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# **Oakview Elementary School**

515 Godfrey Road  
Simpsonville, SC 2968

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**Dr. Phillip Reavis**

Principal

**The School District of Greenville County**

**Dr. W. Burke Royster**

Superintendent

**Action Plan**

2018-2019 through 2022-2023

**SCHOOL RENEWAL PLAN COVER PAGE**

**SCHOOL NAME:** Oakview Elementary School

**SCHOOL RENEWAL PLAN FOR YEARS 2018-2019 through 2022-2023** (*five years*)

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2020-2021** (*one year*)

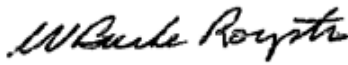
**Required Signature Page**

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


**Assurances for the School Renewal Plans**

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


**SUPERINTENDENT**

<b>Dr. W. Burke Royster</b>		<b>04/13/21</b>
PRINTED NAME	SIGNATURE	DATE

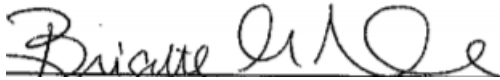
**PRINCIPAL**

<b>Dr. Phillip Reavis</b>		<b>04/13/21</b>
PRINTED NAME	SIGNATURE	DATE

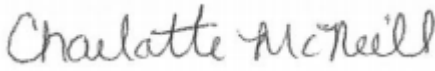
**CHAIRPERSON, BOARD OF TRUSTEES**

<b>Mrs. Lynda Leventis-Wells</b>		<b>04/13/21</b>
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

<b>Mrs. Brigitte G. Adley</b>		<b>04/13/21</b>
PRINTED NAME	SIGNATURE	DATE

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

<b>Mrs. Charlotte McNeill</b>		<b>04/13/21</b>
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 515 Godfrey Road Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 355-7100

PRINCIPAL E-MAIL ADDRESS: [preavis@greenville.k12.sc.us](mailto:preavis@greenville.k12.sc.us)

### Stakeholder Involvement for School Renewal

List the names of persons who were involved in the development of the school renewal plan. A participant from each category is involved.

<b><u>Position</u></b>	<b><u>Name</u></b>
1. Principal	Dr. Phillip Reavis
2. Teacher	Mrs. Ashley Nettles
3. Parent/Guardian	Mrs. Sarah Slack
4. Community Member	Sandy Young
5. Paraprofessional	Mrs. Colleen Green
6. School Improvement Council Member	Mrs. Candace Baird
7. Read to Succeed Reading Coach	Mrs. Charlotte McNeill
8. School Read to Succeed Literacy Leadership Team Lead	Mrs. Charlotte McNeill
9. School Read to Succeed Literacy Leadership Team Member	Mrs. Sherrie Brookie

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

<b><u>Position</u></b>	<b><u>Name</u></b>
<b>Kindergarten Teacher</b>	<b>Jennifer Phillips</b>
<b>Kindergarten Teacher</b>	<b>Lauren Conner</b>
<b>1<sup>st</sup> Grade Teacher</b>	<b>Ellen Hearn</b>
<b>1<sup>st</sup> Grade Teacher</b>	<b>Ashley Nettles</b>
<b>2<sup>nd</sup> Grade Teacher</b>	<b>Stacy Clark</b>
<b>2<sup>nd</sup> Grade Teacher</b>	<b>Kelly Curry</b>
<b>3<sup>rd</sup> Grade Teacher</b>	<b>Thomas Hilker</b>
<b>3<sup>rd</sup> Grade Teacher</b>	<b>Mandy McCurry</b>
<b>4<sup>th</sup> Grade Teacher</b>	<b>Jeff Hoeft</b>
<b>4<sup>th</sup> Grade Teacher</b>	<b>Liz Teeple</b>
<b>5<sup>th</sup> Grade Teacher</b>	<b>Vicki Bramer</b>
<b>5<sup>th</sup> Grade Teacher</b>	<b>Betsy Shuler</b>
<b>Media Specialist</b>	<b>Gwendolyn Brown</b>

**Special Education Teacher  
Read to Succeed Reading Coach  
Instructional Coach  
Principals**

**Cyndy Martin  
Charlotte McNeill\*\*  
Sherrie Brookie\*\*  
Dr. Phillip Reavis\*\*  
Meredith Welch\*\*  
Jessica Preisig\*\***

## **ASSURANCES FOR SCHOOL PLAN**

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

### **Early Childhood Development and Academic Assistance Act (Act 135) Assurances**

[S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)]



#### **Academic Assistance, PreK–3**

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



#### **Academic Assistance, Grades 4–12**

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



#### **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.



#### **Staff Development**

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.



#### **Technology**

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.



#### **Innovation**

The district funds innovative activities to improve student learning and accelerate the performance of all students.



#### **Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

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### **Developmental Screening**

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.



### **Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.



### **Developmentally Appropriate Curriculum for PreK–3**

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.



### **Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.



### **Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.



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

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

# TABLE OF CONTENTS

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INTRODUCTION.....7

EXECUTIVE SUMMARY.....9

SCHOOL PROFILE.....16

MISSION, VISION, AND BELIEFS.....42

DATA ANALYSIS AND NEEDS  
ASSESSMENT.....43

ACTION PLAN.....57

SCHOOL REPORT CARD.....110

# INTRODUCTION

The Oakview Elementary School self-study was conducted to evaluate our strengths and weaknesses in order to develop goals and strategies for improvement. The portfolio provides our school with an ongoing means for self-assessment, communication, continuous improvement, and accountability. The staff was organized into committees to complete the self-assessment and to determine strategies for program enhancement. Parent groups, such as Oakview’s PTA Board and School Improvement Council (SIC), provided input regarding the school improvement plan.

\*Indicates Committee Chair

<p><b>Introduction</b></p> <p><u>Meredith Welch</u> (Assistant. Principal) *</p> <p>Margaret Ables (K) Jennifer Phillips (K) Ellen Hearn (1st) Stacy Clark (2nd) Judy Perecko (SpEd) Starr Boone (3rd) Laura Crumley (4th) Vicki Bramer (5th) Buist Lide (Gifted Ed) Karissa Page (Art) Sharon Long (RTI)</p>	<p><b>Executive Summary</b></p> <p><u>Dr. Phillip Reavis</u> (Principal) *</p> <p>Kathy Taylor (Guidance) Lauren Conner (K) Dori Flynn (1st) Katie Lee (1st) Kelly Curry (2nd) Catherine Agnew (SpEd) Rachael Garosi (3rd) Melissa Hoefel (4th) Lori Beth Satterfield (Gifted Ed) Dena Daniel (ESOL)</p>	<p><b>School Profile</b></p> <p><u>Jessica Preisig</u> (Administrative Assistant) *</p> <p>Mary Catherine Young (K) Ivie Greaves (1st) Elizabeth Cook (K) Sophia Conwell (2nd) Jenn Roberts (SpEd) Rachael Shuba(3rd) Jeff Hoeft (4th) Stephanie Williams (5th) Brooks Kirk (PE) Hannah Long (Art) Sharon Poynter (Speech)</p>
<p><b>Mission, Vision, and Beliefs</b></p> <p><u>Charlotte McNeil</u> (Literacy. Specialist) *</p> <p>Margaret Ables (K) Holly Tokarczyk (1st) Crystal Stewart (2nd) Lindsey Godfrey (SpEd) Mandy McCurry (3rd) Karen Olivier (5th) Jen Miller (PE)</p>	<p><b>Data Analysis and Needs Assessment</b></p> <p><u>Holly Rushton</u> (Tech Specialist) *</p> <p>Elizabeth Cook (K) Ashley Nettles (1st) Michelle Kelly (2nd) Regina Taylor (3rd) Liz Teeple (4th) Betsy Shuler (5th) Katelin Hawkins (Music) Charnley DeMeritt (STEM LAB)</p>	<p><b>Action Plan</b></p> <p><u>Sherrie Brookie</u> (Instructional Coach) *</p> <p>Adriane Rabren (Guidance) Gwen Brown (Media) Sarah Kenefsky (1st) Laura Carey (2nd) Cyndy Martin (SpEd) Thomas Hilker (3rd) Meghan Murphy (4th) Kate Leonard (4th) Danielle Szynal (5th) Heather Nash (Music)</p>



## **PTA Board**

**President-** Shelly Vaughn

**President Elect-** Brigitte Adley

**Treasurer-** Angela Villiger

**Assistant Treasurer-** Uma Dadaina

**VP of Programs-** Amanda Feldman

**VP of Programs-** Katie Gettig

**VP Volunteers-** Shanna Walker

**VP Volunteers-** Lauren Westgate

**VP Ways and Means-** Candace Baird

**VP Ways and Means-** Mandi Morin

**Recording Secretary-** Janelle Thomas

**Corresponding Secretary-** Stephanie Hazelhurst

## **School Improvement Council**

### **Elected Members**

Parent- Bridgitte Adley

Parent- Candace Baird

Parent- Chelsey Brilliant

Parent- Amanda Feldman

Parent- Trina McGowan

Parent- Katie Gutbrod

Parent-Christine Hall

Parent-Emily Simril

Parent-Sarah Slack

Parent-Angela Villiger

Teacher- Charlotte McNeill

### **Appointed Members**

Chair Person- Brigitte Adely

Community Member- Sandy Young

### **Ex-officio Members**

Principal- Dr. Phillip Reavis

Assistant Principal- Meredith Welch

Administrative Assistant- Jessica Preisig

Instructional Coach- Sherrie Brookie

Guidance Counselor- Adriane Rabren

Guidance Counselor-Kathy Taylor

Parent/Teacher Organization: Candace Baird

# EXECUTIVE SUMMARY

Oakview Elementary School helps students develop the world class skills, life, and career characteristics detailed in the Profile of the South Carolina Graduate by providing a safe, caring, and academically challenging learning environment. We embrace a “Habitat for Learning” mentality by challenging students to reach their full potential, promoting continuous professional growth for teachers, and engaging our parents and school community.

Our central belief is that all children are capable of learning. We believe that by setting high expectations for our students, our students will be able to achieve at their highest potential. Not only do we emphasize academic success, but we also promote the importance of outstanding character and personal responsibility. Through the implementation of continuous and quality improvement measures we believe our students will learn valuable problem solving techniques and that they will be empowered to become productive citizens beyond the walls of our schools.

Oakview Elementary School offers many programs and student opportunities which focus on the development of the whole child. Through our school-wide social and emotional learning program, our students learn skills to be successful in life. The school connects students with life and career through its partnerships with community organizations and businesses. Community businesses provide reading volunteers, The Warehouse Theatre conducts dramatic plays and the American Society of Civil Engineers collaborate with Oakview students as part of a bridge building unit. The school partners with outside organizations in the expansion of our nature trail into a demonstration site fitness trail with 13 outdoor fitness stations and has installed a “real-time” weather station on top of the gymnasium so live weather data can stream instantaneously into our building. In addition to these partnerships, Oakview offers a wide variety of programs and student opportunities such as: an apple orchard, artist in residence, author visits, Barrier Island field trip, a blueberry patch, bridge building and engineering, a butterfly garden, the C.A.T.C.H. fitness initiative, a chess club, chorus, drum club, ukulele club, a handbell ensemble, a climbing wall, Columbia Statehouse and Museum field trip, Cultural Arts Festival, daily news broadcast, yearbook club, digital nature trail, distance learning lab, Environmental Engineers, garden club, Outdoor Day, geography bee, golf instruction, archery instruction, sewing club, gifted education, Grandparents Day, STEM Fest, Lego robotics team, morning tutors, W.I.N. tutoring program, parent workshops, sculpture club, Space Day, a walking track, and much more!

## NEEDS ASSESSMENT SUMMARY FOR STUDENT ACHIEVEMENT

### Needs Assessment Summary for Student Achievement (2019-2021)

- Due to a nationwide pandemic, no student in South Carolina participated in the end of year assessments typically required.
- No data is reported for the 2019-2020 school year

### Needs Assessment Summary for Student Achievement (2018-2019)

- 80.2% of students in grades 3-5 scored meets or exceeds in English language arts on the SCReady assessment
- 80.9% of students in grades 3-5 scored meets or exceeds in math on the SCReady assessment
- 79.6% of students in grades 4-5 scored meets or exceeds in science on the SCPASS assessment
- 91.4% of students in grades 4-5 scored met or exemplary in social studies on the SCPASS assessment

### **Needs Assessment Summary for Student Achievement (2017-2018)**

- 74.5% of students in grades 3-5 scored meets or exceeds in English language arts on the SCReady assessment
- 81.3% of students in grades 3-5 scored meets or exceeds in math on the SCReady assessment
- 78.9% of students in 4<sup>th</sup> grade scored meets or exceeds in science on the SCPASS assessment
- 88.5% of students in 5<sup>th</sup> grade scored met or exemplary in social studies on the SCPASS assessment

### **Needs Assessment Summary for Student Achievement (2016-2017)**

- 75.8% of students in grades 3-5 scored meets or exceeds in English language arts on the SCReady assessment
- 78.6% of students in grades 3-5 scored meets or exceeds in math on the SCReady assessment
- 73.8% of students in grades 4-5 scored meets or exceeds in science on the SCPASS assessment
- 93.6% of students in grades 4-5 scored met or exemplary in social studies on the SCPASS assessment

## **NEEDS ASSESSMENT SUMMARY FOR TEACHER AND ADMINISTRATOR QUALITY**

The faculty is structured into teams and committees in order to involve stakeholders in the decision making processes for the school. The groups and committees are as follows:

- **Administrative Team**
  - Consists of the principal, assistant principal, and administrative assistant
  - Reviews grade level minutes, information shared from the central office, reviews lesson plans, student achievement, teacher evaluations, professional development, school activities and events, etc.
  - Discusses instructional and operational issues to be addressed with grade level leaders, PTA, and SIC committee members
- **School Leadership Team**
  - Consists of the principal, assistant principal, administrative assistant, instructional coach, literacy specialist, technology specialist, and two school counselors.
  - Plans grade level supports and strategies. Reviews initiatives on a weekly basis in all areas, disseminates information shared from the central office and assigns tasks, reviews district initiatives, discusses coaching cycles and grade level instructional focus areas, reviews student achievement, plans professional development, discusses school activities and events, etc.
  - Discusses instructional and operational issues to be addressed with grade level leaders, PTA, and SIC committee members
- **Faculty Council**
  - Consists of the administrative team, grade level team leaders, special education representative, two school counselors, and a related arts teacher
  - Discusses instructional and operational aspects of the school
  - Disseminates information to grade level teams
  - Serves as a teacher forum for discussion of school based instructional decisions and stakeholder feedback submitted for the overall improvement of the school
- **Grade Level Teams**
  - Consist of the team leader and teachers from the grade level
  - Collaborates to create effective and innovative lesson plans
  - Shares best practices

- Reviews grade level data to plan for and make adjustments to curriculum
- Record minutes to be shared with the administrative team
- Plan formative and summative assessments to ensure measurement of state standards
- Participates in coaching cycles for instructional improvement
- Develops and delivers benchmark assessments to measure student learning objects for the grade level
- Participates in professional development activities or instructional walk-throughs/observations

- **Data Team Committees**

- Consists of grade level teachers, special educators, instructional coach, academic specialists within the building, and administration
- Disaggregate data based on information generated from benchmark tests; both formative and summative assessments are reviewed
- Identifies strengths and weakness of individual students, standards, and subject strands
- Plans and adjusts instructional practices to meet the individual needs of students based on data
- Creates a plan of action to identify and support struggling students using differentiated instruction

In the 2019-2020 school year, Oakview established curriculum committees. These committees focused best practices in ELA, primary mathematics, and STEM education. The groups are composed of certified teaching staff members in the building. The primary focus of these groups was to disseminate information received from district academic specialists, plan for integration with specialty content areas, discuss articles pertaining to the content area, and to share best practices related to the content committee on which they serve. Vertical articulation of grade level standards and ideas for implementation of new ideas was shared.

In the 2020-2021 school year, and in response to the nationwide pandemic, Oakview instituted curriculum committees, yet one new council was established to address an additional need. The new committee focused on Social/Emotional Learning (SEL); an SEL task force was created in response to students' needs due to the state-wide school shut down. School leaders focused on supporting teachers personally and professionally with monthly workshops and adult SEL activities. Curriculum ideas and morning meetings became customary practice in every classroom. ELA, mathematics, and STEM education continues to be a focus, however these committees are now structured as support in the form of intervention for students as a means of closing academic gaps. The committees are composed of certified and noncertified teaching staff. This structure was put in place as an “all hands on deck” initiative to support the families and children of Oakview Elementary School. Formerly, the primary focus of the curriculum committee was to disseminate information received from district academic specialists, plan for integration with specialty content areas, discuss articles pertaining to the content area, and to share best practices related to the content committee on which they serve. Currently, the committees exist to address academic gaps and the social/emotional wellbeing of OES students.

## **NEEDS ASSESSMENT FOR SCHOOL CLIMATE**

As visitors enter our school property they observe an attractive exterior embellished with freshly planted flowers and seasonal décor. The lobby is welcoming and comfortable. Eye-catching murals decorate the walls throughout the building and a bulletin board proudly displays the various honors and awards received by Oakview students, teachers, and PTA. Student work is displayed throughout the building along with students' individual writings displayed on our “Windows of Writing” wall. Students, teachers, parents, and community members spend each day in an inviting facility where the space is ample and the environment is healthy.

Developmentally appropriate and engaging lessons are observed in classrooms. The administrative team outlines expectations regarding daily instruction according to the Greenville County Schools Instructional Protocol expectation list. Regular feedback is given to staff regarding classroom environment, knowledge base,

assessment/feedback, and instructional delivery. Attractive student work displays are located inside and outside of classrooms and are labeled with the work title, state standards in which the work aligns, and learning targets.

Playground equipment is inspected regularly to comply with safety codes. Students, staff, and community use the paved walking track to improve physical fitness. The schools sharing garden and butterfly garden, both outdoor classrooms, provide additional opportunities to enhance instruction. In addition, Oakview's nature trail and outdoor learning lab allow students to become one with nature and provide an opportunity to experience learning in a contemporary environment. This space has also been expanded to include 13 outdoor fitness stations in support of health and wellness for students, employees, and the community.

Our maintenance staff, including one plant engineer, one head custodian, and five custodians maintain our appealing building and grounds. This staff takes pride in keeping the building clean and all equipment in proper working order. Maintenance of the school grounds and landscaping are included in custodial duties. Also, survey results, suggestions from the community/employees, and custodial inspections provide us with the opportunity to make necessary modifications or improvements to our facility and grounds. Results from energy audits create an awareness of energy saving efforts. The custodial staff, as well as school personnel, immediately report any and all safety concerns that might arise. Our well maintained facility enables us to provide a safe learning environment for all students and staff.

Our school utilizes the district Crisis Response Plan as well as daily operating plans to ensure the safety and well-being of students and staff. Evacuation maps are clearly posted in each room. Fire, lockdown, lock-out, tornado, earthquake, and bus evacuation drills are held on a regular basis. Procedures are emphasized during classroom instruction on topics such as fire, bus, drug, personal, home and playground safety. Our school has communication devices which contribute to our safe environment. For constant access the administration, custodial, and office personnel use two-way radios. A telephone is available in each room as well as a two-way intercom system with an emergency call button. Security measures are used to ensure safety in our facility on a daily basis. A zoned officer from the Greenville County Police Department patrols the school campus multiple times throughout the school day. All exterior doors are locked and signs are located on all exterior doors directing visitors to the front entrance where they are required to sign in and out through the computer system. Safety is assured with time-stamped video cameras, fire and motion detectors, security alarms, a weather radio, and a two-way radio linked directly to security at the central office. In 2019, the school security camera system was expanded to include nearly 50 cameras inside and outside of the building. Establishing a safe, secure environment for our students and staff is our top priority. As a result of our continued efforts in the area of safety, our school has regularly received the Safe Schools Award.

### **School Challenges**

- Implementation of intentional, targeted, small group reading instruction
- Implementation of intentional, targeted, small group math instruction
- Implementation of word study in all grade levels at a consistent interval
- Implementation of standard-specific vocabulary in daily instruction
- Implementation of daily instructional activities that uses a variety of DOK (depth of knowledge) levels

*Balanced Literacy:* Our instructional coach and school based literacy specialist provide support throughout the building in order to train teachers using the balanced literacy approach. Through conferences, pop-up professional development sessions, coaching cycles, model lessons, data analysis, assessment development, one-on-one training, and planning days, support for teachers is offered to help close the gap in reading instruction.

### **Action Plan for Improving Balanced Literacy Implementation**

- Our school will continue to provide additional materials for teachers
- Our school will continue to expand media center titles/options for individualized reading

- Our school will provide professional development workshops/conference attendance for teachers in the area of balanced literacy
- Our coaches will model lessons in classrooms
- Our coaches will provide coaching cycles
- Our coaches will help teachers understand strand data for English/Language Arts in order to identify student needs
- Our teachers, when applicable, will conduct site visits to view best practices in action and will address areas for growth within the grade levels
- Our teachers will form an ELA curriculum committee to share best practices across our school

*Word Study Integration:* Our school district places a high value on literacy. A key component of literacy includes sound phonics instruction. Phonics instruction is viewed as a cornerstone in the development of spelling and reading skills. As a district and a school we are committed to providing quality literacy instruction for the students that we serve. Oakview’s administration, instructional coach and school-based literacy specialist provide support for kindergarten, first, and second grades in order to train teachers using the Fountas and Pinnell Word Study Kits. Through training, model lessons, lesson plan feedback, and grade level planning we offer support for teachers in order to implement this new curriculum.

Action Plan for Improving Word Study in Kindergarten, First, and Second Grades Includes:

- Our district will provide word study training kits
- Our district will provide word study training sessions for building leaders and teachers
- Our school will continue to provide additional materials for teachers for implementation
- Our coaches will provide professional development on word study kits at the school level
- Our coaches will model lessons in classrooms
- Our coaches will provide coaching cycles on word study implementation when necessary
- Our coaches will conduct instructional walk-throughs to provide constructive feedback

*Technology Integration:* In the 2018-2019 school year, Oakview students in grades 3-5 received personalized learning devices. Our district, along with our school stakeholders, agree that providing access to technology will allow students to develop pertinent 21<sup>st</sup> century learning skills. Along with this technology, our teachers desire to know more about programs and platforms that allow for technology enhanced lessons and assessments. In an effort to provide teachers with confidence to deliver lessons utilizing various platforms, our school has developed an action plan as part of its comprehensive Technology Plan posted on the school website.

Action Plan for Improving Technologically Integrated Lessons

- Our teachers will receive professional development on implementing distance learning
- Our teachers will receive ongoing professional development in the area of technology
- Our teachers will understand and utilize the SAMR model for technology integrated lessons
- Our school will employ a technology specialist
- Our coaches/specialists will model lessons in the classroom that utilizes technology platforms
- Our coaches/specialists will professional development that utilizes the most current technology platforms as a way to expose educators to new tools/technologies
- Our coaches/specialists will provide varied professional development based on personal interests, skill level, and grade level appropriateness

*Personalized Professional Development:* Our staff, like our students, learn best when professional development addresses personal needs and interests. Also, varying levels of knowledge should be considered when planning for appropriate learning opportunities. In an effort to abolish the “one size fits all” approach to professional

development our staff expressed interest in workshops that are varied, grade level appropriate, and engaging. In an effort to provide the staff with these experiences the administration team has developed the following action plan:

#### Action Plan for Delivering Personalized Professional Development

- Coaches/specialists will conduct a needs assessment in order to gauge desires and interests among staff
- Coaches/specialists will provide varied professional development opportunities that allow for teacher choice
- Coaches/specialists will provide individualized professional development upon request
- Coaches/specialists will collaborate with grade levels to provide primary grade level and intermediate grade level focused professional development
- Coaches/specialists will conduct coaching cycles in order to help teachers meet professional/personal goals in the area of technology

#### **School Awards and Accomplishments**

- 2018-2019 South Carolina BlueCross BlueShield Wise Grant
- 2018-2019 United Way Campaign of Excellence Award
- 2017-2018 PTA Award of Excellence in Communications
- 2017-2018 Platinum Membership Award
- 2017-2018 Award of Excellence in Family and Community Involvement
- 2017-2018 Award of Excellence in Enrichment Programs
- 2017-2018 Gold Apple Award Winning Teacher-Ivie Greaves
- 2017-2018 PEP Building STEAM Grant Award-Daniele Szynal
- 2017-2018 Energy Star Certified Facility
- 2016-2017 DHEC Rising Star Award for Recycling and Composting
- 2016-2017 South Carolina PTA Outstanding Teacher of the Year Award-Karissa Page
- 2016-2017 Energy Star Certified Facility
- 2016-2017 Safe Schools Award
- 2016-2017 United Ways Campaign of Excellence Award
- 2016-2017 Smart Arts Award Grant Recipient
- 2015-2016 Metropolitan Arts Council Local Artists Award-Sandy Young
- 2015-2016 Smart Arts Award Grant Recipient
- 2015-2016 Energy Star Certified Facility
- 2015-2016 Palmetto Gold Award
- 2015-2016 United Ways Campaign of Excellence Award

Students continue to maintain a high level of achievement as measured by test scores. Data from curriculum based assessments and the MasteryConnect district benchmark tests are used to evaluate progress at the beginning, middle, and end of the school year for all students. In addition, kindergarten through fifth grade students were assessed using a variety of instruments including FastBridge, KRA, ITBS, CogAT, MAP, SC Ready, SCPASS, teacher created benchmarks, and/or the Fountas & Pinnell reading benchmark assessments. Data from the reading inventory is used to create leveled reading groups at all grade levels. SCReady results consistently show Oakview to be performing at the top of our district and state when compared to schools like ours.

During the 2020-2021 school year, teachers and PTA board members wrote and received \$2,600 in grants to carry out innovative instructional strategies in their classrooms. Another 10,000 was allocated from the C.A.R.E.S. Act grant for additional supplies. The school's PTA privately funded teacher mini-grants. A total of \$16,805 was invested in supplies to carry out instruction in guided reading, math, technology, etc. A math intervention program for 2nd through fifth graders was also purchased in an effort to close achievement gaps. The school continues its

use of a Distance Learning Lab in order to host virtual field trips, school to school collaborations, and video conference professional development opportunities. All students are now issued a chromebook. Quality, developmentally appropriate programming has been purchased for student use such as IXL and RAZ-Kids. Some monies are allocated for professional development for teachers in the area of technology integration and guided reading.



# SCHOOL PROFILE

## HISTORY

Oakview was named for the 100+ year old oak tree that stands tall and proud at the entrance of the school. Two sisters, Margaret and Charlotte Greene, submitted the proposal for the school name that was chosen in a “Name the School” contest. The tree represents strength, growth and a strong foundation, just as Oakview Elementary helps students to grow and develop a strong academic foundation.

Our school maintains a reputation of providing a quality education, caring faculty, and outstanding student achievement. Oakview Elementary School is one of 52 elementary schools included in The School District of Greenville County. Oakview is located in one of the fastest growing areas of Greenville County, the Golden Strip. Oakview Elementary consists of preschool through fifth grade. The school opened in 1995 with 752 students and now enrolls 903 students. Oakview Elementary has continued to enroll 1,000+ students for the past five years. The current enrollment number reflects district attendance restrictions to do pandemic mitigation.

## SCHOOL LEADERS



Dr. Phillip Reavis was named principal of Oakview Elementary in July 2001. He holds a bachelor’s degree from the University of North Carolina at Chapel Hill and a master’s degree in school counseling from the University of North Carolina at Charlotte. Dr. Reavis has also earned a PhD in Educational Administration from the University of South Carolina at Columbia. His previous experience includes two years as assistant principal at Oakview Elementary School, eleven years of experience as an elementary school teacher and school counselor, and he also served as an administrator in private education for five years.



Meredith Welch, assistant principal, joined Oakview Elementary School in the fall of 2018. She earned a bachelor’s degree in education from Anderson University in 2010 and is dually certified at the early and elementary level. Additionally, Mrs. Welch has obtained a master’s degree in Administration and Supervision from Anderson University. In 2020, Mrs. Welch received her Education Specialist Degree from Liberty University in the area of Curriculum and Instruction. Mrs. Welch is currently pursuing her doctorate degree in curriculum and instruction at Liberty University.



Our Administrative Assistant Jessica Preisig attended Greenville County Schools as a K-12 student. She earned a bachelor’s degree in Elementary Education and a master’s degree in Administration and Supervision, both from Clemson University. Jessica served in public education for 13 years as a teacher, interventionist, and administrator. She is now in her third year as administrative assistant at OES. Jessica was recently accepted and is currently participating in the Greenville County Schools Instructional Leadership Academy.

## PARENTAL AND COMMUNITY INVOLVEMENT/PARTNERSHIPS

Our administrators, teachers, and local community members are involved in the process of gathering data that encourages continuous improvement. Community and parent volunteers are an ever-present source of support. The School Improvement Council (SIC) and Parent Teacher Association (PTA) are both composed of community members, parents, teachers, and administrators. The forums serve as a means to help make decisions that will potentially impact the school. Meeting dates are published and open to the public. The SIC assists with developing

the school improvement plan, the school report card narrative, report to the parents, and identifying strengths and strategies for effective school improvement. School Report Card surveys are administered to students, teachers, and parents to evaluate all aspects of the school program. Results are also used to monitor communication efforts, program effectiveness, and community input.

Oakview is extremely fortunate to have an active and involved PTA. Since Oakview opened in 1995, the PTA has been a continuous support for all that is done at Oakview. Many of the current resources available at Oakview are a result of PTA's activities and fundraisers. Oakview's PTA has won numerous awards over the years. Some of the awards in past years include: 1st place Newsletter, Best Program, top 10% in the state for membership, Parental Involvement, School of Excellence Award, the Excellence in Family and Community Involvement Award, and Excellence in Enrichment Programs Award. Parents and community value education as evidenced by PTA membership and dedicated community volunteers.

Several mentoring programs support students academically and socially by providing one-on-one tutoring or positive role models partnerships. Mentoring programs are designed to support students' self-esteem, behavior choices, character, and academic success. The mentors spend one-on-one quality time with students who need positive adult role models, support with reading, or character building. Service Learning programs utilize high school students who assist in the classroom. The Reading Tutors Program, made of trained community members, supports students in the area of literacy weekly.

Our school effectively communicates with all stakeholders in a timely and continuous manner. A variety of methods are used to communicate with students, parents, and community members. The Acorn and Calendar News are school-wide PTA publications routinely distributed to families. They include details about upcoming events, contact information for the school, and times for all school activities. In addition, parents and community members can receive the Acorn, an electronic newsletter. Located at the front of the school, an electronic marquee displays upcoming activities, opportunities, and student/faculty recognition. The website, an all-call system reaching every OES family, and an OES family distribution list are also levied for communication purposes.

Our school website provides an extensive source of information for students, parents, and the community. Information is included regarding current school announcements, special recognitions, school newsletters, PTA and SIC information, PTA and SIC meeting minutes, the school calendar, teacher websites, district contact information, and a link to our Facebook/Instagram pages are housed on the school website.

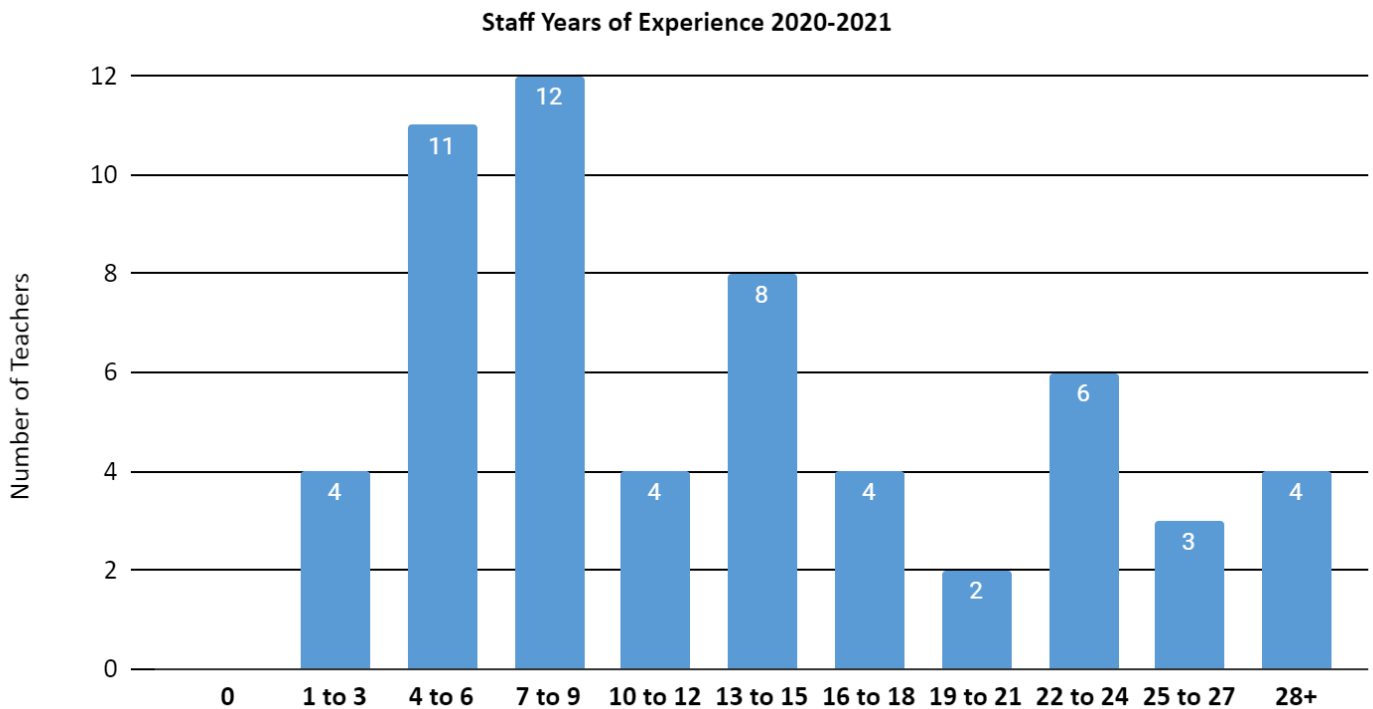
Active community involvement and strong parental support are essential to our school's mission of providing students with "strong character who are college and career ready, responsible citizens, and lifelong learners." Local retail stores provide financial support. Community speakers and school staff present "Lunch and Learn" parenting workshops through our guidance department. Workshop topics include study skills, learning disabilities, social and emotional wellness, middle school registration/pathway planning, raising strong readers, internet safety, and test prep programs. We feel fortunate to work alongside a supportive community that directly benefits our school!

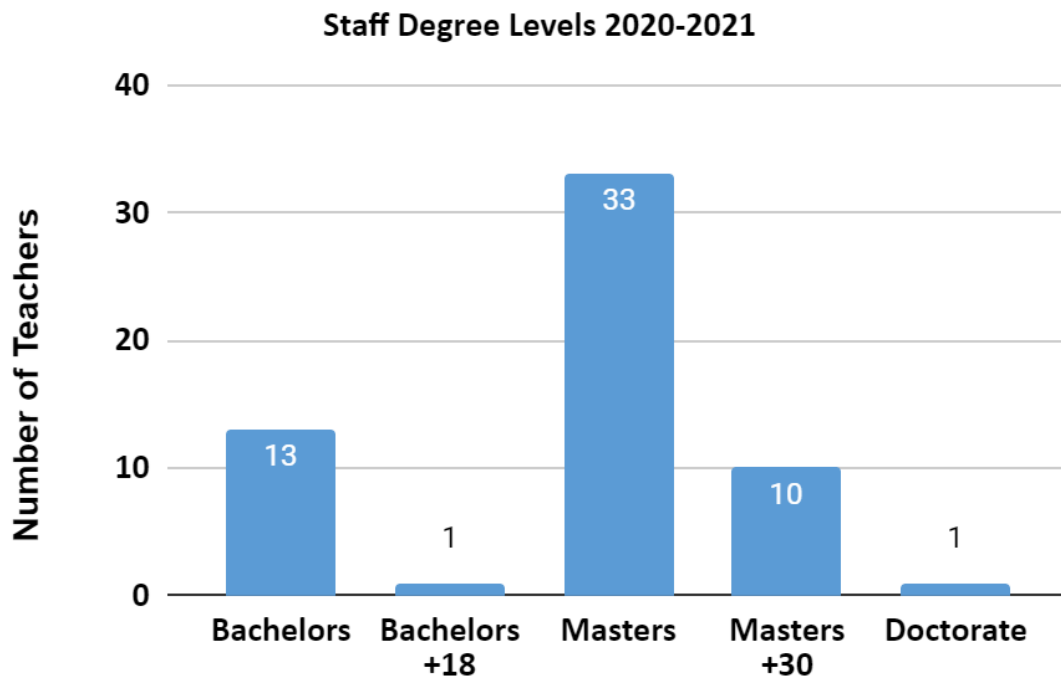
In conclusion, our students benefit from a nurturing environment which addresses their social and emotional needs while encouraging them to take an active part in a variety of school activities. Each year, a school-wide theme promotes cohesiveness within our school family. This theme is then woven into curricular experiences, visuals throughout the building, and school-wide events. An "Oakview Strong" motif accented the school environment throughout this year to encourage students, families, and staff towards teamwork, support, and engaging partnerships. Our staff also participated in a school-wide book study which focused on challenging the routine classroom experience. Teachers were challenged to reflect on current practice while developing lessons that spawn creativity, inclusion, diversity, and better student engagement. Monthly activities encourage students and

staff to “include others” through personal notes, team building activities, and individual nominations for recognition on the morning news show.

## PERSONNEL DATA

The administrative staff of Oakview Elementary consists of one principal, one assistant principal, and one administrative assistant. The teaching staff consists of 58 certified regular, special, and specialized education teachers. Instructional support staff at Oakview includes two full time special education resource teachers, one preschool special education teacher, two self-contained multicategorical special education teachers, 1 speech teacher, two full-time guidance counselors, 1.6 gifted education teachers, a part-time ELL teacher, a literacy specialist, 1.5 part time reading interventionists, a technology integration specialist, two full-time non-certified computer lab managers, one school-based occupational therapist, one STEM lab instructor, one instructional coach, one media specialist, and one non-certified media clerk. Oakview has 2 related arts teacher teams (art, music, and physical education). With the exception of 1 Physical Education teacher, 2 male classroom teachers, and 1 male teaching assistant, all of the teaching staff are females. Seventy-six percent of the teachers have earned master’s degrees or higher teaching certificates. Seven teachers have earned National Board Certification. In addition to the instructional support staff, the building level support staff consists of one secretary, one attendance clerk, one office clerk, 1.5 nurses, five kindergarten aides, six special education aides, one plant engineer, one head custodian, five housekeeping staff, eight food service staff members, and 10 extended day program employees.

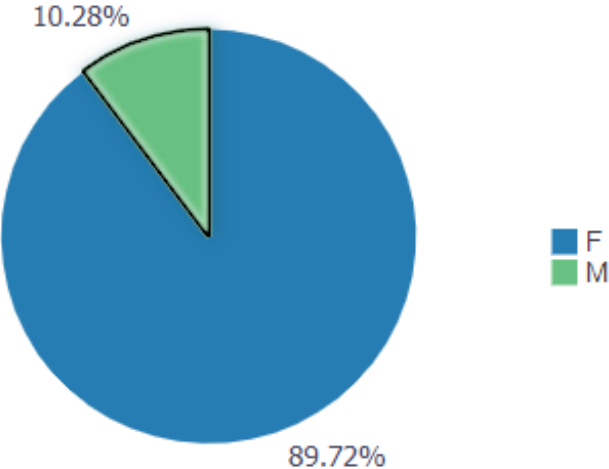




The majority of the teachers at Oakview are veteran teachers. Some turnover at the school does occur, but the stability of teachers has been one of the school’s strong points. For the year 2018-2019, 86.5% were returning teachers, down from 96.0% the previous year. The drop in returning teacher rate is due to the district shutdown. Several teachers were chosen to serve students in the district’s virtual school. In 2019-2020, the teacher attendance rate was not reported. The teacher attendance rate is 98.1% for the 2020-2121 school year.

# Current Staff Demographics by Type, Gender and Ethnicity

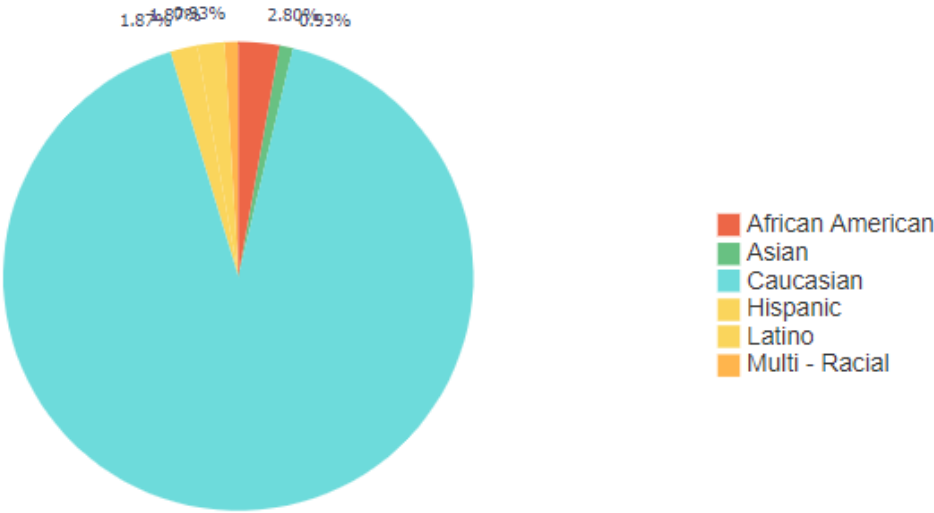
## Staff by Gender



Employed

## 2020-2021

## Staff by Ethnicity



Employed

Race/Ethnicity	Admin		Other		Teacher		Employed	% of						
	F	M	F	M	F	M								
African American			1	2.4%	1	14.3%	1	1.9%	3	2.8%				
Asian			1	2.4%					1	0.9%				
Caucasian	1	100.0%	1	100.0%	34	82.9%	6	85.7%	53	98.1%	3	100.0%	98	91.6%
Hispanic			2	4.9%									2	1.9%
Latino			2	4.9%									2	1.9%
Multi - Racial			1	2.4%									1	0.9%
<b>Grand Total</b>	<b>1</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>41</b>	<b>100.0%</b>	<b>7</b>	<b>100.0%</b>	<b>54</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>	<b>107</b>	<b>100.0%</b>

Due to the nationwide pandemic and decrease in teacher allocations based on district policy, OES did experience a loss of diversity among staff during the 2020-2021 year. The Oakview administration recognizes the need to employ a diverse, qualified staff and is working closely with the district recruiting department to identify candidates of diversity. Candidates of diversity are being considered for all open positions for the 2021-2022 school year and beyond.

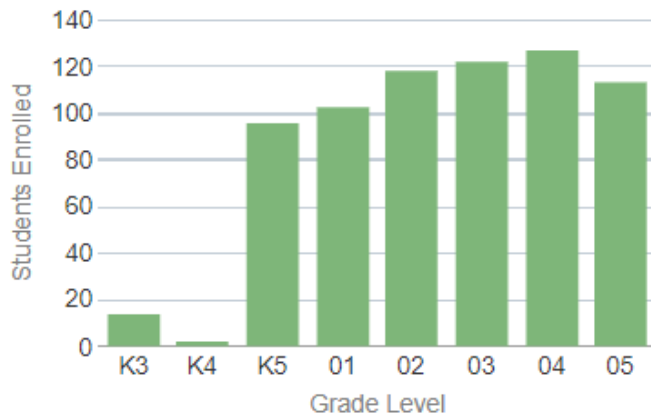
Teacher Attendance Over Time	
<b>2020-2121</b>	<b>98.1%</b>
<b>2019-2020</b>	<b>Not Reported</b>
<b>2018-2019</b>	<b>92.5%</b>
<b>2017-2018</b>	<b>92.4%</b>

## POPULATION DATA 2020-2021

During 2020-2021, school year, Oakview’s student body was composed of 79.2% Caucasian, 6.2% African American, and 2.9% Asian students. In addition, 4.3% of the population is Hispanic/Latino, while 6.6% identify as two or more races. Finally, 0.4% of students are considered to be American Indian, Alaskan Native. Native Hawaiian or other Pacific Islander represents 0.3% of the student population. Oakview has students who were born in many countries around the world: Canada, Spain, China, Ethiopia, Romania, Mexico, Poland, Germany, France, Japan, India, Brazil, Turkey, Austria, Taiwan, South Africa, Lithuania, Iraq and United States including Puerto Rico. The retention rate for the 2019-2020 school year was 1.3% which was slightly decreased from the 2018-2019 retention rate which was 1.5%.

## Current Student Population Data: 2021

## Enrollment



## Membership by Grade Level

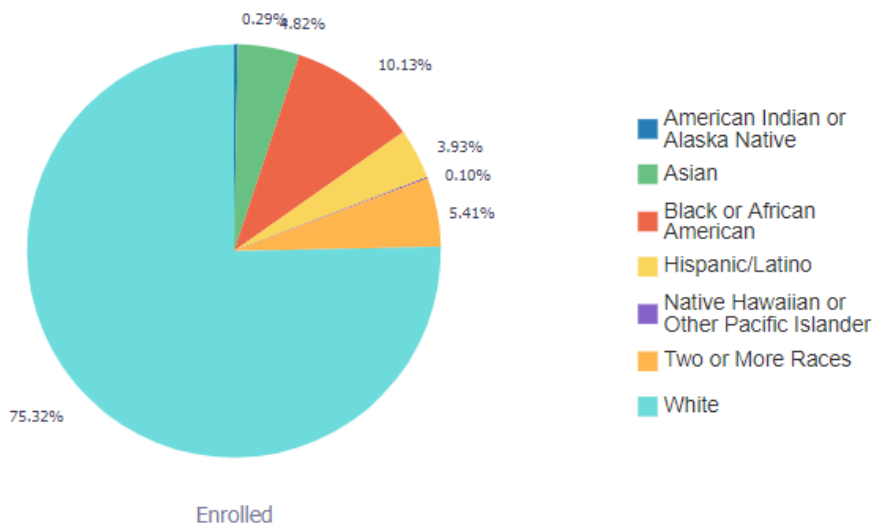
GradeLevel	Members	% of Total
K3	8	0.8%
K4	7	0.7%
K5	142	14.0%
01	176	17.3%
02	170	16.7%
03	156	15.3%
04	179	17.6%
05	179	17.6%
<b>Grand Total</b>	<b>1,017</b>	<b>100.0%</b>

## Attendance

Current Student Attendance Rate	
<b>2020-2021</b>	<b>96.1%</b>

## Ethnicity

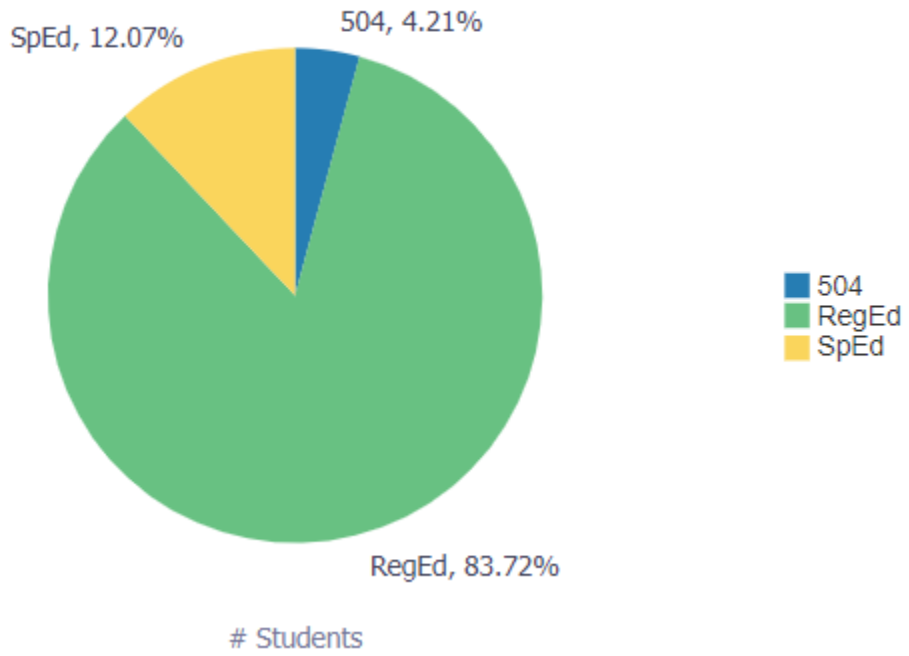
Students by Ethnicity



American Indian or Alaska Native	3	0.3%
Asian	49	4.8%
Black or African American	103	10.1%
Hispanic/Latino	40	3.9%
Native Hawaiian or Other Pacific Islander	1	0.1%
Two or More Races	55	5.4%
White	766	75.3%

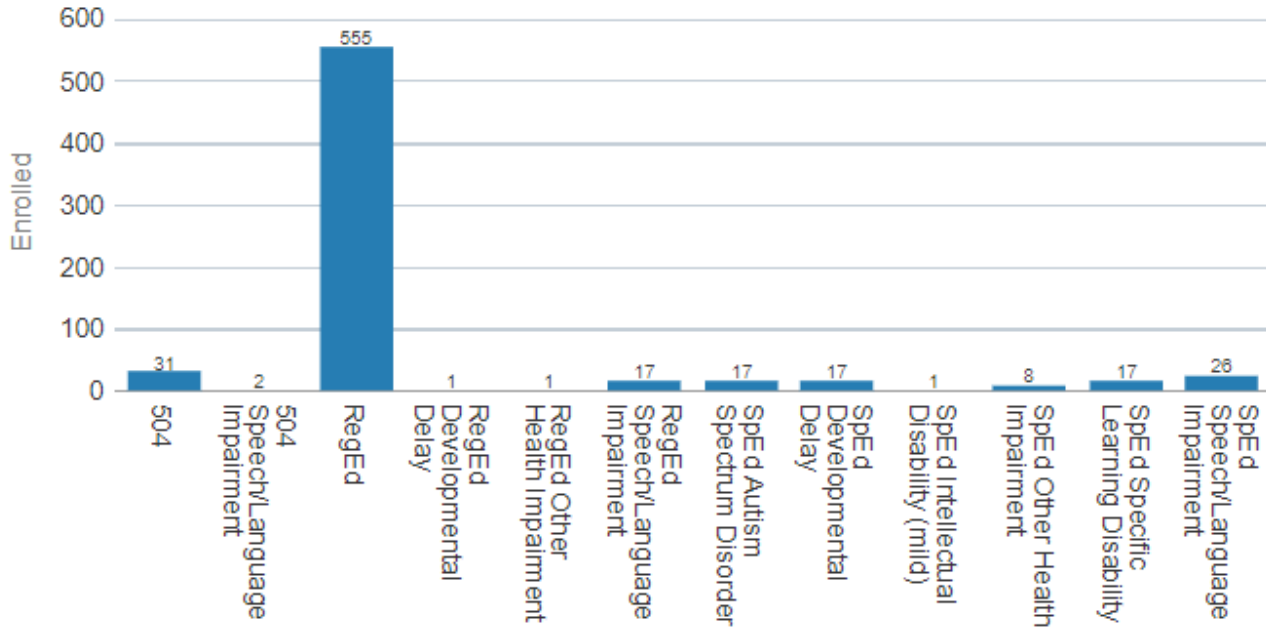
## Special Education

**Educational Status**



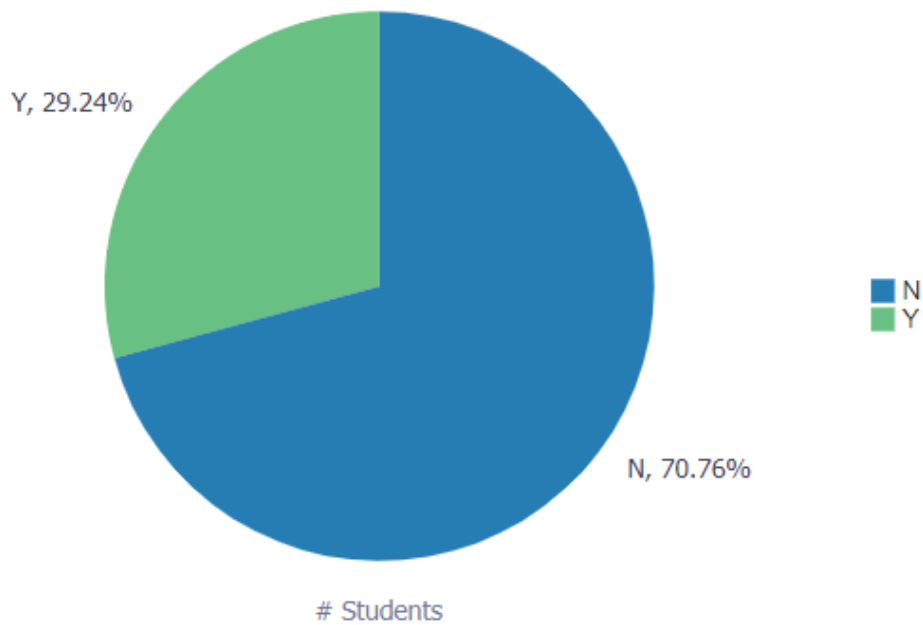


## Students by Primary Disability



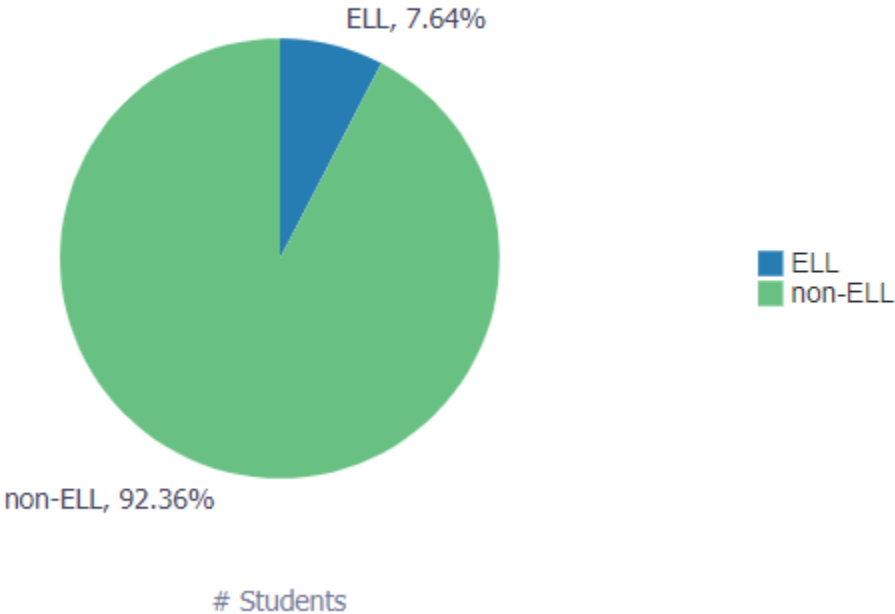
## Pupils in Poverty

Students in Poverty



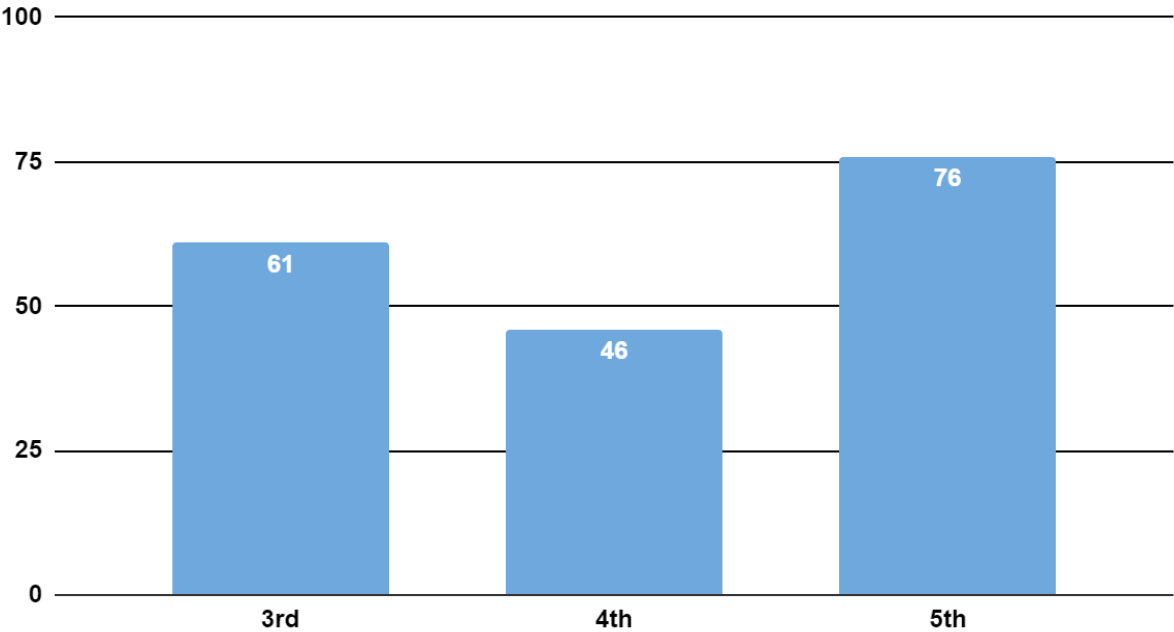
## English Language Learners

### Proportion of ELLs



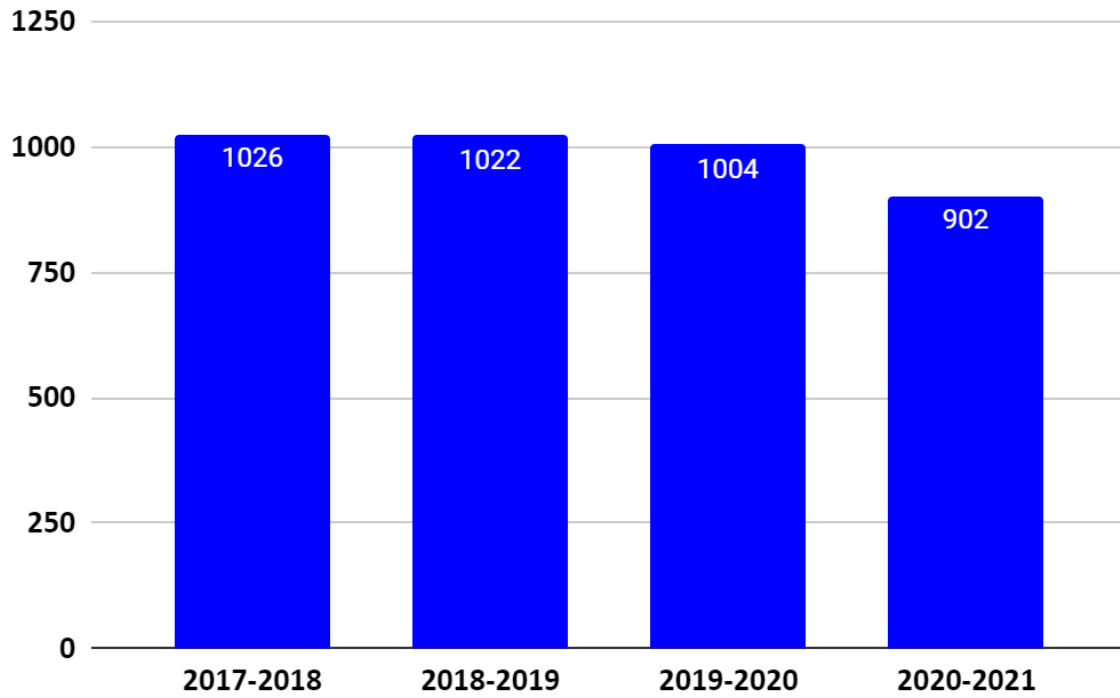
### Gifted and Talented

#### Gifted by Grade Level 2020-2021



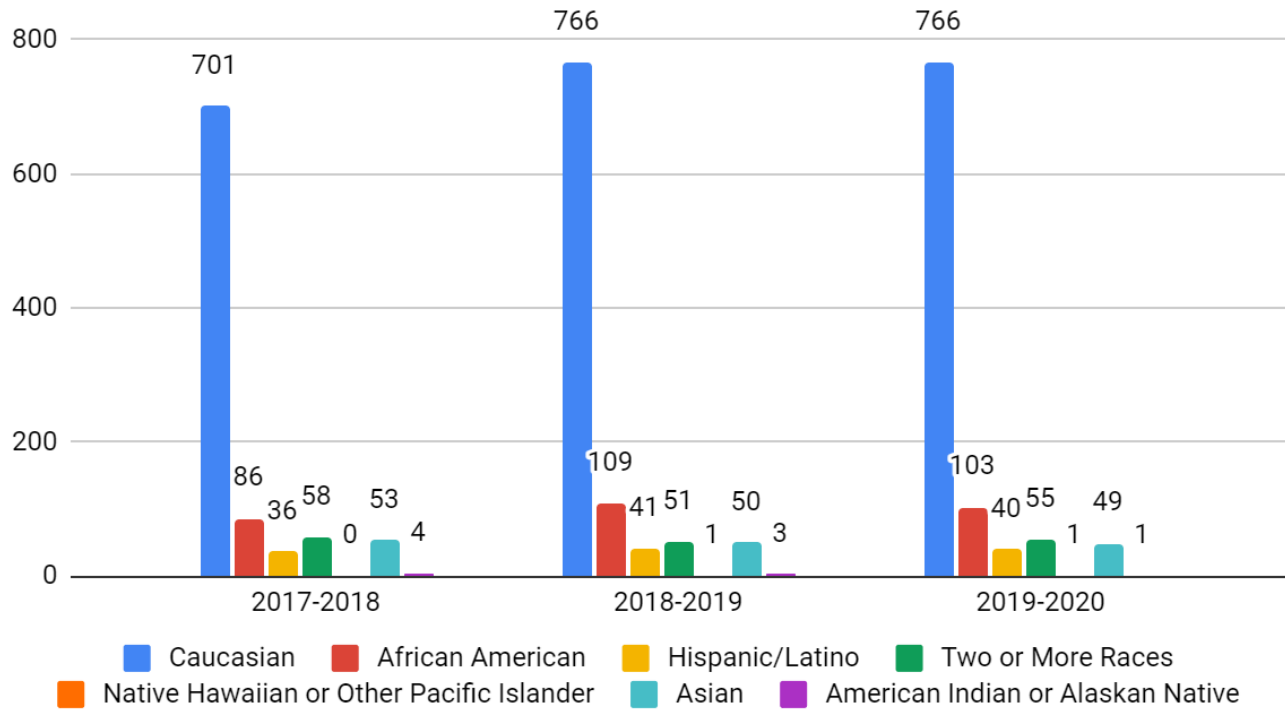
### Student Population Data Over Time: 2017-2018 to 2019-2020

### Enrollment Over Time 2018-2020

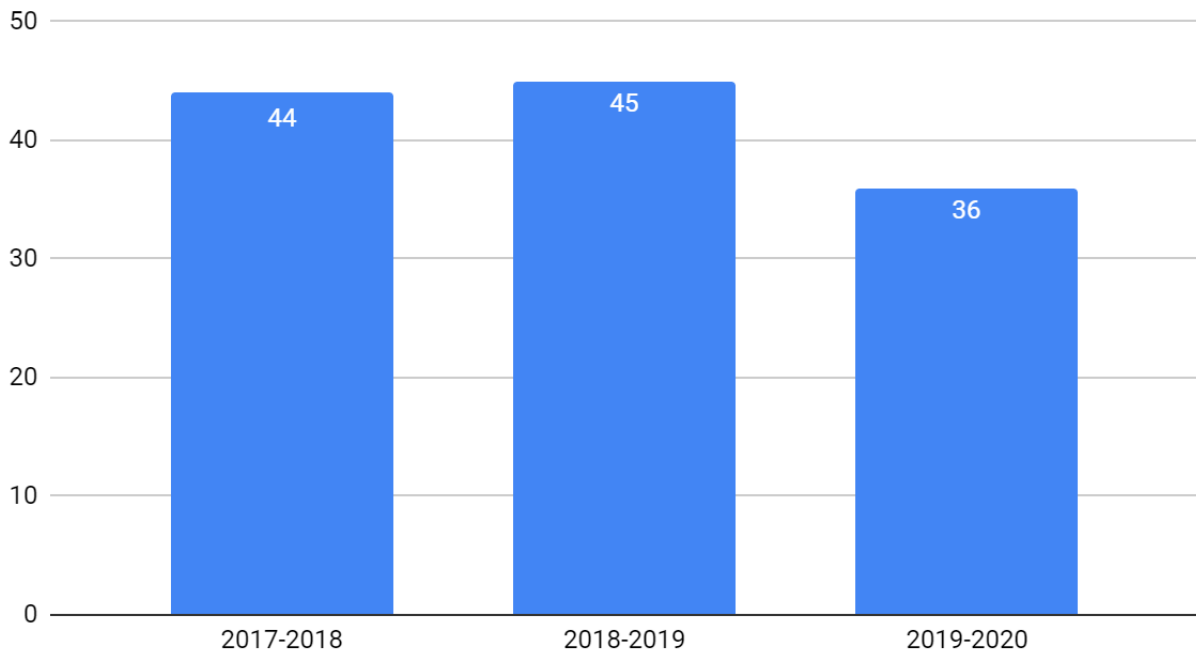


Student Attendance Over Time	
2020-2021	96.1%
2019-2020	96.7%
2018-2019	97.0%
2017-2018	97.0%

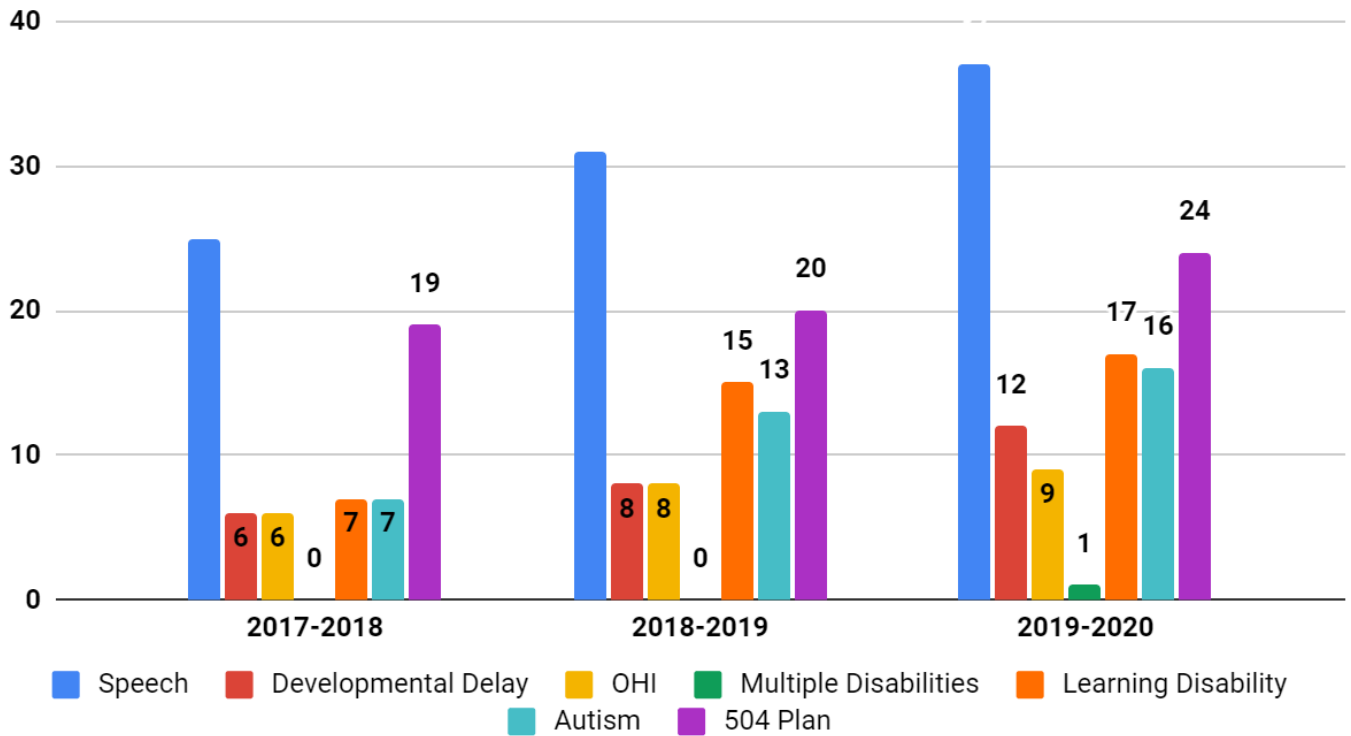
## Ethnicity Over Time



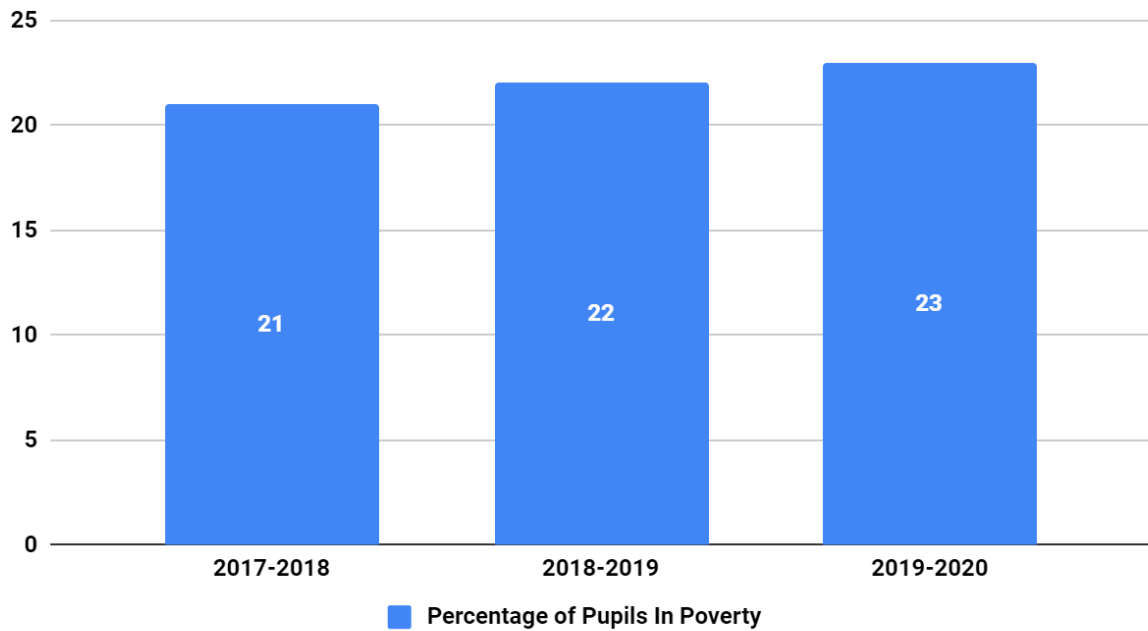
## Gifted and Talented Percentages Over Time



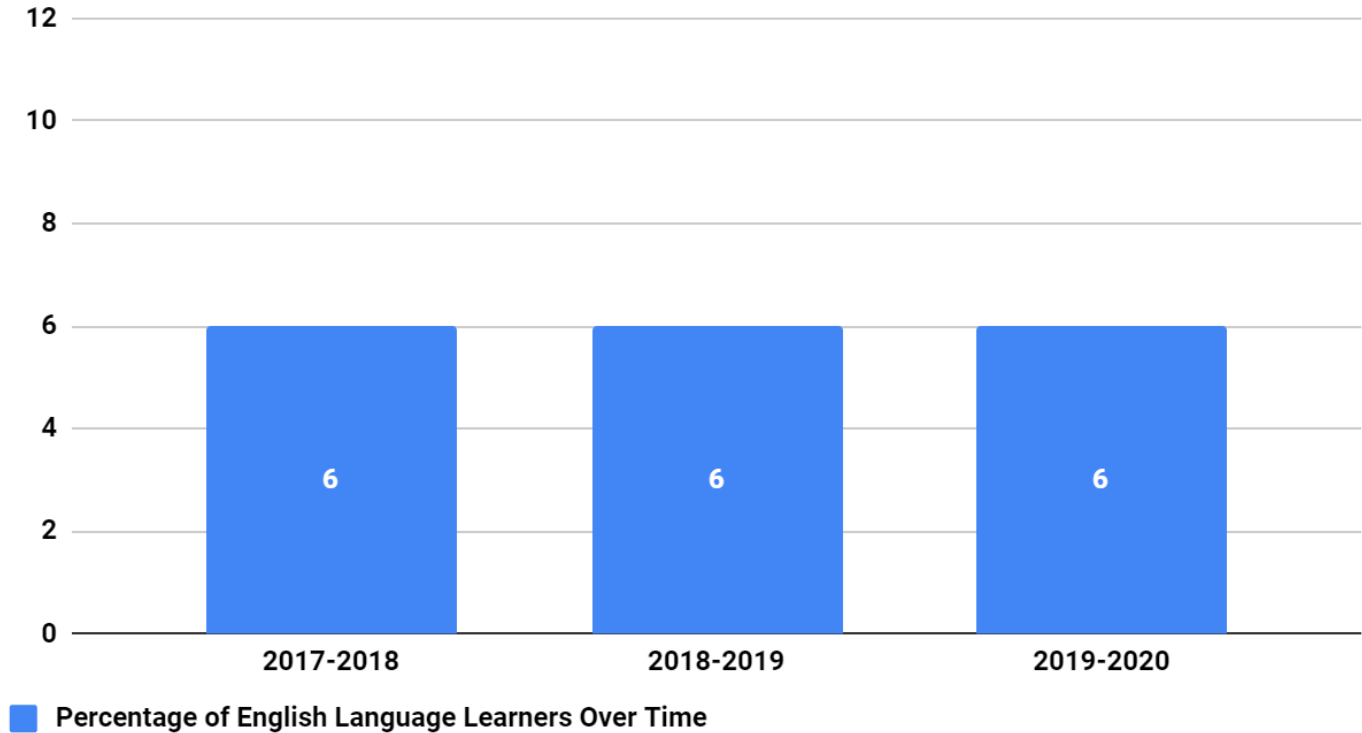
## Special Education Over Time



## Pupils In Poverty Over Time



## English Language Learners Over Time



### ACADEMIC AND BEHAVIORAL FEATURES/PROGRAMS/INITIATIVES

The core curriculum provides rigorous learning activities in the areas of reading, math, science, and social studies. Essential learning is facilitated through the use of the South Carolina State Standards and correlating support documents, district-developed units of study, and supportive instructional materials. Students attend classes in the media center and computer labs, where research and technology skills are reinforced.

Early identification and intervention of struggling students are critical components of student success. At the first sign of a struggling student, teachers intervene and develop strategies to assist the student. Intervention may include a change in delivery method to meet the student’s learning style or additional remediation activities.

#### *-Intervention*

FastBridge benchmark reading fluency tests are administered to all kindergarten and first grade students, and select second grade students at the beginning of the school year for identification of those students who may be “at risk” for reading achievement. The fall kindergarten benchmark test screens for fluency in the areas of letter identification, letter sound identification, onset sounds, and concepts of print. The fall first grade test screens for fluency in the following areas: word segmentation, decodable words, sight words, and sentence reading. The fall second grade test screens for fluency within several CBMReading passages. “At risk” students receive research based intervention and reading assistance five days per week in a small group setting.

The Early Reading Intervention (ERI) program, a research based tier II intervention program, is implemented to all “at risk” kindergarten students. Leveled Literacy Intervention (*LLI*), a research based tier II intervention program, is used to provide intense and targeted intervention for first, second, and some third grade students determined to be “at-risk”. Classroom data and fall FastBridge benchmarking data are used to determine where

students enter reading intervention. All “at risk” students are progress monitored every ten calendar days using the FastBridge assessment system. In addition, students in reading intervention are progress monitored using full reading records every other day in LLI. When students score above the goal line six times in a row, they are dismissed from the reading intervention program.

Mid-year benchmark tests are administered to all kindergarten and first grade students, and select second grade students in January. The kindergarten test measures fluency in letter sounds, word segmentation, decodable words, and onset sounds. The first grade test measures fluency in sight words, word segmenting, decodable words, and oral passage reading fluency. The second grade test measures oral reading fluency with CBMReading passages. Students who are identified as “at risk” at this time begin receiving reading assistance with either the school’s literacy specialist or reading interventionist. These students continue to be progress monitored in the program until they meet their goals.

In May, all kindergarten and first grade students, and select second grade students are evaluated again using the end of year benchmark goals for the fluency measures. Kindergarten students are measured using word segmentation, decodable words, sight words, and letter sound assessments. First graders are assessed on oral reading passages to determine a per minute fluency rate in addition to sight words, word segmenting, and decodable words. Second grade students are assessed using a collection of CBMReading passages for oral fluency. This final information is used to help identify any students who may need additional reading assistance the following year.

Three times each year, Oakview’s administrators, literacy specialist, reading interventionist, and instructional coach, meet to review the progress of “at risk” students, as well as the benchmark data for each grade level. Decisions to dismiss students from the intervention program or to add students are made based on the benchmark data and teacher recommendations.

OnTrack, another intervention component, is a data-inquiry process where school staff track the well-being of students using the Early Warning Indicators. This system analyzes three student factors: attendance, behavior, and grades. The team then determines how to support student success in the most effective way. During an On Track meeting, staff members use qualitative and quantitative data to make decisions for the well-being of the student. The team identifies Tier 1, Tier 2 and Tier 3 levels of support, as well as the intervention manager. The intervention manager then finds resources and supports for the student. Some students may be referred to the Assistance Team process if a disability is suspected or to check for 504 eligibility.

The OnTrack is a teacher-based team that works collaboratively with school personnel to assist students experiencing academic and/or behavioral difficulties. The A-Team consists of the student’s classroom teacher, the student’s parents, a school administrator, the school psychologist, any other pertinent school personnel, and the Assistance Team Coordinator.

An assistant principal serves as the OnTrack Team Coordinator and works alongside the literacy specialist and reading interventionist to provide intervention strategies for the classroom teacher to use in helping students who are struggling. These strategies may include changes in teaching methods, consultation with community resources, or additional assessments. Interventions may increase student performance and the effectiveness of the interventions is based on data collected. If further help is needed the student may be referred by the Assistance Team for a psycho-educational evaluation.

### *-Gifted and Talented Education*

Students who demonstrate higher skills or aptitude need opportunities to grow and accelerate their learning. Challenge, the gifted and talented program, is designed to meet the needs of academically gifted and talented students. In order to qualify for the program, students must meet the state criteria in aptitude, achievement, and academic performance.

This pull-out enrichment program encourages inquiry, flexibility, creativity, and critical thinking. Third grade students attend Challenge for 205 minutes each week. Fourth and fifth grade students attend for 320 minutes each week. In November of each year, the State Department of Education provides testing for students in grade two to determine their eligibility for Gifted and Talented Programs. The Iowa Test of Basic Skills, an achievement test, and The Cognitive Abilities Test (CogAT), an aptitude test, are administered. As soon as results are available in mid-January, parents are notified of their child's performance on these tests.

Beginning in grade three, students who meet the state criteria may be placed in the academically gifted and talented program. This program is called "Challenge" in Greenville County. At the elementary level, Challenge is a pull-out program.

Each school receives a Challenge teacher based upon the number of qualified students in that school. Oakview currently has one full time Challenge teacher and one part-time Challenge teacher.

Students may qualify automatically with an extremely high aptitude or IQ score at 96th percentile or higher for their age group. If students do not qualify solely on aptitude, this process will be used for screening:

#### In Dimension A - Reasoning Abilities

Students must demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal, nonverbal, quantitative and/or a composite of the three.

#### In Dimension B - Academic Achievement

Students must demonstrate high achievement (94th national percentile and above or advanced status) in reading and/or math as measured by a nationally normed or South Carolina statewide assessment instruments.

#### In Dimension C - Intellectual/Academic Performance

Students must demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits, or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence/tenacity in the face of challenge and creative, productive thinking. Rising third, fourth, fifth, and sixth grade students may be eligible to take the Performance Task Test in March if they have already met the criteria in Dimension A or Dimension B. Students must meet the criteria in two of these three dimensions to participate in the Gifted and Talented Program. Private testing results are not accepted for placing students in the Challenge program.

### *-Literacy Instruction*

Oakview has always had a strong emphasis on literacy. In 2011-2012, the district began using the Fountas and Pinnell balanced literacy model with eleven pilot schools. While Oakview was not a pilot school, the faculty decided to begin a gradual implementation on its own. With the assistance of PTA, Oakview purchased a leveled bookroom of guided reading materials for students in kindergarten through fifth grade. Training and implementation began taking place with first and second grades in late fall 2011. Professional Development began in the spring of 2012, for all kindergarten teachers. Kindergarten teachers joined first and second grades in implementation of balanced literacy in the fall of 2012. Full implementation of the balanced literacy program began in the 2013-2014 school year. All teachers, in all elementary schools, in all grade levels throughout the School District of Greenville County, are implementing the balanced literacy model.



A Balanced Literacy Model is used to provide instruction in reading and writing through the components of: guided reading, independent reading, reading conferencing, independent literacy work, guided writing, independent writing, and writing conferencing. In addition to these components, students are exposed to targeted language and word study instruction through interactive read-aloud, shared reading, phonics and word study, community writing, and handwriting. Approximately two hours of instruction is allocated to the Balanced Literacy model each day. The Leveled Library, along with many other literacy materials, is used to support the curriculum and the development of strategic readers. Teachers benchmark students in the fall to determine their instructional reading level. Groups are then formed to provide small group guided reading instruction focused on each student's level. Students are encouraged to select books within their range.

At the end of 2019, the school's leadership team met to discuss the next steps for the 2020-2021 school year. Professional development initiatives this year focused on tailored support dependent on grade level teams' needs. Grade levels have worked on unit planning for reading workshops, developed deeper level questioning for interactive read-alouds, and used data to drive word study instruction. Second Grade was provided Fountas and Pinnell Word Study Kits by the school district and began implementing explicit word study instruction in the 2020-2021 school year. In addition, second and third grade were given Fountas and Pinnell Interactive Read Aloud kits to begin implementing within core instruction.

Oakview has a strong volunteer reading program. These volunteers work one-on-one with students who may need a little extra boost in reading and self-confidence. During the 2019-2020 school year, twenty-seven students worked with a reading tutor. The volunteers are trained by Oakview's instructional coach and literacy specialist. Volunteers are made up of parents, community members, employees of local businesses, grandparents, and retired teachers. No volunteers were able to assist the school during the 2020-2021 school year due to pandemic mitigation protocols.

The school has worked to build a strong home-school connection to support literacy instruction. The school's literacy specialist and reading interventionist delivered a "Parent Reading Workshop" to parents of kindergarten first, and second grade students. During the workshop, families received specific and targeted strategies for improving reading and writing achievement at home which is supplemental to Oakview's strong classroom literacy instruction. This workshop was provided to parents digitally through Screencastify for those who could not attend. In 2020-2021 this workshop went virtual.

Oakview has experienced success in English Language Arts based on guided reading focus. For the past three years, our students have increased their performance levels. Currently, 80.2% of the third, fourth, and fifth graders at Oakview Elementary meet or exceed in mathematics on SC Ready state assessment.

### *-Writing Instruction*

Writing is integrated through all subject areas. The writing process is used to guide students from brainstorming to a published piece. Student work is published in many ways through individual or student created books, class displays, school-wide writing projects, and as a part of local and state contests. Three times a year students respond to district writing prompts that focus on specific types of writing - opinion, narrative, and informational. Teachers currently focus on writing to address skills needed for text-dependent analysis.

### *-Math Instruction*

Our mathematics program is academically challenging. It is active, relevant, and integrated with other curriculum areas. Teachers have received training in Everyday Counts Calendar Math, which provides lessons and activities

to preview, review, practice, and discuss critical math concepts and skills. The BigIdeas Mathematics series, adopted for the 2020-2021 school year, is used in all grades to support the curriculum. Approximately one hour is scheduled for math each day. Students capitalize on previously learned knowledge, focusing on building number sense, basic numeric operations, algebraic concepts, geometric patterns and relationships, measurement, logical reasoning, probability, and statistics. Our instruction emphasizes problem-solving and hands-on strategies, which allow students the opportunity to make connections between classroom learning and real-life experiences. Math for Today are warm-up activities used to spiral the curriculum. In the 2019-2021 school year, teachers worked in a professional learning community to learn, understand, and implement math workstations for students in grades kindergarten through fifth grade. These math centers were implemented based on the need to meet students where they are and provide a more individualized attempt to target areas of weakness for students. In 2020-2021 students are served by remediation in math. Remediation is available to all students during and after school and is staffed by certified teachers within the building. *Hands-On Equations* and *Figure It Out* are used with our gifted and talented students as an introduction to algebra and problem solving, respectively.

Oakview, along with all the schools in the district, work diligently to teach all of the standards using a variety of resources and strategies to increase higher order thinking skills. Oakview teachers use ThinkCentral online software to enhance math in the classroom and provide additional resources for students at school and at home. Teachers also use a variety of online resources to supplement and enhance instruction, such as Front Row, Khan Academy, Prodigy, Freckle Math, and IXL. Students who need additional math practice may participate in the morning W.I.N. Club. Teachers continuously participate in professional development within and outside of the district to improve and enhance classroom instruction. The digital program IXL math and ELA was available for teachers to enhance math instruction in the 2020-2021 school year.

In an effort to meet the needs of individual students who enter school with a variety of educational experiences, many Oakview teachers have taken steps to introduce guided math instruction. Guided math provides opportunity for teachers to level math instruction based on performance levels. Additionally, this approach helps to decrease the size of the teaching group which has traditionally led to increased student performance. Our goal in the 2020-2021 school year was to use model classrooms currently implementing guided math as a learning lab. This model learning model for professional development was an effort to increase understanding among other teachers about how the model works and how it can be used to better meet the needs of individual students. Our goal is to implement guided math instruction in all grade levels in the coming years. Currently most kindergarten through second grade classrooms have established this practice and many in the intermediate grade levels have begun to revamp their lessons to fit this model.

Oakview has experienced great success in math times. For the past three years, our students have increased or maintained their performance levels. Currently, 81.0% of the third, fourth, and fifth graders at Oakview Elementary meet or exceed in mathematics on SCReady state assessment.

### *-Social Studies Instruction*

Oakview Elementary's Social Studies curriculum is based on the 2011 South Carolina Social Studies Standards, excluding kindergarten, second, and fourth who are implementing the 2020 academic standards. Teachers include special instructional days to help students connect to their learning. Third grade produced a South Carolina play, and fourth grade teachers hosted a Native American Day. Fifth graders celebrate American culture through Western Expansion Day and Roaring 20s Day. Teachers throughout the school take field trips to enhance the Social Studies curriculum including the third grade trip to The South Carolina Statehouse and State Museum, the fourth grade trip to King's Mountain to study about the Revolutionary War Battle, and the kindergarten trip to a local grocery store and the fire station to learn about community helpers. In addition to outside field trips, students enjoy social studies based virtual field trips in our virtual lab through collaboration with district approved

partnerships. Trips to Ellis Island, Wall Street, and a large working farm have been enjoyed by students without ever leaving the Oakview school building! In 2019-2020, augmented reality carts were purchased and included as part of a virtual experience.

### *-Science Instruction*

Oakview Elementary's science curriculum is based on both the National Science Education Standards and the South Carolina Science Education Standards. The School District of Greenville County helps teachers address the science standards by providing supplies through an inquiry based science kit program for three of the four grade level units.

The school's STEM Lab extends classroom instruction through weekly lessons for third through fifth grade students. Kindergarten, first, and second grade students are seen quarterly. STEM Lab instruction focuses on integrating and enriching grade level standards and engineering processes through inquiry based instruction and STEM projects. Teamwork and collaboration are developed through real-world, career-based problem solving activities. Examples include, fifth graders designing and creating paper roller coasters, fourth grade students exploring the environment by creating and using student-designed solar ovens, and third graders designing solutions to erosion and landslide problems. Students' understanding of science concepts are further developed through activities in the award-winning butterfly garden, nature trail, and new vegetable garden. Classroom teachers also use these environments to further extend their yearly environmental units beyond the kits and textbooks.

On alternating years, "STEM FEST" and "Outdoor Day" are offered to involve the community, families, and students in enriching science activities at the school. In the spring of 2019, parents, teachers and children worked and explored together in classrooms during a STEM break out night which included scientific, mathematical, and/or technology related activities. The cafeteria was filled with local businesses who shared their use of science and technology, and the gym showcased students' Science Fair projects while the STEM Lab demonstrated the use of our new 3D printers. Last spring, students were excited to participate in Fossil Fun Day. This was an amazing event with huge fossil piles for students to dig through and take home, speakers from our local area who shared their knowledge of fossils, soil, and dinosaurs, and lots of hands-on experiences in every classroom. Oakview parents, students, and teachers are proud of the science opportunities provided every day and throughout the year. While these activities were suspended for the 2020-2021 school year, plans are in place to continue all events once the pandemic mitigation measures are suspended.

### *-Environmental Education*

Oakview has been recognized often for our comprehensive environmental programs. Since 2011, Oakview has been recognized as one of only 26 schools in South Carolina to be certified as a South Carolina Green Steps School. To receive this certification, Oakview must have at least 1 sustained project in each of 3 areas: Conserve, Protect, and Restore. Currently, Oakview has eight on-going, sustained projects across these three categories, including a butterfly garden, digital nature trail, raised bed vegetable garden, school-wide composting program, participation in the Breathe Better program to reduce idling, and increasing our environment through fifth grade tree plantings. Due to the number and quality of our environmental outreach programs, Oakview has won many state awards: 2018 South Carolina Green Steps Restore School of the Year and 2012 South Carolina Green Steps School of the Year Award.

One of the largest Green Steps initiatives is our school-wide recycling program. Oakview recycles classroom paper and cardboard, plastic bottles, aluminum cans, crayons, eye glasses, markers (all types), printer cartridges, packing materials, six-pack plastic rings, cell phones, and other electronics. Each year during America

Recycles Week in November, students also recycle gently used shoes. These shoes are sent to a national charity, World Wear Project, that sells the shoes for a discounted price and then uses the funds raised to help build wells in Africa so communities have safe drinking water. Also, in partnership with our local fire department, Oakview donates the proceeds from the recycled aluminum cans to the South Carolina Firefighters' Aluminum Cans for Burned Children program. Oakview has raised over \$26,000 for burn victims over the last 22 years. Finally, during lunch, students compost food waste, participate in reducing the volume of trash by "tapping" and "stacking" their Styrofoam trays and pouring out liquid waste in special cans, and recycling their paper scraps and milk cartons. Students take pride in making wise choices that benefit the environment. This emphasis on the importance of recycling across the school has brought several awards and grants to Oakview. In 2005-2006, Oakview received the South Carolina Recycling School of the Year award. This was the third time that Oakview had received this honor. In 2007-2008, Oakview received an honorable mention from the DHEC Champions of the Environment award for our rainwater garden irrigation system, and in 2016 we received the South Carolina Department of Health and Environmental Control's Rising Star Recycling Award. Our Environmental Engineers and Art clubs received a \$500 grant in the spring of 2015 to create a recycled art mural (made using recycled materials such as bottle caps, juice tabs, and broken CDs) which now proudly hangs outside of the STEM Lab. This mural came from a natural extension of our busy recycling program.

### *-School Counseling*

Social Emotional Learning continues to be our focus here at Oakview. Our areas of emphasis are Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Social Emotional Learning has become a priority in all areas of Oakview and the SEL Program components are promoted daily throughout our building. The skills taught through the classroom lessons are also connected to post high school education and careers. Having a common language throughout the school helps to create a positive and consistent school environment.

Using a comprehensive developmental counseling program, Oakview's school counselors work as a team with teachers, students, parents, and community to create an atmosphere where children's social/ emotional and behavioral/ academic needs are recognized. These needs are targeted through classroom lessons, small groups, and individual counseling.

The school counseling department also sponsors and assists with different activities and programs, such as "Fill-a-Backpack" - a program that helps gather school supplies for students, and "Backpack Blessings" - a program that gives children food to take home for the weekends. School Counselors also help fifth grade students to transition into the middle school years by organizing tours of the middle schools and assisting with middle school registration. School counselors provide consultation with teachers, administrators, school psychologists, school social workers, and outside agencies concerning the welfare of the students.

### *-Students with Special Needs*

Special needs students are served by a variety of district and local school programs. Oakview Elementary houses speech classes, preschool special education, two multicategorical self-contained classes, and two special education resource classes. Students are also served on a weekly and bi-weekly basis through occupational therapy and physical therapy services. The appropriate regular education teachers are trained by the special education teachers concerning each child, their disability, and their IEP. A variety of in-services are held for regular education teachers and parents regarding disabilities, strategies to use in the class and at home, in-services on ADHD, homework strategies, and question and answer sessions. Teachers are trained to provide accommodations within the classroom for students who require additional assistance.

## *-Technology*

Since Oakview opened in 1995, the administration, faculty and parents have set as a high priority the technology program of the school. From the earliest SACS documents and ACT 135 plans, technology was a recurring theme for school improvement. Through the joint efforts with the PTA, much has been accomplished to establish a firm foundation in technology applications at Oakview.

Oakview offers in-service hours in technology training for its teachers every year. Workshops have included, ActiveInspire, teacher web pages, Virtual Reality cart, ipads in the classroom, ActivTable, Google, Video on Demand, Discovery Ed, and other new software applications. Each year, all classroom teachers are trained in the electronic gradebook, PowerTeacher Pro. This program is used across the district and state of South Carolina. Training is offered each fall for new and current teachers to set up the gradebook for the coming year. The school web page, maintained by the technology specialist, is an ongoing project. All teachers have their personal web pages linked to the school's page.

Greenville County Schools upgraded our computer wiring with the installation of fiber lines throughout the building. Oakview updated its wireless infrastructure to include access points in every other classroom. The district refresh technology program added Wi-Fi in every classroom.

Every teacher at Oakview has an interactive whiteboard for classroom instruction. The purchase of these boards was made possible by Oakview's PTA, Palmetto Gold Award money and matching funds from The School District of Greenville County. Teachers are given time to create and plan with grade level teachers using standards based interactive lessons for use in the classroom. Students are active participants as instruction is enhanced and integrated with technology using these interactive whiteboards. During the 2019-2020 school year, every interactive white board in the school was replaced by The School District of Greenville County to provide the most up-to-date equipment to support effective learning in the digital age.

All teachers implement curriculum-based units infused with technology in addition to technology based assignments throughout the year. Teachers and students use Chromebooks, iPads, virtual reality carts, and virtual field trips during the school year to enhance and reteach as needed.

Oakview continues to expand technology use through a variety of initiatives and devices. Oakview has three interactive tables. These touch screen tables allow students to work collaboratively on various problem-solving programs or independently using headphones and USB ports. Oakview now has over 200 iPads and student laptops in our building. Grades K-2 have six iPads and six student laptops per classroom allowing for small group instruction and station work. In the 2019-2020 school year, many were upgraded or replaced by PTA funds. Additional iPads are available in the media center for whole group instruction or projects. Oakview has a permanent Distance Learning Lab. The high definition flat screen with integrated equipment supports the school's efforts to collaborate with others outside the school. The science lab screen allows space for additional distance learning field trips as well as possible science teaching capabilities with other schools in the future. Through video conferencing, the school has taken virtual field trips to places such as London, Australia, Texas, Florida, Canada, and to museums and special science centers around the United States.

Oakview's personalized learning device initiative began in the 2018-2019 school year. Each student in 3rd through 5th grade received a personalized learning device in the form of a Dell Chromebook. In 2020, all students in Greenville County Schools are issued a personal learning device. Students are provided lessons in digital citizenship and internet safety. Twenty-first century skills are embedded in classroom curriculum lessons. Students work collaboratively in an engaging and challenging environment that will prepare them for

the future. Teachers create a student-centered environment that encourages innovation and creativity. Staff members are provided continual support and professional development to support the personalized learning device initiative and with help from the school's technology integration team.

Currently, teachers are working to develop eLearning support for students through Google Classroom, Google Hangouts, and other streaming services to support the home-school connection. Teachers are now proficient in providing distance learning for all students.

### *-Media Center*

The media center houses a collection of 15202 titles. Our annual circulation for 2018-2019 (August –March) was 35,984. The media center provides a strong literacy program that encourages reading and teaching of information skills. Oakview has a large collection of books available for checkout with 13.6 per student. Students are encouraged to visit the media center at any time to exchange books. Students and parents can search the card catalog using the internet based Destiny system. Reference resources, book suggestions, South Carolina Book Award program information, and sites for authors are all available through the Oakview media center web-site.

The media center offers numerous reading incentive programs such as Real Men Read, Caldecott Awards, and the South Carolina Children's and Picture Book Award programs. The media center sponsors two book fairs a year and at least one author/illustrator visit. Author and Illustrator, Julie Olson, visited during the 2019 school year.

To develop effective communication skills, rising fifth grade students audition for the Oakview News Crew. The media specialist sponsors the broadcast team. The Scholastic Book Fair is held in the fall and spring.

### *-Music Education*

The music program at Oakview is a comprehensive sequential program from kindergarten to fifth grade. It is based on the National Standards for Music Education set forth by the National Association of Music Education. Each class receives 45 minutes of instruction per week. The program covers all aspects of music education including singing, playing instruments, music literacy, arranging, composing, movement, listening, identifying styles and cultures, and performance opportunities. The program develops individual musicianship and aims to foster an understanding and appreciation of music in our community and around the world. Many students elect to take chorus, band, or strings in middle school due to these experiences in Oakview's elementary music classrooms.

Oakview's music teachers collaborate with classroom teachers to integrate classroom content while preparing music for the kindergarten Thanksgiving play, the second grade Mother's Day Program, third grade "From the Mountains to the Sea" play about South Carolina history. The music program integrates fifth grade social studies concepts as students' study jazz music. Fourth grade students combine science and music concepts while working with an artist in residence. The last artist in residence worked to create digital instruments using Makey Makey circuit boards and recycled materials. All students participate in international music studies as songs and dances from other countries are explored. Percussion instruments are studied and played as the various countries are emphasized.

The Greenville Symphony Orchestra has its members visit, present to, and perform for district elementary schools as part of their EdReach program. Oakview has hosted a string quartet, percussionists, and numerous other musicians through this program. Fourth and fifth grade students study recorder as a part of the program. Recorders

are wind instruments that give students experience in reading music. Students have the opportunity to purchase a recorder and learn to play. Many students elect to play in the band in the sixth grade due to their experience with recorders.

In addition, fourth and fifth grade students study dulcimers and folk music as a part of the music program. They also do a West African Drumming Unit with djembes, shekeres, and gankogui and other African instruments. Students play these instruments as an ensemble, and learn songs and dances from the West African cultures. Students learn to play ukuleles to introduce them to the string family of instruments. This year, pan drums were added to give Oakview students a unique experience through music.

Fourth and fifth grade students are also given the opportunity to audition for a select chorus. In addition, third through fifth grade students are invited to participate in Uke Krazy, STRUM, Chimes, and DRUM clubs. These performing ensembles meet weekly from 7:30 am to 8:30 am. These students perform at school and in the community during the school year.

Fifth grade chorus students have the opportunity to audition for the annual District Spring Sing performance. Spring Sing is an auditioned group of over 250 elementary students district-wide. Students selected for Spring Sing participate in Saturday rehearsals followed by a rehearsal and performance at the Peace Center with a guest clinician conducting.

### *-Art Education*

The visual arts lessons for the students of Oakview Elementary School are based on the South Carolina Visual Arts Curriculum Standards. The content of the standards is based on the National Standards for Arts Education. These standards present what all children should know and be able to do in art. The students are motivated to think, appreciate, design, and create.

The students are introduced to a variety of media, including colored pencils, chalk, oil pastels, watercolor and acrylic paints, and clay. One of our art rooms contains a digital electric kiln for firing stoneware clay sculpture in the visual arts area.

All grade levels receive 45 minutes of art instruction each week.

The South Carolina Arts in the Curriculum \$10,000 Grant was received to implement International Arts Studies. This grant provided materials and equipment to integrate the International Festival and arts activities for all the students in the arts classes. Several PTA mini-grants have provided books about artists for students to read to integrate language arts and computer applications for involving technology in the art programs, and funds for refurbishing tools and purchasing new equipment.

South Carolina Arts Commission Grants have been given to the arts program to provide the following Artists-in-Residence: Yoshiko Moon, and basket maker Nancy Basket. The PTA also provides for Artist in Residence. A few of the artists who have come to Oakview over the years include Jennifer Amor, quilt maker, who worked with the art students to create two large quilts that hang in the school. Brod Baggert worked with students in the area of writing. He used technology as students worked with him to write new poetry. Yoshiko Moon taught students the art of Japanese calligraphy, origami, sumi painting and about Japanese culture. Yoshiko Moon has made several trips to Oakview. Jim Creal has done two printmaking residencies with students and last year, ceramicist Shane Bryant created a tile mural with fourth graders. Michael White, an award winning artist, encouraged students to illustrate their own books while sharing interesting information about himself.

Art teachers have participated in the Metropolitan Arts Council's Smart Arts Program. This week-long summer teacher program provides workshops and planning sessions for art integration and collaboration with core subjects. Teachers participating in the program plan a week-long residency session with a local artist who then comes in during the school year to implement the residency. Poets Vera Gomez and Kelly Pheiffer came to Oakview and combined ELA standards with Visual Arts techniques which energized and excited students as they put new ideas onto paper.

Students have also enjoyed the sounds of Legends of West Africa while watching and listening to African drumming techniques and traditional dances. Tim Lowry, storyteller has made books come alive for students as he told stories relating to curriculum. Other artists include Dean Eades and Laura Boosinger.

Each year, third grade Challenge students enjoy a visit from a Warehouse Theatre actor. This class provides an in-depth look at Shakespearean theater which is part of the third grade Challenge curriculum.

Over the years, the art department has participated in activities that benefit the students and their families. One activity was the printing of reusable grocery bags in connection with a science recycling project "Kick the Bag Habit." Art Clubs have participated in the Roper Mountain Science Center Holiday Lights postcard contest. During the 2011-2012 school year, the Art Club participated in the Festival of Trees. Art Clubs also help with decorations and backdrops for school choral productions.

The Principal selects artwork each year to be framed and hung throughout the school. This permanent art collection represents a variety of grade levels and art media. The art enhances our school environment.

Art Explorers and Art Owls, extracurricular programs, are provided for the students who wish to be involved in more visual arts activities. This club meets in the afternoons for special projects.

### *-Physical Education*

The Oakview Elementary Physical Education Program is comprehensive, educational, and age appropriate. Each class receives 45 minutes of instruction per week. The comprehensive program teaches the skills, attitudes, and knowledge needed to develop and maintain a physically active lifestyle. The program has clear expectations for the students to acquire the skills and knowledge of the physically educated individual.

Oakview Elementary uses the South Carolina Standards set forth by the South Carolina Physical Education Framework based on the National Standards. In addition to Physical Education Standards, the Physical Education teachers use the FITNESSGRAM program as a fitness assessment and reporting system for all 5th graders.

The educational program recognizes the unique contribution of physical education to develop physical skills and abilities in a way that contributes to the broader educational goals of a community. The very nature of physical education provides a laboratory of social and personal development of students.

Age appropriate programs are sequential over grades kindergarten thru fifth grade. Programs are tailored for the developmental needs of children of different ages, as well as the different needs of children of the same age. Children bring different experiences, different potentials, and different rates of learning to physical education. An age appropriate program accounts for individual differences through instructional processes. In addition to age appropriate programs held throughout the day for students, Oakview's physical education teachers sponsor various after-school clubs, such as Boy's Track Club, Archery Club, Flag Football Club, Girl's Track Club, and Chess Club. Other events offered and organized by the physical education teachers are two family fun runs, a wellness event, field days, International and South Carolina Walk to School Days, and various artist in



residencies.

### *-Health Services*

Oakview Elementary has the services of one full-time and one part-time school nurse. They work together to provide health related assistance to our students and families. They administer medication and First Aid to ill or injured students, consult with parents, staff, and medical personnel regarding student health needs, monitor the accuracy of immunization records, maintain up to date cumulative health records on students, prepares Individual Health Care Plans (IHP) and/or Emergency Action Plans (EAP) for those students identified with Chronic Illnesses and communicate information (one on one) with teachers, participating in 504 and IEP meetings so accommodations can be considered to meet a student's health needs along with the academic needs, perform Vision and Hearing Screening, reports outbreaks of Communicable diseases or injuries to Nurses Supervisor and Principal, Completes UAP (Unlicensed Assistive Personnel) training on medication administration when applicable for Field Trips and when there is no RN at school. UAP Training follows the guidelines established by the LLR Nursing Board in Opinions Established related to School Health, Performs vision and hearing screenings, Enhance employee wellness programs by encouraging participation in preventive screenings, fitness and nutrition/weight loss programs and influenza immunization clinics, engage school in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working with the PE department, and provide reports as required to Medical Health Services.

### *-Resource*

Students needing additional assistance in order to access and make progress in the general education curriculum may qualify for special education services. Special education services are delivered in a variety of models on a continuum ranging from specialized instruction in a special education classroom for a majority of the school day to consultation between a special education and general education teacher to support the student who qualifies. In between those two extremes are multiple combinations of specialized instruction and supports tailored to meet the specific needs of students who qualify. Specialized instruction can be delivered in a separate, special education classroom or within the general education classroom (inclusion model). Specialized instruction and supports help students in their specific areas of academic and functional deficits such as reading, writing, math, or social/emotional. Before students can receive services, it must be determined that a disability is significantly affecting their ability to access and progress in the general education curriculum. This meeting is attended by parents, the school psychologist, the student's classroom teacher, a special education teacher, and an administrator. Once a student qualifies, an I.E.P. (Individualized Education Plan) is generated at a meeting attended by parents, the student's classroom teacher, a special education teacher, and an administrator. The I.E.P. Plan clearly defines the areas of academic and/or functional need, the way in which services will be delivered, and yearly goals in the deficit areas. I.E.P. plans are monitored quarterly and parents receive an update on progress on specific goals at that time. I.E.P. Plans are reviewed and rewritten annually. Two full time teachers serve qualified students. A group of teachers served on an inclusion committee during the 2016-2017 year. During the 2017-2018 school year, new inclusive practices were implemented throughout the school and successfully continued in the 2018-2019 school year. Additional training is provided yearly for all staff members serving special education students.

### *-English as a Second Language Support*

We implement an array of support services to address students performing above and below grade level. English Language Learners receive support in English language acquisition and content instruction through a pull-out program and collaboration with teachers and other school personnel to assist them with overcoming

language barriers. Students scoring below grade level in reading and math on standardized assessments have the opportunity to participate in a before-school tutoring program.

### *-Speech*

Students are referred for screening by their regular education classroom teacher or parent. If a student fails the screening and parent permission is obtained, a complete speech/language evaluation is administered. If the student qualifies for the program and parental permission is obtained, an I.E.P. is developed and the student is enrolled in therapy. Students participate in the speech program until the students meet their goals or maximum improvement is achieved.

### *-Health Education*

Recently, Oakview has promoted a healthier school climate for students and employees. A team of staff members received training for CATCH (Coordinated Approach to Child Health). Strategies are implemented to support the CATCH program. A Culinary Creations Menu was adopted in the cafeteria and students are encouraged to take advantage of the healthier options. Teachers infuse brain breaks into their daily instruction. The PTA assists in our efforts by encouraging parents to provide healthier food options during class parties and student incentives. As a result, our school has received numerous awards including the Greenville County Safety Award and Greenville County Elementary Healthy School Award.

### *-What I Need (W.I.N) Club*

The W.I.N. (What I Need) Club is a school tutorial program offered to students scoring Not Met or Approaching on SCReady testing; teachers and other assessment scores are used to identify attendees. At minimum, students attend a session per week in the area of greatest need, based on students' SCReady scores or district benchmark data. Students are served in ELA or math; sometimes students are served in both academic areas. These teachers plan and deliver small group lessons based on student data.

### *-Extended Day Program*

The Extended Day program offers a service to the school community and provides enriching, structured care for children. It is offered to students in all grade levels from 2:30-6:00 on school days. Students are provided homework assistance, recreational activities, snacks, arts and crafts, and access to educational technology. Special events such as a talent show, student conducted plays, and outdoor water games are planned throughout the year.

# Mission, Vision, and Beliefs

## Mission

The mission of Oakview Elementary School, in cooperation with our students' homes and the community, is to prepare students with strong character who are college and career ready, responsible citizens, and lifelong learners by:

- Opening opportunities for all students,
- Accepting individual differences,
- Keeping our focus on math, reading, and writing,
- Varying teaching techniques,
- Identifying and addressing each student's strengths/weaknesses,
- Engaging students in learning activities,
- Working collaboratively as a team

## Vision

We envision a school:

- With adequate funding to support the curriculum and instructional needs
- With a positive learning environment that inspires students to achieve to their fullest potential and become productive citizens
- That produces students who think critically, solve problems, reason, and get along with others
- Where students are active participants in a comprehensive academic program
- Where students are provided opportunities to experience and develop skills for technology
- Where collaborative support and communication between home, school, and community is essential for an effective educational program
- With an appreciation and awareness of cultural and ethnic diversity

## Beliefs

The following are statements of fundamental truths which form the foundation of Oakview Elementary School's educational system.

We believe:

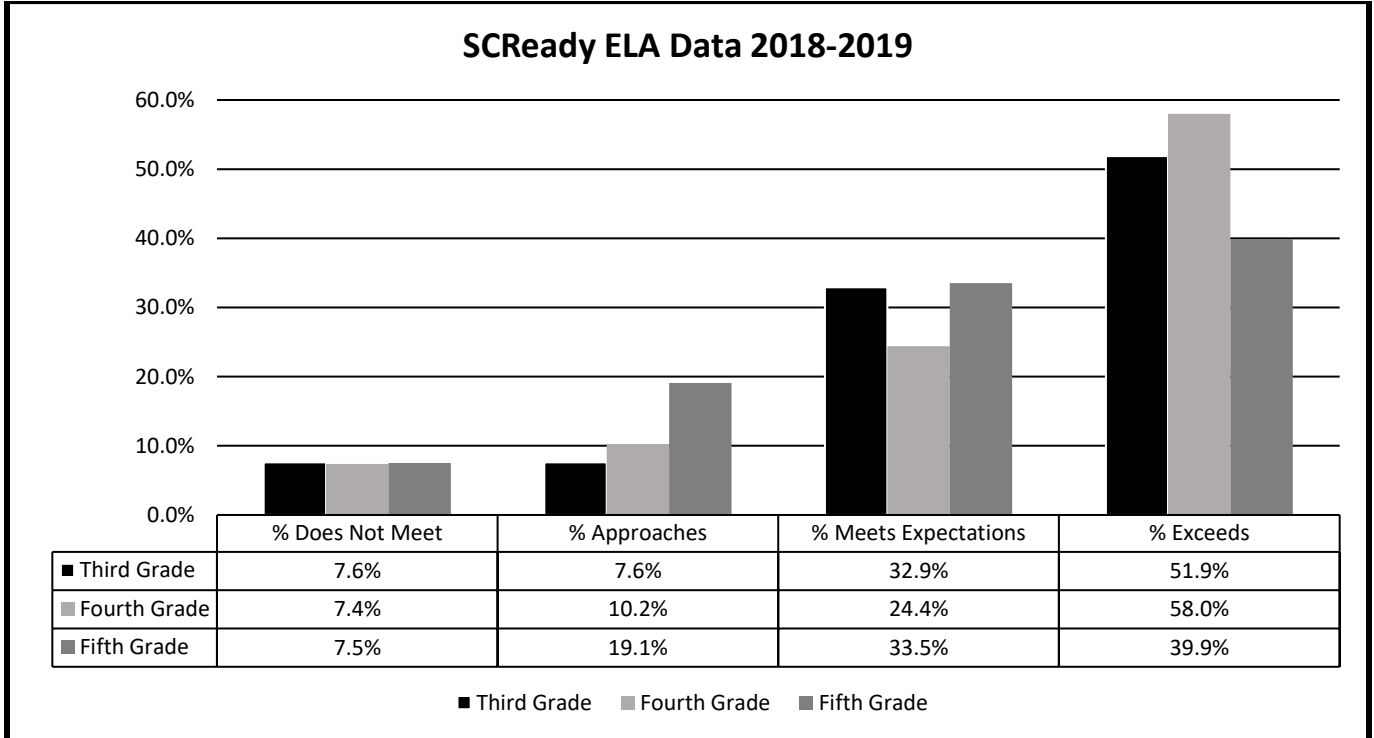
- Children learn best in a safe, healthy, and nurturing environment that creates students who are empathetic, respectful, resilient, and act with integrity.
- All students are capable of learning and have the right to the same educational opportunities that evolve and change to reflect the world around them.
- Children will learn to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
- Children will be engaged in a variety of differentiated instructional strategies and experiences for active participation in the learning process.
- Children deserve a highly competent faculty and staff that will develop a culture to meet the needs of students socially, emotionally, and academically.
- Education is a shared responsibility involving students, parents, the school, the community, and the school district

# Data Analysis and Needs Assessment

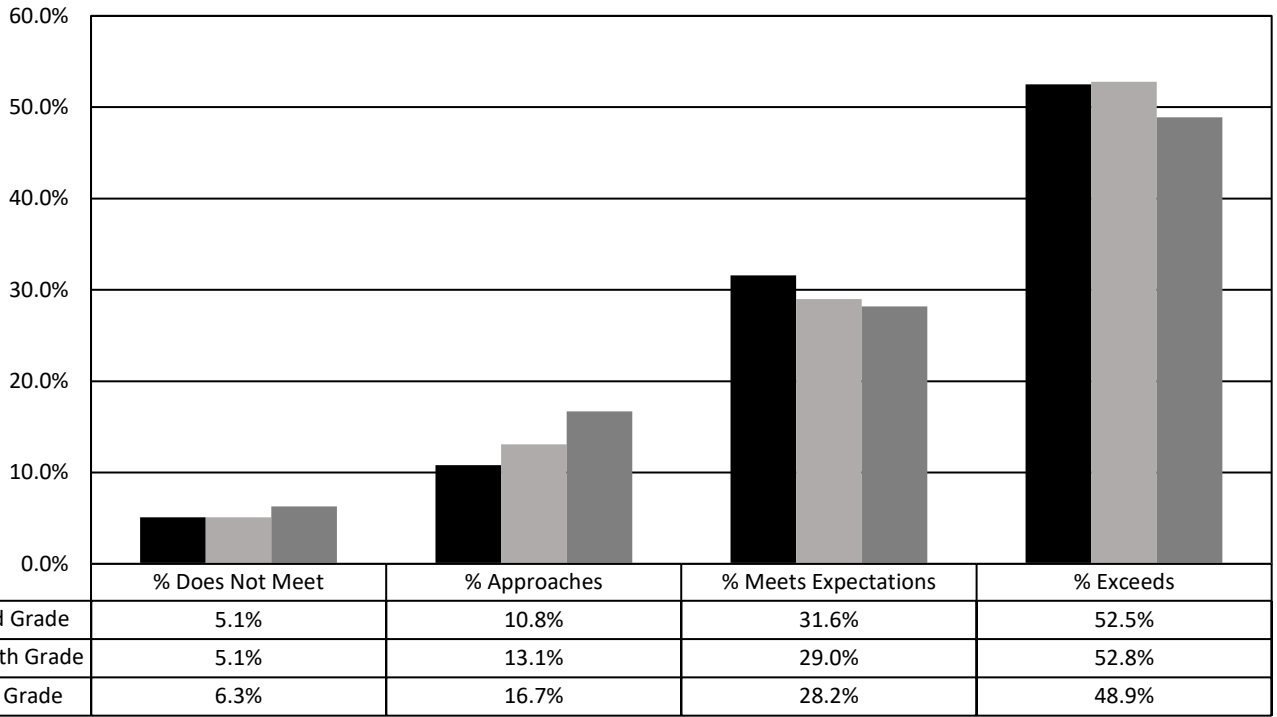
## Student Achievement Needs Assessment

### South Carolina College and Career Ready Assessment (SCReady) Grades 3<sup>rd</sup>-5<sup>th</sup>

\*The most current data has been reported; No data for the 2019-2020 school year is reported due to state-wide school closures



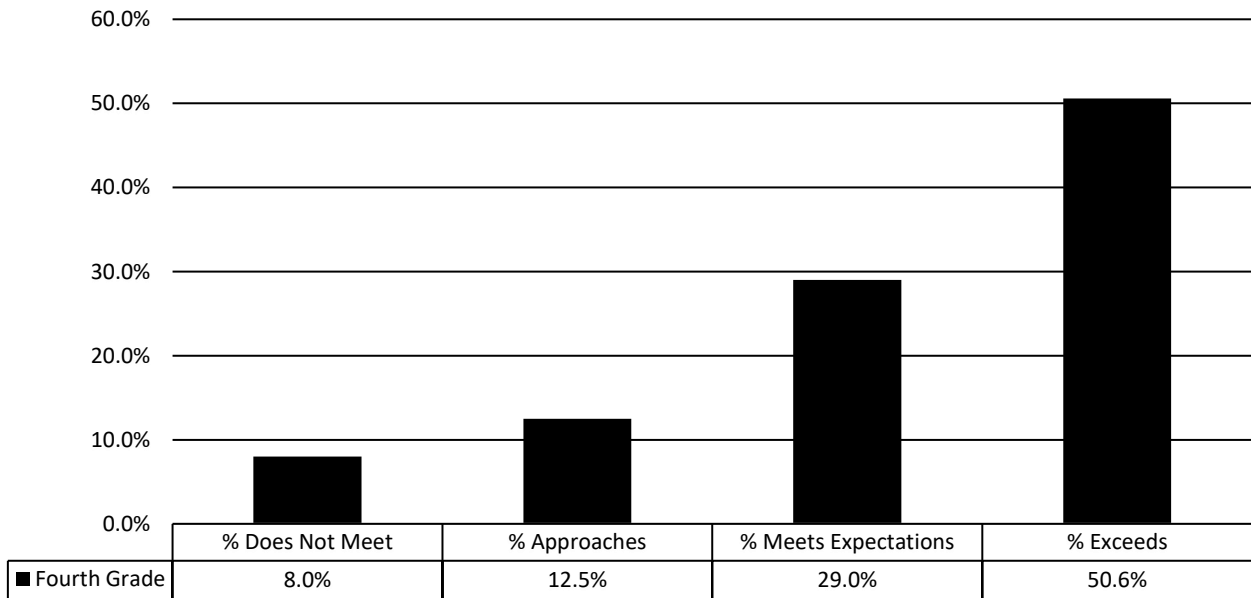
### SCReady ELA Math 2018-2019



### Student Achievement Needs Assessment

South Carolina Palmetto Assessment of State Standards (SCPass) 4<sup>th</sup> Science/5<sup>th</sup> Social Studies

### SCPass Science Data 2018-2019



**Oakview Elementary Subgroup Data**  
**SCReady ELA and SCReady Math 2018-2019**

\*The most current data has been reported; No data for the 2019-2020 school year is reported due to state-wide school closures

<b>All Students</b>	<b>SCReady ELA Meet &amp; Exceeds 2018-2019</b>	<b>SCReady Math Meet &amp; Exceeds 2018-2019</b>
All Students Grades 3-5	80%	81%

<b>Student Ethnicity</b>	<b>SCReady ELA Meet &amp; Exceeds 2018-2019</b>	<b>SCReady Math Meet &amp; Exceeds 2018-2019</b>
African American	45%	51%
Asian	91%	97%
Caucasian	86%	85%
Hispanic/Latina	69%	71%
American Indian/ Alaska Native	50%	100%

<b>Gender</b>	<b>SCReady ELA Meet &amp; Exceeds 2018-2019</b>	<b>SCReady Math Meet &amp; Exceeds 2018-2019</b>
Male	79%	82%
Female	81%	80%

<b>Students With Disabilities</b>	<b>SCReady ELA Meet &amp; Exceeds 2018-2019</b>	<b>SCReady Math Meet &amp; Exceeds 2018-2019</b>
Students with Disabilities	33%	35%

<b>Students With Limited English Proficiency</b>	<b>SCReady ELA Meet &amp; Exceeds 2018-2019</b>	<b>SCReady Math Meet &amp; Exceeds 2018-2019</b>
Limited English Proficiency	63%	69%

<b>Students In Poverty</b>	<b>SCReady ELA Meet &amp; Exceeds 2018-2019</b>	<b>SCReady Math Meet &amp; Exceeds 2018-2019</b>
Students in Poverty	51%	54%

<b>Academically Gifted Students</b>	<b>SCReady ELA Meet &amp; Exceeds 2018-2019</b>	<b>SCReady Math Meet &amp; Exceeds 2018-2019</b>
Academically Gifted Students	97%	98%

**Oakview Elementary Subgroup Data**  
**SCPASS Science and SCPASS Social Studies 2018-2019**

\*The most current data has been reported; No data for the 2019-2020 school year is reported due to state-wide school closures

\*For SC Pass Science, only 4<sup>th</sup> graders are tested

\*For SC Pass Social Studies, only 5<sup>th</sup> graders are tested

<b>All Students</b>	<b>SC PASS Science Met &amp; Exceeds 2018-2019</b>	<b>SCPASS Social Studies Met &amp; Exceeds 2018-2019</b>
4 <sup>th</sup> Science/5 <sup>th</sup> Social Studies	80%	91%

<b>Student Ethnicity</b>	<b>SC PASS Science Met &amp; Exceeds 2018-2019</b>	<b>SCPASS Social Studies Met &amp; Exceeds 2018-2019</b>
African American	47%	78%
Asian	100%	91%
Caucasian	84%	94%
Hispanic/Latina	62%	83%
American Indian/ Alaska Native	100%	100%

<b>Gender</b>	<b>SC PASS Science Met &amp; Exceeds 2018-2019</b>	<b>SCPASS Social Studies Met &amp; Exceeds 2018-2019</b>
Female	78%	91%
Male	82%	91%

<b>Students with Disabilities</b>	<b>SC PASS Science Met &amp; Exceeds 2018-2019</b>	<b>SCPASS Social Studies Met &amp; Exceeds 2018-2019</b>
Students with Disabilities	18%	50%

<b>Students with Limited English Proficiency</b>	<b>SC PASS Science Met &amp; Exceeds 2018-2019</b>	<b>SCPASS Social Studies Met &amp; Exceeds 2018-2019</b>
Limited English Proficiency	0%	82%

<b>Academically Gifted Students</b>	<b>SC PASS Science Met &amp; Exceeds 2018-2019</b>	<b>SCPASS Social Studies Met &amp; Exceeds 2018-2019</b>
Academically Gifted Students	98%	100%

**Oakview Elementary Comparison Data**

**SCReady ELA/Math and SCPASS Science/Social Studies 2018-2019**

\*The most current data has been reported; No data for the 2019-2020 school year is reported due to state-wide school closures

<b>English Language Arts</b>									
	<b>Third Grade</b>			<b>Fourth Grade</b>			<b>Fifth Grade</b>		
	<b>Oakview</b>	<b>Greenville</b>	<b>SC</b>	<b>Oakview</b>	<b>Greenville</b>	<b>SC</b>	<b>Oakview</b>	<b>Greenville</b>	<b>SC</b>
<b>% Does Not Meet</b>	7.6%	19%	25.5%	7.4%	20%	27.8%	7.5%	20%	28.2%
<b>%Approaches</b>	7.6%	21%	24.7%	10.2%	18%	21.0%	19.1%	27%	30.9%
<b>%Meets Expectation</b>	32.9%	28%	26.6%	24.4%	24%	22.7%	33.5%	30%	26.3%
<b>%Exceeds</b>	51.9%	32%	23.1%	58.0%	39%	28.6%	39.9%	23%	14.7%
<b>Math</b>									
	<b>Third Grade</b>			<b>Fourth Grade</b>			<b>Fifth Grade</b>		
	<b>Oakview</b>	<b>Greenville</b>	<b>SC</b>	<b>Oakview</b>	<b>Greenville</b>	<b>SC</b>	<b>Oakview</b>	<b>Greenville</b>	<b>SC</b>
<b>% Does Not Meet</b>	5.1%	14%	21.3%	5.1%	16%	24.3%	6.3%	16%	24.5%
<b>%Approaches</b>	10.8%	17%	21.0%	13.1%	20%	25.2%	16.7%	27%	30.2%
<b>%Meets Expectation</b>	31.6%	32%	30.7%	29.0%	26%	24.6%	28.2%	24%	22.3%
<b>%Exceeds</b>	52.5%	37%	27.0%	52.8%	37%	25.9%	48.9%	33%	23.1%
<b>Science</b>									
	<b>Third Grade</b>			<b>Fourth Grade</b>			<b>Fifth Grade</b>		
	<b>Did not participate in the 2018-2019 SCPASS Science Assessment</b>			<b>Oakview</b>	<b>Greenville</b>	<b>SC</b>	<b>Did not participate in the 2018-2019 SCPASS Science Assessment</b>		
<b>% Does Not Meet</b>				8.0%		25.4%			
<b>%Approaches</b>				12.5%		22.6%			
<b>%Meets Expectation</b>				29.0%		29.0%			
<b>%Exceeds</b>				50.6%		23.0%			
<b>Social Studies</b>									
	<b>Third Grade</b>			<b>Fourth Grade</b>			<b>Fifth Grade</b>		
	<b>Did not participate in the 2018-2019 SCPASS Social Studies Assessment</b>			<b>Did not participate in the 2018-2019 SCPASS Social Studies Assessment</b>			<b>Oakview</b>	<b>Greenville</b>	<b>SC</b>
<b>% Not Met</b>							8.7%		29.9%
<b>% Met</b>							32.4%		38.8%
<b>% Exemplary</b>							59.0%		31.3%



# Teacher and Administrator Quality

## Professional Development Calendar 2020-2021

Oakview Elementary Professional Development Calendar 2020-2021							
Principal – Dr. Phillip Reavis Assistant Principal - Meredith Welch Administrative Assistant – Jessica Preisig				Instructional Coach – Sherrie Brookie Technology Specialist- Holly Rushton Literacy Specialist-Charlotte McNeill			
<b>Focus Areas:</b> Social/Emotional Learning Hybrid Learning Instructional Support Standards Based Vocabulary Balanced Literacy							
Date	Time	Title	Presenter	Description	Where	Audience	Points
<b>June</b>							
06-28-20	WIFI	Teacher Book Club	Sherrie Brookie	Teachers will participate in an online book study to enhance the professional knowledge of the Oakview staff in creating a positive, caring, and inclusive classroom environment.	Google Class	Admin IC Teachers	2
<b>July</b>							
07-28-20	WIFI	Teacher Book Club	Sherrie Brookie	Teachers will participate in an online book study to enhance the professional knowledge of the Oakview staff in creating a positive, caring,engagement, and inclusive classroom environment.	Google Class	Admin IC Teachers	2
<b>August</b>							
08-04-20	WIFI	Teacher Book Club	Sherrie Brookie	Teachers will participate in an online book study to enhance the professional knowledge of the Oakview staff in creating a positive, caring, engaging, and inclusive classroom environment.	Google Class	Admin IC Teachers	2

08-05-20	WIFI	Teacher Book Chat	Adriane Rabren Kathy Taylor	Teachers will participate in an online book chat to enhance the professional knowledge of the Oakview staff in creating a positive, caring, engaging, and inclusive classroom environment with a focus on SEL initiatives.	Zoom	Admin IC Teachers	1
08-10-20	8:30 10:30	eLearning Expectations	Sherrie Brookie Holly Rushton	Teachers will participate in a workshop concerning 2021 protocol and expectations for eLearning environment should a portion or all of the school year take place in an electronic environment.	Cafeteria	Admin IC Teachers	2
08-11-20	1:00 - 3:00	ACES Trauma training for educators	Kathy Taylor Adriane Rabren	ACES trauma training for educators important trauma-focused information about how student learning and behavior is impacted by trauma and how educators and support staff can help students develop a greater sense of safety at school and begin to build new emotional regulation skills.	ZOOM Meeting	ALL STAFF	2
08-28-20	2 hour s	Big Ideas Training-Overview	District Trainers	All certified teachers will view a district presentation regarding the newly adopted textbook for their grade level band. After viewing in IC google classroom, teachers will mark the assignment as completed	Google Classroom	Admin IC Certified Staff	2
08-14-20	2:00 - 3:00	First Response Training	Jane Danielson	The First Response Team reviewed first aid procedures and ran through their first drill.	OES	First Response Trainers	0
<b>September</b>							
09-24-20	3:00 - 4:00	PAS-T Digital Portfolio Launch and PAS-T Party	Phillip Reavis Sherrie Brookie	Teachers will learn how to set up their digital PAS-T portfolio in their Google Drive and will share portfolios with administrators.	OES	All certified staff members participating in the	1

				Induction and annual cycle teachers will review expectations for the PAS-T portfolio		professional cycle.	
09-28-20	3:00 - 4:00	504 Annual Overview  Virtual Classroom	Kathy Taylor Jessica Preisig	Teachers will attend an annual 504 plan review as a refresher regarding how the school will support a student with a disability and remove barriers to learning. The goal is to give the student equal access at Oakview Elementary School.	OES	All certified staff members	1
09-30-20	3:00 - 5:00	Choice PD	Sherrie Brookie	Teachers will choose (1) 1-hour session or 2 (1) hour sessions of their choice for professional development. 1. Lesson Planet Lingo 2. Twitter Chat 3. Learn and Loan 4. PD in your PJ's 5. Calendar for Kids 6. Try A Tech Tool 7. Care and Concern 8. Read and Report 9. Join and Jabber	OES	All Certified Staff Members	2
<b>October</b>							
10-02-20	8:00 9:00	YouTube and Tech tools for teachers	Holly Rushton Sherrie Brookie	Teachers will attend a procedures and protocol training regarding updates to Google Classroom, best practices for implementation of instruction during eLearning, and new GCS protocols for approving YouTube	OES	All certified staff members	1
Due by 10-30-20	3:00 - 5:00	Choice PD	Sherrie Brookie	Teachers will choose (1) 1-hour session or 2 (1) hour sessions of their choice for professional development. Monthly sessions will be updated on this document according to teacher	OES	All Certified Staff Members	2

				needs that become known through PLC's or weekly grade level meetings.			
10-30-20	3:00 - 4:00	School Safety Plan Overview and Review	Jessica Preisig	The schools safety administrator will review emergency expectations, procedures, and protocols for emergency situations that may arise during the school day. Teachers will be updated on GCS safety standards as well as update information for their students in the safety backpack.	OES	ALL STAFF	0
<b>November</b>							
Due by 11-30-20	3:00 - 5:00	Choice PD	Sherrie Brookie	Teachers will choose (1) 1-hour session or 2 (1) hour sessions of their choice for professional development. Monthly sessions will be updated on this document according to teacher needs that become known through PLC's or weekly grade level meetings.	OES	All Certified Staff Members	2
TBA	1 hour	Data Team Meetings	Admin Sherrie Brookie	Teachers will review benchmark data from MasteryConnect Assessment #1	OES	3rd-5th Grade Teachers	0
<b>December</b>							
Due by 12-17-20	3:00 - 5:00	Choice PD	Sherrie Brookie	Teachers will choose (1) 1-hour session or 2 (1) hour sessions of their choice for professional development. Monthly sessions will be updated on this document according to teacher needs that become known through PLC's or weekly grade level meetings.	OES	All Certified Staff Members	2
<b>January</b>							
Due by 01-15-21	2:30 3:30	SEL Teacher Training	Kathy Taylor Adrienne Rabren	This training provides professional learning intended to help administrators, teachers and other educators improve their professional knowledge, competence, skills and effectiveness in working to cultivate empathy, healthy	OES	All Certified Staff Members	1

				relationships, and building collaborative communities in classrooms.			
<b>February</b>							
Due by 02-15-21	2:30 3:30	SEL Teacher Training	Kathy Taylor Adrienne Rabren	This training provides professional learning intended to help administrators, teachers and other educators improve their professional knowledge, competence, skills and effectiveness in working to cultivate empathy, healthy relationships, and building collaborative communities in classrooms.	OES	All Certified Staff Members	2
02-22-21	2:45 3:45	SCREADY Testing Blueprint and Boundaries Training (Planning Teams)	Sherrie Brookie Holly Rushton	Session one will focus on ELA standards and standard specific vocabulary usage with ELA planning team members	OES	Certified Teachers in Grades 3-5	1
02-24-21	2:45 3:45	SCREADY Testing Blueprint and Boundaries Training (Grade Levels)	Sherrie Brookie Holly Rushton	Session one will focus on ELA standards and standard specific vocabulary usage with grade levels.	OES	Certified Teachers in Grades 3-5	1
TBD	3:00 - 4:00	Feeder School Workshop	Jennifer Meisten Jennifer Woody	Transitioning to Middle School	Beck Middle	Admin IC 5th Grade Teachers Special Ed Teachers	1
<b>March</b>							

Due by 03-31-21	3:00 - 5:00	Choice PD	Sherrie Brookie	Teachers will choose (1) 1-hour session or 2 (1) hour sessions of their choice for professional development. Monthly sessions will be updated on this document according to teacher needs that become known through PLC's or weekly grade level meetings.	OES	All Certified Staff Members	2
03-01-21	2:45 3:45	SCREADY Testing Blueprint and Unpacking the standards (planning teams): Math	Sherrie Brookie Holly Rushton	Session one will focus on Math standards and standard specific vocabulary usage with Math planning team members	OES	Certified Teachers in Grades 3-5	OES
03-03-21	2:45 3:45	SCREADY Testing Blueprint and Unpacking the standards (planning teams): Math	Sherrie Brookie Holly Rushton	Session one will focus on Math standards and standard specific vocabulary usage with Math planning team members	Sherrie Brookie Holly Rushton	Certified Teachers in Grades 3-5	OES
<b>April</b>							
04-30-21	3:00 - 5:00	Choice PD	Sherrie Brookie	Teachers will choose (1) 1-hour session or 2 (1) hour sessions of their choice for professional development. Monthly sessions will be updated on this document according to teacher needs that become known through PLC's or weekly grade level meetings.	OES	All Certified Staff Members	2
TBA	1 hour	Data Team Meetings	Admin Sherrie Brookie	Teachers will review benchmark data from MasteryConnect Assessment #3	OES	3rd-5th Grade Teachers	1
<b>May</b>							
Due by 05-28-21	3:00 - 5:00	Choice PD	Sherrie Brookie	Teachers will choose (1) 1-hour session or 2 (1) hour sessions of their choice for professional development. Monthly sessions will be updated on this document according to teacher	OES	All Certified Staff Members	2

				needs that become known through PLC's or weekly grade level meetings.			
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# School Climate Needs Assessment

## SCDE School Report Card Survey Data

\*The most current data has been reported; No data for the 2019-2020 school year is reported due to state-wide school closures

### SAFETY

School Safety-Parent Input: Parents	
Number of Surveys Returned	<b>Parents*</b> <b>81</b>
“My child feels safe at school.”	95.1%
“My child’s teachers and school staff prevent or stop bullying at school.”	80.3%

School Safety-Teacher Input: Teachers	
Number of Surveys Returned	<b>Teachers*</b> <b>48</b>
“I feel safe at my school before and after hours.”	100.0%
“The rules for behavior are enforced at my school.”	91.6%

### RESULTS OF TEACHER, STUDENT, AND PARENT OPINION SURVEYS

School Safety-Teacher Input: Students			
Number of Surveys Returned	Teachers*	Students*	Parents*
	<b>48</b>	<b>166</b>	<b>81</b>
Percent satisfied with the learning environment	91.7%	84.3%	88.8%
Percent satisfied with social and physical environment	87.5%	86.1%	90.1%
Percent satisfied with school-home relations	100%	89.7%	82.7%

### EXPULSION

School Safety-Expulsion Rates	
Unsafe Incident Information as reported by IMS	<b>Students</b>
Number of Students Recommended for Expulsion	0%
Annual Expulsion Rate	0%

### COGNIA CULTURE AND CLIMATE SURVEY FOR STUDENTS

Our school administers the Cognia Culture and Climate Survey to students. Below is a summary of the results from the 2018-2019 survey.

The latest results from the surveys administered in the 2018-2019 school year also validate the effectiveness of the school’s efforts to support student achievement. The survey is limited to fifth grade parents, students, and teachers.

From the parents’, students’ and teachers’ perspectives, the following areas are very positive concerning the learning environment of our school. Even areas that are lower than others are still considered positive.



Parents, students, and teachers all reported high levels of satisfaction in all areas of the survey. After looking closely at the data for 2018-2019, the following statements had lower rates of satisfaction and could be viewed as challenges:

**Parents**

- Percent satisfied with home-school relations

**Students**

- The bathrooms at my school are kept clean.

Based on this data, strategies have been developed to address the areas of concern. The Action Plans that follow include strategies that will be implemented.

<b>Student Attendance Over Time</b>	
<b>2020-2021</b>	<b>96.1%</b>
<b>2019-2020</b>	<b>96.7%</b>
<b>2018-2019</b>	<b>97.0%</b>
<b>2017-2018</b>	<b>97.0%</b>

**SCHOOL CLIMATE NEEDS ASSESSMENT: COGNIA CULTURE AND CLIMATE SURVEY FOR STUDENTS**

<b>Number of Surveys Returned</b>	<b>Students* 282</b>
Percent of students describing their teacher as caring	98%
Percent of students reporting feeling afraid	3%
Percent of students reporting feeling lonely	11%
Percent of students reporting feeling angry	3%

Students reported high levels of satisfaction in all areas of the survey. After looking closely at the data, the following statements had lower rates of satisfaction and could be viewed as challenges:

**Students**

- Percentage of students feeling lonely

Based on this data, strategies have been developed to address the areas of concern. The Action Plan that follows includes strategies that will be implemented. Since the survey was not administered in the 1920-2020 school year due to a nationwide pandemic, efforts to support students were reinforced and a concentration on SEL was identified. The school implemented an SEL task force during the 2020-2021 school year.

# 2018/2019-2022/2023 ACTION PLAN

## **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.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- § SC READY (English language arts and mathematics in grades 3–8);
- § SCPASS (science in grades 4 and 6);
- § End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been
- § waived;
- § Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- § Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- § (myIGDIs™), and Teaching Strategies® GOLD); and
- § Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- § Grade 10 PSAT
- § Ready to Work
- § ACT, SAT
- § AP, IB, Cambridge International

**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 maintain 77.5 % in 2016-17 or increase through 2022-2023.

*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 maintain by 77.5% in 2016-2017 or increase through 2022-2023.

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY ELA SDE website and School Report Card	77.5% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary 77.5%+</b>	<b>77.5+</b>	<b>77.5+</b>	<b>77.5+</b>	<b>77.5+</b>	<b>77.5+</b>
		<b>School Actual Elementary 77%</b>	<b>80.6%</b>	<i>waiver</i>			
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary 52</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>

		<b>District Actual Elementary</b> 52	58	<i>waiver</i>			
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Teachers will implement state standards in ELA.	2018-2023	Teachers	\$0	n/a	Evidenced in lesson plans
2. Implement Balanced Literacy program in grades K-5	2018-2023	Teachers Administrators	\$0	n/a	Observations Lesson Plans
3. Teachers will use Rubicon Atlas “Testing as a Genre” units to help prepare students for reading and writing items on SC Ready.	2018-2023	Teachers	\$0	n/a	Evidenced in lesson plans Classroom Observations
4. Teachers will review SC Ready in Reading and Writing to identify student weaknesses, and in turn use the data to provide planned instruction.	2018-2023	Teachers Instructional Coach Assistant Principals Principal	\$0	n/a	Attendance at the Test Data Interpretation Workshop, and use of information to plan targeted instruction as evidenced in classroom instruction and lesson plans

5. Continue to expand flexible grouping to target deficit areas based on MasteryConnect Benchmark Assessments, MAP tests, PASS, and SC Ready data.	2018-2023	Teachers	\$0	n/a	Evidenced in lesson plans and classroom instruction  Data team meeting minutes
6. Teachers will continue to instruct students in selecting appropriate leveled reading materials based on Fountas and Pinnell Guided Reading Levels.	2018-2023	Teachers	\$0	n/a	Classroom reading materials leveled by Fountas and Pinnell Guided Reading Levels
7. Continue to staff a reading intervention teacher (RTI) to work with students on comprehension and reading strategies in grade one.	2018-2023	Principal	District Teacher Allocation Funds	School District Greenville County	Pre & Post Test data  Houghton Mifflin Early Literacy Assessments  FastBridge
8. Kindergarten assistants, trained in ERI, will continue to work with kindergarten students.	2018-2023	Kindergarten Assistants	District Teacher Allocation Funds	School District Greenville County	Kindergarten teachers lesson plans
9. Teachers will continue to use Lexia, RAZ Kids, IXL ELA and Learning A-Z, and EPIC computer programs to supplement classroom reading, vocabulary, spelling, and writing instruction.	2018-2023	Teachers	\$15,000	Local/PTA/  District Funds as available	Student progress reports

10. Train volunteer reading tutors with strategies and materials to use with lower achieving students.	2018-2023	Instructional Coach Literacy Specialist	\$0	n/a	Signatures on attendance sheets and teacher assignment sheets
11. Teachers will attend workshops in balanced literacy instruction, which will include, Fountas and Pinnell, district meetings, as well as workshops in the summer months at the district's Summer Institute.	2018-2023	Principal Teachers Instructional Coach	\$0-2,000	Local or District funds as available	Certificates of attendance Portal Attendance Reports
12. Teachers will be provided classroom site visits to observe balanced literacy components taught through modeling and instruction with Oakview's literacy coaches.	2018-2023	Literacy Mentors Administrators Instructional Coach Literacy Specialist	\$2,500-3,000	Local Funds	Professional Development Calendars Attendance Rosters
13. Through the use of technology and information literacy, teachers will instruct students to work collaboratively using 21 <sup>st</sup> century skills in research/project based learning.	2018-2023	Instructional Coach Technology Specialist Media Specialist	\$0	n/a	Lesson plans, Walk-Throughs Student work samples
14. The media center will provide programs and support in the teaching of reading, research, and writing skills.	2018-2023	Media Specialist Teachers	\$0	n/a	Lesson Plans

<p>15. Training will be provided for teachers by the instructional coach, district technology specialists, media specialist and computer lab assistant in the use of computer and interactive white board assisted technology, to enhance ELA.</p>	<p>2018-2023</p>	<p>Instructional Coach Media Specialist Computer Lab Assistant District Personnel</p>	<p>\$0</p>	<p>N/A</p>	<p>Greater use of technology as evidenced by use of the interactive white boards, and iPads in classroom walk-throughs, lesson plans, projects and teachers sharing “Best Practices” in faculty and grade level meetings</p>
<p>16. Continue to offer before and after school clubs that support literacy (online school newspaper).</p>	<p>2018-2023</p>	<p>Teachers Principal</p>	<p>\$0-2,000 for teacher salaries</p>	<p>Local or District funds as available</p>	<p>Attendance Rosters Skills Log</p>
<p>17. Offer parent workshops to assist parents in helping their children to learn to read. Community Oakview Outreach (CO2)</p>	<p>2018-2023</p>	<p>Instructional Coach Reading Interventionist</p>	<p>\$0</p>	<p>n/a</p>	<p>Attendance Rosters Agenda</p>
<p>18. Continue to encourage exemplary writing by using the “Windows of Writing” to display student writing.</p>	<p>2018-2023</p>	<p>Teachers</p>	<p>\$0</p>	<p>n/a</p>	<p>Work displayed</p>
<p>19. Continue to use trained fourth and fifth grade peer tutors to work each day before school starts, with students in kindergarten through second grade who are in need of extra practice with reading, comprehension and spelling practice.</p>	<p>2018-2023</p>	<p>Administrators Kindergarten Assistants</p>	<p>\$0</p>	<p>n/a</p>	<p>Daily sign in sheet</p>

<p>20. Promote community reading and writing contests such as, Reflections Writing, Summer Reading Program, etc.</p>	<p>2018-2023</p>	<p>Teachers Instructional Coach Media Specialist Literacy Specialist</p>	<p>\$0</p>	<p>n/a</p>	<p>Participation Forms</p>
<p>21. Review and update classroom projects to reflect 21<sup>st</sup> Century skills and core ELA standards with projects such as Barrier Island, Famous Americans, science fair projects, Wax Museum, etc.</p>	<p>2018-2023</p>	<p>Teachers Media Specialist Literacy Specialist</p>	<p>\$0</p>	<p>n/a</p>	<p>Projects displayed Lesson Plans</p>
<p>22. Teachers will attend workshops pertaining to ELA instruction during the district’s Summer Academy.</p>	<p>2018-2023</p>	<p>Teachers</p>	<p>n/a</p>	<p>n/a</p>	<p>Portal Attendance Forms</p>
<p>23. Teachers will attend workshops pertaining to balanced literacy (ELA) during the Oakview’s Summer Skill ‘It educational camp for teachers and participate in coaching cycles on guided reading implementation.</p>	<p>2018-2023</p>	<p>Teachers</p>	<p>\$0-2,000</p>	<p>Local Funds</p>	<p>Portal Attendance Forms</p>
<p>24. Continue to use and create Google Forms and MasteryConnect Benchmark Case Item Bank pre and posttests with balanced literacy/ELA lessons.</p>	<p>2018-2023</p>	<p>Teachers</p>	<p>n/a</p>	<p>n/a</p>	<p>Lesson Plans Observations Gradebook</p>



<p>25. Teachers will attend data team meetings to analyze class data from MasteryConnect Benchmark Summaries in order to target student strength and growth areas and plan for individualized instruction</p>	<p>2018-2023</p>	<p>Instructional Coach Administrators Teachers</p>	<p>n/a</p>	<p>n/a</p>	<p>Data Review Worksheet Lesson Plans</p>
<p>26. Teachers will attend vertical teaming workshops and observations, within the school, to analyze balanced literacy strategies and implementation from one grade level to the next.</p>	<p>2018-2023</p>	<p>Teachers Instructional Coach Literacy Mentors</p>	<p>n/a</p>	<p>n/a</p>	<p>Vertical Observation Log</p>
<p>27. Continue special events such as Colonial Day, Vocabulary Parade, Book Character Parade, South Carolina in Review, Wax Museum, Space Day, Thanksgiving Plays, Native American Plays, Thirteen Colonies Plays etc. to enhance student understanding of literacy.</p>	<p>2018-2023</p>	<p>Teachers</p>	<p>\$0-500</p>	<p>Local Funds</p>	<p>Completed Projects Presentations Lesson Plans Observations Committee Meeting Minutes</p>
<p>28. Continue to offer student research projects to encourage varied use of informational sources to gain knowledge and understanding as students participate in projects such as science fair, Where in the World is Hootie, Owl Find Out, Wax Museum, Barrier Island etc.</p>	<p>2018-2023</p>	<p>Teachers Media Specialists</p>	<p>n/a</p>	<p>n/a</p>	<p>Presentations Lesson Plans Completed Projects</p>
<p>29. Continue to offer Virtual Field Trips and video conferencing for</p>	<p>2018-2023</p>	<p>Principal</p>	<p>0-\$500</p>	<p>Local Funds</p>	<p>Lesson Plans</p>

students to expand learning in core content areas as students visit and confer with others across the nation and beyond.		Computer Lab Aide District Personnel			Distance Learning Lab Calendar Schedule
30. Continue with grade level collaborative meetings, where grade level teachers and faculty from other content and related arts areas, come together to focus on planning and sharing best practices in all areas.	2018-2023	Administrators All Faculty	n/a	n/a	Grade Level Agendas

**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 maintain 75.7% % in 2016-17 or increase through 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 75.7%+ annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	75.7% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary 75.7%+</b>	75.7%+	75.7%+	75.7%+	75.7%+	75.7%+
		<b>School Actual Elementary 82.4%</b>	81.7%	<i>waiver</i>			
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary 57</b>	62	64	66	68	69
		<b>District Actual Elementary 60</b>	63	<i>waiver</i>			

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Teachers will implement state standards math.	2018-2023	Teachers	n/a	n/a	Evidenced in lesson plans
2. Training will be provided for teachers by the instructional coach, district technology specialists, media specialist and computer lab assistant in the use of computer and interactive white board assisted technology, to enhance mathematics.	2018-2023	Instructional Coach Media Specialist Computer Lab Assistant District Personnel	\$0	n/a	Greater use of technology as evidenced by use of the interactive white boards, and iPads in classroom walk-throughs, chromebooks, lesson plans, projects and teachers sharing “Best Practices” in faculty and grade level meetings
3. Teachers will continue to incorporate “Every Day Counts Calendar Math,” and “Every Day Math Partner Games,” in their classroom instruction.	2018-2023	Teachers	\$2,500	Local and PTA Funds	Portal Logs Lesson Plans
4. Teachers will implement “Front Row” or other math software in their classroom instruction and computer lab	2018-2023	Teachers	\$0	n/a	Front Row Reports

times to review and enhance math instruction.					
5. Teachers will implement “IXL” math software in their classroom instruction and computer lab times to review and enhance math instruction.	2018-2023	Teachers	\$5,000-7,000	Local Funds	IXL Reports
6. Teachers will attend virtual district math meetings in vertical teams to incorporate discussion across grade levels.	2018-2023	District Personnel Teachers	\$0	n/a	Portal Logs
7. Teachers will attend workshops pertaining to math instruction during the district’s Summer Academy.	2018-2023	Teachers	\$0-2,000	Local Funds	Portal Attendance Forms
8. Teachers will attend workshops pertaining to math during the Oakview’s Summer Skill ‘It educational camp for teachers.	2018-2023	Teachers	\$0-2,000	Local Funds	Portal Attendance Forms
9. Teachers will continue to use a spiral morning math review in grades 2-5.	2018-2023	Teachers	Local Funds	Local Funds	Evidenced in lesson plans
10. Continue special math events with students, such as Math Olympics in second grade, STEM Day, and Hands on Equations during Challenge time.	2018-2023	Teachers Challenge Teachers	\$0-500	Local Funds	Lesson Plans Classroom Observation
11. Continue to use and create Google Forms and MasteryConnect	2018-2023	Teachers	\$0	n/a	Lesson Plans

Benchmark Case Item Bank and ActivExpression pre and posttests with math lessons.					Observations Gradebook
12. Teachers will attend vertical teaming workshops, within the school, to analyze standardized math goal strand weaknesses and compare pacing across grade levels in order to plan new strategies for student improvement.	2018-2023	Administrators Teachers Instructional Coach	\$0-2,000	Local or District Funds as available	Vertical Observation log
13. Teachers will attend data team meetings to analyze class data from MasteryConnect Benchmark Summaries in order to target student strength and growth areas and plan for instruction	2018-2023	Instructional Coach Administrators Teachers	\$0	n/a	Data Review Worksheet
14. Continue with special events such as STEM Fest, 4 <sup>th</sup> Grade Weather Day, 100 Days, and Fossil Fun Day, with a focus on math integration.	2018-2023	Administrators Teachers	\$0-2,000	Local Funds	Event Agendas
15. Continue to offer student research projects to encourage varied use of informational sources to gain knowledge and understanding as students participate in projects such as science fair, Where in the World is Hootie, Owl Find Out, Wax Museum, Barrier Island etc.	2018-2023	Teachers Media Specialists	\$0	n/a	Presentations Lesson Plans Completed Projects

16. Continue to offer Virtual Field Trips and video conferencing for students to expand learning in content areas as students visit and confer with others across the nation and beyond.	2018-2023	Principal Instructional Coach District Personnel	\$0	n/a	Lesson Plans Distance Learning Lab Calendar Schedule
17. Continue with grade level collaborative meetings, where grade level teachers and faculty from other content and related arts areas, come together to focus on planning and sharing best practices in all areas.	2018-2023	Administrators All Faculty	\$0	n/a	Grade Level Agendas Meeting Minutes
18. Continue a morning remediation program for students scoring Not Met on SC Ready in math.	2018-2023	Technology Specialist Teachers Principal	\$7500 for supplies and teacher salaries	Local Funds or S.C.D.E. as provided	Attendance record of students attending and payroll information for teachers, and student 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 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 maintain 75.5% annually or increase by 2022-2023..

DATA SOURCE(s):		2017-18	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	<b>School Projected Elementary</b> 75.5%+	75.5%+	75.5%+	75.5%+	75.5%+	75.5%+
		<b>School Actual Elementary</b> 79.7%	80.3%	<i>waiver</i>			
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary</b>	63	66	69	72	75
		<b>District Actual Elementary</b> 60	64	<i>waiver</i>			

<b>ACTION PLAN FOR STRATEGY #1:</b>	<b>EVALUATION</b>
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will implement state standards in science.	2018-2023	Teachers	\$0	n/a	Evidenced in lesson plans
2. Training will be provided for teachers by the instructional coach, district technology specialists, media specialist, and computer lab assistant in the use of computer and interactive white board assisted technology, Discovery Education, to enhance science.	2018-2023	Instructional Coach Media Specialist Computer Lab Assistant District Personnel	\$0	n/a	Greater use of technology as evidenced by use of the interactive white boards, iPads, classroom walk-throughs, lesson plans, projects and teachers sharing “Best Practices” in faculty and grade level meetings
3. Teachers will attend workshops pertaining to science instruction during the district’s Summer Academy.	2018-2023	Teachers	\$0	n/a	Portal Attendance Forms
4. Continue with special events such as STEM FEST, 100 Days, Fossil Fun Day, 3 <sup>rd</sup> Grade Makey Makey Day, 4 <sup>th</sup> Grade Weather Day, Discovery Place field trip, Callaham Farms field trip, Google Expeditions Club, CSI Club, Zoo field trips, TCMU Field Trips, Lego Club, Lake Conestee Nature Park Field Trip, Star Lab, Roper Mountain Field Trips, 3D printing, with a focus on science integration.	2018-2023	Administrators Teachers	\$0-500	PEP Grant PTA Funds Local Funds	Event Agendas

5. Serve students weekly in a STEM lab environment to enhance process skills and experience real life scientific process skills.	2018-2023	STEM lab instructor	Teacher Salary	District Teacher Allocation Fund	STEM teacher schedule Collaborative Wednesday meeting minutes
6. Continue to offer student research projects to encourage varied use of informational sources to gain knowledge and understanding as students participate in projects such as science fair, Where in the World is Hootie, Fossil kits, Wax Museum, Barrier Island etc.	2018-2023	Teachers Media Specialists STEM lab instructor	\$0-800	Parent Funds Local Funds	Presentations Lesson Plans Completed Projects
7. Continue to offer Virtual Field Trips and video conferencing for students to expand learning in content areas as students visit and confer with others across the nation and beyond.	2018-2023	Principal Instructional Coach District Personnel Teachers	\$0-1,000	Local Funds	Lesson Plans Distance Learning Lab Calendar Schedule
8. Continue with grade level collaborative meetings, where grade level teachers and faculty from other content and related arts areas come together to focus on planning and sharing best practices in all areas.	2018-2023	Administrators All Faculty	\$0	n/a	Grade Level Agendas Meeting Minutes

**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.

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY ELA SC SDE Website	65% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic 65%+</b>	<b>65%+</b>	<b>65%+</b>	<b>65%+</b>	<b>65%+</b>	<b>65%+</b>
SC READY ELA SC SDE Website		<b>School Actual Hispanic 65.3%</b>	<b>67%</b>	<i>waiver</i>			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
SC READY ELA SC SDE Website		<b>District Actual Hispanic 34</b>	<b>40</b>	<i>waiver</i>			

SC READY ELA SC SDE Website	34% Meets Expectations and Exceeds Expectations	<b>School Projected AA 37%</b>	<b>37%</b>	<b>40%</b>	<b>43%</b>	<b>46%</b>	<b>49%</b>
SC READY ELA SC SDE Website		<b>School Actual AA 29%</b>	<b>43%</b>	<i>waiver</i>			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA 25</b>	<b>25</b>	<b>28</b>	<b>31</b>	<b>34</b>	<b>37</b>
SC READY ELA SC SDE Website		<b>District Actual AA 25</b>	31	<i>waiver</i>			
SC READY ELA SC SDE Website	29% Meets Expectations and Exceeds Expectations	<b>School Projected SWD 32%</b>	<b>32%</b>	<b>35%</b>	<b>38%</b>	<b>41%</b>	<b>44%</b>
SC READY ELA SC SDE Website		<b>School Actual SWD 30%</b>	<b>23%</b>	<i>waiver</i>			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 14</b>	<b>14</b>	<b>17</b>	<b>20</b>	<b>23</b>	<b>26</b>

SC READY ELA SC SDE Website		<b>District Actual SWD</b> 12	21	<i>waiver</i>			
SC READY ELA SC SDE Website	58% Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b> <b>61%</b>	<b>61%</b>	<b>64%</b>	<b>67%</b>	<b>70%</b>	<b>73%</b>
SC READY ELA SC SDE Website		<b>School Actual LEP</b> 50%	<b>63%</b>	<i>waiver</i>			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP</b> <b>35</b>	<b>35</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>
SC READY ELA SC SDE Website		<b>District Actual LEP</b> 33	44	<i>waiver</i>			
SC READY ELA SC SDE Website	TBD% Meets Expectations and Exceeds Expectations	<b>School Projected PIP</b> <b>TBD</b>	<b>48.3+</b>	<b>48.3+</b>	<b>48.3+</b>	<b>48.3+</b>	<b>48.3+</b>
SC READY ELA SC SDE Website		<b>School Actual PIP</b> 48.3%	<b>50%</b>	<i>waiver</i>			

SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Projected PIP 38</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>	<b>50</b>
SC READY ELA SC SDE Website		<b>District Actual PIP 33</b>	45	<i>waiver</i>			
SC READY Math SC SDE Website	61 % Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic 62%</b>	62	65	68	71	74
SC READY Math SC SDE Website		<b>School Actual Hispanic 71</b>	72	<i>waiver</i>			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 39</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>	<b>51</b>
SC READY Math SC SDE Website		<b>District Actual Hispanic 42</b>	43	<i>waiver</i>			
SC READY Math SC SDE Website	41% Meets Expectations and Exceeds Expectations	<b>School Projected AA 43%</b>	<b>43</b>	46	49	52	55

SC READY Math SC SDE Website		<b>School Actual AA</b> 45	46	<i>waiver</i>			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA</b> 27	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>
SC READY Math SC SDE Website		<b>District Actual AA</b> 28	30	<i>waiver</i>			
SC READY Math SC SDE Website	30 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b> 32	32	35	38	41	44
SC READY Math SC SDE Website		<b>School Actual SWD</b> 24	25	<i>waiver</i>			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD</b> 18	<b>18</b>	<b>21</b>	<b>24</b>	<b>27</b>	<b>30</b>
SC READY Math SC SDE Website		<b>District Actual SWD</b> 16	20	<i>waiver</i>			

SC READY Math SC SDE Website	48% Meets Expectations and Exceeds Expectations	<b>School Projected LEP 49.2%</b>	73%+ or above	73%+ or above	73%+ or above	73%+ or above	73%+ or above
SC READY Math SC SDE Website		<b>School Actual LEP 73%</b>	71	<i>waiver</i>			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 40</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>
SC READY Math SC SDE Website		<b>District Actual LEP 42</b>	46	<i>waiver</i>			
SC READY Math SC SDE Website	TBD Meets Expectations and Exceeds Expectations	<b>School Projected PIP TBD</b>	68+	68+	68+	68+	68+
SC READY Math SC SDE Website		<b>School Actual PIP 68%</b>	52	<i>waiver</i>			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected PIP 36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>



SC READY Math SC SDE Website		<b>District Actual PIP 38</b>	43	<i>waiver</i>			
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Provide support for implementing data driven reflective conversations to improve teaching practice.	2018-2023	Admin IC Specialists Teachers	\$0	NA	Evidence of data driven conversations from district and school meetings
2. Implement Professional Learning Community support in schools	2018-2023	Admin IC	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide strategy and content support for teachers	2018-2023	Admin IC Specialists	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers

4. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Admin IC ESOL Teacher SpEd Teachers Specialists	\$0-600	NA	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.
5. All schools will implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023	Admin Coordinator of MTSS	\$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
6. Schools will utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	Admin IC Teachers	\$0	\$0	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  
 District Priority *Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional *1*  
*Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL 5:** Annually increase 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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	<b>School Projected</b>		Kindergarten through Grade 5 = <b>80%+</b>	Kindergarten through Grade 5 = <b>80%+</b>	Kindergarten through Grade 5 = <b>80%+</b>	Kindergarten through Grade 5 = <b>80%+</b>
	Meets and Exceeds		Kindergarten through Grade 5 = 87%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	<b>School Projected</b>		Kindergarten =59% or above Grade 1 =77% or above	Kindergarten =59% or above Grade 1 =77% or above	Kindergarten =59% or above Grade 1 =77% or above	Kindergarten =59% or above Grade 1 =77% or above
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	<b>School Actual Baseline to be established in spring 2018</b>	Kindergarten =59% Grade 1 =77%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>School Projected</b>		Grade 2 –59% or above Grade 5 – 56% or above	Grade 2 –59% or above Grade 5 – 56% or above	Grade 2 –59% or above Grade 5 – 56% or above	Grade 2 –59% or above Grade 5 – 56% or above
South Carolina MAP Linking Study – February 2018	2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile	<b>School Actual</b>	Grade 2 –59% Grade 5 – 56%	Grade 2 –59% Grade 5 –63%	Grade 2 – 56% <i>5<sup>th</sup> grade data point not available - School Board decision to waive 5<sup>th</sup> grade testing due to Act 142 testing requirements.</i>		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	<b>District Projected</b>		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		<b>District Actual</b>	K-5 69%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	<b>District Projected</b>		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 (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	<b>District Actual</b>	5K – 50% Grade 1 – 55%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>District Projected</b>		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 and July 2020	<u>2018</u> 2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile <u>2020</u> 2 <sup>nd</sup> grade criteria RIT = 188 72 <sup>nd</sup> percentile 5 <sup>th</sup> grade criteria RIT = 227 65 <sup>th</sup> percentile	<b>District Actual</b>	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% <i>5<sup>th</sup> grade data point not available - School Board decision to waive 5<sup>th</sup> grade testing due to Act 142 testing requirements.</i>		

Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implementation of a professional learning plan to support school leadership teams (administrators, instructional coach, literacy specialists, and literacy mentors) in building capacity for consistent implementation of all the GCS Balanced Literacy Framework. components	2018-2023	Admin  IC  Literacy Specialist  Literacy Mentors			
2. Implement Balanced Literacy with fidelity across all schools.	2018-2023	Admin			

		IC Literacy Specialist Literacy Mentors			
3. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Admin IC Literacy Specialist Literacy Mentors			
4. Implement a framework for common planning across the district to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Admin IC Specialists			
5. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Admin IC Specialists			
6. Utilize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning.	2018-2023	Admin IC			

		Specialists			
7. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Admin IC Literacy Specialist Classroom Teachers			
8. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Literacy Specialist Classroom Teachers			
9. Scaffold student thinking through modeling, think alouds, and/or guided practice to support stamina, decision making, and understanding of content.	2018-2023	Admin IC Literacy Specialist Classroom Teachers			
10. Coach teachers in instructional best practices for Tier 2 and Tier 3 classroom interventions	2018-2023	Admin MTSS Coordinator SpEd Teachers			

		ESOL Teachers Classroom Teachers IC			
11. Implement the MTSS framework and intervention guidelines with fidelity	2018-2020	Admin MTSS Coordinator SpEd Teachers ESOL Teachers Classroom Teachers IC			
12. Track pull-out interventions with students to ensure fidelity of implementation	2018-2023	Admin MTSS Coordinator SpEd Teachers ESOL Teachers Classroom Teachers IC			



<p>13. Provide intensive professional development to reading interventionists to ensure the implementation of best practices across all schools.</p>	<p>2018-2020</p>	<p>Admin  MTSS Coordinator  SpEd Teachers  ESOL Teachers  Classroom Teachers  IC</p>			
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<p><b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required)  <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional  1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other</p>
<p><b>PERFORMANCE GOAL 1:</b> The school will have qualified, diverse teachers (gender and ethnicity) by 2023.</p>
<p><b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.</p>

<b>DATA SOURCE(s):</b>		<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Employment report		<b>School Projected</b>			<b>Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain</b>	<b>Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain</b>	<b>Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain</b>
GCS Human Resources Department	Baseline established in 2019-2020	<b>School Actual</b>		Gender Diversity = yes/no Ethnic Diversity = yes/no			
Employment report		<b>District Projected</b>	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	<b>District Actual</b> Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%		

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>

1. Identify that there is limited or no diversity.	2018-2023	Admin	\$0	NA	Ongoing focus
2. Develop recruitment plans with district employment specialists.	2018-2023	Admin	\$0	NA	Plans in place for schools
3. Identify for schools quality candidates who are diverse.	2018-2023	HR Recruiters	\$0	NA	Ongoing identification of candidates
4. Create a plan to advocate within our counseling programs to encourage teaching as a profession	2018-2023	Guidance	\$0	NA	Plan created

**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.

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC SDE School Report Card Survey	91.5%	<b>School Projected Students ≥ 90</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>School Actual Students</b>	Not Reported	<i>waiver</i>			
SC SDE School Report Card Survey	92.4%	<b>School Projected Teachers 100%</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>School Actual Teachers ≥ 90</b>	100%	<i>waiver</i>			

SC SDE School Report Card Survey	94.0%	<b>School Projected Parents</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>School Actual Parents</b> 100%	95.1%	<i>waiver</i>			
SC SDE School Report Card Survey	<b>92</b>	<b>District Projected Students</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>District Actual Students</b> 86	89	<i>waiver</i>			
SC SDE School Report Card Survey	<b>98</b>	<b>District Projected Teachers</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>District Actual Teachers</b> 97	97	<i>waiver</i>			
SC SDE School Report Card Survey	<b>91</b>	<b>District Projected Parents</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$

		<b>District Actual Parents</b> 88	89	<i>waiver</i>			
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Share safety plan with parents at PTA meeting and add office presence for 90 additional school days.	2018-2023	Admin Guidance	\$2,000	NA	Officer Log PTA Budget Sheet
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	Admin Community Oakview Outreach Team	\$0-500	NA	Bus ride to communities Visit to community
3. Establish protocols among all adults to communicate positively with students	2018-2023	Guidance School Staff	\$0	NA	Documentation of communicating protocol to staff
4. Conduct yearly Emergency Response Team training for school staff and after school staff.	2018-2023	Admin	\$0	n/a	Documentation of training
5. SIC Committee training	2018-2023	Admin	\$0	n/a	Documentation of training



**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%	<b>School Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		<b>School Actual</b> 0%	0%				
	(2016-17) 0.7	<b>District Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		<b>District Actual</b> 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%				
	(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. Expand and enhance the utilization of Early Warning Systems to proactively intervene with students to limit expellable offenses.	2018-2023	School Teams	\$0	NA	GCSource and interventions used throughout district

2. Ensure every student connected with a caring adult.	2018-2023	Admin Teachers	\$0	n/a	Students connected with adults in school buildings or buses
3. Develop processes for promoting extracurricular to students in need of connection.	2018-2023	Admin Club Administrators	\$0	n/a	More students participating in extracurricular activities Club Roster

**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 Cognia Culture and Climate Survey.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>School Projected 90+</b>	<b>90+</b>	<b>90+</b>	<b>90+</b>	<b>90+</b>	<b>90+</b>
		<b>School Actual 96%</b>	Not Administered	94%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>
		<b>District Actual 89</b>	90	92	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		

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	Guidance	\$0	NA	Students assigned to an adult at the school.
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	Admin Community Oakview Outreach Team	\$0-500	NA	Bus ride to communities Visit to community
3. Establish protocols among all adults to communicate positively with students	2018-2023	Guidance School Staff	\$0	NA	Documentation of communicating protocol to staff
4. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School team/PTA	\$0	NA	Support staff included in decision making and support of students
5. Include an intense mentoring group for students identified as triple threat at risk within the school.	2018-2023	Guidance	\$0	n/a	Guidance Group Meeting Schedule Roster

**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.

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
	(2016-17) 97.1%	<b>School Projected</b> 95+	95+	95+	95+	95+	95+
180 <sup>th</sup> day Attendance Report		<b>School Actual</b> 96.9%	96.7%	97.6%			
	(2016-17) 95	<b>District Projected</b>	95	95	95	95	95
180 <sup>th</sup> day Attendance Report		<b>District Actual</b> 95	95	96			

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>

1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	\$0	NA	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Admin team Teacher Attendance Clerk	\$0	NA	Documented contacts
3. 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
4. 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	\$0	NA	Intervention Connection System reports for truant and chronically absent students.
5. Promote attendance with students and parents as an important component of school success	2018-2023	School team	\$0	NA	Teacher/school direct contact with parents.

6. Continue to increase hands-on, real world learning experiences to enhance student engagement	2018-23	Teachers	\$0	NA	More real-world learning
7. More actively involve students in mapping their future education plans and identifying life goals and the steps to attain those goals	2018-23	Guidance	\$0	NA	Students setting goals and plans
8. Increase staff awareness and understanding of the community served by the school	2018-2023	Admin  Community Oakview Outreach Team	TBD	TBD	Visit to community
9. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students to provide additional support	2018-2023	School team	TBD	TBD	Staff aware of student areas of concern
10. Develop “welcome packet” and student ambassadors program to guide students who enter a new school mid-year	2018-2023	Admin  IC	\$0	NA	Every school has welcome information and procedure
11. Recognize perfect attendance on news show	2018-2023	News Crew	\$0	n/a	Monthly report

**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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>School Projected</b>	<b>Afraid ≤5 Lonely ≤7 Angry ≤9</b>	<b>Afraid ≤5 Lonely ≤7 Angry ≤9</b>	<b>Afraid ≤5 Lonely ≤7 Angry ≤9</b>	<b>Afraid ≤5 Lonely ≤7 Angry ≤9</b>	<b>Afraid ≤5 Lonely ≤7 Angry ≤9</b>
		School Actual Afraid – 1% Lonely – 6% Angry – 0%	Not Administered	Afraid ≤3% Lonely ≤11% Angry ≤3%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	<b>Afraid ≤5 Lonely ≤9 Angry ≤7</b>	<b>Afraid ≤5 Lonely ≤9 Angry ≤7</b>	<b>Afraid ≤5 Lonely ≤8 Angry ≤6</b>	<b>Afraid ≤5 Lonely ≤8 Angry ≤6</b>	<b>Afraid ≤5 Lonely ≤7 Angry ≤5</b>
		<b>District Actual</b> Afraid – 5% Lonely – 10% Angry – 8%	<b>Afraid – 5% Lonely – 10% Angry – 8%</b>	<b>Afraid – 5% Lonely – 10% Angry – 7%</b>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>



<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Collect data surrounding social-emotional needs through student surveys	State to provide	Admin	\$0	NA	Survey data collected and analyzed
2. Implement the OnTrack process in all schools in the district, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	MTSS Coordinator Admin	\$0	NA	OnTrack process
3. Implement relationship-building programs/strategies in school	2018-2023	Admin Guidance School Team	TBD	TBD	Programs implemented with fidelity
4. Increase opportunities for physical activity throughout the school day to include learning through movement and active brain breaks.	TBD	News Show Teachers	\$0	NA	More activity in school day
5. Encourage schools with Extended Day programs to integrate physical activity into their schedule.	2018-2023	Extended Day Director	\$0	NA	Program Schedule

6. Train staff and students on the anonymous reporting process	2018-2023	Guidance	\$0	NA	Students and staff aware and able to report
7. Educate students on appropriate vs. inappropriate behaviors and the impact of their choices	2018-2023	Admin  Teachers	\$0	NA	Discipline consequences highlighted in materials for distribution
8. School will ensure its character education program addresses bullying behaviors including teacher training on how to identify at risk students	2018-2023	Guidance	TBD	TBD	Appropriate programs utilized by schools
9. Schools will explain district bullying policy and give examples to parents at PTA meeting during first quarter of the school year	2018-2023	Principals  School Teams	TBD	TBD	Consequences discussed systematically
10. Seek opportunities to develop empathy among students	2018-23	Guidance	TBD	Local	School initiatives to end social isolation and build empathy
11. Expand Internet Safety and Cyberbullying outreach program.	2018-2023	Exec. Dir. ETS	TBD	TBD	Additional programs offered
12. Build a positive learning community supportive of all students	2018-2023	Assoc. Supt. for Academics  Asst. Supts. for School Leadership	\$0	NA	Evidence of: · classroom conversations and reflections to support problem solving

		<p>Academic Specialists</p> <p>School Principals</p>		<p>occur across the school day.</p> <ul style="list-style-type: none"> <li>· classroom conversations and reflections occur across the components of the GCS Secondary Literacy Framework.</li> <li>· established classroom norms, expectations, and procedures.</li> </ul> <p>students exercising autonomy and respect for peers and adults.</p>
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## 2019-2020 School Report Card: Oakview Elementary

**Please use the following link to access the South Carolina School Report card for Oakview Elementary School:**

