MAULDIN ELEMENTARY

Pre-Kindergarten – Fifth Grades
Jamie Spinks, Ph. D. - Principal
1194 Holland Road
Simpsonville, SC 29681

Greenville County Schools
Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Mauldin 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	*W Burke Royster*	8/15/2018
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Jamie Spinks	*[signature]*	8/16/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors	*[signature]*	8/28/2018
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Melissa Creazzo	*Melissa Creazzo*	8/16/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Cindy Owens	*Cindy K Owens*	8/16/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1194 Holland Road Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 355-3700

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

Stakeholder Involvement for School Renewal

	Position	Name
1.	Principal	Jamie Spinks Ph.D.
2.	Teacher	Holly Ireland
		Tish McDaniel
3.	Parent/Guardian	Jay Marett
4.	Community Member	Matt Atnip
5.	Paraprofessional	Annissa Armstrong
6.	School Improvement Council Member	Melissa Creazzo
7.	Read to Succeed Reading Coach	Jane Voyles
8.	School Read To Succeed Literacy Leadership Team Lead	Cindy Owens
9.	School Read To Succeed Literacy Leadership Team Member	Tiffany Gemmell

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

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

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

X Yes ○ No ○ N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
X Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
X Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
X Yes ○ No ○ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
X Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
X Yes ○ No ○ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
X Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
X Yes ○ No ○ N/A	**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.
○ Yes **X** No ○ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

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Introduction

Introduction

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

Listed below are the School Portfolio Teams and Members:

TEACHER Data Vision, Mission, Beliefs	PARENT Data School Profile	STUDENT ACHIEVEMENT Last 5 years /Strategies	STUDENT Data Action Plan
Sheryl Bandy	Dawn Farmer	Jennifer Hull	Susan Lett
Sandy Puckett	Michelle Vaughn	Ann Waters	Connie Chocklett
Cyndi Lichoulas	Chrissy Hutto	Terry Farmer	Allison Poston
Beth Wald	Jennifer Wethington	Jennifer Clark	Suzy Harrison
Tara Hayes	Stacey Long	Elizabeth Humburg	Holley Ireland
Cynthia Hill	Courtney Adams	Jodi Fletcher	Kajsa McCullough
Tiffany Gemmell	Katelyn Owen	Donna Ricard	Dee Dee Eggert
Gina Curtis	Jennifer Enten	Emily Field	Julie McCain
Ashley Murray	Calvin Auman	Kim Lane	Kristen Jones
Christine Johnson	Elizabeth McLeer	Kristy Savage	Judy Coble
Debi Osbourne	Amy Godfrey	Jordon Beasley	Jennifer Haught
Jane Voyles	Patty Colwell	Tammy Whitworth	Shannon Bannister
Marilu Metherell	Amanda Ashby	Tyler Martin	Patricia Knoblauch
Connie Shorter	Sheila Rainey	Rachel Finley	Katie Skelton
Tish McDaniel	Stephanie Payne	Heather Brown	
Alana Gray		Robin LaRue	

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

The Staff of

Mauldin Elementary School

II. Executive Summary

Executive Summary

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

Mauldin Elementary School serves approximately 970 students in Pre4- K5- fifth grades. The majority of the students come from two parent homes with middle income level. The student population consists of 402 Caucasian, 382 African American, 88 Hispanic, 29 Asian and 69 others. 51% percent of our students qualified for free or reduced meals plan and 10% qualify for the gifted / talented program and 13% qualify for special education services.

The administration at MES consists of one principal, one assistant principal, and one above the baseline administrative assistant. The faculty consists of 38 regular classroom teachers, one full time reading interventionist, two part-time reading interventionists, one literacy coach, one multi-categorical K5, 1st, 2nd grade/ class, one K4 classroom, one preschool special education (moderate) class, along with one full time related arts team and one part-time related arts team. This school year there are four resource teachers. We have one instructional coach, one media specialist, one full time and one part-time counselors, two full-time speech teachers, one computer lab manager, two part time occupational therapists, one part time ESL teacher, and one part-time challenge program teacher. Additional support staff includes one full time nurse, one attendance clerk, one full-time office clerk, one part-time office clerk, one secretary, six kindergarten aides, four full time self-contained aides, six full-time custodians, and one plant engineer. We also have one food service manager and six food service staff.

Community and parent involvement are viewed as an essential part of the school's success; thus Mauldin Elementary has an active Parent Teacher Association (PTA) and School Improvement Council (SIC). During the 2017-2018 school year, PTA logged over 6904.45 hours of service. Parents serve as room mothers, Watch Dog Dads, resource speakers and provide math and reading enrichment activities. They provide incentives for programs, purchase playground equipment, and funds for teachers to purchase materials for their classrooms. They also chaperone field trips and plan fundraising activities for the school. Parents assist with the book fair, provide clerical assistance for the front office and publish the PTA school newspaper. They support and assist with activities during Red Ribbon Week and Teacher Appreciation Week.

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

Our Belief

We believe that student achievement is a shared responsibility which means that the staff must work together to ensure student achievement and to make sure the *mission, vision* and *beliefs* are aligned with the curriculum. The staff, parents and members of the community come together to develop a mission that reflects our school.

Our Mission

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

Our Vision

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

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

We will commit to:
- Focusing all efforts on our vision
- Modeling expectations
- Building trusting relationships
- Providing leadership Opportunities

Student Assessment

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

Five Goal Areas
Goal 1: Student Success
Deliver high-quality curriculum, instruction, and interventions that meet the needs of each student.
Goal 2: Premier Workforce
Recruit, retain, and develop exemplary personnel in all positions.
Goal 3: Caring Culture and Environment

Provide a safe and healthy environment that promotes learning and respectful relationships.
Goal 4: Resource Stewardship
Ensure efficient use of resources through their effective management and development.
Goal 5: Community Engagement and Communications
Generate support and system effectiveness through partnerships, communications, and recognitions.

We hold all of our students to high standards.

Students will...

- Attend school daily unless ill or legally excused.
- Come to class with necessary materials.
- Be critical thinkers.
- Be responsible learners by putting forth their best effort in completing all in-class and homework assignments and in meeting deadlines.
- Obey school rules and cooperate with school personnel.
- Treat people and property with respect.
- Work well independently as well as interdependently.
- See that school correspondence reaches home.
- Dress and groom in a neat and clean manner.
- Have the skills, self-confidence, and values necessary to become contributing members of society.

The Balanced Literacy Framework was adopted in Greenville County Schools to ensure all students are being instructed on their current levels of reading material. Teachers work as a team to ensure they are using the best strategies to meet the needs of every student. We use the Fountas and Pinnell Benchmark Assessment System to adjust teaching strategies when needed. MobyMax computer program is used to provide additional assistance that students can use at home and school. Classroom teachers also utilize Mastery Connect, an online resource that helps teachers identify and track student mastery of South Carolina College and Career Ready standards. Teachers differentiate instruction to meet the needs of all students. Differentiated instruction is provided during instructional times. RTI is provided for students in grades K5-3. We also have a morning tutoring program before school for students in grades 3-5 to work on the computer based program Moby Max. Our 5th grade Beta students also offer tutoring for third grade struggling students. Science kits are sent from the district for further investigation in the Science curriculum. All students at Mauldin Elementary participate in the Science Fair. Students in grade 5 complete team science projects, students in grade 4 complete group science projects, students in grades 3 and 2 complete a class project, while K-1 grades host a Science Day where they visit grade level classrooms and are exposed to several experiments.

Staff Quality

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

Learning Climate

At Mauldin Elementary, students' attendance rate is 95.2% over all. However, we find that some individual students have a problem attending school on a regular basis. Keeping our subgroups in school seems to get harder than it should be. Our ability to keep these students in school is an important daily task. We have in place procedures as well as strategies for students not meeting the district and state guidelines. Teachers work with the attendance clerk and assistant principal to make sure students are in school daily. Parents are contacted regularly to address attendance issues.

Root Cause Possibilities

Staff members met to generate a list of root causes or reasons "why" we believe students in the various subgroups are not achieving their goals on MAP, exemplary on SCPASS in Science or Social Studies, or Met or Exceed on SC READY. While some of the causes are out of our circle of control, we recognize that the reason could be a cause. The reasons are as follows:

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

Accomplishments

The success of our school improvement efforts is reflected in much special recognition. These include the following:

- National ASCA Ramp Model School
- GT students won 1st place in architecture in ASCE Upstate Branch Popsicle Bridge Competition
- "A" rating 2012-2015
- State and National winning Beta Club
- District Science Teacher of the Year 2017

- Palmetto Silver Award Winner 2011- 2012
- 3rd & 5th Grade District Science Fair Winner 2018
- 3rd Grade District Science Fair Winner 2015
- Battle of the Books—Area Winner 2015
- Battle of the Books—Area runner up 2016

Outstanding Features

- Moby Max and other student software applications
- Grade Level field trips
- Science Fun Day
- Math Fun Day
- Mauldin High School Teacher Cadets
- Laptop Carts
- School wide Art Show
- CATCH Program (Coordinated Approach to Child Health)
- Summer Reading and Math Incentive Programs
- Auditioned Chorus
- Building Dreams (mentoring program)
- Big Brothers & Big Sisters Program
- Pre School Special Education Class
- Outstanding Multicultural School with more than 16 nationalities represented
- Mauldin Mighty Eagle Award Recognition
- Student Council
- Safety Patrols
- Award Winning Junior Beta Club
- Mauldin Mania
- Battle of the Books
- 1:1 Chomebooks in 3rd - 5th Grade
- Extended Day Program
- Closet of Hope
- 4 year old Kindergarten
- STEAM Lab
- Girls on the Run site
- National ASCA Ramp Model School
- Discovery Education Digital Corps School
- Inclusive Practice School
- Breakfast Club Tutoring
- Beta Club Tutoring Program
- Leader in Me School

III. School Profile

The Community of Mauldin Elementary School

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

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

Mauldin Elementary School Staff

During the 2017-2018 school years, the staff of Mauldin Elementary included:

- 1 principal
- 1 assistant principal
- 1 administrative assistant
- 1 instructional coach
- 38 regular classroom teachers
- 1 reading interventionist (RTI)
- 2 part time reading interventionists
- 1 full time Literacy Coach
- 1 mental health counselor
- 1 ESOL teacher
- 7 teaching assistants (K4-K5)
- 6 full time special education teachers (2 self-contained, 4 full time resource)
- 4 special education aides

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

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

Teacher Personnel Data 2017-2018

Percentage of teachers with advanced degrees	47.5	Down from 50.0
Percentage of teachers on continuing contract	86.4	Up from 82.1
Teachers returning from previous year	91.2	No change
Teacher attendance rate	92.1	Down from 93.9
Average teacher salary	$52,633	Up from $50,714
Professional development days/teacher	7.9	Down from 17.7
Percentage of teacher vacancies for more than 9 weeks	0.0	No change

Teaching Experience by Year

	0-3 yrs.	4-5 yrs.	6-10 yrs.	11-15 yrs.	16-20 yrs.	21-25 yrs.	26-30 yrs.	30+ yrs.
Teachers	6	2	10	13	10	4	11	6

Attendance								
Teachers								
	2010	2011	2012	2013	2014	2015	2016	2017
Teachers	96.2	93.7	93.9	95.1	93.8	94.3	93.9	92.1

Our Leadership Team

Our principal is **Dr. Jamie Spinks.** This is his fourth year at Mauldin Elementary School and his 16th year in administration. He graduated with a doctorate of philosophy in Educational Policy Studies/ Educational Leadership from Georgia State University. He earned his Master's degree from the State University of West Georgia in Educational Leadership and Supervision. He received a Bachelor of Science in Early Childhood Education from the University of North Georgia. Dr. Spinks has taught grades 1-3, served as an assistant principal, taught graduate classes at a University, and has been a Leader in Me educational consultant.

Our Assistant Principal is **Mrs. Julie Hathaway.** This is her 11th year at Mauldin Elementary School. She graduated with a Bachelor of Science Degree in elementary education in reading from East Carolina University, Greenville, North Carolina. She also received a Master's Degree in Administration and Supervision from Furman University, and later added her certification in Early Childhood. Mrs. Hathaway has served as a principal, university supervisor, teacher leader, classroom teacher and assistant principal.

Our Administrative Assistant is **Mr. Hamilton Parks.** This is his first year at Mauldin Elementary School. He brings great experiences to the position. Most recently, his experience as an IC at AJ Wittenberg has allowed him to have a knowledge of systems approach to operations and as well as curriculum/ instruction.

Mauldin Elementary Students

The total enrollment of Mauldin Elementary in 2017-2018 is 941. Our enrollment has remained consistent over the past two years. Student attendance rate is 95.2%, and 51% participating in the free or reduced lunch program.

Student Profile

•Grades – K3-5th
•Student Enrollment – 970
•Free/ Reduced – 51%
•Special Education – 13%
•Gifted & Talented – 10%
•Students represent 16 countries and 15 languages

Total Enrollment
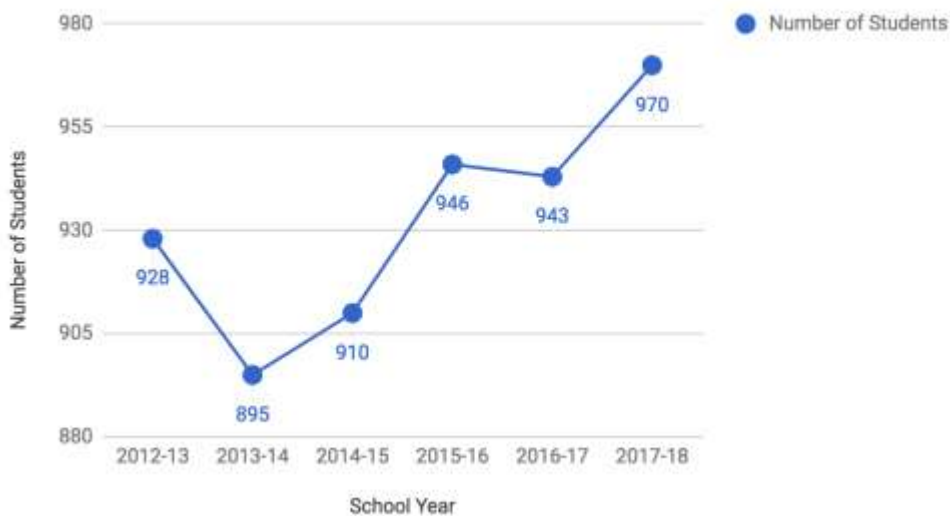
2017-2018 Enrollment by Ethnicity
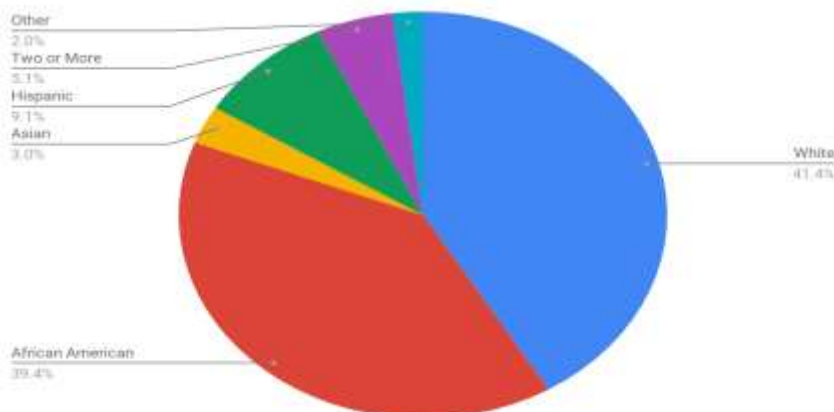
As shown in the pie chart above, the current student enrollment at the new Mauldin Elementary is 970 students made up of:

- 402 Caucasian
- 382 African American
- 88   Hispanic
- 29 Asian
- 69   Others

2017-2018 Enrollment by Grade Level
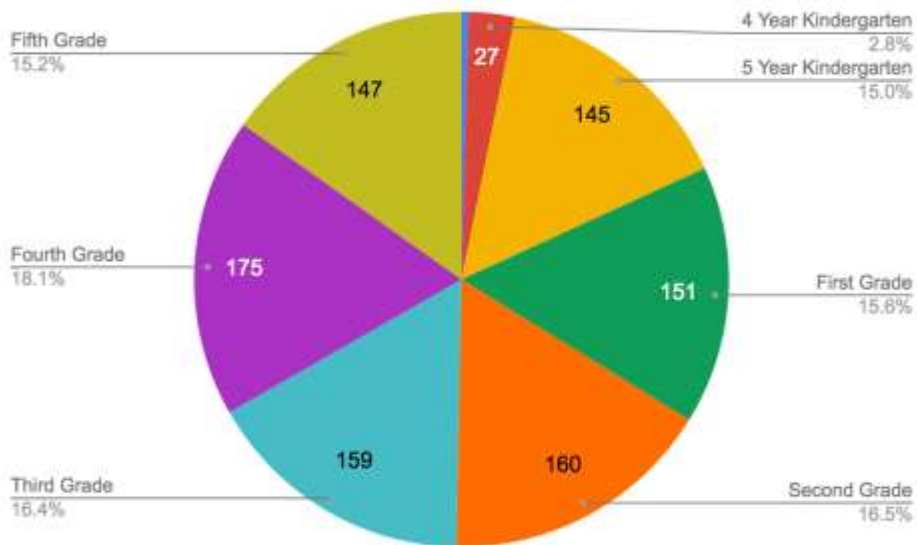
Student Retention			
	2015	2016	2017
Students	1.4	0.8	0.2

Student Attendance			
	2015	**2016**	**2017**
Students	96	93.97	95.2

Mauldin Elementary FARMS Over Time

2017-2018 Enrollment by Gender
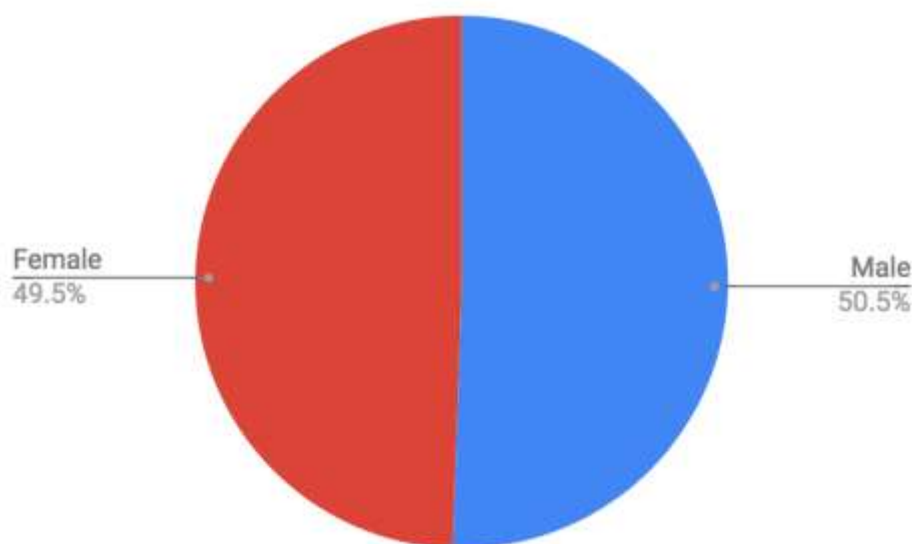
Outstanding Educational Programs

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

Leader In Me
Mauldin Elementary began the implementation of Leader In Me in 2017-2018 school year. This whole school transformation process focuses on culture, academics, and leadership. It teachers 21st Century life and

leadership skills, the 7 Habits of Highly Effective people, and a culture of student empowerment based on the idea that every child can be a leader.

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

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

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

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

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

Breakfast Club -Morning Tutoring
Students in grades 3-5 are invited to participate in the MobyMax Morning Program. Teachers and the instructional team select students based on their SC READY scores and classroom performance. During this morning time, students work on MobyMax literacy skills.

Beta Tutoring Program
Fifth grade Beta Club students serve as morning tutors for students in first grade. They work with the students four days a week on skills that the classroom teachers recommend.

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

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

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

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

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

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

Instructional Programs

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

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

Students participate using **Writing Prompts** in the fall, winter, and spring of each school year. The writing prompts are placed in the students' cumulative record. The teachers use the writing process when teaching writing. Teachers use the following writing process components with the students: prewriting, first draft, revising, editing, and publishing. The prompts are assessed in grades 3-5 using the district writing rubrics. In grades Kindergarten-second grade, district rubrics are used to assess these prompts.

Math

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

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

Social Studies

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

Health and Science

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

science process skills with the teaching of informational reading and research skills through the use of trade books, novels, children's magazines, nonfiction texts, and the internet.

Instructional Support Programs

Support Services

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

Challenge Program

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

The curriculum is designed to challenge students with rigorous complex class work and research. The units of study are aligned with state standards and are designed to be covered in one semester. This program serves 21 third grade students, 38 fourth grade students, and 20 fifth grade students.

Computer Lab/Technology

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

The computer lab provides the opportunity for students to learn basic computer functions and basic functions of Microsoft applications, which include PowerPoint and Word, and Google Suite. Students are also introduced to exploring the Internet, researching topics, and publishing their work. Technology words are introduced in support of student achievement. These enhance students' communication skills in our world of technology. Each classroom is equipped with a Promethean Board. We also have three LCD projectors. Our school received one-to-one chromebooks for personalized learning in the 2016-2017 school year. These devices are utilized in grades three through five. Our school was refreshed with new computers during 2017-2018 school year. This refresh cycle included new admin and teacher laptops and 14 student Chromebooks. Old teacher laptops were re-purposed for student use in the classrooms.

Counseling Services

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

Media Center

The Mauldin Elementary Media Center is a very busy place. Located near the center of the school, the media center offers students, teachers and parents materials and services that support the curriculum. The media center staff assists members of the school community in learning how to find and use these resources and encourages all who enter to select materials that expand their knowledge base and/or foster the love of reading. A dedication to collection development by the media specialist ensures that the materials in the media center meet the needs of the school community it serves and also meet District and State standards for library collections. Currently, the media center houses almost 19,000 holdings in print, non-print (videos and DVDs), and manipulative formats. It also possesses the balanced literacy library for teachers to use as a resource in conducting guided reading groups, which holds approximately 25,000 leveled readers. It circulates approximately 9,000 items per month. It is staffed by one full-time library media specialist and one full-time media clerk. It is open from 7:30 a.m. to 3:00 p.m.

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

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

Special Needs Program

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

Inclusion Program

The Special Education Department at Mauldin Elementary uses the inclusion model to serve students with disabilities in the areas of reading, writing, and math. The inclusion model consists of the special education teacher going into the general education classroom and teaching with the general education teacher. The two teachers collaborate on lessons plans and strategies to assist all of the children in the classroom. This is a team

teaching approach to learning and allows the students more small group instruction as well as individual assistance as needed. The inclusion model at Mauldin Elementary School is used in third, fourth and fifth grade.

Speech Program

Mauldin Elementary has two full time speech therapist who follow a "pull-out" and/or inclusion model to provide academic assistance as listed on each eligible student's Individual Education Plan. The therapists also provide classroom and individual interventions to help aid students with speech and/or language weaknesses in the classroom environment.

The goal of the speech services is to increase the student's articulation and language skills to age appropriate levels and to enable the student to respond appropriately, effectively, and with clarity in the classroom. This is accomplished through a variety of techniques and impacts all areas of the curriculum. Listed below are some of the skills taught:

- Categorization and auditory memory skills
- Listening strategies
- Following directions
- Syntax strengthening
- Describing words
- Articulation skills
- Fluency and rhythm of speech

These services support the work of classroom teachers and the curriculum.

<u>**English for Speakers of Other Languages (ESOL) Program**</u>

- 48 English language learners are receiving pull-out instruction or being monitored by a certified ESOL teacher.
- Students represent 11 languages and 14 countries.

Language	Count		Country	Count
Burmese	1		Belarus	2
Mandarin	2		Colombia	7
Gujarati	1		Egypt	1
Kannada	1		India	1
Japanese	1		Jordan	1
Micronesian	3		Mexico	2
Russian	3		Puerto Rico	1
Spanish	26		Saudi Arabia	1
Arabic	6		Syria	2
Hindi	1		Ukraine	1
Vietnamese	3		United Arab Emirates	1
			Venezuela	3
			Vietnam	1
			USA	24

Program Goals

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

Extended Day Program

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

Physical Education Program

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

Girls on the Run

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

Art Program

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

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

Music Program

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

The Mighty Eagle Chorus

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

IV. Data Analysis and Needs Assessment

Student Achievement Outcome

2016-2017 SC READY

The SC READY assessment was given to students in grades 3-8 in Spring 2017. Students were assessed in the subject areas of ELA and Math.

2017 SC READY ELA

English

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not meet Expectations
Our School	67	120	136	107
Our District	5641	10155	10749	7623
Statewide	45804	88175	110349	90311

■ Exceeds Expectations ■ Meets Expectations ■ Approaches Expectations ■ Does not meet Expectations

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not meet Expectations
Our School: Grade 3	36	42	40	27
Our School: Grade 4	19	29	50	42
Our School: Grade 5	12	49	46	38

■ Exceeds Expectations ■ Meets Expectations ■ Approaches Expectations ■ Does not meet Expectations

2017 SC READY MATH

Mathematics

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not meet Expectations
Our School	106	122	120	83
Our District	8011	8433	10477	7335
Statewide	64643	76417	105459	88390

■ Exceeds Expectations ■ Meets Expectations ■ Approaches Expectations ■ Does not meet Expectations

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not meet Expectations
Our School: Grade 3	55	51	28	12
Our School: Grade 4	32	35	41	32
Our School: Grade 5	19	36	51	39
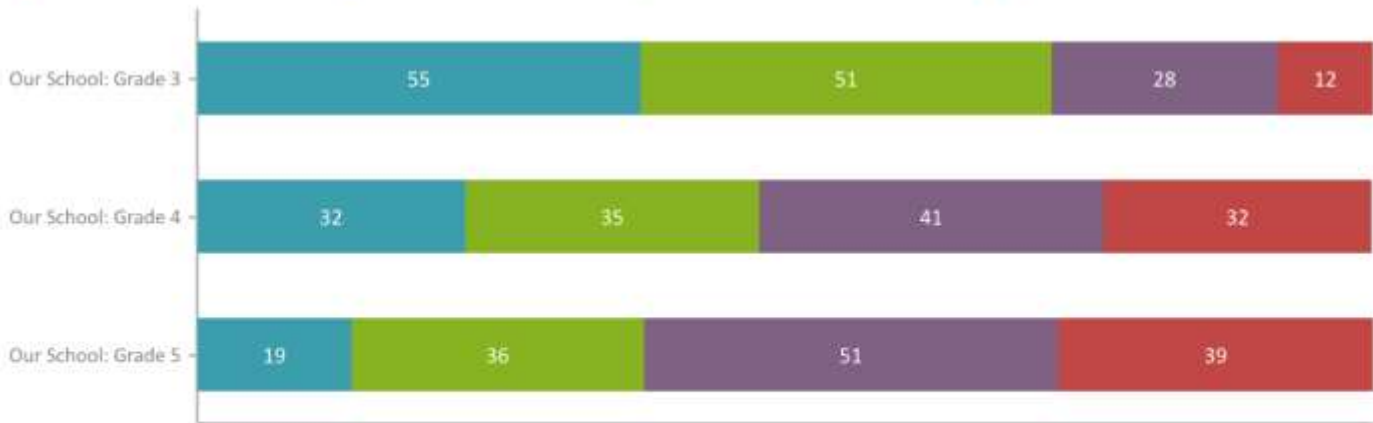
■ Exceeds Expectations ■ Meets Expectations ■ Approaches Expectations ■ Does not meet Expectations

Abbreviations for Missing Data:

-1 = N/A-Not Applicable   -3 = N/R-Not Reported   -4 = I/S - Insufficient Sample

2016-2017 SCPASS

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

Science
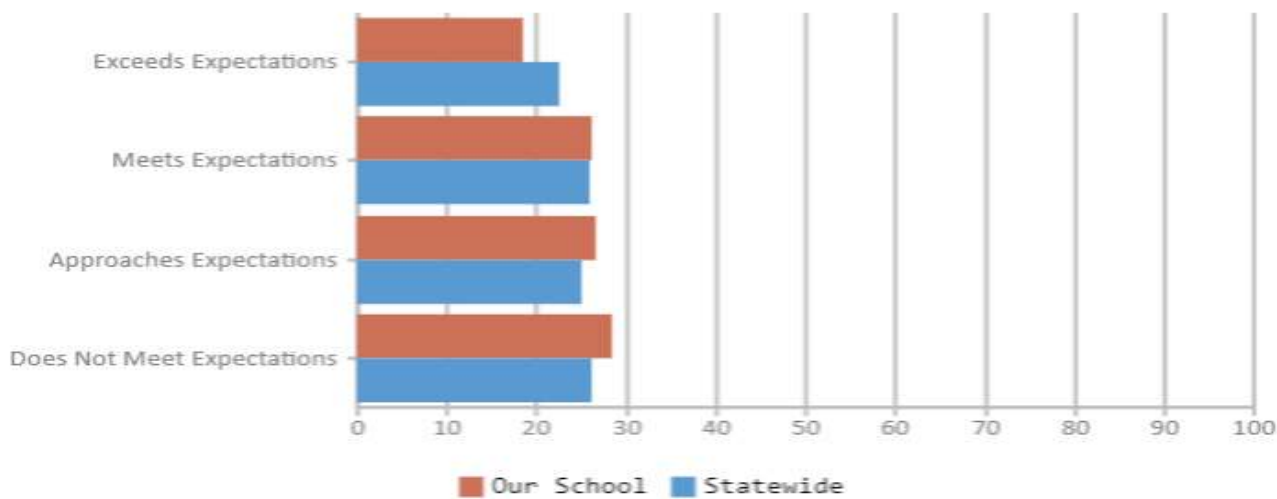
Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
42.9	46.9
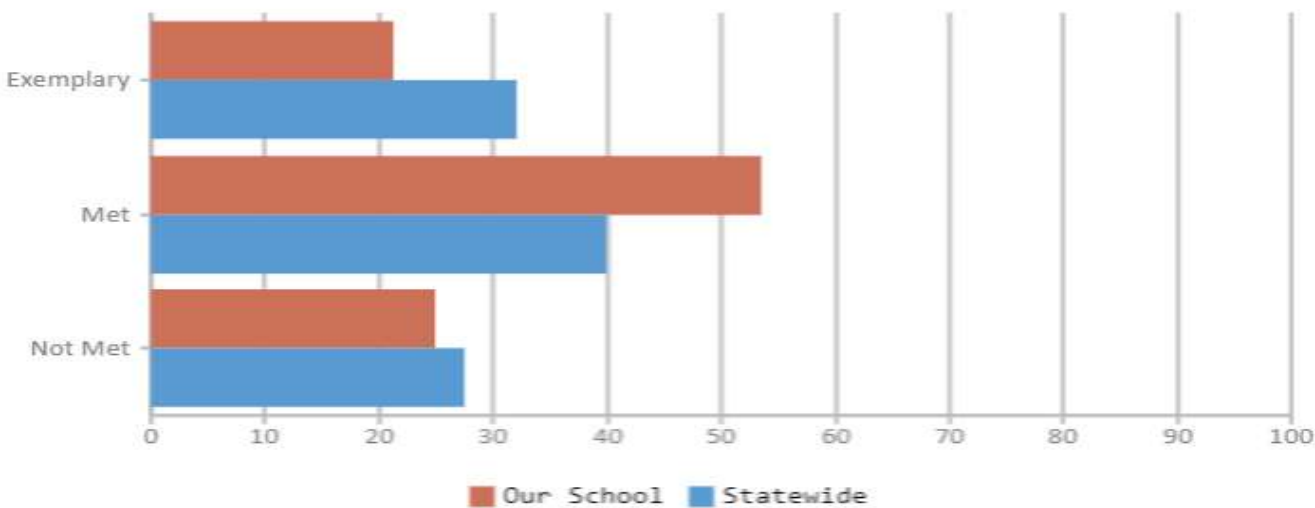
Social Studies

Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
83.6	66.9

Strengths

- MES improved in both Math and ELA from 2016 to 2017.
- Students continue to perform well on Social Studies.
- 3rd Grade saw the highest writing scores in the school.
- Geometry strand in Math.

Areas of Concern

- Measurement and Data Analysis strand in Math.
- Text Dependent Analysis has room for improvement.
- Writing
- Meaning and Content strand in ELA.

Teacher and Administrator Quality

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

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

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

Professional Development Plan
2017-2018 Mauldin Elementary

1st Wednesday each Month	Leader in Me Implementation
3rd Wednesday each Month	Student-Centered Instruction Leadership Team
PD: Aug. 14, Oct. 16, Dec. 13, Mar. 7 Coaching Days: Nov 17, Jan 24, Feb 28	Digital Leader Corps PD and Coaching Days
District Scheduled Dates	Balanced Literacy Primary & Intermediate Mentor Cohort
TBA	1st Grade Word Study Planning & Implementation with Dr. Voyles
July 26-27	LIM: 7 Habits for Highly Effective People
August 1	LIM Alignment Day
August 10	Achieve Greatness: Leadership Retreat
August 16	Launching Leadership
August 17	Mastery Connect:TE21 & Power Teacher
September 6	MTSS On Track Process
October 3	Literacy Breakout Sessions – Literacy Team
October 19	TLIM: Creating Culture
November 1	Technology Breakout Sessions: Math & Engineering Focus
December 6	LIM: 7 Habits Showcase
January 3	LIM: Aligning School-wide Programs
February 7	LIM: Aligning Action Teams
March 7	Leader in Me: Culture Check-up
April 11	Analyzing Survey Data & Aligning Results with LIM
May 2	SC READY & SCPASS Test Training

IC Success Data Teams	
August	Power Teacher Grade Book Setup 2-5
August	TE21/Mastery Connect: Set-up Standards Pacing & data points
September	SC READY & MC Data Point Analysis Check
October	MC Data Point Analysis Check
November	Fall TE21 Benchmark Report Analysis
January	MC Data Point Analysis Check
February	Winter TE21 Benchmark Report Analysis
March	MC Data Point Analysis Check
April	Spring TE21 Benchmark Report Analysis

School Climate Needs Assessment

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

	Teachers		5th Grade Students		5th Grade Parents	
	2016	2017	2016	2017	2016	2017
Percent satisfied with learning environment	97.8	94.8	95.3	84.5	93.7	75.8
Percent satisfied with social and physical environment	93.4	94.7	74.7	75	93.8	82.3
Percent satisfied with school-home relations	95.6	86.8	72.8	80.3	82.0	67.2

2017 Report Cards = https://ed.sc.gov/data/report-cards

MAULDIN ELEMENTARY

Principal:	Jamie Spinks, Ph. D.	**Enrollment**	933	State Rating History*
Superintendent:	Dr. W. Burke Royster	**Grades**	PK-5	Past Year's Ratings 2014 - Good
Board Chair:	Dr. Crystal Ball O'Connor	**Teachers**	59	2013 - Good 2012 - Good
School Phone:	864-355-3700			

SC READY South Carolina College-and Career-Ready Assessments

English

	Our School	Our District	Statewide
Exceeds Expectations	67	5641	45804
Meets Expectations	120	10155	88175
Approaches Expectations	136	10749	110349
Does not meet Expectations	107	7623	90311

	Grade 3	Grade 4	Grade 5
Exceeds Expectations	36	19	12
Meets Expectations	42	29	49
Approaches Expectations	40	50	46
Does not meet Expectations	27	42	38
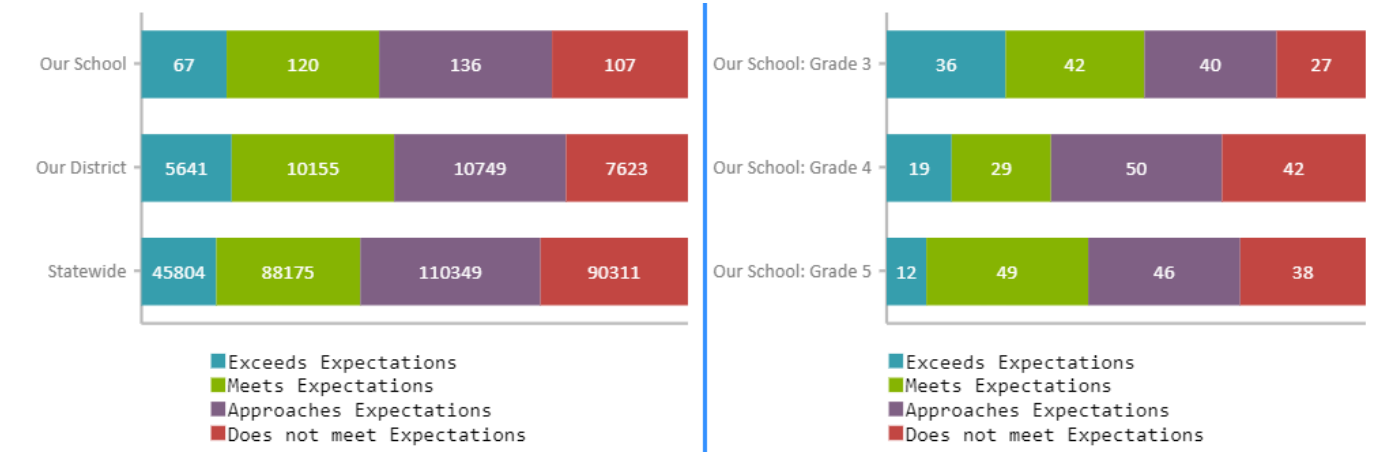
Our School - Grade 3 Exceeds and Meets: 53.8%
Our School - Grade 4 Exceeds and Meets: 34.3%
Our School - Grade 5 Exceeds and Meets: 42.1%

Mathematics

	Our School	Our District	Statewide
Exceeds Expectations	106	8011	64643
Meets Expectations	122	8433	76417
Approaches Expectations	120	10477	105459
Does not meet Expectations	83	7335	88390

	Grade 3	Grade 4	Grade 5
Exceeds Expectations	55	32	19
Meets Expectations	51	35	36
Approaches Expectations	28	41	51
Does not meet Expectations	12	32	39
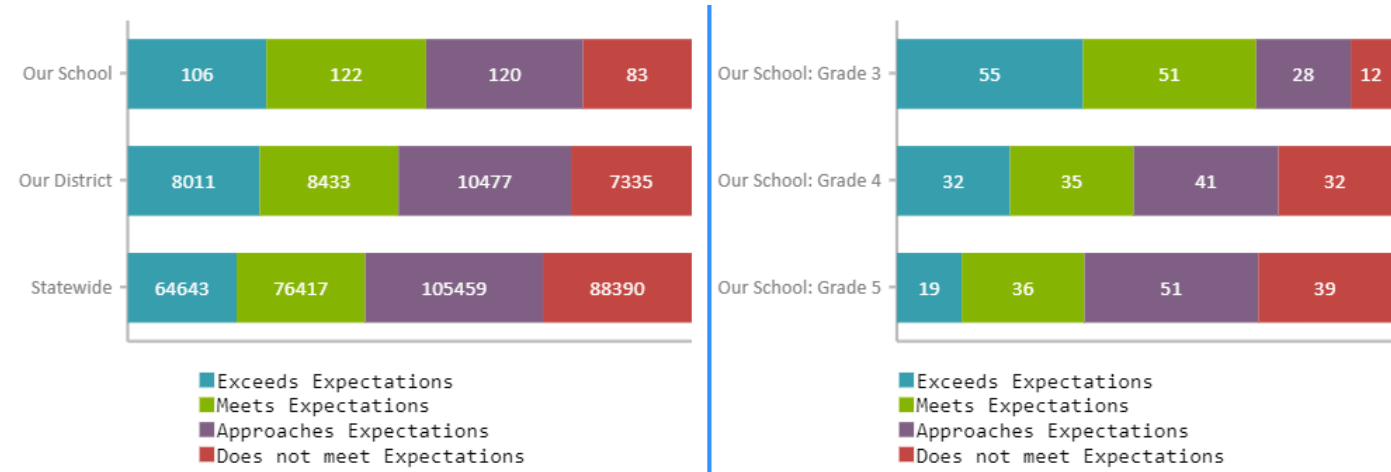
Our School - Grade 3 Exceeds and Meets: 72.6%
Our School - Grade 4 Exceeds and Meets: 47.9%
Our School - Grade 5 Exceeds and Meets: 37.9%

SCPASS

Science

Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
42.9	46.9

Social Studies

Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
83.6	66.9

Opportunities

For students to meet the profile of the SC Graduate

	Our School	Change from last year
Students (n = 933)		
% of students in poverty (TANF, Medicaid, SNAP, foster child or homeless)	53.9	Down from 54.6
Attendance rate	95.2	Down from 95.6
With disabilities	14.6	Down from 15.1
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0	No change
Percentage of students served by gifted and talented program	8.3	Up from 6.5
Percentage of students retained	0.2	Down from 0.8

Teachers (n = 59)		
Percentage of teachers with advanced degrees	47.5	Down from 50.0
Percentage of teachers on continuing contract	86.4	Up from 82.1
Teachers returning from previous year	91.2	No change
Teacher attendance rate	92.1	Down from 93.9
Average teacher salary	$52,633	Up from $50,714
Professional development days/teacher	7.9	Down from 17.7
Percentage of teacher vacancies for more than 9 weeks	0.0	No change
School		
Principal's/Superientendent's/Director's years at school/district	3	Up from 2
Student-teacher ratio in core subjects	22.3 to 1	Down from 23.0 to 1
Prime instructional time	87.0	Down from 87.3
Opportunities in the arts	Good	No change
AdvancEd (SACS) accreditation	Yes	No change
Parents attending conferences	100.0	No change

Character development program	Excellent	Up from Good
Average age of books / electronic media in the school library	13.0	Down from 14.0
Number of resources available per student in the school library media center	15.6	Down from 19.9
Percent of classrooms with wireless access	91-100%	No change
Percent of students served by 1:1 learning	71-80%	N/A
Number of devices dedicated for student use	684	Up from 366
Percentage of classes not taught by highly qualified teachers	Under Revision	N/A
Dollars spent per pupil	N/AV	N/A
Percent of expenditures for instruction	N/AV	N/A
Percent of expenditures for teacher salaries	N/AV	N/A
Number of online or blended (50% online) courses offered	N/AV	N/A

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	38	148	62

Percent satisfied with learning environment	94.8%	84.5%	75.8%
Percent satisfied with social and physical environment	94.7%	75.0%	82.3%
Percent satisfied with school-home relations	86.8%	80.3%	67.2%

*Only students at the highest elementary school grade and their parents were included.

AdvancED Survey Results

Teacher Survey Results:
- Climate and Culture Elementary School Teachers
- Elementary School Teacher Inventory

Student Survey Results:
- Climate and Culture Elementary School Student
- Elementary School Student Inventory
- Student Survey Staff Analysis

Parent Survey Results:
- Climate and Culture Elementary School Parents
- Parent Data Analysis

Staff Survey Results:
- Climate and Culture Staff Survey Results

V.   Action Plan

Achieve Greatness!!

Our Vision and Academic Goals

The Mauldin Elementary staff developed a three-point vision shared by all stakeholders:
- We will work in partnership with parents and the community; we will respect and address each student's needs, gifts and learning styles.
- We will allow our students to experience the curriculum through educational strategies that increase literacy and problem-solving skills.
- We will integrate technology throughout the curriculum to help prepare students for the world of work.

With this vision and our goals in mind, we believe we must plan effectively to provide a quality education for our students.

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

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

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

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 43.5% in 2016-17 to 52.32% in 2022-23.

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1.47% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 43.5% (2016-17)	**School Projected Elementary 44.97%**	**46.44%**	**47.91%**	**49.38%**	**50.85%**	**52.32%**
		School Actual Elementary					
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:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administration, Teachers, Instructional Coach	District Funded	District	MasteryConnect usage data (benchmarks). Teacher Observation Data; SLO Data
2. Scaffold student thinking through modeling, think alouds, and/or guided practice to support stamina, decision making, and understanding of content.	2018-2023	Academic Specialists for Literacy Administration Instructional Coach Literacy Specialist Literacy Mentors Teachers	District Funded	District	Evidence of teacher modeling and think alouds Evidence of scaffolds for thinking including visuals, thought prompts, and question stems Students articulate and use scaffolds to answer questions and solve problems
3. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Academic Specialists for Literacy Administration Instructional Coach Literacy Specialist Literacy Mentors Teachers	District Funded	District	Classroom libraries offer a wide selection of texts that reflect students' interests and needs. Teachers lead focused reading conferences and small group work. Students can articulate and demonstrate progress toward their reading goal(s).

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 52.9% in 2016-17 to 58.6% in 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _52.9%__ (2016-17)	**School Projected Elementary 53.85%**	**54.8%**	**55.75%**	**56.7%**	**57.65%**	**58.6%**
		School Actual Elementary					
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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments and Mastery Connect to inform instruction at a rigorous level	2018-2023	Administration, Teachers, Instructional Coach	District Funded	District	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Implement tasks that promote reasoning and problem solving	2018-2023	Administration, Teachers, Instructional Coach	District Funded	District	Observations of problem solving and reasoning
3. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018-2023	Academic Specialists Administration, Teachers, Instructional Coach	District Funded	District	Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction

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

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

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

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

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

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

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

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

PERFORMANCE GOAL: 4 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 TBD% annually.

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administration, Teachers, Instructional Coach	District Funded	District	Formative Assessments, Teacher Observation Data
2. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	Administration, Teachers, Instructional Coach	District Funded	District	Attendance reports from district and school professional development offerings including summer courses; Coaching Cycles
3. Scaffold student thinking through modeling and think alouds to support independent students who are conceptual and critical thinkers.	2018-2023	Academic Specialists Administration, Teachers, Instructional Coach	District Funded	District	Intentional collaborative planning based on student data Evidence of teacher modeling and think alouds Evidence of students engaged in collaborative conversations and independent problem solving

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	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 66% (2016-17) Annual Increase = 0.2%	**Projected Hispanic 66.2%**	**66.4%**	**66.6%**	**66.8%**	**70%**	**70.2%**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 66% (2016-17) Annual Increase = 0.2%	**Actual Hispanic**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 23% (2016-17) Annual Increase = 2.6%	**Projected AA 25.6%**	**28.2%**	**30.8%**	**33.4%**	**36%**	**38.6%**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 23% (2016-17) Annual Increase = 2.6%	**Actual AA**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 10% (2016-17) Annual Increase = 3.3%	**Projected SWD 13.3%**	**16.6%**	**19.9%**	**23.2%**	**26.5%**	**29.8%**

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 10% (2016-17) Annual Increase = 3.3%	**Actual SWD**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 45% (2016-17) Annual Increase = 1.4%	**Projected LEP 46.4%**	**47.8%**	**49.2%**	**50.6%**	**52%**	**53.4%**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 45% (2016-17) Annual Increase = 1.4%	**Actual LEP**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations Baseline will be established 2017-2018	**Projected SIP TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations Baseline will be established 2017-2018	**Actual SIP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 62% (2016-17) Annual Increase = 0.4%	**Projected Hispanic 62.4%**	**62.8%**	**63.2%**	**63.6%**	**64%**	**64.4%**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 62% (2016-17) Annual Increase = 0.4%	**Actual Hispanic**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 31% (2016-17) Annual Increase = 2.2%	**Projected AA 33.2%**	**35.4%**	**37.6%**	**39.8%**	**42%**	**44.2%**

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 31% (2016-17) Annual Increase = 2.2%	**Actual AA**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 17% (2016-17) Annual Increase = 2.9%	**Projected SWD 19.9%**	**22.8%**	**25.7%**	**28.6%**	**31.5%**	**34.4%**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 17% (2016-17) Annual Increase = 2.9%	**Actual SWD**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 54% (2016-17) Annual Increase = 0.9%	**Projected LEP 54.9%**	**55.8%**	**56.7%**	**57.6%**	**58.5%**	**59.4%**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 54% (2016-17) Annual Increase = 0.9%	**Actual LEP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations Baseline will be established 2017-2018	**Projected SIP TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations Baseline will be established 2017-2018	**Actual SIP**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected Hispanic TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**

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 TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
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 TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
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 TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
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 TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**

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 TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
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 TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
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 TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
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 TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Utilize OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2018-2023	Coordinator of MTSS Teachers	$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
2. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Academic Specs., Administration, Instructional Coach Teachers	$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers
3. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Academic Specs. Assist. Supt. for SPED Coord. Of ELL Administration Instructional Coach Teachers			Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Academic Specialists for Literacy Administration Instructional Coach Literacy Specialist Literacy Mentors Teachers	District Funded	District	Classroom libraries offer a wide selection of texts that reflect students' interests and needs. Teachers lead focused reading conferences and small group work. Students can articulate and demonstrate progress toward their reading goal(s).
2. Scaffold student thinking through modeling, think alouds, and/or guided practice to support stamina, decision making, and understanding of content.	2018-2023	Academic Specialists for Literacy Administration Instructional Coach Literacy Specialist Literacy Mentors Teachers	District Funded	District	Evidence of teacher modeling and think alouds Evidence of scaffolds for thinking including visuals, thought prompts, and question stems Students articulate and use scaffolds to answer questions and solve problems
3. Utilize the GCS framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Academic Specialists for Literacy Administration Instructional Coach Literacy Specialist	District Funded	District	Observations, anecdotal notes, and lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge

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

Performance Goal Area: ☐Student Achievement* ☒Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority
Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Participate in training opportunities to help existing teachers work with diverse students.	2018-2023	Dir. of Staff and Leadership Dvp. Administration Instructional Coach Teachers	TBD	TBD	Professional Development opportunities targeting student diversity.
2. Utilize the GCS list of quality candidates who are diverse when hiring.	2018-2023	HR Recruiters Administration	$0	NA	Ongoing identification of candidates
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2016-2017	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey		**School Projected Students ≥ 90**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	Baseline 89.9%	**School Actual Students**					
		School Projected Teachers ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	Baseline 94.8%	**School Actual Teachers**					
		School Projected Parents ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

	Baseline 88.7%	**School Actual Parents**					
SDE School Report Card Survey	**91**	**District Projected Students ≥ 90**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
	94	**District Projected Teachers ≥ 90**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					
	88	**District Projected Parents ≥ 90**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

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

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

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

PERFORMANCE GOAL: 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	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys		**School Projected**	**90**	**90**	**90**	**90**	**90**
		School Actual Baseline 89%					
AdvancED Culture & Climate Surveys	**89**	**District Projected**	**90**	**90**	**90**	**90**	**90**
		District Actual					

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

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2018-2018	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) **95.2%**	**School Projected**	**95**	**95**	**95**	**95**	**95**
		School Actual					
	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
		District Actual					

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

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

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

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the 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	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid 6 % Lonely 9 % Angry 9%	**School Projected**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5**
		School Actual	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	**District Projected**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5**
		District Actual	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Address bullying behaviors in the character education program	2018-2023	Principals Guidance Counselor	TBD	TBD	Lesson Plans
2. Build a positive learning community supportive of all students through Leader in Me Lead Time	2018-2023	School Principals 7 Habits Team Teachers & Staff	$0	NA	Evidence of: • classroom conversations and reflections to support problem solving occur across the school day. • established classroom norms, expectations, and procedures.
3. Implement the OnTrack process, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	Administration OnTrack Team Teachers	$0	NA	OnTrack Meeting Agenda & Logs