3. Work in Partnerships and Groups to Learn to Cooperate and Build Community	2018 - 2023	Guidance Counselors, Teachers	None	None		Lesson Plans, Observations