A RICH HERITAGE OF CULTIVATING WORLD-CLASS LEARNERS

FORK SHOALS SCHOOL

916 McKelvey Road

Pelzer, South Carolina 29669

864.355.5000

864.355.5012 Fax

www.greenville.k12.sc.us/forksh/

Grades Served: K5-5th
Kim Reid, Principal
School District of Greenville County
Dr. W. Burke Royster, Superintendent
2018-19 through 2022-23

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL Fork Shoals School

GREENVILLE COUNTY SCHOOL DISTRICT

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

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

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors		8/28/18
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		8/15/2018
PRINTED NAME	SIGNATURE	DATE
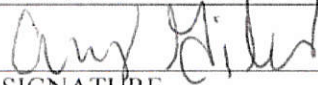
CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jennifer Lehman		July 31, 2018
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Kim Reid		July 31, 2018
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Amy Giles		July 31, 2018
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: ___ 916 McKelvey Road, Pelzer, SC 29669

SCHOOL'S TELEPHONE: (864) 355-5000

PRINCIPAL'S E-MAIL ADDRESS: kreid@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT   FOR SCHOOL PLAN

(Mandated Component)

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

POSITION   *NAME*

1. PRINCIPAL _____ Kim Reid_____

2. TEACHER _____ Whitnee Grant_____

3. PARENT/GUARDIAN _____ Christine Potts_____

4. COMMUNITY MEMBER _____Spunky Chandler_____

5. SCHOOL IMPROVEMENT COUNCIL _____Jenn Lehman_____

6. Read to Succeed Reading Coach _____ Mrs. Denise Alexander_____

7. School Read to Succeed Literacy Leadership Team Lead_Mrs. Amy Giles (IC)_____

8. School Read to Succeed Literacy Leadership Team Member _____Amy Johnson_____

9. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
   ** Must include the School Read to Succeed Literacy Leadership Team.
   ### *POSITION*   *NAME*

Assistant Principal_____ **Taneshia Stevenson**_____

School Counselor_____ **Autumn Cline _**

SIC_____ **TR Potts_____**

PTA_____ **Heather DeJong _____**

PTA_____ **Leanne Ballington**

PTA_____ **Christie Waschkowski__**

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

○ Yes ○ No ○ N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).	

○ Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

○ Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

○ Yes ○ No ○ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.

○ Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

○ Yes ○ No ○ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

○ Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

○ Yes	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive

○ No ○ N/A		developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

◉ Yes ○ No ○ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.	

◉ Yes ○ No ○ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

◉ Yes ○ No ○ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.

◉ Yes ○ No ○ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

◉ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Table of Contents

Introduction

FORK SHOALS SCHOOL'S Strategic Planning Guide was developed to document the changes and progress Fork Shoals School has made while working to continuously improve everything we do. The Strategic Planning Guide provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This Strategic Planning Guide is a living document that describes **FORK SHOALS SCHOOL** and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, achievements in the context of client demographics and needs, and school partnerships. The Strategic Planning Guide also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome. It is in this final chapter that one can see an overview of all the progress and changes we have been able to accomplish within each section and throughout **Fork Shoals School** during this time.

Self-Study Process

Teachers were involved in developing the narrative for our Strategic Planning Guide based on input from the whole staff and a group of parents. Much of the narrative content came from discussions of the staff in the process of evaluating our work as we completed the self-assessment for our IB evaluation process. During these discussions, staff and parents were asked to contribute "evidence" of our progress—actual documents that show the changes in our practices. Data from staff, student, and parent surveys were also used as documentation of what we need to continue to do and what we need to develop further.

During the 2017-2018 school year, Fork Shoals Faculty, PTA, and SIC reviewed the mission, vision, and beliefs and made a small change to the wording for our vision. In the fall teachers spent time working on our International Baccalaureate Primary Years Program self-study for our five year evaluation visit which occurred in March. Each group worked and reflected on a section, and then we would all look at the other groups' work to give input in each section. We shared our process with parents, and parents also met with the IB evaluation team. We developed needs based on the results from surveys that have been completed. The goals were developed based on the needs assessments from student achievement and the ratings in each of the areas. We created strategies for each goal in planning for improvement. The goals and strategies will be monitored closely and updated on a yearly basis. Our teams consisted of:

Group 1
Darlene Sabelhaus--Team Lead/1st Grade Teacher
Jennifer Weishaar--Team Lead/3rd Grade Teacher
Autumn Cline--School Counselor
Cynthia Costin--Kindergarten Teacher
Kayla Wingo--2nd Grade Teacher
Jennifer Frye--4th Grade Teacher
Morgan Fields--5th Grade Teacher

Group 2
Denise Alexander--Team Lead/Literacy Specialist
Cindy Cegledy--Team Lead/Kindergarten Teacher
Lydia Barnes--1st Grade Teacher
Courtney Schweigert--3rd Grade Teacher
Billi Jo Coleman--4th Grade Teacher
Heather Sox--5th Grade Teacher
Maggie King--4th Grade Teacher

Group 3
Taneshia Stevenson--Team Lead/Assistant Principal
Susannah Shirley--Team Lead/2nd Grade Teacher
Nathan Stewart--Physical Education Teacher
Amy Johnson--5th Grade Teacher
Riley Grant--Media Specialist
Kacie Richardson--2nd Grade Teacher
Jean Wilder--1st Grade Tea

Group 4
Allyson McDowell--Team Lead/5th Grade Teacher
Allie Graves--1st Grade Teacher
Laura Utes--3rd Grade Teacher
Cassandra Garrett--2nd Grade Teacher
Christina Moroney--1st Grade Teacher
Holly Parks--Challenge Teacher

Group 5
Lorraine Paxton--Team Lead/Music Teacher
Claire Darnell--Team Lead/5th Grade Teacher
Leslie Fulcher--2nd Grade Teacher
Brittany Roach--Kindergarten Teacher
Christy Gembola--3rd Grade Teacher
Hope McNeely--4th Grade Teacher

Group 6
Joanna Mullins--Team Lead/4th Grade Teacher
Whitnee Grant--Team Lead/1st Grade Teacher
Cathy Church--Kindergarten Teacher
Jessie Shepherd--3rd Grade Teacher
Cam McDade--Special Education Teacher
Kelly Corronell--Spanish Teacher
Kathy Intile--Special Education Teacher

Group 7
Michelle Camden--Special Education Teacher
Reem Alnatour--3rd Grade Teacher
Miranda Roth--4th Grade Teacher
Karen Chasteen--1st Grade Teacher
Corey Cianfarano--Art Teacher
Melanie Foister--Kindergarten Teacher

Executive Summary

Needs Assessments/Findings for Student Achievement:

Overall Fork Shoals School is achieving academically. We have completed two years of the SC Ready Assessment for ELA and Math. For the 2016-2017 school year, our students scored above the district average and the state average for ELA for the percentage of students scoring met or exceeds. For math, we were below the district average but above the state average for students scoring met or exceeds. Students in second grade taking the Iowa Test of Basic Skills (Iowa) score above the 50th percentile compared to the national average.

We are addressing the gaps by working with students in small groups through our balanced literacy model, and we are using research based reading intervention programs in the early grades. This is also our fourth year of implementing the Fountas and Pinnell Balanced Literacy model. Our literacy mentors and instruction coach have provided training to teachers after their trainings, and teachers have gone into their classes for learning labs. First in Math is utilized for grades 1-5 and specified kindergarten students as needed. We are also developing more parental involvement, increasing the use of technology through a personalized learning (1:1) initiative to address learning differences, and the need to integrate content areas and core subjects to improve higher order thinking, inquiry and application of concepts. Our staff is constantly looking at common assessment data to notice strengths and weaknesses within our student body as we started using Mastery Connect this school year. Teachers understand the ever-increasing diversity of needs of students and address them as effectively as possible.

Needs Assessment/Findings for Teacher and Administrator Quality

Fork Shoals has 100% highly qualified teachers. Many have Master degrees or are working on them, and seven teachers are National Board Certified. Surveys are used to determine the level of agreement for various priority standards that drive our daily curriculum and improvement.   Parents, teachers, and students are surveyed to get each area of opinion. Greenville County Schools gives the Survey yearly to our entire 5th grade, all our 5th grade parents, and our entire teaching staff. The results are broken down into three areas. The overall perceptions for parents are favorable at 93% with fewer students expressing satisfaction (83% to 86%). In contrast, more home school students (86%) expressed positive perceptions of the school environment when compared to their parents' perceptions (83%). The teachers' perception of Fork Shoals rated high with 93% in each of the three major categories.

Needs Assessment/Findings for School Climate

Overall, our teachers rate Fork Shoals School highly, especially compared to district averages. Fork Shoals School has set the expectation of 85% overall approval by the parents on the school report card survey data. In order to maintain this high level of approval, Fork Shoals School engages in the International Baccalaureate Programme which focuses on inquiry-based instructional practices. It also has a strong social and emotional factor that is integrated in the curriculum. Positive Behavior Interventions and Supports Model (PBIS) along with using the IB attitudes and IB learner profile will continue to strengthen our students' behavior in school. Training in IB and PBIS for teachers and staff will ensure a high level of support and implementation in these research based models for academics and behavior. Efforts have been made to include the Fork Shoals family (parents, teachers, staff, and community) in current decisions through School Improvement Council meetings and PTA Meetings.

AdvancEd surveys for climate and culture were given to parents, teachers, students in grades three through five.   The parent survey asked to indicate phrases that teachers often say to students. The highest were "we will be working on", "explain your work", and "you will be working on". The lowest were "you are being taught", "repeat what you said", and "you should do it this way".   Another question asked about the types of things children were DOING while at school.   The highest were "listening to the teacher", "writing", and "working with others". The lowest were "working alone" and "giving project demonstrations. Parents rated words that best describe their interactions with staff. The highest was "respectful", "supportive", and "helpful". The lowest were "isolating", "uncomfortable", and "useless".   Students were asked to choose words that best describe what they think of their teachers. The highest rated were "fun", "caring", and "honest". The lowest were "unfair", "fake", "mean", and "don't care".   Students were also asked to choose words or phrases for the things they most often DO in class.

The highest were "listen to teachers" and "think". The lowest were "make presentations", "complete long projects", and "memorize". Students were asked to choose words that describe how they feel at school. The highest rated were "happy", "interested", and "excited".

Significant Challenges:

We have now completed our third year of the SC Ready ELA and Math assessments. Based on the results of numerous standardized tests administered to our students, there are areas that prior to SC Ready, the students did not perform as well in the area of Science compared to the other areas on the state test. ELA and Social Studies are historically strong subjects for our school. SC Ready shows a trend of students needing to improve in the area of math. SCPASS for science results showed that science was still a deficit area; while social studies showed a slight one percent decrease. Fork Shoals School has continued to participate in professional development for implementing the Fountas and Pinnell Balanced Literacy program. Teachers continued to develop lesson using the SC College and Career Ready standards to raise the expectation of students using higher order thinking skills and applying skills learned. Rubicon Atlas is used by teachers when planning and district professional development is attended by a teacher from each grade level. We received a new report from IB after our evaluation visit and will visit it yearly to gage progress.

We still have gaps for achievement for our disabled students as well as our African-American and Hispanic students.

Accomplishments:

We have continued to make significant progress. Professional development and school resources have been spent with the goals and objectives as key criteria. The school staff, PTA, and School Improvement Council has been involved in the review and assessment of the Strategic Plan. We continue to make progress in addressing deficiencies and needs by implementing the International Baccalaureate Primary Years Programme. The school received its IB Authorization in 2005 and was evaluated in 2008, 2013, and again in 2018. Fork Shoals has two Top 10 district Teachers of the Year in the past five years.

School Profile

School Community

Fork Shoals School is a public elementary school located in the southernmost part of Greenville County in the Piedmont of South Carolina. Founded in 1877, this school has gone from a one-room log cabin to a 90,000 square foot, state of the art educational facility and community resource center. The new facility was completed in 1998. Fork Shoals School currently houses 754 students in Kindergarten through grade 5. It has 55 instructional members, 4 office staff members, and 2 administrators. Fork Shoals is one of 52 elementary schools in the School District of Greenville County.

Although our school is physically in Greenville County, the school's mailing address is Pelzer, South Carolina. The town of Pelzer; however, is in Anderson, South Carolina. Fork Shoals students are residents of a rural community with addresses from several small towns: Belton, Honea Path, Piedmont, Pelzer, Simpsonville, and Fountain Inn. Fork Shoals still has an agricultural base with many homes on farmland. There are also new subdivisions built with homes on a variety of lot sizes.

Through over 130 years of growth and change, this community-based school has managed to hold on to its warm child-centered atmosphere. In the midst of 34 classrooms, each child is made to feel he/she is the brightest of the Fork Shoals "Freedom Stars". While retaining the feel of the old school, this facility boasts the latest technology in its science, art, music, multipurpose, computer and media centers. There is a separate fully equipped science lab that teachers can sign up to use. Virtual field trip equipment is also housed in our science lab. All students in grades one through five have Chromebooks for personalized learning. Kindergarten students have two to one. The media center has a state of the art production studio currently used to broadcast the school's morning news program. Fork Shoals also offers a flexible schedule to enable maximum use of the library media center. The art room is equipped to meet the standards for elementary art and, in addition, has a kiln room. The music room has

portable risers, which are used for class time and in musical productions. The multipurpose room has adjustable basketball goals, a removable volleyball net, and other equipment to support a top-notch physical education program. In addition, each classroom has an interactive whiteboard (Promethean Board).

The modern attributes of Fork Shoals are complimented by a strong sense of nature and life. Pristine pastureland and endless room to run surround the school. A butterfly garden graces a centrally located courtyard. A Nature Trail resides along the southern tree line of the school's property. Various play areas, baseball fields, basketball courts, walking track, fitness circuit, and modern playgrounds are all part of Fork Shoals' 22 acre complex.

The school's current enrollment configuration by grade level is as follows: kindergarten has 119 students, grade one has 122 students, grade two has 110 students, grade three has 140 students, grade four has 149 students, and grade five has 114 students.

Our principal is Kim Reid. She has been principal since June 2012. Kim is a product of Greenville County Schools and attended Simpsonville Elementary, Plain Elementary, Bryson Middle, and Hillcrest High. She attended the University of South Carolina-Spartanburg and received a Bachelor of Arts in Education. She is certified in Early Childhood and Elementary Education. She taught her first year in 1997-1998 as a first grade teacher at Fork Shoals. During that year, she was named the District Sallie Mae First Year Teacher. The following year, she began teaching kindergarten and continued for the next six years. In 2000, she was named Fork Shoals Teacher of the Year. She graduated from Furman University with a Master of Arts with a Concentration in School Leadership in 2004. She then taught one year of second grade. During that year, she was named the Wal-Mart Teacher of the Year. Mrs. Reid left the classroom to be Fork Shoals School's first assistant principal in 2005, and in her third year, she was named the Assistant Principal of the Year for Greenville County Schools. For seven years, Mrs. Reid served as the assistant principal of Fork Shoals School. In the spring of 2012, she was named the new principal of Fork Shoals beginning the 2012-2013 school year.

Our assistant principal is Taneshia Stevenson. She came to Fork Shoals in the fall of 2012 as the new assistant principal after formerly being the administrative assistant at Alexander Elementary for three years. Prior to Alexander, Mrs. Stevenson graduated from South Carolina State University with a Bachelors in Elementary Education, a Masters in Counseling (Webster University), and a Masters in School Leadership (Furman University). She taught at Welcome Elementary and at Taylors Elementary. During her time at Welcome, she was named Welcome Elementary Teacher of the Year and PTA District Teacher of the Year.

Fork Shoals School has numerous groups that work collaboratively to ensure the students' needs are being met and the school is progressing forward with their goals. Fork Shoals School has a Leadership Council consisting of one teacher leader from each grade level including related arts and special education. The council also includes the media specialist, school counselor, instructional coach, and assistant principal. The Leadership Council works along with the principal to make informed decisions concerning curriculum, instruction, assessment, and operational management of the school. The council meets in the summer for a two day retreat and then monthly during the school year.   Each member of the team then reports back to their area to disseminate the information from the meeting. The school has a School Improvement Council which is comprised of parents, teachers, and community members. This group meets monthly to brainstorm, discuss, and act on initiatives to better the school. These meetings are open to the public and coordinated by an elected chairperson. Fork Shoals School has an active Parent Teacher Association. A board of five members along with the administration of the school meets monthly to discuss priorities for the school. These groups form a strong partnership within the school community to move the school forward and enhance the education for our students.   The PTA provides on-going support through mini-grants, field trip scholarships, and as volunteers.   They coordinate fundraisers and provide educational programs.

Fork Shoals School envisions our families, staff, and community working together to improve student performance. This is a shared responsibility among all stakeholders in the school. We are committed to exploring and developing new strategies in which to provide a world-class culture of inquiry and to nurture each student's desire to be a continuous learner and a responsible citizen.

When students enroll at Fork Shoals School, parents are given the opportunity to meet with the principal and tour the school to see staff and students in action. At the beginning of the school year, parents and students are invited to attend a Meet the Teacher Night. During this time they meet teachers and are given information about how they can be involved in the school. Parents receive a weekly newsletter from teachers and all teachers have a website where information is kept up-to-date. Teachers have created e-mail distribution lists for their classes. Parents may call their child's teacher at any time since every teacher has a phone in their classroom. Every week the principal sends out a school newsletter and a phone blast with information regarding school activities and important announcements. Parent volunteers play an important role in the success of our school. They work on fundraising, go on field trips, tutor, mentor, and help classroom teachers. Parents have been integral in programs such as reading to the class, Destination Imagination, and math helpers. Parents also have been a part of our afterschool clubs. Some clubs meet weekly while others meet monthly or for a set time during the year. Ninety-eight percent of our parents attended a conference with their teacher last year. Parents are kept informed of on-going events at our school by weekly teacher newsletters, school website, individual teacher websites,

the school marquee, student handbook, local newspapers, principal's weekly eNews, telephones in the classrooms, weekly phone blasts from the principal, email, school Facebook page and Twitter account.   Parents are encouraged to attend and give input to Open House, book fairs, holiday program, parent workshops, three year rotation of Math & Science Night/Reading Night/Writing Night, parent conferences, PTA General Assembly meetings, and an open door policy by the school's administrators.

Fork Shoals School works very closely with several organizations in the community. The Boy Scouts and the Girl Scouts are two organizations who have had a long standing relationship with the school. Fork Shoals Baptist Church provides services for our children with our Good News Club. Church members volunteer their time each week to work with our boys and girls. Fork Shoals Baptist and First Baptist Simpsonville also provide support to our school with resources and support for teachers. We have begun a new partnership with the American Heart Association with the Jump Rope for Heart program in our PE classes. Each year we look to grow in our relationships with community organizations and increase with new ones.

We have continued to try and build relationships with our business community. After realizing that we had only minimal contact with businesses, we set out to establish more partners to help us carry out the vision at Fork Shoals. In the past, we have built relationships with Canebrake Fire Department, Greenville Technical College-Brashier Campus, Upstate Nursery, and Mentor Upstate. These businesses and programs help us in building productive citizens and future leaders. We have taken field trips to visit some area businesses integrating curriculum with career guidance. At the present time we are working to establish relationships with other businesses in our community. Lowe's has become a partner in the community. Our school has received a grant in the past, and we installed a fitness circuit by the old building. Through our PTA Spring Spectacular numerous businesses donate their products to make this event a huge fundraiser for the school. Each year we seek out new business partnerships to reach our school goals.

Fork Shoals School Personnel

Fork Shoals Elementary School boasts a dynamic faculty and staff with all 100% being highly qualified. Many have a Master's Degree, and seven are National Board certified. We are a family of diverse backgrounds and talents working together for the benefit of all children. There are 34 classroom teachers and 5 teacher assistants in grades K5 – 5th. Our student/teacher ratio is 24 to 1 in kindergarten, 17 to 1 in 1st grade, 22 to 1 in 2nd grade, 23 to 1 in 3rd grade, and 25 to 1 in 4th grade, and 23 to 1 5th grade. We enjoy the privilege of full-time related arts teachers in the areas of Art, Music, and Physical Education, as well as a part-time team two day a week. The children are learning about other cultures and languages with the help of our full-time Spanish teacher for the intermediate grades and a half-time Spanish teacher for the primary grades. Our full

time Media Specialist and an assistant implement a "flex schedule" to help enhance the library skills of all children in the school.   Special assistance is provided for struggling students with the help of two and a half resource teachers and one speech teacher. Fork Shoals has a teacher who specifically works with students who speak English as a Second Language. We have one full-time and one half-time school counselor. Fork Shoals has a challenge teacher who serves students three days a week.   All teachers at Fork Shoals teach using the IB Primary Years Program philosophy. Fork Shoals has predominantly female teachers. The exception is a male PE teacher. The school has one African-American female teacher, one African-American assistant principal, one African-American kindergarten assistant, and one teacher of Middle Eastern descent, and the rest are white. Additional personnel include the school principal, assistant principal, secretary, instructional coach, a mental health counselor, attendance clerk, receptionist, one nurse, plant engineer, five custodians, one food service manager, five food service workers and eight bus drivers also provide services to students. Fork Shoals' teachers had an attendance rate of 91.6% for the 2016-2017 school year.

Current Enrollment by Ethnicity

White   African American   Hispanic   Other
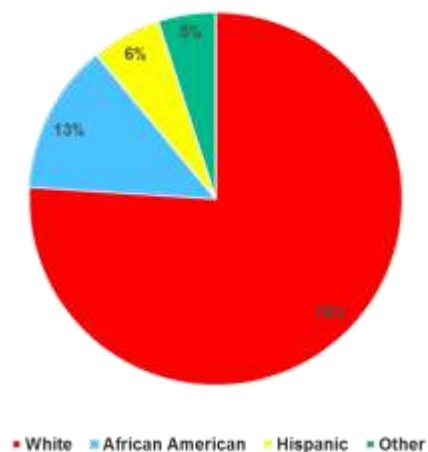
Student Population

At the present time, the student enrollment at Fork Shoals School is made up mostly white (75%), 13% African-American, 7% Hispanic, and 5% other ethnicities.

Fork Shoals Demographics

The past three years show a rather constant enrollment in percentages by ethnicity. The enrollment numbers have also been similar over the past three years. Fork Shoals School attendance zone has numerous neighborhoods that still have potential for future homes to be built, and enrollment is expected to increase once those neighborhoods are complete.

Thirty-seven percent (37%) of students qualify for free or reduced priced meals. Over the last three years, the free and reduced lunch percentages have been 37%, 40%, and 37% respectively.

Fork Shoals staffs' commitment to providing the most appropriate learning environment for every child can be seen in the number of children qualifying for special services. The percentage of students in special education has remained constant at 13% for the past three years. Four percent (4%) of these are speech only students.

Student attendance rates at Fork Shoals School have remained steady over the past few years at 96 percent. Parents continue to request change in assignment to come to our school; however, the number of available spaces changes from year to year and has become minimal with the potential growth in our area.

The student population is comprised of students with three home languages. These languages, in order of student enrollment are English, Spanish, and Arabic. Fork Shoals School has several funded programs, which focus on helping "at risk" students, and the special needs of all students. Specialized instruction provides this assistance, as well as, a part-time ESOL teacher for our students whose parents speak a language other than English in the home. Children with learning disabilities are served in inclusion and/or resource classrooms. Fork Shoals School also has a gifted and talented program for identified students. This program served 17% in 2015-2016, 15.4% in

2016-2017, and 20% in 2017-2018. Fork Shoals School's retention rate is around 0.7 percent of the student body.

Academic Programs and Initiatives

International Baccalaureate Primary Years Programme (IB PYP)

Fork Shoals is an International Baccalaureate Primary Years School. We were authorized to offer this program in the spring of 2005 and had evaluation visits the spring of 2008, spring of 2013 and spring of 2018. Developed by educators from around the world, the Primary Years Programme (PYP) emphasizes internationalism and identifies what students from all cultures should learn in six subject areas: languages, social studies, mathematics, science and technology, the arts, and personal, social and physical education. Fork Shoals uses the South Carolina College and Career Readiness Standards and the Greenville County curriculum; however, teachers use the Primary Years approach to organize and teach curriculum through carefully planned and approved units of study. The goal of the International Baccalaureate Primary Years Programme is to develop learners who become inquirers, thinkers, communicators and risk-takers who are knowledgeable, principled, caring, open-minded, balanced and reflective.

Our aim is to promote the following attitudes:
- Appreciation
- Commitment
- Confidence
- Cooperation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity
- Respect
- Tolerance

The development of the following skills is fostered:
- Thinking
- Communication
- Socializing
- Research
- Self-management

Students are encouraged to put what they have learned into practice through service to the school community, the local community and the global community.

Curriculum Initiatives

Fork Shoals School has a strong emphasis on literacy. We are implementing the Fountas and Pinnell balanced literacy model.   Teachers are also focusing on the teaching of the South Carolina College and Career Readiness Standards for reading, writing, listening, and speaking, and math.

Teachers use Rubicon Atlas to plan instruction and to also create school level consensus curriculum maps for the IB program. We have continued using an on-line math program, First in Math. Students earn points and individuals and classes in the lead are recognized. Fork Shoals teachers are provided with Science Kits, which contain a resource guide and materials that support the South Carolina Science Standards.   Science textbooks are used for frontloading knowledge and/or as a resource. We have a Science Lab in our school that provides a place for experiments and hands-on learning. Each teacher provides hands-on math and science activities for the students and their parents to complete together.

Response to Intervention Model (RTI)

All students in kindergarten and first grade are benchmarked in the fall, winter, and spring for reading skills. The data gathered is used to provide intense reading intervention at a young age. The intervention in reading is through the research based Early Reading Intervention Model. Students are served for 30 minutes of daily reading instruction based on their benchmark performance. The students are progressed monitored every 10 to 15 days and their progress is tracked using the FastBridge database. The progress is evaluated constantly to ensure progress is being made or next steps are taken. Second graders are monitored using MAP data in December. The RTI reviews the data. At Fork Shoals, a full-time literacy specialist, and two part-time interventionists serve our first and second graders.

Positive Behaviors, Interventions, and Supports Model (PBIS)

PBIS addresses behavior school-wide. Fork Shoals School adopted this model of behavior support in 2008. The model is for students, teachers, assistants, support staff, administration and parents. It supports a safe, positive learning environment for our children. PBIS relies primarily on positive, proactive strategies rather than a reactive, punitive approach to behavior. The model teaches students how to do the right thing through modeling and reinforcing by the teachers and staff. There are three levels of intervention to support ALL students: 1) Primary/Universal – school- & classroom-wide systems that focus on all students, staff, and settings. 2) Secondary – specialized group interventions for students with at-risk behavior. 3) Tertiary- individualized interventions

for students with high-risk behavior. At Fork Shoals School there are three basic expectations that children and adults are expected to meet:

1. **Stay Safe**

2. **Take Responsibility &**

3. **Respect Everyone**

These expectations are modeled, posted, and reinforced in all areas of the school: classroom, cafeteria, bus, hallways, playground, and arrival and dismissal areas. Students are reinforced with STAR cards when they meet these expectations. Incentives are given out on a regular basis. We have a PBIS Leadership Team. These teams discuss best practices for the particular curricular area, as well as, plan events as related to their area.

Mission, Vision, and Beliefs

School Tagline
A Rich Heritage of Cultivating World-Class Learners

Mission Statement
The mission of Fork Shoals School is to provide a world-class culture of inquiry and to nurture each student's desire to be a continuous learner and a responsible citizen.

Vision
By applying the IB Learner Profile, Fork Shoals School students will become active citizens with a deeper appreciation and understanding of the world to prepare them for the future.

Beliefs
We believe…

Curriculum

- Is integrated
- Has a real world purpose
- Must be supported with field experiences related to content

- Has a global application
- Is focused on students' strengths and weaknesses
- Is developmentally appropriate
- Presents various perspectives

Instruction

- Provides students the opportunity to be teachers
- Is inquiry based
- Is engaging
- Involves high levels of problem solving
- Provides for multiple modalities
- Is project based
- Values multiple intelligences
- Incorporates a network of community resources
- Uses technology to enhance effectiveness
- Is applicable to real life

Assessment

- Is ongoing
- Uses continuous observation
- Is meaningful
- Guides instruction
- Is clear, concise, and consistent
- Is authentic
- Uses rubrics
- Is standardized
- Provides an opportunity for reflection

Learning Environment

- Is safe
- Is community based
- Encourages parent/family involvement
- Encourage students to take risks
- Is inviting
- Is educationally stimulating in all areas of the school.
- Uses all of the available educational assets
- Focuses on the positive
- Has multilevel resources
- Has varied resources

Data Analysis and Needs Assessment

Student Achievement

SCE School Report Card-website = https://ed.sc.gov/data/report-cards/

Fork Shoals relies on test scores from the South Carolina Ready (SC Ready), the South Carolina Palmetto Assessment of State Standards (SCPASS), and the Iowa Basic Skills (Iowa) Test to assess student achievement. Fork Shoals School sets high achievement expectations for our students.

MATH	2016	3rd Grade 2017	4th Grade 2017	5th Grade 2017	School Total	District Total	State Total
Does Not Meet	18%	15%	23%	25%	21%	19%	
Approaching	28%	32%	31%	31%	31%	27%	
Meets	34%	33%	27%	27%	29%	28%	

	2016	3rd Grade 2017	4th Grade 2017	5th Grade 2017	School Total	District Total	State Total
Exceeds	20%	20%	19%	17%	19%	26%	
Meets/ Exceeds	55%	52%	46%	44%	48%	54%	46.3%

ELA	2016	3rd Grade 2017	4th Grade 2017	5th Grade 2017	School Total	District Total	State Total
Does Not Meet	17%	19%	30%	20%	23%	21%	
Approaching	31%	26%	22%	35%	28%	30%	
Meets	36%	29%	31%	24%	28%	32%	
Exceeds	16%	26%	17%	21%	21%	17%	
Meets/ Exceeds	52%	54%	48%	45%	49%	49%	40.4%

South Carolina Palmetto Assessment of State Standards (SCPASS)

The South Carolina Palmetto Assessment of State Standards is our statewide assessment for science and social studies. This test was given to our 4th and 5th grade students in the spring of 2017. The SCPASS Science test categorizes students into four areas: Exceeds, Meets, Approaching, and Does Not Meet. Social Studies categorizes into three areas: Exemplary, Met, and Not Met. Beginning in the spring of 2018, 4th

grade students will take SCPASS Science and 5th graders will take SCPASS Social Studies.

PERCENT MEETING STANDARD ON SCPASS

SCIENCE	2015	2016	2017	4TH 2017	5TH 2017	District 2017
Does Not Meet	30%	29%	25%	28%	22%	23%
Approaching			26%	25%	27%	24%
Meets	54%	53%	30%	30%	30%	28%
Exceeds	16%	18%	19%	17%	21%	25%
Meets/ Exceeds	70%	71%	49%	47%	51%	43%

SOCIAL STUDIES	2015	2016	2017	4TH 2017	5TH 2017	District 2017
Not Met	17%	20%	19%	14%	24%	23%
Met	47%	42%	51%	60%	44%	40%
Exemplary	36%	39%	29%	26%	32%	37%
Met/ Exemplary	83%	81%	80%	86%	76%	77%

Teacher and Administrator Quality

Professional Development Calendar

2017-2018

DATE	Activity	Responsible Party
July 10, 2017	2nd Grade Summer Planning	2nd Grade/Amy Giles
July 17-18, 2017	Leadership Council Retreat	Kim Reid
July 19, 2017	4th Grade Summer Planning	4th Grade/Amy Giles
July 26, 2017	5th Grade Summer Planning	5th Grade/Amy Giles
August 1, 2017	Kindergarten Summer Planning	Kindergarten/Amy Giles
August 1, 2017	1st Grade Planning	5th Grade/Amy Giles
August 2, 2017	3rd Grade Summer Planning	3rd Grade/ Amy Giles

August 8, 2017	Fork Shoals New Teacher Orientation	Kim Reid/Amy Giles/Taneshia Stevenson
August 15, 2017	First Day Faculty Meeting 8:00 AM-12:00 PM	Kim Reid/Taneshia Stevenson/Amy Giles
August 18, 2017	Meet the Teacher 11:30-1:00, 5:30-7:00	All Staff
August 21, 2017	Balanced Literacy 8:30 AM-10:30 AM	Alexander/Giles/Grant/Johnson
August 23, 2017	Grade levels	All Staff
August 30, 2017	IB Self Study	Amy Giles
September 6, 2017	Google Classroom Training 3-5 PM	Stephanie Williams
September 11, 2017	Mentor/Mentee	Kim Reid and Amy Giles
September 13, 2017	No Meeting	
September 18, 2017	Boosterthon Teacher Pep Rally	Boosterthon Team
September 20, 2017	504/IB Self Study	Amy Giles
September 25, 2017	Leadership Council	Kim Reid
September 28, 2017	Grade Levels	All Staff
October 4, 2017	Balanced Literacy/Guided Math	Giles/Grant/Johnson
October 9, 2017	Mentor/Mentee	Kim Reid and Amy Giles
October 11, 2017	Vertical Teams	All Staff
October 18, 2017	A-Team/IB Self Study	Amy Giles
October 25, 2017	Grade Levels	All Staff
October 30, 2017	Leadership Council	Kim Reid
November 1, 2017	Balanced Literacy/Guided Math	Giles/Grant/Johnson
November 8, 2017	IB Self Study	Amy Giles
November 13, 2017	Mentor/Mentee	Kim Reid and Amy Giles
November 15, 2017	Vertical Teams	All Staff
November 22, 2017	Thanksgiving Break 🖥	
November 27, 2017	Leadership Council	Kim Reid
November 29, 2016	Grade Levels	All Staff
December 6, 2017	Gift Exchange	
December 13, 2017	Assessment	Stephanie Williams
January 3, 2017	No Meeting	
January 8, 2017	Mentor/Mentee	Kim Reid and Amy Giles
January 10, 2017	Balanced Literacy with Whitnee	Whitnee Grant
January 17, 2017	Narrative Report Cards/A-Team Updates	Classroom Teachers
January 24, 2017	IB Q&A	All Staff
January 29, 2017	Leadership Council	Kim Reid
January 31, 2017	Grade Levels	All Staff
February 7, 2017	Vertical Teams	All Staff
February 12, 2017	Mentor/Mentee	Kim Reid and Amy Giles
February 14, 2017	Grade Levels/Mastery Connect	ALL STAFF
February 21, 2017	Windows 10 3-5 PM	Stephanie Williams
February 26, 2017	Leadership Council	Kim Reid
February 28, 2017	Balanced Literacy Writing Workshop	GILES/GRANT/JOHNSON
March 7, 2017	IB Walkthrough	All Staff

March 12, 2017	Mentor/Mentee	Kim Reid and Amy Giles
March 14, 2017	No meeting-prepare for IB visit	All Staff
March 21, 2017	Grade Levels	All Staff
March 26, 2017	Leadership Council	Kim Reid
March 28, 2017	Vertical Teams	All Staff
April 4, 2017	Spring Break Week💻	
April 9, 2017	Mentor/Mentee	Kim Reid and Amy Giles
April 11, 2017		
April 18, 2017	Mastery Connect Data	All Staff
April 25, 2017	Grade Levels	All Staff
April 30, 2017	Leadership Council	Kim Reid
May 2, 2017	End of the Year Checklist	Kim Reid
May 9, 2017	No Meeting	
May 14, 2017	Mentor/Mentee	Kim Reid and Amy Giles
May 16, 2017	Narrative Report Cards	Classroom Teachers
May 23, 2017	Make classes	Classroom teachers
May 30, 2017	Celebration	All Staff
June 6, 2017	End of the Year Luncheon	All Staff

School Climate Needs Assessment

2017-2018 Fork Shoals School Report Card

2016-2017 SDE School Report Card Survey results

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	14	103	95
Percent satisfied with learning environment	92.8%	86.4%	93.7%

Percent satisfied with social and physical environment	92.9%	82.5%	90.6%
Percent satisfied with school-home relations	92.8%	86.2%	83.2%

2016-2017 AdvancED Survey results

Climate & Culture Teacher Survey

Climate & Culture Staff Survey

Climate & Culture Student Survey

Climate & Culture Parent Survey

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 50% in 2016-17 to 65% 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 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 50 (2016-17)	**School Projected Elementary**	**53**	**56**	**59**	**62**	**65**
		School Actual Elementary					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **49**	**District Projected Elementary**	**52**	**55**	**58**	**61**	**64**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Continued implementation of Fountas & Pinnell Balanced Literacy	2018-2023	District trainers, Literacy Mentors, Literacy Specialist, Teachers	None	N/A	Review of reading level data
2. Analyze Mastery Connect data to prepare for SC Ready	2018-2023	Instructional Coach, Teachers	None	N/A	Review of Mastery Connect Data
3. Utilize reading conferencing to document individual student needs.	2018-2023	Teachers	None	N/a	Notes in reading data notebooks

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 48% in 2016-17 to 63% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 48 (2016-17)	**School Projected Elementary**	**51**	**54**	**57**	**60**	**63**
		School Actual Elementary					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **54**	**District Projected Elementary**	**57**	**60**	**63**	**66**	**69**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Analyze Mastery Connect data to determine specific needs.	2018-2023	IC, teachers	None	None	Mastery Connect Data
2. Support utilization of First in Math	2018-2023	Teachers, Math Committee, IC	$4800	Local	Data from First in Math, SC Ready scores
3. Personalized learning to further implement guided math	2018-2023	Teachers, IC, DLC Team	None	N/A	SC Ready scores, lesson plans

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

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3% annually.

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

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Use of Mystery Science to include additional hands on learning	2018-2023	Teachers, Science committee	$1000	General Funds	Science SC PASS Scores, lesson plans
2. Use of visible thinking and inquiry skills	2018-2023	Teachers, IC	None	N/A	Lesson plans, classroom observations
3. Analyze Mastery Connect data	2018-2023	Teachers, IC	None	N/A	Mastery Connect data

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

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 2% annually.

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

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**District Projected Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Use of Newsela with Social Studies topics	2018-2023	Teachers	$6000	General Funds	Usage reports for Newsela
2. Inquiry instruction with IB units and visible thinking	2018-2023	Teachers	None	N/A	Class lessons, SC PASS scores
3. Analyze Mastery Connect data	2018-2023	Teachers, IC	None	N/A	Mastery Connect data

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 44 (2016-17) Annual Increase = 3%	**Projected Hispanic**	47	50	53	56	59
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _44_ (2016-17) Annual Increase = 3%	**Actual Hispanic**					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 30%	**Projected AA**	33	36	39	42	45
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 30% (2016-17)	**Actual AA**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 15%	**Projected SWD**	18	21	24	27	30
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 15%	**Actual SWD**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 40%	**Projected LEP**	43	45	48	51	54
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 40%	**Actual LEP**					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations	**Projected SIP**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations	**Actual SIP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 38%	**Projected Hispanic**	41	44	47	50	53
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 38%	**Actual Hispanic**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 30%	**Projected AA**	33	36	39	42	45
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 30%	**Actual AA**					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 19%	**Projected SWD**	22	25	28	31	34
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 19%	**Actual SWD**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 40%	**Projected LEP**	43	46	49	52	55
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 40%	**Actual LEP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations	**Projected SIP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations	**Actual SIP**					

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

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

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

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Analyze Mastery Connect by subgroups	2018-2019	Teachers, IC	None	N/A	Mastery Connect data
2. Data driven conversations to improve teaching practice with the use of instructional rounds	2018-2023	Administration, IC, Teachers	None	N/A	Meeting minutes
3. Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2018-2023	Administrators, IC, Counselor, On Track teams	None	N/A	EWRS intervention logs and regular team meetings by the EWRS team

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

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

		District Actual					
MAP	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Create watch lists for students in grades K-3 for students below level	2018-2023	Literacy Specialist	None	N/A	Watch lists
2. Provide support for students below grade level in small groups or individual instruction	2018-2023	Teachers, interventionists	None	N/A	Classroom observations, lesson plans, RTI group lists

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. Analyze Fast Bridge data and help teachers use the data to provide appropriate instruction	2018-2023	Literacy specialist, IC	None	N/A	FastBridge data

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Employment report	11% of diverse teachers 2017-18	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Employment report	% of diverse teachers 2017-18	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**

		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Work with HR to seek diverse candidates	2018-2023	Administration	None	N/A	Ongoing identification of candidates
2. Seek diverse candidates at Shining Stars	2018-2023	Principal/IC	None	N/A	Ongoing identification of candidates

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	95	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
	90	**School Actual Students**					
		School Projected Teachers	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

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

		District Actual Teachers					
	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue the use of PBIS across the school	2018-2023	Leadership Council, Teachers, Staff	None	N/A	Discipline data
2. Bullying Assembly for all 3rd graders and any new students to Fork Shoals in 4th & 5th	2018-2023	Counselor	$300	Local Funds	Bully Box to use in the library, discipline data

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. School counseling lessons using the Seven Habits	2018-2023	School Counselor	None	N/A	Lessons in guidance

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

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

ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.7**	**District Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		District Actual					

Annual Expulsion Rate

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

		District Actual				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implementation of PBIS	2018-2023	Administration, Leadership Council, Teachers	None	N/A	Discipline data
2. Monitor behavior with the On Track System and provide supports as needed	2018-2023	On Track Teams	None	N/A	On Track implementation
3. Implement Mindfulness strategies throughout the school	2018-2019	Teachers, School Psychologist, School Counselor	None	N/A	Mindfulness brain breaks, observations in classrooms

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	96	**School Projected**	97	97	97	97	97
		School Actual					

AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implementation of Mindfulness in classrooms	2018-2023	Classroom teachers, School Psychologist, School Counselor	None	N/A	Classroom observations
2. Development of the whole child through the IB program (profile and attitudes)	2018-2023	Teachers, IC	None	N/A	Classroom routines, observations

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

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

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

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

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

		District Actual					

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Monitor attendance with the EWRS	2018-2019	On Track teams	None	N/A	Implantation guides for EWRS
2. Hold attendance conferences as needed	2018-2019	Attendance clerk, administration	None	N/A	Attendance documentation

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Counseling lessons monthly	2018-2023	School counselor	None	N/A	Counseling lessons
2. Implement mindfulness	2018-2023	School Psychologist, school counselor, teachers	None	N/A	Observations in classrooms
3. Build a positive learning community supportive of all students	2018-2023	School staff	None	N/A	Established classroom norms, expectations, and

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					procedures; students exercising autonomy and respect for peers and adults.