



# Strategic Plan

*2018-19 through 2022-23*



Dr. Dawn Hooker, Principal  
Mr. Cory Terry, Assistant Principal



Mr. Burke Royster, Superintendent

*Updated for 2022*

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: East North Street Academy

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 (one year)

**Required Signature Page**

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

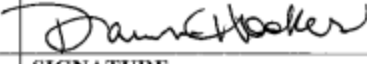
**Assurances for the School Renewal Plans**

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

**SUPERINTENDENT**

Dr. W. Burke Royster		March 8, 2022
PRINTED NAME	SIGNATURE	DATE

**PRINCIPAL**

Dr. Dawn Hooker		March 8, 2022
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, BOARD OF TRUSTEES**

Mr. Roger Meek		March 8, 2022
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Ms. Judith N. Thompson		March 8, 2022
PRINTED NAME	SIGNATURE	DATE

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

Mrs. Diane Davis		March 8, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1720 East North Street Greenville, SC 29607

SCHOOL TELEPHONE: (864) 355-2900

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



## Stakeholder Involvement

<i>POSITION</i>	<i>NAME</i>
1. PRINCIPAL	Dr. Dawn Hooker
2. TEACHER	Mrs. Stacy Rothman
3. PARENT/GUARDIAN	Ms. Anisha Anderson
4. COMMUNITY MEMBERS	Mr. Dale Sutton and Mrs. Santora Bolling
5. SCHOOL IMPROVEMENT COUNCIL	Ms. Nikki Thompson
6. PARAPROFESSIONAL	Sherry Moore
7. READ TO SUCCEED READING COACH	Mrs. Diane Davis
8. READ TO SUCCEED LITERACY TEAM LEAD	Mrs. Diane Davis
9. READ TO SUCCEED LEADERSHIP TEAM	Mrs. Amanda Guest, Inter. Instructional Coach Mrs. Miriam Gault, Primary Instructional Coach
10. Others:	Mrs. Jennifer Brown, Magnet Coordinator Mr. Trena Alexander, Title 1 Facilitator Mr. Cory Terry, Assistant Principal

## ASSURANCES FOR SCHOOL RENEWAL PLANS

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

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

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

- ✓ 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.

- ✓  
**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

<b>Title Page</b>	<b>1</b>
<b>SDE Cover Page</b>	<b>2</b>
<b>SDE Stakeholder Involvement</b>	<b>3</b>
<b>SDE Assurances</b>	<b>4-5</b>
<b>Table of Contents</b>	<b>6</b>
<b>Introduction</b>	<b>7</b>
<b>Executive Summary</b>	<b>8-10</b>
<b>School Profile</b>	<b>11-13</b>
<b>School Personnel</b>	<b>14-17</b>
<b>Students</b>	<b>18-20</b>
<b>Programs/Initiatives</b>	<b>21-24</b>
<b>Parents and Community Partners</b>	<b>25-26</b>
<b>Mission/Vision/Beliefs</b>	<b>27</b>
<b>Student Achievement Data</b>	<b>28-32</b>
<b>Covid Impact Statement</b>	<b>33</b>
<b>Student Achievement Goal/Action Plan</b>	<b>34-48</b>
<b>Teacher/Administrator Quality Goal/Action Plan</b>	<b>49-50</b>
<b>School Climate Goal/Action Plan</b>	<b>51-60</b>
<b>Professional Development Calendar</b>	<b>61-64</b>
<b>Link to School Report Card/ESEA</b>	<b>65</b>



## Introduction

During the 2021-2022 school year, East North Street Academy of Science and Mathematics updated the School Improvement Plan using the South Carolina State Department guidelines. The plan includes Student Achievement, Teacher/Administrator Quality, and School Climate. Our Leadership Team, Faculty Council, Literacy Leadership team, and Vertical Teams updated the various sections of the Strategic Plan. East North Street Academy (ENSA) of Mathematics and Science is a Title 1 magnet school located in the city limits of Greenville, South Carolina. ENSA serves 4 year-old kindergarten through grade five. 100 percent of our students receive free lunch and breakfast daily and we provide an after school program for working families. Facilities at ENSA consist of 60 classrooms, a multipurpose room, gymnasium, media center, computer lab, an instructional technology lab, outdoor classroom, and 2 science labs. The school day begins at 7:45am and ends at 2:15pm.

<b>Faculty Council</b>	<b>Math/Technology</b>	<b>ELA</b>	<b>Science</b>	<b>Social Studies</b>
<b>Action Plan/ Perceptions</b>	<b>School Profile</b>	<b>Vision, Mission, and Beliefs</b>	<b>Magnet Program</b>	<b>Data Analysis</b>
Dawn Hooker	Miriam Gault	Meg Stewart	Jennifer Brown	Stacy Rothman
Cory Terry	Alyssa Dickinson	Amanda Peeler	Katie Murphy	April Henderson
Jordan Martin	Joanna Potter	Meredith Hopson	Kelsey Norris	Trena Alexander
Courtney Pfeiffer	Jonetia Livingston	Ashley Martin	Lauren Hatch	Allison Smith
Ashley Martin	Maddie Mills	Brandy Bishop	Kurt Blocher	Cory Terry
Sydney Tran	Sydney Tran	Diane Davis	Michel Cheek	Clare Laye
Clare Laye	Holly Bolling	Emily Thomas	Kourtney Hennen	Jordan Martin
Stacy Rothman	Allison Smith	Stephanie Pierce	Valerie Gamble	Joanna Potter
Trena Alexander	Lauren Hatch	Michelle Chapman	Colby Hughes	Amanda Guest
Diane Davis	Jeremy Brown	Megan McCarter		Miriam Gault
Miriam Gault	Tammy Aman	Apryl Walsh		Dawn Hooker
Amanda Guest		Ashley Strickland		



## **Executive Summary**

### **Needs Assessment for Student Achievement:**

#### **ELA:**

- Students scoring Meets/Exceeds on SC Ready ELA has seen ups and downs in the last four years and reached its highest percentage in 2019 with 45% of our students meeting or exceeding grade level expectations. We then saw a drop in 2021 with only 39% of our students scoring Meets/Exceeds.
- The last few years our focus has been on Tier 1 instruction and targeted intervention in ELA and these efforts were showing in our data as students meeting expectations was on the rise prior to the Covid-19 pandemic. Almost half of the students taking the SC Ready test were in a virtual learning setting. Students in the brick and mortar setting were taught mostly in whole group settings due to the Covid-19 protocols in place for the school year. This limited differentiation and targeted small group instruction.
- As we look at specific reading standards and strand data, we see our students show weakness in Literary Meaning/Context and Literary Language Craft/Structure. Our writing strand data shows weakness in Inquiry and Meaning/Context/Craft.
- iReady data shows we have 38% of our students two or more grade levels behind in ELA in grades 3-5 and 66% of our students behind by at least 1 grade level in 1<sup>st</sup> and 2<sup>nd</sup> grade

#### **Math:**

- Students scoring Meets/Exceeds on SC Ready Math has had slight increases and declines over the last three years. However, we reached our highest percentage of students meeting or exceeding expectations in 2019 at 57.6%.
- We saw a significant decrease to 45% students scoring Meets/Exceeds during the 2021 school year. We had almost half of our student population attending school in a virtual setting that year and feel this effected their performance. Students in the brick and mortar setting were taught mostly in whole group settings due to the Covid-19 protocols in place for the school year. This limited differentiation and targeted small group instruction.
- As we look at specific math standards and strand data, we see our students showing weaknesses in Algebraic Thinking and Operations as well as Geometry.
- iReady data shows we have 36% of our 3<sup>rd</sup>-5<sup>th</sup> grade students who are 2 or more grade levels behind



### **SCPASS Science:**

- We saw a significant decrease in the percentage of our students meeting or exceeding in Science in 2021 as we dropped from 62% to 42%. We have also seen an increase in our students scoring does not meet. We went from only 12% in 2019 to 32% in 2021.
- Despite this data, we feel our focus on math and science in all curricular areas and our Science enrichment offerings have positively impacted our students.
- We were seeing an increase prior to the Covid-19 pandemic. Our students lost the ability to work hands on with science experiments and in 2021, half of our students were learning in the virtual setting. Our goal is to get back to more hands on and real life experiences in science and hopefully get back on track to increasing student achievement.

### **Mastery Connect/TE21:**

- Approximately 41 percent of students in grades 3rd-5<sup>th</sup> are projected to be proficient on 2022 SC Ready ELA according to results from our first Benchmark administered in the Fall of 2021.
- Approximately 45 percent of students in grades 3rd-5<sup>th</sup> are projected to be proficient on 2022 SC Ready Math according to results from our first Benchmark administered in the Fall of 2021.

### **Needs Assessment for Teacher and Administrator Quality:**

- Need more staff development on the Balanced Literacy components
- Need to hire more diverse candidates
- Need more staff development on best practices in teaching Mathematics in Number Sense
- Need more staff development on integrating Literacy, Math, and Science
- Needs more staff development on integrating Read A louds in all curricula areas
- Need more focus on SEL to support both teachers and students

### **Needs Assessment for School Climate:**

#### **Students**

- 22.7% of students agree classes are not challenging.
- 78.8 % of students agree other students do not behave.
- 21.2% of students disagree students from different backgrounds get along well at school

#### **Staff**

- 61.9% of teachers agree they are satisfied with the learning environment
- 4.8% of teachers disagree the workload expected of teachers at my school is reasonable
- 54.8% of staff agree administrators at my school notice when I am working hard
- 27% of staff disagree parents and teachers work together as partners

## **Parents**

- 60.6% of parents agree the school schedules activities at times they can attend
- 91% of parents agree their child's teacher contacts them to say good things about their child

## **School's Significant Challenges from the Past Three Years:**

- Transient Population - 30%
- Sustaining Magnet Enrollment
- Rising ESOL Population
- Rising Disabled Population
- Increasing our Gifted and Talented Population
- Increasing student achievement to meet/exemplary on SC Ready Math and ELA
- Student chronic absenteeism
- Closing the achievement gap due to the Covid-19 impact on student achievement

## **School's Significant Accomplishments over the Past 3 Years:**

- Excellent Overall Rating on SC State Report Card
- Red Carpet Award for 2<sup>nd</sup> time
- Gold Award for Academic Excellence
- Silver Award for Closing the Achievement Gap (2 years)
- State Winners - Odyssey of the Mind Competition
- \$10,000 Lowe's Grant
- \$1,500 South Carolina Department of Education for Recycling
- 4K Arts Integration Grant Award (\$25,000)
- Music Artist in Residence Grant Award (\$2,500)
- 79.11% of 4<sup>th</sup> and 5<sup>th</sup> grade students scored Met and Exemplary on SCPASS Social Studies
- Increased Magnet Enrollment from 132 to 230 (25% of total population raised to 29%)
- 30 Donors Choose Grants Awarded to exceed \$30,000 in funding
- SAFE School Award
- Established and expanded our Literacy League Plus ELA and Math Afterschool Enrichment program which has grown from 25 when it began in 2018 to over 50 students participating in 2021



## School Profile

East North Street Academy is a Title 1 school located in the downtown area of Greenville, South Carolina. East North Street Elementary opened its doors in 1956 in the midst of the best neighborhood in Greenville. The school was built to provide relief for Laurel School where most of the students living in this area were being bussed as much of Greenville was still clustered around textile mills. In the fall of 1997, East North Street Elementary established "Academy" identity as a mathematics and science magnet to address issues of declining enrollment, achievement, and increasing minority isolation. The magnet enrollment in 1997 at our school started with 17 students. Magnet enrollment today totals 190 students and continues to rise. Today's total school population is approximately 730 students. Our district's magnet model includes the goal of desegregating urban and suburban, white and minority, and poor and wealthy.

Our mission at East North Street Academy (ENSA) is to develop a foundation on which students become lifelong learners by providing comprehensive quality instruction in a safe and nurturing environment with input and support of parents, community, and school personnel. Enthusiasm and an attitude that students will be successful are two of the most important student attributes that are constantly encouraged.

In August of 2001, East North Street Academy moved into a new 105,000 square foot facility on 24 acres, wired for the latest advancements in technology. We once housed the district ESOL program, but ESOL students were reassigned to their homebased school for the 2003-04 school year. Because of reassignment, the ESOL student population has grown each year.

ENSA provides a comprehensive and challenging curriculum to all students. The curriculum is based on the South Carolina State Standards for all content areas. Students are instructed in Reading, Language, Spelling, Math, Science/Health, and Social Studies by highly qualified teachers. Additionally, students receive instruction from the guidance counselor and the media specialist. Students also receive instruction in Art, Music and Physical Education each week. A certified Science Lab Instructor provides weekly hands on science instruction in a lab setting for all students and an Instructional Technology Facilitator provides weekly instruction to support the integration of technology into the curriculum.

State and district curriculum standards are in place for all subjects. Teachers prepare a course syllabus that outlines these standards and the timeline for teaching them. Textbooks, resources used in the classroom, grading policies, homework practices, and classroom management plans are also included. Syllabi are shared with all parents at our PTA Open House in early September. Parents who do not attend can reference the syllabus on-line or request a hard copy. Each teacher maintains a web-site which is updated weekly and includes the syllabus, weekly classroom updates, and teacher contact information. Subject matter and courses are reviewed on a regular basis both within the grade level and from one grade level to the next through vertical articulation. All instructional activities are aligned with curriculum standards in order to prepare students for the next grade level.

East North Street Academy is always working to provide students with the most current technology and a wealth of experiences. As a result, the following programs and educational materials are available for student use:

- 1:1 Chrome Books for students in K-5<sup>th</sup> Grade
- 2 Teaching Science Labs
- 2 N-Computing labs with 3 hosts: each host has 9 clients
- Bob Jones University Tutors
- I-Ready Math and Reading Online Differentiated Software and Assessment Program
- Exceptional Business Education Partnerships
- 3 Full Time Employed RTI Interventionists
- LLI (Leveled Literacy Intervention)
- Reading A to Z online literacy program
- IXL Math and Reading online program
- Lexia online program for our ESL students
- Literacy League Plus After School Reading/Math Enrichment Program
- Gifted and Talented Program
- iPads in every classroom with 16 iPads available for check out in the technology lab
- Math & Science Magnet Program
- Michelin Challenge Education Partner with Michelin North America Headquarters
- Part Time (.5) Math Interventionist
- Behavior Matrix
- Promethean Boards in every Classroom
- PTA Events: STEAM Fest, Spring Carnival, Parent Workshops, Father/Daughter Dance
- Safety Patrols
- Math Club Sponsored by Michelin and Girls Loving Science
- Fountas & Pinnell Balanced Literacy Program
- Professional Learning Communities: Horizontal Teacher Teams; Vertical Teacher Teams; Faculty Council, Monthly Data Focused meetings and differentiated professional development with 2 Instructional Coaches
- Outdoor Classroom: Greenhouse; Gardens; Fruit Tree Orchard
- 26 student clubs focusing on math/science integration in grades 3<sup>rd</sup>-5<sup>th</sup>
- 5-6 laptops in every classroom
- Google Classroom
- Daily use of See Saw Digital Communication
- Quarterly Benchmark Testing through TE21/Mastery Connect

## East North Street Academy Attendance Area

Students at ENSA are mostly from middle class and lower middle class neighborhoods. Our poverty index is 81%.

### Current Enrollment

Enrollment for 2020-2021 by grade levels is as follows:

4K	5K	First	Second	Third	Fourth	Fifth	SE Self-Contained	Total
39	104	128	121	102	99	101	44	738

### 2021-2022 School Report Card Data

## Student Engagement

### Additional Information

	Our School	Change from Last Year
Percent of Students (7th and 8th grade) enrolled in high school credit courses	N/AV	N/A
Percent of students served by gifted and talented program	10.4	Up from 9.7
Percent of students retained	2.0	Up from 1.7
Principal's/Superintendent's/Director's years at school/district	6	Up from 5
Percent of classrooms with wireless access	100	No change
Percent of students served by 1:1 learning	100	Up from 54
Chronic Absenteeism Rate (Note: Data are from prior school year)	4.4	Down from 11.4
Percent of 8th Graders with Individual Graduation Plan (IGP)	N/AV	N/A

### Results of Teacher, Student, and Parent Opinion Surveys

	<u>Teachers</u>	<u>Students</u>	<u>Parents</u>
Number of surveys returned	42	66	24
Percent satisfied with learning environment	95.2%	89.4%	95.8%
Percent satisfied with social and physical environment	97.6%	90.9%	95.8%
Percent satisfied with school-home relations	76.2%	84.9%	91.7%



## **School Personnel**

### **Administration:**

#### **Dr. Dawn Hooker, Principal**



East North Street Academy's school principal, Dr. Dawn Hooker, received her Bachelor of Arts degree in Elementary Education from North Greenville University. She also received Masters of Education degrees from Clemson University in Elementary Education and Reading and her Ph.D. in Leadership and Administration from the University of South Carolina.

This is Dr. Hooker's seventh year as the principal of East North Street Academy. Prior to coming to ENSA, she served as a classroom teacher, Title 1 Facilitator, Instructional Coach/Literacy Specialist, and an Assistant Principal.

Dr. Hooker can best be described as a collaborative leader. She demonstrates her leadership style on a daily basis as she works in every area of our school. She meets often with teachers, parents, and community members to keep them informed of the happenings and to also seek their input and involvement. Dr. Hooker cares a great deal for all of the students she serves and she remains visible as she is often in classrooms, traveling the hallways, eating lunch with students in the cafeteria, and attending the various after school activities and meetings. Dr. Hooker is a true instructional leader. She meets with her Instructional Leadership Team weekly and leads the faculty in ongoing professional development and school improvement efforts.

Dr. Hooker believes that all children deserve a comprehensive education, including academic rigor, extra-curricular opportunities, personality development, and opportunities to practice accepted social behavior in a safe environment. As a principal, she sees these components as her responsibility.

## **Mr. Cory Terry, Assistant Principal**



East North Street's Assistant Principal, Cory Terry received his Bachelor of Arts degree from Erskine College as well as a Master of Arts degree and an Educational Specialist degree in Secondary Administration from Clemson University. Additionally, Mr. Terry has obtained his elementary certification. Prior to coming to East North Street Academy in 2015, Mr. Terry served as a substitute, classroom teacher, and as an Administrative Assistant at West Greenville Alternative School. Because the role of the Assistant Principal includes the disciplining of students, Mr. Terry strives to support teachers in this area so classrooms can be free from distractions that impede learning for all. He is also a strong social studies educator and leads our Social Studies vertical team.

## **Mrs. Samantha Davis, Administrative Assistant**



East North Street's Administrative Assistant, Samantha Davis, received her Bachelor of Arts degree from South Carolina State University, a Master of Education in Counselor Education and Administration. Mrs. Davis holds certifications in Elementary Education, Counselor Education and Administration. Prior to coming to East North Street in 2021, Mrs. Davis has served as a classroom teacher in grades 2-5, with the majority of her time being a 5th grade single gender male classroom teacher, a School Counselor (K-5) and a Title 1 Facilitator. As an Administrative Assistant, her role includes being a member of the Administrative/Instructional Leadership Team and assisting with discipline for students in K-2.



## Instructional Staff

There are 102 staff members at East North Street Academy. The school is staffed with a Principal, Assistant Principal, an Administrative Assistant, 63 teachers, a Media Specialist, 2 Guidance Counselors, one Science Lab Instructor, a Literacy Specialist, two Reading Interventionists, a Math Interventionist, a Magnet Coordinator, a Title I Facilitator, and two Instructional Coaches. The support staff includes 15 paraprofessionals, one nurse, two full-time office staff and one part-time office staff, a Parent Involvement Coordinator and 1 hourly paid tutors, a Media Clerk, 7 cafeteria workers and 7 custodial staff. Currently, our teacher retention rate is 85%.

### **East North Street Academy Teaching Experience 2021-2022**

Years of Experience	0-5	6-10	11-15	16-20	21-25	26-30	31+
Number of Teachers	26	13	5	9	5	3	4

### **East North Street Academy Teacher Education**

Education Level	BA/BS	BA/BS+18	Masters	Masters + 30	Doctorate
Number of Teachers	<b>32</b>	<b>1</b>	<b>27</b>	<b>2</b>	<b>1</b>

### **East North Street Academy Teacher Gender/Ethnicity Percentages**

Male	Female	Caucasian	African American	Asian	Hispanic
<b>12%</b>	<b>87%</b>	<b>85%</b>	<b>12%</b>	<b>3%</b>	<b>1%</b>



## 2020-2021 School Report Card Data

### Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	40	Down from 52
<a href="#">Teacher attendance rate</a>	94.8	N/A
Average teacher salary	\$50,474	Up from \$48,250
Percent of teachers returning from previous year - current year	61.2	Down from 68.1
Percent of teachers returning from previous year - three year average	70.1	Down from 76.5
Percent of teacher vacancies for more than 9 weeks	0.0	No change
<a href="#">Prime instructional time</a>	86.0	N/A
<a href="#">Student-teacher ratio in core subjects</a>	15.3 to 1	N/A
Percent of inexperienced teachers teaching in core classes	22.7	Down from 25
Number of inexperienced teachers teaching in core classes	5	Down from 9
Percent of out-of-field teachers teaching in core classes	0.0	No change
Number of out-of-field teachers teaching in core classes	0	No change

### Team Planning:

Teacher collaboration is essential to creating a pervasive, consistent, and rigorous curriculum. Our grade level teams have common planning 5 times a week. They meet weekly to plan, monitor and discuss student progress, and adjust plans as needed. Plans are written using the Learning Focused format and the school district pacing and curriculum guides on the district Google Landing Page. Additionally, teachers meet twice a month during planning to work with the instructional coaches on professional development based on each grade level's student needs and focusing on instruction and technology.

### Data Driven Instruction:

Teachers meet as a grade level with administration and the instructional coaches in monthly PLCs to analyze test data and make instructional decisions. Quarterly benchmark testing, state assessments, iReady quarterly diagnostic assessments, and Fast Bridge are analyzed for areas of strengths and weaknesses. During these data meetings, teachers thoroughly analyze assessment data and develop next steps with the focus on raising student achievement. Additionally, teachers use this information to make instructional decisions and plan instruction. Discussions also include challenges and successful strategies, encouraging teachers to learn from each other. Grade levels also use data from common formative assessments and to drive instructional decisions.



## Our Students



During the 1980's, the closing of Overbrook Elementary and the reassignment of the students to East North Street made a significant change in the ethnic diversity of our school. Today, the school provides a population that is rich in diversity. African American, Caucasian, and Hispanic ethnic groups are represented in the student enrollment at East North Street Academy. Over the past 5 years, the ethnic composition of our student body has remained relatively stable with the primary ethnic group being African-American. The Hispanic population remains slightly less than the Caucasian.

### **Student Ethnicity Percentages**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
White	25%	25%	27%	23%	24%
African American	45%	46%	46%	48%	54%
Hispanic	21%	21%	21%	21%	21%
Other	9%	8%	8%	8%	1%

### **Socio-Economic Status**

Patterns of change in the socio-economic status of the families in our community are reflected in the data documenting the large number of students who are certified in poverty level by their TANF,

Medicaid, SNAP, foster child, or homeless status. The percentages have gradually decreased over the past five years.

2017-2018	53.02%
2018-2019	78.9%
2019-2020	77.7%
2020-2021	71.0%
2021-2022	81.0%

### **Mobility Rate**

The mobility rate of the families in our community is very high. Approximately one-third of East North Street’s student population has continued to be transient over the past five years. This pattern of high mobility affects not only the academic performance of our students, but the emotional and social stability as well. Many of our children do not have the benefit of growing up with their schoolmates. These community patterns are in sharp contrast to the original student population served by East North Street Elementary. The community has changed from a relatively stable population of rural families who were homeowners to a population with a high degree of transience. Our transiency rate is approximately 30%.

Because of the issues of parent employment and lack of transportation, it is a challenge for many of our students’ family members to be involved during the school day to volunteer or to attend teacher conferences. Despite these difficulties, the PTA continues to provide financial and volunteer support to the school and remains a vital link to our families.

Many efforts are being made by our Title I Facilitator, Parent Involvement Coordinator, School Improvement Council, School Counselors, and our PTA to involve our parents. Parent trainings are offered during morning and evening hours to accommodate work schedules, food is provided for many family academic activities, and phone messages, flyers, car circle signs, class newsletters, SeeSaw, and the school marquee are utilized to advertise school functions.

### **Special Education**

East North Street Academy currently serves 154 students in both a self-contained and resource environment. ENSA has four self-contained special education classes that serve 44 students. We also have two resource teachers.

## **Gifted and Talented Program**

East North Street Academy has a gifted and talented program (Challenge) for identified students. During the 2021-2022 school year there are 30 students in grades 3-5 enrolled in the pull-out program which serves students identified by their test scores as gifted and talented. Third grade students spend 125 minutes with the Challenge teacher and fourth and fifth grade students spend 200 with her per week.

## **English Second Language Program**

East North Street Academy enjoys a student population rich in varied languages and cultures. Currently we have one full-time and one part-time teacher who serve 135 students in our ESOL program. We also have several classroom teachers with ESOL certification.



## **School Programs/Initiatives**

### **Magnet Program**

East North Street Academy established the magnet program in 1997 with a focus on math and science. This focus is carefully integrated into all areas of core instruction. Informational text is used to develop vocabulary and content in math and science through reading instruction at each grade level. Interactive notebooks are used to support writing instruction and dialogue about science and math content. Through applied principles of math and science, students participate in hands-on activities in both lab and classroom settings.

Instruction is supported and enriched by such community resources as engineers, logistics specialists and marketing specialists from Michelin, reading tutors from Michelin, Master Gardeners from Clemson Extension and meteorologists from local television stations. We are working with Bosch Rexroth on a new mentoring partnership to begin in the fall of the 2022-2023 school year. Our outdoor classroom and garden spaces are used to support project based learning, across grade levels, as students learn about plants, natural resources and environmental education. A partnership with Roper Mountain Science Center supports teachers and students across grade levels with science content and instruction, through special fieldtrips, Science on Wheels Stage Shows, Summer Camp scholarships, and sponsoring families for free memberships.

Advanced technology is used to support students across grade levels as they experience virtual fieldtrips in our very own S.T.E.M. lab. Artists in Residence support our focus on S.T.E.A.M., as they lead students through the study of the math and science of sound, as well as, math through music and drama. Teachers at various grade levels have partnered with Metropolitan Arts Council to integrate the arts into their classrooms and received grants for an artist in residence.

The magnet program was designed to create an educational environment that responds to student interests, celebrates cultural, ethnic and academic diversity, and fosters student achievement across the curriculum. Over the past four years the magnet population at East North Street Academy has grown to over 200 students. These students have chosen to travel and attend this school as magnet students. We have currently filled 24 magnet spots for 5K for the 2022-2023 school year. We have currently filled all of the allotted spots allotted to our school by Planning and Demographics.

ENSA strives to involve parents and the community in all educational endeavors. Federal funding combined with other funding sources allows us to offer monthly parent trainings and quarterly community events. These events allow our students and teachers to showcase their many talents while

also allowing the parents and community to experience our successes and see ways in which they can become involved in enriching students' lives.

## **Math and Science Enrichment Clubs**

Math and Science clubs are created and implemented by teachers in third, fourth, and fifth grades. Students choose clubs based on their interests and participate every other Friday with their peers who share the same interests to explore and learn more about building, creating, designing, and the math and science found in hobbies that interest them. There are currently 28 clubs offered across grades 3<sup>rd</sup> through 5<sup>th</sup>. Clubs meet the second and fourth Friday of each month from 1:30 – 2:15. Students were surveyed in August and asked to choose their top five interests from a menu of 28 different clubs. Some club topics include photography, coding and robotics, fun fitness, gardening, Lego builders, and electronic keyboarding. Students remain in the same club for the first semester, then change to another club for the second semester. Parents and the community are invited to come in and preview our clubs at our Magnet Open House event in October.

## **Intervention Programs**

East North Street Academy believes that all students should have an opportunity to learn and grow. Students who are experiencing difficulty are provided small group intensive intervention with a certified teacher using Response to Intervention or RTI. Identification of students is done with the FastBridge computer based assessment. Those students identified are served until results of ongoing progress reports show that they are no longer in need of intervention help. RTI is fully implemented this year, in reading, for Kindergarten through Fourth Grade. Additional intervention programs being used are Leveled Literacy Intervention, Early Reading Intervention, and Bridges Math Intervention.

## **Read to Succeed**

In June 2014, the South Carolina General Assembly passed Act 284 (Read to Succeed), excerpted in Appendix D, as a monumental step toward closing the state's achievement gap and increasing opportunities for all students in South Carolina. The goal of Read to Succeed is to ensure all students graduate from high school with the reading and writing skills they need to be college- and career-ready. Read to Succeed legislation is ground-breaking for South Carolina because it is comprehensive, systematic, and affects every educator and student in the state through eight components:

1. State, district, and school reading plans
2. Focus on third grade progression
3. Summer reading camps
4. Provision of reading interventions
5. Requirements for in-service educator endorsements
6. Early learning and literacy development
7. Teacher preparation
8. Reading coaches

East North Street Academy has a school reading plan aligned with the district and state reading plans.

## **Balanced Literacy**

We teach reading through Fountas & Pinnell, or F & P, a guided reading model that is being implemented in all Greenville County Schools. Through guided reading, small-group reading instruction takes place, designed to provide differentiated teaching that supports students in developing reading proficiency. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress. The teacher forms a temporary group of students that are alike enough in their development of a reading process that it makes sense to teach them together for a period of time (similar guided reading levels).

## **Reduced Class Size**

Research shows that a reduced class size aids in student performance at primary grade levels and with populations of higher poverty. We are dedicated to continuing to have smaller classrooms by using the majority of our Title I funds to pay for additional classroom teachers. Currently our average class size in Kindergarten through Fifth grade is 20 students.

## **Technology**

Every classroom, as well as the media center, computer lab, and science lab, is equipped with a Promethean Board (interactive whiteboard) for which all teachers have had training. Teachers also have access to Promethean programs such as ActivExpressions and ActiVotes which help to engage learners by letting them remotely answer questions through selecting a multiple choice answer or texting a response. The computer lab contains 30 computers for student use and is equipped with a full time technology teacher that delivers lessons to students that integrate technology into the science curriculum. Classes visit the lab once a week and teachers can sign up for additional times in the partial lab. Additionally, all students in grades K4 through 5<sup>th</sup> grade have their own Chromebook. All teachers have an iPad and K4 through 1<sup>st</sup> grade classrooms have a set of 6-8 iPads each for students to use. There are additional I-pads and Chromebooks available for checkout in the technology lab. Many computer programs are used to aid in increased student achievement. I-Ready is used in classrooms schoolwide and is individualized for each student's unique learning needs. Students take a diagnostic assessment three times a year and data is analyzed to help teachers make instructional decisions while students follow their individualized learning path with daily use. Students work on activities primarily in English Language Arts and Math at their own levels and progress at their own pace. Additionally, students have access to the SeeSaw app to create digital portfolios and Razkids.com. Raz-Kids is an online guided reading program with interactive E-books, downloadable books, and reading quizzes. Students listen to books read aloud, read with vocabulary and pronunciation support, and read without support from the leveled bookroom. Teachers select appropriate reading levels and specific books and track student reading progress. Students practice reading to improve reading comprehension and reading fluency at school and at home with Internet access. We also have Flocabulary which helps

teachers introduce concepts, vocabulary terms, and skills in a musical format which students enjoy. Reflex Math is also available to our students to help build fact fluency.

## **Science Lab**

East North Street Academy has two science labs, an earth science lab and a life science lab. One lab is equipped with a full time science instructor who classes visit weekly to receive hands on lessons and enrichment to tier one classroom science instruction. The Science Labs are furnished with supplies such as microscopes, anatomical models, weighing and measuring devices, and a variety of additional supplies required for teaching our elementary school science curriculum. Students are also able to view animals in the science lab including snakes and lizards.

## **Extended Day Program**

We offer an extended day program for students in 4K – 5<sup>th</sup> grade. The program operates Monday – Friday from 2:30 – 6:00. Students are provided a nutritious snack, then moved into grade level groups where support is provided to complete homework and reading/math fluency. Afterschool care is provided by a highly qualified staff. We partner with Bob Jones University to place 75 practicum students each semester. These students come in and help students with homework, reading fluency, fact fluency and character development. Students also have access to computer labs, gym and outdoor spaces for activity and exercise.

## **Literacy League Plus**

Students in grades three through five who were identified as approaching expectations or identified by their diagnostic/benchmark assessment data as needing extra support are invited to attend this free program. Over 50 students were served in the Fall and Spring this school year. During the program, students attend 3 days a week in an after school program that concentrates on raising student achievement in English Language Arts and Math. Highly qualified and passionate teachers work with students in small groups using targeted and specific grade level math instruction, Leveled Literacy Intervention, and targeted and specific writing instruction weekly.





## **Parents and Community Business Partners**

East North Street Academy enjoys the eager support of its parents and community volunteers. For the past several years, the PTA and community volunteers have organized fund-raising programs as well as many service programs for our school. These volunteers are very valuable resources for our students and teachers, working with students, assisting teachers, and helping in the office.

The School Improvement Council is actively involved at ENSA. This group is composed of parents, community volunteers, teacher representatives, and school administrators.

East North Street Academy works to develop and sustain community partnerships to support the educational program. ENSA partners with other state, federal programs and community agencies such as: Life Long Learning, Early childhood, Greenville Literacy Association, Greenville Family Partnership, Greenville County mental health, Communities in Schools, Urban League, Salvation Army, Julie Valentine Center, Family Connections, Live Free, Inc., Safe Kids, Greenville Sheriff's Department, McDonald's Corporation, United Ministries, Buncombe St. United Methodist Church, Bob Jones, Clemson, and Furman Universities, Overbrook Baptist Church, GAIHN program, Vulcan Materials, Kiwanis Club, Michelin, Lenscrafters, Wal-Mart, Bi-Lo, Trees Greenville, Clemson Extension, Macy's, Hands On Greenville, Lowes, Muffin Man, Chick Fil-A, Greenville Middle School, Operation Santa, Triune Mercy Center, Goodwill Job Connection, Visionworks, Inc., New Horizon Health and Dental Services, Harvest Hope, Greenville Tech Dental, Dr. Watson, Dr. Burleson, Yeargin Vision, United Way, Target, Publix, Ingles, Francis Asbury United Methodist Church, Sonic Corporation, Solutions Inc., YMCA - Eastside, Pizza Inn, Bank of Travelers Rest, Greenville County Health Dept., SAFY, Greenville Housing Authority, Publix Prescriptions, Papa Johns Pizza, Golden Corral, Olive Garden, Academy Sports, The Carolina Center for Behavioral Health, Bristol Inc., Roper Mountain Science Center, Sears Optical and Dept. Store, Jersey Mike's Sub, SOS Thrift Shop, Upstate Parent Magazine, Bad Daddy's, Coaches for Character, Greenville Fire Dept., Blood Connection, Wade Hampton Honor Society, BOOST- Out of School Time Programs, Pastor Sutton, Trinity Church, Bell Partners Apt, Investment, and Management, Compass, Shepherd's Gate, Legal Aide, Fluor Corporation, Brick Street Cafe, Q-T, Sphinx, Wild Wings, Soby's, Bon Secours, Guardian Group, Inc, Safe Routes, Girl Scouts of America, Outback, Texas Roadhouse, Fuddruckers, Martin's Nursery, Coca Cola Co., Carolina PayDay Loans, Silly Bobs Inflatibles, Joy of Tokyo, Krispy Kreme, Starbucks, Moe's, Jason's Deli, Harvey's, Comos, The Melting Pot, Five Guys, Tijuana Flats, Raffertys, Pita House, Chicken Salad Chic, Jimmy Johns, Chilis, Canopy Car Wash, Pet-co, Help Me Grow, and Bosch Rexroth.

## Academic Tutors

Business partners from Michelin, Mentor Greenville, and area churches serve children through individual and small group weekly tutoring in both math and English language arts. Parents and retired community members come to our school on a daily basis to provide one-on-one learning experiences for our children. Students from Bob Jones University and area high schools also visit ENSA weekly to provide tutoring services for students. Our academic volunteers truly make a positive difference in our school.

## Real Men Read

In February, communities across the globe celebrated *World Read Aloud Day*, a day when readers of all ages celebrate literacy and the pure joy and power of reading aloud. To coincide with this worldwide event East North Street Academy launched a new initiative in 2017 called Real Men Read. This program highlights the importance of schools and the community partnering together to ensure that education is a collaborative effort. 4K through fifth grade students listened to male faculty and staff members read aloud picture books focusing on social and emotional Learning. Real Men Read was a very successful event and ties in with our GCS Build a Better Graduate focus by building career awareness, focusing on all students reading on grade level by the end of 2nd grade, and encouraging literacy partnerships with parents.

Due to a spike in Covid cases, we moved our event to coincide with our Read Across America week in early March this year. We invited Michelin volunteers, parents, and other community members to participate. We have over 40 volunteers come in to read, along with two African American authors who shared their work with 4K, 5K, 1<sup>st</sup>, and 2<sup>nd</sup> graders. This is always one of our favorite events of the school year and our volunteers love it too!





## Mission, Vision, Beliefs

The mission, vision, and belief statements are communicated through whole faculty meetings, small group meetings, Monday memos, horizontal planning, vertical planning, and on the school website.

### ***Purpose Statement:***

The purpose of East North Street Academy of Mathematics and Science is to develop inquisitive learners through the engagement of every child by an elementary curriculum that makes students aware of real world connections to math and science.

### ***Mission Statement:***

We will create a culture of excellence where our students exceed state standards through an engaging, proven curriculum and individualized instruction from excellent teachers in collaboration with home and community partnerships.

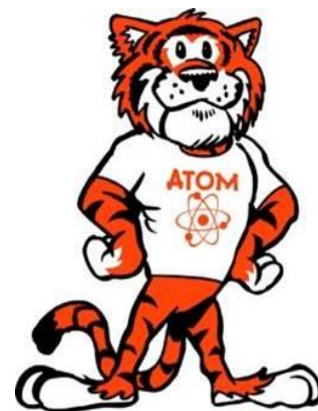
### ***Shared Vision:***

**A**chieve a safe, inviting, student-centered environment

**T**echnology that engages families and educates students

**O**pportunities to build a better graduate

**M**ath and Science real world connections across the curriculum



### **Beliefs:**

- All students can learn.
- Students are the center of the educational process.
- Students learn best in a safe and engaging learning environment where technology is used to communicate and discover and students are nurtured by competent and caring teachers, administrators, and support personnel.
- Students have the responsibility to be active learners and make positive contributions to society.
- Students should have equitable access to educational opportunities.
- Educational experiences empower students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly, thereby preparing them to be a better graduate.
- Curriculum and instruction should meet the needs of all students.
- Education is the shared responsibility of home, school, business, and community.



## Student Achievement Data

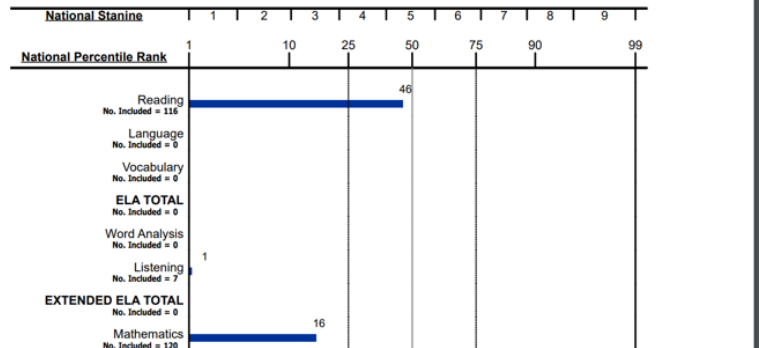
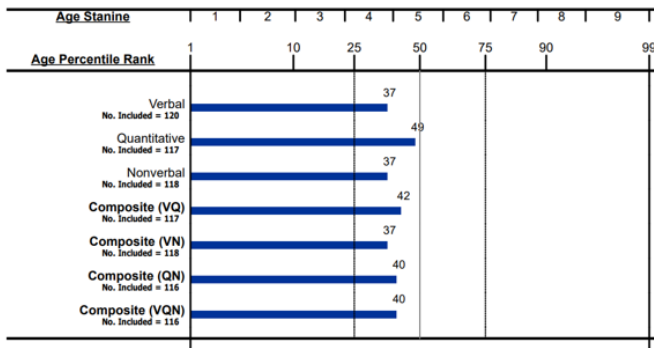
### CoGat/ITBS Data

#### Group Profile for East North St Academ

Group Code: 2301054  
 Cognitive Abilities Test™ (CogAT®) | Grade: 2 | Level: 8 | District: Greenville County  
 Form: 8 | School: East North St Academ  
 Test Date: 10/22/2021  
 Norms: Fall 2017

#### Group Profile for East North St Academ

Group Code: 2301054  
 Iowa Assessments™ | Grade: 2 | Level: 7 | District: Greenville County  
 Form: G | School: East North St Academ  
 Test Date: 10/22/2021  
 Norms: 09/23 2017



ITBS National Percentile Rank of Average Scale Scores	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Reading	52	56	52	54	46
Mathematics	37	39	40	22	16

- Second Grade student scores in Reading decreased to the 54<sup>th</sup> percentile to the 46<sup>th</sup> percentile in 2021-2022
- Second Grade student scores in Math decreased from 22<sup>nd</sup> percentile to 16<sup>th</sup> percentile

## SC PASS Data:

### Science

4th Grade Science Performance Level	SP18		SP19		SP21	
	ENSA	GCS	ENSA	GCS	ENSA	GCS
	Does Not Meet	18%	16%	12%	17%	32%
Approaches	29%	24%	26%	19%	26%	21%
Meets/Exceeds	53%	60%	62%	64%	42%	56%

- We saw a small increase in the number of students scoring Exemplary each year since 2015/2016 in Science until 2018/2019 when students scoring Exemplary almost doubled to 35.6%. Although this is a positive change for our students, we do recognize the scoring criteria changed and the number of students tested changed as only 4<sup>th</sup> grade students took the test in 2018 and 2019. This makes difficult to track the growth accurately as we look at 5 years of trend data.
- We saw a significant decrease in the percentage of our students meeting or exceeding in Science in 2021 as we dropped from 62% to 42%. We have also seen an increase in our students scoring does not meet. We went from only 12% in 2019 to 32% in 2021.
- Despite this data, we feel our focus on math and science in all curricular areas and our Science enrichment offerings have positively impacted our students.
- We were seeing an increase prior to the Covid-19 pandemic. Our students lost the ability to work hands on with science experiments and in 2021, half of our students were learning in the virtual setting. Our goal is to get back to more hands on and real life experiences in science and hopefully get back on track to increasing student achievement.

## Social Studies

<b>PASS Social Studies</b>	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Exemplary	27.8%	32.1%	28.7%	28.36 %	34.2%
Met	48.5%	46.5%	47.6%	50.75 %	37.8%
Not Met	23.7%	21.4%	23.8%	20.90 %	27.9%

- Students scoring Exemplary has risen since 2015, although it was steady in 2016 and 2017, we did see an increase by almost 6% in 2018 with our total percentage exemplary being 34.2%.
- Students scoring Met has also declined since 2015. We are out our lowest number of students being met at 37.8%.
- Students scoring Not Met declined until 2016 when the percentage rose slightly, but dropped to the lowest percentage in 2018. We saw an increase to 27.9% in 2019.
- The number of 5<sup>th</sup> graders scoring Met/Exemplary in 2019 increased by 13 percentage points with a total percentage of 70%.
- As mentioned in Science data, there was a change in 2018 and only 5<sup>th</sup> grade students took the test. This affects the 5 years of trend data.
- Students did not take the Social Studies PASS test in 2021.

## SC Ready ELA Data

ELA Performance Level		SP18		SP19		SP21	
		ENSA %	GCS %	ENSA %	GCS %	ENSA %	GCS %
		<b>3rd</b>	Does Not Meet	22%	18%	28%	19%
Approaches	36%		28%	32%	21%	24%	22%
Meets/Exceeds	43%		55%	40%	60%	38%	51%
<b>4th</b>	Does Not Meet	28%	22%	19%	20%	37%	26%
	Approaches	38%	25%	22%	18%	24%	18%
	Meets/Exceeds	34%	53%	59%	63%	39%	56%
<b>5th</b>	Does Not Meet	33%	21%	28%	20%	29%	23%
	Approaches	24%	32%	33%	27%	32%	28%
	Meets/Exceeds	43%	47%	39%	53%	39%	49%

- Students scoring Meets/Exceeds on SC Ready ELA has seen ups and downs in the last four years and reached its highest percentage in 2019 with 45% of our students meeting or exceeding grade level expectations. We then saw a drop in 2021 with only 39% of our students scoring Meets/Exceeds.
- The last few years our focus has been on Tier 1 instruction and targeted intervention in ELA and these efforts were showing in our data as students meeting expectations was on the rise prior to the Covid-19 pandemic. Almost half of the students taking the SC Ready test were in a virtual learning setting. Students in the brick and mortar setting were taught mostly in whole group settings due to the Covid-19 protocols in place for the school year. This limited differentiation and targeted small group instruction.
- Students scoring Approaches has stayed pretty steady until 2019 when we saw a decline in the number of students in this category. We are at our lowest percentage in this category in 4 years with 29.5%. Small group reading instruction as well as the Literacy League after school enrichment program are examples of ways we are targeting these students in an effort to move more students to the Meet/Exceeds category.
- The number of students scoring in the Not Met category was decreasing slightly each year until 2021 when we saw an increase in this category. We have 35% of our students in this category. We have targeted instructional practices in place to support these students such as iReady, Reading Intervention through Leveled Literacy, Reading Horizons, and small group instruction in the classroom taking place as an effort to lower this percentage.

## SC Ready Math Data

Math Performance Level		SP18		SP19		SP21	
		ENSA	GCS	ENSA	GCS	ENSA	GCS
		<b>3rd</b>	Does Not Meet	21%	16%	27%	14%
Approaches	26%		20%	18%	17%	18%	19%
Meets/Exceeds	53%		65%	56%	69%	44%	57%
<b>4th</b>	Does Not Meet	19%	17%	14%	16%	39%	25%
	Approaches	27%	24%	27%	20%	21%	23%
	Meets/Exceeds	54%	60%	59%	64%	41%	52%
<b>5th</b>	Does Not Meet	23%	19%	15%	16%	25%	25%
	Approaches	29%	25%	27%	27%	25%	25%
	Meets/Exceeds	49%	56%	58%	57%	51%	50%

- Students scoring Meets/Exceeds on SC Ready Math has had slight increases and declines over the last three years. However, we reached our highest percentage of students meeting or exceeding expectations in 2019 at 57.6%.
- We saw a significant decrease to 45% students scoring Meets/Exceeds during the 2021 school year. We had almost half of our student population attending school in a virtual setting that year and feel this effected their performance. Students in the brick and mortar setting were taught mostly in whole group settings due to the Covid-19 protocols in place for the school year. This limited differentiation and targeted small group instruction.
- Students scoring Approaches stayed pretty steady until 2019 when we saw a decline in the number of students in this category. We continue to focus Tier 1 instruction on application of math concepts and connecting math instruction to the real world. We look forward to getting back to small group instruction and targeted math groups to help move these students up to the Meets/Exceeds category.
- The number of students scoring in the Not Met category was decreasing until the 2020-2021 school year when we saw an increase in the percentage of students scoring Not Met in math. We are currently at 34% of our students in this category. We have targeted instructional practices in place to support these students such as iReady, Bridges Math Intervention, and small group differentiated instruction in the classroom. Our hope is these efforts will continue to reflect in our data.



### **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

## Area 1: Student Achievement

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

**PERFORMANCE GOAL 1:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 38.48% in 2016-17 to 49% in 2022-23.

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	38.48% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary 43.48</b>	<b>48.38</b>	<b>53.38</b>	<b>58.38</b>	<b>44</b>	<b>49</b>
		<b>School Actual Elementary 39.9</b>	45	<i>waiver</i>	39		
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 52</b>	58	<i>waiver</i>	52		

## Action Plan for Student Achievement Performance Goal 1

<b>Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>	<b>Indicators of Implementation</b>
1. Disaggregate Mastery Connect test data and use data to inform planning and instruction	Ongoing 2018-2023	Administrators Teachers Instructional Coaches Title I Facilitator	None	None	Charts Graphs Data Meetings
2. Weekly team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	Ongoing 2018-2023	Administrators Grade Level Chairs Instructional Coaches	None	None	Grade Level Minutes Vertical Team Minutes Faculty Council Minutes Leadership Team Minutes
3. Provide additional instructional support to students in grades K-5 through the RTI program	Ongoing 2018-2023	Administrators Teachers Instructional Coaches Literacy Coach RTI Teachers	Funding for RTI teachers	District Funds Title I Funds	Quarterly RTI Reports
4. Monthly Personal Learning Communities focusing on best practices	Ongoing 2018-2023	Administrators Teachers IC's District Level Consultants Title I Math and Reading Consultants	None	None	Professional Development Calendar Workshop Portal Attendance Sheets
5. Provide continued professional development in Balanced Literacy	Ongoing 2018-2023	Administrators Instructional Coaches District ELA Consultants	None	None	Professional Development Calendar Workshop Portal Attendance Sheets
6. Utilize software to enhance instruction at school and continue learning at home	Ongoing 2018-2023	Administrators Title I Facilitator Instructional Coaches Teachers	\$10,000	Title I Funds Local Funds District Funds	Reading A to Z Raz Kids iReady IXL
7. Use science and math leveled readers during guided reading instruction to enhance the learning in math and science	Weekly 2018-2023	Administration Instructional Coaches Teachers Magnet Coordinator	\$5000	Title I Funds Magnet Funds Local Funds	Lesson Plans Vertical Team Minutes
8. Implement coaching cycles to improve common planning and instruction	Ongoing 2018-2023	Administration Instructional Coaches	None	None	Coaching Cycle schedule
9. Literacy League Plus after school enrichment 3 times weekly in math/ELA	Weekly Fall/Spring 2018-2023	Administration Int. Instructional Coach Title 1 Facilitator Teachers	\$30,000	Title 1 Funds	Literacy League Schedule Growth Data Student Attendance

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

**PERFORMANCE GOAL 2:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 52.14 % in 2016-17 to 55 % in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	52.14 % Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary 57.14</b>	<b>62.14</b>	<b>67.14</b>	<b>72.14</b>	<b>50</b>	<b>55</b>
		<b>School Actual Elementary 51.8</b>	57.6	<i>waiver</i>	45		
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary 57</b>	<b>62</b>	<b>64</b>	<b>66</b>	<b>68</b>	<b>69</b>
		<b>District Actual Elementary 60</b>	63	<i>waiver</i>	53		

Action Plan for Student Achievement Performance Goal 2					EVALUATION
ACTIVITY	TIMELINE	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional development on best practices in math	Ongoing 2018-2023	Administration Instructional Coaches District Specialists	None	None	Professional Development Calendar Attendance from PD Portal
2. Math Interventionist K-2	Ongoing 2018-2023	Administrators Instructional Coaches Interventionist	Funding for part time Math Interventionist	Local Funds Title 1 funds	Quarterly progress reports
3. Implement coaching cycles to improve common planning and instruction	Ongoing 2018-2023	Administration Instructional Coaches	None	None	Coaching Cycle schedule
4. Disaggregate Mastery Connect test data and use data to inform planning and instruction	Ongoing 2018-2023	Administrators Teachers Instructional Coaches Title I Facilitator	None	None	Charts Graphs Data Meetings iReady
5. Use math leveled readers during guided reading instruction to enhance the learning in math	Weekly 2018-2023	Administration Instructional Coaches Teachers Magnet Coordinator	\$5000	Title I Funds Magnet Funds Local Funds	Lesson Plans Vertical Team Minutes
6. Weekly team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	Ongoing 2018-2023	Administrators Grade Level Chairs Instructional Coaches	None	None	Grade Level Minutes Vertical Team Minutes Faculty Council Minutes Leadership Team Minutes
7. Monthly Personal Learning Communities focusing on best practices	Ongoing 2018-2023	Administrators Teachers IC's District/Title 1 Consultants	None	None	Professional Development Calendar Workshop Portal Attendance Sheets
9. Literacy League Plus after school enrichment 3 times weekly in math/ELA	Ongoing Fall/Spring 2018-2023	Administration Int. IC Title 1 Facilitator Teachers	\$30,000	Title 1 Funds	Literacy League Schedule Growth Data Student Attendance

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

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 5 % annually.

<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>
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>School Projected Elementary N/A</b>	<b>56.3</b>	61.3	66.3	47	52
		<b>School Actual Elementary 53</b>	62	<i>waiver</i>	42		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary N/A</b>	<b>63</b>	<b>66</b>	<b>69</b>	<b>72</b>	<b>75</b>
		<b>District Actual Elementary 60</b>	64	<i>waiver</i>	56		

<b>Action Plan for Student Achievement Performance Goal 3</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. Weekly Science Enrichment Class Grades K-5	Ongoing 2018-2023	Administration Instructional Coaches Science Lab Instructor	Funding for full time Science instructor	Local Funds Title 1 funds	Schedules Lesson Plans Classroom Observation SLO Goals
2. Weekly Technology Lab class focused on Science standards Grades K-5	Ongoing 2018-2023	Administration Instructional Coaches Technology instructor	Funding for full time Technology instructor	Local Funds Title 1 funds	Schedules Lesson Plans Classroom Observation
3. Bi Monthly Clubs focusing on Science and Math grade 3 <sup>rd</sup> -5 <sup>th</sup>	Ongoing 2018-2023	Administration Teachers Instructional Coaches	Funding for clubs related to Science and Math	Grant funding Community business partnerships	Schedules Club Attendance Club Planning
4. Use science and math leveled readers during guided reading instruction to enhance the learning in math and science	Ongoing 2018-2023	Administration Instructional Coaches Teachers Magnet Coordinator	\$5000	Title I Funds Magnet Funds Local Funds	Lesson Plans Vertical Team Minutes IXL
5. Implement coaching cycles to improve common planning and instruction	Ongoing 2018-2023	Administration Instructional Coaches	None	None	Coaching Cycle schedule
6. Weekly team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	Ongoing 2018-2023	Administrators Grade Level Chairs Instructional Coaches	None	None	Grade Level Minutes Vertical Team Minutes Faculty Council Minutes Leadership Team Minutes

## Performance Goal 4

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

**PERFORMANCE GOAL 4:** Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	58% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic 60</b>	<b>63</b>	<b>66</b>	<b>69</b>	<b>46</b>	<b>51</b>
SC READY ELA SC SDE Website		<b>School Actual Hispanic 62</b>	<b>60</b>	<i>waiver</i>	<b>41</b>		
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 42</b>	43	<i>waiver</i>	<b>36</b>		
SC READY ELA SC SDE Website	24 % Meets Expectations and Exceeds Expectations	<b>School Projected AA 27</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>28</b>	<b>33</b>
SC READY ELA SC SDE Website		<b>School Actual AA 28</b>	<b>30</b>	<i>waiver</i>	<b>23</b>		



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>	<b>28</b>		
SC READY ELA SC SDE Website	20% Meets Expectations and Exceeds Expectations	<b>School Projected SWD 23</b>	<b>26</b>	<b>29</b>	<b>32</b>	<b>20</b>	<b>25</b>
SC READY ELA SC SDE Website		<b>School Actual SWD 5</b>	14.6	<i>waiver</i>	15		
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 12</b>	21	<i>waiver</i>	19		
SC READY ELA SC SDE Website	32 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>53</b>	<b>58</b>
SC READY ELA SC SDE Website		<b>School Actual LEP 30</b>	31	<i>waiver</i>	48		
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 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 33</b>	44	<i>waiver</i>	32		

SC READY ELA SC SDE Website	49% Meets Expectations and Exceeds Expectations	<b>School Projected PIP</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>39</b>	<b>44</b>
SC READY ELA SC SDE Website		<b>School Actual PIP 37</b>	<b>42</b>	<i>waiver</i>	34		
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>	<b>45</b>	<i>waiver</i>	<b>37</b>		
SC READY Math SC SDE Website	58 % Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic 60</b>	<b>63</b>	<b>66</b>	<b>69</b>	<b>57</b>	<b>62</b>
SC READY Math SC SDE Website		<b>School Actual Hispanic 62</b>	<b>60</b>	<i>waiver</i>	<b>52</b>		
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>	<b>43</b>	<i>waiver</i>	41		
SC READY Math SC SDE Website	24 % Meets Expectations and Exceeds Expectations	<b>School Projected AA 27</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>30</b>	<b>35</b>
SC READY Math SC SDE Website		<b>School Actual AA 28</b>	<b>30</b>	<i>waiver</i>	25		

SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA 27</b>	<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 28</b>	30	<i>waiver</i>	25		
SC READY Math SC SDE Website	20 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD 23</b>	<b>26</b>	<b>29</b>	<b>32</b>	<b>14.5</b>	<b>19.5</b>
SC READY Math SC SDE Website		<b>School Actual SWD 5</b>	<b>14.6</b>	<i>waiver</i>	9.5		
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 18</b>	<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 16</b>	20	<i>waiver</i>	24		
SC READY Math SC SDE Website	43 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP 49</b>	<b>61</b>	<b>64</b>	<b>67</b>	<b>67</b>	<b>72</b>
SC READY Math SC SDE Website		<b>School Actual LEP 58</b>	<b>58.6</b>	<i>waiver</i>	62		
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>45</b>	<b>50</b>
SC READY Math SC SDE Website		<b>District Actual LEP 42</b>	46	<i>waiver</i>	40		

SC READY Math SC SDE Website	44.6% Meets Expectations and Exceeds Expectations	<b>School Projected PIP 47</b>	<b>50</b>	<b>53</b>	<b>56</b>	<b>46</b>	<b>51</b>
SC READY Math SC SDE Website		<b>School Actual PIP 46.6</b>	<b>53.4</b>	<i>waiver</i>	41		
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>	38		

## Action Plan for Student Achievement Performance Goal 4

Strategy/Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1. Provide a workshop to discuss SCPASS and SCReady test data and disaggregate data by demographic	August, 2018-2023	Administrators ICs	None	None	Copy of presentation PD Calendar
2. Provide students with individualized instruction through Software programs and train teaches on usage	August-Sept 2018-2023	Administrators Instructional Coaches Title I Facilitator	None	None	PD Calendar Portal PD Attendance Sheets
3. Disaggregate Mastery Connect/TE21 data from fall, winter, and spring testing	October, Jan, April 2018-2023	Administrators Instructional Coaches	None	None	Copies of data Portal PD attendance sheets
4. Provide PD on diverse reading materials for all populations and use them for Read Alouds	August 2018-2023	Instructional Coaches Administration	None	None	Book Room Inventory
5. Weekly On Track Meetings	August 2018-2023	Administration Guidance Counselors Teachers ICs	None	None	On Track Agendas Calendar

## Performance Goal 5

**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 = 69%	Kindergarten through Grade 5 = 71%	Kindergarten through Grade 5 = 73	Kindergarten through Grade 5 = 75
	Meets and Exceeds	<b>School Actual</b>	Kindergarten through Grade 5 = 67%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten through Grade 5 = 57%		
Fast Bridge Kindergarten and Grade 1	Norm Reference Measure	<b>School Projected</b>		Kindergarten = 48% or above Grade 1 = 57% or above	Kindergarten = 50% or above Grade 1 = 59% or above	Kindergarten = 52% or above Grade 1 = 61% or above	Kindergarten = 54% or above Grade 1 = 63% or above
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1	<b>School Actual</b>	Kindergarten = 46% Grade 1 = 55%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten = 27% Grade 1 = 47%		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring	<b>School Projected</b>		Grade 2 – 36% Grade 5 – 32%	Grade 2 – 36% Grade 5 – 32%	Grade 2 – 36% Grade 5 – 32%	Grade 2 – 36% Grade 5 – 32%
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	<b>School Actual</b>	Grade 2 – 39% Grade 5 – 27%	Grade 2 – 26% Grade 5 – 30%	Grade 2 – 29% <i>5<sup>th</sup> grade data point not available - School Board decision to</i>	Grade 2 - 36% <i>5<sup>th</sup> Grade data point not available School Board decision waive 5<sup>th</sup> Grade due to</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>	K-5 57%		
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	<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>	5K- 28% Grade 1- 46%		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC	<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	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 2020 2 <sup>nd</sup> grade criteria RIT = 188 72 <sup>nd</sup>	<b>District Actual</b>	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 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.		

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

## Action Plan for Performance Goal 5

ACTION PLAN					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Balanced Literacy	Ongoing 2018-2023	Administration Instructional Coaches District Support	none	N/A	Personal Learning Communities Professional Development plan
2. Leveled Literacy Library	Ongoing 2018-2023	Administration Instructional Coaches	\$30,000	Title One Funding	Lesson Plans Vertical Team Minutes



## Goal Area 2: Teacher/Administrator Quality

### Performance Goal 1

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

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

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Maintain Ethnic Diversity = Maintain	Gender Diversity = Maintain Ethnic Diversity = Maintain	Gender Diversity = Maintain Ethnic Diversity = Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = yes/no Ethnic Diversity = yes/no	Gender Diversity = 100% Ethnic Diversity = 100%		
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%		

## Action Plan for Quality Teacher/Administrator Performance Goal 1

<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Sources</b>	<b>Indicators of Implementation</b>
1. Provide a workshop to discuss SCPASS and SCReady test data from spring 2017	August, 2018-2023	Administrators	None	None	Copy of presentation PD Calendar
2. Provide software training for newly purchased software	August-Sept 2018-2023	Administrators Instructional Coaches Title I Facilitator Magnet Coordinator	None	None	PD Calendar Portal PD Attendance Sheets
3. Disaggregate Mastery Connect/TE21 data from fall, winter, and spring testing	October, Jan, April 2018-2023	Administrators Instructional Coaches	None	None	Copies of data Portal PD attendance sheets
4. Provide professional development to strengthen literacy instruction	August-May 2018-2023	Administrators Instructional Coaches Title I ELA Consultant	None	None	PD Calendar Portal PD attendance sheets Copies of presentations
6. Provide technology staff development through Technology Tuesdays	Sept-April 2018-2023	Administrators Instructional Coaches Title I Technology Facilitator	None	None	PD Calendar Portal PD attendance sheets
7. Provide professional development to strengthen integration across all curricular areas.	Sept-May 2018-2023	Administrators Title 1 Consultants Instructional Coaches	None	None	PD Calendar Portal PD attendance sheets Copies of presentations
8. Provide professional development on using formative assessments in math	Sept-April 2018-2023	Title 1 Consultants Instructional Coaches Administrators	None	None	PD Calendar Portal PD attendance sheets Copies of presentations
9. Provide professional development on strategies to increase student engagement	Sept-April 2018-2023	Instructional Coaches Administration	None	None	PD Calendar Portal PD attendance sheets Copies of presentations

## Goal Area 3: School Climate

### Performance Goal 1

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <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 <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL 1:</b> 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.
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	92	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 92	95	<i>waiver</i>	88.4		
SC SDE School Report Card Survey	98	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 87	94	<i>waiver</i>	90		
SC SDE School Report Card Survey	94	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 89	95	<i>waiver</i>	94		

SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>waiver</i>	93		
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>waiver</i>	98		
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>waiver</i>	92		

## School Climate Performance Goals 2 and 3

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

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

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

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

### Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0	0	0	0		
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8	1.5	0.9	0.3		

### Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

	(2016-17) 0	<b>School Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		<b>School Actual</b> 0	0	0	0		
	(2016-17) .04	<b>District Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		<b>District Actual</b> .04	.10	.03	<b>.004</b>		

## School Climate Performance Goal 4

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

**PERFORMANCE GOAL 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</b>	90	90	90	90	90
		<b>School Actual 88</b>	88	89	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<b>Note: Cognia survey have been discontinued</b>	<b>Note: Cognia survey have been discontinued</b>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	90	90	90	90	90
		<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>	<b>Note: Cognia survey have been discontinued</b>	<b>Note: Cognia survey have been discontinued</b>

<b>ACTION PLAN FOR PERFORMANCE GOAL 4</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. Morning Meeting	Ongoing 2018-2023	Administration Instructional Coaches Teachers	None	N/A	Lesson Plans Observations
2. Talk About It Tuesday	Ongoing 2018-2023	Administration Instructional Coaches Teachers	None	N/A	Morning Show
3. Greet Students Daily at the Door	Ongoing 2018-2023	Administration Instructional Coaches Teachers	None	N/A	Observation
4. Interactive Read Aloud Book Room Books related to SEL	Ongoing 2018-2020	Administration Instructional Coaches Teachers	\$5,000	Local Funds	Lesson Plans PLC- Interactive Read Aloud



## Performance Goal 5

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 90	<b>School Projected</b>	90	90	90	90	90
180 <sup>th</sup> day Attendance Report		<b>School Actual 90</b>	90	90	91		
	(2016-17) 95	<b>District Projected</b>	95	95	95	95	95
180 <sup>th</sup> day Attendance Report		<b>District Actual 95</b>	95	96	92		

<b>ACTIVITY Action Plan Performance Goal 5</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. Attendance Blitz	August – May	Admin, Teachers	None	N/A	School Communication
2. Incentives/House Points	August - May	Admin, Teachers	1000		School Communication
3. Social Worker Follow Up	August – May	Admin, Social Worker	None	N/A	School Communication, Social worker schedule
4. Daily Attendance Email	August – May	Admin, Attendance Clerk	None	N/A	Observation
5. On Track Attendance Follow Up	August - May	Admin, On Track Team	None	N/A	Observation

# School Climate Performance Goal 6

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <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 <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL 6:</b> 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.							
<b>INTERIM PERFORMANCE GOAL:</b> 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>	Afraid ≤ 5% Lonely ≤ 9% Angry ≤ 8%	Afraid ≤ 5% Lonely ≤ 11% Angry ≤ 12%	Afraid ≤ 5% Lonely ≤ 10% Angry ≤ 11%	Afraid ≤ 5% Lonely ≤ 10% Angry ≤ 11%	Afraid ≤ 5% Lonely ≤ 10% Angry ≤ 11%
		School Actual Afraid – 4% Lonely – 10% Angry – 9%	Afraid 6% Lonely 6% Angry 9%	Afraid 5% Lonely 12% Angry 13%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<b>Note: Cognia survey have been discontinued</b>	<b>Note: Cognia survey have been discontinued</b>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	Afraid ≤ 5% Lonely ≤ 9% Angry ≤ 7%	Afraid ≤ 5% Lonely ≤ 9% Angry ≤ 7%	Afraid ≤ 5% Lonely ≤ 8% Angry ≤ 6%	<b>Note: Cognia survey have been discontinued</b>	<b>Note: Cognia survey have been discontinued</b>
		<b>District Actual</b> Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 7%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<b>Note: Cognia survey have been discontinued</b>	<b>Note: Cognia survey have been discontinued</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. Morning Meeting	Ongoing 2018-2023	Administration Instructional Coaches Teachers	None	N/A	Lesson Plans Observations
2. SEL Daily News	Ongoing 2018-2023	Administration Instructional Coaches Teachers Guidance Counselors	None	N/A	Morning Show
3. Calm Down Kits	Ongoing 2018-2023	Teachers Guidance Counselors	\$1,000	Local Funds	Observation
4. Interactive Read Aloud Book Room Books related to SEL	Ongoing 2018-2020	Administration Instructional Coaches Teachers	\$5,000	Local Funds	Lesson Plans PLC- Interactive Read Aloud
5. On Track	Ongoing 2018-2020	Administration Instructional Coaches Guidance Counselors School Psychologist	None	N/A	Once a week meetings



# Professional Development Calendar

## 2021-2022

All teachers must participate in a minimum of 24 hours of professional development during each school year. Professional development may include workshops, conferences, in-services, and coursework. At least 12 of these 24 hours will be offered by the school/principal. This is a minimum requirement and does not limit the authority of the principal to require additional training to meet individual and school needs.

\*Subject to change based on data/needs of students

\*Subject to change based on data/needs of students

Date	Time	Title	Person Responsible
<b>July</b>			
7/27,7/29	8:00-12:00	4th Grade Unit Planning	Guest
7/28	8:00-3:00	New Employee Orientation	Hooker
<b>August Grade Level Planning Takes Place Each Week</b>			
8/2-8/5	8:00-4:00	K5,1st,2nd,3rd,5th Grade Level Unit Planning	Gault/Guest
8/6	8:00-4:00	Leadership Retreat	Hooker
8/9	8:00-9:00	Welcome Back Faculty Meeting	Hooker
8/10	8:00-11:00	21/22 Expectation Rotations	Hooker, Terry, Boyd
8/11	8:30-10:30	ACES Training	District
8/12	8:00-9:00	ReThink ED Training	Boyd/Pfeiffer
8/16	3:00-3:30	Faculty Meeting Zoom	Hooker
8/18	3:00-4:00	Faculty Council Zoom	Hooker
8/25	3:00-4:00	ADEPT/PAS-T Meeting	Guest
8/31	3:15-4:30	Conscious Discipline	Prisma/PEP
<b>September Grade Level Planning Takes Place Each Week</b>			
9/1	1:00-2:00	Faculty Meeting - Classroom Libraries	Hooker

9/7	3:00-4:00	Classroom Library Support	Inst. Leadership Team
9/8	3:00-4:00	Cycle 5 Meeting	Hooker
9/15	3:00-4:30	Faculty Council Meeting - Creating The School Family Book Study	Hooker
9/21	3:15-4:30	Conscious Discipline	Prisma/PEP
9/22	3:00-4:30	Faculty Meeting - NAMI Ending the Silence	Hooker
9/23	8:00-1:30	PLC- iReady Diagnostic Data/Next Steps	Gault/Guest
9/23	3:00-4:00	1st Grade MAP Training	Gault
9/29	3:00-4:00	New Teacher Meeting	Gault/Guest
<b>October Grade Level Planning Takes Place Each Week</b>			
10/6	3:00-4:00	PD Meeting	Hooker/Gault/Guest
10/12	3:15-4:30	Conscious Discipline	Prisma/PEP
10/13	3:00-4:00	Faculty Meeting	Hooker
10/18	7:45-2:45	<b>Exchange Day/Work Day</b>	
10/19	8:00-1:30	<b>PD Day-PLC: Progress Monitoring Data/Formative Assessments</b>	Gault/Guest
10/20	3:00-4:00	Faculty Council - Creating The School Family Book Study	Hooker
10/27	3:00-4:00	Faculty Meeting	Hooker
10/28	3:00-4:00	New Teacher Meeting	Gault/Guest
<b>November Grade Level Planning Takes Place Each Week</b>			
11/3	3:00-4:00	Benchmark 1 Data Dive 2nd-5th grade	Hooker/Gault/Guest
11/10	3:00-4:00	Faculty Meeting	Hooker
11/17	3:00-4:00	Faculty Council - Creating The School Family Book Study	Hooker
11/18	8:00-1:30	PLC: Next Steps for Instruction	Gault/Guest
<b>11/24-11/26</b>		<b>Thanksgiving Break - No School</b>	
11/30	3:15-4:30	Conscious Discipline	Prisma/PEP
<b>December Grade Level Planning Takes Place Each Week</b>			
12/1	3:00-4:00	PD Meeting	Hooker/Gault/Guest

12/8	3:00-4:00	Faculty Meeting	Hooker
12/15	3:00-4:00	Faculty Council - Creating The School Family Book Study	Hooker
12/16	3:00-4:00	New Teacher Meeting	Gault/Guest
<b>12/20-1/3</b>		<b>WINTER BREAK - No School</b>	
<b>January Grade Level Planning Takes Place Each Week</b>			
1/5	3:00-4:00	PD Meeting	Hooker/Gault/Guest
1/12	3:00-4:00	Faculty Meeting	Hooker
1/19	3:00-4:00	Faculty Council - Creating The School Family Book Study	Hooker
1/20	8:00-1:30	PLC: I-Ready Diagnostic 2 Data Dive	Gault/Guest
1/26	3:00-4:00	Faculty Meeting	Hooker
1/27	3:00-4:00	New Teacher Meeting	Gault/Guest
<b>February Grade Level Planning Takes Place Each Week</b>			
2/1	3:15-4:30	Conscious Discipline	Prisma/PEP
2/2	3:00-4:00	PD Meeting	Hooker/Gault/Guest
2/9	3:00-4:00	Faculty Meeting	Hooker
<b>2/16</b>	3:00-4:00	Faculty Council - Creating The School Family Book Study	Hooker
2/17	8:00-1:30	PLC: Progress Monitoring Data/Formative	Gault/Guest
2/23	3:00-4:00	Faculty Meeting	Hooker
2/24	3:00-4:00	New Teacher Meeting	Gault/Guest
<b>March Grade Level Planning Takes Place Each Week</b>			
3/1	3:15-4:30	Conscious Discipline	Prisma/PEP
3/2	3:00-4:00	PD Meeting	Hooker/Gault/Guest
3/9	3:00-4:00	Faculty Meeting	Hooker
3/16	3:00-4:00	Faculty Council - Creating The School Family Book Study	Hooker
3/17	8:00-1:30	PLC: Progress Monitoring Data/Formative	Gault/Guest
<b>3/21-3/25</b>		<b>Spring Break - No School</b>	
3/29	3:15-4:30	Conscious Discipline	Prisma/PEP

3/30	3:00-4:00	Faculty Meeting	Hooker
<b>April Grade Level Planning Takes Place Each Week</b>			
4/1	3:00-4:00	New Teacher Meeting	Gault/Guest
4/6	3:00-4:00	PD Meeting	Hooker/Gault/Guest
4/13	3:00-4:00	Faculty Meeting	Hooker
4/20	3:00-4:00	Faculty Council - Creating The School Family Book Study	Hooker
4/21	8:00-1:30	PLC: TE21 Benchmark 3	Gault/Guest
4/26	3:15-4:30	Conscious Discipline	Prisma/PEP
4/27	3:00-4:00	Faculty Meeting	Hooker
4/28	3:00-4:00	New Teacher Meeting	Gault/Guest
<b>May Grade Level Planning Takes Place Each Week</b>			
5/4	3:00-4:00	PD Meeting	Hooker/Gault/Guest
5/11	3:00-4:00	Faculty Meeting	Hooker
5/17	3:15-4:30	Conscious Discipline	Prisma/PEP
5/18	3:00-4:00	Faculty Council - Creating The School Family Book Study	Hooker
5/25	3:00-4:00	Faculty Meeting	Hooker
<b>June</b>			
6/6	8:00-3:00	Teacher Workday	All Staff
6/7	8:00-3:00	Teacher Workday/Exchange Day 3	All Staff
6/8	8:00-3:00	Teacher Workday/Exchange Day 4	All Staff



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