Mountain View Elementary School
Renewal Plan

Principal, Jennifer Gibson

Greenville County Schools

Dr. W. Burke Royster, Superintendent

2018-2019 through 2022-23

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Mountain View Elementary

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

Jennifer Gibson	J. Gibson	7-24-18
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kristy Harris	Kristin T. Harris	7-24-18
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Diana Sims	Diana Sims	7-24-18
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: Mountain View Elementary

SCHOOL TELEPHONE: (864) 355-6800

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

Stakeholder Involvement for School Renewal

Position		Name
1.	Principal	Jennifer Gibson
2.	Teacher	Dawn Hoffman
3.	Parent/Guardian	Anita Ayers
4.	Community Member	Julie Nelson
5.	Paraprofessional	LeAnn Barnette
6.	School Improvement Council Member	Kristi Harris
7.	Read to Succeed Reading Coach	N/A
8.	School Read To Succeed Literacy Leadership Team Lead	Diana Sims
9.	School Read To Succeed Literacy Leadership Team Member	Candace Grugan

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

POSITION	***NAME***
PTA President	Joni Gochenour-Lehman
Instructional Coach	Diana Sims
School Counselor	Paula Britzelmayr
Teacher	Anita Ayers
Teacher	Elaine Parris
Teacher, SPED	Dawn Hoffman
Teacher	Marilynn Medlock
Teacher	Michelle Driscoll
Teacher	Jan Kull
Teacher	Cindy Crain
Teacher	Lauren Anthony
Teacher	Kelly Dill
Teacher	Kaycie White
Teacher	Shelly Emery
Interventionist	Andrea Weaver
Interventionist	Holli Powell
Assistant Principal	Stephen Deyo
Speech Therapist	Kelsey Kuckhahn

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

(●) Yes ( ) No ( ) N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
(●) Yes ( ) No ( ) N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
(●) Yes ( ) No ( ) N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
(●) Yes ( ) No ( ) N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
(●) Yes ( ) No ( ) N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
(●) Yes ( ) No ( ) N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
(●) Yes ( ) No ( ) N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
(●) Yes ( ) 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 ○ No ○ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
◉ Yes ○ No ○ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
◉ Yes ○ No ○ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
◉ Yes ○ No ○ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
◉ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

Mountain View Elementary's school portfolio begins each year with a self-study based on our state surveys (parent, staff and student), our Annual School Report Card and our student achievement results. Teams come together to analyze our information for each of these data sources and explore findings, including the determination of areas of strength and the assessment of needs. Principle members of our team are our administrators, Principal Jennifer Gibson and Assistant Principal Stephen Deyo. Teachers, administrators, school counselors, speech therapists, members of the PTA, parents, and others worked collectively to create this document which represents how we work together as a school community and how we go about the business of teaching our students.

EXECUTIVE SUMMARY

SUMMARY OF STUDENT ACHIEVEMENT FINDINGS

Strengths:

- SCPASS Social Studies – 89% of our students scored Met or Exemplary

Needs:

- SC READY ELA – Only 52% of our students scored Met or Exemplary

SUMMARY OF TEACHER AND ADMINISTRATOR QUALITY

Strengths:

- All Mountain View teachers are highly qualified by the state of SC and our district
- The majority of our teachers have a Master's degree or higher in their area
- Seven of our teachers are National Board Certified
- Our faculty is very stable with 96% returning from the previous year
- Average tenure for our teachers is around 14 years

Needs:

- Maintain the percentage of teachers with advanced degrees at 83% or higher
- Schedule in-service training for any new learner standards
- Increase our average teacher attendance rate to at least 95%
- Increase our understanding of the SC READY assessments

SUMMARY OF SCHOOL CLIMATE

Strengths:

- Parents, teachers, and students are satisfied with the learning environment
- Parents, teachers, and students are satisfied with the social and physical environment
- Teachers surveyed agreed 100% that the school administration has high expectations for teacher performance
- Our school's purpose statement is clearly focused on student success.

Needs:

- Parents would like more information on ways to help children at home and about kindergarten readiness.

SIGNIFICANT CHALLENGES OVER PAST THREE YEARS

- Funding for the classroom – Prices increase yearly and funding is limited. Teachers have to pay for materials out of their own pockets. The teachers also pay for much needed copies with their own personal funds.
- Technology – Technology is constantly changing. Teachers have difficulties with keeping abreast of new hardware, software and apps that they need in order to integrate technologies into their curriculum. Additional training is needed on an ongoing basis. We also have a great need for a technology coach in each school who is not a full time teacher, and has the ability to assist teachers in learning and implementing new technologies and in troubleshooting hardware issues.
- Curriculum – Over the past few years we have implemented Project Read, RTI, CCRS, a new Curriculum planning tool (Rubicon Atlas), new math, science, and social studies textbooks and a new reading program, in addition to an overwhelming amount of technology. Teachers feel that they do not have time to fully implement program/strategies/curriculum into the classroom before something else is being introduced.

SIGNIFICANT AWARDS, RESULTS, OR ACCOMPLISHMENTS OVER THREE YEARS

- We have received the Palmetto Gold Award.
- We have seven National Board Certified teachers.
- Our school is a three time Red Carpet Award Recipient.
- Many teachers apply for and receive grants through a variety of donors.
- We have Promethean boards, Chromebooks and iPads in every classroom, and teachers participate in a variety of workshops to increase their technology proficiency.
- We have 1:1 Chromebooks in grades 2-5.
- We have two computer labs with lab assistants
- Our teachers have been through three graduate level courses, making us a Project Read School. As a result, we have a unified approach in our ELA instruction from grades K4-5th, including a variety of research-based multisensory strategies.
- We have funded positions for RTI in kindergarten through third grades and use local funds to supplement positions so that all struggling students receive assistance.
- We have several teachers who recently achieved a higher level of education including Bachelor's +18, Master's Degree, Masters +30, Doctorate and National Board Certification.
- Several teachers have been awarded grants through Donors Choose, Greater Greer Education Foundation and more.
- We work with a local university to offer graduate courses on our school campus.
- Both of our School Counselors completed the Career Development Facilitator Training under the National Career Development Association.
- Our fourth and fifth grade students serve as tutors and mentors to younger students on a weekly basis through our Tiger Tutors Program.

- Our school is proud to serve others in many ways. We raise funds and awareness for the American Cancer Society and several other charities.
- We have had state and district winners in the PTA Reflections Contests.
- We have been annually awarded the Safe Kids Award.
- Our school was recently awarded the Energy Star Award for our efforts to conserve energy.
- We have a running club that meets weekly. Students then have an opportunity to participate in a one mile fun run.
- We have a weekly art club for students in grades 4 & 5.
- We also have a chorus program for students in grades 4 & 5.

SCHOOL PROFILE

Mountain View Elementary School is a K4 through grade five public school in the School District of Greenville County. We currently have 845 students, 2 administrators, and 46 teachers. It is one of 52 elementary schools in Greenville County. Mountain View Elementary School is situated in a rural area at the foothills of the Blue Ridge Mountains. The school is approximately eleven miles from Greer, the nearest city. Due to our remote location, families must travel in order to access banks, post offices, grocery stores, medical facilities, and even the public library. However, members of our community are happy traveling this distance because it allows them to enjoy the calm, picturesque country life that they value.

Mountain View has a long standing history within our community. The original Mountain View School was established in 1911 on the same property occupied by our current school. Since then, there have been several changes in the buildings, but the school has remained a steadfast fixture in the community. A significant number of our parents and grandparents attended Mountain View. Many of our teachers attended school here too, and have chosen to raise their families in the Mountain View community. The tradition continues as our former students' own children and grandchildren come to our school. For this reason, our entire community feels a unique bond and a responsibility to maintain the integrity of Mountain View. Our school family consists of hard working people who span the spectrum from all occupations. When we come together to make decisions each person's input is valued and respected. Mountain View Elementary School has the respect and support of our parents and the community.

Mountain View was proud to be recognized as a three-time recipient of the Red Carpet Award. This award is given to schools that provide a warm, friendly environment that helps make visitors feel welcome and part of the school family. This award is very important to us because we believe that having a positive, caring environment will help in our efforts to improve student education, and build partnerships with the community. Mountain View is known for its family-like atmosphere and will continue to provide a nurturing place for children to learn and grow.

The tagline of Mountain View Elementary School is "Each child, one day at a time".

Principal:

Jennifer Gibson is currently in her seventh year as Principal of Mountain View Elementary School. Prior to this position, she served as Assistant Principal here for seven years. Before coming to Mountain View, she was a classroom teacher at Blue Ridge Middle School, and an Administrative Assistant at Woodmont High School. She brings a variety of experiences to our school. She is an upstate native and attended Wade Hampton High School, received her Bachelor's degree in Elementary Education from Erskine College, and completed her Master's Degree in Administration and Supervision at Furman.

Assistant Principal:

Stephen Deyo is serving his seventh year as Assistant Principal at Mountain View. He began his career as an educator, teaching grades 6-8 at Wren Middle School in Anderson District One. He then became the administrative assistant at Oakview Elementary School here in Greenville County and served in that position for 3 years. He received a BS in Business Administration and a BA in Elementary Education from UNC-Asheville. He then went on to earn a Master of Education degree in School Administration and Supervision from Clemson University.

Facilities:

We are fortunate to have a beautiful facility in which to work and learn. In this age of technology, we are moving rapidly to try to keep up with the changing world around us. We have Promethean Boards in every classroom. Every classroom in grades 2-5 has 1:1 Chromebooks for students. Kindergarten and first grade also have student Chromebooks. We have full wireless access. Students have two computer labs and one iPad per classroom for teacher and student use. We have recently added two flat-screen TVs for presentations and parent meetings. We have incorporated a large presentation TV in our atrium and in our front office featuring current announcements, news and student photos. We have completed the installation of a fully integrated projection system in the cafeteria for presentations, professional development and more. We have also added a paved walking track, installed trees on our playgrounds for protection from the sun, increased the K5 playground area, and developed a garden in memory of a beloved teacher.

Safety:

Safety is a priority here at Mountain View. In addition to our regular drills, we have implemented a number of safety procedures, such as requiring all visitors to sign in, locking all exterior and interior doors, and employing a director of our Extended Day Program to be in the front office at all times for secure after-school dismissals. We also have police officers who visit our campus on a regular basis for additional security. Safety Plans are available in every classroom. We have increased the amount of fencing around our students' play areas. We have recently installed an addition layer of security with a catch door from our front office into the building.

PTA and Parental Involvement:

Mountain View Elementary PTA's primary purpose is to support the faculty and staff in their effort to make the school a better place for all children. By building close relationships between home and school, parents and teachers cooperate to provide the best education for our children. PTA gives families a voice. PTA is strongly supported at Mountain View. The teachers and administration welcome volunteers with open arms and in response, parents are eager to help. PTA is a registered non-profit association run entirely by volunteers. Mountain View volunteers have logged in more than 5,000 volunteer hours over the past school year. PTA operates on a $93,000 budget.

With the generosity of families and members of our close-knit community, PTA was able to provide $14,500 for teacher/support staff stipends, more than $1,500 in classroom grants and more than $30,000 to various other areas of the school. PTA supports the arts as well as physical education. Mountain View Elementary participates in the Reflections Arts Program supported by PTA. PTA provides a grandparent's luncheon, senior citizens' events, 2 Fun Days, a staff appreciation day and much more. Mountain View's PTA is independent of the school yet they collaborate very closely with the administration to best serve the needs of all. Mountain View's PTA is a strong asset to the school.

Partnerships:

North Greenville University, Greer Flooring Company, Chick-Fil-A, Greer Athletic Club, Hanson Aggregates, BI-LO, Ingles, Publix, Whole Foods, Greater Greer Education Foundation, Target, SmartARTS with the Metropolitan Arts Council, South Carolina Aquarium, Peace Center for the Performing Arts, Roper Mountain Science Center

SCHOOL PERSONNEL DATA

The staff at Mountain View Elementary School includes 37 self-contained classroom teachers. In addition to regular classroom teachers, we have four full time special education resource teachers, 1.5 School Counselors, one Gifted and Talented teacher, a Media Specialist, one Literacy Specialist, two Reading Interventionists, two part time academic support personnel, 1.4 physical education teachers, 1.4 art teachers, 1.4 music teachers, and two computer lab assistants. The majority of our teachers have continued their education and achieved higher degrees. Seven teachers are National Board Certified. One teacher recently completed a doctoral degree, three are working toward a doctoral degree, and two have obtained Educational Specialist degrees in Leadership. On an average, our teachers have been here 14 years. The percentage of teachers who returned to Mountain View from last year is 96.1%. Teacher attendance rate is 91.7%.

Additional personnel include the school principal, assistant principal, secretary, attendance clerk, instructional coach, speech therapists, custodial staff, media specialist, nurses, and food service workers. Our K4 and kindergarten classrooms have a full time teaching assistant. There are 2 part-time clerks in the front office. Children who qualify will receive services from our part-time ESOL teacher. Students may receive services from a hearing specialist, special education resource teacher, an occupational therapist, and a school psychologist on an itinerant basis. Several bus drivers also provide services to students.

ALL CLASSROOM TEACHERS ARE HIGHLY QUALIFIED

STUDENT POPULATION

Mountain View Elementary School's current enrollment is 845 and is configured by grade level as follows:

Grade	Number of Students
K4	46
K5	116
1	128
2	132
3	138
4	151
5	134

Our retention rate is 2.2% and our student attendance rate is high, at 95.4%

MAJOR PROGRAMS

- ✓ Project Read
- ✓ RTI
- ✓ Multiage class
- ✓ Team teaching
- ✓ Partially departmentalized 4th and 5th grade
- ✓ Chick-Fil-A Core Essentials
- ✓ Balanced Literacy
- ✓ After school EDP
- ✓ Chorus
- ✓ Tiger Tutors
- ✓ Safety Patrol
- ✓ Tiger Trailblazers
- ✓ Morning News Show
- ✓ Watch D.O.G.S

MISSION, VISION, AND BELIEFS

Mission

“Each child, one day at a time”

Values and Beliefs

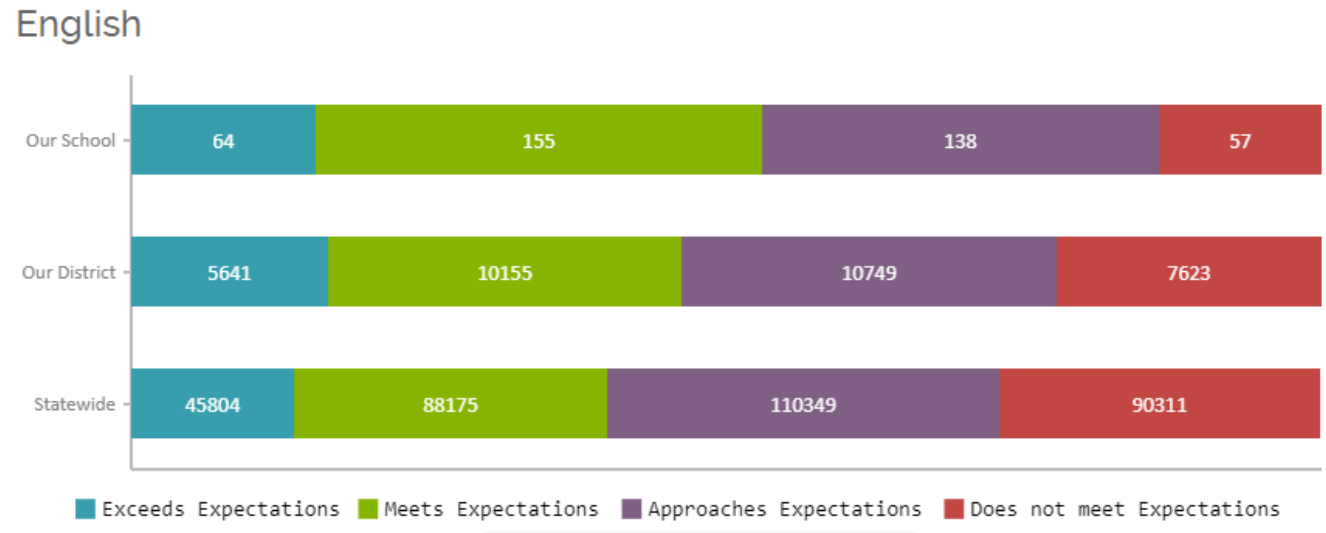
We believe…

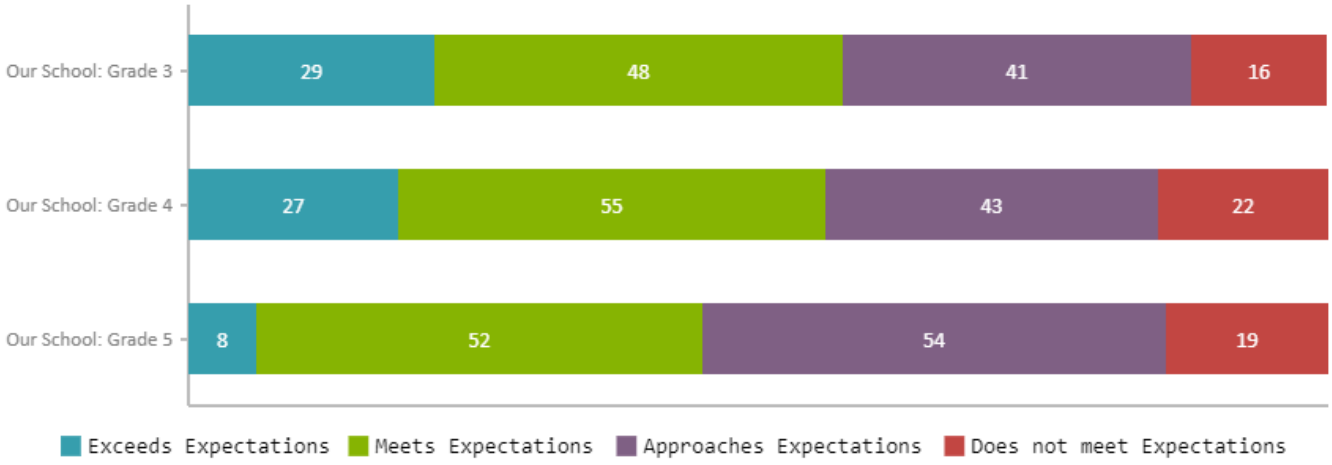
- Our school provides a safe, positive environment in which all children can learn.
- The school’s foremost responsibility is the adaptation to the academic needs of the children.
- The intellectual, personal, social, physical, and moral development of each child is the main concern of our school.
- The child benefits when the parents and teacher work together.
- Children learn best in an environment that fosters positive self-esteem.
- Children need exposure to a variety of teaching methods and strategies.
- Each child benefits from punctual and regular attendance.

STUDENT ACHIEVEMENT NEEDS ASSESSMENT

SC READY Results from Spring 2017

ELA

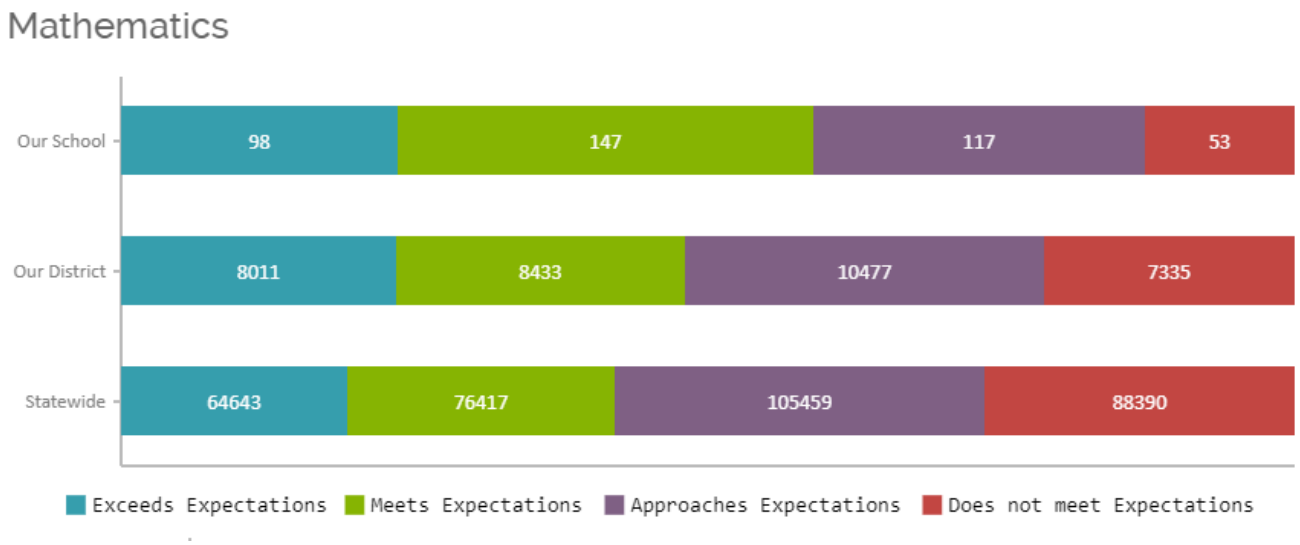


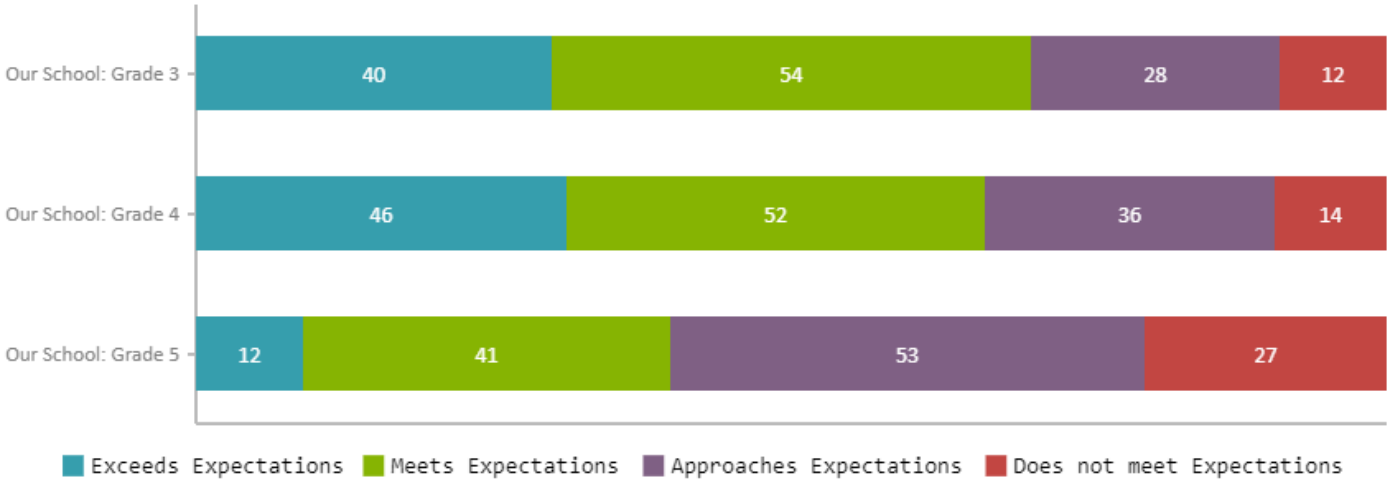


Mountain View students performed well in the ELA area of SC READY. 53% of students met or exceeded expectations as compared to the overall district percentage of 46.

SC READY Results from Spring 2017

MATHEMATICS

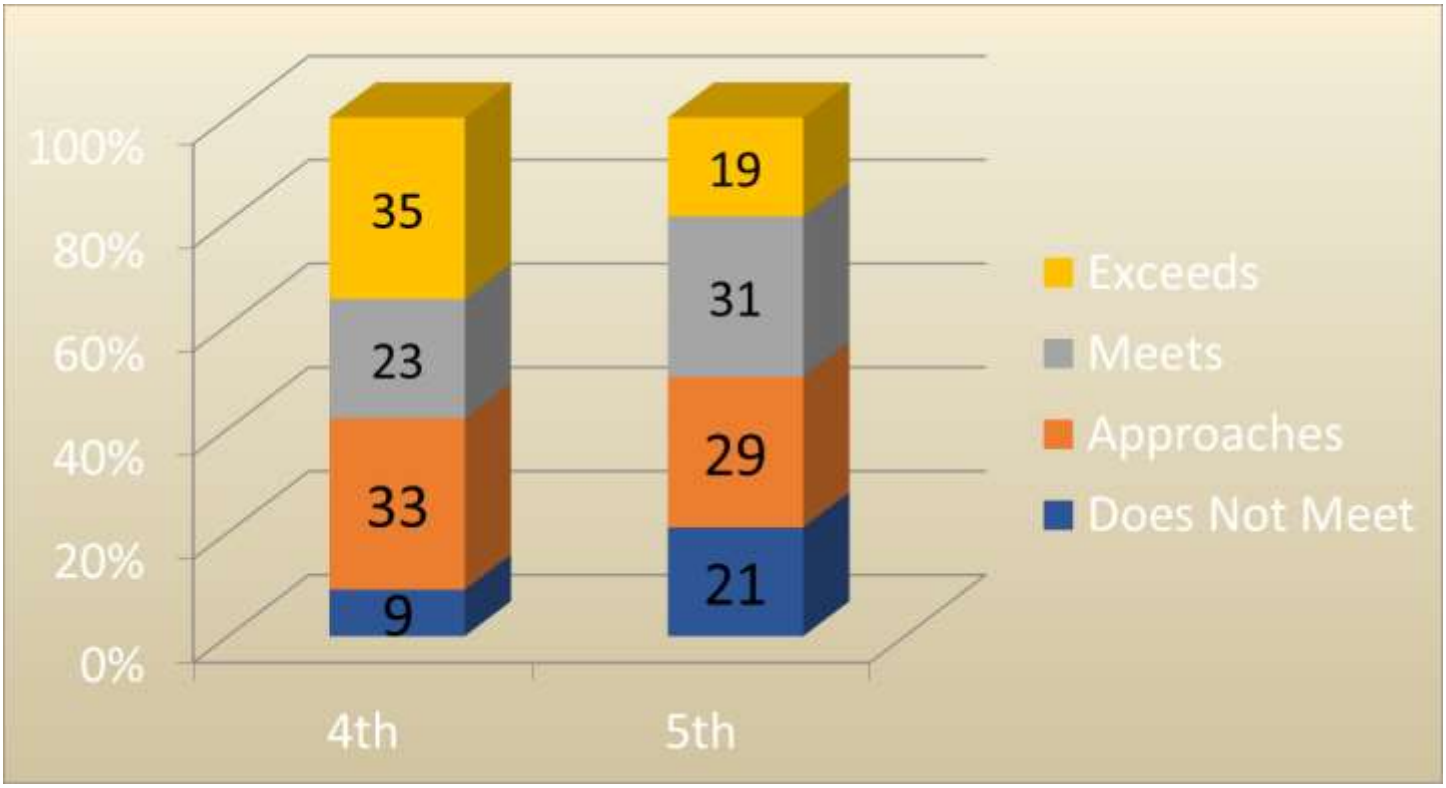




Mountain View students also performed well in the Mathematics area of SC READY. 58% of students met or exceeded expectations as compared to the overall district percentage of 54.

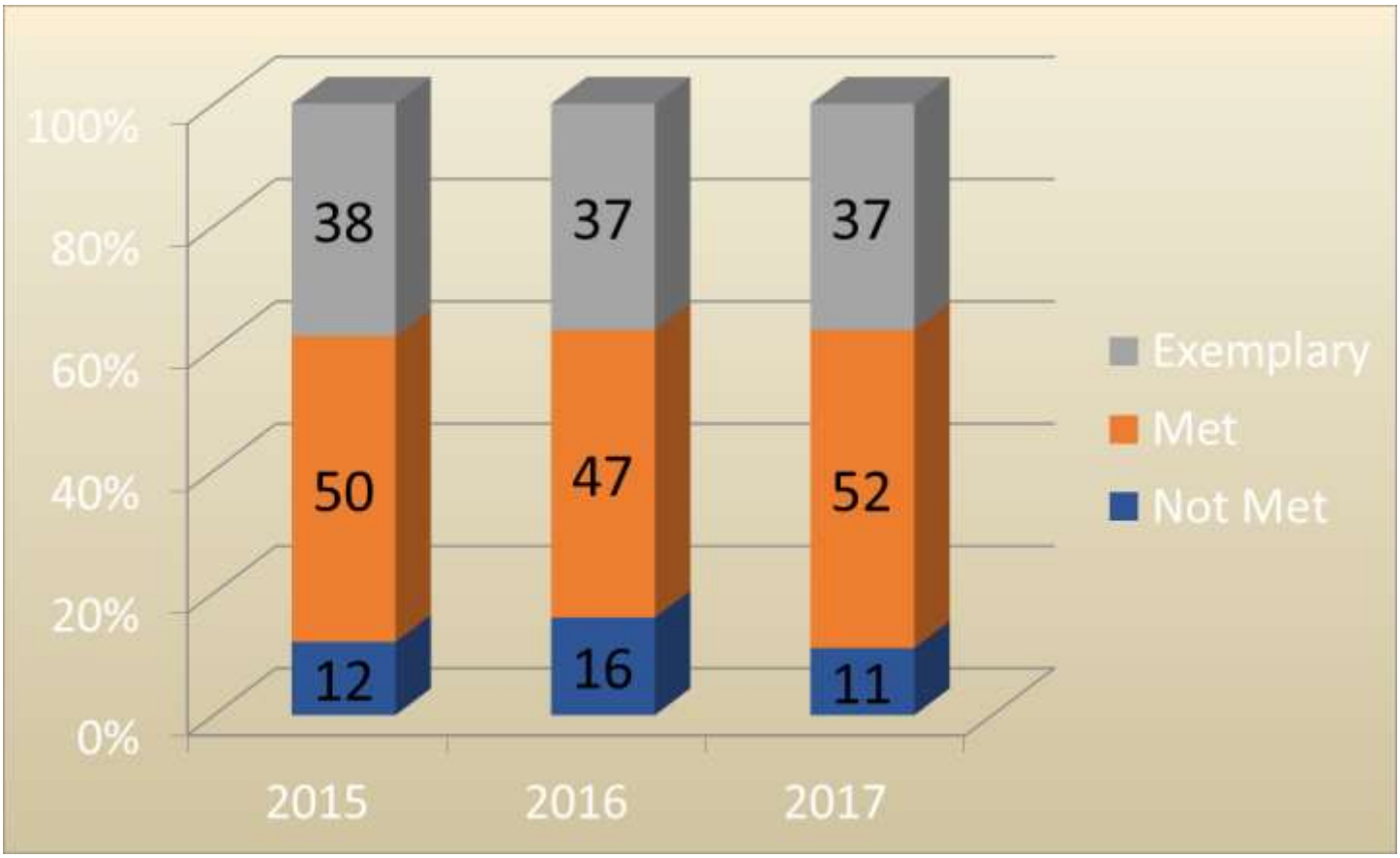
SCPASS Results from Spring 2017

2017 Science Baseline Data



In Science, the percentage of students scoring Met or Exemplary in 2017 was 54%, slightly above the district average of 53%. Because the scaling changed, this will be considered a baseline year.

2017 SCPASS Social Studies



Our student performance increased in 2017 on the Social Studies portion of the SCPASS. With 89% of our students at Met or Exemplary, we are still well above the district average of 82%.

ITBS SCHOOL SUMMARY

Iowa Assessments

SCHOOL SUMMARY

Iowa Assessments™

South Carolina Grade 2 Gifted and Talented Testing Program

School: Mountain View Elem
District: GREENVILLE COUNTY

Form-Level: F-7
Test Date: 11/2017
Norms: 09/23 2011
Grade: 2 Page: 1

	English Language Arts							Mathematics						
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation*	MATH TOTAL	CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
Mountain View Elem 2301071 Level: 7														
Iowa Assessments/CogAT														
Number of Students Included	122							123		123				
Average Standard Score (SS)	161.3							158.7		158.7				
Average Predicted Standard Score (PSS)	155.8							153.0		153.0				
Difference (SS-PSS)	5.5							5.7		5.7				
National Percentile Rank of Average SS	65							59		59				
National Percentile Rank of Average PSS	52							44		44				
Difference (NPR-PNPR)	13							15		15				
Iowa Assessments														
Number of Students Tested = 123														
Number of Students Included	122							123		123				
Average Standard Score (SS)	161.3							158.7		158.7				
National Percentile Rank of Average SS	65							59		59				
Percent of Students In NPR Range 75-99	34							39		39				
50-74	34							26		26				
25-49	19							23		23				
1-24	14							12		12				
National Stanine of Average SS	6							5		5				

For the 2017-2018 school year Mountain View's second graders performed well on the Iowa Assessments. Below is a chart comparing our students with the district achievement goals. Our students scored well above the 50% goals and above the district averages in Mathematics.

	Mountain View Students	District Goal
Reading	65%	50%
Math	59%	50%

School-Based Professional Development Calendar for School Year 2017-2018

This is a working document that will grow and change as we receive student achievement data and information regarding staff and faculty needs.

Title	Presenter	Description	Date	Time	# Att	Correlation to School Goals
Data Analysis	D. Sims	In small groups, teachers will be assisted in the interpretation and use of PASS scores.	Aug	TBD		**Goal 1 – Student Achievement**
Mentoring	D. Sims	New staff will be assigned to mentors. Other teachers will be assigned peer coaches. The mentoring team will present the New Teacher Handbook and the Mentoring Guide.	Aug	TBD		**Goal 2 - Teacher/Administrator Quality**
Curriculum Expectations	D. Sims, J. Gibson	Faculty will work together to review new science standards and revise major assessments	Aug	TBD		**Goal 1 – Student Achievement**
MAP Inservice	D. Sims	Testing and security protocol for MAP	Aug 24	3:00		**District Requirement**
Power Teacher	D. Sims	Set up Power Teacher	Aug	GLMs		**District Requirement**
Monthly	J. Gibson	Faculty Council	Every 3rd Wed			
Monthly	J. Gibson	General Faculty Meeting – Content Area Contacts report updates	TBD			**Goal 2 - Teacher/Administrator Quality**
Ongoing	D. Sims	Continue to monitor Reading Workshop and Balanced Literacy	TBD			**Goal 2 - Teacher/Administrator Quality**

As needed	K. White	Topics on technology in the classroom as needed	TBD			**Goal 2 - Teacher/Administrator Quality**
Ongoing	D. Sims	Teachers will work to create a school-based writing curriculum integrating district requirements, Project Read strategies, Text Dependent Analysis, and using data from SC READY when available.	TBD			**Goal 1 – Student Achievement**
Ongoing	Classroom teachers	Teachers will attend district sponsored standards-based workshops	TBD			**Goal 1 – Student Achievement**
Each Wednesday	D. Sims	Weekly grade level meetings will serve as PLCs. We will collect and analyze student achievement data, reflect on and revise assessments, and focus on student needs for growth.	Weekly			**Goal 1 – Student Achievement**

SCHOOL CLIMATE NEEDS ASSESSMENT

On the 2017 Annual School Report Card results from surveys indicate a very positive school climate. We will analyze the surveys further to look for any areas in which we may see a need for improvement.

Evaluations by Teachers, Students and Parents			
	Teachers	Students	Parents
Percent satisfied with learning environment	98%	93%	98%
Percent satisfied with social and physical environment	100%	95%	98%
Percent satisfied with home-school relations	100%	85%	87%

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other
PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on **SC READY ELA** will increase from 53% in 2016-17 to 68% in 2022-23. *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **53** (2016-17)	**School Projected Elementary**	**56**	**59**	**62**	**65**	**68**
		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: Improve teaching strategies in the area of ELA in grade PK – 5th to improve student achievement.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative assessments to inform planning and instruction for the purpose of increasing Depth of Knowledge (DOK) levels.	2018-2023	Instructional Coach	$0	District provided	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Increase instructional competence through utilization of district and school supports such as Summer Academy, Professional Development opportunities	2018-2023	teachers	$0	District provided	Attendance reports from district professional development offerings including summer courses.
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	Instructional Coach/teachers	$0	NA	MasteryConnect Reports

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other
PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on **SC READY Math** will increase from 58% in 2016-17 to 73% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **58** (2016-17)	**School Projected Elementary**	**61**	**64**	**67**	**70**	**73**
		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: Provide consistent core Mathematics instruction to meet all students' needs.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative assessments to inform planning and instruction for the purpose of increasing Depth of Knowledge (DOK) levels.	2018-2023	Instructional Coach	$0	District provided	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Increase instructional competence through utilization of district and school supports such as Summer Academy, Professional Development opportunities	2018-2023	teachers	$0	District provided	Attendance reports from district professional development offerings including summer courses.
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Instructional Coach/teachers	$0	NA	MasteryConnect Reports
4. Increase student Mathematical foundational skills	2018-2023	teachers	$0	NA	Xtra Math reports, Fast Facts spreadsheets
5. Enhance student understanding of mathematical concepts through	2018-2023	District provided	$0	NA	Observations, lesson plans, professional development,

ACTION PLAN FOR STRATEGY #1: Provide consistent core Mathematics instruction to meet all students' needs.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
intentional and authentic use of content vocabulary		workshops teachers			classroom evidence of content vocabulary instruction
6. Continue the use of small group and one-to-one interventions within the classrooms.	2018-2023	Classroom teachers	$0	NA	Lesson plans, observations

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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 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: Increase the success of data-based core instruction.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Instructional Coach	$0	NA	Evidence of data driven conversations from Grade Level Meetings
2. Continue Professional Learning Community support in schools	2018-2023	Leadership Team	$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide strategy and content support for teachers	2018-2023	District Curriculum Specialists Instructional Coach	$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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 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**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		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: Increase the success of data-based core instruction.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Instructional Coach	$0	NA	Evidence of data driven conversations from Grade Level Meetings
2. Continue Professional Learning Community support in schools	2018-2023	Leadership Team	$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide strategy and content support for teachers	2018-2023	District Curriculum Specialists Instructional Coach	$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other
PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 40 (2016-17) Annual Increase = 2%	**Projected Hispanic**	42	44	46	48	50
		Actual Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 36 (2016-17) Annual Increase = 3%	**Projected AA**	39	42	45	48	51
		Actual AA					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 17 (2016-17) Annual Increase = 3%	**Projected SWD**	20	23	25	28	31
		Actual SWD					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 0 (2016-17) Annual Increase = 0%	**Projected LEP**	NA	NA	NA	NA	NA
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __	**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		Actual SIP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 45 (2016-17) Annual Increase = 2%	**Projected Hispanic**	47	49	51	53	55
		Actual Hispanic					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 27 (2016-17) Annual Increase =3%	**Projected AA**	30	33	36	39	42
		Actual AA					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 22 (2016-17) Annual Increase = 3%	**Projected SWD**	25	28	31	34	38
		Actual SWD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 40 (2016-17) Annual Increase = 3%	**Projected LEP**	43	46	49	52	55
		Actual LEP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __	**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		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**
		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**
		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**
		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**
		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**
		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**
		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**
		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**
		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**
		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**
		Actual SIP					

ACTION PLAN FOR STRATEGY #1: Improve the use of the Multi-Tiered Support System. (MTSS)					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023	District training On-Track Team	$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
2. Attend professional learning opportunities for instructional strategies for diverse learners	2018-2023	District Academic Specialists	$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds

ACTION PLAN FOR STRATEGY #1: Improve the use of the Multi-Tiered Support System. (MTSS)					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
					Professional Development offerings on diverse learner strategies.
3. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	Leadership Team On-Track Team teachers	$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement Balanced Literacy with fidelity across all schools.	2018-2023	Instructional Coach Literacy Specialist teachers	$0	NA	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3rd grade
2. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Academic Specialists for Literacy Instructional Coach Literacy Specialist	District Provided Materials	Special Revenue	Observations, anecdotal notes, and lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. Implement a framework for common planning to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Leadership Team Academic Specialists Instructional Coach Literacy Specialist	$0	$0	Collaborative planning, data analysis, unit planning, protected planning times. Evidence of Common Planning reflected in school schedule
4. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Leadership Team Instructional Coach Literacy Specialist	$0	NA	Classroom evidence of content vocabulary usage; lesson plans; assessments; classroom work as indicated by classroom observations and Instructional Rounds
5. Track pull-out interventions with students to ensure fidelity of implementation	2018-2023	Interventionists	$0	NA	Evidence of interventions by students including duration of intervention and specific intervention implemented
6. Provide intensive professional development to reading interventionists to ensure the implementation of best practices.	2018-2020	District Provided	District Funded	NA	Agendas of district professional development for reading interventionists.

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

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

ACTION PLAN FOR STRATEGY #1: Identify and interview diverse candidates.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Continue to contact and interview a diversity of candidates when openings become available.	2018-2023	Leadership Team	$0	NA	Record of candidates interviewed.

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other
PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SDE School Report Card Survey	92.8%	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students					
	97.8%	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers					

	98.4%	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents					
SDE School Report Card Survey	**91**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students					
	94	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers					
	88	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		District Actual Parents					

ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Periodically push out information about the safety measures that we take at our school	2018-2023	Leadership Team Safety Leader	$0	NA	Safety stories on web, social media, etc.
2. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	Leadership Team	$0	NA	Tips received from multiple stakeholder groups
3. Support front office staff in recognizing and de-escalating volatile situations.	2018-2023	Leadership Team	$0	NA	
4. Continued use of the Level I and Level II background checks.	Ongoing	Front Office Personnel	Changes annually	District Funds	Volunteer checks completed
5. Expand the presence and visibility of law enforcement through the use of School Resource Officers, Zone Patrols, and parked patrols	2018-2023	Exec. Dir. of Student Services	Initially $990,000	District Funds	Patrols expanded

ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
vehicles.					

Performance Goal Area: Schools, etc.)* *(* required)*	☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy ☐District Priority
Gifted and Talented Requires Goal and 1 Additional Goal	☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population. **PERFORMANCE GOAL: 3 The** school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.	
INTERIM PERFORMANCE GOAL: Meet annual targets below.	

Percent Recommended for Expulsion

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

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

Annual Expulsion Rate

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

		District Actual					

ACTION PLAN FOR STRATEGY #1: Utilize School Counselors for potentially escalating issues in student behavior.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Train School Counselors in EWRS	2018-2023	School Counselors	$0	NA	Profession Development records
2. Continue to monitor student behavior and encourage students to be positive and productive members of the school community.	2018-2023	School Counselors Teachers Staff members	$0	NA	Records of student referrals and expulsions

Performance Goal Area: Schools, etc.)* *(* required)*	☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy ☐District Priority
Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other
PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.	
INTERIM PERFORMANCE GOAL: Meet annual targets below.	

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Culture & Climate Surveys	**88%**	**School Projected**	**90%**	**90%**	**90%**	**90%**	**90%**
		School Actual					
AdvancED Culture & Climate Surveys	**89**	**District Projected**	**90**	**90**	**90**	**90**	**90**
		District Actual					

ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School team/PTA	$0	NA	Support staff included in decision making and support of students
2. Consider implementation of a mentoring program for students	2018-2023	Leadership Team School Counselors	TBD	Local	Students assigned to an adult at the school.

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other
PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.
INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

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

ACTION PLAN FOR STRATEGY #1: Continue to provide an environment where consistent attendance is expected.					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 Facilitator Attendance Clerk Leadership Team	$0	NA	Students are identified and appropriate supports are assigned
2. Use the Intervention Connection System to assign and monitor interventions for truant and chronically absent students.	2018-2023	OnTrack Facilitator Attendance Clerk Leadership Team	$0	NA	Intervention Connection System reports for truant and chronically absent students.
3. Continue to provide a safe, positive environment for children to learn.	2018-2023	All faculty and staff	$0	NA	Results of SDE Surveys
4. Continue to provide engaging learning opportunities for students.	2018-2023	All teachers	$0	NA	Lesson Plans

Performance Goal Area: Schools, etc.)* *(* required)*	☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy ☐District Priority
Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal	☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other
PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.	
INTERIM PERFORMANCE GOAL: Meet annual targets below.	

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 9% Angry – 10%	**School Projected**	**Afraid 5≤ Lonely 8≤ Angry 9≤**	**Afraid 5≤ Lonely 8≤ Angry 8≤**	**Afraid 5≤ Lonely 7≤ Angry 7≤**	**Afraid 5≤ Lonely 7≤ Angry 6≤**	**Afraid 5≤ Lonely 6≤ Angry 5≤**
		School Actual	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	**District Projected**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5**
		District Actual	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**

ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Analyze data surrounding social-emotional needs through student surveys	State to provide	Leadership Team School Counselors	$0	NA	Survey data collected and analyzed
2. Address bullying behaviors through our School Counselors in all classrooms	2018-2023	School Counselors	TBD	TBD	Appropriate programs utilized by schools
3. Attend district-provided professional learning for classroom teachers on best practice strategies for building social/emotional skills in students.	2019-2023	Academic Specialists	$0	NA	Evidence of strategies being used in classrooms during observations
4. Build a positive learning community supportive of all students	2018-2023	Academic Specialists Leadership Team Teachers	$0	NA	Evidence of: • classroom conversations and reflections to support problem solving occur across the school day. • established classroom norms, expectations, and procedures. • students exercising autonomy and respect for peers and adults.

Link to 2017 **School Report Card**
for
Mountain View Elementary School

https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?d=2301&s=071&t=E&y=2017