



Grove Elementary School

Strong Minds. Strong Programs. Strong Partners.

SCHOOL RENEWAL PLAN FOR YEARS: 2018 - 19 through 2022 – 23

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2018 - 2019

Mr. Joseph Stowe, Principal
1220 Old Grove Road
Piedmont, SC 29673

Dr. W. Burke Royster, Superintendent
Greenville County School System

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: *Grove Elementary School*

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

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


Required Signature Page

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

Assurances for the School Renewal Plans

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


SUPERINTENDENT

Dr. W. Burke Royster		8/1/18
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Joseph J. Stowe		8/14/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Veronica Martinez	Verónica Martinez	8-14-18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Allison Howard	Allison Howard	8-14-18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: *1220 Old Grove Rd, Piedmont, SC 29673*

SCHOOL TELEPHONE: (864) *355-5900*

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

Position	Name
1. Principal	Deborah Bauer
2. Teacher	Amy Rodgers
3. Parent/Guardian	Daniela Gasca
4. Community Member	Lynsey Spencer
5. Paraprofessional	Donna Rich
6. School Improvement Council Member	Veronica Martinez
7. Read to Succeed Reading Coach	Allison Howard
8. School Read To Succeed Literacy Leadership Team Lead	Allison Howard
9. School Read To Succeed Literacy Leadership Team Member	Yvette Case

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

** Must include the School Literacy Leadership Team for Read to Succeed

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
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	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	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	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	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	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 developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

N/A	<p style="text-align: center;">Half-Day Child Development</p> <p>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.</p>
N/A	<p style="text-align: center;">Developmentally Appropriate Curriculum for PreK–3</p> <p>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.</p>
Yes	<p style="text-align: center;">Parenting and Family Literacy</p> <p>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.</p>
Yes	<p style="text-align: center;">Recruitment</p> <p>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.</p>
Yes	<p style="text-align: center;">Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.</p>

Grove Elementary School Strategic Plan

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Introduction

Grove Elementary's School Portfolio was developed to document the changes and progress our school has made. This plan is constantly evolving and documents our actions and changes we have made to support student success. We believe the School Portfolio provides staff a means to further develop capacity, self – assessment, communication and accountability.

The School Portfolio was developed through collaboration with all stakeholders. The faculty and staff, along with parent and community members of SIC and PTA, assisted in the self-reflection process in order to better build our plan for the purpose of increasing student success. In order to maintain high standards and expectations, a great deal of discussion centered on changes over the past five years, such as curriculum, programs, organizational changes, and improvements. As each section was reviewed and updated, feedback was considered essential and provided the Leadership Team with the opportunity to develop a document representative of Grove Elementary.

Strategic Planning Process/ Structure

The Strategic Planning Team

The Strategic Team, made up of the principal and Strategic Planning Facilitators, was established to:

- update and review the school portfolio plan
- encourage and model school wide-expectations
- review data and plan for improvement
- monitor progress and address concerns
- ensure the implementation of standards and the vision
- guide, enforce, and reinforce the school portfolio plan

Action Teams

A key role of the action team was to investigate approaches to achieving our goals.

- PTA
- School Improvement Council (SIC)

Instructional Teams

- Leadership Team
- Grade Level Teams
- Vertical Teams
- Professional Learning Communities

Leadership Team

- facilitation of weekly grade level meetings
- coordinating grade level activities
- attending weekly leadership team meetings
- participating in the development of the Title I plan

Grade Level Teams

The purpose of grade-level teams are to maintain unity of curriculum instruction, assessment, and to implement the standards at each grade level. Therefore, each teacher must:

- participate in meetings with his/her grade level
- coach and support the implementation of standards
- student and support each other's implementation of student-centered learning
- support best practices
- plan instruction based on current and common assessment data

Vertical Teams

The purpose of vertical teams is to maintain consistency, related to:

- improve instruction school-wide

- integration of technology
- review data and plan for improvement
- advise the strategic planning team of progress and concerns of grade-level and vertical team meetings

Process for Communicating Plan

The Grove Strategic Plan and its components are communicated to all stakeholders in the following ways:

- components of the plan are shared with parents and community members at monthly SIC meetings
- components of the plan are shared with parents, students, teachers, and community members at PTA meetings
- components of the plan are shared with teachers and faculty members at flipped faculty meetings as needed
- components of the plan are available for viewing on the school website at <http://www.greenville.k12.sc.us/grove/>

Executive Summary

Student Achievement

- During the 2017-2018 school year, the percentage of students (grades 3-5) Meeting/Exceeding Expectation on ELA SC READY will increase from 24% to 31% in spring 2018.
- During the 2017-2018 school year, the percentage of students (grades 3-5) Meeting/Exceeding Expectation on Math SC READY will increase from 19.5% to 26.5% in spring 2018.

Successful Strategies

- Balanced Literacy, including using Leveled Literacy Intervention and Writing Workshop
- Frequent use of Title I Academic Specialists to support literacy, math, and technology
- Implementation and integration of personal learning devices
- Technology Integration: First in Math, Reading A-Z/RAZ Kids, Flocabulary, BrainPOP, Popplet, Book Creator, Chatterpix

- Peer observations based on data that support our current initiatives
- Data driven instruction through continuation of Data Days with teachers/grade levels
- Support from instructional coaches:
- Coaching Cycles
- Modeling
- Facilitation of collaborative groups
- Consistent, focused, purposeful curriculum meetings
- Grade level planning & common assessment analysis
- Use of LLI, Wilson Reading, SOAR to Success, SRA
- Participation in local, regional, and state conferences.

Teacher and Administrator Quality

Grove Elementary School has made significant progress. Notable accomplishments include the following:

- The school has made significant progress toward its goal of becoming a data-driven school. The principal is highly knowledgeable about data and its effective use for instructional planning and has provided strong leadership to the data analysis process.
- Teachers are consistently using technology to support teaching and learning.
- Collaboration is evident throughout the school. Teachers are planning cohesively at all grade levels and taking active roles in student decisions through collaboration.
- Teachers have a significant leadership role within the school.
- Professional development of teachers is a high priority across the school environment.
- The focus on health and wellness is a strong support for student learning.

The administrators, teachers, and other school staff demonstrate a genuine respect and concern for the education and well-being of all students, and they, along with parents, are enthusiastic about the leadership, vision, and passion of the principal. Parents believe their children are safe and secure in this academic learning environment.

A strong foundation is in place for continued improvement in student achievement at Grove. The faculty and staff have an opportunity to foster and build on their current strengths and continue the progress each has made through participation in continued study, dialogue, and collaboration.

School Climate/Environment Findings

Grove Elementary School is a modern, attractive, well-maintained school which provides an environment conducive to student learning. Teachers, students, and parents are surveyed annually, and results are reported on the school report card issued by the state. Results from the 2016-17 survey indicate that all three groups feel that our school is a safe place during the school day.

Significant Challenges from the Past 3 Years

- Limited parent involvement
- Summer academic attrition
- High mobility rate of students/families
- Lack of readiness on the part of many children entering school for the first time
- School-wide math needs

Significant Accomplishments

- Safe Kids Upstate Award
- Safe Routes to School Silver Award
- LiveWell Greenville Great Strides Award
- Jump Rope for Heart
- Michelin Energy Fair Award

School Profile

School Community

Grove Elementary School is located in the southwest area of Greenville County. The original building was constructed in 1969 on thirty-two acres in rural Piedmont. Grove Elementary opened with an enrollment of 350 students and a staff of fourteen teachers, a principal, a media specialist, a secretary, two cafeteria workers,

and one custodian. The area served by the school was a stable community of two-parent families of average income who owned their homes. Community members frequently volunteered and attended school events. The first student body was 60% white and 40% African-American.

An increase in enrollment resulted from the closure of West Gantt Elementary School and the building was renovated and enlarged in 1979 to accommodate that change. The facility included thirty seven classrooms, a computer lab, health room, an accelerated learning classroom, guidance office, classrooms for the reading teacher and the speech teacher, a media center, a resource room, and administrative offices. The campus also included three playground areas used for physical education classes and recess. At the end of the 2002-03 school year, the Greenville County School District made the decision to demolish the structure and to build a new school on the present site. Grove Elementary moved to a temporary location during the construction of the new building. The temporary site was too small to accommodate the students; therefore, twenty-two classrooms were placed in portables.

At the end of the 2003-04 school year, Sirrine Elementary School was closed and the ESOL (English Speakers of Other Languages) Program was reorganized. The ESOL students returned to their home-based schools. In addition, attendance zones were adjusted which resulted in a loss/gain of students between Grove and Sue Cleveland Elementary. These factors had a significant effect on the student population. The enrollment increased to approximately 600 students and the Hispanic population increased from 4% to 13% that first year alone. The change in enrollment presented a challenge due to the limited facility in which the school was housed. The new building was completed and occupied in August of 2005.

The residents of our attendance area are transient. For example, during the 2016-17 school year, the mobility rate was %. This high mobility rate affects the stability of the student population, and ultimately cohesive instruction. Many homes in the Grove attendance area are rental properties and mobile homes.

Community Partnerships

Grove Elementary continues to turn for support within the community for assistance with the design, implementation and improvement of a high-impact learning support for students.

Our community partnerships assisting with tutoring and donations include:

- Communities in Schools
- Michelin Partnership for Education
- Mentor Upstate
- Simpsonville First Baptist Church
- Healing Species
- Peace Center
- Public Education Partners
- Greenville Drive

Grove Elementary's 2017-2018 PTA Board:

- Amy Rodgers and Charlotte Taylor , President
- Shelby Flinn , Secretary
- Sarah Jones, Treasurer

School Personnel

Grove Elementary staff is composed of:

-
- Art Teachers
- 1 Assistant Principal
- 1 Administrative Assistant
- 1 Attendance Clerk
- Homeroom Teachers
- Custodians
- ESOL Teachers
- Food Service Employees
- GT Teacher
- Guidance Counselors
- 2 Instructional Coaches
- 1 Literacy Specialist
- Math Interventionist
- 1 Media Specialist
- 1 Mental Health Counselor
- Music Teachers
- 1 Nurse
- Office Assistant

- Paraprofessionals
- Parent Involvement Coordinators
- Physical Education Teachers
- 1 Plant Manager
- 1 Principal
- Reading Interventionists
- 1 Secretary
- Special Education Teachers
- 2 Speech and Language Therapist
- 1 Social Worker

School Staff Source: SC School Report Card	2014 - 15	2015-16	2016-17
Teachers with Advanced Degrees	30.3%	45.8%	42.9%
Continuing Contract Teachers	74.1%	66.1%	71.4%
Teachers Returning from Previous Year	85.5%	86.1%	84.4%
Teacher Attendance Rate	92.1%	89.5%	91%
Professional Development Days/Teacher	14.1 days	3.5 days	10.5 days
Gender	N/A	N/A	Female: 93 Male: 11
Race	N/A	N/A	African American: 25 White: 65 Other: 6

Student Population

For the 2017 – 2018 school year, we have 708 students at Grove Elementary with an average daily student attendance rate of 97.5%. The total percentage of students qualifying for free and reduced meals has increased. 100% of Grove’s student population is currently eligible for free and reduced lunches.

Source: SC School Report Cards	2015-16	2015-16	2016-17
Students Served by Gifted and Talented Program	1.2%	2.1%	2.0%
Student Retention Rate	2.8%	2.8%	3.1%

Student Enrollment by Ethnic Distribution

At the present time, the student body at Grove Elementary is composed of 289 African American, 1 Asian, 93 White, 278 Hispanic, and 43 Multi-Racial.

Languages Spoken At Home	
English	433
Spanish	275
Total	708

Major Academic and Behavioral Features/Programs/Initiatives

Reading Workshop Model

Grove Elementary teachers believe that literacy is the foundation of student success. Understanding that reading growth was stagnant, Grove implemented a significant change in reading instruction adopting a balanced literacy framework for instruction. This program emphasizes that literacy is an important part of each student's academic day. Staff members continue to participate in professional development to enhance their reading instructional strategies and assessment. Grove introduced and implemented a leveled literacy instructional model referred to as Balanced Literacy. Students receive differentiated reading instruction in a small group setting, allowing individual conversations with teachers about their reading. Extensive support for this initiative has come from multiple education partners, allowing Grove to develop a literacy resource room of leveled literature available for reading instruction in any genre.

Response to Intervention (RTI) / Early Reading Intervention (ERI)

In 2007, Grove implemented RTI for identified students in K5, first and second grade

who were in need of more intense, small group instruction. Each of these grade levels use the AimsWeb online data program to input and receive information to monitor student progress during program participation. K5 paraprofessionals facilitate the Early Reading Intervention Program daily to the lowest five students in each classroom.

Writers Workshop Model

All students complete writing samples assigned by the Language Arts Consultant at the School District of Greenville County. Teachers assess the writing samples using the state writing rubric. These assessments guide writing instruction and allow teachers to differentiate their writing curriculum to fit the needs of individual students. Intermediate grades incorporate blind scoring techniques to ensure rigor and consistency in grading and expectations.

During Writer's Workshop, full class lessons are short and tightly focused on practical real-world issues. As in professional writing workshops, emphasis is placed on sharing work with the class, on peer conferencing and editing, and on the collection of a wide variety of work in a writing folder, and eventually in a portfolio. Teachers write with their students and share their own work as well. The workshop setting encourages students to think of themselves as writers, and to take their writing seriously.

Math Instruction

Greenville County Schools adopted Houghton Mifflin ***Go Math*** to be used at the elementary level (grades K5-5) for the 2013-2014 school year. The math instruction is common core standards-based. All teachers have been trained in Every Day Counts Calendar Math. Fifteen minutes of required instruction provides the following through the Every Day Counts Calendar Math model: builds concepts on variety of topics over time, provides starting point for class discussions involving math, gives multiple representations of important concepts, allows students to analyze and predict patterns, and provides students with problem solving/multiple paths to a solution. In addition, teachers incorporate manipulatives (hands-on and/or technology) daily to model mathematical concepts, and to assess children's understanding and mastery of the concepts. A variety of

assessment methods are utilized to reach all learners. Those assessments include: performance tasks, open ended questions, recorded observations, student interviews, journal entries, tests, quizzes, student presentations, and student self-assessments.

Social Studies/Science Instruction

Grove teachers use hands-on science to teach the state science standards. As a school, we believe that students who learn science with hands-on experiments and activities learn science much better than those students who are only taught with a textbook. Many teachers use the school district provided science kits to enhance the learning of key science concepts. We believe that all students must be provided instruction in their own learning style. Many of our students need visual and kinesthetic experiences. Using the science kits and science experiments to teach the standards provides these modalities for our students. A fully equipped Science Lab is available for classroom educational use.

OnTrack: A Collaborative Problem-Solving Team

The OnTrack Team aims to support all students' attainment of knowledge, skills and characteristics for career and college readiness. The OnTrack Team is intended to address needs of all students through the following process:

- Analyze Early Warning Response System (EWRS) data, along with summative and formative data available in GCSource.
- Identify Tier 1, Tier 2, and Tier 3 needs and establish system-wide prevention and interventions (e.g. Academics, Family Support, Mental or Physical Health, Social and Emotional Functioning, and Second Language Acquisition).
- Identify individual students' interests, needs, and strengths; implement interventions and enrichment opportunities.
- Document problem-solving meetings, interventions, and progress monitoring data in GCSource: Intervention Connection.
- Refer students for 504 eligibility or suspected disability to the Assistance Team.

A-Team

Students who continue to experience difficulties after receiving interventions and/or accommodations may be referred to the Academic Assistance Team (A-Team), which includes classroom teacher, assistant principal/A-Team Coordinator, School Psychologist, and parents of the student. This team identifies interventions designed to assist the student with achievement in the content area of need. If data indicate that the student did not respond to the interventions, a referral for formal testing occurs. Based on preset guidelines, a multidisciplinary team determines if the student meets criteria for Special Education Services. If a student qualifies for Special Education Services after testing, the team develops an individual plan for each student which will be implemented by the special education and regular education teacher in an inclusion or resource setting.

Technology

Technology is an integral part of the educational process at Grove. To facilitate this integration into the curriculum, Grove has a minimum of four student computers in each classroom and each certified employee has a laptop and iPad. Our district has developed a Technology Survey that is administered to all staff members yearly. The survey indicated areas of strengths and weaknesses. Our teachers continue to develop technology skills through integration classes. Staff development classes at Grove provide support and encourage trying new methods of technology integration. All district personnel will be required to demonstrate technology knowledge and application. Grove is supporting this state-wide mandate by providing technology courses on site.

During the 2017 – 2018 school year, Grove went through a technology refresh and new teacher laptops. Every classroom was previously equipped with a promethean boards for every classroom to assist in student learning and engagement. In addition to computers, each classroom teacher has an iPad for instructional use with an additional set to be checkout through the media center. Title I has assigned a technology specialist to assist with integration and lesson planning.

Beginning the 2015 academic year, Grove became a personal learning device school. At this point, the school technology committee is researching with our Title I technology facilitator the most appropriate technology to fulfill our technology needs.

English for Speakers of Other Languages Program

The English for Speakers of Other Languages (ESOL) Program at Grove began in August of 2004. ESOL at Grove allows for the success of each LEP student. These students grow in their language acquisition through one-on-one, small group instruction, and inclusion in the regular education classroom. The ESOL teacher is also responsible for:

- the development of individual students plans, Limited English Proficient (LEP) plans
- meeting with parents to discuss their child's progress
- assisting the clerical staff with PowerSchool coding
- updating and maintaining the ESOL paperwork for compliance
- assessing all new ESOL students' language acquisition levels
- collaboration with to provide teachers with resources to use within the classroom
- meeting the needs of the individual student by addressing a range of learning styles through strategies such as Balanced Literacy, Empowering Writers, hands on manipulatives, and technology
- Ensuring that modifications are to allow every ESOL student to experience success in

ESOL resource classroom and regular classroom settings.

Having an ESOL program at Grove Elementary has been vital in sustaining the progress and achievements of the ESOL students. We have seen a tremendous growth in our LEP students, not only in their academic progress, but also their social and emotional well-being. This is primarily due to the opportunity available for them to receive extra assistance in acquisition and mastery of social and academic English.

Data Analysis Workshops

Three times a year, teachers attend a half day data analysis workshop. In the fall, state assessment and fall Mastery Connect scores are analyzed for areas of strengths and weaknesses. Both winter and spring focus on classroom common assessments and Mastery Connect testing.

Teachers administer common assessments as grade levels in reading and math. They are required to thoroughly analyze each one and to discuss them at Curriculum Meetings with Instructional Coaches. 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. Mastery Connect benchmark assessments are administered three times a year. Data is collected and looked at for improving classroom instruction.

School Committees

Teachers in each grade level are represented on the school's Professional Learning Community. We have four additional committees that include: School Environment, Positive Behavior Supports, Literacy and Numeracy. These committees assist in guiding the direction of student achievement in our school.

Communities in Schools

During the 2014 – 2015 school year, Communities in Schools began a partnership with Grove Elementary. Communities in Schools is the nation's largest and most effective organization dedicated to keeping kids in school and helping them succeed in life. Their unique model positions site coordinators inside schools to assess students' needs and provide resources to help them succeed in the classroom and in life. CIS partner with local businesses, social service agencies, health care providers and volunteers. Whether it is food, school supplies, health care, counseling, academic assistance or a positive role model, Communities In Schools is there to help.

Professional Learning Community (PLC)

Grove's PLC consists of a representative from each grade level or team, as well as an instructional coaches and the principal. This group meets monthly representing the entire faculty in decision making and problem solving for the school. Discussions and decisions centers on curriculum, instruction, and assessment.

Community Involvement

The Grove Parent Teacher Association (PTA), School Improvement Council (SIC) and an extensive list of community resources support learning in math, language arts, science, fine arts, and character education. Community resources are provided by the business community, local churches, higher education institutions, nonprofit organizations and philanthropic organizations. Support comes from Michelin, North America, South Greenville Community Partnerships, Clemson University, Furman University, The Salvation Army, Public Education Partners, as well as many others. Some of programs supported by these organizations are: the Back Pack program (weekend food for identified families), literacy materials for instruction, take home and keep books for students, tutoring, mentoring, Terrific Kids, interns, practicum students, and many more. School involvement activities include Fall into Reading Night, Math Night, Health Fair, South Carolina Night, Science Fair, April Arts Fair, SOAR Store to support PBIS initiative, Fifth Grade Day, SOAR Fun in the Sun, parenting classes, English classes for parents who are learning English as a second language, and grade level field trips.

School Improvement Council

The School Improvement Council is composed of representatives from all stakeholder groups - parents, and community concerns, to make recommendations to the principal, and to prepare the annual School Profile and Report to the Community.

Behavioral Programs/ Initiatives

Positive Behavior Interventions and Support (PBIS)

Grove began implementing the PBIS philosophy in the 2006-2007 school year. Each year, behavior increasingly improves through using school-wide procedures, expectations, and positive reinforcements.

Capturing Kids' Hearts

The primary focus of Capturing Kids' Hearts is to develop healthy relationships between members of a school's educational community and to teach effective skills that help teachers. Teachers use the EXCEL model to communicate with students. Students create their own social contract. Students create their own rules through a social contract. Students hold each other accountable using "checks" and "fouls". An environment is created that emphasizes positivity through "good things" and "affirmations".

The EXCEL model:

- "Engage": Students are greeted at the door with a handshake, eye contact and a welcome.
- "X-plore": Teachers listen and attend to the personal, emotional and academic needs of our students.
- "Communicate": Teachers communicate care as well as content.
- "Empower": Teachers empower students to gain the ability to "use and do" the things they have been taught.
- "Launch": Deals with how we "end and send" our students into the world. The purpose is to start our students on a course of action by ending our classes on a powerful note.

The Social Contract:

The Social Contract is created by the students, assisted by the teacher, in effort to answer four questions regarding the environment of the classroom. The four questions include:

- How do you want to be treated by the teacher?
- How do you want to be treated by each other?
- How do you think the teacher wants to be treated by you?
- How do we want to treat each other when there is conflict?

The resulting answers make up a list of adjectives which serve as the basis for student expectations of behavior in the classroom. The Social Contract is signed by all classroom members including the teacher. The document is also shown to classroom visitors and they are encouraged to sign the contract as well. The document is a living document and is referred to on a regular basis to highlight success and serves as a guide for when problems arise.

The Four Behavior Questions:

These are questions that we ask each other to help stay true to the social contract:

- What are you doing?
- What are you supposed to be doing?
- Are you doing that?
- What are you going to do about that?

Checks and Fouls:

- When a student is not following the social contract, other students will "check" that student. It is a silent reminder of a thumbs up to remind the student that they need to change their behavior.
- When a student is being unkind, other students will "foul" that student. The student is then asked to give two "put ups" for the "put down" they gave.

Good Things:

At the beginning of classes teachers will start with "good things", in which students share something good that is going on with them. This creates an environment of positivity and helps build relationships.

Behavior Interventionist

During the 2017 – 2018 school year, Grove Elementary employed a Behavior Specialist who worked to design, implement, coordinate and evaluate a comprehensive behavior support program. In addition, the Behavior Specialist worked with identified students to adopt behaviors that substantially increase their academic performance. Under the supervision of Mr. Stowe, the Behavior Interventionist will continue to support and expand Capturing Kids' Hearts for the 2018-19 school year.

Guidance Services

Students receive bi-monthly classroom guidance lessons focusing on character education and life skills. Small groups are held to serve students in all grades. Group topics include: family, transition, school success and study skills, and self-concept. These groups change as needed. Guidance services facilitates middle school transition and middle school registration. Students visit their perspective middle schools and representatives from each school attend a parent meeting to provide information about the school programs and expectations. In addition, the counselor helps Kiwanza's and honor terrific kids every nine weeks. Students who demonstrate academic achievement are honored through Principal's Academic Achievement Award, A/B Honor Roll and the BUG award.

Mission, Vision, and Belief

Grove Elementary continued the theme Believe, Achieve, SOAR for the 2017- 2018 school year and developed a marketing tagline that we believe identifies Grove – Strong Minds, Strong Programs, Strong Partners. This theme and tagline shares our belief and vision for all students. Coupled with the school developed mission statement, Grove has a focus and a goal for success.

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. The staff brainstormed independently before we produced our core beliefs about what instruction, curriculum, and assessment will increase our students' learning.

We believe:

- All students deserve an environment that is nurturing and safe, where cultural diversity is respected and celebrated.
- All students can acquire the knowledge and skills necessary to become productive citizens and members of society; therefore, students will excel in an environment that engages them in rigorous academics that promote higher level thinking, creative thinking, and questioning.
- Students learn in different ways; therefore, teachers must provide a variety of approaches to support the diverse learning styles in every classroom.
- The whole child must be nurtured in a variety of ways; therefore, physical activities, advancements in technology, the fine arts, character development, and extra-curricular activities must compliment a rigorous academic program.
- Assessment of student learning must provide a variety of opportunities for students to demonstrate the achievement of rigorous standards.
- Students, parents, staff, and community members must form a caring unit that values each individual student's unique needs.
- The school program should foster leadership opportunities both in the school environment and throughout the community as well.

- Collegiality and teaming for excellence is central to the decision-making process. All aspects of the learning environment must be committed to continuous improvement for all.

Mission Statement

Grove Elementary School will develop and promote an environment that ensures all students will attain the highest level of academic success as determined by state and national standards. The entire school population: faculty and staff, parents, students, and community members will function as a system of support to provide an atmosphere where mutual respect, promoting a high quality curriculum, and embracing learning as a life-long activity is fostered.

School Tagline

Strong Minds, Strong Programs, Strong Partners.

Data Analysis and Needs Assessment

The South Carolina College-and Career-Ready (SC READY) assessment was given to students in grades 3-8 in the Spring of 2017. Students were assessed in the subject areas of Reading, English, Mathematics and Writing.

Performance Levels for English/ Reading (All Students)

ELA	Grove 2015-2016	District 2015-2016		Grove 2016-2017	District 2016-2017
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Meets/Exceeds (3/4)	18.9%	50%		17.4%	49%
Approaches (2)	44%	31%		40.6%	30%
Does Not Meet (1)	37%	19%		42.0%	21%

Grade Level Comparison	3rd	4th	5th
Meets/Exceeds (3/4)	14.9%	19.3%	18.2%
Approaches (2)	49.3%	28.2%	44.2%
Does Not Meet (1)	35.8%	52.4%	37.5%

Performance Levels for Math (All Students)

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Math	Grove 2015-2016	District 2015-2016	Grove 2016-2017	District 2016-2017
Meets/Exceeds	28%	55.8%	19.5%	54%
Approaches	40%	27%	39.6%	27%
Does Not Meet	31.7%	16.6%	40.9	19%

Grade Level Comparisons	3rd	4th	5th
Meets/Exceeds (3/4)	24.4%	20.0%	12.5%
Approaches (2)	40.7%	39.2%	38.5%
Does Not Meet (1)	34.8%	40.8%	49.0%

SCPASS Science and Social Studies

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4-8 in Spring 2017. Students were assessed in subject areas of Science and Social Studies.

SCPASS Science

Science	Grove 2015-2016	GCS 2015-2016		Grove 2016-2017	GCS 2016-2017
Level 4	N/A	N/A		4.5%	24%
Level 3	6.2%	23.0%		15.0%	29%
Level 2	43.6%	48%		38.6%	26%
Level 1	50.2%	28.0%		41.8%	21%

Grade Level Comparisons	4th 2015-2016	5th 2015-2016		4th 2016-2017	5th 2016-2017
Level 4	N/A	N/A		6.7%	2.0%
Level 3	4.3%	8.3%		10.9%	19.8%
Level 2	50.4%	36.1%		39.5%	37.6%
Level 1	45.3%	55.6%		42.9%	40.6%

SCPASS Social Studies

Social Studies	Grove 2015-2016	GCS 2015-2016		Grove 2016-2017	GCS 2016-2017
Exemplary	22.7%	41%		9.2%	36%
Met	49.8%	41%		53.7%	46%
Not Met	27.6%	19%		37.1%	17%

Social Studies	4th Grade 2015-2016	5th Grade 2015-2016		4th Grade 2016-2017	5th Grade 2016-2017
Exemplary	18.8%	26.9%		10.4%	7.7%
Met	59.8%	38.9%		57.6%	49.0%
Not Met	21.4%	34.3%		32.0%	43.3%

Professional Development Plan

The current professional development plan is linked to action plan strategies, addresses teacher and student needs, and supports research-based teaching and learning elements. We have dedicated every second Wednesday of each month to professional development. Other opportunities

may occur on other dates and in grade level, vertical teams and data day team meetings. In addition, staff members are encouraged to attend workshops and conferences at the district, state and national level.

Professional development during the 2017-2018 school year included integrating personal learning devices into the curriculum, using data to improve instruction, writing, math instruction and a continued focus on the Balanced Literacy, Writing Workshop model, and the introduction of Guided Math.

Date	Topic	Presenter	Audience
8/25/2017	Grove Website Design	Michael Simmons	anyone new or with old website
8/29/17	Grove Support Team	Rebecca Ratcliffe	1st/2nd year teachers
9/5/17	Literacy Framework	Havran/Ratcliffe	new staff
9/13/17	On Track	Havran, Ratcliffe, Howard	all staff
9/26/2017	PLD	Kevin Roper	K-2
9/27/2017	Capturing Kids Hearts	CKH Committee	all staff
9/27/2017	Parent Involvement Training	Lauren Phillips	all teachers
10/17/2017	PLD	Kevin Roper	3-5
10/30/2017	Grove Support Team	Rebecca Ratcliffe	1st/2nd year teachers
11/7/2017	TDA Support	ICs	all staff
11/27/17	1st & 2nd Year PLC	ICs	1st/2nd year teachers/newstaff
11/29/2017	TDA Support	ICs	3-5
1/9/2018	PLD	Kevin Roper	K-2
1/10/2018	ESOL Accommodations	ESOL Teachers	all staff
1/16/2018	Read to Succeed: Mandatory 3rd Grade Retention	A. Howard	3rd grade

2/12/18	ELA Unit Planning	ICs/District Personnel	K5
2/13/2018	PLD	Kevin Roper	3-5
2/14/2018	Guided Math	ICs/District Personnel	all staff
3/13/2018	PLD	Kevin Roper	K-2
4/25/18	Windows 20 Training	Kevin Roper	all staff

School Climate

SCDE collects school climate data via several surveys. SCDE has administered its School Climate Survey to students, parents, and teachers, annually for more than eight years. It assesses school safety and conditions for learning in the state.

All stakeholders agree that Grove Elementary school is a safe and diverse environment with high expectations for students as well as for teachers. Teachers are encouraging, caring, and helpful when students do not understand concepts. State standards are the basis for instruction and assessment data is used to set goals and plan programs. Teachers use effective instructional strategies to meet the needs of low achieving students. Grove believes our home/school communication is vital to student success and we have stressed the importance of parent involvement. We have seen an increasing number of parents attend school functions and many have become members of school committees as their schedule allows.

In analyzing the survey results, we compiled evidence pertaining to our areas of strength and areas of limitations. We analyzed the alignment of instructional practices and organizational conditions in order to prioritize the areas that needed improvement.

School Report Card Survey Data

Percentage Satisfied with Learning Environment	2015	2016	2017
Parents	87.0%	81.1%	93.1%
Students	96.0%	92.1%	89.6%
Teachers	98.0%	92.4%	90.2%

School Report Card Survey Data			
Percentage Satisfied with Social and Physical Environment	2015	2016	2017
Parents	89.0%	84.4%	86.2%
Students	89.0%	89.2%	90.5%
Teachers	97.0%	98.1%	97.6%

School Report Card Survey Data			
Percent Satisfied with School-Home Relations	2015	2016	2017
Parents	71.0%	84.4%	86.7%
Students	95.0%	91.1%	87.3%

Teachers	78.0%	83.1%	68.3%
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Action Plan

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 17.8% in 2016-17 to 35.2% in 2022-23.
<i>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.</i>
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2.9% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
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SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 17.8 (2016-17)	School Projected Elementary	20.7	23.6	26.5	29.4	32.3	35.2
		School Actual Elementary	24					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17)	District Projected Elementary		52	55	58	61	64
		District Actual Elementary						

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level.	2018-2023	Administration Team	0.00	District	Mastery Connect data; Walkthrough/Observations of Teachers; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world-class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Administration Team * Guidance Counselor	0.00	District	Walkthroughs/Observations; Student Surveys

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Increase instructional capacity through utilization of district/school professional development and regional and local conferences.	2018-2023	Administration Team	TBD	District, General Fund, Title I Funds	Attendance reports; staff members sharing new knowledge during faculty meetings
4. Reduce class size to facilitate more classroom differentiation and skills mastery in ELA.	2018-2023	Administration Team	TBD	Title I Funds	Mastery Connect data; Walkthrough/Observations of Teachers; SLO Data

ACTION PLAN FOR STRATEGY #2: Increase rigor and expectations in both instruction and assessment across content areas K-5 to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional learning opportunities to support teachers' development of learning targets, strategies that promote rigor, best practices for Balanced Literacy instruction, and Writers Workshop.	2018-2023	Administration Team; District Academic Specialists	29,000	Title I	Walkthroughs/Observations
2. Implement coaching cycles to improve common planning and instruction.	2018-2023	Instructional Coaches; Literacy Coach	\$0	NA	Walkthroughs/Observations; artifacts collected during coaching cycles; coaching

ACTION PLAN FOR STRATEGY #2: Increase rigor and expectations in both instruction and assessment across content areas K-5 to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					cycle schedule
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Administration Team; District Academic Specialists	\$0	NA	Mastery Connect Reports; Walkthroughs/Observations
4. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018-2023	Administration Team; District Academic Specialists	\$0	NA	Mastery Connect Reports; Walkthroughs/Observations
5. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2018-2023	Administration Team; District Academic Specialists	\$0	NA	Mastery Connect Reports; Walkthroughs/Observations
6. Provide Response to Intervention instruction to support students requiring extra support.	2018-2023	Administration; Response to Intervention Teachers	200,000	District; Title I; State funds	Mastery Connect Reports (grade 2); FastBridge data
7. Continue to implement a Balanced Literacy program consisting of independent reading time, standards based instruction, and individualized guided reading instruction.	2018-2023	Administration Team; Classroom Teachers	\$0	NA	Walkthroughs/Observations

ACTION PLAN FOR STRATEGY #2: Increase rigor and expectations in both instruction and assessment across content areas K-5 to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
8. Use the GCSD Instructional Protocol to guide instructional planning and delivery.	2018-2023	Administration Team	\$0	NA	Evidence of collaborative planning, classroom observations, coaching cycle documentation

ACTION PLAN FOR STRATEGY #3: Provide extended opportunities for students to master grade level standards.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide additional instructional support in ELA through summer school to students in grades 1-5. Students served based on Mastery Connect and FastBridge.	2019	Title I Facilitator	\$22,793	Title I	Pre/Post Test Analysis; FastBridge data, Mastery Connect data, Fountas and Pinnell Running Records
2. Provide additional instructional support in ELA and test-taking skills through tutorial offered after school. Students identified through Mastery Connect.	2019	Title I Facilitator	\$7,447	Title I	Pre/Post Test Analysis; Mastery Connect data
3. Provide additional instructional support through tutorial for identified students in grades 1-3. Students identified based on FastBridge and Mastery Connect.	2018-2019	Title I Facilitator	\$5,947	Title I	FastBridge data; Fountas and Pinnell Running Records

ACTION PLAN FOR STRATEGY #4: Provide appropriate technology for student learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to provide professional development and coaching cycles to teachers through district technology facilitator.	2018-2023	Administration Team; Technology Facilitator	\$0	NA	Classroom observations; lesson plans
2. Technology materials refreshed for student use.	2019-2023	Administration Team District	TBD	District; Title I	Technology purchased

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 20.4% in 2016-17 to 36.96% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2.76% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <u>20.4</u> (2016-17)	School Projected Elementary	23.16	25.92	28.68	31.44	34.2	36.96
		School Actual Elementary	34					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 54 (2016-17)	District Projected Elementary		57	60	63	66	69
		District Actual Elementary						

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level.	2018-2023	Administration Team	0.00	District	Mastery Connect data; Walkthrough/Observations

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					of Teachers; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world-class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Administration Team * Guidance Counselor	0.00	District	Walkthroughs/Observations; Student Surveys
3. Increase instructional capacity through utilization of district/school professional development and regional and local conferences.	2018-2023	Administration Team		District, General Fund, Title I Funds	Attendance reports; staff members sharing new knowledge during faculty meetings
4. Reduce class size to facilitate more classroom differentiation and skills mastery in Math.	2018-2023	Administration Team		Title I Funds	Mastery Connect data; Walkthrough/Observations of Teachers; SLO Data

ACTION PLAN FOR STRATEGY #2: Increase rigor and expectations in both instruction and assessment across content areas K-5 to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional learning	2018-2023	Administration	29,000	Title I	Walkthroughs/Observations

ACTION PLAN FOR STRATEGY #2: Increase rigor and expectations in both instruction and assessment across content areas K-5 to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
opportunities to support teachers' development of learning targets, strategies that promote rigor, best practices for Math and promotes reasoning and problem solving.		Team; District Academic Specialists			
2. Implement coaching cycles to improve common planning and instruction.	2018-2023	Instructional Coaches; Literacy Coach	\$0	NA	Walkthroughs/Observations; artifacts collected during coaching cycles; coaching cycle schedule
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Administration Team; District Academic Specialists	\$0	NA	Mastery Connect Reports; Walkthroughs/Observations
4. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018-2023	Administration Team; District Academic Specialists	\$0	NA	Mastery Connect Reports; Walkthroughs/Observations
5. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2018-2023	Administration Team; District Academic Specialists	\$0	NA	Mastery Connect Reports; Walkthroughs/Observations
6. Provide Response to Intervention instruction to support students requiring	2018-2023	Administration; Response to	\$50,000	District; Title I	Mastery Connect Reports

ACTION PLAN FOR STRATEGY #2: Increase rigor and expectations in both instruction and assessment across content areas K-5 to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
extra support.		Intervention Teachers			
7. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary.	2018-2023	Administration Team District Academic Specialists	\$0	NA	Observations, lesson plans, classroom evidence of vocabulary instruction (word walls, student talk, etc.)
8. Use the GCSD Instructional Protocol to guide instructional planning and delivery.	2018-2023	Administration Team	\$0	NA	Evidence of collaborative planning, classroom observations, coaching cycle documentation

ACTION PLAN FOR STRATEGY #3: Provide extended opportunities for students to master grade level standards.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide additional instructional support in Math through summer school to students in grades 1-5. Students served based on Mastery Connect and FastBridge.	2019	Title I Facilitator	\$22,793	Title I	Pre/Post Test Analysis; FastBridge data, Mastery Connect data, Fountas and Pinnell Running Records
2. Provide additional instructional support in Math and test-taking skills through	2019	Title I Facilitator	\$7,447	Title I	Pre/Post Test Analysis;

ACTION PLAN FOR STRATEGY #3: Provide extended opportunities for students to master grade level standards.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
tutorial offered after school. Students identified through Mastery Connect.					Mastery Connect data

ACTION PLAN FOR STRATEGY #4: Provide appropriate technology for student learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to provide professional development and coaching cycles to teachers through district technology facilitator.	2018-2023	Administration Team; Technology Facilitator	\$0	NA	Classroom observations; lesson plans
2. Technology materials refreshed for student use.	TBD	Administration Team	TBD	District; Title I	Technology purchased

ACTION PLAN FOR STRATEGY #5: Build metacognitive awareness with texts valued in mathematics (such as graphs, charts, and real-world word problems).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Scaffold student thinking through	2018-2023	Administration	\$0	NA	Unit/lesson plans,

ACTION PLAN FOR STRATEGY #5: Build metacognitive awareness with texts valued in mathematics (such as graphs, charts, and real-world word problems).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
modeling and think alouds to support independence as mathematicians who are conceptual and critical thinkers.		Team			classroom observations, evidence of collaborative planning
2. Incorporate real-world problem solving and critical thinking opportunities into daily instruction and assessment.	2018-2023	Administration Team	\$0	NA	Rigorous, aligned formative assessment; classroom observations, lesson plans

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

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 2.06% 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 33%	School Projected Elementary	35.06	37.12	39.18	41.24	43.3
		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: Provide extended opportunities for students to master grade level standards.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Grade level teams will work collaboratively to dissect standards and	2018-2023	Instructional Coaches	NA	NA	Mastery Connect data; walkthroughs/observations; lesson plans

ACTION PLAN FOR STRATEGY #1: Provide extended opportunities for students to master grade level standards.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
build units using a backwards planning model. Integration, including related arts, will be a focus.					
2. Implement coaching cycles to improve common planning and instruction.	2018-2023	Instructional Coaches; Literacy Coach	\$0	NA	Walkthroughs/Observations; artifacts collected during coaching cycles; coaching cycle schedule

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 1% 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 57%	School Projected Elementary	58	59	60	61	62
		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: Provide extended opportunities for students to master grade level standards.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Grade level teams will work collaboratively to dissect standards and build units using a backwards planning model. Integration, including related arts, will be a focus.	2018-2023	Instructional Coaches	NA	NA	Mastery Connect data; walkthroughs/observations; lesson plans
2. Implement coaching cycles to improve common planning and instruction.	2018-2023	Instructional Coaches; Literacy Coach	\$0	NA	Walkthroughs/Observations; artifacts collected during coaching cycles; coaching cycle schedule

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		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 23 (2016-17) Annual Increase = 2.61	Projected Hispanic	25.61	28.22	30.83	33.44	36.05	38.66
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 23 (2016-17) Annual Increase = 2.61	Actual Hispanic						
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 13 (2016-17) Annual Increase = 3.17	Projected AA	13	16.17	19.34	22.51	25.68	28.85

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 13 (2016-17) Annual Increase = 3.17	Actual AA						
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 4 (2016-17) Annual Increase = 3.67	Projected SWD	7.67	11.34	15.01	18.68	22.35	26.02
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 4 (2016-17) Annual Increase = 3.67	Actual SWD						
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 8 (2016-17) Annual Increase = 3.44	Projected LEP	11.44	14.88	18.32	21.76	25.2	28.64
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 8 (2016-17) Annual Increase = 3.44	Actual LEP						
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 14.8 (2016-17) Annual Increase = 3.68	Projected SIP	18.48	21.96	25.64	29.32	33	36.68

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	Actual SIP						
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 28 (2016-17) Annual Increase = 2.33	Projected Hispanic	30.33	32.66	34.99	37.32	39.65	41.98
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 28 (2016-17) Annual Increase = 2.33	Actual Hispanic						
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 17 (2016-17) Annual Increase = 2.94	Projected AA	19.94	22.88	25.82	28.76	31.7	34.64
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 17 (2016-17) Annual Increase = 2.94	Actual AA						
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 7 (2016-17) Annual Increase = 3.5	Projected SWD	10.5	14	17.5	21	24.5	28
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 7 (2016-17) Annual Increase = 3.5	Actual SWD						

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 17 (2016-17) Annual Increase = 2.94	Projected LEP	19.94	22.88	25.82	28.76	31.7	34.64
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 17 (2016-17) Annual Increase = 2.94	Actual LEP						
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 25.8 (2016-17) Annual Increase = 2.95	Projected SIP	28.75	31.7	34.65	37.6	40.55	43.5
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	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: Increase the effectiveness of data-based core instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide support for implementing data driven reflective conversations to improve teaching practice.	2018-2023	Administration Team	\$0	NA	Grade level/curriculum meetings
2. Provide strategy and content support for teachers.	2018-2023	Administration Team	\$0	NA	District/school based professional development that provide best practice strategies to teachers; lesson plans; observations
3. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Administration Team	\$0	NA	PD offerings, evidence of strategies in lesson plans and during observations

ACTION PLAN FOR STRATEGY #2: Improve use of Multi-Tiered Systems of Support (MTSS).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to implement OnTrack to evaluate and monitor attendance, behavior, and grades for individual students in order to provide needed support.	2018-2023	Administration Team	\$0	NA	Evidence of EWRS intervention logs and regular team meetings
2. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2023	Administration Team	\$0	NA	Evidence of EWRS intervention logs and regular team meetings

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					

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implementation of professional development to support K5 teachers in building capacity for consistent implementation of all the GCS Balanced Literacy Framework components.	2018-2023	Administration Team	\$0	District	Professional Development Plan; observations; lesson plans
2. Implement Balanced Literacy with fidelity.	2018-2023	Administration Team	\$0	NA	Observations, lesson plans
3. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness).	2018-2023	District Administration Team	\$0	NA	Observations, lesson plans, increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Continue to implement common planning across grade levels to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Administration Team	\$0	NA	Master schedule, evidence of common planning – agendas, lesson plans
5. Coach teachers in instructional best practices using the district coaching framework.	2018-2023	Administration Team	\$0	NA	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
6. Support comprehension and effective communication through intentional planning and authentic use of vocabulary.	2018-2023	Administration Team	\$0	NA	Classroom evidence of content vocabulary usage; lesson plans, assessments, observations
7. Provide intentional support for consistently scheduled, sustained independent reading.	2018-2023	Administration Team	\$0	NA	Continue to replenish classroom libraries that offer a wide selection of texts; observations of teacher lead focused reading conferences and small groups; students can articulate and demonstrate progress toward their goal
8. Scaffold student thinking through modeling, think alouds, and/or guided	2018-2023	Administration	\$0	NA	Evidence provided in lesson plans and

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
practice to support stamina, decision-making, and understanding of content.		Team			observations

ACTION PLAN FOR STRATEGY #2: Provide targeted reading interventions aligned to student needs as identified through evidence-based assessment (IE: FastBridge and Fountas and Pinnell Assessments).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Coach teachers in instructional best practices for Tier 2 and Tier 3 classroom interventions.	2018-2023	Administration Team	\$0	NA	Coaching cycle documentation; observations; lesson plans
2. Implement the MTSS framework and intervention guidelines with fidelity.	2018-2023	Administration Team	\$0	NA	Formative and summative assessments to inform about the focus, duration, and effectiveness of the intervention.
3. Track pull-out interventions with students to ensure fidelity of implementation.	2018-2023	Administration Team	\$0	NA	Intervention data

ACTION PLAN FOR STRATEGY #2: Provide targeted reading interventions aligned to student needs as identified through evidence-based assessment (IE: FastBridge and Fountas and Pinnell Assessments).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Provide intensive professional development to reading interventionists to ensure the implementation of best practices.	2018-2023	District Administration Team	\$0	NA	District professional development agendas; 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: 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	17% 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: Early identification of diverse candidates.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Identify teams where there is limited or no diversity.	2018-2023	Administration Team	\$0	NA	Ongoing focus
2. Identify quality diverse candidates.	2018-2023	District HR Recruiters Administration Team	\$0	NA	Ongoing identification of candidates
3. Attend Shining Stars to recruit quality candidates.	2018-2023	Administration Team	\$0	NA	Ongoing identification of candidates

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	95.8	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

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

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

ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and effectively with all stakeholders that the school emergency response plan is in place and includes explanations of the training and drills that take place each year.	2018-2023	Principal	\$0	NA	Newsletters, social media posts, PTA/SIC Agendas
2. Continue to utilize social media, phone blasts, and newsletters to encourage parents, students, teachers, and community members to report any concerns or issues.	2018-2023	Principal	\$0	NA	Tips received from multiple stakeholder groups

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 / 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) 0.0	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) 0.0	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17)	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		District Actual					

ACTION PLAN FOR STRATEGY #1: Increased community and student based education about Level II infractions and the criminal and disciplinary consequences.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to utilize Communities in Schools, mental health and guidance counselors, social worker, and behavior interventionist to identify and assist at-risk	2018-2023	Administration Team	\$0	NA	Students matched with services

ACTION PLAN FOR STRATEGY #1: Increased community and student based education about Level II infractions and the criminal and disciplinary consequences.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
students.					
2. Increase awareness of community based resources that families can reach out to for guidance and support.	2018-2023	Administration Team	\$0	NA	Information disseminated and utilized
3. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.	2018-2023	Administration Team	\$0	NA	Documentation of information disseminated through various formats

ACTION PLAN FOR STRATEGY #2: Continued implementation of mental health intervention programs and other resources to identify potential issues and intervene in a timely manner.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to utilize the mental health counselor, guidance counselor, and behavior interventionist to identify potential issues, and provide interventions for student behaviors.	2018-2023	Administration Team	\$0	NA	High fliers identified and interventions in place

ACTION PLAN FOR STRATEGY #2: Continued implementation of mental health intervention programs and other resources to identify potential issues and intervene in a timely manner.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Educate students, teachers, and parents so they are able to identify changes in behavior for themselves and peers, which may signify a need for intervention. (Use of Capturing Kids Hearts)	2018-2023	Administration Team	\$0	NA	Ongoing implementation of Capturing Kids Hearts

ACTION PLAN FOR STRATEGY #3: Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive school environment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Enhance the utilization of the Early Warning Systems to proactively intervene with students.	2018-2023	Administration Team	\$0	NA	GCSource and interventions used throughout the district
2. Ensure every student connected with a caring adult.	2018-2023	Administration Team	\$0	NA	Students connected with adults in school buildings or buses

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

		District Actual					
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ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators) to establish a positive rapport with students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand mentoring program for students.	2018-2023	Administration Team	\$0	NA	Mentor schedule
2. Enhance professional development to increase staff awareness and understanding of community served.	2018-2023	Administration Team	\$0	NA	Community Tour for new staff
3. Continue to use Capturing Kids Hearts as protocol among all adults to communicate positively with students.	2018-2023	Administration Team	\$0	NA	Observations

Performance Goal Area: <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
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) 95.2	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: Develop system to respond to attendance trends.

EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Consistently monitor attendance trends.	2018-2023	Administration Team Attendance Clerk Social Worker	\$0	NA	Attendance Reports Review of attendance policies
2. Establish school protocol for personal contact to absent students.	2018-2023	Administration Team Attendance Clerk Teachers	\$0	NA	Documented Contacts
3. Use data from GCSource, teacher/staff, and parent referrals to identify at-risk students.	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Administration Team	\$0	NA	Intervention Connection System reports for truant and chronically absent students

ACTION PLAN FOR STRATEGY #2: Implement and maintain a proactive attendance program.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Promote attendance with students and parents as an important part of school success.	2018-2023	Administration Team Social Worker	\$0	NA	Teacher/school direct contact with students

ACTION PLAN FOR STRATEGY #2: Implement and maintain a proactive attendance program.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Teachers			
2. Improve school-level interventions related to attendance.	2018-2023	Administration Team Social Worker	\$0	NA	Parental participation in interventions.
3. Continue to increase hands-on, real world learning experiences to enhance student engagement	2018-2023	Administration Team Teachers	\$0	NA	Observations; lesson plans
4. More actively involve students in mapping their future education plans and identifying life goals and the steps to attain those goals.	2018-2023	Administration Team Guidance Counselor Teachers	\$0	NA	Goal setting conference documentation

ACTION PLAN FOR STRATEGY #3: Identify underlying causes of behavior and provide appropriate support.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase staff awareness and understanding of the community served.	2018-2023	Administration Team	\$0	NA	Community Tour

ACTION PLAN FOR STRATEGY #3: Identify underlying causes of behavior and provide appropriate support.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Use data from GC Source, teachers/staff, and parent referrals to identify at-risk students to provide additional support.	2018-2023	Administration Team	\$0	NA	Staff awareness of student concerns

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 – 10% Lonely – 10% Angry – 10%	School Projected	Afraid ≤10 Lonely ≤10 Angry ≤10	Afraid ≤8 Lonely ≤8 Angry ≤8	Afraid ≤7 Lonely ≤7 Angry ≤7	Afraid ≤6 Lonely ≤6 Angry ≤6	Afraid ≤5 Lonely ≤5 Angry ≤5

		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: Improve understanding of students’ social-emotional needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Collect data surrounding social-emotional needs through student surveys	State to provide	Administration Team	\$0	NA	Survey data collected and analyzed
2. Continue to implement OnTrack process, utilizing data and social-emotional survey results to match interventions school-wide and individual student needs.	2018-2023	Administration Team	\$0	NA	OnTrack data
3. Continue to use Capturing Kids Hearts and PBIS as relationship building tools.	2018-2023	Administration Team	\$0	NA	Referral data

ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Utilize menu of support resources provided by the district to guidance counselors and social workers to meet student needs.	2018-2023	Administration Team	\$0	NA	OnTrack data

ACTION PLAN FOR STRATEGY #2: Increase connectivity to health and wellness services.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide an annual community resource fair for staff and parents.	2018-2023	Administration Team	\$0	NA	Fair agenda
2. Provide community resources to families through community outreach programs that go into Grove neighborhoods.	2018-2023	Administration Team	\$0	NA	Agendas
3. Increase opportunities for physical activity throughout the school day to include learning through movement and active brain breaks.	2018-2023	Administration Team	\$0	NA	Documentation of activity in lesson plans; observations

ACTION PLAN FOR STRATEGY #3: Reduce incidents of bullying through awareness training and promotion of healthy relationships.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Train staff and students on the anonymous reporting process.	2018-2023	Principal	\$0	NA	Students/staff aware and able to report; meeting agendas
2. Education students on appropriate vs. inappropriate behaviors and the impact of their choices.	2018-2023	Administration Team	\$0	NA	School handbook
3. Continue to implement a character education program that addresses bullying.	2018-2023	Guidance Counselor	\$0	NA	Lesson plans; observations
4. Explain district bullying policy with examples at PTA meeting during the first quarter of the school year.	2018-2023	Administration Team	\$0	NA	Meeting agenda
5. Seek opportunities to develop empathy among students.	2018-2023	Principals	TBD	Local	School initiatives to end social isolation and build empathy

ACTION PLAN FOR STRATEGY #4: Develop and foster social and emotional skills in students to develop the whole child.	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement a strong social/emotional component into existing school character education plan.	2018-2023	Administration Team Guidance Counselor	\$0	NA	Increased percentage of student scoring higher on the Social/Emotional portion of the WIN Learning Test
2. Provide professional development for teachers on best practice strategies for building social/emotional skills in students.	2018-2023	Administration Team	\$0	NA	Evidence of strategies being used in classrooms during observations

ACTION PLAN FOR STRATEGY #4: Establish a classroom environment that promotes social, emotional, and intellectual well-being.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Build a positive learning environment supportive of all students.	2018-2023	Administration Team Academic Specialists	\$0	NA	Classroom conversations and reflections to support problem solving occurring across the school day; established classroom social contract, procedures, and expectations; students exercising autonomy and respect for adults and peers.

Appendix A

2017 Grove Elementary School Report Card

<https://ed.sc.gov/data/report-cards/state-report-cards/2017/opportunities/students/?d=2301&s=104&t=E&y=2017>

2016 Grove Elementary School Report Card

<http://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?y=2016&d=2301&t=E&s=104>

2015 Grove Elementary School Report Card

<http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301104.pdf>

Appendix B

A. This school documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through fifth grade students and the interventions be provided to all struggling readers who are not able to comprehend grade-level texts.

Lenses of Assessment

A Comprehensive System of Assessment

- Summative Assessment
 - SC READY
- Formative Assessment
 - Fountas and Pinnell, DRA, Dominie
 - MAP
 - Star Reading
 - 4K Assessments: PALS, Gold, MyIgGDIs
- Data Teams
 - Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans
- Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Running Records, Reading/Writing/Researching Engagement Inventories, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations
A2. Teachers make instructional decisions for students based on data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
A3. Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

B. This school provides supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.

Lenses of Assessment

Assessing for Supplemental Instruction

- Reading Process

• Small Group and Individual				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
B1. Teachers notice, teach, and prompt for use of strategic reading behaviors.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Anecdotal Notes from small group instruction and individual conference, schedules, goals with look-fors and action plans, lesson plans focused on teaching strategic reading behaviors.
B2. Teachers and students collaborate to set measurable short term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B3. Teachers provide targeted, effective in-class intervention which -must provide individual and small-group instruction; and -must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.				
Lenses of Assessment				
Assessing for Family Support of Literacy Development				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
C1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and

				phone calls
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D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data.				
Lenses of Assessment Assessing for Research-Based Instructional Practices: <ul style="list-style-type: none"> • Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data • Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data • Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data • Integration of Disciplinary Literacy • Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D1. Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans

D2. Teachers monitor student engagement in reading and writing and use this data to confer with students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D3. Teachers use shared reading experiences (literary texts and informational texts) to scaffold success and build fluency.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D4. Teachers use shared writing experiences to scaffold student success and build fluency.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)

Lenses of Assessment

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D5. Teachers teach, guide, and support students in how to independently use strategies to construct meaning and monitor deep understandings using challenging texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans
D6. Teachers facilitate interactions so that students are productively and actively engaged in constructing meaning by reading, writing, listening, speaking, and inquiring.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D7. Teachers provide opportunities for students to develop deep conceptual	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

knowledge in a discipline by using the habits of reading, writing, talking, and thinking, which that discipline values and uses. (McConachie et.al, 2006)				
D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data. (continued)				
Lenses of Assessment Assessing for Research-Based Instructional Practices: <ul style="list-style-type: none"> • Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data • Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data • Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data • Integration of Disciplinary Literacy • Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D8. Teachers use the South Carolina College and Career Ready Standards when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans

E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of

reading levels to match the reading levels of students.				
Lenses of Assessment				
Assessing for Reading Engagement:				
<ul style="list-style-type: none">• Student Choice• Large blocks of time to read, write, and research• Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect a variety of genre				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
E1. Teachers provide students choice in what they read, write, and research.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries
E2. Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
F. This school provides teacher and administrator training in reading and writing instruction.				
Lenses of Assessment				
Assessing for Professional Development				
<ul style="list-style-type: none">• Literacy Competencies for PreK-5th Grade Teachers• Literacy Competencies for Administrators• South Carolina College and Career Ready Standards• Standards for Professional Learning• Early Learning Standards for 4K				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:

F1. Teachers participate in professional learning opportunities based on data through <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book clubs ○ Teacher action research ○ Collaborative planning ○ Peer coaching 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Coaches' Schedules, Action Research Notes, Lesson Plans
F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book Clubs 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.				
Lenses of Assessment				
Assessing for Literacy Partnerships				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. <ul style="list-style-type: none"> ● County libraries are used to increase the volume of reading in the community over the summer 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer

<ul style="list-style-type: none"> • State and local arts organizations • Volunteers • Social service organizations • School media specialists 				
G2. Specific actions are taken to foster partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

H. This school embeds practices reflective of exemplary literacy-rich environments.				
Lenses of Assessment Assessing for Inquiry-based Learning: <ul style="list-style-type: none"> • Immersion, Investigation, Coalescing, Going Public • Read Aloud/Shared Reading • Independent reading, writing, researching • South Carolina College and Career Ready Standards for Inquiry • Profile of the South Carolina Graduate 				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
H1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for most of the instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research
H2. Teachers integrate content-specific reading, writing, & researching into	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

H. This school embeds practices reflective of exemplary literacy-rich environments.				
Lenses of Assessment Assessing for Inquiry-based Learning: <ul style="list-style-type: none"> • Immersion, Investigation, Coalescing, Going Public • Read Aloud/Shared Reading • Independent reading, writing, researching • South Carolina College and Career Ready Standards for Inquiry • Profile of the South Carolina Graduate 				
ELA to provide the authentic experiences necessary to become proficient researchers and readers and writers.				
H3. Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
H4. Teachers ensure text and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
H5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
H6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
H7. Teachers immerse students in print-rich environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Analysis of Data

Strengths	Possibilities for Growth
<ul style="list-style-type: none"> • Leaders play a critical role in the implementation of continuous improvement of literacy development for all students. • Literacy instruction is research-based, aligns with standards, and uses meaningful assessments to inform daily instructional practices that respond to the varied literacy needs of students. • Professional learning is student-centered, data-driven, and focused on building instructional capacity. • Parent involvement and volunteer services support and enhance the literacy teaching/learning process. • School leadership teams/PLCs use data to inform instruction, needs, and next steps. • We collaborate with the home and community to provide educational experiences which prepare students for life-long learning and for ethical, productive participation in a democratic society and the global community. • Effective core instruction implemented with fidelity is our primary focus. • Students in need of support are identified early; while prevention is the goal, the tiered system of supports also focuses on opportunities for students to extend and enrich their learning experiences. • Students are provided support that targets their specific needs using sound instructional strategies/programs. • Student progress is monitored frequently. • Teachers and schools use multiple sources of data to “change the path” as needed. 	<ul style="list-style-type: none"> • Teachers are currently working towards their literacy endorsement. • We continue to work towards the goal of all students becoming engaged independent readers, writers, thinkers, and communicators. • Parent involvement and volunteer services support to enhance the literacy teaching/learning process. • Literacy education is being the shared responsibility of home, school, business and community. • Although we have been implementing Tier 2 and Tier 3 interventions systematically, we are working to better align intervention strategies and programming with specific student needs (e.g., phonemic awareness, comprehension, etc.) rather than an intervention program. • Through SIC and PTA, we continue to have low parent participation in academics and extracurricular programs. • State standardized testing: informational text – language, Craft, structure, text dependent analysis and language usage.
SMART Goals and Action Steps Based on Analysis of Data	

<p>Goal #1:</p> <p>80% of K5 students that take FastBridge letter assessment in the fall, winter and spring will be on grade level/ meet grade level expectations.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Fall, Winter and Spring workshop with K5 teachers to analyze data and review the goal. • Administrative follow-up. • Professional development with Instructional Coach, Title I Academic ELA Specialist and Literacy Coach. • Letter name checks administered to K5 students.
<p>Goal #2:</p> <p>80% of 1st graders that take the FastBridge fluency assessment in the fall, winter and spring will be on grade level/ meet grade level expectations.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Fall, Winter and Spring workshop with 1st grade teachers to analyze data and review the goal. • Administrative follow-up. • Fluency professional development with Instructional Coach, Title I Academic ELA Specialist and Literacy Coach. • Fluency checks administered to 1st grade students teachers.
<p>Goal #3:</p> <p>80% of 2nd graders will be on grade level/ meet grade level expectations when administered the Fountas and Pinnell benchmark assessment in the spring.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Fall, Winter and Spring workshop with 2nd grade teachers to analyze data and review the goal. • Administrative follow-up. • Fountas and Pinnell benchmark professional development with Instructional Coach, Title I Academic ELA Specialist and Literacy Coach. • Informal running records administered throughout the year.

References

McConachie, S., Hall, M., Resnick, L., Ravi, A.K., Bill, V.L., Bintz, J., & Taylor, J.A. (2006, October). Task, text, and talk. *Educational Leadership*, 64(2), 8-14.