Mauldin Elementary
School Portfolio

Pre-Kindergarten – Fifth Grades
Jennifer Dodds – Principal

1194 Holland Road
Simpsonville, SC 29681

Greenville County Schools
W. Burke Royster, Ph. D., Superintendent

Scope of Plan **2018-19 through 2022-2023**
Annual Update for 2021-2022

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Mauldin Elementary School

SCHOOL RENEWAL PLAN FOR YEARS 2018 -1 9 through 2022-2023 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 *(one year)*

SCHOOL NAME:

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

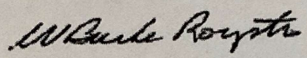**SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022** *(one year)*

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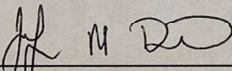
Assurances for the School Renewal Plans
The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.
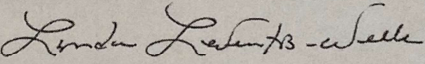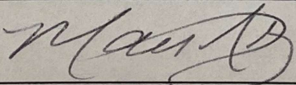
SUPERINTENDENT

Dr. W. Burke Royster	*[signature]*	April 13, 2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mrs. Jennifer Dodds	*[signature]*	2/23/2021
PRINTED NAME	SIGNATURE	DATE
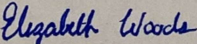
CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells	*[signature]*	April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Matt Atnip	*[signature]*	2.25.21
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Elizabeth Woods	*[signature]*	2/23/2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1194 Holland Road Simpsonville, SC 29681

SCHOOL TELEPHONE: (864)355-3700

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

Stakeholder Involvement for School Renewal

Position	Name
Principal	Jennifer Dodds
Teacher	Kate Canterbury
Parent/Guardian	Jamie Patterson
Community Member	Matt Atnip
Paraprofessional	Annissa Armstrong
School Improvement Council Member	Matt Atnip
Read to Succeed Reading Coach	Jane Voyles
School Read to Succeed Literacy Leadership Team Lead	Elizabeth Woods
School Read to Succeed Literacy Leadership Team Member	Donna Ricard

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))

X	Yes	**Academic Assistance, PreK–3**
○	No	The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra
○	N/A	or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
X	Yes	**Academic Assistance, Grades 4–12**
○	No	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
○	N/A	tutoring, and group remediation).
X	Yes	**Parent Involvement**
○	No	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
○	N/A	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	Yes	**Staff Development**
○	No	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
○	N/A	135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
X	Yes	
○	No	**Technology**
○	N/A	The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
X	Yes	
○	No	**Innovation**
○	N/A	The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
X	Yes	**Collaboration**
○	No	The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health
○	N/A	departments, First Steps, and the family court system).
X	Yes	**Developmental Screening**
○	No	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
○	N/A	schools, although screening efforts could take place at any location.
○	Yes	**Half-Day Child Development**
X	No	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.
○	N/A	However, they may be housed at locations with other grade levels or completely separate from schools.

Table of Contents

Introduction

Mauldin Elementary School's Strategic Plan/Portfolio provides an overview of the school perspective on a quality education. This document provides staff an opportunity to assess and communicate continuous improvement as we help our students to meet the challenges in the world. It also provides information on student data, stakeholders' involvement and the characteristics of the school. This report is a living document that describes Mauldin Elementary. It describes who we are, our vision, mission for the school, goals and plan of action for student achievement. It shows how all of the parts fit together to make our school a positive environment for our students. This process started with a team of staff members and parents gathering data and information about our staff, students and community involvement. We used surveys to gather information to complete this process. The teams met to discuss their findings and develop plans for improvement and to ensure alignment with the vision and mission. Students, teachers and parents provided their perceptions of Mauldin Elementary.

Listed below are the School Portfolio Teams and Members:

TEACHER Data	PARENT Data	STUDENT ACHIEVEMENT	STUDENT Data
Vision, Mission, Beliefs	**School Profile**	**Last 5 years /Strategies**	**Action Plan**
Mali Richardson	Elizabeth Woods	Jennifer Hull	Kate Canterbury
Sandy Puckett	Robin LaRue	Becca Stephens	Annie Seidel
Sarah Bundy	Chrissy Hutto	Daphne Poore	Allison Poston
Beth Wald	Shannon Taylor	Julie McCain	Antonio Goodridge
Tara Hayes	Caroline Whitaker	Elizabeth Franco	Holley Ireland
Cynthia Hill	Amy Bryson	Jodi Fletcher	Kajsa McCullough
Alana Gray	Katelyn Owen	Donna Ricard	Sharon Russo
Tiffany Gemmel	Michelle Vaughn	Terry Farmer	Kristen Jones
Christine Johnson	Traci Waters	Debra Stukes	Judy Coble
Gina Curtis	Jennifer Enten	Stephanie Payen	Becca Stephens
Beth Bourgeois	Laura Scott	Samantha Holmes	Patricia Knoblauch
Hailey Morse	Cassie Johansen	Sasha Teal	Michael Shedlock
Debi Osbourne	Amy Godfrey	Presley Mayfield	Mary Catherine Robbins
Jane Voyles	Patty Colwell	Robin LaRue	Shannon Bannister
James Kennedy	Sydney Lareche	Jennifer Clark	Dee Eggert

The groups provided input, suggesting ways we can improve our practices and the instructional programs. We will continue to update this document yearly to assess our progress and make plans for improvement. We feel that this document tells the whole story of Mauldin Elementary and how we are working together to improve the education of our students. The results are used as we implement plans to address the needs of all students.

Executive Summary

Executive Summary

Mauldin Elementary School is located in a business/residential area on Holland Road, Simpsonville, South Carolina. The school was once at 101 East Butler Road, Mauldin, South Carolina. The old school was originally built in 1937 and the new school was built in 2002. Mauldin is one of 52 elementary schools in the School District of Greenville County. The campus includes open and covered playground areas, a ball field and a track. These areas are used not only for physical education and recess, but also for special events and programs throughout the year.

Mauldin Elementary School serves approximately 926 students in pre K - fifth grades. The majority of the students come from two parent homes with middle income level. The student population consists of 321 Caucasian, 390 African American, 99 Hispanic, 28 Asian and 88 others. 100% percent of our students qualified for free or reduced meals plan due to Greenville County Schools providing free student meals through end of school year as a result of a recent USDA waiver. 13.5 % qualify for the gifted / talented program and 11% qualify for special education services.

The administration at MES consists of one principal, one assistant principal, and one above the baseline administrative assistant. The faculty consists of 41 regular classroom teachers, two full time reading interventionist, one part-time reading interventionists, one literacy coach, one multi-categorical K5, 1st, 2nd grade/ class, one multi-categorical 3rd, 4th and 5th grade/ class one K4 classroom, one preschool special education (moderate) class, along with one full time related arts team. This school year there are two resource teachers. We have one instructional coach, one media specialist, one full time and one part-time counselors, two full-time speech teachers, two computer lab managers, two part time occupational therapists, one part time ESL teacher, and one part-time challenge program teacher. Additional support staff includes one full time nurse, one part time nurse, one attendance clerk, one full-time office clerk, one part-time office clerk, one secretary, three kindergarten aides, 6 full time self- contained aides, six full-time custodians, and one plant engineer. We also have one food service manager and six food service staff.

Community and parent involvement are viewed as an essential part of the school's success; thus Mauldin Elementary has an active Parent Teacher Association (PTA) and School Improvement Council (SIC). During the 2020-2021 school year, PTA logged 55 hours of service. This is a result of COVID and PTA volunteer not being allowed in the school building. Parents serve as room mothers, Watch Dog Dads, resource speakers and provide math and reading enrichment activities. They provide incentives for programs, purchase playground equipment, and funds for teachers to purchase materials for their classrooms. They also chaperone field trips and plan fundraising activities for the school. Parents assist with the book fair, provide clerical assistance for the front office and publish the PTA school newspaper. They support and assist with activities during Red Ribbon Week and Teacher Appreciation Week.

The School Improvement Council (SIC) is another important group at our school. They help to improve student learning and help to focus attention on overall school improvement. They help the school work through challenges that may hinder us from meeting our goals. Both groups meet monthly with the administration to discuss ways to assist the school.

Student Assessment

The GCS strategic plan outlines five performance goals; goal 1 is the priority goal, with goals 2-5 intended to support goal 1. Each goal is supported by a series of objectives, key strategies and benchmarks through which progress can be measured.

Six Goal Areas

Goal 1: Student Success
Deliver high-quality curriculum, instruction, and interventions that meet the needs of each student.
Goal 2: Premier Workforce
Recruit, retain, and develop exemplary personnel in all positions.
Goal 3: Caring Culture and Environment
Provide a safe and healthy environment that promotes learning and respectful relationships.
Goal 4: Resource Stewardship
Ensure efficient use of resources through their effective management and development.
Goal 5: Community Engagement and Communications
Generate support and system effectiveness through partnerships, communications, and recognitions.
Goal 6: Read to Succeed
Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.

 We hold all of our students to high standards. We expect students to:
1. Attend school daily unless ill or legally excused.
2. Come to class with necessary materials.
3. Be critical thinkers.
4. Be responsible learners by putting forth their best effort in completing all in-class and homework assignments and in meeting deadlines.
5. Obey school rules and cooperate with school personnel.
6. Treat people and property with respect.
7. Work well independently as well as interdependently.
8. See that school correspondence reaches home.
9. Dress and groom in a neat and clean manner.

10. Have the skills, self-confidence, and values necessary to become contributing members of society.

Curriculum

The Balanced Literacy Framework was adopted in Greenville County Schools to ensure all students are being instructed on their current levels of reading material. Teachers work as a team to ensure they are using the best strategies to meet the needs of every student. We use the Fountas and Pinnell Benchmark Assessment System to adjust teaching strategies when needed. MobyMax computer program is used to provide additional assistance that students can use at home and school. Classroom teachers also utilize Mastery Connect, an online resource that helps teachers identify and track student mastery of South Carolina College and Career Ready standards. Teachers differentiate instruction to meet the needs of all students. Differentiated instruction is provided during instructional times. RTI is provided for students in grades K5-3. We also have a morning math tutoring program before school for students in third grade to work with fifth grade tutors on targeted areas of need. Science kits are sent from the district for further investigation in the Science curriculum.

Staff Quality

At Mauldin Elementary, the majority of the staff has been trained in district instructional models, including Balanced Literacy, Intel II technology, and Google Apps for Education. As a seventh year Balanced Literacy school, we seek to continue our growth and development of that program with the support of our district office, training literacy mentors and a trained Literacy Coordinator to train our staff. Staff members have participated in visiting other schools to see models of Balanced Literacy implemented and brought back ideas to share with our staff in our commitment to grow in this area. The South Carolina State Standards are now being implemented fully in grades Kindergarten through fifth grade. As the level of rigor and higher level thinking increases with these standards, our staff's level of understanding and using these standards to drive instruction continues to grow through professional development opportunities at the school and district level.

Learning Climate

At Mauldin Elementary, students' attendance rate is 96.71% over all. However, we find that some individual students have a problem attending school on a regular basis. Keeping our subgroups in school seems to get harder than it should be. Our ability to keep these students in school is an important daily task. We have in place procedures as well as strategies for students not meeting the district and state guidelines. Teachers work with the attendance clerk and assistant principal to make sure students are in school daily. Parents are contacted regularly to address attendance issues.

Root Cause Possibilities

Staff members met to generate a list of root causes or reasons "why" we believe students in the various subgroups are not achieving their goals on TE21 Benchmarks, met or exceed on SCPASS and SCReady. While some of the causes are out of our circle of control, we recognize that the reason could be a cause. The reasons are as follows:

1. Difficulty with thinking and reasoning skills
2. Lack of basic fundamentals from grade level to grade level
3. Differences in ability levels
4. Weaknesses in grammar, mechanics and clarity in writing
5. Weaknesses in problem solving
6. Poor listening skills
7. Low motivation to achieve maximum ability
8. Poor test taking skills
9. Difficulty following directions
10. Difficulty focusing on and completing tasks
11. Lack of appropriate materials
12. Students may be pulled out of classroom for other classes
13. Disciplinary problems
14. No help with homework or making sure homework is completed
15. No parental support (parents do not put an emphasis on the importance of education)
16. Poor attendance
17. Tardiness
18. Special circumstances at home such as divorce, single parent, parent away
19. Teacher student ratio is too high in all grades
20. Transportation for students to get to school when they are suspended off the bus

Accomplishments

The success of our school improvement efforts is reflected in much special recognition. These include the following:
1. Leader in Me Lighthouse School, 2020
2. National ASCA Ramp Model School
3. GT students won 1st place in architecture in ASCE Upstate Branch Popsicle Bridge Competition
4. State and National winning Beta Club
5. District Science Teacher of the Year 2017
6. 3rd & 5th Grade District Science Fair Winner 2018
7. Battle of the Books—Area runner up 2016

Outstanding Features

1. Leader in Me Lighthouse School
2. Moby Max and other student software applications
3. Grade Level field trips
4. Science Night
5. Mauldin High School Teacher Cadets
6. Laptop Carts
7. School wide Art Show
8. Summer Reading and Math Incentive Programs
9. Auditioned Chorus
10. Mentor Upstate
11. Pre School Special Education Class
12. Outstanding Multicultural School with more than 17 nationalities represented
13. Mauldin Mighty Eagle Award Recognition
14. Student Lighthouse Team
15. Safety Patrols
16. Award Winning Junior Beta Club
17. Mauldin Mania
18. Battle of the Books
19. 1:1 Chomebooks in K3 - 5th Grade
20. Extended Day Program
21. Closet of Hope
22. 4 year old Kindergarten
23. STEAM Lab
24. Girls on the Run site
25. National ASCA Ramp Model School
26. Discovery Education Digital Corps School
27. Inclusive Practice School
28. Afterschool Remediation and Tutoring
29. First Lego League Robotics

School Profile

The Community of Mauldin Elementary School

Mauldin Elementary School first opened in the 1937 school year on Butler Rd. In 2002 it moved to the current location on Holland Road.

Our current administrative staff includes Principal – Mrs. Jennifer Dodds. Assistant Principal - Mrs. Julie Hathaway, and Administrative Assistant – Mrs. Carmen Jones. Under this leadership team, we plan to continue to grow our efforts to make Mauldin the best elementary school in Greenville County! Parental involvement is critical to our success and is strong at Mauldin Elementary School. Parents and the community members are involved in many volunteer opportunities such as SEEDS, Watch Dogs, backpack program, room coordinators, "extra hands" to run copies, posting bulletin boards, laminating, assisting with lunch, school projects, office help, etc. A team of very dedicated teachers and parents lead our PTA and make decisions involving programs, fundraising, grounds beautification, and other areas of enrichment or needs. Our working parents help with quick jobs that can be done before or after work, such as cutting, stapling, or baking at home. Our School Improvement Council (SIC) has also become an important force for parents and community members. All stakeholders are actively involved in making important decisions to better our school. Mauldin Elementary also has partnerships with various local businesses. Many companies in our community have donated money or discounted services for the improvements at our school including the paved path curbing in the butterfly garden and fundraising efforts for our playground.

Mauldin Elementary School Staff

During the 2020-2021 school years, the staff of Mauldin Elementary included:
- 1 principal
- 1 assistant principal
- 1 administrative assistant
- 1 instructional coach
- 41 regular classroom teachers
- 2 reading interventionist (RTI)
- 1 part time reading interventionists
- 1 full time Literacy Coach
- 1 mental health counselor
- 1 ESOL teacher
- 4 teaching assistants (K4-K5)
- 5 full time special education teachers (3 self-contained, 2 full time resource)
- 6 special education aides
- 2 full-time speech therapist

- 2 part-time occupational therapists
- 1 part-time gifted/talented education teacher
- 3 full-time related arts teachers (art, music, physical education)
- 2 computer lab managers
- 1 full-time media specialist
- 1 full-time guidance counselor
- 1 part-time guidance counselor
- 1 STEAM Lab teacher
- 1 attendance clerk
- 1 secretary
- I part-time clerk
- 1 full-time office clerk
- 1 media assistant
- 1 nurse
- 1 part time nurse
- 1 plant engineer
- 6 custodial workers
- 1 food service manager
- 1 food service assistant manager
- 6 food service workers

We also have the following on our staff:
- 58 Caucasian Educators
- 2 Asian
- 5 African Americans Educators
- 9 Caucasian Aides
- 1 African American Aides
- 5 Male
- 1 Hispanic

Teacher Personnel Data 2019-2020

Percentage of teachers on continuing contract	78%	Down from 80%
Teachers returning from previous year	83%	Up from 78%
Teacher attendance rate	98.42%	Up from 92.3%
Average teacher salary	$52,430	Down from $52,506
Percentage of teacher vacancies for more than 9 weeks	0.0	No change

Our Leadership Team

Our Principal is Jennifer Dodds. This is her second year at Mauldin Elementary School and her 21th year with Greenville County Schools, serving as a teacher, science lab instructor, administrative assistant, assistant principal, and interim principal. Mrs. Dodds holds both a B.A. in Elementary Education and an M.A. in Educational Leadership from Clemson University, and is a graduate of both the GCS Aspiring Principal Institute and the SC Department of Education's Developing Aspiring Principals program. In 2015, Mrs. Dodds was named the Greenville County Assistant Principal of the Year for her outstanding leadership. Mrs. Dodds also developed a number of innovative initiatives in the District, including the "Real Men Read" mentorship program, a Work in Progress boys mentor program, and built strong relationships both within the school community and throughout the larger Greenville community

Our Assistant Principal is **Mrs. Julie Hathaway.** This is her 14th year at Mauldin Elementary School. She graduated with a Bachelor of Science Degree in elementary education in reading from East Carolina University, Greenville, North Carolina. She also received a Master's Degree in Admini5stration and Supervision from Furman University, and later added her certification in Early Childhood. Mrs. Hathaway has served as a principal, university supervisor, teacher leader, classroom teacher and assistant principal.

Our Administrative Assistant is **Mrs. Carmen Jones.** This is her second year at Mauldin Elementary. Prior to becoming an Administrative Assistance, she taught second grade at Mitchel Road Elementary. Before that she taught in Bluffton, South Carolina for several years. Mrs. Jones is a graduate of Converse College, where she received her Bachelor's Degree in Early Childhood Education and a Master's Degree in Gifted Education. She also earned a Master of Education in Educational Leadership from The Citadel. Mrs. Jones is committed to fostering a positive learning environment to intentionally discover all the potential our students have to offer.

Mauldin Elementary Students

The total enrollment of Mauldin Elementary in 2020-2021 is 926. Our enrollment has slightly increased over the past two years. Student attendance rate is 96.7%, and 100% participating in the free or reduced lunch program due to Greenville County Schools providing free student meals through end of school year as a result of a recent USDA waiver.

Student Profile

•Grades – K3-5th
•Student Enrollment – 926
•Free/ Reduced – 100% (due to Greenville County Schools providing free student meals through end of school year as a result of a recent USDA waiver)
•Special Education – 11%
•Gifted & Talented – 13%
•Students represent 16 countries and 10 languages

MES Total Enrollment

Year	Enrollment
2011-12	1003
2012-13	928
2013-14	895
2014-15	910
2015-16	946
2016-17	943
2017-18	970
2018-19	1018
2019-2020	1001
2020-2021	926
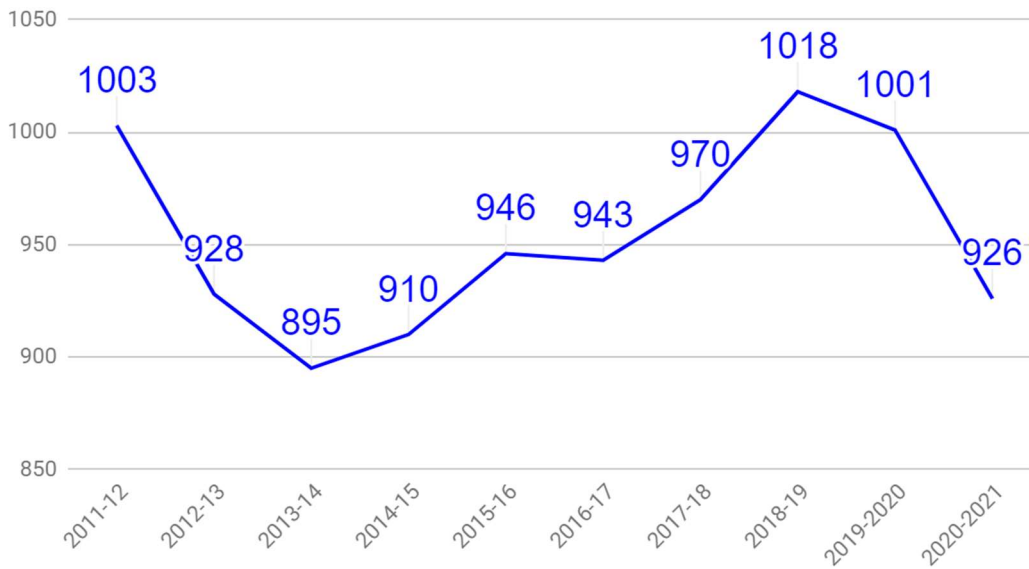
2020-2021 Enrollment by Ethnicity
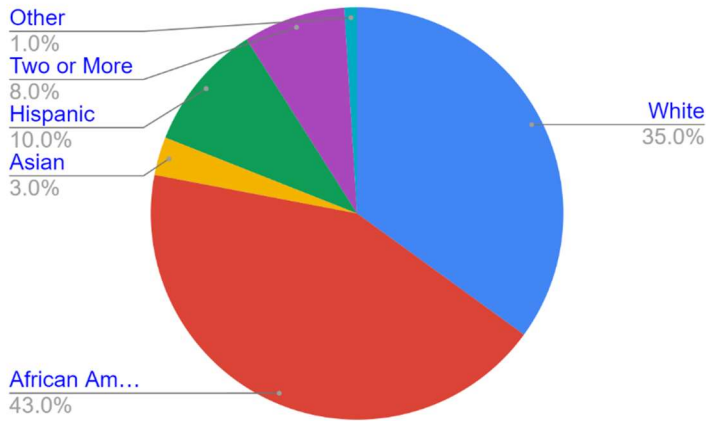
As shown in the pie chart above, the current student enrollment at the new Mauldin Elementary is 926 students made up of:

- 321 Caucasian
- 390 African American
- 99 Hispanic
- 28 Asian
- 88 Others

2020-2021 Enrollment by Grade Level
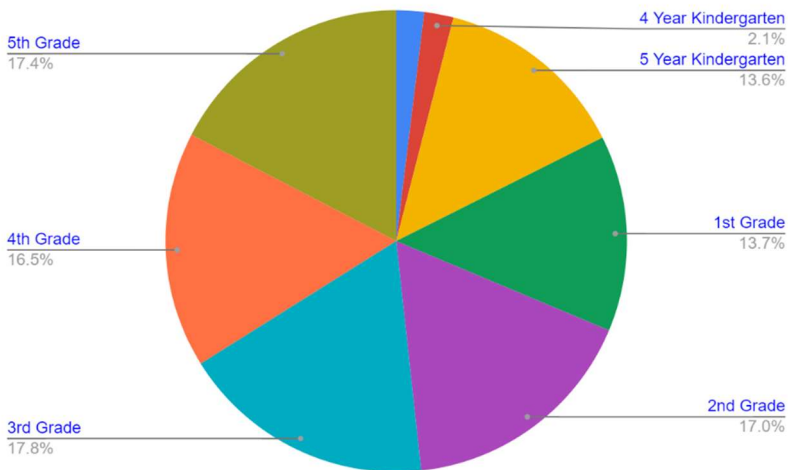
Student Retention						
	2015	**2016**	**2017**	**2018**	**2019**	**2020**
Students	1.4%	0.8%	0.2%	0.3%	0.6%	0.1%

Student Attendance						
	2015	**2016**	**2017**	**2018**	**2019**	**2020**
Students	96	93.97	95.2	95.23	95.11	96.71

Mauldin Elementary FARMS Over Time
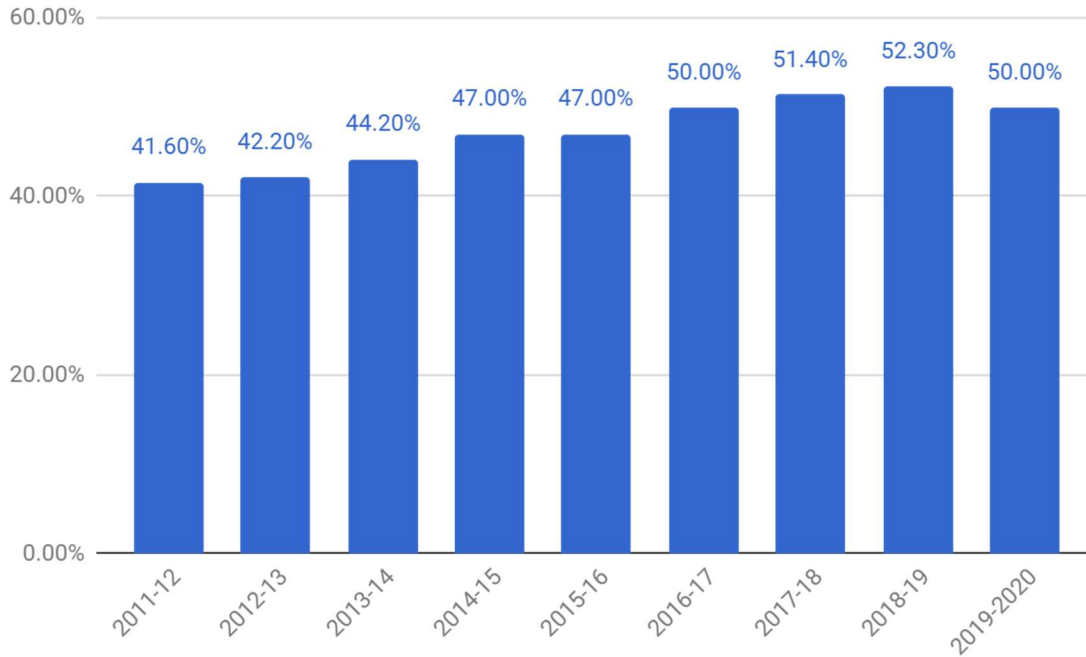
2020-2021 Enrollment by Gender
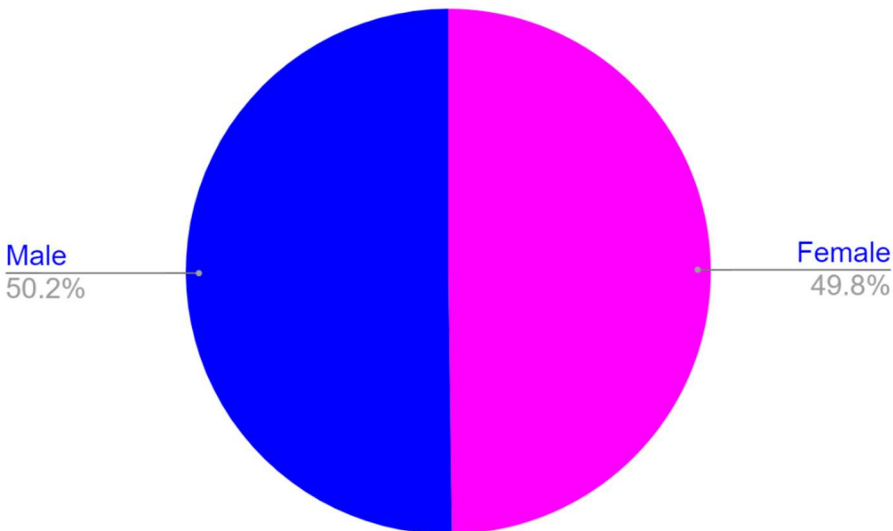
Outstanding Educational Programs

Although our core curriculum is guided by the state and district, we provide the following programs for our students.

Leader In Me

Mauldin Elementary began the implementation of Leader In Me in 2017-2018 school year. This whole school transformation process focuses on culture, academics, and leadership. It teachers 21st Century life and leadership skills, the 7 Habits of Highly Effective people, and a culture of student empowerment based on the idea that every child can be a leader.

Balanced Literacy

Balanced Literacy is a comprehensive language arts program designed to instruct students at their instructional reading levels. It provides a differentiated learning experience where teachers target skills and standards to be taught based on thorough assessment. The 2013-2014 was the implementation year for Mauldin. Teachers are attending professional development throughout the summer and school year to learn best practices to help ensure student success using the Balanced Literacy framework for our reading instruction.

CATCH Program

As a CATCH (Coordinated Approach to Child Health) school, Mauldin Elementary is committed to helping our children eat more nutritious foods each day through our Culinary Creations menu offering a meat entrée, a vegetarian entrée, and homemade soup and salad each day along with fresh fruits, vegetables, and more whole grains.

Starting Early with Enrichment Design for Student (SEEDS)

This program provides quality literature and related activities for students in the primary grades. Through partnership with parents, our school is able to offer the SEEDS program. Each week volunteers read books to students in grades K5-third grades. After reading the books, the volunteers ask higher level thinking questions and the students complete a literature based activity.

Fast Bridge

Fast Bridge is a progress monitoring system based on direct, frequent and continuous student assessment. We assess all students in grades K-1 and special education three times per year for universal screening, general education progress monitoring and AYP accountability.

Response to Intervention-RTI

The RTI program is designed to help the students that fall in the at-risk category on the Fast Bridge. These students can receive an extra 30 minutes of individualized reading instruction four days a week in a small group setting.

Mentoring Math

Fifth grade students serve as math mentors for students in grades 2-4. These students play basic facts games to strengthen their math fluency.

Beta Club

Mauldin Elementary School has an award winning Beta Club program. Over the past years they have placed in numerous categories that the Beta Club conventions including: handmade jewelry, sculpture, songfest, wreaths, sketching, essays, t shirts, woodworking, cross stitch, photography, speech, banner, and quiz bowl. Fourth grade students who have a 3.5 cumulative GPA are invited join Beta Club their 5th grade school year. These students must maintain a GPA of 3.0 and show outstanding leadership to remain active participants in the club.

STEAM Lab
The STEAM lab is visited by 3rd through 5th graders during related arts time. It serves the purpose of enriching the curriculum with project based learning using science, technology, engineering, the arts, and mathematics. Students are encouraged to take risks and participate in experiential learning.

OnTrack/MTSS
MTSS is a framework utilizing evidence-based and data-driven, student-centered practices to advance the academic, behavioral, and social-emotional learning of all students. OnTrack is a collaborative problem-solving team focused on keeping students on track for graduation utilizing the Early Warning Response System and Intervention Connection tools

Mental Health Counseling
Mauldin Elementary has a site-based Mental Health Counselor from the state through the County Mental Health program. This program assists families and students in need of mental health counseling.

TE21/Mastery Connect Progress Monitoring Tool
MasteryConnect is a an online resource that will help Greenville County Schools (GCS) teachers identify and track student mastery of South Carolina College and Career Readiness (SCCCR) Standards to inform teaching practice. Specifically, teachers will be able to share curriculum maps, resources, and assessments in one place. Also, this platform allows teachers to develop, administer, and score assessments easily. Mastery Connect has a social media component that enables schools - across the district and the state - to share assessments and resources with other teachers.

TE21's Collaborative Assessments Solutions for Education (CASE) is the provider of the South Carolina College and Career Ready Standards-aligned assessments. The assessments are aligned specifically to our GCS district curriculum in core subjects.

Instructional Programs

Mauldin Elementary offers a variety of programs to assist in meeting the goals of all students. We use research-based materials and data to develop programs to enhance our curriculum. The school's core curriculum is guided by the South Carolina State Standards and the district curriculum outlines on Rubicon Atlas. Teachers have access to computer programs that outline lesson strategies and techniques for quality deliverance. Parents are encouraged to communicate with the school any concerns regarding their child's participation in the academic program. The Instructional Coach and the administration ensure that teachers have a variety of resources to instruct students. These resources are research-based principles from the following models:

Language Arts Program
Greenville County elementary schools use the Balanced Literacy framework. This includes components unique to primary grades such as shared reading and literacy centers, in addition to components used in primary and intermediate classrooms that include guided reading and interactive read alouds. Two times during the school year, teachers administer the Fountas and Pinnell Benchmark Assessment. Teachers use the results of this assessment to determine students' independent, instructional, and frustration levels. They then design reading groups and lessons based on students' levels and skills needed. District assessments that correlate with South Carolina State Standards and Balanced Literacy are also used by classroom teachers to monitor student learning. The students are tested on written comprehension, written expression and phonics on these forms of summative assessments.

Students participate using writing prompts in the fall, winter, and spring of each school year. The writing prompts are placed in the students' cumulative record. The teachers use the writing process when teaching writing. Teachers use the following writing process components with the students: prewriting, first draft, revising, editing, and publishing. The prompts are assessed in Kindergarten through 5th grade using the district writing rubrics.

Math

We use the National Geographic "Big Ideas" Math Program to assist in teaching the South Carolina College and Career Ready State Standards. Teachers use the district's Math pacing guide to help pace their time spent on a skill. Teachers use a variety of assessments to monitor how well the students are progressing. Teachers meet to interpret the results and determine if the strategies being used are effective.

We believe that in order for students to lead a successful life and positively contribute to society, they must acquire proficiency in mathematical concepts and skills. The math program is designed to support the South Carolina State Standards for mathematics instruction. Our math program provides challenging activities for all ability levels and seeks to increase thinking skills not only for mathematical thoughts but also across the curriculum. The summer math program provides opportunities to students to practice math skills learned the previous school year.

Social Studies

Our students experience informational reading and social studies content instruction through the social studies textbooks and many other resources, such as historical fiction novels, current events magazines for kids, nonfiction literature, commercially-available teacher resource books on specific topics, and the internet. Students gain practice in speaking, listening, and research skills through simulations, games, projects, videos, and attending presentations of guest speakers. Annual social studies special events are Student Council elections; the observance of Labor Day, Veterans' Day, and Memorial Day; the celebration of African-American History Month in February, Women's History Month in March; Hispanic Heritage Month in September-October; South Carolina Day; Constitution Day; and a variety of other traditional United States holidays. Teachers typically present holiday traditions, history, art, and music through literature, videos, online resources, and the support of the art and music teachers. In presidential election years, our school conducts a Mock Election in which all students in grades 2-5 cast their vote for U.S. President online through a national coordination group. Teachers are currently receiving training in the application of the South Carolina State Standards to the social studies content area and are working with the revised 2011 South Carolina Social Studies Standards. Common unit assessments are utilized on all grade levels per the district's scope and sequence on the Portal. Field trips to Walnut Grove, Columbia, Charleston, North Carolina, and a variety of local destinations, such as Roper Mountain Science Center and Furman University, reinforce students' knowledge and encourage their application of grade-level standards.

Health and Science

Our students experience inquiry-based science instruction with the support of state-adopted textbook materials. Students enjoy regular laboratory experiences with their classmates in our school's science lab, coordinated by classroom teachers and the Science Team. Resource kits from the school district, as well as the internet and teacher resource books, anchor many of the laboratory experiences. Teachers use the inquiry-based skills and procedures of the scientific method when planning these labs. All grade levels currently participate in the school and district-level Science Fairs. Annual events such as the celebration of Red Ribbon Week in October; Science Family Night in March; and participation in the CATCH Program and the Culinary Creations healthy school nutrition program allow students to apply their health and science knowledge for real purposes. Students observe life science and weather phenomena in our Butterfly Garden throughout the year. Field trips to Roper Mountain Science Center, Camp Greenville, aquariums, the Children's Museum of the Upstate, and many other local sites support students' science learning. Teachers also supplement the science process skills with the teaching of informational reading and research skills through the use of trade books, novels, children's magazines, nonfiction texts, and the internet.

Instructional Support Programs

Support Services
Students at Mauldin Elementary receive a high level of support services from an outstanding staff of resource personnel.

Challenge Program
The Challenge Program is designed to meet the needs of academically gifted and talented students. This is a pull-out enrichment program that encourages inquiry, flexibility, creativity and critical thinking. Third graders participate in two hours and 5 minutes of Challenge classes weekly. Fourth and fifth graders attend Challenge classes for three hours and twenty minutes each week.

The curriculum is designed to challenge students with rigorous complex class work and research. The units of study are aligned with state standards and are designed to be covered in one semester. This program serves 18 third grade students, 26 fourth grade students, and 51 fifth grade students.

Computer Lab/Technology
Mauldin Elementary is dedicated to integrating technology into all areas of the curriculum. We have district recommended software, such as MobyMax Learning, on all PCs which provides an individualized computerized program to assist in student achievement.

The computer lab provides the opportunity for students to learn basic computer functions and basic functions of Microsoft applications, which include PowerPoint and Word, and Google Suite. Students are also introduced to exploring the Internet, researching topics, and publishing their work. Technology words are introduced in support of student achievement. These enhance students' communication skills in our world of technology. Each classroom is equipped with a Promethean Board. We also have three LCD projectors. Our school received one-to-one chromebooks for personalized learning in the 2016-2017 school year. These devices are now utilized in grades K3 through five. Our school was refreshed with new computers during 2020-2021 school year. This refresh cycle included new admin and teacher laptops.

Counseling Services
Our ASCA Ramp model Comprehensive School Counseling program is staffed with one full-time counselor and one part-time who visit each classroom monthly. They present engaging lessons on a multitude of topics ranging from understanding emotions, to developing responsibility, to learning about careers. Also, they provide small group counseling for students, offer parenting workshops, and make referrals to outside agencies. Our two counselors strive to meet student's individual needs through individual counseling sessions. All of the sessions are based on our school improvement plan and data that identifies areas of need.

Media Center
The Mauldin Elementary Media Center is a very busy place. Located near the center of the school, the media center offers students, teachers and parents materials and services that support the curriculum. The media center staff assists members of the school community in learning how to find and use these resources and encourages all who enter to select materials that expand their knowledge base and/or foster the love of reading. A dedication to collection development by the media specialist ensures that the materials in the media center meet the needs of the school community it serves and also meet District and State standards for library collections. Currently, the media center houses almost 11,000 holdings in print, non-print (videos and DVDs), and manipulative formats. It also possesses the balanced literacy library for teachers to use as a resource in conducting guided reading groups, which holds approximately 2,608 sets of leveled readers. It circulates approximately 6,000 items per month. It is staffed by one full-time library media specialist and one full-time media clerk. It is open from 7:30 a.m. to 3:00 p.m.

The library media specialist operates on a flex schedule. Classes in kindergarten and first grade sign up to visit the media center periodically. Students in second through fifth grade visit the media center weekly using a pass system. Teachers can send students to visit the media center at any time. Grade levels are also encouraged to schedule cooperative lessons with the media specialist as classes work on research on writing. While there is flexibility in media instruction, the media specialist uses state standards in different subject areas. In addition, the media specialist incorporates information literacy skills as prescribed by the American Association of School Librarians into every lesson. These skills include, but are not limited to, reference skills, literature appreciation, and computer instruction. The media center has nine computers available for community use, and it is located adjacent to the school computer lab. The media center is home to WMES, the closed circuit television "station" that broadcasts news to the school community every morning at 8:00. The media specialist is in charge of the student news crew, which includes two anchors, a history reporter, a birthday reporter, and behind-the-scenes personnel who operate the video and sound systems.

Each year, the media center sponsors spring and fall book fairs. The proceeds of the book fairs are used to purchase more books and supplies for the media center and its programs. Other school activities that have originated in the media center are:
- Read Across America activities in honor of Dr. Seuss' birthday
- Assemblies with plays from the Greenville Little Theater
- Guest author at our yearly All Arts and Reading Night
- Battle of the Books, a reading incentive program in which 4th and 5th graders read several books from a prescribed list, form teams and participate in question-and-answer sessions about the books, and then compete in school and District playoffs to determine a district championship team.

Special Needs Program
Four full-time resource teachers serve students who are identified with learning disabilities, emotional handicaps, mental disabilities, developmental delays and other health impairments through a psychological evaluation. These students are served through either a pull-out class or through the inclusion program. Students have an Individualized Education Plan (IEP) to help improve skills.

The Special Education Department at Mauldin Elementary uses the inclusion model to serve students with disabilities in the areas of reading, writing, and math. The inclusion model consists of the special education teacher going into the general education classroom and teaching with the general education teacher. The two teachers collaborate on lessons plans and strategies to assist all of the children in the classroom. This is a team teaching approach to learning and allows the students more small group instruction as well as individual assistance as needed. The inclusion model at Mauldin Elementary School is used in third, fourth and fifth grade.

Speech Program
Mauldin Elementary has two full time speech therapist who follow a "pull-out" and/or inclusion model to provide academic assistance as listed on each eligible student's Individual Education Plan. The therapists also provide classroom and individual interventions to help aid students with speech and/or language weaknesses in the classroom environment. The goal of the speech services is to increase the student's articulation and language skills to age appropriate levels and to enable the student to respond appropriately, effectively, and with clarity in the classroom. This is accomplished through a variety of techniques and impacts all areas of the curriculum. Listed below are some of the skills taught:
- Categorization and auditory memory skills
- Listening strategies
- Following directions
- Syntax strengthening
- Describing words
- Articulation skills
- Fluency and rhythm of speech
These services support the work of classroom teachers and the curriculum.

- 57 English language learners are receiving pull-out instruction or being monitored by a certified ESOL teacher.
- 34 students exited the ESOL program and are monitored.
- Students represent 10 languages and 16 countries.

Languages		Countries	
Arabic	6	Belarus	2
Burmese	1	Brazil	3
Mandarin	1	Colombia	4
Pohnpeian	3	Costa Rica	1
Portuguese	3	El Salvador	1
Rohingya	1	Guatemala	3
Russian	2	Honduras	2
Spanish	37	India	1
Tamil	1	Jordan	2
Vietnamese	2	Malayisa	1
		Mexico	5
		Peru	1
		Puerto Rico	3
		Saudi Arabic	3
		USA	22
		Venezuela	3

Program Goals
- To help students develop listening, speaking, reading, and writing skills in English
- To support students' content area learning
- To advocate for students through teacher collaboration and parent communication
- To facilitate the integration of students into the school community both academically and socially

Extended Day Program

Our extended day program is offered during the academic school year. The program is flexible and students are engaged in both learning and socialization skills at all times. Students are assisted with the completion of homework and other projects. The program provides a supportive environment for learning by focusing on math, reading, writing and vocabulary.

Physical Education Program

The Physical Education Program at MES focuses on health related fitness and motor skills needed for lifelong engagement in healthy and physical activity. The program uses the State Activities Standards for Physical Education. It is believed that physical activity improves muscular strength, endurance, flexibility, and cardiovascular endurance as well as academics. Overall, positive impact on children's self-esteem and their ability to strive for achievable personal goals are observed. The curriculum is designed to meet the needs and learning styles of all students. The goal is to help students in all areas through active learning. It helps us to meet our statewide goal of 150 minutes of physical education per week. Fitnessgram testing is a state program is used to evaluate fitness levels of students in grade three through five.

Girls on the Run
The Girls on the Run program gives girls an opportunity to be physically active and learn about the sport of running. The program includes the basics of goal setting, pacing, eating healthy, and how to prepare and train for a 5K Run. It also includes building confidence in these girls in and out of school. The club meets twice a week after school for eight weeks to train for a 5K at the end of the season.

Art Program
The MES Art Department includes a rigorous and creative curriculum for students in kindergarten through fifth grade. All classes receive visual arts training once a week for 45 minutes. Along with meeting and surpassing the required South Carolina state standards, the art projects integrate with the classroom's core subject areas to reinforce content and provide deeper understanding of subject matter. Students use a wide variety of media and are introduced to art history and design elements that become building blocks for a lifelong understanding and appreciation of visual art. This includes a systematic, skill-based process for students to grow as artists throughout their years at MES.

In addition to the weekly art classes, students at MES have opportunities to expand on their visual arts education. Our art program provides further training and a deeper understanding of the elements and principles of design. Selected students also have the opportunity to participate in several art shows throughout the community each year. MES also hosts a large-scale art show in our school annually, where each student displays his or her original artwork and invites friends and family members to visit the school and view the art. This provides confidence and a sense of ownership for students.

Music Program
Music supports the goals of Mauldin Elementary School to improve student achievement in all core subject areas and to provide an environment supportive of learning. Whenever possible, the music teachers look for ways to integrate math, language arts, social studies, and science into the lesson. They use a word wall to increase students' vocabulary not only in music, but related subjects as well. They also practice reading skills by following lyrics and by reading passages in the book aloud. The music teachers provide an environment that is supportive of learning by making sure that students can all see and hear the teacher and by providing attractive and informative bulletin boards in the classroom and hallway. Using two grants, the music department purchased ukuleles for the students. They use these instruments to create their own accompaniment to the songs they have learned during class time as well as during music programs.

The Mighty Eagle Chorus
The MES Mighty Eagle Chorus is made up of fourth and fifth grade students who are selected through an audition process. Rehearsals are held weekly for forty-five minutes. The chorus performs approximately three times a year at school and for other events outside of school. Fifth grade chorus students are eligible through audition to participate in Spring Sing held annually at the Peace Center for the Performing Arts.

Mission, Vision, and Beliefs

Our Mission

At Mauldin Elementary our mission is to empower all individuals to lead with intention, explore with purpose, and persevere in seeking solutions. Our mission supports the vision of Mauldin Elementary. We believe that education provides for greater opportunities and a higher standard for our students. We want them to be successful when interacting with peers, community, and the world in a positive manner. Mauldin Elementary implements diverse strategies ensuring high level of academic success.

Our Vision

The vision of Mauldin Elementary School states, "We are a community of leaders and learners who are motivated by our own successes. We are a culture of EXCELLENCE!!" Our school strives to develop the academic, social, and physical abilities of our students. We realize our students are the future leaders of tomorrow. We have a tremendous responsibility to equip our students for the challenges and opportunities that lie ahead.

Our Beliefs

During the school year and after much collaborative effort among staff members, parents, students, members of the community, and the School Improvement Council we identified our beliefs as follows:

We will commit to:
1. Focusing all efforts on our vision
2. Modeling expectations
3. Building trusting relationships
4. Providing leadership Opportunities

Data Analysis and Needs Assessment

Student Achievement Outcome

2018-2019 SC READY

The SC Ready assessment was given to students in grades 3-8 in Spring 2019. Students were assessed in the subject areas of ELA and Math.

2018-2019 SC Ready ELA

English Language Arts (Reading and Writing)
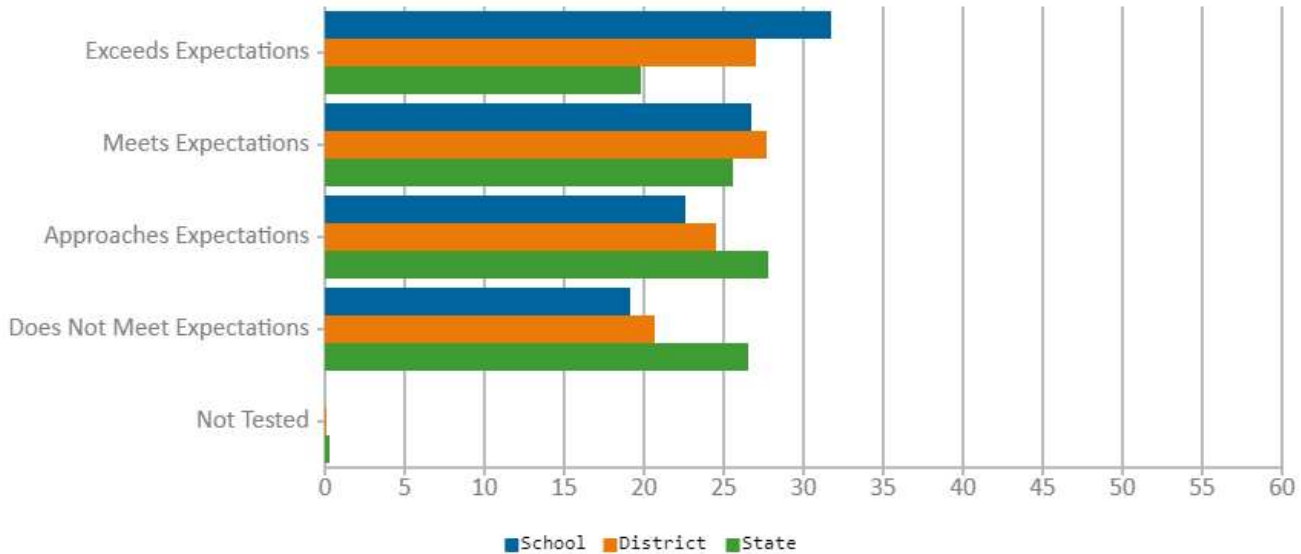
Note: Results from alternate assessments were included in the calculations where available.

2018-2019 SC Ready MATH

Mathematics
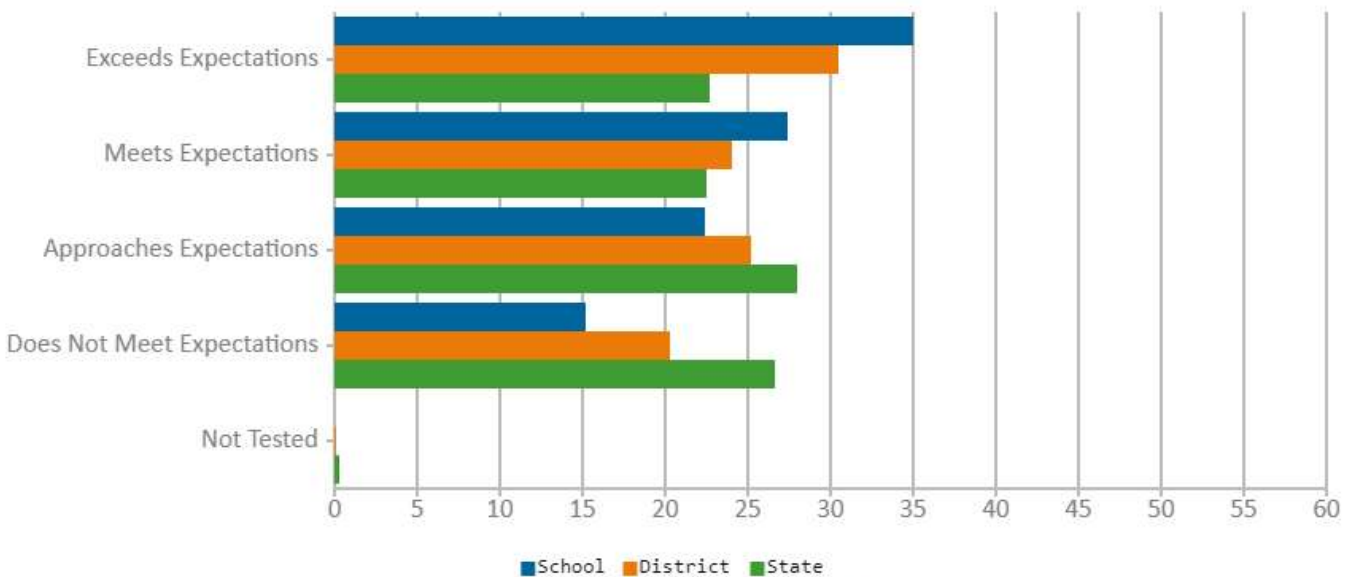
Note: Results from alternate assessments were included in the calculations where available.

2018-2019 SC PASS

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 - 5 in Spring 2019. Students were assessed in the subject areas of Science and Social Studies.

SCPASS Science and Social Studies

Science
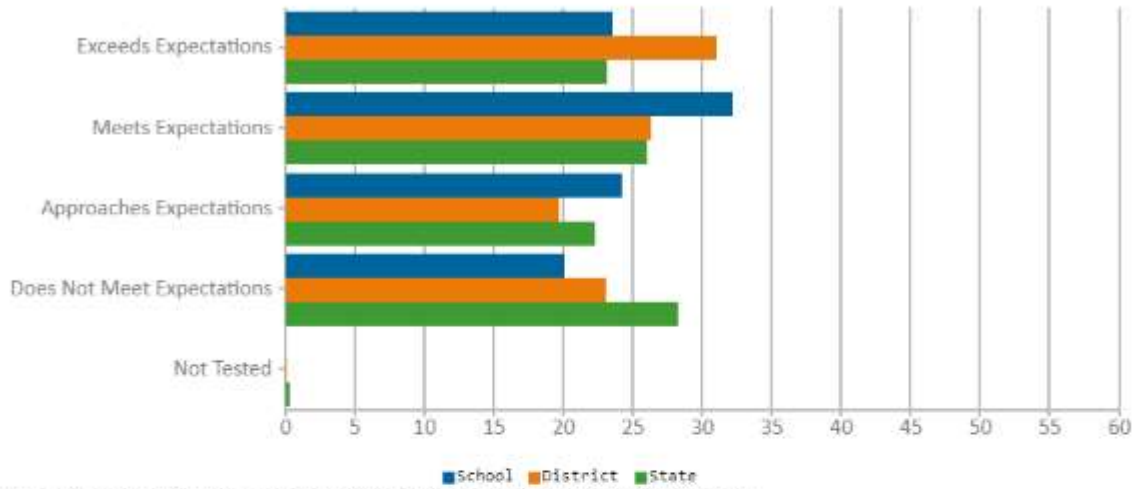
Note: Results from alternate assessments were included in the calculations where available.

Social Studies
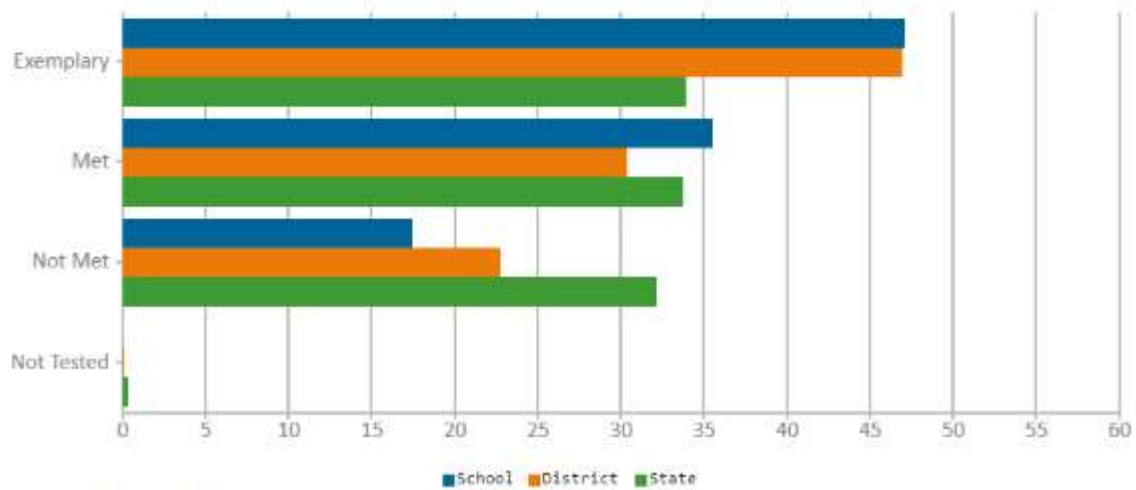
Note: Results from alternate assessments were included in the calculations where available.

Strengths

- Met both ELA and Math Goals
- Students continue to outperform in Math compared to ELA
- Math Increase of 7% (55% to 62%)
- 75% of 3rd grades Met/ Exceed in Math
- ELA Increase of 9.5% (49% to 58.5%)
- Great Gains in 3rd & 5th Grades in ELA
- 76% of White and Asian students Met/Exceed
- 58% Hispanic students Met/Exceed
- 64% ELL students Met/Exceed
- TDA Scores

Areas of Concern

- 48% PIP students Met/ Exceed
- 47% AA students Met/Exceed compared to 80% White students
- Only 26% of disabled students Met/Exceed Females out perform males (71% to 52%)
- 44% PIP students Met/Exceed
- 20% disabled students Met/ Exceed
- 42% of AA students Met/ Exceed
- 30% of AA students Did Not Meet

Teacher and Administrator Quality

The administration at Mauldin Elementary supports and encourages professional development for the faculty and staff. A flexible meeting schedule allows for staff development to be ongoing throughout the school year, providing an on-site opportunity to improve instructional strategies and enhance curriculum aimed at each grade level or specialty areas' needs. On-going development activities provide the staff with opportunities to improve personal and professional skills. Additionally, teachers from professional learning teams attend district professional developments that are offered throughout the year.

Implementing the vision of Mauldin Elementary requires each staff member to focus on the strategies defined in the quality planning section and to correlate our professional development to successfully achieve the goals of the plan. We continue to look for ways to maximize the benefits of professional development for our faculty. Workshops or conferences to be attended must support our vision and provide innovative strategies for achieving the goals of Mauldin Elementary.

As we focus on our vision and quality planning, we also seek advice from our faculty to help us plan the areas of professional development to include in our calendar.

Mauldin Elementary Professional Development

2020-2021

MES Professional Development Focus: Technology & Guided Reading

Weekly	Instructional Team Meetings Grade Level Meetings
1st Wednesday of the Month	Leader in Me Action Team Meetings
3rd Wednesday of the month	MES Faculty Meeting
1st Tuesday of the Month	PAS-T Pop-in
2nd Tuesday of the Month	Tech Tuesdays-Differentiated Technology Professional Development
Last Thursday of the Month	Staff Lighthouse Team
September 15th	SeeSaw Part 1: Chromebook/Device Management and Seesaw Setup
September 17th	Google Classroom Part 1: Chromebook/Device Management and Intro to Google Classroom
September 18th	Big Ideas Training (Virtual PD)
September 22nd	SeeSaw Part 2: Connecting with families and Seesaw Tools
September 23rd	Big Ideas Support
September 24th	Google Classroom Part 2: Classroom Management/Organization and Creating/Monitoring Assignments
September 29th	SeeSaw Part 3: Seesaw Activities
October 1st	Big Ideas Training-2nd Grade
October 1st	Google Classroom Part 3: Google Meets
October 2nd	Teaching in Depth (Using DOK questioning to guide instruction)
October 13th	Tech Tuesday: Loom extension with Screencastify
November 10th	Tech Tuesday: Peardeck
December 1st	Leader in Me: 3 I Lessons
December 8th	Tech Tuesday: GSuite (Jamboards)
January 12th	Tech Tuesday: Edpuzzle
February 3rd	Leader in Me: Engaging Students
February 9th	Tech Tuesday: Discovery Ed
March 9th	Tech Tuesday: Symbaloo
April	SCReady & SCPASS Test Training

IC Success Data Teams	
September	Power Teacher Pro Grade Book and Mastery Connect Setup 2-5
October	TE21 Mastery Connect Pre-Test Data Dive/SLO Support
November	Fall21 Benchmark Report Analysis
December	Grade Level Units of Study Data Analysis
January	Winter Fastbridge Data Analysis Read to Succeed Analysis
February	Winter TE21 Benchmark Report Analysis
March	Common Assessment and MC Data Point Analysis
April	Spring TE21 Benchmark Report Analysis

School Climate Needs Assessment

The administration and faculty make every effort to create a safe learning environment that nurtures positive and informed relationships between parents, teachers and students. It is imperative that teachers, parents, and students are satisfied with the learning environment, with the social and physical environment, and with the school to home relationship.

	Teachers				5th Grade Students				5th Grade Parents			
	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020
Percent satisfied with learning environment	94.8	94.8	82.4	Data N/A	84.5	89.1	86.2	Data N/A	75.8	92.6	86.7	Data N/A
Percent satisfied with social and physical environment	94.7	100.0	76.4	Data N/A	75	89.8	81.6	Data N/A	82.3	89.3	82.2	Data N/A
Percent satisfied with school-home relations	86.8	89.4	88.2	Data N/A	80.3	82.6	86.2	Data N/A	67.2	75.9	62.2	Data N/A

Impact of COVID-19:
On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

View the 2019-2020 Report Card here

SC READY **South Carolina College-and Career-Ready Assessments** **Impact of COVID-19:**
On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

The School District Of Greenville County | 2018–2019

Mauldin Elementary School   🖶 Print

2018-2019 Overall Rating

**Excellent
62**

School performance substantially exceeds the criteria to ensure all students meet the Profile of the SC Graduate

Phone:
8643553700
School Address:
1194 Holland Road Simpsonville, SC 29681
School ID: 2301067
Website: School Website
Support Status: Standard

Serving Grades: PK-5
Student Enrollment: 987
Principal: Jamie Spinks

Mauldin Elementary is helping all students develop the World Class Skills of the Profile of the South Carolina Graduate by...[More]

English

SC READY Performance by Grade Level

English Language Arts (Reading and Writing)
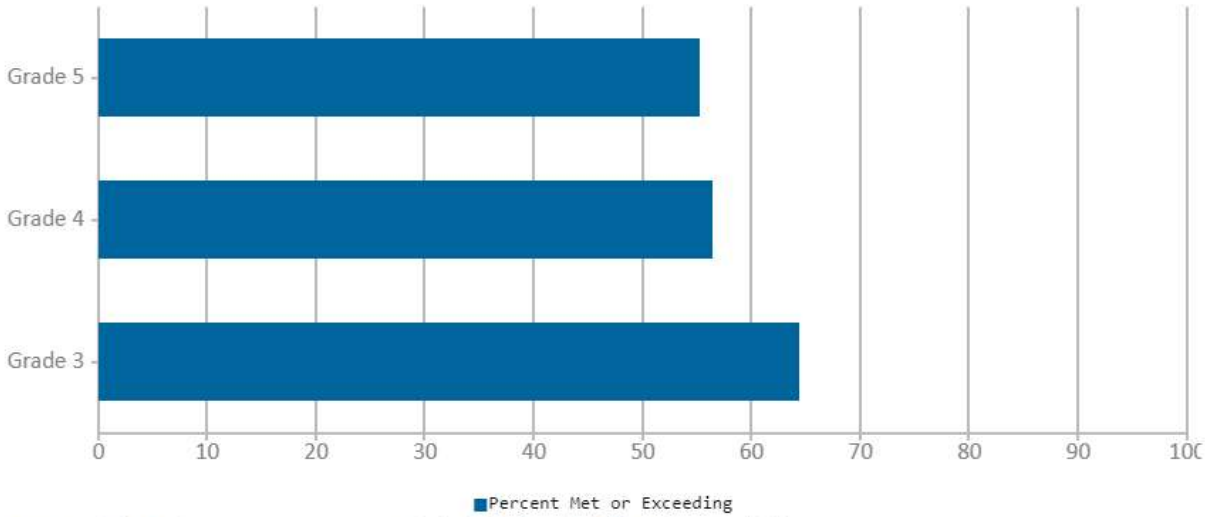
Percent Met or Exceeding

Note: Results from alternate assessments were included in the calculations where available.

Our School - Grade 3 Exceeds and Meets: 64.3%
Our School - Grade 4 Exceeds and Meets: 56.4%
Our School - Grade 5 Exceeds and Meets: 55.2%

Mathematics

Mathematics
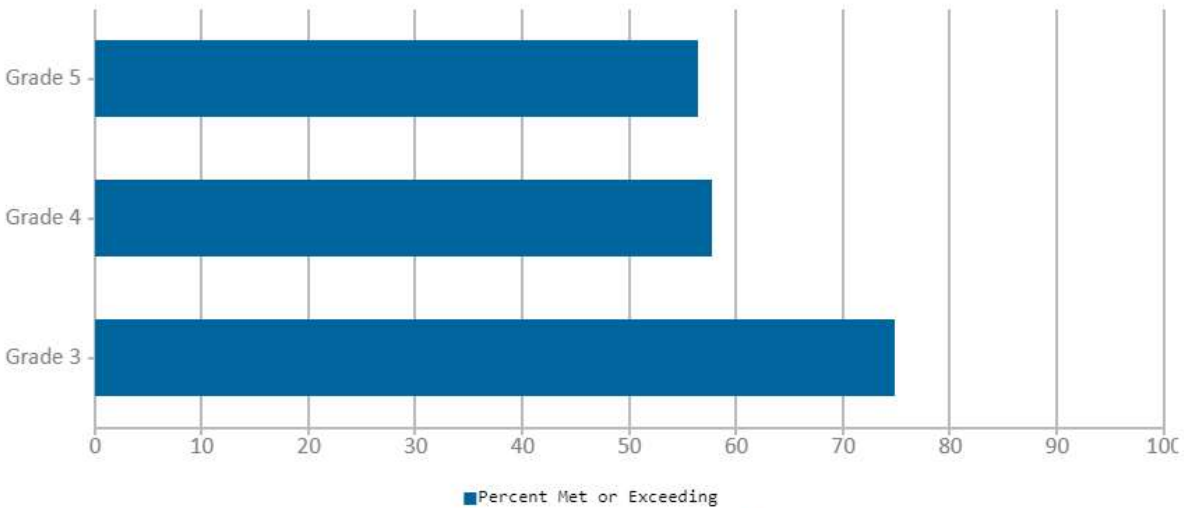
Percent Met or Exceeding

Note: Results from alternate assessments were included in the calculations where available.

Our School - Grade 3 Exceeds and Meets: 74.8%
Our School - Grade 4 Exceeds and Meets: 57.7%
Our School - Grade 5 Exceeds and Meets: 56.4%

SCPASS Performance by Grade Level

Social Studies
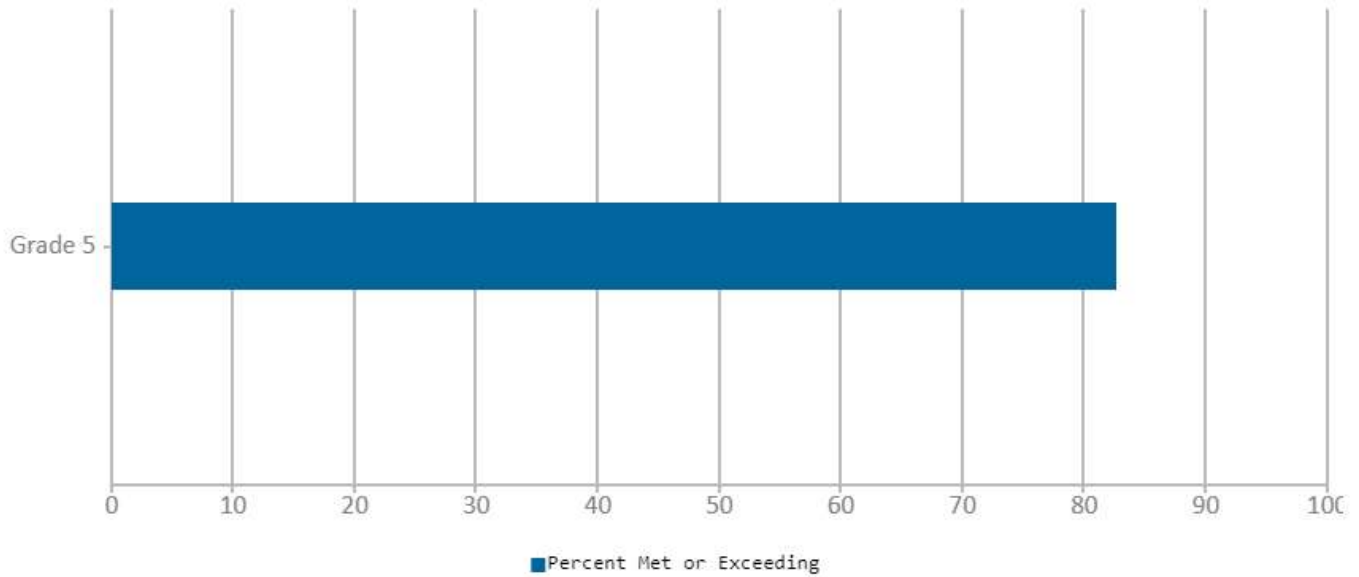
Note: Results from alternate assessments were included in the calculations where available.

Students Met or Exceeding in Social Studies: 82.6 %

SCPASS Performance by Grade Level

Science
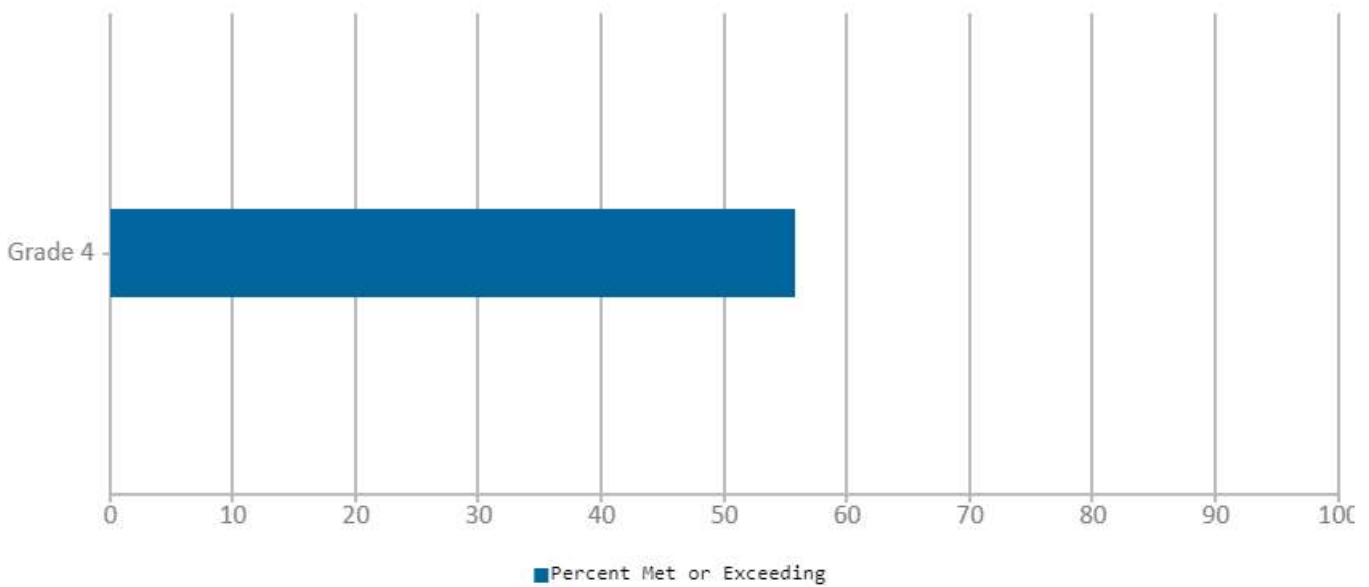
Note: Results from alternate assessments were included in the calculations where available.

Students Met or Exceeding in Science: 55.7 %

Opportunities

For students to meet the profile of the SC Graduate

School Quality:

Student Engagement

Student levels of engagement in school

Percentage of Students Scoring "Committed" on Student Engagement Survey   68.0%

Domains of School Engagement

Cognitive   63.1%

Behavioral   65.3%

Emotional   75.6%

Participation Rate

(Note: if fewer than 80% of the students participated in the survey, the "Total Percent Committed" was lowered prior to calculating a rating. For more information about the methodology, please see the EOC Accountability Manual.)

87.8%

Student Engagement

Student levels of engagement in school

Additional Information

	Our School	Change from Last Year
Percent of Students (7th and 8th grade) enrolled in high school credit courses	N/AV	N/A
Percent of students served by gifted and talented program	13.5	Down from 18.2
Percent of students retained	0.2	Down from 0.6
Principal's/Superintendent's/Director's years at school/district	1	Down from 5
Percent of classrooms with wireless access	100	No change
Percent of students served by 1:1 learning	50	Down from 51
Chronic Absenteeism Rate	12.7	Up from 11.9
Percent of 8th Graders with Individual Graduation Plan (IGP)	N/AV	N/A

Results of Teacher, Student, and Parent Opinion Surveys

No Current Records Available.

Classroom Environment:

Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	59	Down from 60
Percent of teachers with advanced degrees	42.4	Down from 50.0
Average teacher salary	$52,430	Down from $52,506
Percent of teachers on continuing contract	78.0	Down from 80.0
Percent of teachers returning from previous year - current year	83.0	Up from 78
Percent of teachers returning from previous year - three year average	83.8	Down from 84.9
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Percent of inexperienced teachers teaching in core classes	15.4	Down from 71.4
Number of inexperienced teachers teaching in core classes	6	Up from 5
Percent of out-of-field teachers teaching in core classes	0.0	No change
Number of out-of-field teachers teaching in core classes	0	No change

ESSA regulations require states to post on their report cards information about teachers with emergency or provisional credentials. South Carolina does not award emergency or provisional credentials, thus that metric is not listed.

Student Safety:

Note on missing data: On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

Student Safety

Evaluations By Parents ❓	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	Data N/A	Data N/A
"My child's teachers and school staff prevent or stop bullying at school."	Data N/A	Data N/A

Evaluations By Teachers ❓	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	Data N/A	Data N/A
"The rules for behavior are enforced at my school."	Data N/A	Data N/A

Financial Data:

Financial Data

School level Financial Information

	Our School	Change from Prev Year
Average teacher salary	$52,430	Down from $52,506
Percent of expenditures for instruction	68.0	N/A
Percent of expenditures for teacher salaries	61.2	N/A
Average administrator salary	$87,645	Up from $84,446
Percent of students in poverty (TANF, Medicaid, SNAP, foster child, homeless or migrant)	62.3	Up from 58.9
Prior fiscal year State & Local Personnel Per Pupil Expenditure	$7,159	Down from 7395
Prior fiscal year Federal Personnel Per Pupil Expenditure	$314	Up from 189
Prior fiscal year State & Local Non-Personnel Per Pupil Expenditure	$602	Down from 905
Prior fiscal year Federal Non-Personnel Per Pupil Expenditure	$292	Up from 42
Prior fiscal year Total State & Local Per Pupil Expenditure	$7,761	Down from 8300
Prior fiscal year Total Federal Per Pupil Expenditure	$605	Up from 231
Prior fiscal year Total Per Pupil Expenditure	$8,367	Down from 8531

Action Plan

Achieve Greatness!!

Our Vision and Academic Goals

The Mauldin Elementary staff developed a three-point vision shared by all stakeholders:
 "We are a community of leaders and learners who are motivated by our own successes. We are a culture of
    EXCELLENCE!!"
With this vision and our goals in mind, we believe we must plan effectively to provide a quality education for our
students.

In the next five years, MES will continue to focus on the five GCS goals and associated initiatives outlined in the
GCS strategic plan. The Board of Trustees, with input from educators, parents, students, and community leaders,
adopts the following priority areas for the period 2018-2023:

- Improve Reading Performance – Enhance focus on early literacy and K-8 reading.
- Improve Classroom Environment – Provide more hands-on learning, reduce class size, and decrease
  teacher burden.
- Increase Choice Options – Offer more educational options, approaches and pathways for students and
  families.
- Provide Excellent Teachers and Principals – Recruit, develop, and retain high quality teachers and school
  leaders.
- Expand Whole Child Supports – Promote student well-being in the learning process by increasing mental
  health supports and teaching social, emotional and life skills.
- Expand Graduation Plus, providing comparable support and equitable opportunities across multiple
  pathways for students whether preparing for four year college or seeking career and technical expertise.

We have developed an Action Plan that includes our goals, objectives and strategies to support efforts to achieve
the initiatives. The strategies in the action plan are based on research and best practices that are proven to improve
student learning.

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 43.5% in 2016-17 to 52.32% 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 1.47% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 43.5% (2016-17)	**School Projected Elementary 44.97**	**46.44**	**47.91**	**49.38**	**50.85**	**52.32**
		School Actual Elementary 50	**58.5**	*waiver*			
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 52**	**52**	**55**	**58**	**61**	**64**
		District Actual Elementary 52	58	*waiver*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of preschool students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2020-2021	Director of Early Intervention and Student Support			Waiver
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administration, Teachers, Instructional Coach	District Funded	District	MasteryConnect usage data (benchmarks). Teacher Observation Data; SLO Data
2. Scaffold student thinking through modeling, think alouds, and/or guided practice to support stamina, decision making, and understanding of content.	2018-2023	Academic Specialists for Literacy Administration Instructional Coach Literacy Specialist Literacy Mentors Teachers	District Funded	District	Evidence of teacher modeling and think alouds Evidence of scaffolds for thinking including visuals, thought prompts, and question stems Students articulate and use scaffolds to answer questions and solve problems
3. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Academic Specialists for Literacy	District Funded	District	Classroom libraries offer a wide selection of texts that reflect students' interests

		Administration Instructional Coach Literacy Specialist Literacy Mentors Teachers			and needs. Teachers lead focused reading conferences and small group work. Students can articulate and demonstrate progress toward their reading goal(s).

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 52.9% in 2016-17 to 58.6% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 0.95% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 52.9% (2016-17)	**School Projected Elementary 53.85**	**54.8**	**55.75**	**56.7**	**57.65**	**58.6**
		School Actual Elementary 55.6	**62.4**	*waiver*			
SC READY ELA SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 57**	**62**	**64**	**66**	**68**	**69**
		District Actual Elementary 60	63	*waiver*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments and Mastery Connect to inform instruction at a rigorous level	2018-2023	Administration, Teachers, Instructional Coach	District Funded	District	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Implement tasks that promote reasoning and problem solving	2018-2023	Administration, Teachers, Instructional Coach	District Funded	District	Observations of problem solving and reasoning
3. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018-2023	Academic Specialists Administration, Teachers, Instructional Coach	District Funded	District	Observations, lesson plans, professional development, classroom evidence of content vocabulary 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: 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 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary**	**63**	**66**	**69**	**72**	**75**
		School Actual Elementary 60%	**55.7**	*waiver*			
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary**	**63**	**66**	**69**	**72**	**75**
		District Actual Elementary 60	64	*waiver*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administration, Teachers, Instructional Coach	District Funded	District	Formative Assessments, Teacher Observation Data
2. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Administration, Teachers, Instructional Coach	District Funded	District	Attendance reports from district and school professional development offerings including summer courses; Coaching Cycles
3. Implement tasks that promote reasoning and problem solving	2018-2023	Academic Specialists Administration, Teachers, Instructional Coach	District Funded	District	Observations of problem solving and reasoning

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 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (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	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	66% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 0.2%	**School Projected Hispanic 66.2%**	**66.4**	**66.6**	**66.8**	**70**	**70.2**
SC READY ELA SC SDE Website		**School Actual Hispanic 46%**	**54.6**	*waiver*			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 36%**	**36**	**39**	**42**	**45**	**48**
SC READY ELA SC SDE Website		**District Actual Hispanic 34%**	40	*waiver*			

SC READY ELA SC SDE Website	23% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 2.6%	School Projected AA 25.6%	28.2	30.8	33.4	36	38.6
SC READY ELA SC SDE Website		School Actual AA 32%	40.5	*waiver*			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31	*waiver*			
SC READY ELA SC SDE Website	10% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 3.3%	School Projected SWD 13.3%	16.6	19.9	23.2	26.5	29.8
SC READY ELA SC SDE Website		School Actual SWD 16%	17.9	*waiver*			
SC READY ELA SC SDE Website		District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12	21	*waiver*			

SC READY ELA SC READY test data file	45% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 1.4%	**School Projected LEP 46.4**	**47.8%**	**49.2%**	**50.6%**	**52%**	**53.4%**
SC READY ELA SC READY test data file		**School Actual LEP 50**	**51**	*waiver*			
SC READY ELA SC READY test data file	32% Meets Expectations and Exceeds Expectations	**District Projected LEP 35**	**35**	**38**	**41**	**44**	**47**
SC READY ELA SC READY test data file		**District Actual LEP 33**	**44**	*waiver*			
SC READY ELA SC READY test data file	40% Meets Expectations and Exceeds Expectations Baseline will be established 2017-2018 Annual Increase = 1.8%	**School Projected PIP 40**	**41.8**	**43.6**	**45.4**	**47.2**	**49**
SC READY ELA SC READY test data file		**School Actual PIP 40**	**43.1**	*waiver*			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**District Projected PIP 38**	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC SDE Website		**District Actual PIP 33**	45	*waiver*			

SC READY Math SC SDE Website	62% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 0.4%	**Projected Hispanic 62.4**	**62.8**	**63.2**	**63.6**	**64**	**64.4**
SC READY Math SC SDE Website		**Actual Hispanic 53**	**59.7**	*waiver*			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 39**	**39**	**42**	**45**	**48**	**51**
SC READY Math SC SDE Website		**District Actual Hispanic 42**	**43**	*waiver*			
SC READY Math SC SDE Website	31% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 2.2%	**Projected AA 33.2**	**35.4**	**37.6**	**39.8**	**42**	**44.2**
SC READY Math SC SDE Website		**Actual AA 43**	**44.8**	*waiver*			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	**District Projected AA 27**	**27**	**30**	**33**	**36**	**39**
SC READY Math SC SDE Website		**District Actual AA 28**	**30**	*waiver*			

SC READY Math SC SDE Website	17% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 2.9%	**Projected SWD 19.9**	**22.8**	**25.7**	**28.6**	**31.5**	**34.4**
SC READY Math SC SDE Website		**Actual SWD 15**	**23.1**	*waiver*			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	**District Projected SWD 18**	**18**	**21**	**24**	**27**	**30**
SC READY Math SC SDE Website		**District Actual SWD 16**	**20**	*waiver*			
SC READY Math SC SDE Website	54% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 0.9%	**Projected LEP 54.9**	**55.8**	**56.7**	**57.6**	**58.5**	**59.4**
SC READY Math SC SDE Website		**Actual LEP 52**	**53**	*waiver*			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	**District Projected LEP 40**	**40**	**43**	**46**	**49**	**52**
SC READY Math SC SDE Website		**District Actual LEP 42**	**46**	*waiver*			

SC READY Math SC SDE Website	46% Meets Expectations and Exceeds Expectations Baseline will be established 2017-2018 Annual Increase = 1.4%	Projected PIP 46	47.4	48.8	50.2	51.6	53
SC READY Math SC SDE Website		Actual PIP 46	47.5	*waiver*			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual PIP 38	43	*waiver*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2018-2023	Coordinator of MTSS Teachers	$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
2. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Academic Specs., Administration, Instructional Coach Teachers	$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Academic Specs. Assist. Supt. for SPED Coord. Of ELL Administration Instructional Coach Teachers			Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.

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 a5d Talented: Other
PERFORMANCE GOAL: 5 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	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	Criterion Reference Measure	**School Projected**		Kindergarten through Grade 5 =75% or above	Kindergarten through Grade 5 =77% or above	Kindergarten through Grade 5 =79% or above	Kindergarten through Grade 5 =81% or above
	Meets and Exceeds	**School Actual**	Kindergarten through Grade 5 =73%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic*			
Fastbridge Kindergarten and Grade 1	Norm Reference Measure	**School Projected**		Kindergarten = 36% or above Grade 1 =46% or above	Kindergarten = 38% or above Grade 1 =48% or above	Kindergarten = 40% or above Grade 1 = 50% or above	Kindergarten =42%or above Grade 1 = 52% or above
	K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more accurately read words per minute (40th percentile)	**School Actual**	Kindergarten = 34% Grade 1 =44%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic*			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**School Projected**		Grade 2-25 % or above Grade 5-41 % or above	Grade 2-25 % or above Grade 5-41 % or above	Grade 2-25 % or above Grade 5-41 % or above	Grade 2-25 % or above Grade 5-41 % or above

Assessment	Criteria / Measure	Type					
South Carolina MAP Linking Study – February 2018	2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile	**School Actual**	Grade 2 – 25% Grade 5 – 39%	Grade 2 – 25% Grade 5 – 41%	Grade 2-33% *5th grade data point not available - School Board decision to waive 5th grade testing*		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	**District Projected**		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	**District Projected**		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more accurately read words per minute (40th percentile)	**District Actual**	5K – 50% Grade 1 – 55%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**District Projected**		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018	2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile	**District Actual**	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 33% *5th grade data point not available - School Board decision to waive 5th grade testing*		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2020-21	Director of Early Intervention and Student Support			Waiver
1. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Academic Specialists for Literacy Administration Instructional Coach Literacy Specialist Literacy Mentors Teachers	District Funded	District	Classroom libraries offer a wide selection of texts that reflect students' interests and needs. Teachers lead focused reading conferences and small group work. Students can articulate and demonstrate progress toward their reading goal(s).

2. Scaffold student thinking through modeling, think alouds, and/or guided practice to support stamina, decision making, and understanding of content.	2018-2023	Academic Specialists for Literacy Administration Instructional Coach Literacy Specialist Literacy Mentors Teachers	District Funded	District	Evidence of teacher modeling and think alouds Evidence of scaffolds for thinking including visuals, thought prompts, and question stems Students articulate and use scaffolds to answer questions and solve problems
3. Utilize the GCS framework for explicit and consistent instruction in language and word study (phonics and phonological awareness) ☐ ☐	2018-2023 ☐	Academic ☐ Specialists for Literacy Administration	District Funded ☐	District	Observations, anecdotal notes, and lesson plans. Increased percentage of students scoring in the 60% and above in all categories

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
		Instructional Coach Literacy Specialist Literacy Mentors Teachers			on the FastBridge Assessments

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	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report		**School Projected**			**Gender Diversity = Maintain Ethnic Diversity = Maintain**	**Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain**	**Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain**
GCS Human Resources Department	Baseline established in 2019-2020	**School Actual**		Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes		
Employment report		**District Projected**	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	**District Actual** Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 99% Ethnic Diversity = 96%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Participate in training opportunities to help existing teachers work with diverse students.	2018-2023	Dir. of Staff and Leadership Dvp. Administration Instructional Coach Teachers	TBD	TBD	Professional Development opportunities targeting student diversity.
2. Utilize the GCS list of quality candidates who are diverse when hiring.	2018-2023	HR Recruiters Administration	$0	NA	Ongoing identification of candidates

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 2016-2017	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	Baseline 89.9%	School Projected Students ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 91.3%	90.8	*waiver*			
SDE School Report Card Survey	Baseline 94.8%	School Projected Teachers ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100%	100	*waiver*			
SDE School Report Card Survey		School Projected Parents ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

	Baseline 88.7%	School Actual Parents 93.10%	93	*waiver*			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	*waiver*			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	*waiver*			
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	*waiver*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Communicate clearly and effectively with all stakeholders that school-wide emergency response plans are in place and include explanations of the training and drills that take place at our location	2018-2023	Principal	$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2.Take a proactive approach by periodically pushing out information about the safety measures that we take at each school	2018-2023	Administration Social Media & Web Master	$0	NA	Safety stories on web, social media, etc.
3. Continued use of the Level I and Level II background checks.	Ongoing	Administration Office Staff	District Funded	District	Volunteer checks completed

	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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 0	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		**School Actual 0**	0	0			
	(2016-17) **0.7**	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		**District Actual 0.8**	1.5	0.9			

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 0	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		**School Actual** 0	0	0			
	(2016-17) **.04**	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		**District Actual** .04	.10	**.03**			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.	2018-2023	Administration After School Director Guidance Counselors	0	N/A	Students in need being matched with services

ACTION PLAN FOR STRATEGY #1: ☐	☐				EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2. Increase awareness of community based resources that families can reach out to for guidance and support.	2018-2023	Guidance Counselors	0	N/A	Information disseminated and utilized
3. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.	2018-2023	Administration	0	N/A	Information disseminated through various formats

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 Cignia Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	90	90	90	90	90
		School Actual Baseline 89%	***sample size too small to report**	89	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	90	90	90	90	90
		District Actual 89	90	92	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand mentoring program for students	2018-2023	School counselors	District Funded	District	Students assigned to an adult at the school.
2. Establish protocols among all adults to communicate positively with students (Capturing Kids Heart, RAMP, PBIS, Leader In Me)	2018-2023	School team	$0	NA	Documentation of communicating protocol to staff
3. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	Administration School team/PTA	$0	NA	Support staff included in decision making and support of students

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	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95.2%	**School Projected 95**	95	95	95	95	95
180th day Attendance Report		**School Actual 95**	95.11	96.71			
	(2016-17) 95	**District Projected**	95	95	95	95	95
180th day Attendance Report		**District Actual 95**	95	96			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Admin team	$0	NA	Students are identified and appropriate supports are assigned
2. Promote attendance with students and parents as an important component of school success	2018-2023	Administration School team	$0	NA	Teacher/school direct contact with parents.
3. Use the Intervention Connection System to assign and monitor interventions for truant and chronically absent students.	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Admin team Teachers	$0	NA	Intervention Connection System reports for truant and chronically absent students.

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 Cognia 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	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Afraid 6 % Lonely 9 % Angry 9%	**School 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**
		School Actual Afraid – 6% Lonely – 9% Angry – 9%	**Afraid 4% Lonely 12% Angry 12%**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic*	**Afraid Lonely Angry**	**Afraid Lonely Angry**	**Afraid Lonely Angry**
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**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 – 5% Lonely – 10% Angry – 8%	**Afraid – 5% Lonely – 10% Angry – 8%**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic*	**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. Address bullying behaviors in the character education program	2018-2023	Principals Guidance Counselor	TBD	TBD	Lesson Plans
2. Build a positive learning community supportive of all students through Leader in Me Lead Time	2018-2023	School Principals 7 Habits Team Teachers & Staff	$0	NA	Evidence of: • classroom conversations and reflections to support problem solving occur across the school day. • established classroom norms, expectations, and procedures.
3. Implement the OnTrack process, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	Administration OnTrack Team Teachers	$0	NA	OnTrack Meeting Agenda & Logs