

SIMPSONVILLE ELEMENTARY SCHOOL
Mrs. Jackie Earle, Principal

SCHOOL DISTRICT OF GREENVILLE COUNTY
Dr. W. Burke Royster, Superintendent

SCOPE OF ACTION PLAN
2018-19 THROUGH 2022-23



200 Morton Avenue
Simpsonville, SC 29681
864-355-8300

<http://www.greenville.k12.sc.us/simville/>

Kindergarten through 5th Grade

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Simpsonville 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.

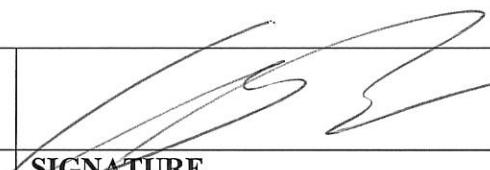
SUPERINTENDENT

Dr. W. Burke Royster		8/15/2018
PRINTED NAME	SIGNATURE	DATE

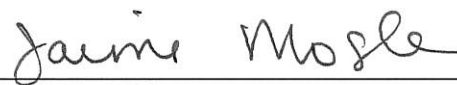
PRINCIPAL

Mrs. Jackie Earle		4-24-18
PRINTED NAME	SIGNATURE	DATE

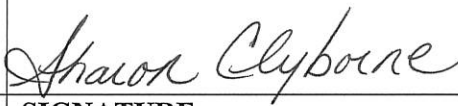
CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Jaime Mogle		4/24/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Sharon Clyborne		4/24/2018
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 200 Morton Avenue Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 355-8300

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Jackie Earle
2. Teacher	Angela Watts
3. Parent/Guardian	Meghan McCall
4. Community Member	Peter Bergstrom
5. Paraprofessional	Patricia Idarraga
6. School Improvement Council Member	Jaime Mogle
7. Read to Succeed Reading Coach	Sharon Clyborne
8. School Read To Succeed Literacy Leadership Team Lead	Sharon Clyborne
9. School Read To Succeed Literacy Leadership Team Member	Jennifer King

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

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

Position	Name
Assistant Principal	Leah Stafford
Parent/Teacher	Pam Reece
Parent/Teacher	Tania Laemmel
Teacher	Antoinette Brown
Instructional Coach	Jennifer King
PTA President	Meghann McCall

School Literacy Leadership Team for Read to Succeed:

Sharon Clyborne (Lead/Literacy Specialist), Jackie Earle (Principal), Leah Stafford (Assistant Principal), Jennifer King (Instructional Coach), Emma Brackett (Reading Interventionist), Molly Mathews (Primary Literacy Mentor), Joanna Weir (Intermediate Literacy Mentor), Cheryl Ritter (K5 Teacher), Pam Reece (1st Grade Teacher), Melissa Smith (3rd Grade Teacher), Amy Kozakiewicz (5th Grade Teacher), Abbie Richey (Media Specialist), John Stagliano (Special Education Teacher)

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	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,

☐ No ☒ N/A	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 to Our Strategic Plan/School Portfolio

The Simpsonville Elementary Strategic Plan/School Portfolio was developed to document the progress our school has made while working to continuously improve all areas of instruction, learning environment and parent/community involvement. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability. This strategic plan/portfolio is an evolving document that describes Simpsonville Elementary and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of student demographics and needs, and school partnerships.

The faculty is structured into teams and committees to involve all staff in decision making. These groups/committees are as follows: Leadership Team, Faculty Council, Grade Level Teams, PLC's (Technology, Literacy, Math, Science/Health and Social Studies), and Literacy Leadership Team. These teams were involved in developing the narrative for our portfolio based on input from the whole staff. Much of the narrative content came from discussions by the staff in the process of evaluating our work using the AdvancED Self-Assessment as well as other data sources. In future annual assessments, the staff will be asked to contribute evidence of progress, documenting changes in our practices.

Additionally, all of the stakeholders, staff and community members, listed on page 3 were involved in the development of our Strategic Plan: SIC (School Improvement Council), PTA (Parent Teacher Association), GAC (Guidance Advisory Committee).



Executive Summary to our Strategic Plan/School Portfolio for 2018-2018 to 2022-2023

Performance Goal Area: Student Achievement

Goals & Objectives:

- The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 52% in 2016-17 to 67% in 2022-23.
- The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.
- The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 52% in 2016-17 to 67% in 2022-23.
- The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.
- 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.
- The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3% annually.
- 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.
- The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 3% annually.
- 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).
- Meet annual targets for gap data.
- Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.
- Meet annual targets for students reading on grade level.

Strategies/Actions:

- Use assessment data to drive instruction
- Provide data-driven professional development to the staff
- Use Leader in Me WIGS to improve student achievement
- Strengthen literacy through research-based best practices
- Strengthen academic content areas through a variety of programs
- Continue with intervention programs, enrichment programs, mentoring programs and tutoring
- Provide families with ways to support literacy
- Continue with support services and academic groups

Performance Goal Area: Teacher/Administrator Quality

Goals & Objectives:

- The school will have qualified, diverse teachers (gender and ethnicity) by 2023.
- Meet annual targets for qualified, diverse teachers.

Strategies/Actions:

- Secure a trained teacher mentor in every grade level/specialty area.
- Provide data-based PD in the areas of ELA, Math, Science, and Social Studies based on 2018 state assessment scores.

Performance Goal Area: School Climate

Goals & Objectives:

- 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.
- Meet annual targets for feeling safe.
- 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.
- 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 %.
- Meet annual targets for behavior.
- 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.
- Meet annual targets for students who describe their teachers as caring teachers.
- Achieve and maintain a student attendance rate of 95% or higher by 2022-23.
- Maintain an annual student attendance rate of 95% or higher.
- 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.
- Meet annual targets for social/emotional health.

Strategies/Actions:

- Use GC Source to closely and regularly monitor student attendance, behavior, and grades
- Expand Graduation Plus initiative through programs/support focused on college and career readiness
- Improve behavior, attendance, and grades through the Leader in Me initiative
- Encourage attendance through a variety of programs
- Decrease disciplinary referrals and out-of-school suspensions by encouraging positive behavior through a variety of programs
- Increase family and community involvement through school-based events
- Continue regular and consistent communication with families
- Support emotion, social, and mental health through the Leader in Me initiative and various counseling services
- Offer and support positive and compassionate programs
- Continue regular safety practices and programs

Needs Assessment Summary for Student Achievement

- Our school's ELA performance on SC READY was higher than the district average.
- Our school's Math performance on SC READY was higher than the district average.
- Our school's Science performance on SCPASS was higher than the district average.
- Our school's Social Studies performance on SCPASS was higher than the district average.
- ELA and Math performance decreased by 3% from 2016 to 2017.
- Trend data shows 4th grade as having the lowest achievement levels in Math and Science.
- Trend data shows 4th grade as having the highest academic achievement levels in Social Studies.
- According to trend data, Social Studies achievement levels are significantly higher than Science.
- Math LEP data shows a change from -16 in 2016 to -36 in 2017.
- ELA LEP data shows a change from -15 in 2016 to -30 in 2017.
- Math SWD data shows a change from -40 in 2016 to -42 in 2017.
- ELA SWD data shows a change from -43 in 2016 to -41 in 2017.
- Math gender gap data shows a change from -15 in 2016 to -11 in 2017.
- ELA gender gap data revealed a 4 in both 2016 and 2017.
- African American subgroup is the lowest performing in ELA, Math, and Science.
- The lowest performing subgroup in Social Studies is Hispanic.
- Science gender gap data shows a change from 12 in 2016 to -14 in 2017.
- Social Studies gender gap data shows a change from 1 in 2016 to -3 in 2017.
- Science SWD data shows a change from -48 in 2016 to -39 in 2017.
- Social Studies SWD data shows a change from -40 in 2016 to -32 in 2017.
- Science LEP data shows a change from -9 in 2016 to -45 in 2017.
- Social Studies LEP data shows a change from -6 in 2016 to -35 in 2017.
- SIP data from ELA and Math are consistent at 52 (ELA) and 54 (Math).

Needs Assessment Summary for Teacher and Administrator Quality

- Teacher turn-over rate remained consistent until last school year
- Teacher turn-over rate was high last year (2 moves/8 retirees)
- We have a strong mentoring program; trained mentors and regular meetings
- We have a trained mentor in almost every grade level and special area.
- We need a trained mentor in grades 2 and 4.
- All teachers participate in PD at the school and district level.
- Our school offered close to 30 hours of site-based PD during the 2017-2018 school year.
- At this time, our PD plan for the 2018-2019 school year offers approximately 24 hours of site-based PD.
- Our PD plan for the 2018-2019 school year includes balanced literacy PD sessions that will be tailored to literacy based on data from the state assessment.
- We need to add data-based PD sessions for Math, Science, & Social Studies to our 2018-2019 PD Plan, based on 2018 state assessment data.

Needs Assessment Summary for School Climate

- Student's out-of-school suspensions has increased gradually over the past 3 years, from 0 to 0.1 to 0.3.
- The annual attendance rate for students has gradually decreased over the past 3 years, from 96.7 to 96.5 to 95.9.
- Our annual student retention rate has decreased from 1.3 in 2016 to 0.8 in 2017, after a slight increase of 1.0 in 2015.
- The percentage of teachers who are satisfied with feeling safe at school has decreased from 97.7 to 92.
- The percentage of students who are satisfied with feeling safe at school has increased annually.
- The percentage of parents who are satisfied with feeling safe at school has decreased from 98.6 to 86.
- The percentage of teachers, students, and parents who are satisfied with the learning environment has decreased annually.

Overview of Simpsonville Elementary's significant accomplishments, challenges, and results for the past three years:

Significant challenges facing our school:

- ▶ Limited funding for mandated programs
- ▶ Communicating with ESOL parents (we are making significant progress with Hispanic Family Nights, in-house translators, and our parent information line)
- ▶ Time to carry out innovative ideas
- ▶ Increased class sizes, up to 28 students in some classes
- ▶ Staff keeping up with the technology proficient level of our students

Overview of Simpsonville Elementary's significant awards, results, and accomplishments from the past three years:

Significant Accomplishments:

- ▶ Personal Learning Devices for 2nd-5th graders
- ▶ Technology Refresh
- ▶ Balanced Literacy training for all teachers and implementation at all grade levels
- ▶ New Virtual Field Trip Lab
- ▶ Six National Board Certified Teachers
- ▶ Literacy Mentors at our school
- ▶ School leaders for Digital leadership Corps
- ▶ Successfully implementing the Inclusion Model
- ▶ Decided to start the training to become a Leader in Me school
- ▶ RAMP Award (Recognized ASCA Model School Counseling Program)
- ▶ National PTA School of Excellence
- ▶ South Carolina Red Carpet School
- ▶ State Awards Winners in Reflections
- ▶ Papa John's Teacher Appreciation Award 2017
- ▶ Golden Apple Award Winner 2015
- ▶ Numerous Donor's Choose Grant Recipients
- ▶ Project Fit America School & CATCH school
- ▶ SC Gold & Silver Award for General Performance
- ▶ ESEA Federal Accountability "A" Rating/Closing the Achievement Gap Award from SDE
- ▶ Live Well Grant Recipient/Live Well Elementary School of the Year
- ▶ Superior Strides Award for Health and Wellness
- ▶ Safe Schools Award Winner

School Profile

"Simpsonville Elementary School is a neighborhood school working in partnership with committed parents, eager students and dedicated professionals striving to achieve success...nothing less." -SES Parent

Simpsonville Elementary School is a kindergarten through grade five public school. We also have a Pre-K Special Education Typical Peers Mentor program. We moved into our new facility in August, 2003. Our new school is the result of combining Morton Elementary and Simpsonville Elementary in 2002-2003 and is located on the old Morton site. We lost a portion of our higher socio-economic population in 2002 with the opening of the new Bell's Crossing Elementary. At the same time, we merged with a Title I School.

Our building currently houses 823 students and over 50 instructional staff members. It is one of 52 elementary schools in the Greenville County School District. Simpsonville Elementary School at Morton Place is located in Simpsonville, South Carolina. The facilities at Simpsonville Elementary School consist of 34 classrooms, 3 resource, 2 reading intervention classrooms, 1 ESOL classroom, 1 Gifted & Talented classroom, speech and conference rooms, 2 art rooms, 2 music rooms, administrative offices, a cafeteria, multi-purpose room/gym, athletic track, media center, guidance offices, health room suite, science lab/Virtual Field Trip lab, and a computer lab. Special features: Students in grades 2-5 have their own Chromebook, computers in all classrooms, wall-mounted promethean boards in every classroom, broadcast room for TV morning show, outdoor dining area, separate playground areas for primary and intermediate grades, P.T.A. office, separate bus and car pick-up areas, etc.

Our school leaders promote quality instruction by actively supporting teaching and learning. Teachers are encouraged to attend workshops, conferences and other professional development activities throughout the year in addition to workshops that are offered at our school.



Old Simpsonville Elementary School building



Old Morton Elementary School building

Simpsonville Elementary joined Morton Elementary to form *Simpsonville Elementary at Morton Place*



Combined facility, Simpsonville Elementary School at Morton Place

Overview of our School Climate

As you pull up to our school, an electronic marquee displays important dates and upcoming events. As visitors enter our school, they observe an attractive exterior, decorated with freshly planted flowers and seasonal wreaths. Our school's lobby is welcoming and comfortable. Students, teachers and parents spend each day in an inviting facility where there is space to provide instruction and encourage learning. The administration outlines expectations and provides regular feedback to staff regarding classroom environment. Quality student work labeled with a description and the state standard is displayed in the hallways. Eye-catching murals decorate the walls throughout the building. Playground equipment is inspected regularly to comply with safety codes. Students, staff, and the community use the walking track to improve physical fitness.

Our maintenance staff works hard to maintain our building and grounds. This staff takes pride in keeping the building clean and all equipment in working order. Maintenance of the school grounds and landscaping are included in custodial duties. Inspection results from energy audits are provided to the staff to create an awareness of energy saving efforts. To further ensure all issues are addressed, we use custodial inspections and survey results on the overall cleanliness of the school to make necessary modifications and improvements. The custodial staff, as well as school personnel, immediately reports all safety concerns, both inside and outside the building. Our well maintained facility enables us to provide a safe learning environment for 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 several communication devices which contribute to a 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 daily. A zoned officer from the Simpsonville Police Department patrols the school campus on a regular basis. Signs on all exterior doors state visitors are to report to the main office where they are required to sign in and out through and 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 a priority.

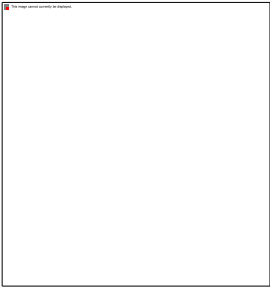
We plan numerous opportunities to involve parents in their child's education. Parents are always welcomed to our building, but we also plan certain events and opportunities to encourage them to come to SES. The first event we host every year, Meet the Teacher, takes place a few days before school starts. This is an opportunity for students and their parents to meet their teacher for the current school year. Other important parent and community events including K5 Sneak Preview Night, 1st Grade Parent Information Night, Safe Kids & Health Fair, STEAM Night, and more highlighted later in this document.

Overview of our Simpsonville Community

According to the latest census information in 2010, Simpsonville, South Carolina has a population of 18,238. Of the 18,238 residents, 1320 were foreign born, a statistic that reflects the increasing diversity of the area. About 75% of households consider themselves to be families and 59.4% are married. There is a significant percent of single-mother households--11.9%. More than 52% of families with children have both parents working. The racial composition of Simpsonville is as follows: 88% are white, 8.8% is African American, 1.5% is Asian, 2.4% are Hispanic/ Latino, and 2.4% are listed as "other." Over 88% of the residents own their own homes, and the median household income in 2000 was \$63,643. Among those employed, 60% are in management, professional or sales occupations. A small percent, 2.7% work at home. The remaining 33% work in production, transportation and material-moving occupations. Of Simpsonville's residents, 9.8% have less than a high school diploma, 90.2% are high school graduates or higher and 38.9% have a Bachelor's degree or higher. According to the Simpsonville Chamber of Commerce, the top four industrial employers are as follows: The largest employer in the area is Cryovac, Sealed Air Corporation. They design, manufacture, and sell proprietary packaging materials and equipment and are located next door to our new site. Kemet Electronics Corporation is the second-largest employer with its corporate headquarters and a plant located in Simpsonville. The third-largest employer is Fiberweb North America. They produce nonwoven materials for the hygiene, medical and industrial markets. Woven Electronics is the fourth-largest employer. They manufacture custom inter-connects for commercial and military original equipment manufacturers.

Parent Teacher Association (PTA) - Parents are valuable resources for our students. Our parent volunteers log well over 15,000 hours of service during the school year with approximately 1,000 volunteers. Their efforts include serving as resource speakers, participating in career awareness sessions, American Education Week and Red Ribbon Week activities. Support is further provided through their involvement with Teacher Appreciation Week, health room assistance, Jump Rope for Heart, chaperones for field trips, book fair, clerical assistance, making copies for teachers, field days, securing needed classroom resources (e.g. computers, copier machines, classroom supplies). The PTA also runs a Food Pantry and the Kool Kids Closet, for families in need. Volunteers are not limited to supporting extra and co-curricular activities, but are also directly involved in the classrooms as tutors in reading, math and other areas of the curriculum and the SEEDS (Starting Early with Enrichment Designs for Students) Program. With tight budget constraints, fundraising has become a high priority for our P.T.A. Board. They run several fundraisers each year, including Spirit Week, in which they raise several thousand dollars for our school. The PTA uses that money to purchase Dell Pads and iPads for our students, playground equipment, and more. One of the most important aspects of parental support comes from their commitment to assisting and encouraging their children to participate fully in the academic program of the school. PTA hosts popular family events, including an annual Daddy Daughter Dance and Mother Son Movie Night.

School Improvement Council (SIC) - The School Improvement Council (SIC) serves as an advisory committee to our principal and faculty. Our SIC plays a key role in the education of our children, bringing together parents, educators and community stakeholders to collaborate on the improvement of our school. Our SIC allows us to connect to the community and share successes and seek ideas to further enhance our community relations. Our SIC participated in the development of the five-year school improvement plan (ACT 135) and continues to monitor the implementation of the plan as well as evaluation of the improvements and innovations. This year, our SIC committee has also helped our school counselors with ideas and proposals' for our established Guidance Advisory committee.



Community Volunteer Academic Tutors- Business partners from Cryovac and area churches serve children through individual tutoring and computer assistance in our computer lab. They also work with the second grade in an Emergency Preparedness Program. Employees from Caterpillar provide Junior Achievement instruction. Parents and retired community members come to our school on a daily basis to provide one-on-one learning experiences for our children. Our academic volunteers truly make a positive difference in our school.

Simpsonville Area Schools

There are eight elementary schools, four middle schools, one high school, and one career center in the growing Simpsonville/Fountain Inn area. Opportunities for a college education also are available nearby through Greenville Technical College's Brashier Campus, named for local businessman T. Walter Brashier. The Brashier Campus facility has been in operation since August, 1996 and also offers a middle/high school program.

Other opportunities for furthering one's education are located with a few miles of Simpsonville: Bob Jones University, Furman University, and University Center of Greenville, serving students of the University of South Carolina, Clemson, South Carolina State University and Lander University and many more.



School Leaders

Our School Board Chairman is Dr. Crystal Ball O'Connor: Crystal Ball O'Connor, Ph.D., received her doctorate in Education and Human Development from Peabody Teacher's College, Vanderbilt University. She is a highly regarded educator and children's book author who writes books with the mission of helping children preserve and protect the gifts of family, literacy and nature. Dr. O'Connor provides writing instruction to students across the state. She also provides professional development and conference presentations

on writing and arts integration for academic associations including the South Carolina International Reading Association, South Carolina Association of Curriculum and Instruction, Upstate Writers Program, Hands-on Minds-on Edventure Science Center, and more. Dr. O'Connor served on the Committee to Develop the Education Plan for the School District, Roper Mountain Science Center Board, Committee to Review the South Carolina State Board of Education Gifted and Talented Regulations, and the Charles Townes Center Student Improvement Council. Dr. O'Connor lives in Simpsonville, South Carolina with her husband and three children.

Our principal is Mrs. Jackie Earle: Mrs. Earle is the Principal at Simpsonville Elementary. She received her Elementary and Early Childhood Degree from Lander College and obtained her

master's degree in Administration from Clemson University. She taught elementary and middle school for 12 years before serving as an Assistant Principal in several Greenville County schools over the course of 6 years. She served as Assistant Principal at Simpsonville Elementary for 11 years before taking on the role as principal in 2013. Mrs. Earle was married in 2004 and has a wonderful husband who works at Hillcrest High School.



Our assistant principal is Mrs. Leah Stafford: Mrs. Stafford serves as the assistant principal at Simpsonville Elementary. She grew up in the Holland, Michigan and attended the University of Michigan for her undergraduate degree in Elementary Education. She holds Master's degrees in Curriculum and Instruction in Literacy from Grand Canyon University and in Elementary Administration and Supervision from Southern Wesleyan University. Mrs. Stafford has eleven years of experience as a classroom teacher and administrator. She is a member of South Carolina Association of School Administrators, South Carolina International Reading Association, and the International Society for Technology in Education. She will be presenting at the ISTE conference in San Antonio, Texas during the summer of 2017 on the topic of administrator technology integration. This is Mrs.

Stafford's second year at SES. She was previously the administrative assistant at Chandler Creek Elementary school and taught kindergarten, second, and fourth grades at Heritage Elementary School, Legacy Charter School, and Stetson Elementary School in Colorado Springs, Colorado. Her passions are literacy education, STEM and Engineering integration, and using technology as an engagement tool in classrooms. Mrs. Stafford has two children, Jackson and Sara Kate. Her husband is also an assistant principal at Greer High School.



Our Instructional Coach is Mrs. Jennifer King: Mrs. King joined our staff at Simpsonville Elementary in August 2013. She earned a BS from USC Upstate and a M.Ed. in Elementary Education from Southern Wesleyan University. Mrs. King received her National Board Certification in 2010. She taught 4th and 5th grades at Bethel Elementary for 8 years, where she awarded 2009-10 Teacher of the Year. As an Instructional Coach at Simpsonville Elementary, she strives to increase student achievement, continuously working to help teachers diagnose student needs more analytically. Mrs. King shares Professional Development with best practices to help teachers plan more productively and teach more effectively. She lives in Simpsonville with her husband and 8-year-old daughter.

The faculty is structured into teams and committees to involve all staff in decision making.

- Leadership Team

- Consists of the principal, assistant principal, instructional coach, literacy specialist, reading interventionist, and school counselors
- Reviews grade level minutes, information shared from the central office, lesson plans, student achievement, teacher evaluations, and 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 leaders, special education, related arts, and school counselors
 - Discusses instructional and operational aspects of the school
 - Disseminate information to grade level/area teams
- Grade Level Teams
 - Consists of the team leader and teachers from their grade level
 - Participate in common planning and share best practices
 - Record minutes to be shared with the leadership team
- PLC's (Technology, Literacy, Math, Science/Health and Social Studies)
 - Consists of curriculum committee chairperson, administrator, and teachers from each grade level
 - Disaggregate and discuss test scores and curriculum assessment data
 - Disseminate information received from the district Academic Specialists
 - Discuss articles pertaining to their content area
 - Share best practices related to the curriculum content area
 - Discuss curriculum as it pertains to content vertically

Student Support Services at Simpsonville Elementary

Counseling Services- Students receive a high level of support service from our full time school counselor Mrs. Kim Genoble who received a Bachelor's degree in psychology from Gardner Webb University and her Master's degree in Elementary Guidance from USC. She has worked with Greenville County Schools as a school counselor for 20 years. Prior to this, she worked with Juvenile Justice and as a counselor to victims of violent crimes with a Solicitor's office. We also have a part time counselor, Christie Carlson who received an Elementary Education degree from Furman University and an MA in Elementary Guidance & Counseling from Clemson University. She has 17 years of teaching experience in Greenville County Schools. She taught eighth and sixth grades at Bryson Middle School and fifth grade at Simpsonville Elementary School. Our Guidance program consists of guidance lessons in the classroom, small group guidance, character education and parent education. Individual planning includes consultation and placement input. Response services include individual counseling and small group counseling. System support includes planning, staff and community relations, professional development. Our counselors teach the 7 Habits of Highly Effective Students. Our Guidance Advisory Committee, or GAC, is led by our counselors. This committee meets monthly to discuss ways to help students and counseling programs in our school. Simpsonville Elementary's counseling program is a recognized ASCA Model Program (RAMP) as designated from the American School Counselor Association.

Literacy Specialist- Our school's Literacy Specialist is Mrs. Sharon Clyborne. Mrs. Clyborne is also our Read to Succeed Literacy Leadership Team Lead. Mrs. Clyborne joined the staff at Simpsonville Elementary in 1998

as a first grade teacher. She has taught first grade, special education and reading intervention. She earned her BA and M.ED degree from Furman University. She also earned her National Board Certification in 2012. Mrs. Clyborne works collaboratively to implement a quality literacy program by actively supporting teachers. She provides specialized instruction directly to students to support core classroom instruction.

School Psychologist- Ms. Leann Decker is our on-site school psychologist. This is her first year at SES. She has been practicing as a school psychologist for 4 years, after receiving her Master's Degree in School & Community Psychology from Wayne State University in Detroit, MI. Ms. Decker is originally from Grosse Pointe Woods, MI and is loving her first year in Greenville.

Mental Health Counselor- Mrs. Colleen Staton, a Licensed Professional Counselor, is a counselor with Piedmont Mental Health Center. She has an on-site office at our school as part of Piedmont Mental Health Center's school-based services program. The mission of the program is to identify and intervene at early points in emotional disturbances, and to assist parents, teachers, and counselors in developing comprehension strategies for resolution. Ms. Staton earned her Bachelor's Degree in Psychology from Marymount University and Masters Degrees in Community Counseling and Forensic Psychology, also from Marymount University. Before coming to Piedmont Mental Health Center, Ms. Staton served as the School-Based Mental Health Counselor for Clinton High School in Clinton, SC and intensive home-based counselor in the Washington, D.C. Metro Area.

Simpsonville Elementary's School Personnel Data

The staff at Simpsonville Elementary School includes 1 principal, 1 assistant principal, 1 instructional coach, 1 literacy specialist and 36 regular education teachers. We have a pre-k teacher, 2.5 resource teachers and 1 special education self-contained teacher. We have 3 full-time related arts teachers, 3 part-time related arts teachers and 1 media specialist. We have 1 ESOL teacher and 1.5 guidance counselors. We also have 1 Gifted and Talented teacher, 1.5 reading interventionists, and a .5 math interventionist.

Support personnel available to assist in meeting the needs of Simpsonville Elementary School students include a district psychologist, a contract school nurse, and 3 speech and language specialists, one of which serves pre-school students. We have 2 pre-k assistants and 5 kindergarten assistants. We have 2 special education assistant teachers, and 1 media assistant. We also have an on-site social worker from Piedmont Mental Health. Additional personnel include the plant engineer, custodial staff, and food services workers. We also have a staff of extended day workers. Several bus drivers and utility workers also provide services to our students.

We have no teachers teaching with an out-of-field permit and all teachers are "highly qualified" under ESSA; 48.9% of our teachers have advanced degrees; 6 of our teachers are National Board Certified. Teacher attendance at Simpsonville Elementary for the 2016-2017 school year (this is the latest available data) was 91.1%, down from 93.9 the previous year. All teachers achieve and maintain Technology Proficiency.

Teaching experience for our certified teachers is highlighted in the chart below:

**Years
experience** **1-3** **4-5** **6-8** **9-10** **11-15** **16-20** **21-25** **26+**

Pre-K								1
K		1	1		1		1	1
1	1			1		1	3	1
2	1				1	1	1	1
3	1		1		1	2		1
4			1	1	1	1		1
5	2				2		1	1
Other Areas	3	1	1	1	3	3		4

The education attainment of our staff, by grade level, is shown below:

Grade Level **Bachelors** **Bachelors +
18** **Masters** **Masters +
30** **Doctorate** **National
Board**

Pre-K				1		
K	2	1	2			1
1	3	2	2			2
2	1	1	3	1		
3	2	2	2			1
4	1	1	2	1		
5	2	1	2			
Other Areas	2	2	10			2

*2017 School Report Card Data:

Teachers (n = 45)		
Percentage of teachers with advanced degrees	48.9	Up from 47.7
Percentage of teachers on continuing contract	95.6	Up from 95.5
Teachers returning from previous year	94.4	Up from 94.3
Teacher attendance rate	91.1	Down from 93.9
Average teacher salary	\$54,750	Up from \$52,059
Professional development days/teacher	0.1	Down from 6.9
Percentage of teacher vacancies for more than 9 weeks	0.0	No change

Student attendance rates at Simpsonville Elementary School have remained steady over the past few years. For the 2016-2017 school year (this is the latest available data), the student attendance rate was 95.9%, which is down from 96.5 in the previous year. The retention rate at Simpsonville Elementary is currently 0.8%, which has decreased from 1.3% the previous year. At Simpsonville Elementary School, the poverty index is currently 53.8, up from 53.0 the previous year. The student population is comprised of students with 3 home languages. These languages, in order of student enrollment, are English, Spanish, and Arabic. These students are served by our pull out ESOL program. Simpsonville Elementary has a gifted and talented program for identified students. Currently, 8.5% of our students serve in the GT program. 13.3% of our students have disabilities and receive services from our special education teachers. Simpsonville Elementary School has community volunteers, business tutors and high school students who come during the school day to tutor at-risk students.

Current (2017-18) Enrollment Summary **as of March 2018*

Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White
-2	20 12 / 8	0 0 / 0	4 4 / 0	2 1 / 1	0 0 / 0	1 1 / 0	0 0 / 0	13 6 / 7
-1	5 5 / 0	0 0 / 0	2 2 / 0	1 1 / 0	0 0 / 0	1 1 / 0	0 0 / 0	1 1 / 0
0	134 67 / 67	1 0 / 1	27 14 / 13	16 10 / 6	0 0 / 0	9 5 / 4	0 0 / 0	81 38 / 43
1	134 66 / 68	2 1 / 1	29 14 / 15	23 9 / 14	0 0 / 0	8 6 / 2	0 0 / 0	72 36 / 36
2	119 47 / 72	0 0 / 0	29 11 / 18	20 6 / 14	0 0 / 0	6 3 / 3	0 0 / 0	64 27 / 37
3	136 68 / 68	3 1 / 2	28 12 / 16	22 12 / 10	0 0 / 0	9 5 / 4	0 0 / 0	74 38 / 36
4	136 80 / 56	3 3 / 0	35 19 / 16	31 22 / 9	0 0 / 0	5 3 / 2	0 0 / 0	62 33 / 29
5	139 76 / 63	1 1 / 0	38 16 / 22	21 12 / 9	0 0 / 0	9 4 / 5	0 0 / 0	70 43 / 27
Total	823 421 / 402	10 6 / 4	192 92 / 100	136 73 / 63	0 0 / 0	48 28 / 20	0 0 / 0	437 222 / 215

*2017 School Report Card Data:

For students to meet the profile of the SC Graduate

	Our School	Change from last year
Students (n = 780)		
% of students in poverty (TANF, Medicaid, SNAP, foster child or homeless)	53.8	Up from 53.0
Attendance rate	95.9	Down from 96.5
With disabilities	13.3	Down from 13.4
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3	Up from 0.1
Percentage of students served by gifted and talented program	8.5	Down from 10.1
Percentage of students retained	0.8	Down from 1.3

Simpsonville Elementary's Academic and Behavioral Programs

Balanced Literacy- We teach literacy through Fountas & Pinnell, or F & P, a guided reading and writing model that is being implemented in all Greenville County Schools. Through guided reading/writing, small-group instruction takes place, designed to provide differentiated teaching that supports students in developing reading and writing proficiency. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress. The teacher forms a temporary group of students that are alike enough in their development that it makes sense to teach them together for a period of time.

Project Fit America- Simpsonville Elementary School is the only school in Greenville County that has won a Project Fit America Grant sponsored by Bon Secours St. Francis Hospital System. Just recently, our Physical Education teacher was named to the National All Star Teacher Recognition. The goal of the program is to transform sedentary students into moving machines whirling from one activity to another using math, nutrition, character development and goal setting. During Physical Education class, students exercise on outside fitness equipment that include pole-climb bars, pull-up bars, horizontal ladders, vault bars and more. Other equipment inside the gym, include 3-4 pound hula hoops, jump ropes, weights and 1000 building cups. Students earn gold, silver and bronze recognition for different levels of physical achievement. Student names are posted in the hallway just outside the gym for achievement of different physical skills. The challenges motivate students to achieve what they thought they could not before. We have students who have earned National Elite recognition.

Power Writing- Our students are taught a school-wide writing strategy called Power Writing. This approach begins in kindergarten and teaches students to use a graphic organizer to construct their writing. By the end of the students' elementary career, they are able to write a well-written essay consisting of five paragraphs.

Reading Counts- We have schoolwide reading incentive program called "Reading Counts". This program enables teachers to assess the reading progress of their students. The classroom teacher sets a reading goal for the students to achieve each grading period. Students earn points by taking and passing tests on the books they have read. The points can be redeemed at the end of each grading period at the Reading Counts Store in the Media Center. Some teachers offer additional incentives by having a "date" with the students who accumulate the most Reading Counts points each quarter.

RTI-Response to Intervention- The overall goal of RTI is to accelerate children's reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and their comprehension. Appropriate, reading tools and strategies are taught so that children can become independent and successful readers on or above grade level. The Soar to Success curriculum published by Houghton-Mifflin is used for instruction. There are 30 literature selections that include both a fiction and a non-fiction story for students. Each lesson is composed of the following components: Revisiting, Teaching, Reading, and Responding. These lessons are taught by trained staff in small groups of approximately 5 children. Through frequent benchmarking data, individual student progress is monitored in each area tested, allowing teachers to see if students are on target for meeting end of the year reading goals.

GEMS (Girl's Exceling in Math) - Simpsonville Elementary's computer lab is open each morning from 7:15-8:00 for a select group of female students to work on the First in Math program. Based on our test score data and closing the gap data, we targeted students that were within a few points of scoring Proficient or moving

from Not Met to Proficient on SC READY and invited them to attend. Parent volunteers and school staff members staff the morning lab.

ESOL Program- The goal of Greenville County School's English for Speakers of Other Languages (ESOL) Program is to provide equal educational opportunities to students who have a primary or home language other than English. The primary focus is to provide an English-rich environment, providing opportunities to reach English language proficiency as soon as possible. In order for students to receive a fluent designation, they must be proficient in the listening, speaking, reading, writing and comprehension of the English language.

Gifted and Talented Program- Gifted and Talented Identification Criteria included in State Regulation 43-220 has been implemented since our 2000-2001 school year. Our program now serves students being taught in Special Education and individuals with severe math, reading or writing deficiencies. Mrs. Stone meets the needs of all her students, working with them using many varied instructional strategies, and utilizing Yale University's Program for Diversified Instruction and Assessment. Often our smaller groups of highly gifted students serve as mentors demonstrating advanced standards to their peers in an academic and creative atmosphere. This non-competitive situation enhances learning in many areas.

Yearbook Club- Our school's Yearbook Club is organized by a parent volunteer who works with a select group of students to take photographs and submit write-ups for our annual school yearbook.

Knowledge Bee- Every year, our 4th & 5th grade students participate in a Knowledge Bee as part of their standardized test preparation. Students study their grade level standards to prepare for their classroom level science bee (4th grade) and classroom level social studies bee (5th grade). Classroom winners then participate in a grade level bee.

Jr. Beta Club- Jr. Beta Club recognizes 5th grade students with high academic achievement and good character. Junior Beta promotes service back to the community. We meet once a month to carry out community service projects and fundraisers that support chosen causes. Our members are responsible for completing 10 hours of community service outside of the school day.

Student Council- Our Student Council is made up of second through fifth grade students. One member from each homeroom class is chosen as a representative. Some activities that the students participate in are making and delivering Valentine's for local nursing homes, pet food drives, canned food drives, and generally pitching in whenever a need arises around the school. Their motto is "Service in Simpsonville." Student Council also organizes and leads one fundraiser a year. The money raised from the fundraiser is used for projects around the school, such as purchasing mulch for playgrounds, buying new soccer goals for P.E., replacing the broken cement benches and tables in the front and the picnic area, and more.

Science Fair- Our 3rd through 5th grade students create a science fair project for our annual Science Fair. Winning projects are then entered in the district level science fair.

Good News Club- The Good News Club is an opportunity offered to our students by a local church in our community. Through these monthly meetings, students receive character lessons and devotions.

Safety Patrols- Simpsonville Elementary School continues to implement a strong Safety Patrol Program. Fifth grade students are chosen to help oversee the safety of our students as safety patrols. The primary purpose of the program is to enhance the safety of our students. In addition, this promotes the development of leadership skills

and good citizenship qualities. A safety patrol's job is to model for students the safety rules that have been taught in the classroom, to encourage students in safe transitions throughout the building, and to assist students in and out of their vehicle during arrival and dismissal. Patrols receive instructions in safety guidelines and procedures during their training and regular patrol meetings.

Book Club- Our Instructional Coach and Media Specialist hold a Book Club with a group of interested fifth grade students. During their monthly club meetings, they participate in a book discussion and view live webinars with authors and illustrators.

Chorus- The SES Chorus is made up of 70 fourth and fifth graders who sing correctly on pitch. Interested students audition in the fall of each year. If accepted, rehearsals are held every Monday that we are in school from 2:30-3:15 p.m. The chorus has sung for many school and community events, including The Rotary Night of Singing at Brookwood Church, caroling at Greenville Memorial Hospital, Greenville Drive Baseball, Furman University, Hyatt Regency Hotel, The Springs Assisted Living, and more.

Run Hard Club- The Run Hard club is an eight week running club offered to our students. This club equips students to run a 5K. During the season, students train twice a week with a focus on endurance training and the Run Hard Core Character Values.

Extended Day Program- Simpsonville Elementary offers an extended day program for our students after school. Our mission in the After-School Program is to provide each and every child with a safe and caring environment where they all can flourish. In addition, our mission is to also provide the after-school students with an environment that includes education, nourishment, and all other physical and mental needs. Students have the opportunity to work in our media center and computer lab in addition to homework help and outside play and craft activities.

Family Literacy Event- Family Reading Night is an annual event in which we offer a variety of events for families to attend. Activities include informational presentations on our Balanced Literacy reading program and ways for families to support reading at home. Other activities include a book walk, book mark making, the book fair, & more. Students can participate in our character showcase by dressing up as a book character and writing a book review of their book.

STEAM Night- We host an annual STEAM Night for our students and their families. Community members, including local engineers and The Children's Museums also participate in this event. This night allows families to come together for a fun evening of hands-on learning activities involving Science, Technology, Engineering, the Arts, and Math.

Veterans' Day Program- Every year, our school holds a Veteran's Day program to honor the Veterans in our community. We serve the Veterans breakfast, our Chorus students present a variety of patriotic songs, and then some of the Veterans speak to our students.

International Night- Simpsonville Elementary holds an annual International Night in which the students in our ESOL program present pieces of their work. The ESOL teacher provides an information presentation for the parents on reading and writing at home. Additionally, families bring their favorite dish to share for a pot luck meal.

Annual Art Show- Visual arts plays a big role in our school as the art teachers often collaborate with classroom teachers overlapping core standards with visual arts standards. The students love to showcase their artwork on various art display boards throughout the school. In addition to several community art shows, every year we have a special “Art Show” in the evening where families are invited to view the terrific artwork. Every student in our school, K4-5th grade has an original piece displayed in a frame for the special night. Families can choose to purchase the frames to support the art department or may take home unframed work at no cost.

Safe & Healthy Kids Fair- This is an annual event at your school, and this year we had over 400 people present. Activities included kick boxing, outdoor games of lacrosse, dancing in the cafeteria, and a Zumba class taught by a certified instructor. Guest speakers from around the community included a Nutritional Counselor and a Personal Trainer. Additionally, free healthy snacks were provided by community businesses.

K5 Sneak Preview- This event, offered in the spring of the school year prior to the students’ kindergarten year, allows parents and students the opportunity to get to know more about our kindergarten program at SES. K5 teachers offer a presentation to parents and guardians on how to help prepare their child for kindergarten, as well as other helpful information related to our school. This time is also used to screen these future students by assessing them on what they know prior to starting school.

1st Grade Parent Information Night- Our school offers an informational night to the parents and guardians of our first graders at the beginning of the school year. During this event, presentations are offered for introducing and explaining some of our school’s policies and procedures.

CATCH School- Simpsonville Elementary is a CATCH school. CATCH stands for Coordinated Approach To Child Health. CATCH is the most proven program to prevent childhood obesity and launch kids and communities toward healthier lifestyles. Our goal is to encourage healthy choices that will not only impact students and families now, but will influence their future as well. This endeavor correlates with our school tagline; Academics + Fitness “Seal” Our Success!

Culinary Creations Menu- Our school provides students with the Culinary Creations Menu, a concept that emphasizes scratch cooking in lieu of processed foods and promotes the consumption of whole grains and fruits and vegetables. Four entrees are offered daily, and two are vegetarian choices. We also have a Vegetation Station where students can choose items daily from the soup and salad bar. All soups are made from scratch.

Walk to School Event- Our school participates annually in the International Walk to School Day and SC Walk to School Day. Hundreds of miles are completed on the track by parents, teachers and students during these special events.

Community Turkey Trot- As part of our CATCH endeavor, we provide extra opportunities to promote health and fitness. To encourage exercise around a time when people are consuming a lot of extra food, our school invites parents and community members to join our students and staff as we walk the track.

Watch Dog Dads- Watch Dog Dads is a program we have at Simpsonville Elementary that is run by our male parents and community members. The acronym “DOG” stands for Dads of Great Students. Volunteers work on

a scheduled basis to walk the parameters and hallways of our school, looking for anything out of the ordinary or simply serving as a male presence, helping students feel safe during the school day.

Vertical Teams- Every teacher at SES serves on a Vertical Team. Each team is divided up by core subject area and has a member from each grade level or specialty area represented. These groups of teachers come together monthly to discuss a specific focus and vision for their content area. By having grade levels represented vertically, cross curricular standards are one of many items that can be effectively addressed.

Data Teams/Data Centers/Data Wall- Our school places a strong emphasis on data driven instruction. Each teacher serves on their grade level data team in which they analysis and discuss common assessments for the purpose of guiding their instruction and increasing student achievement. Each classroom has a Data Center in which teachers track their student's data and goal progression. In our atrium, we have a school-wide Data Wall in which we track school-wide data, such as tardies, absences, Great Math Race participants, and Reading Counts points.

Jump Rope for Heart- Jump Rope for Heart is a national education and fundraising event sponsored by the American Heart Association. Every year, Simpsonville Elementary participates in this fundraiser. This year our school donated over \$8,000 to the American Heart Association, the largest donation we have made in over 8 years. Our school received a Service Celebration Award by the American Heart Association. For over twenty years, our school has raised over \$100,000 for the Jump Rope for Heart program. We were also recognized as a top fundraiser school for the state of South Carolina.

Mission, Vision, and Beliefs

Mission Statement

We are...

Successful citizens

Empowered with 21st century skills

Academic achievers

Leaders and life-long learners

Simpsonville Strong

Vision: The vision of Simpsonville Elementary is to prepare students to be productive, respectful, and responsible.

Beliefs: At Simpsonville Elementary School, we believe...

- 📖 Each student has an equal and fundamental right to an education.
- 📖 All children have significant worth and should be provided the best educational opportunities for reaching their greatest potential.
- 📖 The educational process is a partnership among students, parents, educators, and the community.
- 📖 Each child, through his/her cultural diversity, contributes to an enriched society.
- 📖 A nurturing environment encourages success in learning.
- 📖 Early school success fosters continued positive learning/achievement.
- 📖 The primary focus of education is to provide the building blocks that facilitate growth and life-long learning.

School Mascot: Seal

School Tagline: Academics + Fitness "Seal" our Success!



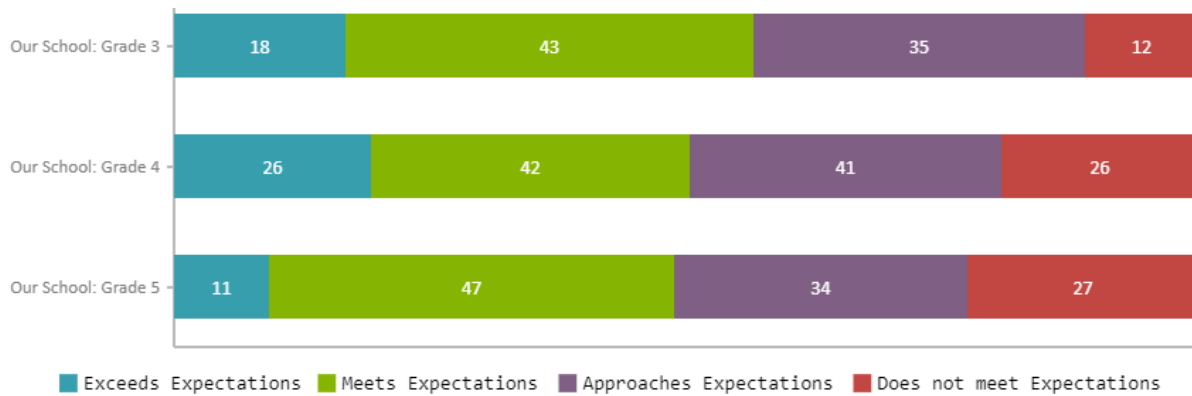
Data Analysis and Needs Assessment

Student Achievement Needs Assessment

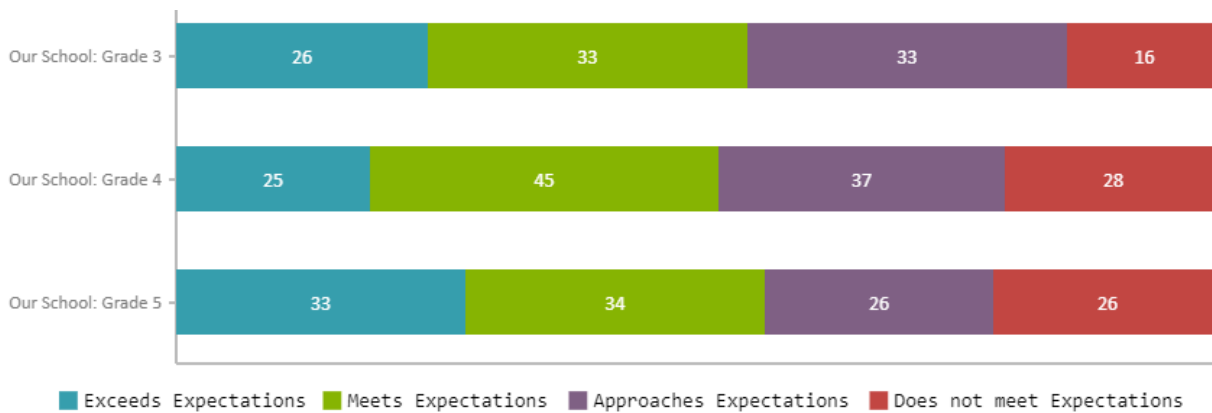
Data Sources: SDE School Report Card- <https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=E&d=2301&s=081>

SC READY 2016-2017 Data for Simpsonville Elementary

ELA:



Math:



Annual SC READY ELA Performance Scores by grade level:

Met or Exceeded	2016	2017
3rd	52%	56%
4th	55%	50%
5th	54%	47%
SES	54%	51%

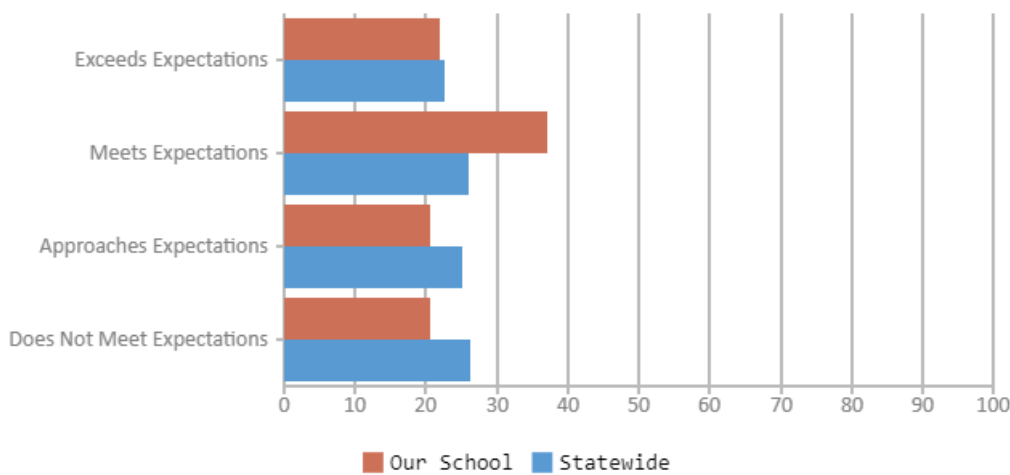
Annual SC READY Math Performance Scores by grade level:

Met or Exceeded	2016	2017
3rd	63%	52%
4th	47%	50%
5th	53%	54%
SES	55%	52%

****SC READY was not given in 2015.***

2016-2017 SCPASS Data for Simpsonville Elementary

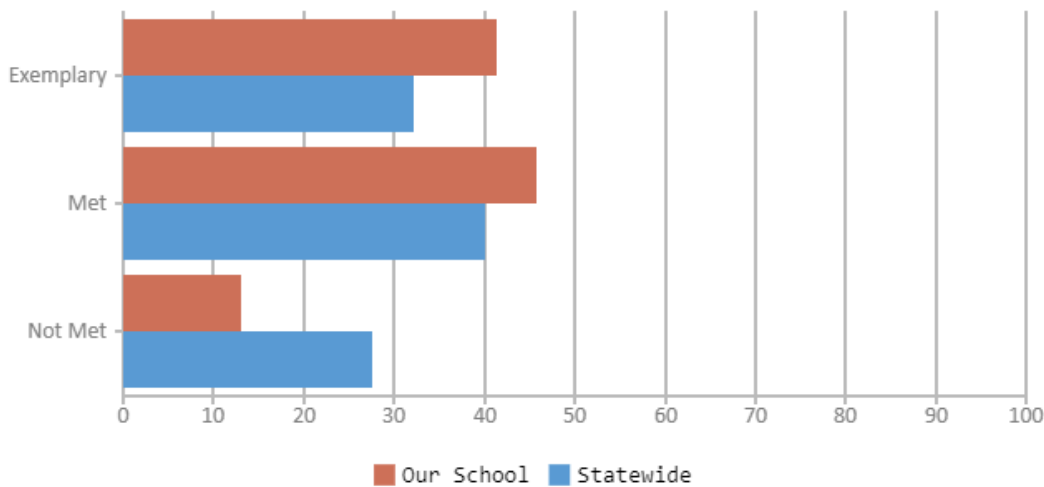
Science



Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
57.0	61.3

Social Studies



Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
87.4	86.6

Annual SC READY Science Performance Scores by grade level:

Met and Exemplary	2015	2016	2017
4th grade	72%	70%	57%
5th grade	73%	74%	59%
SES	72.5%	72%	58%

Annual SC READY Social Studies Performance Scores by grade level:

Met and Exemplary	2015	2016	2017
4th grade	88%	87%	87%
5th grade	87%	83%	85%
SES	87.5%	85%	86%

Teacher and Administrator Quality:

Teacher Turn Over Rate:

2015 1

2016 1

2017 10 (1 moved out of district, 1 moved out of state, 8 retired)

Mentoring Program:

All new teachers are assigned a trained mentor. Additionally, all new teachers meet with the instructional coach once a month. The following positions are held by trained mentors in our building.

Primary RTI
Literacy Specialist
Third Grade
School Counselor
Fifth Grade
Kindergarten
Special Education
Instructional Coach
5th Grade
Music
First Grade
ESOL

Professional Development:

PD is determined by student achievement, district initiatives, teacher evaluations, and staff surveys. Some offerings are required by the school and/or district, while others are optional in order to meet the needs of individual teachers. A professional development calendar is given to teachers indicating training opportunities offered at our school.

2017-2018 Professional Development Plan:

Title	Presenter(s)	Description		Date	Correlation to School Goals
Guiding Teacher Leaders: Faculty Council Retreat	Jackie Earle, Julie Leah Stafford, Jennifer King	Expectations for new year and the leadership team, student achievement focus, etc.		8/8/17	Goal 2: Teacher/Admin Quality Goal 3: School Environment
New Teacher Orientation <i>*There will be a meeting with all new teachers on the 1st Thursday of every other month.</i>	Jackie Earle, Leah Stafford, Jennifer King, Sharon Clyborne	New teachers will learn the routines, procedures, & expectations of our school and district.		8/14/17	Goal 2: Teacher/Admin Quality Goal 3: School Environment

Expectations for a Successful School Year	Jackie Earle (Dress Code Committee)	The principal will share expectations for the new school year, back-to-school procedures, etc.		8/15/17	Goal 2: Teacher/Admin Quality Goal 3: School Environment
Website Training	Mike Simmons	Teachers will be trained in the new website program as they will be required to use this for their professional website.		8/16/17	Goal 2: Teacher/Admin Quality Goal 3: School Environment
LEGOs in Education	Jennifer King	Teachers will participate in hands-on rotations of Lego learning stations and standards-based activities.		8/21/17	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
MasteryConnect Session #1	Jennifer King & Kelly Mangum	Teachers will be given an overview of MasteryConnect (the who, what, & why) and will create their trackers for the current school year.		9/13/17	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
ACCESS Test Scores	Heidi Wile	ESOL and classroom teacher collaboration: information and resources will be shared for ACCESS testing scores.		September	Goal 2: Teacher/Admin Quality
MasteryConnect Session #2	Jennifer King & Kelly Mangum	Teachers will be shown how to deliver a benchmark assessment in MasteryConnect.		10/19/17	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
A. The Hierarchy of Balanced Literacy and our Goals B. Language & Word Study	Sharon Clyborne, Joanna Weir, Molly Mathews, Jennifer King	A. Teachers will participate in a detailed training of explanations and expectations of the components of the GCSD Balanced Literacy Framework; tied to observations, planning, support, goals, etc. B. Teachers will participate in a detailed training of explanations and expectations of the		10/19/17	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality

		Language and Word Study component of the GCSD Balanced Literacy Framework.			
Windows 10 Training	Stephanie Williams	Teachers will be trained in Windows 10 in preparation of our refresh.		10/19/17	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
CogAT/IOWA Testing In-service	Jennifer King	Teachers will be trained on the administration of CogAT/IOWA Testing: test security, and other testing guidelines.		10/23/17	Goal 2: Teacher/Admin Quality
MAP Growth Training	Jennifer King	Teachers will be trained on the administration of MAP Testing: test security, and other testing guidelines.		11/15/17	Goal 2: Teacher/Admin Quality
eleot	Jackie Earle	Teachers will learn what eleot is and what the expectations are.		11/29/17	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Digital Leadership Corps	DLC Team Members	DLC members will share what they have learned in their training this year via learning labs.		1/9 & 2/20	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Technology Clusters	Technology Committee Members	Teacher will participate in cluster trainings of the technology strategy they chose to implement in their classroom.		1/24/18	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Data Teams	Jackie Earle, Leah Stafford, Jennifer King	Grade level teams will meet to discuss the data analysis of their common assessments and MasteryConnect Benchmark data.		2/8/18 & 2/9/18	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
IEP Process	Michelle Jordan	Teachers will be trained in common language and expectations of the IEP process.		2/28/18	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Technology Project in Your Classroom	Stephanie Williams	Grade level teams will meet with Stephanie to plan a technology project to implement with their students.		3/19/18	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
Reading	Sharon	Teachers will		3/28/18	Goal 1: Academic

Workshop/Writing Workshop	Clyborne, Joanna Weir, Molly Mathews, Jennifer King	participate in a detailed training of explanations and expectations of the Reading Workshop and the Writing Workshop component of the GCSD Balanced Literacy Framework.		8	Achievement/ Goal 2: Teacher/Admin Quality
Data Teams	Jackie Earle, Leah Stafford, Jennifer King	Grade level teams will meet to discuss the data analysis of their common assessments and MasteryConnect Benchmark data.		4/16/18	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality
SC READY/ SCPASS Testing In-service	Jennifer King	Teachers will be trained on the administration of SC READY/SCPASS Testing: test security, and other testing guidelines.		5/1/18	Goal 2: Teacher/Admin Quality
MasteryConnect	Jennifer King & Kelly Mangum	Teachers will be trained on creating assessments in MasteryConnect.		TBD	Goal 1: Academic Achievement/ Goal 2: Teacher/Admin Quality

2018-2019 Professional Development Plan*:

**this plan is subject to change; this is just the framework and has not been finalized at this time*

Title	Presenter(s)	Description	Correlation to School Goals
Guiding Teacher Leaders: Faculty Council Retreat	Jackie Earle, Julie Leah Stafford, Jennifer King	Expectations for new year and the leadership team, student achievement focus, etc.	Goal 2: Teacher/Admin Quality Goal 3: School Environment
New Teacher Orientation <i>*There will be a meeting with all new teachers on the 1st Thursday of every other month.</i>	Jackie Earle, Leah Stafford, Jennifer King,	New teachers will learn the routines, procedures, & expectations of our school and district.	Goal 2: Teacher/Admin Quality Goal 3: School Environment
Expectations for a Successful School Year	Jackie Earle	The principal will share expectations for the new school year, back-to-school procedures, etc.	Goal 2: Teacher/Admin Quality Goal 3: School Environment
Leader in Me Training *4 sessions	TBD	All staff members will participate in Leader in Me training as we prepare for implementation.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
Personalized PD for Balanced Literacy	Jennifer King & Sharon Clyborne	Teachers will sign up for personalized PD, tailored to their balanced literacy	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality

*4 sessions		needs.	
ACCESS Test Scores	Heidi Wile	ESOL and classroom teacher collaboration: information and resources will be shared for ACCESS testing scores.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
On Track Training	TBD	Teachers will be trained in common language and expectations of the new On Track system and process.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
PowerSchool Training	Jennifer King & Angela Watts	Teachers will be trained on the updated PowerSchool system.	Goal 2: Teacher/Admin Quality
Technology Support & Planning	Stephanie Williams	Teachers will come as grade levels to plan with the support and assistance of Stephanie Williams (PLD's, project-based, authentic assessments, platforms, etc).	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
CogAT/IOWA Testing In-service	Jennifer King	Teachers will be trained on the administration of CogAt/IOWA Testing: test security, and other testing guidelines.	Goal 2: Teacher/Admin Quality
MAP Growth Training	Jennifer King	Teachers will be trained on the administration of MAP Testing: test security, and other testing guidelines.	Goal 2: Teacher/Admin Quality
Digital Leadership Corps	DLC Team Members	DLC members will share what they have learned in their training this year via learning labs.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Data Teams	Jackie Earle, Leah Stafford, Jennifer King	Grade level teams meet to discuss the data analysis of common assessments and MasteryConnect Benchmark data.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
SC READY/ SCPASS Testing In-service	Jennifer King	Teachers will be trained on the administration of SC READY/SCPASS Testing: test security, and other testing guidelines.	Goal 2: Teacher/Admin Quality

School Climate Needs Assessment:

2016-2017 SDE School Report Card

<https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=E&d=2301&s=081>

Annual Student Out-of-School Suspensions:

2015	2016	2017
0.0	0.1	0.3

Annual Student Attendance Rate:

2015	2016	2017
96.7	96.5	95.9

Annual Student Retention Rate:

2015	2016	2017
1.0	1.3	0.8

School Climate Survey Data:

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	34	110	62
Percent satisfied with learning environment	85.3%	81.8%	90.3%
Percent satisfied with social and physical environment	85.7%	83.0%	87.3%
Percent satisfied with school-home relations	88.6%	84.7%	82.0%

Percent satisfied with learning environment			
	Teachers	Students	Parents
2015	100	89	95
2016	93.2	86.5	95.3
2017	85.3	81.8	90.3

Percent satisfied with feeling safe at school			
	Teachers	Students	Parents
2015	97.7	89.3	95
2016	97.7	91.3	98.6
2017	92	94	86

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 52% in 2016-17 to 67% in 2022-23.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 52 (2016-17)	School Projected Elementary	55	58	61	64	67
		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					

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

ACTION PLAN FOR STRATEGY #1: Increase student achievement in ELA.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use assessment data to drive instruction (test scores, formative assessments, summative assessments benchmark assessments, WIGs).	2018-2023	IC, teachers, administrators	N/A	N/A	Item analyses, data notebooks, observations, lesson plans, common planning meetings, data team meetings, WIGs
2. Provide data-driven profession development to all staff (based on SC READY data).	2018-2023	IC, administrators, district support staff	Substitutes, conference fees, travel expenses	Professional Development Budget	Strand data analyses, lesson plans, observations, data notebooks, common planning meetings, data team meetings, PD plan
3. Strengthen literacy instruction through the implementation of research-based best practices.	2018-2023	IC, teachers, administrators, literacy specialist, support staff	N/A	N/A	Lesson plans, observations, coaching cycles, common planning

1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other
PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 52% in 2016-17 to 67% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 52 (2016-17)	School Projected Elementary	55	58	61	64	67
		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: Increase student achievement in Math.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use assessment data to drive instruction (test scores, formative assessments, summative assessments benchmark assessments, WIGs).	August 2018-June 2023	IC, teachers, administrators	N/A	N/A	Item analyses, data notebooks, observations, lesson plans, common planning meetings, data team meetings, WIGs
2. Provide data-driven profession development to all staff (based on SC READY data).	August 2018-June 2023	IC, administrators, district support staff	Substitutes, conference fees, travel expenses	Professional Development Budget	Strand data analyses, lesson plans, observations, data notebooks, common planning meetings, data team meetings, PD plan
3. Offer math based programs to students (Great Math Race/GEMS).	August 2018-June 2023	IC	Ribbons and incentives for participation and progress	General Funds	Logs of student attendance/participation, artifacts from programs/meetings

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

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

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

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

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

ACTION PLAN FOR STRATEGY #1: Increase student achievement in Science.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use assessment data to drive instruction (test scores, formative assessments, summative assessments benchmark assessments).	August 2018-June 2023	IC, teachers, administrators	N/A	N/A	Item analyses, data notebooks, observations, lesson plans, common planning meetings, data team meetings
2. Provide data-driven profession development to all staff (based on SCPASS data).	August 2018-June 2023	IC, administrators, district support staff	Substitutes, conference fees, travel expenses	Professional Development Budget	Strand data analyses, lesson plans, observations, data notebooks, common planning meetings, data team meetings, PD plan
3. Provide 4 th grade teachers will a subscription to Mystery Science for them to integrate into their classroom.	August 2018-June 2023	IC	Annual grade level subscription (\$500)	General Funds	Lesson plans, observations, common planning, Mystery Science usage log

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

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

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

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

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

ACTION PLAN FOR STRATEGY #1: Increase student achievement in Social Studies.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use assessment data to drive instruction (test scores, formative assessments, summative assessments benchmark assessments).	August 2018-June 2023	IC, teachers, administrators	N/A	N/A	Item analyses, data notebooks, observations, lesson plans, common planning meetings, data team meetings
2. Provide data-driven profession development to all staff (based on SCPASS data).	August 2018-June 2023	IC, administrators, district support staff	Substitutes, conference fees, travel expenses	Professional Development Budget	Strand data analyses, lesson plans, observations, data notebooks, common planning meetings, data team meetings, PD plan
3. Continue the preview and review platform of social studies essential facts and hold annual Bee.	August 2018-June 2023	IC, teachers	N/A	N/A	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 ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 38 (2016-17) Annual Increase = 3%	Projected Hispanic	41	44	47	50	53
SC READY ELA SC READY test data file		Actual Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 28 (2016-17) Annual Increase = 3%	Projected AA	31	34	37	40	43
SC READY ELA SC READY test data file		Actual AA					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 16 (2016-17) Annual Increase = 3%	Projected SWD	19	22	25	28	31
SC READY ELA SC READY test data file		Actual SWD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 25 (2016-17) Annual Increase = 3%	Projected LEP	28	31	34	37	40
SC READY ELA SC READY test data file		Actual LEP					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 52 (2016-17) Annual Increase = 3%	Projected SIP	55	58	61	64	67
SC READY ELA SC READY test data file		Actual SIP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 36 (2016-17) Annual Increase = 3%	Projected Hispanic	39	42	45	48	51

SC READY Math SC READY test data file		Actual Hispanic					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 29 (2016-17) Annual Increase = 3%	Projected AA	32	35	38	41	44
SC READY Math SC READY test data file		Actual AA					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 15 (2016-17) Annual Increase = 3%	Projected SWD	18	21	24	27	30
SC READY Math SC READY test data file		Actual SWD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 17 (2016-17) Annual Increase = 3%	Projected LEP	20	23	26	29	32
SC READY Math SC READY test data file		Actual LEP					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 54 (2016-17) Annual Increase = 3%	Projected SIP	57	60	63	66	69
SC READY Math SC READY test data file		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
SCPASS Science SCPASS test data file		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
SCPASS Science SCPASS test data file		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

SCPASS Science SCPASS test data file		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
SCPASS Science SCPASS test data file		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
SCPASS Science SCPASS test data file		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
SCPASS Social Studies SCPASS test data file		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
SCPASS Social Studies SCPASS test data file		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
SCPASS Social Studies SCPASS test data file		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
SCPASS Social Studies SCPASS test data file		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

SCPASS Social Studies SCPASS test data file		Actual SIP					
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ACTION PLAN FOR STRATEGY #1: Close the academic gaps for traditionally underperforming student demographic groups.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use On Track to GC Source to closely and regularly monitor academic performance of subgroups.	August 2018-June 2023	Instructional coach, literacy specialist, teachers, administrators, school counselors, resource teachers, special education teachers	N/A	N/A	Reports, notes/minutes from admin meetings, progress monitoring
2. Continue support services and enrichment programs for demographic groups, including GEMs (Girls Excelling in Math), True North Club (male literacy group), and more.	August 2018-June 2023	Instructional coach, literacy specialist, teachers, administrators, school counselors, resource teachers, special education teachers	N/A	N/A	Attendance logs from group meetings, notes/minutes, pictures from meetings, reports, progress monitoring
3. Mentoring and tutoring programs, such as Big Brother-Big Sister	August 2018-June 2023	Teachers, administrators, school counselors	N/A	N/A	Attendance/participation logs, photographs, reports, progress monitoring

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

		School Actual					
MAP	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Fountas and Pinnell	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					
FastBridge	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

MAP	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1: Support and improve literacy instruction school-wide.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Data teams will meet to collect and analyze data, establish goals for students, plan enrichment, guide literacy instruction, and create action plans for students. Data to be analyzed will include F&P, FastBridge, MAP, Mastery Connect, in-class assessments.	August 2018-June 2023	IC, teachers, administrators	N/A	N/A	Item analyses, data notebooks, observations, lesson plans, common planning meetings, data team meetings, assessment and data reports
2. Utilize a system for helping parents understand how they can support the student as a reader at home, opportunities for involvement with literacy development include parent workshops, parent conferences, and newsletters.	August 2018-June 2023	IC, teachers, administrators, school counselors, literacy specialist	N/A	N/A	Notes/minutes/agendas from meetings and/or conferences, newsletters
3. Continue with intervention such as RTI and LLI.	August 2018-June 2023	Reading interventionists	Cost of kits	General Funds	Data reports, progress monitoring

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

ACTION PLAN FOR STRATEGY #1: Recruit and retain qualified, diverse teachers.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue with monthly mentoring meetings with new teachers. Secure a state-trained mentor in every grade level/specialty area by adding a trained mentor in grades 2 and 5.	August 2018-June 2023	Instructional Coach	N/A	N/A	Meeting agendas/minutes, certificate of completion of state mentor training
2. Provide research-based PD and best practices in the areas of ELA, Math, Science, and Social Studies based on 2018 state assessment scores.	August 2018-June 2023	IC, administrators, district support staff	Substitutes, conference fees, travel expenses	Professional Development Budget	Strand data analyses, lesson plans, observations, data notebooks, common planning meetings, data team meetings, PD plan
3. Continue Coaching Cycles with all teachers.	August 2018-June 2023	Instructional Coach	N/A	N/A	Lesson plans, observations, coaching cycle notes/logs, common planning
4. Attend Shining Stars annual recruitment event for the purpose of finding diverse, qualified teachers to interview for available teaching positions.	August 2018-June 2023	Instructional Coach/Principal	N/A	N/A	Annual employment report, interview logs, resumes

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	92	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
	94	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

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

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

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

ACTION PLAN FOR STRATEGY #1: Create and maintain an environment in which parents, teachers, and students feel safe during the school day.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Share School Safety Plan with stakeholders.	August 2018-June 2023	Administrators	N/A	N/A	Safety plan, newsletters, agendas/minutes from SIC, PTA, GAC, staff meetings
2. Continue school safety practices such as regular safety drills, regular safety evaluations, and school resource officers on site.	August 2018-June 2023	Administrators, maintenance staff	N/A	N/A	Maintenance department checklists, photographs, response logs
3. Continue school safety programs such as Safety Patrols, and Safe & Healthy Kids Night.	August 2018-June 2023	Teachers, administrators	Program supplies	General Funds	Agendas/flyers from Safe & Healthy Kids Night, photographs, safety patrol rosters

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.0	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17)	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		District Actual					

ACTION PLAN FOR STRATEGY #1: Positively impact student behavior.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use GCSource to closely and regularly	August 2018-	Leadership Team,	N/A	N/A	Leadership meeting

ACTION PLAN FOR STRATEGY #1: Positively impact student behavior.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
monitor student behavior.	June 2023	A-team			minutes
2. Decrease disciplinary referrals by encouraging positive behavior through Positive Referrals, RAMP behavior goals, and student participation in programs/leadership opportunities such as student council, news crew, school store, SES post office, safety patrol, etc.	August 2018-June 2023	Leadership Team, administrators, teachers, school counselors	Program supplies/incentives	General Funds	Awards Day agendas, leadership meeting minutes, conference logs, participation logs, advertisements, applications, LIM leadership opportunity log
3. Continue Anti-Bullying Program at SES.	August 2018-June 2023	Administrators, teachers	Program supplies/incentives	General Funds	Leadership meeting minutes, participation logs

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

ACTION PLAN FOR STRATEGY #1: Demonstrate a caring environment throughout the school.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue positive programs such as Kindness Matters Week, SES Pay it Forward, Buddy Benches, and our Anti-Bullying program.	August 2018-June 2023	Administrators, teachers	Program supplies/incentives	General Funds	Leadership meeting minutes, participation logs
2. Continue regular and consistent communication with families through conferences, positive phone calls, classroom newsletters, principal newsletters, and more.	August 2018-June 2023	Leadership Team, administrators, teachers, school counselors	N/A	N/A	Leadership meeting minutes, contact/conference logs, copies of newsletters
3. Increase family and community involvement through school-based events, such as Lunch and Learn workshops for parents, STEAM Night, Real Men Read, Safe & Healthy Kids Night, Positive Partnerships and more.	August 2018-June 2023	Leadership Team, administrators, teachers, school counselors	Event supplies	General Funds	Event agendas/programs, participation log, event flyers, correspondence
4. Use GCSource to closely and regularly monitor student attendance, behavior, and grades to identify areas of concern to be expressed to students in a positive, caring way.	August 2018-June 2023	Leadership Team, A-team	N/A	N/A	Leadership 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 ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 96	School Projected	95	95	95	95	95
		School Actual					
	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

ACTION PLAN FOR STRATEGY #1: Promote and encourage student attendance.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use GCSource to closely and regularly monitor student attendance.	August 2018-June 2023	Leadership Team, A-team	N/A	N/A	Leadership meeting minutes
2. Expand Graduation Plus initiative through programs/support focused on college and career readiness to encourage attendance.	August 2018-June 2023	School counselors, Leadership Team	N/A	N/A	Career day agendas, counselor meeting minutes, leadership meeting minutes, lesson plans
3. Encourage attendance through awards day recognition, an attendance blitz, administrative conferences with parents for those with excessive absences/tardies, and support through RAMP attendance goals, Leader in Me.	August 2018-June 2023	IC, School counselors, Administrators	Ribbons/incentives	General Funds	Awards Day agendas, leadership meeting minutes, conference logs, participation logs, LIM leadership opportunity log

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 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 ≤ 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: Create and sustain an environment that supports mental health and social/emotional health.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School counselors will teach whole-group classroom lessons on how to recognize and manage feelings of anger, loneliness, and fear.	August 2018-June 2023	School counselors	N/A	N/A	Lesson plans, photographs, anecdotal notes/records, surveys and inventories
2. As students are identified by school counselors, teachers and administrators, our site-based Mental Health Counselor will work with students and faculty using evidence-based practices to support positive outcomes with mental health needs.	August 2018-June 2023	Teachers, administrators, Mental Health Counselor, school counselors	N/A	N/A	Anecdotal notes/records from teachers, administrators, Mental Health Counselor, and school counselors, communication logs
3. Raise teacher awareness by providing information and resources on mental and social/emotional health so classroom teachers know how to support students who express feeling afraid, lonely, and/or angry.	August 2018-June 2023	Teachers, administrators, Mental Health Counselor, school counselors	Program supplies	General Funds	Observations, anecdotal notes/records, assessments, behavior data
4. Leadership opportunities and character development will be provided through the Leader in Me initiative.	August 2018-June 2023	Teachers, administrators, instructional coach, school counselors	Program supplies/incentives	General Funds	LIM documents, program rosters/attendance logs, anecdotal notes, photographs

