Oakview Elementary School

515 Godfrey Road
Simpsonville, SC 29681

Dr. Phillip Reavis

Principal

The School District of Greenville County

Dr. W. Burke Royster

Superintendent

Action Plan

2018-2019 through 2022-2023

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Oakview 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

PHILLIP REAVIS		6.1.18
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Daniel Cremmins	Daniel Cremmins	5/14/18
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Jake Gambrell	Jake Gambrell	6.1.18
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 515 Godfrey Road Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 355-7100

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

Stakeholder Involvement for School Renewal

List the names of persons who were involved in the development of the school renewal plan. A participant from each category is involved.

	Position	Name
1.	Principal	Dr. Phillip Reavis
2.	Teacher	Mrs. Kelly Curry
3.	Parent/Guardian	Mr. Charlie Hubbard
4.	Community Member	Ms. Sandy Young
5.	Paraprofessional	Mrs. Colleen Green
6.	School Improvement Council Member	Mr. Dan Cremmins
7.	Read to Succeed Reading Coach	Mr. Jake Gambrell
8.	School Read To Succeed Literacy Leadership Team Lead	Mr. Jake Gambrell
9.	School Read To Succeed Literacy Leadership Team Member	Mrs. Sherrie Brookie

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

** Indicates the School Literacy Leadership Team for Read to Succeed

Position	Name
Kindergarten Teacher	**Ashley Nettles**
Kindergarten Teacher	**Margaret Ables**
1st Grade Teacher	**Ivie Greaves**
1st Grade Teacher	**Mary Downing****
2nd Grade Teacher	**Kelly Curry**
2nd Grade Teacher	**Sophia Denaro**
3rd Grade Teacher	**Mary Leslie Miller****
3rd Grade Teacher	**Mandy McCurry**
4th Grade Teacher	**Christina Bolt**
4th Grade Teacher	**Laura Crumley**
5th Grade Teacher	**Sarah Poole****
5th Grade Teacher	**Cheryl Russell**
Media Specialist	**Gwendolyn Brown**
Special Education Teacher	**Catherine Agnew**
Read to Succeed Reading Coach	**Jake Gambrell****
Instructional Coach	**Sherrie Brookie****
Principals	**Dr. Phillip Reavis****
	Terri Wheeler-Hawkins**
	Sallie Sexton**

ASSURANCES FOR SCHOOL PLAN

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

The Oakview Elementary School self-study was conducted to evaluate our strengths and weaknesses in order to develop goals and strategies. The portfolio provides our school with an ongoing means for self-assessment, communication, continuous improvement, and accountability. The staff was organized into committees to complete the self-assessment and to determine strategies for improvement. Parent groups, such as Oakview's PTA Board and School Improvement Council, provided input regarding the school improvement plan.

*Indicates Committee Chair

Introduction	**Executive Summary**	**School Profile**
*Sherrie Brookie (IC)**	*Dr. Phillip Reavis (Principal)**	*Jake Gambrell (Literacy Specialist)**
Stacy Clark (2nd)	Starr Boone (3rd)	Catherine Agnew (SpEd)
Sophia Denaro (2nd)	Hannah Long (Art)	Allyson Blackwell (Guidance)
Kayla Edrington (1st)	Kim Ludwig (K)	Christina Bolt (3rd)
Dori Flynn (1st)	Heather Nash (Music)	Gwendolyn Brown(Media Specialist)
Michelle Kelly (2nd)	Ashley Sink (1st)	Charnley DeMerrit (Stem Ed.)
Buist Lide (GT)	Mary Ann Stephens (K)	Katelin Hawkins (Music)
Karissa Page (Art)		Adrianne Morgan (Guidance)
Jenn Roberts (SpEd)		Jen Miller (PE)
		Karen Olivier (4th)
		Karissa Page (Art)
		Judy Perecko (SpEd)
		Sharon Poynter (SpEd)
		Lori Beth Satterfield (GT)
		Betsy Shuler (5th)
Mission, Vision, and Beliefs	**Data Analysis and Needs Assessment**	**Action Plan**
*Mandy McCurry (3rd)**	*Sherrie Brookie (IC)**	*Terri Wheeler-Hawkins (AP)**
Margaret Ables (K5)	Vicki Bramer (5th)	Sallie Sexton (AP)
Jessica Bagwell (1st)	Lauren Conner (K5)	Brittany Allen (2nd)
Laura Carey (2nd)	Laura Crumley (4th)	Kristen Angelo (3rd)
Ivie Greaves (1st)	Rachael Garosi (3rd)	Kelly Curry (2nd)
Thomas Hilker (3rd)	Cyndy Martin (SpEd)	Mary Downing (1st)
Crystal Stewart (2nd)	Kelli Staggs (1st)	Lindsey Godfrey (SpEd)
Paula Warren (K5)	Daniel Szynal (5th)	Ellen Hearn (1st)
		Melissa Hoefel (4th)
		Jeff Hoeft (4th)
		Katie Lee (1st)
		Mary Leslie Miller (3rd)
		Madi Rewis (5th)
		Cheryl Russelll (5th)
		Liz Teeple (4th)

PTA Board

President- Jennifer Burns

President Elect- Vacant

VP of Programs- Felicia Leeds

VP Volunteers- Jessica Payne and Donna Frazier

VP Ways and Means- Mandi Morin and Katie Martin

Recording Secretary- Kassie Bunting

Corresponding Secretary- Elizabeth Faulkner

Treasurer- Anita Styles

Assistant Treasurer- Angela Lineberry

School Improvement Council

Elected Members
Parent- Charlie Hubbard
Parent- Kimberly Morgan
Parent- Sue Kim
Parent- Jeannine Flores
Parent- Joy Anderson
Parent- Grace Rankin
Teacher- Jake Gambrell

Appointed Members
Chair Person- Dan Cremmins
Community Member- Crabtree and Young Realtors

Ex-officio Members
Principal- Dr. Phillip Reavis
Assistant Principal- Terri Wheeler-Hawkins
Administrative Assistant- Sallie Sexton
Instructional Coach- Sherrie Brookie
Guidance Counselor- Adrianne Morgan
Parent/Teacher Organization: Katie Willimon

EXECUTIVE SUMMARY

Oakview Elementary School helps students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing a safe, caring, and academically challenging learning environment. We embrace a "Habitat for Learning" mentality by challenging students to reach their full potential, promoting continuous professional growth for teachers, and engaging our parents and school community.

Our central belief is that all children are capable of learning. We believe that by setting high expectations for our students, our students will be able to achieve at their highest potential. Not only do we emphasize academic success, but we also promote the importance of outstanding character and personal responsibility. Through the implementation of continuous and quality improvement measures we believe our students will learn valuable problem solving techniques and that they will be empowered to become productive citizens beyond the walls of our schools.

Oakview Elementary School offers many programs and student opportunities which focus on the development of the whole child. Through our school-wide counseling program, "Kindness Rocks," our students learn skills to be successful in life. The school connects students with life and career through its partnerships with community organizations and businesses. Southern First Bank provides reading volunteers, Greenville Technical College delivers architecture lessons, and GE engineers assist in co-teaching force and motion activities in the science lab. In addition to these partnerships, Oakview offers a wide variety of programs and student opportunities such as: an apple orchard, artist in residence, author visits, Barrier Island field trip, Biltmore House field trip, blueberry patch, bridge building, butterfly garden, career club, C.A.T.C.H., Charleston field trip, chess club, chorus, climbing wall, Columbia Statehouse and Museum field trip, Cultural Arts Festival, daily news broadcast, digital nature trail, distance learning lab, drama team, Environmental Engineers, fitness station, garden club, Fossil Fun Day, geography bee, golf instruction, archery instruction, sewing club, gifted education, Grandparents Day, STEM Fest, Lego robotics, morning tutors, morning mathletes tutoring program, parent workshops, sculpture club, Space Day, a walking track, and much more!

Needs Assessment Summary for Student Achievement (2016-2017)

- 75.8% of students in grades 3-5 scored meets or exceeds in English language arts on the SC READY assessment
- 78.6% of students in grades 3-5 scored meets or exceeds in math on the SC READY assessment
- 73.8% of students in grades 4-5 scored meets or exceeds in science on the SCPASS assessment
- 93.6% of students in grades 4-5 scored met or exemplary in social studies on the SCPASS assessment

Needs Assessment Summary for Teacher and Administrator Quality

The faculty is structured into teams and committees in order to involve stakeholders in the decision making processes for the school. The groups and committees are as follows:

- **Administrative Team**
  -Consists of the principal, assistant principal, administrative assistant, and instructional coach
  -Reviews grade level minutes, information shared from the central office, lesson plans, student achievement, teacher evaluations, professional development, school activities and events
  -Discusses instructional and operational issues to be addressed with grade level leaders, PTA, and SIC

- **Faculty Council**
  -Consists of the administrative team, grade level team leaders, special education, and related arts
  -Discusses instructional and operational aspects of the school
  -Disseminates information to grade level teams

- **Grade Level Teams**
  -Consist of the team leader and teachers from the grade level
  -Collaborates to create effective and innovative lesson plans
  -Shares best practices
  -Reviews grade level data to plan for and make adjustments to curriculum
  -Record minutes to be shared with the administrative team
  -Plan for formative and summative assessments for measurement of state standards

- **Data Team Committees**
  -Consists of grade level teachers, special educators, instructional coach, academic specialists within the building, and administration
  -Disaggregate data based on district benchmark test
  -Identify strengths and weakness of individual students
  -Plan and adjust instructional practices to meet the individual needs of students
  -Create a plan of action to identify and support struggling students

Beginning with the 2018-2019 school year, Oakview will implement curriculum committees. These four committees will focus on ELA, Math/Technology, Science/Health, and Social Studies. The groups will be comprised of all certified teaching staff members in the building. The primary focus of these groups will be to disseminate information received from district academic specialists, plan for integration with specialty content areas, discuss articles pertaining to the content area, and to share best practices related to the content committee on which they serve.

Needs Assessment for School Climate

As visitors enter our school property they observe an attractive exterior embellished with freshly planted flowers and seasonal décor. The lobby is welcoming and comfortable. Eye-catching murals decorate the walls throughout the building and a bulletin board proudly displays the various honors and awards received by Oakview students, teachers, and PTA. Student work is displayed throughout the building along with class writings displayed on our "Windows of Writing" wall. Students, teachers, parents, and community members spend each day in an inviting facility where the space is ample and the environment is healthy.

Developmentally appropriate and engaging lessons are observed in classrooms. The administration team outlines expectations regarding daily instruction and provides regular feedback to staff regarding classroom environment. Attractive student work displays are located inside and outside of classrooms and are labeled with the work title and state standards.

Playground equipment is inspected regularly to comply with safety codes. Students, staff, and community use the paved walking track to improve physical fitness. The schools sharing garden and butterfly garden, both outdoor classrooms, provide additional opportunities to enhance instruction. In addition, Oakview's nature trail and outdoor learning lab allow students to become one with nature and provide an opportunity to experience learning in a non-traditional environment.

Our maintenance staff, including one plant engineer, one head custodian, and five custodians maintain our appealing building and grounds. This staff takes pride in keeping the building clean and all equipment in proper

working order. Maintenance of the school grounds and landscaping are included in custodial duties. Also, survey results and custodial inspections provide us with the opportunity to make necessary modifications and improvements to our facility and grounds. Results from energy audits create an awareness of energy saving efforts. The custodial staff, as well as school personnel, immediately report any and all safety concerns that might arise. Our well maintained facility enables us to provide a safe learning environment for all students and staff.

Our school utilizes the district Crisis Response Plan as well as daily operating plans to ensure the safety and well-being of students and staff. Evacuation maps are clearly posted in each room. Fire, lockdown, tornado, earthquake, and bus evacuation drills are held on a regular basis. Procedures are emphasized during classroom instruction on topics such as fire, bus, drug, personal, home and playground safety. Our school has communication devices which contribute to our safe environment. For constant access the administration, custodial, and office personnel use two-way radios. A telephone is available in each room as well as a two-way intercom system with an emergency call button. Security measures are used to ensure safety in our facility on a daily basis. A zoned officer from the Greenville County Police Department patrols the school campus multiple times throughout the school day. Signs are located on all exterior doors directing visitors to the front entrance where they are required to sign in and out through the SimpleTrack system in order to receive a visitor's badge indicating a reason for the visit. Safety is assured with time-stamped video cameras, fire and motion detectors, security alarms, a weather radio, and a two-way radio linked directly to security at the central office. Establishing a safe, secure environment for our students and staff is our top priority. As a result of our continued efforts in the area of safety, our school has regularly received the Safe Schools Award.

School Challenges

- Implementation of Balanced Literacy
- Implementation of Technologically Integrated Lessons
- Personalized Professional Development for Teachers

Balanced Literacy: Over the past three years our school, in conjunction with our district, has taken steps to implement best practices in balanced literacy instruction. The curriculum roll out occurred in stages over the course of three years. Along with district level support personnel, our school elected one literacy mentor for grades K-1, one literacy mentor for grades 2-3, and one for grades 4-5 for a total of three literacy mentors. These mentors were designated teacher leaders in the area of balanced literacy and provide support to grade level teachers. In addition, our school based literacy specialist and instructional coach provide support throughout the building in order to train teachers in the balanced literacy approach.

<u>Action Plan for Improving Balanced Literacy Implementation</u>

- Our school will provide additional materials for teachers
- Our school will provide professional development workshops for teachers in balanced literacy
- Our coaches will model lessons in the classroom
- Our teachers, when applicable, will conduct site visits to view best practices in action
- Our teachers will form an ELA curriculum committee to share best practices across our school

Technology Integration: In the 2018-2019 school year, Oakview students in grades 3-5 will receive personalized learning devices. Our district, along with our school stakeholders, agree that providing access to technology will allow students to develop pertinent 21st century learning skills. Along with this technology, our teachers desire to know more about programs and platforms that allow for technology enhanced lessons and assessments. In an effort to provide teachers with confidence to deliver lessons utilizing various platforms, our school has developed an action plan. Oakview will accommodate this transition by providing a "first 20 days" curriculum for the implementation of Chromebooks into the classroom.

Action Plan for Improving Technologically Integrated Lessons

- Our teachers will receive ongoing professional development in the area of technology
- Our teachers will understand and utilize the SAMR model for technology integrated lessons
- Our school will employ a technology specialist
- Our coaches/specialists will model lessons in the classroom
- Our coaches/specialists will provide varied professional development based on personal interests, skill level, and grade level appropriateness

Personalized Professional Development: Our staff, like our students, learn best when professional development addresses personal needs and interests. Also, varying levels of knowledge should be considered when planning for appropriate learning opportunities. In an effort to abolish the "one size fits all" approach to professional development our staff expressed interest in workshops that are varied, grade level appropriate, and engaging. In an effort to provide the staff with these experiences the administration team has developed the following action plan:

Action Plan for Delivering Personalized Professional Development

- Coaches/specialists will conduct a needs assessment in order to gage desires and interests among staff
- Coaches/specialists will provide varied professional development opportunities that allow for teacher choice
- Coaches/specialists will provide individualized professional development upon request
- Coaches/specialists will collaborate with grade levels to provided primary grade level and intermediate grade level focused professional development
- Coaches/specialists will conduct coaching cycles in order to help teachers attain professional/personal goals in the area of technology

School Awards and Accomplishments

- 2017-2018 PTA Award of Excellence in Communications
- 2017-2018 Platinum Membership Award
- 2017-2018 Award of Excellence in Family and Community Involvement
- 2017-2018 Award of Excellence in Enrichment Programs
- 2017-2018 Gold Apple Award Winning Teacher-Ivie Greaves
- 2017-2018 PEP Building STEAM Grant Award-Daniele Szynal
- 2017-2018 Energy Star Certified Facility
- 2016-2017 DHEC Rising Start Award for Recycling and Composting
- 2016-2017 South Carolina PTA Outstanding Teacher of the Year Award-Karissa Page
- 2016-2017 Energy Star Certified Facility
- 2016-2017 Safe Schools Award
- 2016-2017 United Ways Campaign of Excellence Award
- 2016-2017 Smart Arts Award Grant Recipient
- 2015-2016 Metropolitan Arts Council Local Artists Award-Sandy Young
- 2015-2016 Smart Arts Award Grant Recipient
- 2015-2016 Energy Star Certified Facility
- 2015-2016 Palmetto Gold Award
- 2015-2016 United Ways Campaign of Excellence Award

Students continue to maintain a high level of achievement as measured by test scores. Data from curriculum based assessments and the MasteryConnect district benchmark were used to evaluate progress at the beginning, middle, and end of the school year for all students. In addition, kindergarten through fifth grade students were assessed using a variety of instruments including FastBridge, KRA, ITBS, CogAT, MAP, SC READY, SCPASS, and/or the Fountas & Pinnell reading benchmark assessments. Data from the reading inventory was used to develop leveled reading groups in all grade levels. SC READY results show Oakview to be performing near the top of the state when compared to schools like ours.

When compared to schools like ours, Oakview increased in the area of ELA from 13th in the state of 666 to 11th. In math, Oakview increased from 33rd in the state to 15th in the state during the school years from 2015-2016 to 2016-2017.

During the 2017-2018 school year, teachers wrote and received over $12,000 in grants to carry out innovative instructional strategies in their classrooms. Partnering with PTA, the school expanded its technology and added additional Chromebooks to campus. PTA plans to add additional iPads for grades kindergarten through third for the 2018-2019 school year. The school continues its use of a Distance Learning Lab in order to host virtual field trips, school to school collaborations, and video conference professional development opportunities.

Oakview received a Safe Schools Award for the twelfth consecutive year and continues to be recognized by LiveWell Greenville Healthy School award! The national PTA Convention honored Oakview with four prestigious awards including: 2017-2018 PTA Award of Excellence in Communications, the 2017-2018 Platinum Membership award, the 2017-2018 Award of Excellence in Family and Community Involvement, and the 2017-2018 Award of Excellence in Enrichment Programs. PTA and community members have logged over 40,000 hours to support Oakview’s school programs in the current school year.

SCHOOL PROFILE

History
Oakview was named for the 100+ year old oak tree that stands at the front of the school. Two sisters, Margaret and Charlotte Greene, submitted the name that was chosen in a "Name the School" contest. The tree represents strength, growth and a strong foundation, just as Oakview Elementary helps students to grow and develop a strong academic foundation.

Our school maintains a reputation of providing a quality education, caring faculty, and outstanding student achievement. Oakview Elementary School is one of 52 elementary schools included in The School District of Greenville County. Oakview is located in one of the fastest growing areas of Greenville County, the Golden Strip. Oakview Elementary consists of preschool through fifth grade. The school opened in 1995 with 752 students and now enrolls 1,026 students. Enrollment has continued to enroll 1,000+ students for the past three years.

School Leaders
Dr. Phillip Reavis was named principal of Oakview Elementary in July 2001. He holds a bachelor's degree from the University of North Carolina at Chapel Hill and a master's degree in school counseling from the University of North Carolina at Charlotte. Dr. Reavis has also earned a PhD in Educational Administration from the University of South Carolina at Columbia. His previous experience includes two years as assistant principal at Oakview Elementary School, eleven years of experience as an elementary school teacher and school counselor, and he also served as an administrator in private education for five years.

Terri Wheeler-Hawkins, assistant principal, has been a part of Oakview Elementary since the school originally opened in the fall of 1995. She earned a bachelor's degree in Elementary Education and a degree in Guidance and Counseling from Clemson University. In addition, she has earned a master's degree in Administration and Supervision from Clemson University. In 2013 she was named Greenville County Schools Assistant Principal of the Year. In 2014, she was named South Carolina and National Elementary School Assistant Principal of the year.

Our administrative assistant, Sallie Sexton, is a native of Greenville, South Carolina. She attended Greenville County Schools as a K-12 student. She earned a bachelor's degree in Elementary Education from Clemson University and a master's degree in School Leadership from Furman University. Sallie has severed in public education for 12 years with all of her time of service given to The Greenville District of Greenville County. Sallie is a product of The School District of Greenville County.

Parental and Community Involvement/Partnerships
Our administrators, teachers, and community are involved in the process of gathering data that encourages continuous improvement. Community and parent volunteers are an ever-present source of support. The School Improvement Council (SIC) and Parent Teacher Association (PTA) Board are both comprised of community members, parents, teachers, and administrators providing leadership through which many decisions are made that impact the school. Meeting dates are published and open to the public. The SIC assists with developing the school improvement plan, the School Report Card narrative, Report to the Parents, and with identifying strengths and strategies for effective school improvement. School Report Card surveys are administered to students, teachers, and parents to evaluate all aspects of the school program. Results are also used to monitor communication efforts, program effectiveness, and community input.

Oakview is extremely fortunate to have an active and involved PTA. Since Oakview opened in 1995, the PTA has been a continuous support for all that is done at Oakview. Many of the current resources available at Oakview are a result of PTA's activities and fundraisers. Oakview's PTA has won numerous awards over the years. Some of the awards in past years include: 1st place Newsletter, Best Program, top 10% in the state for membership, Parental Involvement, School of Excellence Award, the Excellence in Family and Community Involvement Award, and Excellence in Enrichment Programs Award. Parents and community value education as evidenced by PTA membership and dedicated community volunteers.

Several mentoring programs support students academically and socially by providing one-on-one tutoring and positive role models. Mentoring programs are designed to support students' self-esteem, behavior choices, character, and academic success. The mentors spend one-on-one quality time, with students who need positive adult role models and support with reading. Service Learning programs utilize high school students who assist in the classroom weekly. The Reading Tutors Program supports students in the area of literacy.

Our school effectively communicates with all stakeholders in a timely and continuous manner. A variety of methods are used to communicate with students, parents, and community members. The Acorn and Calendar News are school-wide PTA publications routinely distributed to families. They include details about upcoming events, contact information for the school, and times for all school activities. In addition, parents and community members can receive the E-News, an electronic newsletter. Located at the front of the school, an electronic marquee displays upcoming activities, opportunities, and student/faculty recognition.

Our school website provides an extensive source of information for students, parents, and the community. Information is included regarding current school announcements, special recognitions, school newsletters, PTA and SIC information, school calendar, and a link to our Facebook/Instagram pages.

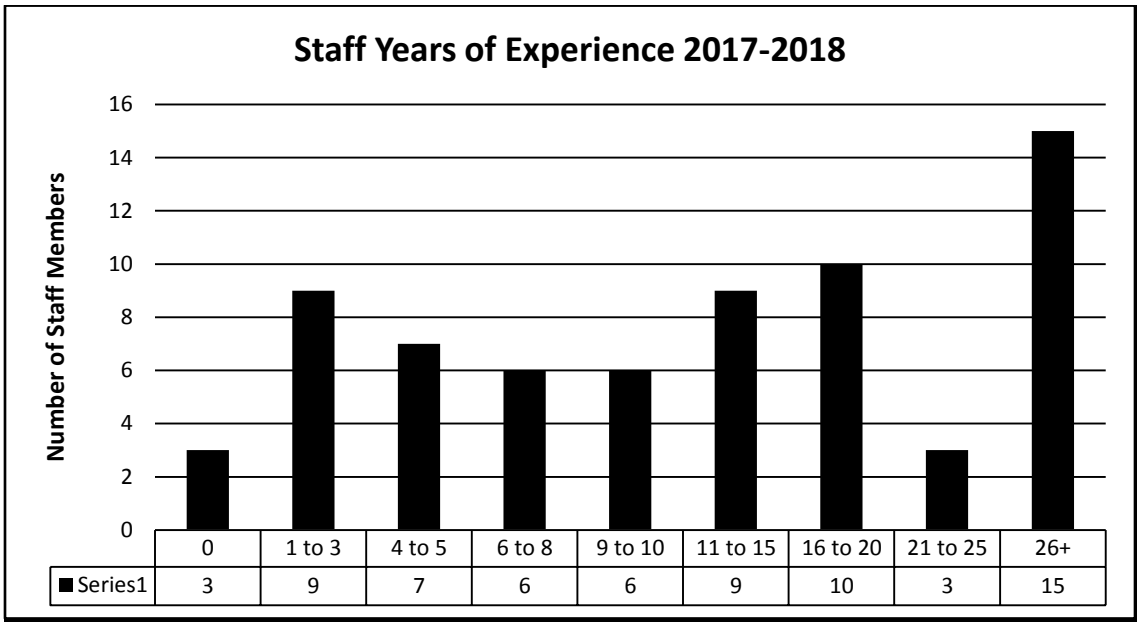
Active community involvement and strong parental support are essential to our school's mission of providing "a nurturing environment which encourages students to be productive citizens." Local retail stores provide financial support. Community speakers present "Lunch and Learn" parenting workshops through our guidance department. Workshop topics include study skills, learning disabilities, middle school registration, and testing programs. Through Junior Achievement, local business partners provide students an understanding of our world through consumer awareness. We are fortunate to work alongside a supportive community to benefit our school.

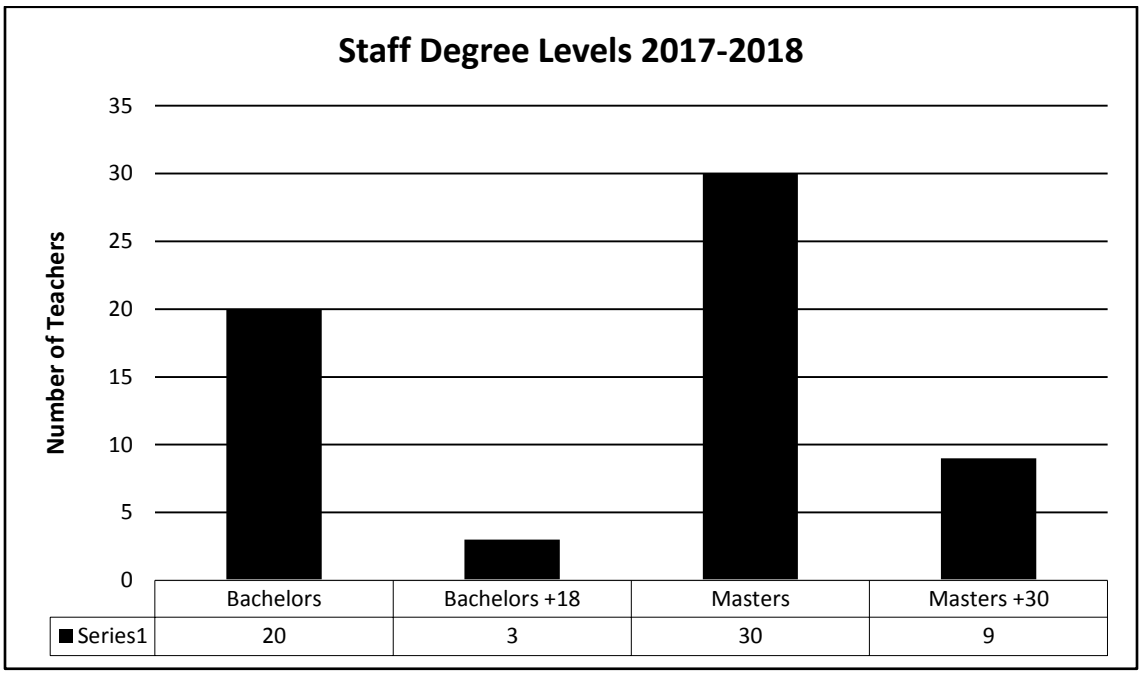
In conclusion, our students benefit from a nurturing environment which addresses their social and emotional needs while encouraging them to take an active part in a variety of school activities. Each year a school-wide theme promotes cohesiveness within our school family. This theme is woven into curricular experiences, visuals throughout the building, and school-wide events. A "Work Hard, Play Hard, and Be Kind to Each Other" motif accented the school environment throughout this year in order to encourage students, families, and staff. This year our entire staff including bus drivers and extended day workers created a "Kindness Rocks Garden" where they painted rocks with inspirational quotes to be a permanent and very colorful school structure.

Personnel Data

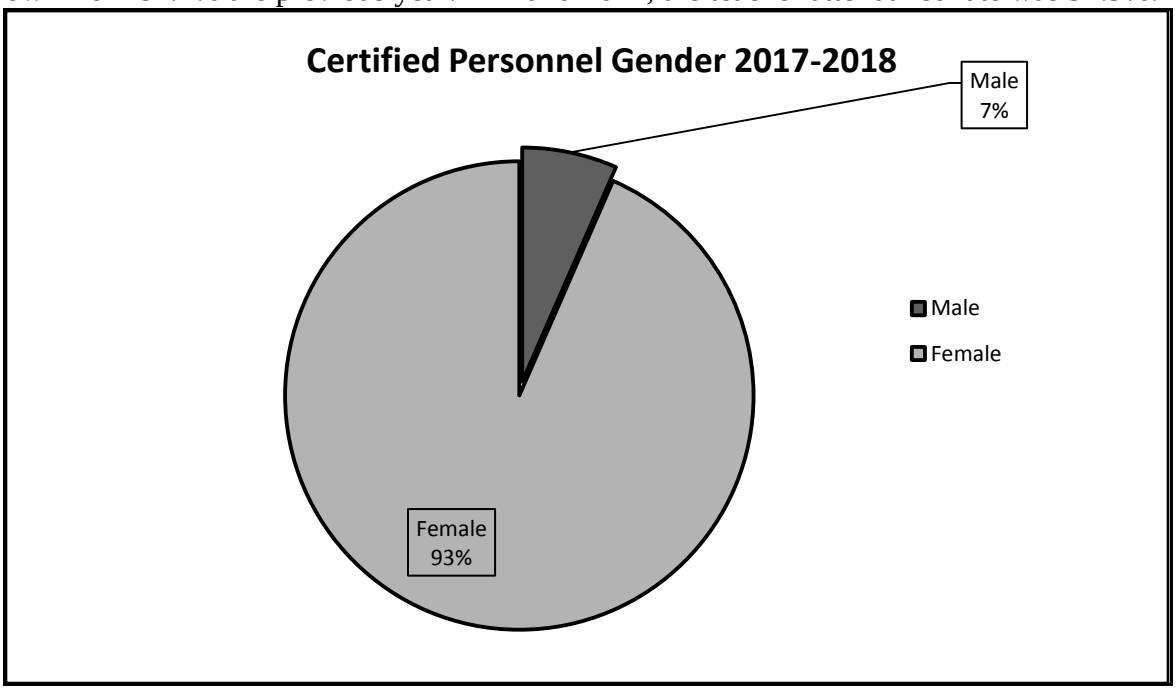
The administration staff of Oakview Elementary consists of one principal, one full time assistant principal, and one administrative assistant. The teaching staff consists of 42 certified regular classroom teachers who teach heterogeneously grouped classes. There are 1.6 special education resource teachers, one preschool special education teacher, 2 self- contained multicategorical teachers, 1.8 speech teachers, 1.5 guidance counselors, 1.6 challenge teachers, a .4 ESOL part time teacher, 1 part time reading interventionist, 1 part time literacy coach, a part time technology assistant, 1 occupational therapist, 1 stem lab instructor, 1 instructional coach, 1 media specialist and 38 support staff. Oakview has 2 related arts teacher teams (art, music, and physical education). With the exception of 1 male Physical Education teacher, 2 male classroom teachers, 1 male support staff member, and 1 male teaching assistant, all of the teaching staff are females. Fifty-six percent of the teachers

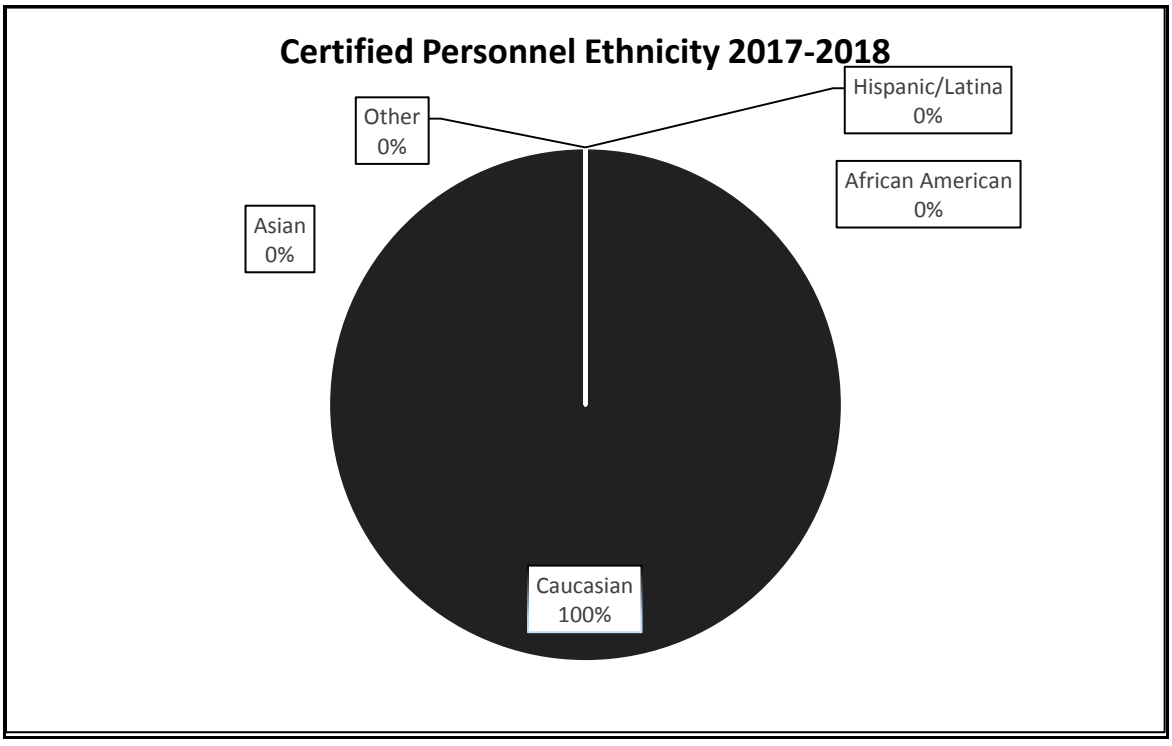
have earned master's degrees or higher teaching certificates. Nine teachers have earned National Board Certification. In addition, the support staff consists of 1 secretary, 1 attendance clerk, 1 full time office clerk, 1.5 nurses, 6 kindergarten aides, 6.5 special education aides, 1 plant engineer, 6 housekeeping staff, and 7 food service staff members.





The majority of the teachers at Oakview are veteran teachers. Some turnover at the school does occur, but the stability of teachers has been one of the school's strong points. For the year 2016-2017, 83.9% were returning teachers, down from 84.1% the previous year. In 2016-2017, the teacher attendance rate was 92.9%.



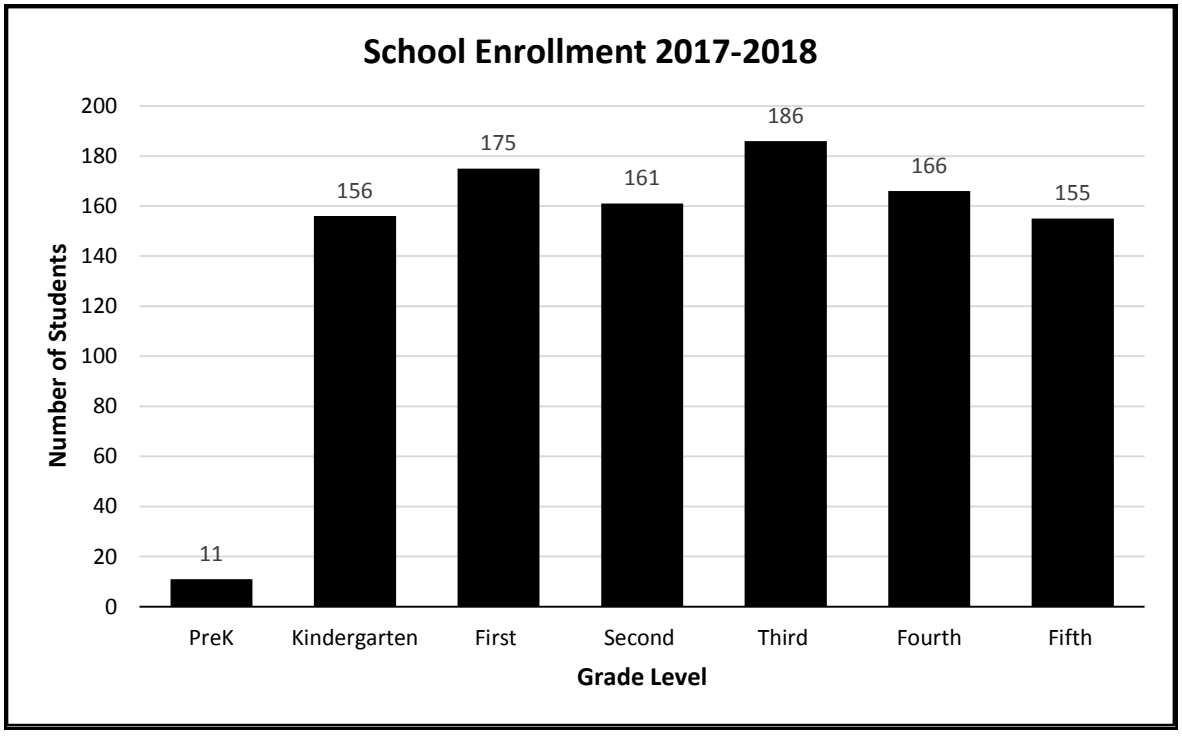


The Oakview administration is working closely with district recruiting staff to identify candidates of diversity. Candidates of diversity are being considered for all open positions for the 2018-2019 school year and beyond.

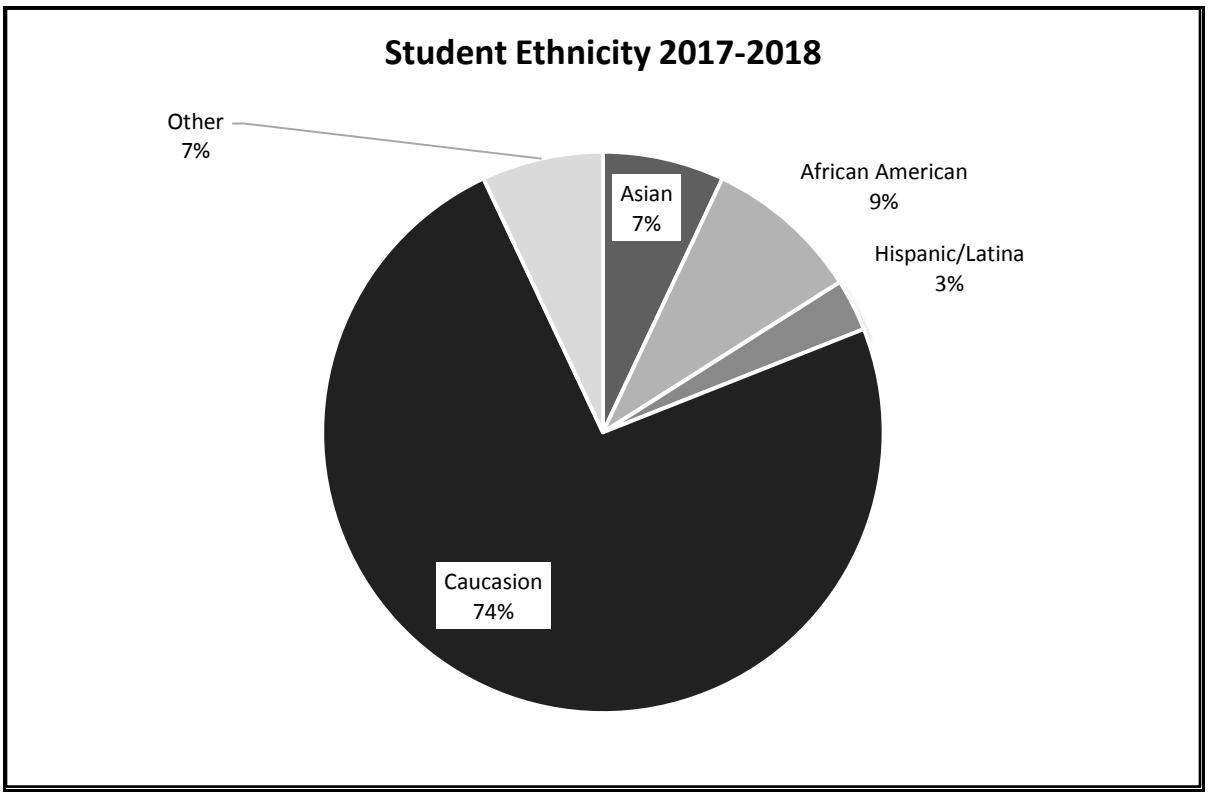
Teacher Attendance Over Time	
2017-2018	**TBD**
2016-2017	**92.9%**
2015-2016	**95.3%**

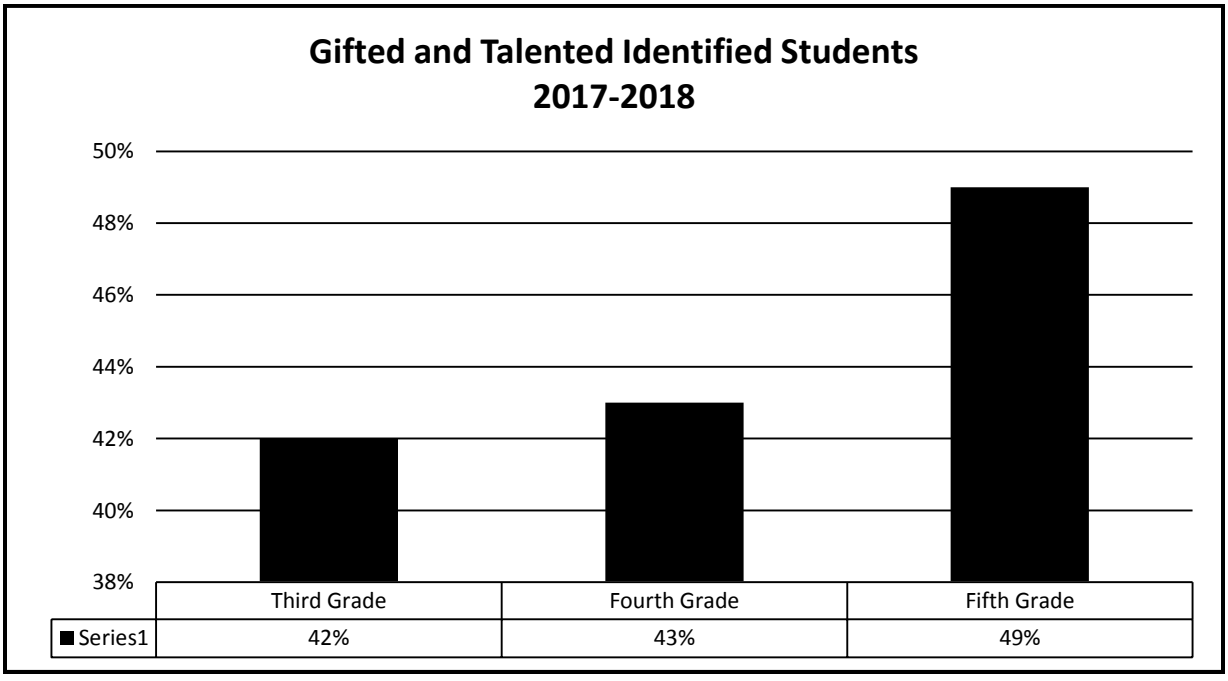
Population Data

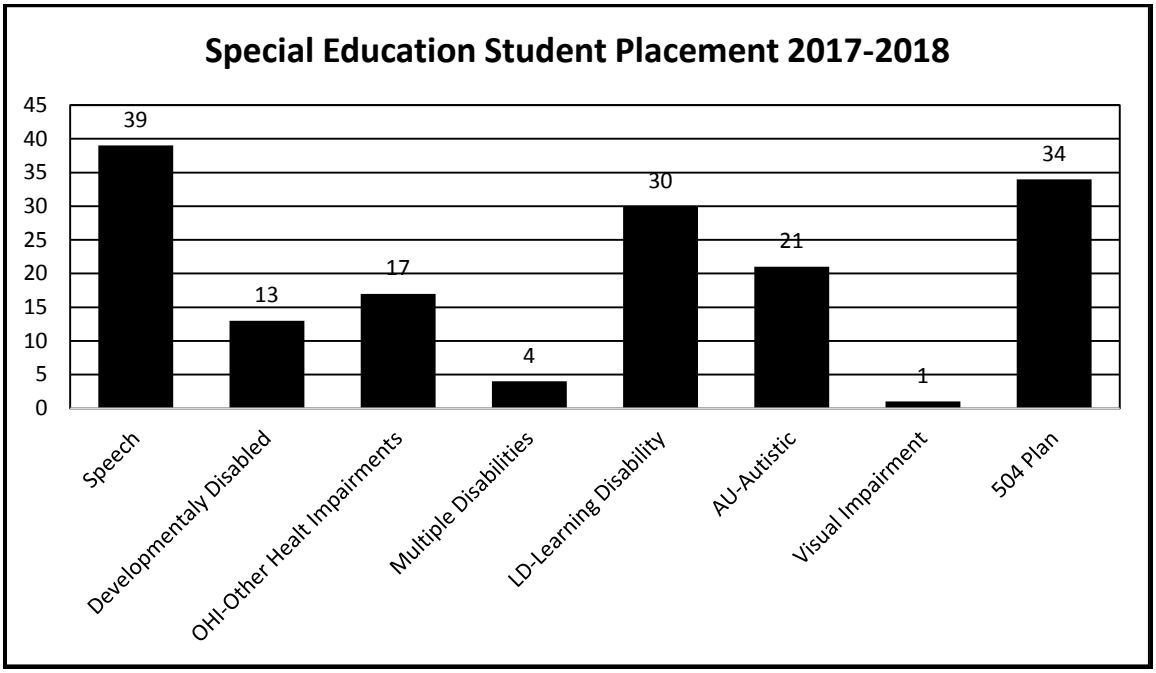
During 2017-2018, school year, Oakview's student body was composed of 74% Caucasian, 9% African American, and 6% Asian students. In addition, 3% of the population is Hispanic/Latino, while 7% are two or more races. Finally, a total of 1% are considered to be other ethnic groups. Oakview has students who were born in many countries around the world: Canada, Spain, China, Ethiopia, Romania, Mexico, Poland, Germany, France, Japan, India, Brazil, Turkey, Austria, Taiwan, South Africa, Lithuania, Iraq and United States including Puerto Rico.

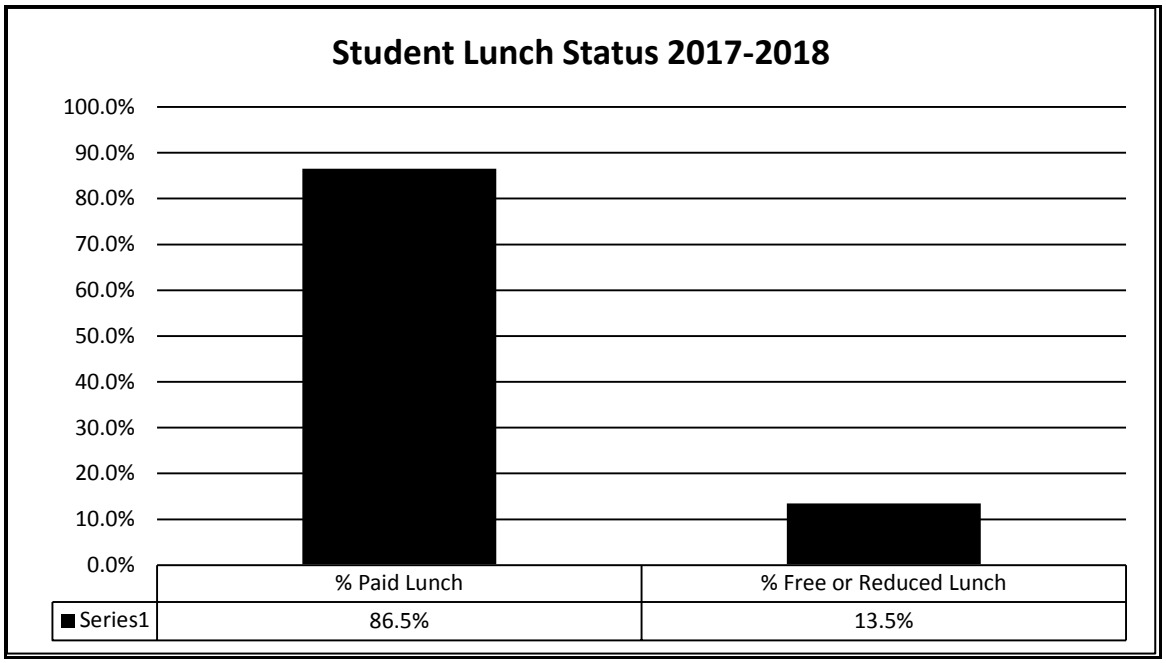


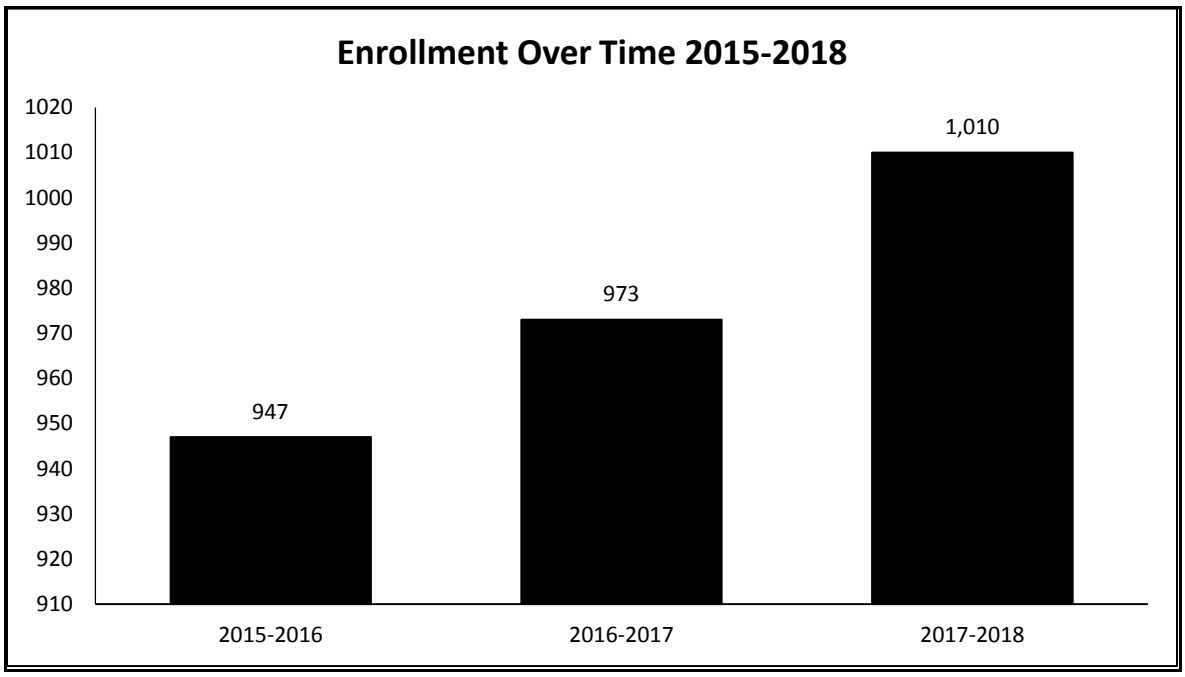
Student Attendance 2017-2018	
2017-2018	**97.0%**


Student Ethnicity 2017-2018
Other
7%
Asian
7%
African American
9%
Hispanic/Latina
3%
Caucasion
74%

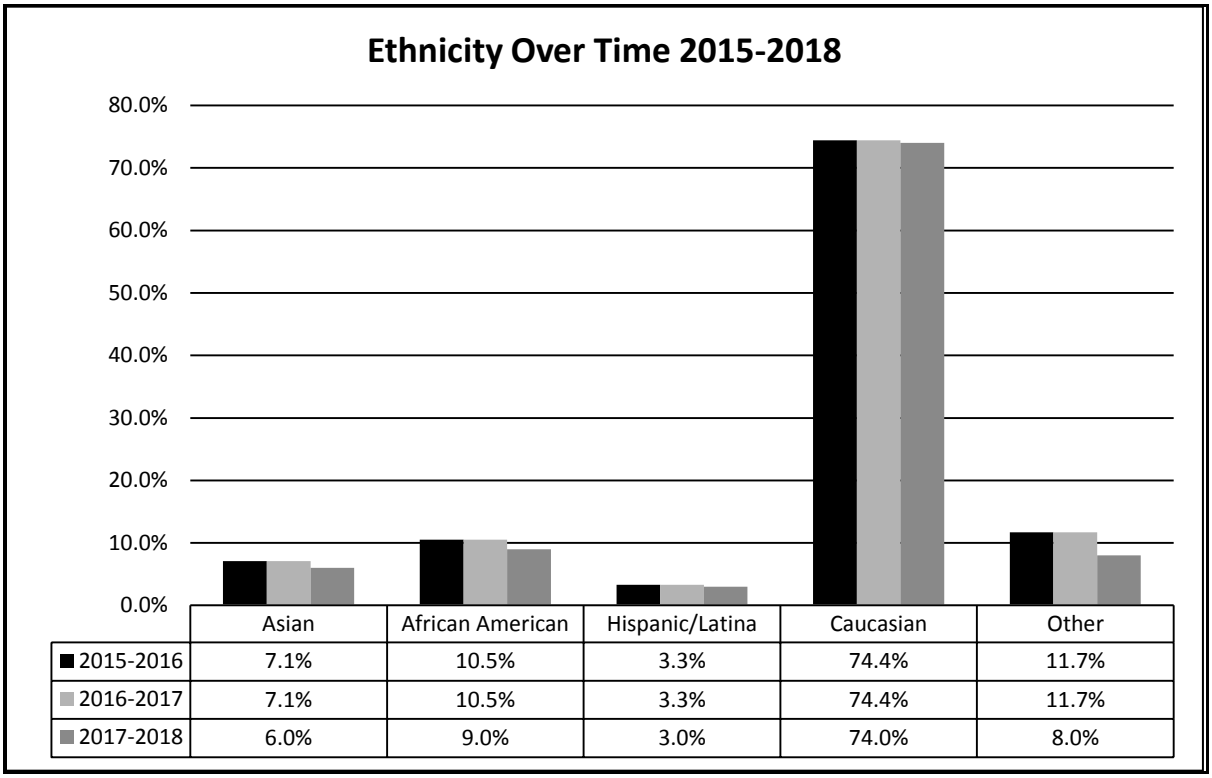

Gifted and Talented Identified Students
2017-2018
50%
48%
46%
44%
42%
40%
38%
Third Grade
Fourth Grade
Fifth Grade
Series1
42%
43%
49%


Special Education Student Placement 2017-2018
45
40
35
30
25
20
15
10
5
0
39
13
17
4
30
21
1
34
Speech
Developmentaly Disabled
OHI-Other Healt Impairments
Multiple Disabilities
LD-Learning Disability
AU-Autistic
Visual Impairment
504 Plan

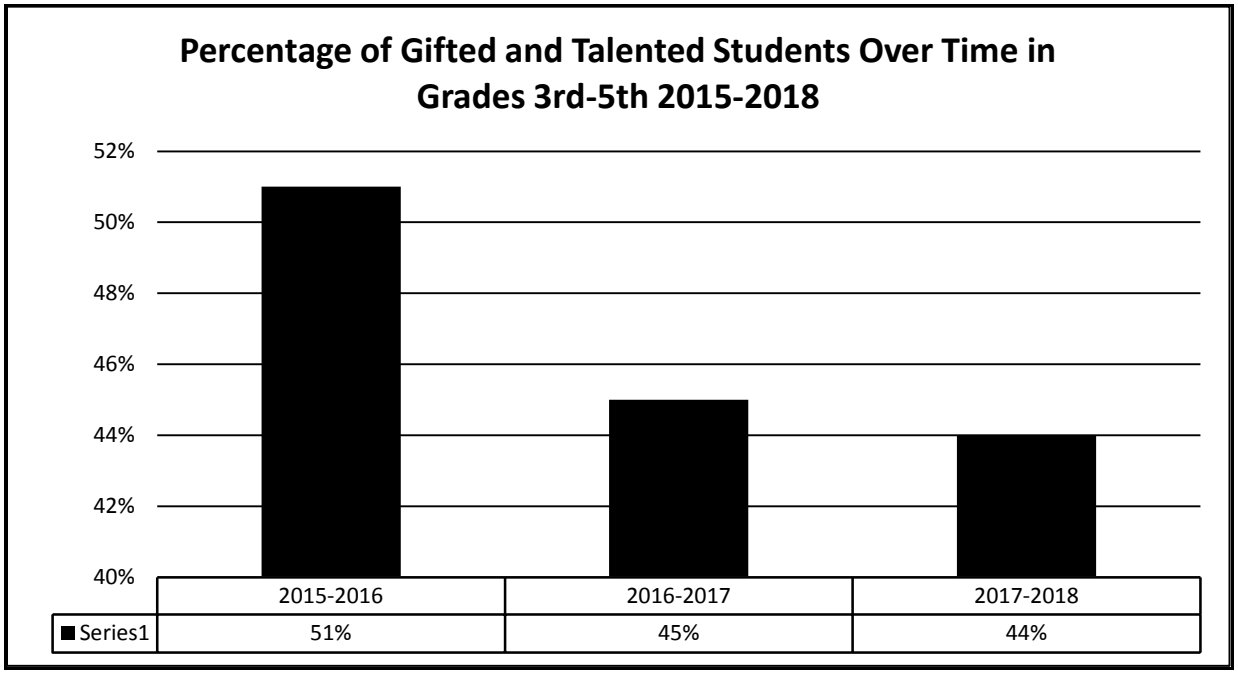

Student Lunch Status 2017-2018
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
% Paid Lunch
% Free or Reduced Lunch
Series1
86.5%
13.5%



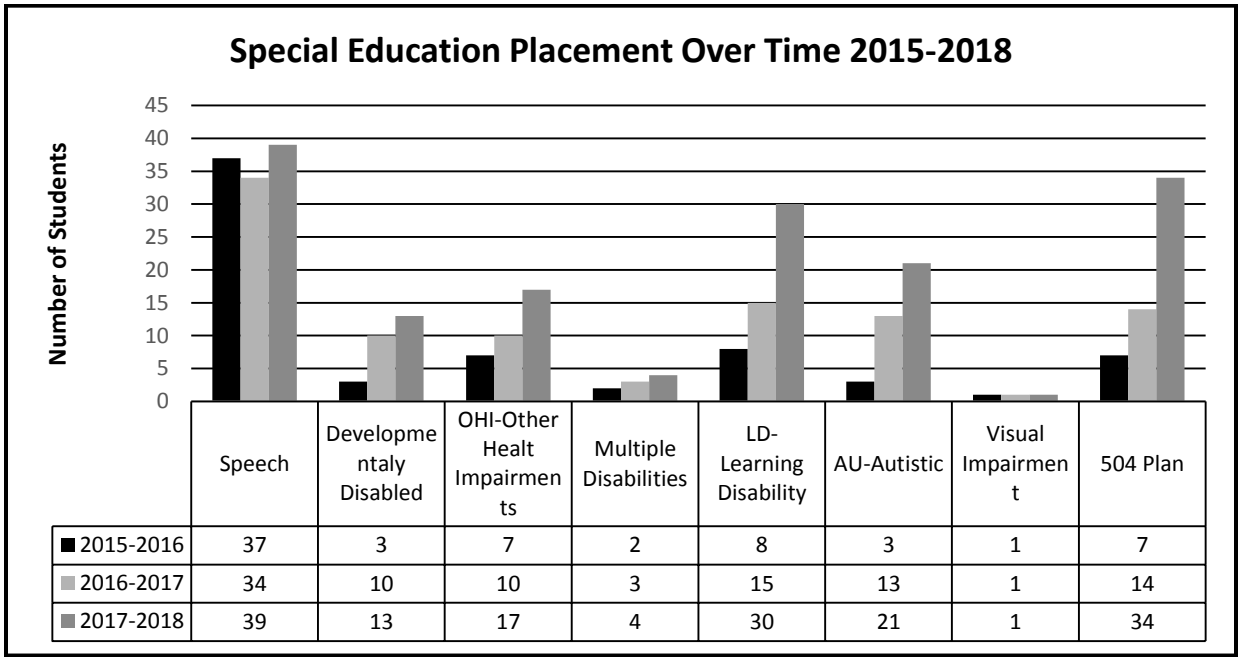
Student Attendance Over Time	
2017-2018	**97.0%**
2016-2017	**97.1%**
2015-2016	**97.2%**



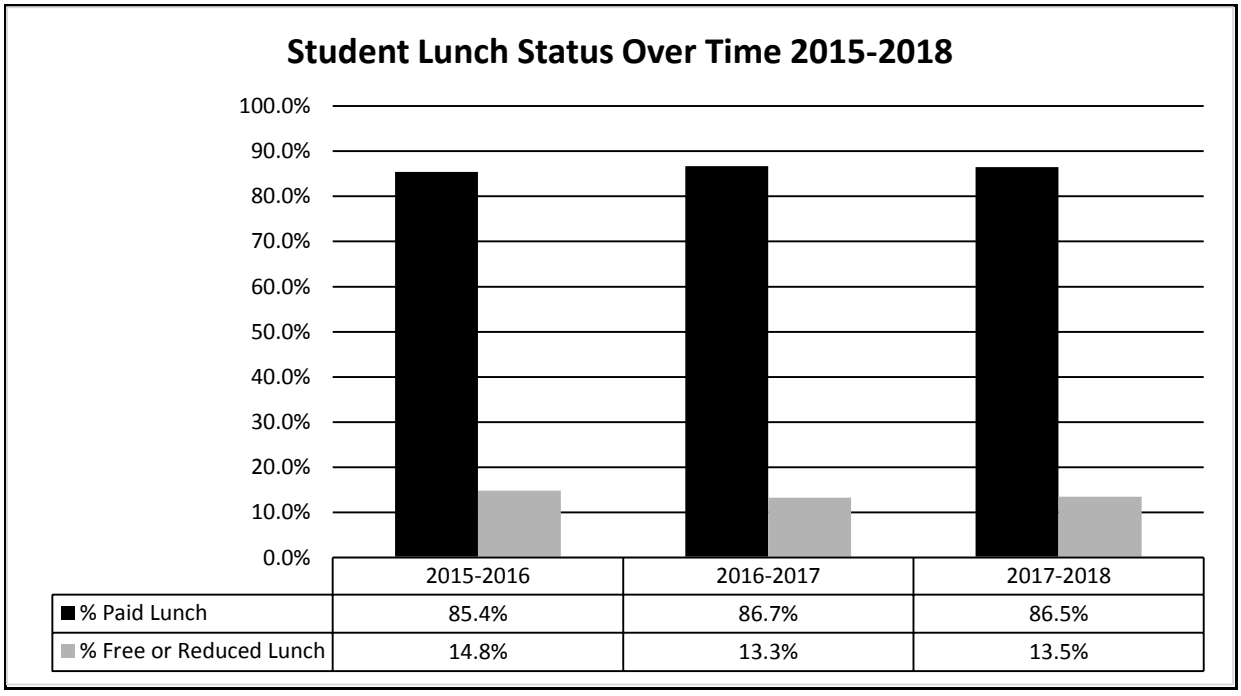
	Asian	African American	Hispanic/Latina	Caucasian	Other
2015-2016	7.1%	10.5%	3.3%	74.4%	11.7%
2016-2017	7.1%	10.5%	3.3%	74.4%	11.7%
2017-2018	6.0%	9.0%	3.0%	74.0%	8.0%



	2015-2016	2016-2017	2017-2018
Series1	51%	45%	44%



	Speech	Developmentaly Disabled	OHI-Other Healt Impairments	Multiple Disabilities	LD-Learning Disability	AU-Autistic	Visual Impairment	504 Plan
2015-2016	37	3	7	2	8	3	1	7
2016-2017	34	10	10	3	15	13	1	14
2017-2018	39	13	17	4	30	21	1	34



	2015-2016	2016-2017	2017-2018
% Paid Lunch	85.4%	86.7%	86.5%
% Free or Reduced Lunch	14.8%	13.3%	13.5%

Academic and Behavioral Features/Programs/Initiatives

The core curriculum provides rigorous learning activities in the areas of reading, math, science, and social studies. Essential learning is facilitated through the use of the South Carolina State Standards and correlating support documents, district-developed units of study, and supportive instructional materials. Students attend classes in the media center and computer labs, where research and technology skills are reinforced.

Early identification and intervention of struggling students are critical components of student success. At the first sign of a struggling student, teachers intervene and develop strategies to assist the student. Intervention may include a change in delivery method to meet the student's learning style or additional remediation

activities.

-Intervention

FastBridge benchmark reading fluency tests are administered to all kindergarten and first grade students at the beginning of the school year for identification of those students who may be "at risk" for reading development. The fall kindergarten benchmark test screens for fluency in the areas of letter identification and letter sound identification. The fall first grade test screens for fluency in the following areas: word segmentation, nonsense words, and sentence reading. "At risk" students receive research based intervention and reading assistance five days per week in a small group setting.

Leveled Literacy Intervention *(LLI)*, a research based tier II intervention program, was implemented during the 2017-2018 school year for first grade students determined to be "at-risk". Classroom data and fall FastBridge benchmarking data are used to determine where students enter reading intervention. All at-risk students are progress monitored every three weeks using the FastBridge assessment system. In addition, first grade students in reading intervention are progress monitored using full reading records every other day in LLI. When students consistently meet their target goals, they are dismissed from the reading intervention program.

Mid-year benchmark tests are administered to all K-5 and first graders in January. The K-5 test measures fluency in letter sounds and word segmentation. The first grade test measures fluency in oral passage reading fluency. Students who are identified as "at risk" at this time begin receiving reading assistance with the school's literacy specialist. These students continue to be progress monitored in the program until they meet their goals.

In May, all kindergarten and first grade students are evaluated again using the end of year benchmark goals for the fluency measures. Kindergarten students are measured using word segmentation and nonsense word assessments. First graders are assessed on oral reading passages to determine a per minute fluency rate. This final information is used to help identify any students who may need additional reading assistance the following year.

Three times each year, Oakview's administrators, literacy specialist, and grade level teachers (K5 and 1st) meet to review the progress of at-risk students as well as the benchmark data for each grade level. Decisions to dismiss students from the intervention program or to add students are made based on the benchmark data and teacher recommendations.

On Track, another intervention component, is a data-inquiry process where school staff track the well-being of students using the Early Warning Indicators. This system analyzes three student factors: attendance, behavior and grades. The team then determines how to support student success in the most effective way. During an On Track meeting, staff members use qualitative and quantitative data to make decisions for the well-being of the student. The team identifies Tier 1, Tier 2 and Tier 3 levels of support as well as the intervention manager. The intervention manager then finds resources and supports for the student. Some students may be referred to the Assistance Team process if a disability is suspected or to check for 504 eligibility.

The Assistance Team is a teacher-based team that works collaboratively with school personnel to assist students experiencing academic and/or behavior difficulties. The A-Team consists of the student's classroom teacher, the student's parents, a school administrator, the school psychologist, any other pertinent school personnel, and the Assistance Team Coordinator.

An assistant principal and reading intervention teacher serve as Assistance Team Coordinators and provide intervention strategies for the classroom teacher to use in helping students who are struggling. These strategies

may include changes in teaching methods, consultation with community resources, or additional assessment. Interventions may increase student performance and the effectiveness of the interventions is based on data collected. If further help is needed the student may be referred by the Assistance Team for a psycho-educational evaluation.

-Gifted and Talented Education

Students who demonstrate higher skills or aptitude need opportunities to grow and accelerate their learning. Challenge, the gifted and talented program, is designed to meet the needs of academically gifted and talented students. In order to qualify for the program, students must meet the state criteria in aptitude, achievement, and academic performance.

This pull-out enrichment program encourages inquiry, flexibility, creativity, and critical thinking. Third grade students attend Challenge for 205 minutes each week. Fourth and fifth grade students attend for 320 minutes each week. In November of each year, the State Department of Education provides testing for students in grade two to determine their eligibility for Gifted and Talented Programs. The Iowa Test of Basic Skills, an achievement test, and The Cognitive Abilities Test (CogAT), an aptitude test, are administered. As soon as results are available in mid-January, parents are notified of their child's performance on these tests.

Beginning in grade three, students who meet the state criteria may be placed in the academically gifted and talented program. This program is called "Challenge" in Greenville County. At the elementary level, Challenge is a pull-out program.

Each school receives a Challenge teacher based upon the number of qualified students in that school.

Students may qualify automatically with an extremely high aptitude or IQ score at 96th percentile or higher for their age group. If students do not qualify solely on aptitude, this process will be used for screening:

<u>In Dimension A - Reasoning Abilities</u>
Students must demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal, nonverbal, quantitative and/or a composite of the three.

<u>In Dimension B - Academic Achievement</u>
Students must demonstrate high achievement (94th national percentile and above or advanced status) in reading and/or math as measured by a nationally normed or South Carolina statewide assessment instruments.

<u>In Dimension C - Intellectual/Academic Performance</u>
Students must demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits, or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence/tenacity in the face of challenge and creative, productive thinking. Rising third, fourth, fifth, and sixth grade students may be eligible to take the Performance Task Test in March if they have already met the criteria in Dimension A or Dimension B. Students must meet the criteria in two of these three dimensions to participate in the Gifted and Talented Program. Private testing results are not accepted for placing students in the Challenge program.

-Literacy Instruction

Oakview has always had a strong emphasis on literacy. In 2011-2012, the district began using the Fountas and Pinnell balanced literacy model with eleven pilot schools. While Oakview was not a pilot school, the faculty decided to begin a gradual implementation on its own. With the assistance of PTA, Oakview purchased a leveled bookroom of guided reading materials for students in kindergarten through fifth grade. Training and implementation began taking place with first and second grades in late fall 2011. Professional Development

began in the spring of 2012, for all kindergarten teachers. Kindergarten teachers joined first and second grades in implementation of balanced literacy in the fall of 2012. Full implementation of the balanced literacy program began in the 2013-2014 school year. All teachers, in all elementary schools, in all grade levels throughout the School District of Greenville County, are implementing the balanced literacy model.

A Balanced Literacy Model is used to provide instruction in Guided Reading, Independent Reading, and Word Study. Approximately two hours of instruction is allocated to the Balanced Literacy model each day. The Leveled Library, along with many other literacy materials, is used to support the curriculum and the development of strategic readers. Teachers benchmark students in the fall to determine their instructional and independent reading levels. Groups are then formed to provide small group guided reading instruction focused on each student's level. Students are encouraged to select books within their range.

The school's literacy mentors completed the full two year training. Last summer, the literacy leadership team met and discussed the next steps for the 2017-2018 school year. Professional development initiatives this year focused on tailored support dependent on grade level teams' needs. Grade levels have worked on unit planning for reading workshop, developed deeper level questioning for interactive read alouds, and used data to drive word study instruction.

Oakview has a strong volunteer reading program. These volunteers work one-on-one with students who may need a little extra boost in reading and self-confidence. During the 2017- 2018 school year, 62 students worked with a reading tutor. The volunteers are trained by Oakview's instructional coach. Volunteers are made up of parents, community members, bank employees, grandparents and retired teachers.

The school has worked to build a strong home-school connection to support literacy instruction. The school's literacy specialist delivered a "Parent Reading Workshop" to parents of kindergarten and first grade students. The workshop was taken to one of the neighboring apartment complexes where a large portion of the school's minority students live. During the workshop, relationships with students were strengthened through literacy activities while parents attended the parent reading workshop. This workshop is also part of our outreach program that is taken out into local neighborhoods. Our Community Oakview Outreach (CO2) brings information to families who may not be able to take part in the traditional school setting.

-*Writing Instruction*

Writing is integrated throughout other subject areas. The writing process is used to guide students from brainstorming to a published piece. Student work is published in many ways through individual or student created books, class displays, school-wide writing projects, and as a part of local and state contests. Three times a year students respond to district writing prompts that focus on specific types of writing - opinion, narrative, and informational.

-*Math Instruction*

Our mathematics program is academically challenging. It is active, relevant, and integrated with other curriculum areas. Teachers have received training in Everyday Counts Calendar Math, which provides lessons and activities to preview, review, practice, and discuss critical math concepts and skills. The Go Math Mathematics series is used in all grades to support the curriculum. Approximately one hour is scheduled for math each day. Students capitalize on previously learned knowledge, focusing on building number sense, basic numeric operations, algebraic concepts, geometric patterns and relationships, measurement, logical reasoning, probability, and statistics. Our instruction emphasizes problem-solving and hands-on strategies, which allow students the opportunity to make connections between classroom learning and real-life experiences. Daily Oral Math and Core Bites are warm-up activities used to spiral the curriculum. Hands-On Equations are used with our gifted and talented students as an introduction to algebra.

Oakview, along with all the schools in the district, work diligently to teach all of the standards using a variety of resources and strategies to increase higher order thinking skills. Oakview teachers use Think Central online software to enhance math in the classroom and provide additional resources for students at school and at home. Teachers also use a variety of online resources to supplement and enhance instruction, such as Front Row, Khan Academy, and Sumdog. Students who need additional math practice may participate in the morning Mathletes club. Teachers continuously participate in professional development within and outside of the district to improve and enhance classroom instruction. The digital program IXL math and ELA will be available for teachers to enhance math instruction in the 2018-2019 school year.

Based on the 2017-2018 state of South Carolina rankings data, Oakview math scores improved from 33rd in the state out of 666 elementary schools to 15th.

In Greenville County, we maintained our math rankings at 2nd in the district out of 52 elementary schools.

-*Social Studies Instruction*

Oakview Elementary's Social Studies curriculum is based on the 2011 South Carolina Social Studies Standards. Teachers include special instructional days to help students connect to their learning. Third grade produces a South Carolina play, and fourth grade teachers host a Native American Day and produce a play about the 13 colonies. Fifth graders celebrate American culture through Western Expansion Day and Roaring 20s Day. Teachers throughout the school take field trips to enhance the Social Studies curriculum including the third grade trip to The South Carolina Statehouse and State Museum, the fourth grade trip to King's Mountain to study about the Revolutionary War Battle, and the kindergarten trip to a local grocery store and the fire station to learn about community helpers.

-*Science Instruction*

Oakview Elementary's science curriculum is based on both the National Science Education Standards and the South Carolina Science Education Standards. The School District of Greenville County helps teachers address the science standards by providing supplies through an inquiry based science kit program for three of the four grade level units.

The school's STEM Lab extends classroom instruction through weekly lessons for third through fifth grade students. Kindergarten, first, and second grade students are seen quarterly. STEM Lab instruction focuses on integrating and enriching grade level standards and engineering processes through inquiry based instruction and STEM projects. Teamwork and collaboration are developed through real-world, career-based problem solving activities. Examples include, fifth graders designing and creating paper roller coasters, fourth grade students exploring the environment by creating and using student-designed solar ovens, and third graders designing solutions to erosion and landslide problems. Students' understanding of science concepts are further developed through activities in the award-winning butterfly garden, nature trail, and new vegetable garden. Classroom teachers also use these environments to further extend their yearly environmental units beyond the kits and textbooks.

On alternating years, "Family Math, Science, and Technology Night/STEM Night" and "Fossil Fun Day" are offered to involve the community, families, and students in enriching science activities at the school. In the winter of 2016, a wonderful STEM Night was shared as parents, teachers and children worked and explored together in classrooms set up with experiments and other scientific, mathematical and/or technology related activities. The cafeteria was filled with local businesses who shared their use of science and technology, and there were two virtual field trips which connected families with science experts– one local connection to the Roper Mountain Science Center, and one long distance connection to the Barrier Reef Aquarium in

Australia. The following spring, students were excited to participate in Fossil Fun Day. This was an amazing event with huge fossil piles for students to dig through, speakers from our local area who shared their knowledge of fossils, soil, and dinosaurs, and lots of hands-on experiences in every classroom. Oakview parents, students, and teachers are proud of the science opportunities provided every day and throughout the year.

-Environmental Education

Oakview has been recognized often for our comprehensive environmental programs. Since 2011, Oakview has been recognized as one of only 16 schools in South Carolina to be certified as a South Carolina Green Steps School. To receive this certification, Oakview must have at least 1 sustained project in each of 3 areas: Conserve, Protect, and Restore. Currently, Oakview has eight on-going, sustained projects across these three categories, including a butterfly garden, digital nature trail, raised bed vegetable garden, school-wide composting program, participation in the Breathe Better program to reduce idling, and increasing our environment through fifth grade tree plantings. Due to the number and quality of our environmental outreach programs, in 2012 Oakview won the South Carolina Green Steps of the Year Award.

One of the largest Green Steps initiatives is our school-wide recycling program. Oakview recycles classroom paper and cardboard, plastic bottles, aluminum cans, crayons, markers (all types), printer cartridges, packing materials, six-pack plastic rings, cell phones, and other electronics. Each year during America Recycles Week in November, students also recycle gently used shoes. These shoes are sent to a national charity, World Wear Project, that sells the shoes for a discounted price and then uses the funds raised to help build wells in Africa so communities have safe drinking water. Also, in partnership with our local fire department, Oakview donates the proceeds from the recycled aluminum cans to the South Carolina Firefighters' Aluminum Cans for Burned Children program. Oakview has raised over $23,000 for burn victims over the last 20 years. Finally, during lunch, students compost food waste, participate in reducing the volume of trash by "tapping" and "stacking" their styrofoam trays and pouring out liquid waste in special cans, and recycling their paper scraps and milk cartons. Students take pride in making wise choices that benefit the environment. This emphasis on the importance of recycling across the school has brought several awards and grants to Oakview. In 2005-2006, Oakview received the South Carolina Recycling School of the Year award. This was the third time that Oakview had received this honor. In 2007-2008, Oakview received an honorable mention from the DHEC Champions of the Environment award for our rainwater garden irrigation system. Our Earth Savers and Art clubs received a $500 grant in the spring of 2015 to create a recycled art mural (made using recycled materials such as bottle caps, juice tabs, and broken CDs) which now proudly hangs outside of the Science Lab. This mural came from a natural extension of our busy recycling program.

-School Counseling

Elementary school is a time when students develop attitudes and feelings concerning school, self, peers, and family. These years set the tone for developing the skills, knowledge, and attitudes necessary for children to become healthy and productive adults. Using a comprehensive developmental counseling program, Oakview's school counselors work as a team with teachers, students, parents, and community to create a caring atmosphere where children's social and emotional needs are met.

Our school counselors provide individual and small group counseling to address social, emotional, behavioral, and academic issues. During the years of 2011-2017, a School Counseling Program called *Life is a Highway – We are on the Road to Success!* was used. Monthly character traits were referred to as "life signs." By using these words consistently as a school, our students learned skills to enable them to be successful in life.

Having a common language throughout the school helps to create a positive and consistent school environment. For the 2017-2018 school year, our focus was *Kindness Matters*. Kindness was emphasized throughout the

school in a variety of ways. The school counselors addressed kindness in monthly classroom counseling visits through connecting kindness with other important character traits. Kindness was also promoted daily on the morning news show through student shout-outs and a kindness quote for the day. Some classrooms incorporated their own kindness incentives to help create a culture conducive to kindness. As a final culmination to our focus on kindness, all students and faculty painted their own rock to display in a school-wide kindness rock garden.

The school counseling department also sponsors and assists with different activities and programs, such as "Fill-a-Backpack" - a program that helps gather school supplies for students, the "Jingle Bell Toy Drop" - a program in December that helps collect toys for students in need, and "Backpack Blessings" - a program that gives children food to take home for the weekends. School Counselors also help fifth grade students transition into the middle school years by organizing tours of the middle schools and assisting with middle school registration.

In addition, our school counselors help students view career awareness as a lifelong process of forming basic attitudes and interests regarding their future world of work. School counselors provide consultation with teachers, administrators, school psychologists, school social workers, and outside agencies concerning the welfare of the students. They also make appropriate referrals for special services for students and families within the school and community.

-Students with Special Needs

Special needs students are served by a variety of district and local school programs. Oakview Elementary houses speech classes, preschool special education, two multicategorical self-contained classes, and two special education resource classes. Students are also served on a weekly and bi-weekly basis through occupational therapy and physical therapy services. The appropriate regular education teachers are trained by the special education teachers concerning each child, their disability, and their IEP. A variety of inservices are held for regular education teachers and parents regarding disabilities, strategies to use in the class and at home, inservices on ADHD, homework strategies, and question and answer sessions. Teachers are trained to provide accommodations within the classroom for students who require additional assistance.

-Technology

Since Oakview opened in 1995, the administration, faculty and parents have set as a high priority the technology program of the school. From the earliest SACS documents and ACT 135 plans, technology was a recurring theme for school improvement. Through the joint efforts with the PTA, much has been accomplished to establish a firm foundation in technology applications at Oakview.

The first computer cart with thirty wireless laptop computers was added during the 2006-2007 school year. Additional carts were added during the 2007-2008 and the 2016-2017 school years with the district refresh cycle. Oakview offers in-service hours in technology training for its teachers every year. Workshops have included, ActivInspire, teacher web pages, Virtual Reality cart, iPads in the classroom, ActivTable, Google, Video on Demand, Discovery Ed, and other new software applications. Each year, all classroom teachers are trained in the electronic gradebook, PowerTeacher. This program is used across the district and state of South Carolina. Training is offered each fall for new and current teachers to set up the gradebook for the coming year. The school web page, built by the media specialist, is an ongoing project. All teachers have their personal web pages linked to the school's page.

Greenville County Schools upgraded our computer wiring with the installation of fiber lines throughout the building. Oakview updated its wireless infrastructure to include access points in every other classroom. The district refresh technology program added Wi-Fi in every classroom.

Every teacher at Oakview has an interactive whiteboard for classroom instruction. The purchase of these boards

was made possible by Oakview's PTA, Palmetto Gold Award money and matching funds from The School District of Greenville County. Teachers receive training each school year, as needed, to keep current as software is updated for the boards. Teachers are given time to create and plan with grade level teachers using standards based interactive lessons for use in the classroom. Students are active participants as instruction is enhanced and integrated with technology using these interactive whiteboards.

All teachers implement curriculum-based units infused with technology in addition to technology based assignments throughout the year. Teachers and students use chromebooks, iPads, virtual reality, and virtual field trips during the school year to enhance and reteach as needed.

Oakview continues to expand technology use through a variety of initiatives and devices. Oakview has three interactive tables; touch screen tables allow students to work collaboratively on various problem-solving programs or independently using headphones and USB ports. Oakview now has over 200 iPads in our building. There are at least 3 iPads per classroom for individual and small group use with additional iPads available in the media center for whole group instruction or projects. Oakview has a permanent Distance Learning Lab. The high definition flat screen with integrated equipment supports the school's efforts to collaborate with others outside the school. The science lab screen allows space for additional distance learning field trips as well as possible science teaching capabilities with other schools in the future. Through video conferencing, the school has taken virtual field trips to places such as London, Australia, Texas, Florida, Canada, and to museums and special science centers around the U.S.

Our district 1:1 initiative will occur in the 2018-2019 school year. Each student in 3rd through 5th grade will receive a personalized learning device. Students and parents will be provided with internet safety courses before the device is distributed.

-Media Center

The media center houses a collection of 14,015 titles. Our annual circulation for 2017-2018 (August –April) was 45,413. The media center provides a strong literacy program that encourages reading and teaching of information skills. Oakview has a large collection of books available for checkout with 13.6 per student. Students are encouraged to visit the media center at any time to exchange books. Students and parents can search the card catalog using the internet based Destiny system. Reference resources, book suggestions, South Carolina Book Award program information, and sites for authors are all available through the Oakview media center web-site.

The media center offers numerous reading incentive programs such as Real Men Read, Caldecott Awards, and the South Carolina Children's and Picture Book Award programs. The media center sponsors two book fairs a year and at least one author/illustrator visit. Kristy Dempsey, author of Dance Like Starlight and Superhero Instruction Manual, visited during the 2017 school year.

To develop effective communication skills, rising fifth grade students audition for the Oakview News Crew. The media specialist sponsors the broadcast team. The Scholastic Book Fair is held in the fall and spring.

-Music Education

The music program at Oakview is a comprehensive sequential program from kindergarten to fifth grade. It is based on the National Standards for Music Education set forth by the National Association of Music Education. Each class receives 45 minutes of instruction per week, with kindergarten receiving 40 minutes of instruction. The program covers all aspects of music education including singing, playing instruments, music literacy, arranging, composing, movement, listening, identifying styles and cultures, and performance opportunities. The program develops individual musicianship and aims to foster an understanding and

appreciation of music in our community and around the world. Many students elect to take chorus, band, or strings in middle school due to these experiences in Oakview's elementary music classrooms.

Oakview's music teachers collaborate with classroom teachers to integrate classroom content while preparing music for the kindergarten Thanksgiving play, third grade "From the Mountains to the Sea" play about South Carolina history, and the fourth grade "Thirteen Colonies" play. The music program integrates fifth grade social studies concepts as students study jazz music. Fourth grade students combine science and music concepts while working with an artist in residence to create digital instruments using MakeyMakey circuit boards and recycled materials. All students participate in international music studies as songs and dances from other countries are explored. Percussion instruments are studied and played as the various countries are emphasized.

The Greenville Symphony Orchestra has its members visit, present to, and perform for district elementary schools as part of their EdReach program. Oakview has hosted a string quartet, percussionists, and numerous other musicians through this program. Fourth and fifth grade students study recorder as a part of the program. Recorders are wind instruments that give students experience in reading music. Students have the opportunity to purchase a recorder and learn to play. Many students elect to play in the band in the sixth grade due to their experience with recorders.

In addition, fourth and fifth grade students study dulcimers and folk music as a part of the music program. They also do a West African Drumming Unit with djembes, shekeres, and gankogui and other African instruments. Students play these instruments as an ensemble, and learn songs and dances from the West African cultures. Students learn to play ukuleles to introduce them to the string family of instruments.

Fourth and fifth grade students are also given the opportunity to audition for a select chorus. In addition, third through fifth grade students are invited to participate in Uke Krazy, STRUM, Chimes, and DRUM clubs. These performing ensembles meet weekly from 7:30 am to 8:30 am. These students perform at school and in the community during the school year.

Fifth grade chorus students have the opportunity to audition for the annual District Spring Sing performance. Spring Sing is an auditioned group of over 250 elementary students district-wide. Students selected for Spring Sing participate in Saturday rehearsals followed by a rehearsal and performance at the Peace Center with a guest clinician conducting. In the 2017-2018 school year Oakview had eight students participate in the 38th annual Spring Sing.

-Art Education

The visual arts lessons for the students of Oakview Elementary School are based on the South Carolina Visual Arts Curriculum Standards. The content of the standards is based on the National Standards for Arts Education. These standards present what all children should know and be able to do in art. The students are motivated to think, appreciate, design, and create.

The students are introduced to a variety of media, including colored pencils, chalk, oil pastels, watercolor and acrylic paints, and clay. One of our art rooms contains digital electric kiln for firing stoneware clay sculpture in the visual arts area.

The first through fifth grades receive 45 minutes and kindergarten receives 40 minutes of art instruction each week.

The South Carolina Arts in the Curriculum $10,000 Grant was received to implement International Arts Studies.

This grant provided materials and equipment to integrate the International Festival and arts activities for all the students in the arts classes. Several PTA mini-grants have provided books about artists for students to read to integrate language arts and computer art CD-ROMs for involving technology in the art programs, and funds for refurbishing tools and purchasing new equipment.

South Carolina Arts Commission Grants have been given to the arts program to provide the following Artists-in-Residence: Yoshiko Moon, and basket maker Nancy Basket. The PTA also provides for Artist in Residence. A few of the artists who have come to Oakview over the years include Jennifer Amor, quilt maker, who worked with the art students to create two large quilts that hang in the school. Brod Baggert worked with students in the area of writing. He used technology as students worked with him to write new poetry. Yoshiko Moon taught students the art of Japanese calligraphy, origami, sumi painting and about Japanese culture. Yoshiko Moon has made several trips to Oakview. Jim Creal has done two printmaking residencies with students and last year, ceramicist, Shane Bryant created a tile mural with fourth graders. Michael White, an award winning artist, encouraged students to illustrate their own books while sharing interesting information about himself.

Art teachers have participated in the Metropolitan Arts Council's Smart Arts Program. This week-long summer teacher program provides workshops and planning sessions for art integration and collaboration with core subjects. Teachers participating in the program plan a week-long residency session with a local artist who then comes in during the school year to implement the residency. Poets Vera Gomez and Kelly Pheiffer came to Oakview and combined ELA standards with Visual Arts techniques which energized and excited students as they put new ideas onto paper.

Students have also enjoyed the sounds of Legends of West Africa while watching and listening to African drumming techniques and traditional dances. Tim Lowry, storyteller has made books come alive for students as he told stories relating to curriculum. Other artists include Dean Eades and Laura Boosinger.

Each year, third grade Challenge students enjoy a visit from a Warehouse Theatre actor. This week-long class provides an in-depth look at Shakespearean theater which is part of the third grade Challenge curriculum.

Over the years, the art department has participated in activities that benefit the students and their families. One activity was the printing of re-useable grocery bags in connection with a science recycling project "Kick the Bag Habit." Art Clubs have participated in the Roper Mountain Science Center Holiday Lights postcard contest. During the 2011-2012 school year, the Art Club participated in the Festival of Trees. Art Clubs also help with decorations and backdrops for school choral productions.

The Principal selects artwork each year to be framed and hung throughout the school. This permanent art collection represents a variety of grade levels and art media. The art enhances our school environment.

Art Explorers and Art Owls, extracurricular programs, are provided for the students who wish to be involved in more visual arts activities. This club meets in the afternoons for special projects.

-Physical Education

The Oakview Elementary Physical Education Program is comprehensive, educational, and age appropriate. Each class receives 45 minutes of instruction per week, with kindergarten receiving 40 minutes of instruction weekly. The comprehensive program teaches the skills, attitudes, and knowledge needed to develop and maintain a physically active lifestyle. The program has clear expectations for the students to acquire the skills and knowledge of the physically educated individual.

Oakview Elementary uses the South Carolina Standards set forth by the South Carolina Physical Education Framework based on the National Standards. In addition to Physical Education Standards, the Physical Education teachers use the FITNESSGRAM program as a fitness assessment and reporting system for all 5th graders.

The educational program recognizes the unique contribution of physical education to develop physical skills and abilities in a way that contributes to the broader educational goals of a community. The very nature of physical education provides a laboratory of social and personal development of students.

Age appropriate programs are sequential over grades kindergarten thru fifth grade. Programs are tailored for the developmental needs of children of different ages, as well as the different needs of children of the same age. Children bring different experiences, different potentials, and different rates of learning to physical education. An age appropriate program accounts for individual differences through instructional processes. In addition to age appropriate programs held throughout the day for students, Oakview's physical education teachers sponsor various after-school clubs, such as Boy's Track Club, Archery Club, Flag Football Club, Girl's Track Club, and Chess Club. Other events offered and organized by the physical education teachers are two family fun runs, a wellness event, field days, International and South Carolina Walk to School Days, and various artist in residencies. .

-Health Services

Oakview Elementary has the services of one full-time and one part- time school nurse. They work together to provide health related assistance to our students and families. They administer medication, consult with parents, staff, and medical personnel regarding student health needs, and monitor the accuracy of immunization records.

-Resource

Students needing additional assistance outside of the classroom may qualify for special education services. Students attend resource in the area of academic deficiency. The length of time is determined at an individual educational planning meeting with an administrator, classroom teacher, special education teacher, school psychologist, and parent present. An I.E.P. (Individual Educational Plan) is developed for each student, is monitored quarterly, and reviewed annually. One full time teacher and one part time teacher serve the pull-out and partial inclusion program. A group of teachers served on an inclusion committee during the 2016-2017, year. During the 2017-2018 school year, new inclusive practices were implemented throughout the school. Additional training is provided yearly for all staff members serving special education students.

-English as a Second Language Support

We implement an array of support services to address students performing above and below grade level. We provide services for English Language Learners through a pull-out program designed to assist them with overcoming language barriers. Students scoring below grade level in reading and math on the MAP assessment have the opportunity to participate in a before-school tutoring program.

-Speech

Students are referred for screening by their regular education classroom teacher or parent. If a student fails the screening and parent permission is obtained, a complete speech/language evaluation is administered. If the student qualifies for the program and parental permission is obtained, an I.E.P. is developed and the student is enrolled in therapy. Students participate in the speech program until the students meet their goals or maximum improvement is achieved.

-*Health Education*

Recently, Oakview has promoted a healthier school climate for students and employees. A team of staff members received training for CATCH (Coordinated Approach to Child Health). Strategies are implemented to support the CATCH program. A Culinary Creations Menu was adopted in the cafeteria and students are encouraged to take advantage of the healthier options. Teachers infuse brain breaks into their daily instruction. The PTA assists in our efforts by encouraging parents to provide healthier food options during class parties and student incentives. As a result, our school has received numerous awards including the Greenville County Safety Award and Greenville County Elementary Healthy School Award.

-*Mathletes Math Remediation*

The Mathletes Club is a before school tutorial program offered to students scoring Not Met or Approaching on SC READY math testing. At minimum, students attend a session per week in the area of math, based on students' SC READY scores or district benchmark data. Teachers plan and deliver small group lessons based on student data.

-*Extended Day Program*

The Extended Day program offers a service to the school community and provides enriching, structured care for children. It is offered to students in all grade levels from 2:30-6:00 on school days. Students are provided homework assistance, recreational activities, snack, arts and crafts, and access to educational technology. Students utilize Compass Learning in reading and math while attending the program in order to impact academic achievement. Special events such as a talent show and outdoor water games are planned throughout the year.

Mission, Vision, and Beliefs

Mission

The mission of Oakview Elementary School, in cooperation with our students' homes and the community, is to prepare students with strong character who are college and career ready, responsible citizens, and lifelong learners by:

Opening opportunities for all students,
Accepting individual differences,
Keeping our focus on math, reading, and writing,
Varying teaching techniques,
Identifying and addressing each student's strengths/weaknesses,
Engaging students in learning activities,
Working collaboratively as a team

Vision

We envision a school:

-With adequate funding to support the curriculum and instructional needs
-With a positive learning environment that inspires students to achieve to their fullest potential an become productive citizens
-That produces students who think critically, solve problems, reason, and get along with others
-Where students are active participants in a comprehensive academic program
-Where students are provided opportunities to experience and develop skills for technology
-Where collaborative support and communication between home, school, and community is essential for an effective educational program
-With an appreciation and awareness of cultural and ethnic diversity

Beliefs

Beliefs . . . Statements of fundamental truths which form the foundation of Oakview Elementary School's educational system.

We believe:

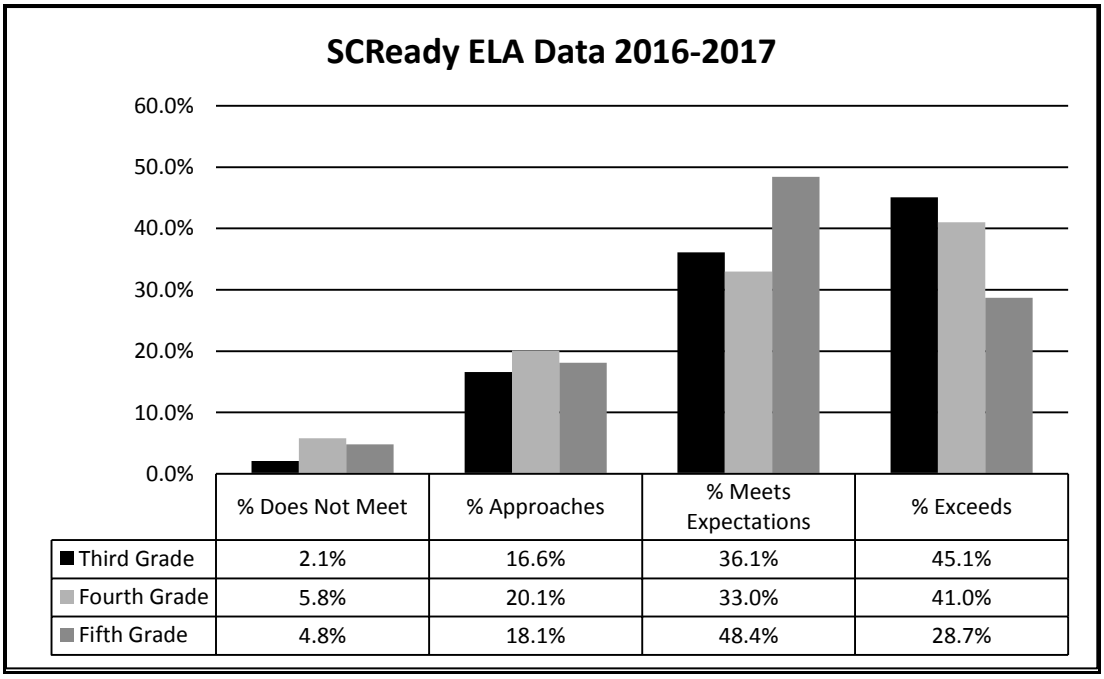
- Children learn best in a safe, healthy, and nurturing environment that creates students who are empathetic, respectful, resilient, and act with integrity.
- All students are capable of learning and have the right to the same educational opportunities that evolve and change to reflect the world around them.
- Children will learn to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.

- Children will be engaged in a variety of differentiated instructional strategies and experiences for active participation in the learning process.
- Children deserve a highly competent faculty and staff that will develop a culture to meet the needs of students socially, emotionally, and academically.
- Education is a shared responsibility involving student, parent, school, community, and school district.

Data Analysis and Needs Assessment

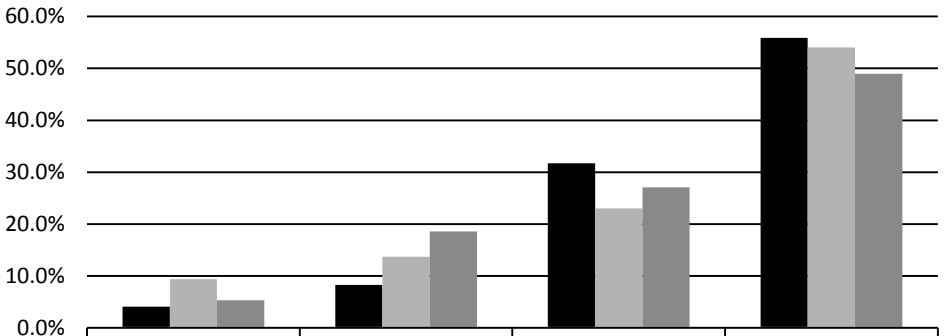
Student Achievement Needs Assessment

South Carolina College and Career Ready Assessment (SC READY) Grades 3rd-5th



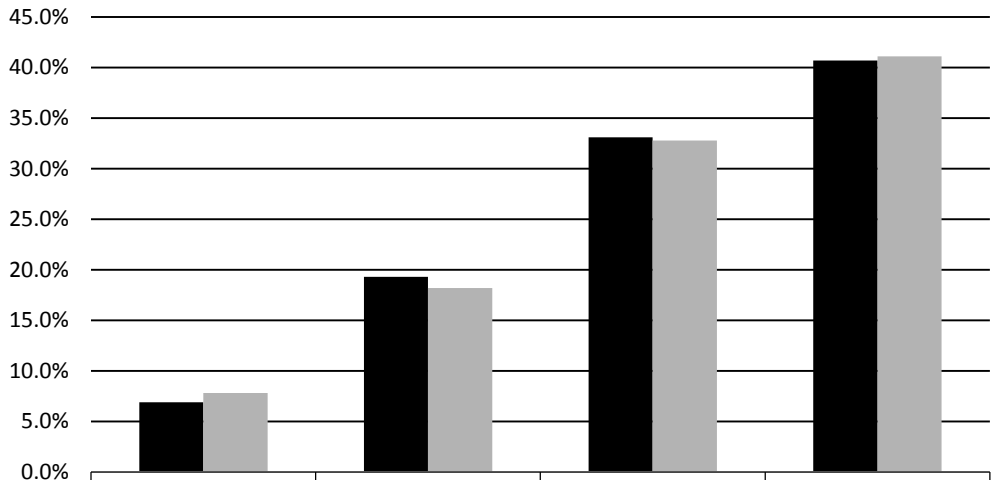
	% Does Not Meet	% Approaches	% Meets Expectations	% Exceeds
Third Grade	2.1%	16.6%	36.1%	45.1%
Fourth Grade	5.8%	20.1%	33.0%	41.0%
Fifth Grade	4.8%	18.1%	48.4%	28.7%

SCReady Math Data 2016-2017

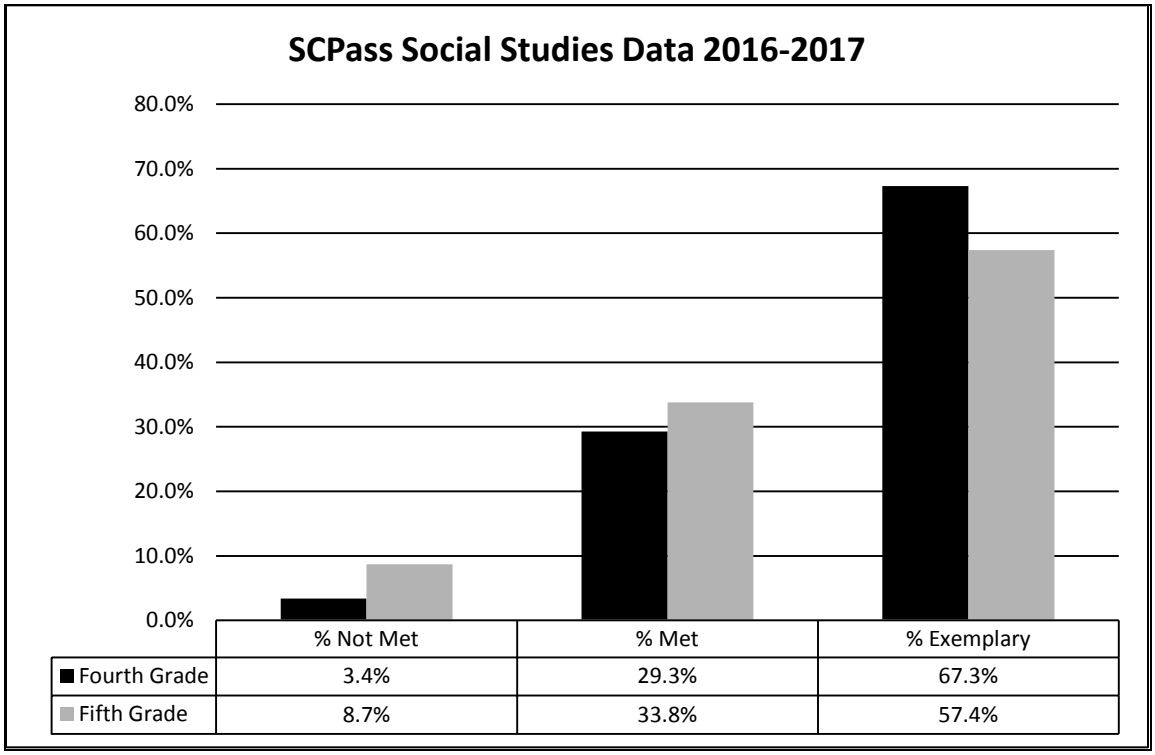


	% Does Not Meet	% Approaches	% Meets Expectations	% Exceeds
Third Grade	4.1%	8.3%	31.7%	55.9%
Fourth Grade	9.4%	13.7%	23.0%	54.0%
Fifth Grade	5.3%	18.6%	27.1%	49.0%

SCPass Science Data 2016-2017



	% Does Not Meet	% Approaches	% Meets Expectations	% Exceeds
Fourth Grade	6.9%	19.3%	33.1%	40.70%
Fifth Grade	7.8%	18.2%	32.8%	41.10%



Oakview Elementary Subgroup Data
SC READY ELA and SC READY Math 2016-2017

Student Ethnicity	SC READY ELA Meet & Exceeds 2016-2017	SC READY Math Meet & Exceeds 2016-2017
African American	34%	41%
Asian	84%	84%
Caucasian	81%	80%
Hispanic/Latina	65%	61%
Other	60%	70%

Gender	SC READY ELA Meet & Exceeds 2016-2017	SC READY Math Meet & Exceeds 2016-2017
Male	75%	71%
Female	75%	81%

Students With Disabilities	SC READY ELA Meet & Exceeds 2016-2017	SC READY Math Meet & Exceeds 2016-2017
Non-Students with Disabilities	79%	80%
Students with Disabilities	29%	30%

Students With Limited English Proficiency	SC READY ELA Meet & Exceeds 2016-2017	SC READY Math Meet & Exceeds 2016-2017
Non-Limited English Proficiency	76%	77%
Limited English Proficiency	58%	48%

Oakview Elementary Subgroup Data
SCPASS Science and SCPASS Social Studies 2016-2017

Student Ethnicity	SCPASS Science Met & Exceeds 2016-2017	SCPASS Social Studies Met & Exceeds 2016-2017
African American	31%	67%
Asian	93%	100%
Caucasian	79%	97%
Hispanic/Latina	64%	86%
Other	69%	92%

Gender	SCPASS Science Met & Exceeds 2016-2017	SCPASS Social Studies Met & Exceeds 2016-2017
Male	77%	95%
Female	71%	92%

Students With Disabilities	SCPASS Science	SCPASS Social Studies

	Met & Exceeds 2016-2017	Met & Exceeds 2016-2017
Non-Students with Disabilities	79%	95%
Students with Disabilities	21%	76%

Students With Limited English Proficiency	SCPASS Science Met & Exceeds 2016-2017	SCPASS Social Studies Met & Exceeds 2016-2017
Non-Limited English Proficiency	74%	94%
Limited English Proficiency	Inconclusive Subgroup Size	Inconclusive Subgroup Size

Oakview Elementary Comparison Data
SC READY ELA/Math and SCPASS Science/Social Studies 2016-2017

English Language Arts									
	Third Grade			Fourth Grade			Fifth Grade		
	Oakview	Greenville	SC	Oakview	Greenville	SC	Oakview	Greenville	SC
% Does Not Meet	4.7%	20.2%	26.1%	6.2%	21.8%	29.5%	6.7%	21.7%	28.0%
%Approaches	16.0%	28.8%	31.8%	21.2%	29.2%	29.5%	17.9%	32.2%	33.7%
%Meets Expectation	36.0%	30.9%	26. 5%	32.9%	31.5%	26.8%	47.2%	32.3%	27.2%
%Exceeds	43.3%	20.1%	15.6%	39.7%	17.5%	14.1%	28.2%	13.7%	11.1%
Math									
	Third Grade			Fourth Grade			Fifth Grade		
	Oakview	Greenville	SC	Oakview	Greenville	SC	Oakview	Greenville	SC
% Does Not Meet	4.6%	16.8%	22.2%	9.6%	17.5%	24.1%	6.2%	21.9%	27.9%
%Approaches	9.9%	23.2%	25.2%	13.0%	28.0%	29.5%	19.5%	30.8%	32.1%
%Meets Expectation	30.5%	32.0%	30.9%	24.0%	27.5%	25.4%	26.7%	23.5%	20.8%
%Exceeds	55.0%	28.0%	21.6%	53.4%	26.9%	21.0%	47.7%	23.8%	19.2%
Science									
	Third Grade			Fourth Grade			Fifth Grade		
	Did not participate in the 2016-2017 SCPASS Science Assessment			Oakview	Greenville	SC	Oakview	Greenville	SC
% Does Not Meet				6.9%	19.2%	23.8%	7.8%	23.9%	28.3%
%Approaches				19.3%	21.8%	27.9%	18.2%	28.0%	25.5%
%Meets Expectation				33.1%	29.5%	28.1%	32.8%	25.3%	25.4%
%Exceeds				40.7%	23.2%	20.2%	41.1%	53.3%	20.7%
Social Studies									
	Third Grade			Fourth Grade			Fifth Grade		
	Did not participate in the 2016-2017 SCPASS Social Studies Assessment			Oakview	Greenville	SC	Oakview	Greenville	SC
% Not Met				3.4%	14.2%	19.2%	8.7%	20.9%	29.1%
% Met				29.3%	50.8%	52.7%	33.8%	41.2%	40.2%
% Exemplary				67.3%	35.0%	28.1%	57.4%	37.9%	30.7%

Teacher and Administrator Quality

Oakview Elementary Professional Development Calendar
2017-2018

Principal – Dr. Phillip Reavis
Assistant Principal - Terri Wheeler Hawkins
Administrative Assistant – Sallie Sexton

Instructional Coach – Sherrie Brookie
Literacy Specialist - Jake Gambrell

Focus Areas:
Digital Leadership Corp
Personalized Learning
Google Apps for Education
Balanced Literacy
MasteryConnect

	Time	Title	Presenter	Description	Where	Audience	Points
June							
07-13-17	8:30-1:30	Literacy Mentor Initiative	Kristy Jennings	Literacy mentors along with admin met with district curriculum specialists to discuss next steps with the literacy initiative in elementary schools.	Gateway	Admin IC Literacy Specialist Literacy Mentors	4
07-28-17 07-29-17	8:30-2:30	Personalized Learning Academy	GCS/Instructional Tech Department	Instructional Tech department detailed nuts and bolts of Personalized Learning Initiative	M.T. Anderson	Admin/IC/Tech Committee	11
July							
07-24-17	8:00-3:00	Digital Leadership Corp.	GCS/Discovery Ed	Teachers will attend training for the Digital Leader Corp roll out for 17/18 school year	J.L. Mann High	IC DLC Team	6
07-25-17 07-26-17 07-27-17	8:00-3:00	MasteryConnect	GCS/ MasteryConnect	MasteryConnect SuperUser Training overview for new benchmark administration system	Sterling	IC Teacher Leader	18
07-31-17	7:30-4:30	Reading Recovery Institute	Jennifer Seravallo	Reading recovery institute for assessment and instructional strategies featuring Jennifer Seravallo hosted by Clemson Un.	Embassy Suites	Admin Literacy Specialist Primary Teachers	8
August							
08-09-2017	1:00-	Website Workshop	Barbara Barwick	Teachers will learn how to create and	OES	Teachers	2

	3:00			maintain a website using the new Google Sites			
08-14-2017	1:00-4:00	New Employee Orientation	Admin Sherrie Brookie	Teachers will learn the expectations in receipting, copying, handbook, operations	OES	New Employees	3
08-17-2017	10:00-11:00	Class Dojo	Kelly Curry Jeff Hoeft	Teachers will learn how to implement a digital behavior management system	OES	Teachers	1
08-21-2017	8:00-10:00	Balanced Literacy	Kristy Jennings	Continued support for balanced literacy implementation for literacy mentors/coaches at elementary level	OES	IC Literacy Specialist Literacy Mentors (3-5)	2
08-29-2017	1 hour	PowerTeacher	Sherrie Brookie	Teachers will set up their gradebooks for the new school year and input information	OES	2nd-5th Related Arts	1
September							
09/03/2017	10:25-11:10	MasteryConnect Formative Assessments	Sherrie Brookie	Teachers will learn how to use the CASE item bank in order to develop standards based assessments	OES	2nd grade teachers	1
09/03/2017	11:45-2:15	Literacy Mentor Webinar	Kristy Jennings and Team	Teachers will discuss Balanced Literacy program expectations	OES	Literacy Mentors IC Literacy Specialist	3
09-07-2017	11:45-12:30	Launching Word Study with 1st Grade	Jake Gambrell	1st grade teachers and Literacy Specialist reviewed grade level data by class and discussed instructional implications for word study within balanced literacy	OES	Admin Literacy Specialist IC 1st grade teachers	0
09-07-2017	3:00-4:00	OnTrack	Dr. Ellen Hampshire Sallie Sexton	Teachers will be trained on the district multi-tiered system of support for students nearing the A-Team process	Cafeteria	Teachers	1
09-13-2017	10:25-11:10	Launching Word Study with 2nd Grade	Jake Gambrell	2nd grade teachers and Literacy Specialist reviewed grade level data by class and discussed instructional implications for word study within balanced literacy	OES	Admin Literacy Specialist IC 2nd grade teachers	0
09-14-2017	8:15-9:00	Launching Word Study with 3rd Grade	Jake Gambrell	3rd grade teachers and Literacy Specialist reviewed grade level data by class and discussed instructional implications for word study within balanced literacy	OES	Admin Literacy Specialist IC 3rd grade teachers	0
09-15-2017	3:00-4:00	Emergency Response Team	Sallie Sexton	A study into how each branch of the Emergency Response Team will respond during an event at the school	OES	Teachers	1

09-20-2017	8:00-2:00	Digital Leadership Corp	Kiana Porter-Isom	Teachers will attend training for the Digital Leader Corp.		DLC Committee Members	6
09-20-2017	3:00-3:15	In-Book Reading Assessments	Jake Gambrell	Literacy Specialist will cover administration of new district assessments on Rubicon	OES	Teachers	0
09-20-2017	3:15-4:00	MasteryConnect	Sherrie Brookie Mandy McCurry	Teachers will learn how to set up trackers in their account.	OES	Teachers	1
09-21-2017	8:00-3:00	Literacy Mentor Initiative	Kristy Jennings/ELA Academics	1st grade literacy mentor & literacy specialist will attend district balanced literacy training initiative	Ellen Woodside Elem	Jake Gambrell (Literacy Specialist) Mary Downing (1st grade teacher-Primary Mentor)	7
09-25-2017	3:00-4:00	PAS-T Party	Administration IC Literacy Specialist	Induction and annual cycle teachers will review expectations for PAS-T requirements	OES	Induction & Annual Cycle Teachers	1
09-25-2017	3:30-5:30	Read 2 Succeed: Foundations in Reading	Jake Gambrell	Week 1 of Read 2 Succeed Foundations in Reading Course	OES	Teachers	2
October							
10-02-2017	3:30-5:30	Read 2 Succeed: Foundations in Reading	Jake Gambrell	Week 2 of Read 2 Succeed Foundations in Reading Course	OES	Teachers	2
10-4-2017	3:00-5:00	Google Apps Training-Docs/Drive	Stephanie Williams	Teachers will learn function of Google Docs and Google Drive	OES	Teachers	2
10-05-2017	8:00-3:00	Literacy Mentor Initiative	Kristy Jennings/ELA Academics	3rd grade literacy mentor & literacy specialist will attend district balanced literacy training initiative	Blythe Academy	Jake Gambrell (Literacy Specialist) Mary Leslie Miller (3rd grade mentor)	7
10-09-2017	3:30-5:30	Read 2 Succeed: Foundations in Reading	Jake Gambrell	Week 3 of Read 2 Succeed Foundations in Reading Course	OES	Teachers	2
10-10-2017	8:00-2:00	Digital Leadership Corp	Kiana-Porter Isom	Teachers will attend a training for the Digital Leadership Cor.	MES	DLC Committee Members	6
10-16-2017	8:00-3:00	Literacy Mentor Initiative	Kristy Jennings/ELA Academics	5th grade literacy mentor & literacy specialist will attend district balanced literacy training initiative	Plain Elem	Jake Gambrell (Literacy Specialist) Sarah Poole (5th grade mentor)	7

10-16-2017	3:30-5:30	Read 2 Succeed: Foundations in Reading	Jake Gambrell	Week 4 of Read 2 Succeed Foundations in Reading Course	OES	Teachers	2
10/18/2017	3:00-4:00	MasteryConnect Trackers and Tests	Sherrie Brookie	Teachers will learn how to setup and navigate trackers; add assessments	OES	2nd-5th Teachers	1
10-23-2017	3:30-5:30	Read 2 Succeed: Foundations in Reading	Jake Gambrell	Week 5 of Read 2 Succeed Foundations in Reading Course	OES	Teachers	2
10-24-2017	8:00-2:00	Digital Leadership Corp	Kiana-Porter Isom	Teachers will attend training for the Digital Leader Corp.	OES	DLC Committee Members	3
10-30-2017	3:30-5:30	Read 2 Succeed: Foundations in Reading	Jake Gambrell	Week 6 of Read 2 Succeed Foundations in Reading Course	OES	Teachers	2
November							
11-01-17	3:00-4:00	Google Apps Training-Slides Part 1	Stephanie Williams	Teachers will learn function of Google Slides	OES	Teachers	1
11-01-17	9:00-11:00	On Track Team PD	Ellen Hampshire	On Track case studies, review of team meetings, breakout sessions	MTA	OnTrack Committee Members	2
11-03-2017	3:00-4:00	MAP Test Administration	Terri Wheeler-Hawkins	Teachers will learn how to administer the MAP assessments according to district policy	OES	2nd and 5th grade teachers	1
11-06-2017	3:30-5:30	Read 2 Succeed: Foundations in Reading	Jake Gambrell	Week 7 of Read 2 Succeed Foundations in Reading Course	OES	Teachers	2
11-13-2017	3:30-5:30	Read 2 Succeed: Foundations in Reading	Jake Gambrell	Week 8 of Read 2 Succeed Foundations in Reading Course	OES	Teachers	2
11-13-2017	3:30-5:30	Read 2 Succeed: Foundations in Reading	Jake Gambrell	Week 9 of Read 2 Succeed Foundations in Reading Course	OES	Teachers	2
11-27-2017	3:30-5:30	Read 2 Succeed: Foundations in Reading	Jake Gambrell	Week 10 of Read 2 Succeed Foundations in Reading Course	OES	Teachers	2
11-30-2017	1 hour	Data Team Meetings	Admin Sherrie Brookie	Teachers will review benchmark data from MasteryConnect Assessment #1	OES	3rd-5th Grade Teachers	1

December							
12-06-17	3:00-4:00	Google Apps Training-Slides Part 2	Stephanie Williams	Teachers will learn function of Google Slides	OES	Teachers	1
12-12-2017	8:00-2:00	Digital Leadership Corp.	Kiana-Porter Isom Discovery Ed.	Teachers will attend training for the Digital Leader Corp.	SES	DLC Committee Members	6
12-13-2017	8:00-2:00	Digital Leadership Corp.	Kiana-Porter Isom Discovery Ed.	Teachers will attend training for the Digital Leader Corp.	OES	DLC Committee Members	3
January							
01-09-2018	8:00-3:00	Literacy Mentor Initiative	Kristy Jennings/ELA Academics	5th grade literacy mentor & literacy specialist will attend district balanced literacy training initiative	Sara Collins Elem	Jake Gambrell (Literacy Specialist) Sarah Poole (5th grade mentor)	7
01-17-18	3:00-4:00	Google Apps Training-Forms Part 1	Stephanie Williams	Teachers will learn function of Google Forms	OES	Teachers	1
01-11-2018	8:00-3:00	Literacy Mentor Initiative	Kristy Jennings/ELA Academics	3rd grade literacy mentor & literacy specialist will attend district balanced literacy training initiative	Sara Collins Elem	Jake Gambrell (Literacy Specialist) Mary Leslie Miller (3rd grade mentor)	7
01-11-2018	7:45-3:00	1st Grade Unit Planning for Reading Workshop	Jake Gambrell	1st grade team, Literacy Specialist, IC, and Assistant Principal visited Gateway Elementary to observe reading workshop in Lynette Bumgarner's classroom. The team worked on unit planning for reading workshop.	Gateway Elem. & Oakview Elem.	Jake Gambrell (Literacy Specialist) Sherri Brookie (IC) Terri Wheeler-Hawkins (Assistant Principal) 1st grade teachers	
01-16-2018	3:00-4:00	RTI Data Meeting	Jake Gambrell	1st grade teachers met with Literacy Specialist to discuss mid-year FastBridge Benchmark data to determine eligibility for students entering/exiting RTI.	OES	Jake Gambrell (Literacy Specialist) 1st grade teachers	
01-18-2018	10:25-11:00	2nd Grade ELA Assessment Building	Jake Gambrell	Literacy Specialist met with 2nd grade team to discuss ELA assessments and work with Fluency Rubric.	OES	Jake Gambrell (Literacy Specialist) 2nd grade teachers	
01-19-2018 01-20-2018	3:00-12:00	Team Building with Positivity	Morgan Lee	Teachers will participate in team building/collegiality conference-optional	Flat Rock, NC	Teachers	TBD

01-17-18	3:00-4:00	Google Apps Training-Forms Part 1	Stephanie Williams	Teachers will learn function of Google Forms	OES	Teachers	1
01-22-2018	3:30-5:30	Read to Succeed Foundations of Reading	Jake Gambrell	Read to Succeed Foundations of Reading (Session 1)	OES	Teachers	
01-23-2018	8:00-2:00	Digital Leadership Corp.	Kiana Isom-Porter Discovery Ed	Teachers will attend training for the Digital Leader Corp.	OES	DLC Committee	3
01-24-2018	11:45-12:30	1st Grade Reading Workshop Unit Planning	Jake Gambrell	1st grade teachers met to plan the overview of Unit 5	OES	Jake Gambrell (Literacy Specialist) 1st grade teachers	
01-24-2018	3:00-4:00	ELLEOT Training	Sherrie Brookie	Teachers will learn about the protocol for ELLEOT observations	OES	All Teachers	1
01-25-2018	10:25-11:00	2nd Grade ELA Assessment Planning	Jake Gambrell	2nd grade teachers met with Literacy Specialist to discuss 6-Dimensions of Fluency Rubric	OES	Literacy Specialist 2nd grade teachers	
01-29-2018	3:30-5:30	Read to Succeed Foundations of Reading	Jake Gambrell	Read to Succeed Foundation of Reading (Session 2)	OES	Teachers	
01-31-2018	8:00-2:00	Digital Leadership Corp.	Kiana Isom-Porter Discovery Ed	Teachers will attend training for the Digital Leader Corp.	OES	DLC Committee	3
01-31-2018	11:45-12:30	1st Grade Reading Workshop Unit Planning	Jake Gambrell	1st grade teachers met to plan Unit 5	OES	Jake Gambrell (Literacy Specialist) 1st grade teachers	
TBA	TBA	On Track Team Meeting	Ellen Hampshire	Case studies, video review of team meetings, breakout sessions by roles	OES	On Track Team	TBD
February							
02-01-2018	9:00-12:00	Upstate Schools Consortium	Laney K Sammons	Teachers will attend a workshop on math workshop and math workstations	Furman	Dr. Reavis IC Select Teachers	3
02-05-2018	3:30-5:30	Read to Succeed Foundations of Reading	Jake Gambrell	Read to Succeed Foundations of Reading (Session 3)	online	teachers	
02-06-2018	8:00-2:00	Digital Leadership Corp	Kiana Isom-Porter Discovery Ed	Teachers will attend training for the Digital Leader Corp.	GES	Digital Leadership Committee	6
02-07-2018	3:00-4:00	Google Apps Training-Forms Part	Stephanie Williams	Teachers will learn function of Google Forms	OES	Teachers	1

		2					
02-08-2018	8:00-3:00	Literacy Mentor Initiative	Kristy Jennings/ELA Academics	1st grade teacher serving as primary literacy mentor & Literacy Specialist will attend the district's balanced literacy training initiative	Bethel Elem	Jake Gambrell (Literacy Specialist) Mary Downing (1st grade teacher-Primary Mentor)	7
02-08-2018	3:00-4:00	Feeder School Workshop	Jennifer Meisten Jennifer Woody	Transitioning to Middle School	Beck Middle	Admin IC 5th Grade Teachers Special Ed Teachers	1
02-12-2018	3:30-5:30	Read to Succeed Foundations of Reading	Jake Gambrell	Read to Succeed Foundations of Reading (Session 4)	OES	teachers	
02-20-2018	8:00-2:00	Digital Leadership Corp	Kiana Isom-Porter Discovery Ed	Teachers will attend training for the Digital Leader Corp.	OES	Digital Leadership Committee	3
02-21-2018	8:15-9:00 and 1:30-2:15	Data Day	Admin IC	Teachers will analyze benchmark data from the second MasteryConnect Benchmark	OES	3rd Grade Teachers 5th Grade Teachers	1
02-21-2018	3:00-4:00	Google Expeditions	Jeff Hoeft Liz Teeple	Start-Up, Guiding, and shut-down procedures for virtual reality cart	OES	Teachers	1
TBA	TBA	Optional Book Study	TBA	Teachers will participate in an optional book study focusing on _____	OES	Teachers	TBA
02-26-2018	3:30-5:30	Read to Succeed Foundations of Reading	Jake Gambrell	Read to Succeed Foundations of Reading (Session 5)	OES	Teachers	
02-27-2018	1 hour	Peer Observations	Sherrie Brookie Greaves, Lee, Crumley Warren, Godfrey, Angelo	Teachers will facilitate a lesson for a new, new to the building, or Adept cycle 5 teacher in an area they choose for growth	OES	New Teachers	1
02-28-2018	1 hour	Peer Observations	Sherrie Brookie Allen, Angelo, Poole, Szynal, Curry	Teachers will facilitate a lesson for a new, new to the building, or Adept cycle 5 teacher in an area they choose for growth	OES	New Teachers	1
02-28-2018	8:15-9:00	Lesson Planning Format Overview	Admin Sherrie Brookie	Teachers will review elements of a lesson plan and review standards	OES	3rd Grade Team	1
02-28-2018	8:00-	Digital Leadership	Kiana Isom-Porter	Teachers will attend training for the Digital	OES	DLC Committee	3

	2:00	Corp	Discovery Ed	Leader Corp.			
02-28-2018	11:45-12:15	1st Grade Reading Workshop Unit Planning	Jake Gambrell	1st Grade teachers met to plan Unit 5	OES	Jake Gambrell (Literacy Specialist) 1st Grade Teachers	
02-28-2018	3:00-4:30	1st Grade Reading Workshop Unit Planning	Jake Gambrell	1st Grade teachers met to develop Interactive Read Alouds to support the goals in Unit 5	OES	Jake Gambrell (Literacy Specialist) 1st Grade Teachers	
March							
03-02-2018	12:30-1:15	Data Day	Admin Sherrie Brookie	Teachers will analyze benchmark data for the second benchmark	OES	4th Grade Teachers	1
03-05-2018	3:30-5:30	Read to Succeed Foundations of Reading	Jake Gambrell	Read to Succeed Foundations of Reading (Session 6)	online	teachers	
03-06-2018	8:00-2:00	Digital Leadership Corp	Kiana Isom-Porter Discovery Ed	Teachers will attend training for the Digital Leader Corp.	OES	Digital Leadership Committee	6
03-07-2018	11:45-12:15	1st Grade Reading Workshop Unit Planning	Jake Gambrell	1st grade teachers continued to build Interactive Read Alouds to support Unit 5 goals	OES	1st grade teachers	
03-07-18	3:00-4:00	Google Apps Training-Classroom Part 1	Stephanie Williams	Teachers will learn function of Google Classroom	OES	Teachers	1
03-12-18	3:30-5:30	Read to Succeed Foundations of Reading	Jake Gambrell	Read to Succeed Foundations of Reading (Session 7)	OES	Teachers	
03-14-201	8:00-2:00	Digital Leadership Corp	Kiana Isom-Porter Discovery Ed	Teachers will attend training for the Digital Leader Corp.	OES	DLC Committee	3
03-14-2018	11:15-4:00	3rd Grade Reading Workshop Unit Planning	Jake Gambrell	3rd Grade Teachers met to develop unit plans for reading workshop Unit 7	OES	3rd Grade Teachers	
03-19-2018	3:30-5:30	Read to Succeed Foundations of Reading	Jake Gambrell	Read to Succeed Foundations of Reading (Session 8)	OES	Teachers	
03-21-2018	3:00-4:30	1st Grade Unit Planning for Reading Workshop	Jake Gambrell	1st Grade Teachers will meet to begin unit planning process for Unit 6 Reading Workshop	OES	1st Grade Teachers	
03-26-2018	3:30-5:30	Read to Succeed Foundations of	Jake Gambrell	Read to Succeed Foundations of Reading (Session 9)	online	Teachers	

		Reading					
03-28-2018	2:30-4:00	1st Grade Unit Planning for Reading Workshop	Jake Gambrell	1st Grade Teachers will meet to continue unit planning process for Unit 6 Reading Workshop	OES	1st Grade Teachers	
TBA	TBA	Optional Book Study	Sherrie Brookie	Teachers will participate in an optional book study focusing on _____	OES	Teachers	TBA
April							
TBA	TBA	Optional Book Study	Sherrie Brookie	Teachers will participate in an optional book study focusing on _____	OES	Teachers	TBA
04-09-2018	3:30-5:30	Read to Succeed Foundations of Reading	Jake Gambrell	Read to Succeed Foundations of Reading (Session 10)	OES	Teachers	
04-18-2017	TBA	Digital Leadership Corp.	Kiana Isom-Porter Discovery Ed.	Teachers will attend training for the Digital Leader Corp.	OES	DLC Committee	3
04-18-2018	3:00-4:30	3rd Grade Reading Workshop Unit Planning	Jake Gambrell	Teachers will meet to build Interactive Read Alouds for Unit 7 goals	OES	3rd Grade Teachers	
04-18-2018	8:15-9:00 12:30-11:15 and 1:30-2:15	Data Day	Admin IC	Teachers will analyze benchmark data from the third MasteryConnect Benchmark	OES	3rd Grade Teachers 4th Grade Teachers 5th Grade Teachers	1
04-24-2017	8:00-3:00	Digital Leadership Corp.	Kiana Isom-Porter Discovery Ed.	Teachers will attend training for the Digital Leader Corp.	OES	DLC Committee	6
04-25-2018	3:00-4:30	3rd Grade Reading Workshop Unit Planning	Jake Gambrell	Teachers will meet to build Interactive Read Alouds for Unit 7 goals	OES	3rd Grade Teachers	
May							
TBA	TBA	Optional Book Study	Sherrie Brookie	Teachers will participate in an optional book study focusing on _____	OES	Teachers	
05-02-17	3:00-4:00	Google Apps Training-Classroom Part 2	Stephanie Williams	Teachers will learn function of Google Classroom	OES	Teachers	1
05/16/2018	3:00-	Data Day	Sherrie Brookie	2nd grade teachers will learn how to	OES	2nd Grade	1

	4:00			interpret MasteryConnect benchmark data		Teachers	

School Climate Needs Assessment

South Carolina Report Card Survey Results:
Our school administers surveys to students, teachers, and parents for the yearly School Report Card. Below is a summary of the results from the most current survey (2017).

Number of Surveys Returned	Teachers 53	Students* 188	Parents* 84
Percent satisfied with learning environment	88.7%	91.0%	90.5%
Percent satisfied with social and physical environment	92.4%	91.5%	94.0%
Percent satisfied with home-school relations	100.0%	93.7%	80.0%
Percent feeling safe during the school day	98.1%	95.8%	95.3%

The latest results from the surveys administered in the 2017-2018 school year, also validate the effectiveness of the school's efforts to support student achievement. The survey is limited to fifth grade parents, students, and teachers.

From the parents', students' and teachers' perspectives, the following areas are very positive concerning the learning environment of our school. Even areas that are lower than others are still considered positive.

Parents, students, and teachers all reported high levels of satisfaction in all areas of the survey. After looking closely at the data for 2016-2017, the following statements had lower rates of satisfaction and could be viewed as challenges:

Parents

- My child's teachers contact me to say good things about my child.

Students

- The bathrooms at my school are kept clean.

Based on this data, strategies have been developed to address the areas of concern. The Action Plans that follows includes strategies that will be implemented.

AdvancED Climate and Culture Student Survey:
Our school administers the AdvancED Survey to students. Below is a summary of the results from the 2017-2018 survey.

Number of Surveys Returned	Students* 84
Percent of students describing their teacher as caring	96%
Percent of students reporting feeling afraid	1%
Percent of students reporting feeling lonely	6%
Percent of students reporting feeling angry	0%

Students reported high levels of satisfaction in all areas of the survey. After looking closely at the data for 2017-2018, the following statements had lower rates of satisfaction and could be viewed as challenges:

Students

- Percentage of students feeling lonely

Based on this data, strategies have been developed to address the areas of concern. The Action Plan that follows includes strategies that will be implemented.

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 maintain **76%** in 2016-2017 or increase through 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 maintain **76%** in 2016-2017 or increase through 2022-23.

DATA SOURCE(s):	AVERAGE BASELINE	2016-17	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **76%** (2016-17)	**School Projected Elementary 76+**	**76+**	**76+**	**76+**	**76+**	**76+**
		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. Teachers will implement state standards in ELA.	2018-2023	Teachers	$0	n/a	Evidenced in lesson plans
2. Implement Balanced Literacy program in grades K-5	2018-2023	Teachers Administrators	$0	n/a	Observations Lesson Plans
3. Teachers will use Rubicon Atlas "Testing as a Genre" units to help prepare students for reading and writing items on SC READY.	2018-2023	Teachers	$0	n/a	Evidenced in lesson plans Classroom Observations
4. Teachers will review SC READY in Reading and Writing to identify student weaknesses, and in turn use the data to provide planned instruction.	2018-2023	Teachers Instructional Coach Assistant Principals Principal	$0	n/a	Attendance at the Test Data Interpretation Workshop, and use of information to plan targeted instruction as evidenced in classroom instruction and lesson plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
5. Continue to expand flexible grouping to target deficit areas based on MasteryConnect Benchmark Assessments, PASS, and SC READY data.	2018-2023	Teachers	$0	n/a	Evidenced in lesson plans and classroom instruction Data team meeting minutes
6. Teachers will continue to instruct students in selecting appropriate leveled reading materials based on Fountas and Pinnell Guided Reading Levels.	2018-2023	Teachers	$0	n/a	Classroom reading materials leveled by Fountas and Pinnell Guided Reading Levels
7. Continue to staff a reading intervention teacher (RTI) to work with students on comprehension and reading strategies in grade one.	2018-2023	Principal	District Teacher Allocation Funds	School District Greenville County	Pre & Post Test data Houghton Mifflin Early Literacy Assessments FastBridge
8. Kindergarten assistants, trained in ERI, will continue to work with kindergarten students.	2018-2023	Kindergarten Assistants	District Teacher Allocation Funds	School District Greenville County	Kindergarten teachers lesson plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
9. Teachers will continue to use Lexia, RAZ Kids, IXL ELA and Learning A-Z computer programs to supplement classroom reading, vocabulary, spelling, and writing instruction.	2018-2023	Teachers	$15,000	Local/PTA/ District Funds as available	Student progress reports
10. Train volunteer reading tutors with strategies and materials to use with lower achieving students.	2018-2023	Instructional Coach Literacy Specialist	$0	n/a	Signatures on attendance sheets and teacher assignment sheets
11. Teachers will attend workshops in balanced literacy instruction, which will include, Fountas and Pinnell, district meetings, as well as workshops in the summer months at the district's Summer Institute.	2018-2023	Principal Teachers Instructional Coach	$0-2,000	Local or District funds as available	Certificates of attendance Portal Attendance Reports
12. Teachers will be provided classroom site visits to observe balanced literacy components	2018-2023	Literacy Mentors Administrators	$2,500-3,000	Local Funds	Professional Development Calendars

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
taught through modeling and instruction with Oakview's literacy mentors.		Instructional Coach Literacy Specialist			Attendance Rosters
13. Through the use of technology and information literacy, teachers will instruct students to work collaboratively using 21st century skills in research/project based learning.	2018-2023	Instructional Coach Technology Specialist Media Specialist	$0	n/a	Lesson plans, Walk-Throughs Student work samples
14. The media center will provide programs and support in the teaching of reading, research, and writing skills.	2018-2023	Media Specialist Teachers	$0	n/a	Lesson Plans
15. Training will be provided for teachers by the instructional coach, district technology specialists, media specialist and computer lab assistant in the use of computer and interactive white board assisted	2018-2023	Instructional Coach Media Specialist Computer Lab Assistant	$0	N/A	Greater use of technology as evidenced by use of the interactive white boards, and iPads in classroom walk-throughs, lesson plans, projects and teachers

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
technology, to enhance ELA.		District Personnel			sharing "Best Practices" in faculty and grade level meetings
16. Continue to offer before and after school clubs that support literacy (online school newspaper).	2018-2023	Teachers Principal	$0-2,000 for teacher salaries	Local or District funds as available	Attendance Rosters Skills Log
17. Offer parent workshops to assist parents in helping their children to learn to read. **Community Oakview Outreach (CO2)**	2018-2023	Instructional Coach Reading Interventionist	$0	n/a	Attendance Rosters Agenda
18. Continue to encourage exemplary writing by using the "Windows of Writing" to display student writing.	2018-2023	Teachers	$0	n/a	Work displayed
19. Continue to use trained fourth and fifth grade peer tutors to work each day before school starts, with students in	2018-2023	Administrators Kindergarten Assistants	$0	n/a	Daily sign in sheet

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
kindergarten through second grade who are in need of extra practice with reading, comprehension and spelling practice.					
20. Promote community reading and writing contests such as, Reflections Writing, Summer Reading Program, etc.	2018-2023	Teachers Instructional Coach Media Specialist Literacy Specialist	$0	n/a	Participation Forms
21. Review and update classroom projects to reflect 21st Century skills and core ELA standards with projects such as Barrier Island, Famous Americans, science fair projects, Wax Museum, etc.	2018-2023	Teachers Media Specialist Literacy Specialist	$0	n/a	Projects displayed Lesson Plans
22. Teachers will attend workshops pertaining to ELA instruction	2018-2023	Teachers	n/a	n/a	Portal Attendance Forms

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
during the district's Summer Academy.					
23. Teachers will attend workshops pertaining to balanced literacy (ELA) during the Oakview's Summer Skill 'It educational camp for teachers.	2018-2023	Teachers	$0-2,000	Local Funds	Portal Attendance Forms
24. Continue to use and create Google Forms and MasteryConnect Benchmark Case Item Bank pre and posttests with balanced literacy/ELA lessons.	2018-2023	Teachers	n/a	n/a	Lesson Plans Observations Gradebook
25. Teachers will attend data team meetings to analyze class data from MasteryConnect Benchmark Summaries in order to target student strength and growth areas and plan for individualized instruction	2018-2023	Instructional Coach Administrators Teachers	n/a	n/a	Data Review Worksheet Lesson Plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
26. Teachers will attend vertical teaming workshops and observations, within the school, to analyze balanced literacy strategies and implementation from one grade level to the next.	2018-2023	Teachers Instructional Coach Literacy Mentors	n/a	n/a	Vertical Observation Log
27. Continue special events such as Colonial Day, Vocabulary Parade, Book Character Parade, South Carolina in Review, Wax Museum, Space Day, Thanksgiving Plays, Native American Plays, Thirteen Colonies Plays etc. to enhance student understanding of literacy.	2018-2023	Teachers	$0-500	Local Funds	Completed Projects Presentations Lesson Plans Observations Committee Meeting Minutes
28. Continue to offer student research projects to encourage varied use of informational sources to gain knowledge and understanding as students participate in projects such as	2018-2023	Teachers Media Specialists	n/a	n/a	Presentations Lesson Plans Completed Projects

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
science fair, Where in the World is Hootie, Owl Find Out, Wax Museum, Barrier Island etc.					
29. Continue to offer Virtual Field Trips and video conferencing for students to expand learning in core content areas as students visit and confer with others across the nation and beyond.	2018-2023	Principal Computer Lab Aide District Personnel	0-$500	Local Funds	Lesson Plans Distance Learning Lab Calendar Schedule
30. Continue with grade level collaborative meetings, where grade level teachers and faculty from other content and related arts areas, come together to focus on planning and sharing best practices in all areas.	2018-2023	Administrators All Faculty	n/a	n/a	Grade Level Agendas

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

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 maintain **79%** in 2016-2017 or increase through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will maintain **79%** in 2016-2017 or increase through 2022-23.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **79** (2016-17)	**School Projected Elementary 79+**	**79+**	**79+**	**79+**	**79+**	**79+**
		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. Teachers will implement state standards math.	2018-2023	Teachers	n/a	n/a	Evidenced in lesson plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2. Training will be provided for teachers by the instructional coach, district technology specialists, media specialist and computer lab assistant in the use of computer and interactive white board assisted technology, to enhance mathematics.	2018-2023	Instructional Coach Media Specialist Computer Lab Assistant District Personnel	$0	n/a	Greater use of technology as evidenced by use of the interactive white boards, and iPads in classroom walk-throughs, chromebooks, lesson plans, projects and teachers sharing "Best Practices" in faculty and grade level meetings
3. Teachers will continue to incorporate "Every Day Counts Calendar Math," and "Every Day Math Partner Games," in their classroom instruction.	2018-2023	Teachers	$2,500	Local and PTA Funds	Portal Logs Lesson Plans
4. Teachers will implement "Front Row" math software in their classroom instruction and computer lab times to review and enhance math instruction.	2018-2023	Teachers	$0	n/a	Front Row Reports

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
5. Teachers will implement "IXL" math software in their classroom instruction and computer lab times to review and enhance math instruction.	2018-2023	Teachers	$5,000-7,000	Local Funds	IXL Reports
6. Teachers will attend virtual district math meetings in vertical teams to incorporate discussion across grade levels.	2018-2023	District Personnel Teachers	$0	n/a	Portal Logs
7. Teachers will attend workshops pertaining to math instruction during the district's Summer Academy.	2018-2023	Teachers	$0-2,000	Local Funds	Portal Attendance Forms
8. Teachers will attend workshops pertaining to math during the Oakview's Summer Skill 'It educational camp for teachers.	2018-2023	Teachers	$0-2,000	Local Funds	Portal Attendance Forms
9. Teachers will continue to use a spiral morning math review in	2018-2023	Teachers	Local Funds	Local Funds	Evidenced in lesson plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
grades 2-5.					
10. Continue special math events with students, such as Math Olympics in second grade, STEM Day, and Hands on Equations during Challenge time.	2018-2023	Teachers Challenge Teachers	$0-500	Local Funds	Lesson Plans Classroom Observation
11. Continue to use and create Google Forms and MasteryConnect Benchmark Case Item Bank and ActivExpression pre and posttests with math lessons.	2018-2023	Teachers	$0	n/a	Lesson Plans Observations Gradebook
12. Teachers will attend vertical teaming workshops, within the school, to analyze standardized math goal strand weaknesses and compare pacing across grade levels in order to plan	2018-2023	Administrators Teachers Instructional Coach	$0-2,000	Local or District Funds as available	Vertical Observation log

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
new strategies for student improvement.					
13. Teachers will attend data team meetings to analyze class data from MasteryConnect Benchmark Summaries in order to target student strength and growth areas and plan for instruction	2018-2023	Instructional Coach Administrators Teachers	$0	n/a	Data Review Worksheet
14. Continue with special events such as STEM Fest, 4th Grade Weather Day, 100 Days, and Fossil Fun Day, with a focus on math integration.	2018-2023	Administrators Teachers	$0-2,000	Local Funds	Event Agendas
15. Continue to offer student research projects to encourage varied use of informational sources to gain knowledge and understanding as students participate in projects such as science fair, Where in the	2018-2023	Teachers Media Specialists	$0	n/a	Presentations Lesson Plans Completed Projects

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
World is Hootie, Owl Find Out, Wax Museum, Barrier Island etc.					
16. Continue to offer Virtual Field Trips and video conferencing for students to expand learning in content areas as students visit and confer with others across the nation and beyond.	2018-2023	Principal Instructional Coach District Personnel	$0	n/a	Lesson Plans Distance Learning Lab Calendar Schedule
17. Continue with grade level collaborative meetings, where grade level teachers and faculty from other content and related arts areas, come together to focus on planning and sharing best practices in all areas.	2018-2023	Administrators All Faculty	$0	n/a	Grade Level Agendas Meeting Minutes
18. Continue a morning remediation program for students scoring Not Met on SC	2018-2023	Technology Specialist	$7500 for supplies and teacher salaries	Local Funds or	Attendance record of students attending and payroll information for teachers, and student

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
READY in math.		Teachers Principal		S.C.D.E. as provided	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 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 by **TBD** annually.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**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**	**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**	**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. Teachers will implement state standards in science.	2018-2023	Teachers	$0	n/a	Evidenced in lesson plans
2. Training will be provided for teachers by the instructional coach, district technology specialists, media specialist, and computer lab assistant in the use of computer and interactive white board assisted technology, Discovery Education, to enhance science.	2018-2023	Instructional Coach Media Specialist Computer Lab Assistant District Personnel	$0	n/a	Greater use of technology as evidenced by use of the interactive white boards, iPads, classroom walk-throughs, lesson plans, projects and teachers sharing "Best Practices" in faculty and grade level meetings
3. Teachers will attend workshops pertaining to science instruction during the district's Summer Academy.	2018-2023	Teachers	$0	n/a	Portal Attendance Forms
4. Continue with special events such as STEM FEST, 100 Days, and Fossil Fun Day, 3rd Grade MakeyMakey Day, 4th	2018-2023	Administrators Teachers	$0-500	PEP Grant PTA Funds	Event Agendas

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Grade Weather Day, Discover Place field trip, Callahan Farms field trip, Google Expeditions Club, CSI Club, Zoo field trips, TCMU Field Trips, Lego Club, Lake Conestee Nature Park Field Trip, Star Lab, Roper Mountain Field Trips, 3D printing, with a focus on science integration.				Local Funds	
5. Serve students weekly in a STEM lab environment to enhance process skills and experience real life scientific process skills.	2018-2023	STEM lab instructor	Teacher Salary	District Teacher Allocation Fund	STEM teacher schedule Collaborative Wednesday meeting minutes
6. Continue to offer student research projects to encourage varied use of informational sources to gain knowledge and understanding as students participate in projects such as science fair, Where in the World is Hootie, Fossil kits,	2018-2023	Teachers Media Specialists STEM lab instructor	$0-800	Parent Funds Local Funds	Presentations Lesson Plans Completed Projects

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Wax Museum, Barrier Island etc.					
7. Continue to offer Virtual Field Trips and video conferencing for students to expand learning in content areas as students visit and confer with others across the nation and beyond.	2018-2023	Principal Instructional Coach District Personnel Teachers	$0-1,000	Local Funds	Lesson Plans Distance Learning Lab Calendar Schedule
8. Continue with grade level collaborative meetings, where grade level teachers and faculty from other content and related arts areas, come together to focus on planning and sharing best practices in all areas.	2018-2023	Administrators All Faculty	$0	n/a	Grade Level Agendas Meeting Minutes

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 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 TBD**	**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**	**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. Teachers will implement state standards in Social Studies.	2018-2023	Teachers	$0	n/a	Evidenced in lesson plans
2. Training will be provided for teachers by the instructional coach, district technology specialists, media specialist and computer lab assistant in the use of computer and interactive white board assisted technology, Google alternate reality, Discovery Ed, etc. to enhance social studies.	2018-2023	Instructional Coach Media Specialist Computer Lab Assistant District Personnel	$0	n/a	Greater use of technology as evidenced by use of the interactive white boards, and iPads in classroom walk-throughs, lesson plans, projects and teachers sharing "Best Practices" in faculty and grade level meetings
3. Teachers will attend workshops pertaining to social studies instruction during the district's Summer Academy.	2018-2023	Teachers	$0	n/a	Portal Attendance Forms

4. Continue special events such as Colonial Day, Native American Day, Westward Expansion Day, Roaring 20's Day, Kings Mountain Field Trip, State House Museum Field Trip, Roper Mountain Field Trips, Vocabulary Parade, South Carolina in Review, Wax Museum, Space Day, Thanksgiving Plays, Native American Plays, Thirteen Colonies Plays etc. to enhance student understanding of social studies.	2018-2023	Teachers	$0-500	PTA Funds	Completed Projects Presentations 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: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **65%** (2016-17) Annual Increase = **.28**	**Projected Hispanic 65.28**	**65.56**	**65.84**	**66.12**	**66.4**	**66.68**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **65%** (2016-17) Annual Increase = **.28**	**Actual Hispanic**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **34%** (2016-17) Annual Increase = **2.0%**	**Projected AA 36%**	**38**	**40**	**42**	**44**	**45**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **34%** (2016-17) Annual Increase = **2.0%**	**Actual AA**					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **29%** (2016-17) Annual Increase = **2.27**	**Projected SWD 31.27%**	**33.54**	**35.81**	**38.08**	**40.35**	**42.62**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **29%** (2016-17) Annual Increase = **2.27**	**Actual SWD**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **58%** (2016-17) Annual Increase = **.67%**	**Projected LEP 58.67%**	**59.34**	**60.01**	**60.68**	**61.35**	**62.02**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **58%** (2016-17) Annual Increase = **.67%**	**Actual LEP**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **TBD** (2016-17) Annual Increase = **TBD**	**Projected SIP TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **TBD** (2016-17) Annual Increase = **TBD**	**Actual SIP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **61%** (2016-17) Annual Increase = **.5%**	**Projected Hispanic 61.5%**	**62.0**	**62.5**	**63.0**	**63.5**	**64.0**

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **61%** (2016-17) Annual Increase = **.5%**	**Actual Hispanic**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **41%** (2016-17) Annual Increase = **1.6%**	**Projected AA 42.6%**	**44.2**	**45.8**	**47.4**	**49**	**50.6**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **41%** (2016-17) Annual Increase = **1.6%**	**Actual AA**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **30%** (2016-17) Annual Increase = **2.2%**	**Projected SWD 32.2%**	**34.4**	**36.6**	**38.8**	**41**	**43.2**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **30%** (2016-17) Annual Increase = **2.2%**	**Actual SWD**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **48%** (2016-17) Annual Increase = 1**.2%**	**Projected LEP 49.2%**	**50.4**	**51.6**	**52.8**	**54**	**55.2**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **48%** (2016-17) Annual Increase = 1**.2%**	**Actual LEP**					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **TBD** (2016-17) Annual Increase = **TBD**	**Projected SIP TBD**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **TBD** (2016-17) Annual Increase = **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**	**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**

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide support for implementing data driven reflective conversations to improve teaching practice.	2018-2023	Admin IC Specialists Teachers	$0	NA	Evidence of data driven conversations from district and school meetings
2. Implement Professional Learning Community support in schools	2018-2023	Admin IC	$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	Admin IC Specialists	$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers
4. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Admin IC ESOL Teacher SpEd Teachers Specialists	$0-600	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
					Development offerings on diverse learner strategies.
5. All schools will implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023	Admin Coordinator of MTSS	$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
6. Schools will utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	Admin IC Teachers	$0	$0	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* ☐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**	**2017-18**	**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. Implementation of a professional learning plan to support school leadership teams (administrators, instructional coach, literacy specialists, and literacy mentors) in building capacity for consistent implementation of all the GCS Balanced Literacy Framework. components	2018-2023	Admin IC Literacy Specialist Literacy Mentors	$0	n/a	Evidence of school-based trainings and implementation of GCS Frameworks for Literacy Lesson Plans Instructional Rounds PD Plan
2. Implement Balanced Literacy with fidelity across all schools.	2018-2023	Admin IC Literacy Specialist Literacy Mentors	$0	n/a	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3rd grade
3. Provide a framework for explicit and consistent instruction in language and word study (phonics	2018-2023	Admin IC	$0	n/a	Observations, anecdotal notes, and lesson plans.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
and phonological awareness)		Literacy Specialist Literacy Mentors			Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments
4. Implement a framework for common planning across the district to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Admin IC Specialists	$0	$0	Collaborative planning, data analysis, unit planning, protected planning times. Evidence of common planning reflected in school schedule Evidence of common planning through instructional rounds and classroom observations
5. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Admin IC Specialists	$0	$0	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
6. Utilize focused instructional rounds that engage teams of teachers and	2018-2023	Admin IC	$0	NA	Documentation of ongoing instructional

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
administrators in solving a problem of practice related to student learning.		Specialists			rounds including implications for instructional growth
7. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Admin IC Literacy Specialist Classroom Teachers	$0	NA	Classroom evidence of content vocabulary usage; lesson plans; assessments; classroom work as indicated by classroom observations and Instructional Rounds
8. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Literacy Specialist Classroom Teachers	$0	NA	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).
9. Scaffold student thinking through modeling, think alouds, and/or	2018-2023	Admin	$0	NA	Evidence of teacher modeling and think

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
guided practice to support stamina, decision making, and understanding of content.		IC Literacy Specialist Classroom Teachers			alouds Evidence of scaffolds for thinking including visuals, thought prompts, and question stems Students articulate and use scaffolds to answer questions and solve problems
10. Coach teachers in instructional best practices for Tier 2 and Tier 3 classroom interventions	2018-2023	Admin MTSS Coordinator SpEd Teachers ESOL Teachers Classroom Teachers IC	$0	NA	Implementation of coaching events with grade level teams and reflective practices. Evidence of Tier 2 and Tier 3 interventions within classrooms as noted by observations and Instructional Rounds
11. Implement the MTSS framework and intervention guidelines with fidelity	2018-2020	Admin MTSS Coordinator	$0	NA	Formative and summative assessments to inform about the focus, duration, and

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
		SpEd Teachers ESOL Teachers Classroom Teachers IC			effectiveness or the intervention.
12. Track pull-out interventions with students to ensure fidelity of implementation	2018-2023	Admin MTSS Coordinator SpEd Teachers ESOL Teachers Classroom Teachers IC	$0	NA	Evidence of interventions by students including duration of intervention and specific intervention implemented
13. Provide intensive professional development to reading interventionists to ensure the implementation of best practices across all schools.	2018-2020	Admin MTSS Coordinator SpEd Teachers ESOL Teachers Classroom Teachers IC	$0	NA	Agendas of district professional development for reading interventionists.

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	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	**7%** of diverse teachers 2017-18	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
	7% of diverse teachers 2017-18	**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. Identify that there is limited or no diversity.	2018-2023	Admin	$0	NA	Ongoing focus
2. Develop recruitment plans with	2018-2023	Admin	$0	NA	Plans in place for

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
district employment specialists.					schools
3. Identify for schools quality candidates who are diverse.	2018-2023	HR Recruiters	$0	NA	Ongoing identification of candidates
4. Create a plan to advocate within our counseling programs to encourage teaching as a profession	2018-2023	Guidance	$0	NA	Plan created

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	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	96%	**School Projected Students ≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
	96%	**School Actual Students ≥ 90**					
	92%	**School Projected Teachers ≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
	92%	**School Actual Teachers ≥ 90**					

	94%	**School Projected Parents ≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
	94%	**School Actual Parents 94**					
SDE School Report Card Survey	**91**	**District Projected Students ≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students ≥ 90					
	94	**District Projected Teachers ≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers ≥ 90					
	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. Share safety plan with parents at PTA meeting and add office presence for 90 additional school days.	2018-2023	Admin Guidance	$2,000	NA	Officer Log PTA Budget Sheet
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	Admin Community Oakview Outreach Team	$0-500	NA	Bus ride to communities Visit to community
3. Establish protocols among all adults to communicate positively with students	2018-2023	Guidance School Staff	$0	NA	Documentation of communicating protocol to staff
4. Conduct yearly Emergency Response Team training for school staff and after school staff.	2018-2023	Admin	$0	n/a	Documentation of training
5. SIC Committee training	2018-2023	Admin	$0	n/a	Documentation of training

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 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**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SDE School Report Card	**(2016-17) n/a**	**School Projected** n/a	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
	n/a	**School Actual n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
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**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SDE School Report Card	**(2016-17) n/a**	**School Projected n/a**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
	n/a	**School Actual n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
ESSA Federal Accountability and SDE School Report Card	**(2016-17)**	**District Projected**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
		District Actual					

ACTION PLAN FOR STRATEGY #1:	**EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand and enhance the utilization of Early Warning Systems to proactively intervene with students to limit expellable offenses.	2018-2023	School Teams	$0	NA	GCSource and interventions used throughout district
2. Ensure every student connected with a caring adult.	2018-2023	Admin Teachers	$0	n/a	Students connected with adults in school buildings or buses
3. Develop processes for promoting extracurricular to students in need of connection.	2018-2023	Admin Club Administrators	$0	n/a	More students participating in extracurricular activities Club Roster

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 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**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Culture & Climate Surveys	**(2017-18) 90+**	**School Projected 90+**	**90+**	**90+**	**90+**	**90+**	**90+**
	(2017-18) 90+	**School Actual 96%**					
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	Guidance	$0	NA	Students assigned to an adult at the school.
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	Admin Community Oakview Outreach Team	$0-500	NA	Bus ride to communities Visit to community
3. Establish protocols among all adults to communicate positively with students	2018-2023	Guidance School Staff	$0	NA	Documentation of communicating protocol to staff
4. 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
5. Include an intense mentoring group for students identified as triple threat at risk within the school.	2018-2023	Guidance	$0	n/a	Guidance Group Meeting Schedule Roster

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**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SDE School Report Card	(2016-17) **97.1%**	**School Projected 95**	**95**	**95**	**95**	**95**	**95**
	(2016-17) **97.1%**	**School Actual** (2017-2018) **97.0%**					
	(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. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	$0	NA	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Admin team Teacher Attendance Clerk	$0	NA	Documented contacts
3. 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
4. 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	$0	NA	Intervention Connection System reports for truant and chronically absent students.
5. Promote attendance with students and parents as an important component of school success	2018-2023	School team	$0	NA	Teacher/school direct contact with parents.
6. Continue to increase hands-on, real world learning experiences to	2018-23	Teachers	$0	NA	More real-world learning

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
enhance student engagement					
7. More actively involve students in mapping their future education plans and identifying life goals and the steps to attain those goals	2018-23	Guidance	$0	NA	Students setting goals and plans
8. Increase staff awareness and understanding of the community served by the school	2018-2023	Admin Community Oakview Outreach Team	TBD	TBD	Visit to community
9. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students to provide additional support	2018-2023	School team	TBD	TBD	Staff aware of student areas of concern
10. Develop "welcome packet" and student ambassadors program to guide students who enter a new school mid-year	2018-2023	Admin IC	$0	NA	Every school has welcome information and procedure
11. Recognize perfect attendance on news show	2018-2023	News Crew	$0	n/a	Monthly report

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 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**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	**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 Afraid – 1% Lonely – 6% Angry – 0%	**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. Collect data surrounding social-emotional needs through student surveys	State to provide	Admin	$0	NA	Survey data collected and analyzed
2. Implement the OnTrack process in all schools in the district, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	MTSS Coordinator Admin	$0	NA	OnTrack process
3. Implement relationship-building programs/strategies in school	2018-2023	Admin Guidance School Team	TBD	TBD	Programs implemented with fidelity
4. Increase opportunities for physical activity throughout the school day to include learning through movement and active brain breaks.	TBD	News Show Teachers	$0	NA	More activity in school day
5. Encourage schools with Extended Day programs to integrate physical activity into	2018-2023	Extended Day Director	$0	NA	Program Schedule

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
their schedule.					
6. Train staff and students on the anonymous reporting process	2018-2023	Guidance	$0	NA	Students and staff aware and able to report
7. Educate students on appropriate vs. inappropriate behaviors and the impact of their choices	2018-2023	Admin Teachers	$0	NA	Discipline consequences highlighted in materials for distribution
8. School will ensure its character education program addresses bullying behaviors including teacher training on how to identify at risk students	2018-2023	Guidance	TBD	TBD	Appropriate programs utilized by schools
9. Schools will explain district bullying policy and give examples to parents at PTA meeting during first quarter of the school year	2018-2023	Principals School Teams	TBD	TBD	Consequences discussed systematically
10. Seek opportunities to develop empathy among students	2018-23	Guidance	TBD	Local	School initiatives to end social isolation and build empathy
11. Expand Internet Safety and	2018-2023	Exec. Dir. ETS	TBD	TBD	Additional programs

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Cyberbullying outreach program.					offered
12. Build a positive learning community supportive of all students	2018-2023	Assoc. Supt. for Academics Asst. Supts. for School Leadership Academic Specialists School Principals	$0	NA	Evidence of: • classroom conversations and reflections to support problem solving occur across the school day. • classroom conversations and reflections occur across the components of the GCS Secondary Literacy Framework. • established classroom norms, expectations, and procedures. • students exercising autonomy and respect for peers and adults.

2017 School Report Card: Oakview Elementary

Please use the following link to access the South Carolina School Report card for Oakview Elementary School:

https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?d=2301&s=108&t=E&y=2017