

# **AUGUSTA CIRCLE ELEMENTARY**

**Mimi Melehes, Principal**

**School District of Greenville County**

**Dr. W. Burke Royster, Superintendent**

**Scope of Action Plan (2018-19 through 2022-23)**



## SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Augusta Circle Elementary School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 (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.

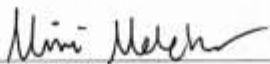
### Assurances for the School Renewal Plans

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		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

#### PRINCIPAL

Mimi Melehes		3-10-22
PRINTED NAME	SIGNATURE	DATE

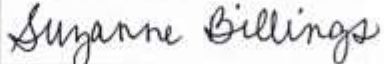
#### CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Beth Holder		3/10/22
PRINTED NAME	SIGNATURE	DATE

#### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Suzanne Billings		3/10/22
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Winyah Street, Greenville, SC 29605

SCHOOL TELEPHONE: (864) 355-1200

PRINCIPAL E-MAIL ADDRESS: [mmelehes@greenville.k12.sc.us](mailto:mmelehes@greenville.k12.sc.us)

## Stakeholder Involvement for School Renewal

Position	Name
1. Principal.....	Mimi Melehes
2. Teacher.....	Cappy Riley
3. Parent/Guardian.....	Keely Krantz
4. Community Member.....	Will Brasington
5. Paraprofessional.....	Susan Batson
6. School Improvement Council Member.....	Beth Holder
7. Read to Succeed Reading Coach.....	Mary Anna Pastorek
8. School Read To Succeed Literacy Leadership Team Lead.....	Suzanne Billings
9. School Read To Succeed Literacy Leadership Team Member.....	Julie Wilson

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**

### Literacy Leadership Team for Read to Succeed

<b><u>Position</u></b>	<b><u>Name</u></b>
Principal	Mimi Melehes
Assistant Principal	Jennifer Holman
Instructional Coach	Suzanne Billings
Literacy Specialist	Mary Anna Pastorek
Teacher	Ellen Wilson
Teacher	Caroline Aiken
Teacher	Mary Margaret Carter
Teacher	Grace Trail
Teacher	Maddie Gonzalez
Media Specialist	Eileen Conway
Special Education Teacher	Kathy Lupinek

## ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

### Early Childhood Development and Academic Assistance Act (Act 135) Assurances

[S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)]

- ☒ **Academic Assistance, PreK–3**  
The district 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).
- ☒ **Academic Assistance, Grades 4–12**  
The district 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).
- ☒ **Parent Involvement**  
The school encourages and assists parents in becoming more involved in their children’s education and will make special efforts to meet with parents at convenient times, provide parents with their child’s individual test results, interpretation of the results, and information on the district’s curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal’s and superintendent’s evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
- ☒ **Staff Development**  
The district 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*.
- ☒ **Technology**  
The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.
- ☒ **Innovation**  
The district funds innovative activities to improve student learning and accelerate the performance of all students.

- ✓ **Collaboration**  
The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
- ✓ **Developmental Screening**  
The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.
- Half-Day Child Development**  
The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
- ✓ **Developmentally Appropriate Curriculum for PreK–3**  
The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
- Parenting and Family Literacy**  
The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
- ✓ **Recruitment**  
The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
- ✓ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**  
The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

## Table of Contents

School Portfolio Title Page .....	1
SC SDE Cover Page .....	2
SC SDE Stakeholder Involvement Page .....	3
SC SDE Assurances .....	4
Table of Contents .....	6
Introduction .....	7
Executive Summary .....	8
School Profile .....	11
Mission, Vision, and Beliefs .....	15
Data Analysis and Needs Assessment .....	16
Action Plan .....	28

# INTRODUCTION

## Augusta Circle School Renewal Plan

Augusta Circle School Renewal Plan was developed to document the changes and progress our school has made while working to continuously improve every aspect of our school. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability as we meet future challenges that face our school.

The categories used in this school renewal plan are based upon the Greenville County Strategic Planning checklist which is supplied to each school by the school district. These categories were selected because the philosophies will lead to Augusta Circle continuing to be a quality school. Within each category is a description of the intent of the category and a brief summary of where we are as a school.

The committees utilized in this school portfolio are –

- Executive Summary – Rachel Miller (chair), Eileen Conway, Candis Kraning, Anna Penland, Kirby-Annah Philpot, Ellis Collins, Mimi Melehes, Jennifer Holman, Suzanne Billings
- School Profile – Mary Margaret Robertson (chair), Teresa Brazell, Rebecca Register, Denise Thomas, Nicole Bell, Ellen Wilson, Maddie Gonzalez
- Mission, Vision, and Beliefs – Cappy Riley (chair), Lindsey Richardson, Casey Vazquez, Grace Trail, Mary Anna Pastorek, Ashley McCollum, Emily Sanders
- Data Analysis and Needs Assessment – Suzanne Billings (chair), Taylor Simpson, Ellie White, Heathley Cassels, Stephanie Gamble, Thayer Berry, Margaret Murphy, Holtie Mitchell, Caroline Aiken, Rebecca Baker
- Action Plan – Meg Plexico (chair), Martha Ann Dodd, Lauren Owens, Mark Kish, Carroll Farmer, Kathy Lupinek, Patti Rushing, Mary Anna Pastorek, Julie Wilson, Mimi Melehes, Jennifer Holman, Suzanne Billings

This school portfolio is a living document that describes Augusta Circle and includes evidence of our work. It describes who we are, our mission and vision for the school, goals, plans, progress, achievements in the context of client demographics and needs, and school partnerships. The strategic plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning for the next five years.

Our Leadership Team for this year includes Caroline Aiken, Carroll Farmer, Holtie Mitchell, Nicole Bell, Rachel Miller, Ashley McCollum, Mary Anna Pastorek, Margaret Murphy, Mimi Melehes, Jennifer Holman, and Suzanne Billings. Members of our SIC include Samuel Boan, Will Brasington, Sarah D’Andrea, Virginia Hayes, Beth Holder, Amanda Jones, Brady Godfrey, Cara Sims, Josh Roach, Keely Krantz, Lindsey Powers, Cara Puntch, Nancy Theodore, Mimi Melehes, Jennifer Holman, and Suzanne Billings.

# **Executive Summary**

## **Needs Assessment and Findings for Student Achievement**

- Based on SC Ready ELA assessment results, 86% of students scored in the meets and exceeds categories, which is 34% higher than the district average of 52%.
- Based on SC Ready Math assessment results, 87% of students scoring in the meets and exceeds categories, which is 34% higher than the district average of 53%.
- Based on SCPASS Science assessment results, the percentage of fourth grade students scoring met or exemplary was 86%, which is 30% above the district average of 56%.

## **Student Achievement Needs Assessment Based on Analysis**

- Continue to implement goal setting strategies in our classrooms with students and parents
- Continue to prioritize teaching state standards
- Collect assessment data from Mastery Connect and common assessments in order to guide differentiated instruction
- Continue spiraling from one grade to the next to build on the previous year's experiences, with additional communication between teachers
- Continue using a Reading Intervention teacher to assist with specific needs of kindergarten, first, second, and third grade students based on tests results
- Continue to use our various technology applications for classrooms
- Provide enrichment activities with Virtual Field Trips throughout the world
- Implement the Balanced Literacy model as our language arts delivery system
- Provide guided math groups for small group instruction
- Continue to provide rigorous science instruction using interactive notebooks and hands-on instruction.



## **Needs Assessment and Findings for Teacher and Administrator Quality**

- Our principal has led the school for four years and previously served as principal for another school for six years.
- Our Administrative Assistant has been an administrator at our school for six consecutive years.
- Combined, the administrative leaders have 40 years of experience in education.
- Teacher retention rate was 97% in 2020-21, 96% in 2019-20, and 95% in 2018-19.
- Teacher attendance rate was 97% in 2020-21, 95% in 2019-20, and 93% in 2018-19.
- 84% of our teachers have advanced degrees in 2021, 77% in 2020, and 74% in 2019.
- 92% of our teachers had continuing contracts with 8% initial certifications in 2021-22; 100% in 2020-21, and 94% in 2019-20.
- All of our teachers are proficient in technology.

## **Needs Assessment/Findings for School Climate**

In evaluating our school climate, we studied the results of our 2021 surveys. The survey questions asked about satisfaction concerning learning environment, social and physical environment, and school-home relations.

- Out of the 19 teachers who completed the survey, all teachers were 100% satisfied in all three areas.
- Fifth grade students and their parents were included in the school survey.
- From the student surveys, students were 95% satisfied with the learning environment, 98.7% satisfied with the social and physical environment, and 98.8% satisfied with school-home relations.
- Parents were 94.4% satisfied with the learning environment, 97.1% satisfied with the social and physical environment, and 86.4% satisfied with school-home relations.

## **Significant Challenges (past 3 years)**

- Navigating the health and safety of students during the COVID-19 pandemic
- Meeting the diverse needs of students who need emotional and social support
- Achievement Gap between economically disadvantaged and non-economically disadvantaged
- Achievement Gap between students who attended school in-person and who attended virtual school during the 2020-2021 school year

## **Significant Awards, Results, & Accomplishments (past 3 years)**

- State Palmetto Silver award
- Excellent Report Card Rating
- Greenville Safe Kids School
- Star Energy School
- Attendance Blitz Award
- Artist-in-Residence grants
- South Carolina and Greenville County Honors Choir
- Professional development aligned with goal areas
- Implementation of the Fountas and Pinnell Balanced Literacy model in Grades K-5
- Updated texts and resources in grade level book rooms for reading instruction
- Provided diverse materials and texts for classroom libraries
- Supported teacher initiatives for flexible seating in the classrooms
- Strong partnership with School Improvement Council and PTA for school-wide events and programs

# SCHOOL PROFILE

## School Community

Augusta Circle is a kindergarten through grade five public school built in 1923. Our school is one of 52 elementary schools in The School District of Greenville County. Augusta Circle is located in Greenville, South Carolina. Our principal is Mimi Melehes. Jennifer Holman serves as our administrative assistant. At the beginning of 2021-22 school year, 532 students enrolled in grades K5 through fifth grades, with 529 students in-person and 3 in the virtual program.

### School History:

- ACE is 99 years old – the oldest elementary school in the district.
- The attendance zone is an urban community situated in the middle of the city.
- Many families in the community have a long ancestral history dating back several generations. It is not unusual for our children to have parents and grandparents who attended Augusta Circle.
- The building has been scheduled for demolition two times (1933 and 1974), but the neighborhood has fought to prevent its closure.
- The playground equipment was purchased by the city and the school. In exchange for the city's investment, we open the playground as a city park after school hours.

Our School Community includes many factions. Local leaders who support our school community include: Greenville mayor, Knox White; SC State Representative, Bruce W. Bannister; School Board member, Derek Lewis. We have a very active and supportive PTA. Visit our [school PTA website](#) for more information about how they support our school. Our SIC meets monthly and serves as a think tank to improve our school.

## Augusta Circle School Personnel Data

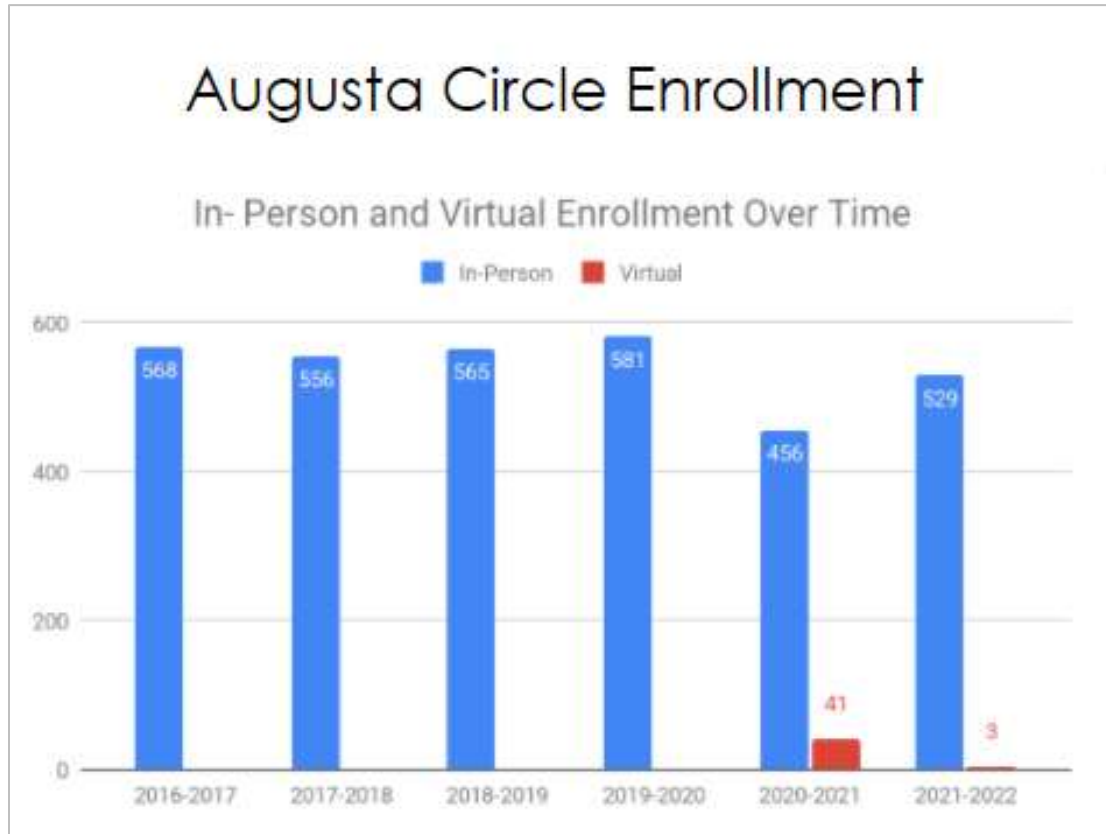
Augusta Circle's teaching staff includes 27 general education classroom teachers, 1.5 special education teachers, 1 speech teacher, 1 media specialist, 1 art teacher, 1 music teacher, 1 physical education teacher, 1 STEAM lab teacher, 1 instructional technology specialist, 4 kindergarten instructional aides, 1 reading interventionist, and 1 gifted and talented challenge teacher.

Additional personnel include the school principal, administrative assistant, instructional coach, guidance counselor, literacy specialist, school nurse, secretary, attendance clerk, media clerk, custodians, and food services workers. Other support personnel available to assist in meeting the needs of our students include the district psychologist, mental health worker, ESOL teacher, occupational therapist, district bus drivers, and utility workers.

Augusta Circle has 84% of our classroom teachers who have a master's degree or higher. 98% of our staff is female and 2% are male. 100% of our teachers are Caucasian. For 2021-22, our teacher attendance rate is 97%, and the average experience of our teaching staff is 11 years.

## Student Population Data

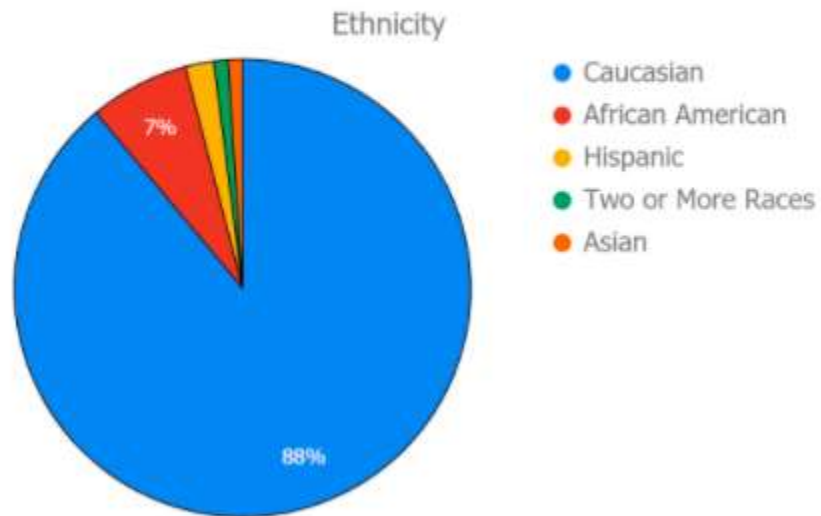
2021-2022 enrollment – Kindergarten through 5<sup>th</sup> grade: 532 total enrollment with 529 students in-person and 3 students in the Virtual Program



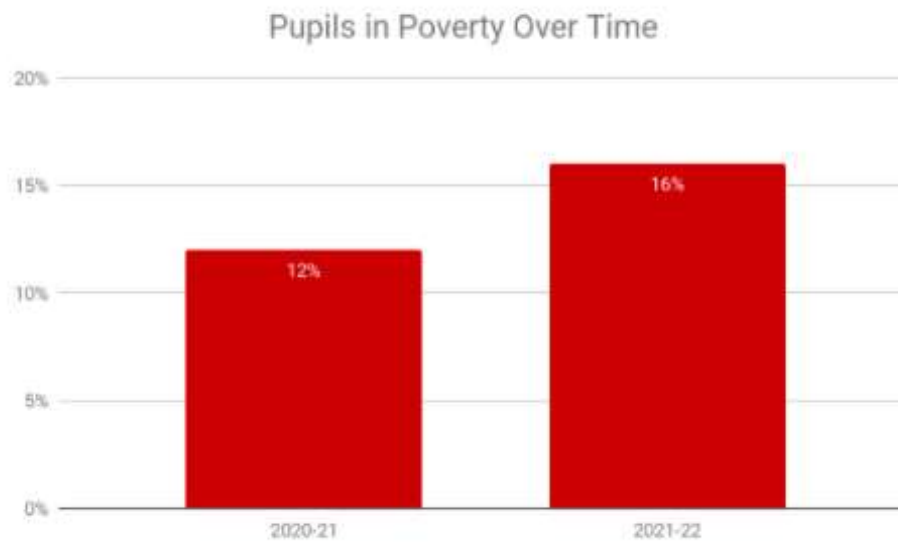
### In-Person Demographics

- Caucasian – 471 (88%)
- African-American – 35 (7%)
- Hispanic – 11 (2%)
- Two or More Races – 9 (2%)
- Asian - 6 (1%)
- Pupils in Poverty – 45 (8%)
- Resource IEPs – 25 (5%)
- Speech IEPs – 31 (6%)
- 504s – 17
- G & T – 91 (36% of third, fourth, and fifth graders)
- Male Students – 244 (46%)
- Female Students – 288 (54%)

## Augusta Circle In-Person Student Population



## In-Person Pupils in Poverty



## **Major Academic and Behavioral Features/Programs/Initiatives**

- Fountas and Pinnell Balanced Literacy, Grades K-5<sup>th</sup>
- Response to Intervention (RTI) for Grades K-3
- Full-time Literacy Specialist
- On Track approach for support of the whole student
- Gifted and Talented Education Program
- Professional Learning Communities
- Digital Learning Corps teachers
- Literacy Mentor teachers
- Professional Development trainings
- Vertical Teams
- STEAM Lab for Science, Technology, Engineering, Art, and Mathematics hands-on learning and curriculum integration
- Guidance Counseling Program: *The 7 Habits of Highly Successful Students*
- Student Council
- ACERS (Augusta Circle Elementary Responsible Students) student leadership
- Student Safety Patrols
- WACE News Show (morning school news show)
- Student published Eagle News (school newspaper)
- Mentor Greenville volunteers/tutors
- Grade Level Book clubs
- IXL Academic Program
- Accelerated Reader
- Battle of the Books
- Annual Artist-in-Residence
- Visiting Authors
- In-school in-person field trips
- Virtual field trips
- Off campus field trips
- Grade Level student programs and special events
  - K5 – Fifties Day
  - 1<sup>st</sup> grade – The Rainforest
  - 2<sup>nd</sup> grade – The Big Chill
  - 3<sup>rd</sup> grade – SC Salute
  - 4<sup>th</sup> grade – Colonial Day
  - 5<sup>th</sup> grade – 5<sup>th</sup> grade Salute
- Veteran's Day Lunch
- Grandparents and Special Friends Lunch
- ACE Circus family carnival event
- Fall Family Night service projects
- Cultural Arts Day
- Spring into Health Week
- National Read Aloud Day
- National Read Across America Week
- Recognition and celebration of Black History Month and Women's History Month

## Mission, Vision, and Beliefs

**Mission:** Our mission is to provide a quality educational environment, in cooperation with the home and community, which fosters learning and prepares students for lifelong learning and for ethical, productive participation in our democratic, multicultural, and global society.

**Vision:** Our vision is to be an exemplary, continuously improving educational organization in which all students achieve their maximum potential through a rigorous, engaging curriculum and support systems that cultivate and promote their well-being. Our vision includes curriculum, instruction, assessment, and environmental factors that support effective student learning.

**Beliefs:** Our beliefs represent the needs of our school community and our stakeholders and the needs of the school district as well. We believe...

- Students are the center of the educational process.
- All students can learn, at different rates, when provided with a variety of instructional approaches that appeal to their learning styles.
- Students should have equal access to educational opportunities.
- Students have the responsibility to be active learners.
- Students should have teachers, support staff, and a principal who are competent and who value their many needs.
- Students learn best in a safe, orderly, and inviting environment.
- The curriculum and instruction should be designed to meet the needs of all students.
- The educational experience should enable students to learn to communicate effectively, solve problems competently, act responsibly, and think critically and creatively.
- Education is the shared responsibility of home, school, and community.
- Parental involvement and volunteer services support and enhance the teaching and learning process.

# DATA ANALYSIS AND NEEDS ASSESSMENT

## Student Achievement Needs Assessment

### SC Ready Data Results

The graphs below show SC Ready scores from 2021 comparing students from Augusta Circle Elementary, Greenville County School District and the State of South Carolina.

#### SC Ready English Language Arts and Mathematics

English Language Arts (Reading and Writing) - [Percent Met or Exceeding](#)

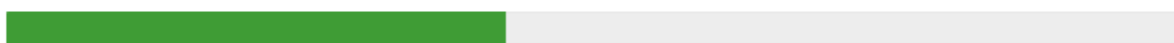
School 85.8% (212 / 247)



District 50.0% (16200 / 32375)



State 42.6% (128425 / 301118)

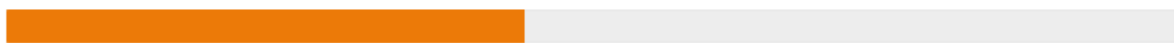


Mathematics - [Percent Met or Exceeding](#)

School 87.9% (217 / 247)



District 44.1% (14248 / 32307)



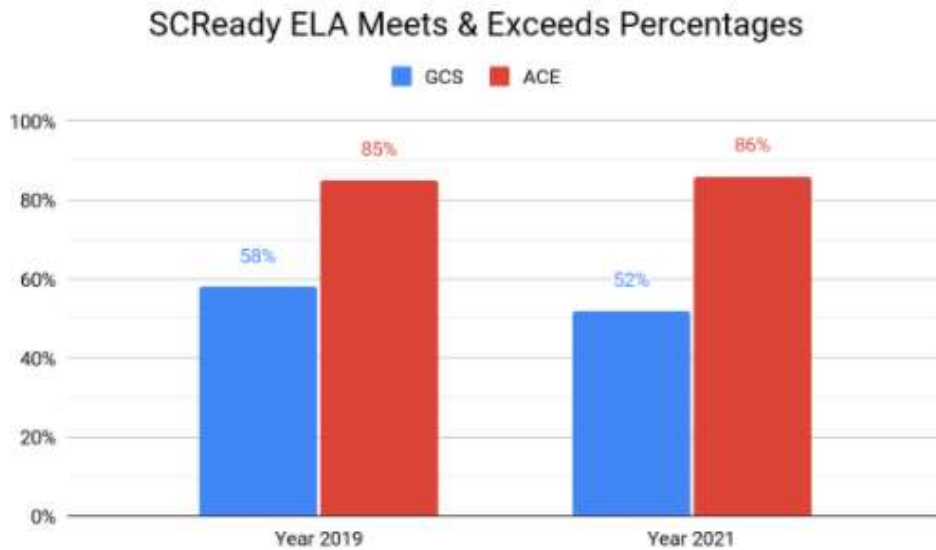
State 37.3% (112523 / 301914)





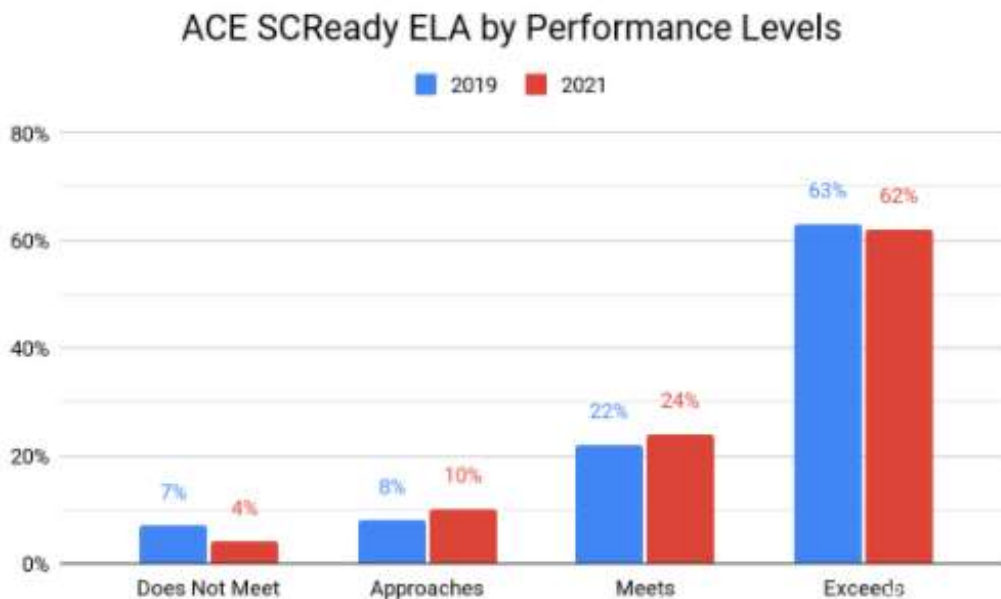
## SC Ready ELA Results

The graph below shows SC Ready scores for Augusta Circle compared to norm data for Greenville County Schools. The data shows that Augusta Circle students meeting or exceeding for 2021 was 86% in ELA, which was up from 2019. When compared to the district, our students scored well above the district average in ELA.



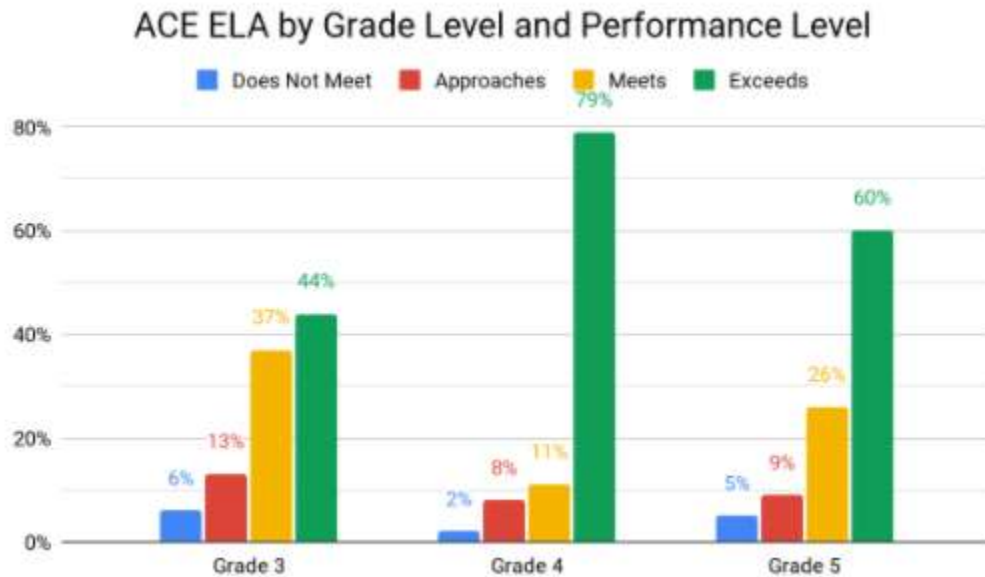
## SC Ready ELA Results - Data by Performance Level

When looking at the data by performance level, it shows that students scoring meets or exceeds is significantly higher than those students scoring approaches or does not meet. The meets category increased by 2% from 2019 to 2021, and the exceeds category decreased by 1%. The approaches category increased by 2% but the does not meet category decreased by 3%. This data shows little change and shows that our scores are maintaining in performance.



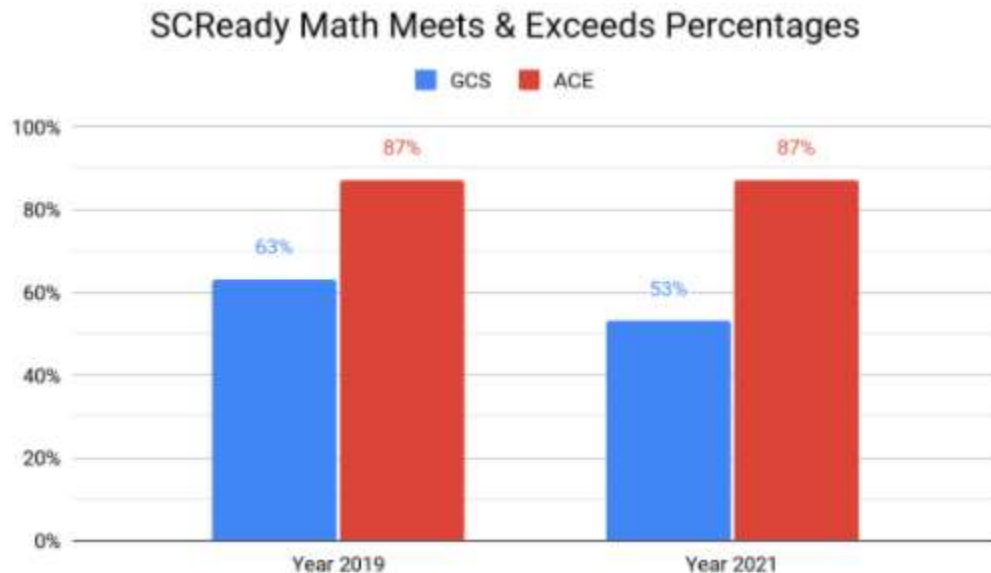
## SC Ready ELA Results - Data by Grade Level

In 3<sup>rd</sup> grade, 81% of the students scored meets or exceeds. In fourth grade, 80% of students scored meets or exceeds. In 5th grade, 86% of students scored meets or exceeds. In 2021, the data shows that fourth grade students scoring significantly higher in the exceeds category in ELA compared to students in third and fifth grades. Teachers worked with the Instructional Coach and the Literacy Specialist to plan for rigorous instruction and have collaborated together to reflect and analyze best practices being used across grade levels.



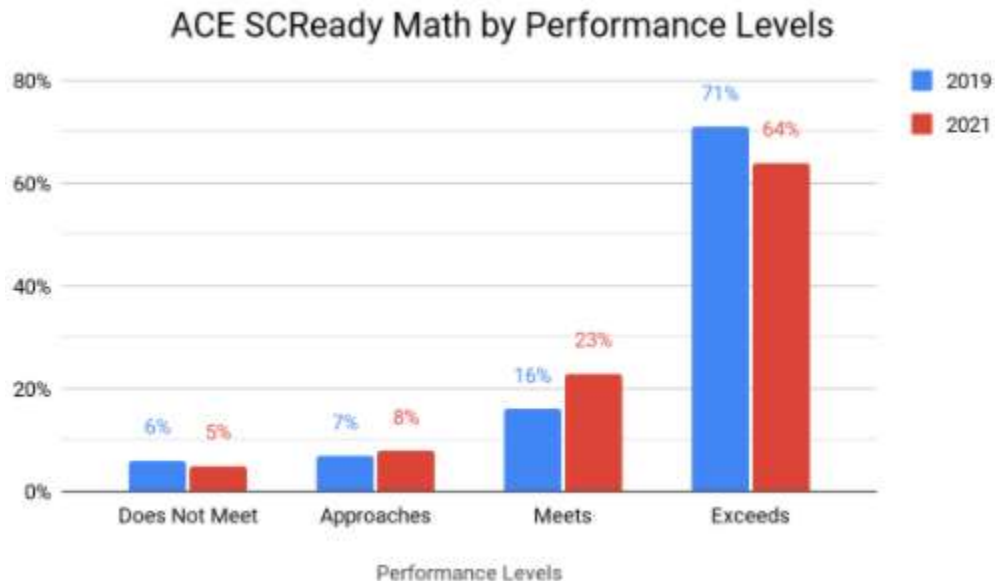
## SC Ready Math Results

The data shows that Augusta Circle students meeting or exceeding for 2021 maintained at 87% from two years ago. When compared to the district, our students scored well above the district average in Math.



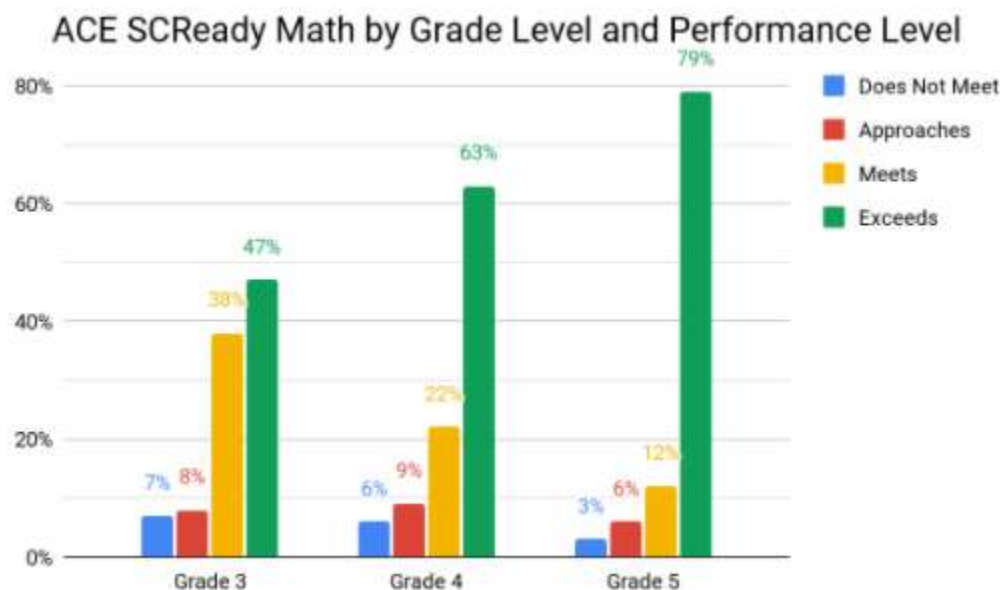
## SC Ready Math Results - Data by Performance Level

When looking at the data by performance level, it shows that students scoring meets or exceeds is significantly higher than those students scoring approaches or does not meet. As the meets category has decreased over the past three years by 8%, our students scoring exceeds has increased by 16%. Both does not meet and approaches categories have decreased in percentage over the past three years.



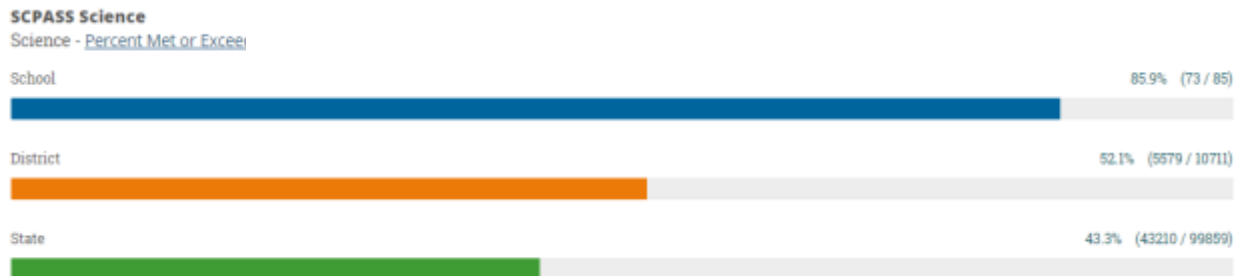
## SC Ready Math Results - Data by Grade Level

In 3<sup>rd</sup> grade, 85% of the students scored meets or exceeds. In fourth grade, 85% of students scored meets or exceeds. In 5<sup>th</sup> grade, 91% students scored meets or exceeds. Fifth grade math percentage for exceeds surpassed both third and fourth grades in 2021.



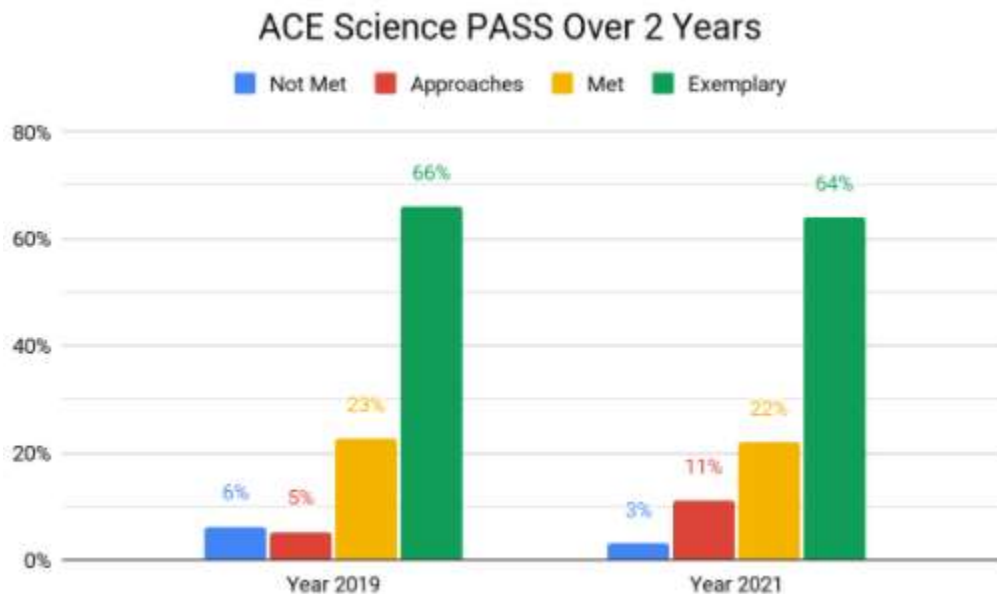
## SCPASS Data Results

Fourth grade students are tested in science each year. The graph below shows SCPASS Science scores from 2021 comparing students from Augusta Circle Elementary, Greenville County School District and the State of South Carolina. Students from Augusta Circle scored 85.9% in the meets or exceeds categories, which is 33.8% higher than students in our district and 42.6% higher than students in our state.



## SCPASS SCIENCE FOR GRADE 4

In 2021, 86% of the fourth-grade students at Augusta Circle Elementary scored met or exceeding. Over the past 2 years, our students who have scored in the approaches category have decreased by 6% and students who scored in the not met category have decreased by 3%. The other scores maintain scores by 1-2% difference.



## Teacher and Administrator Quality

Teachers and Administrators are expected to develop and/or maintain a high quality of professional skills. Our teachers and administrators participate in continuing education on an annual basis to grow in our profession. Each year, our professional development plan is steered toward our goals and any new initiatives that the district implements from year to year and is also designed to reflect teacher and student needs in our building based on surveys.

## Augusta Circle Elementary Professional Development Plan 2021-2022

**Focus on:** Personalized Professional Development Opportunities;  
Social/Emotional Learning for Students and Support for Teachers

August				
Date	Description	Facilitators	Location	Time
August 12	Secret Stories for Primary Grades (K-2) - implementation in the classroom	Suzanne Billings Grace Trail	Teacher Classroom	11:00 am - 12:00 pm
August 16	SEL ReThink Curriculum Training	Amanda Howayeck Patti Rushing Margaret Murphy Grace Trail Martha Ann Dodd Jennifer Holman	Media Center	8:30-9:30 am
August 25	F&P Benchmark Training for new teachers or new to GCS	Suzanne Billings Maddie Gonzalez	IC office	2:35-3:35 pm
September				
Date	Description	Facilitators	Location	Time
September 1	Technology PD (optional) for Game Changer Tech Tips	Margaret Murphy	STEAM Lab	2:45-3:45 pm
September 8	Leadership Council Meeting	Mimi Melehes, Jennifer Holman	Media Center	3:00-4:00 pm

September 15	Vertical Teams/ <a href="#">CREW meeting</a>	Mimi Melehes, Jennifer Holman, Suzanne Billings	Teacher Classrooms	3:00-4:00 pm
September 22	Secret Stories for Primary Grades (K-2) - implementation follow up	Suzanne Billings	Media Center	3:00-4:00pm
September 27	<a href="#">Monday Motivation PD</a>	Suzanne Billings Margaret Murphy	Teacher Classrooms	2:35-3:35 pm
September 29	Adverse Childhood Experiences (ACEs) and Trauma-Induced Practices (TIPs) PD	Ellen Hampshire	Virtual Meeting	2:45-4:45 pm
<b>October</b>				
Date	Description	Facilitators	Location	Time
October 11	Monday Motivation PD	Suzanne Billings Margaret Murphy	Teacher Classrooms	2:35-3:35 pm
October 13	Universal Design Learning	Peggy Tanner Eileen Naglieri	Virtual Meeting	2:45 - 4:45 pm
October 20	Leadership Council Meeting	Mimi Melehes, Jennifer Holman	Media Center	3:00 - 4:00 pm
October 25	Monday Motivation PD	Suzanne Billings Margaret Murphy	Teacher Classrooms	2:35-3:35 pm
<b>November</b>				
Date	Description	Facilitators	Location	Time
November 3	Vertical Teams/CREW meeting	Mimi Melehes, Jennifer Holman, Suzanne Billings	Teacher Classrooms	3:00-4:00 pm
November 10	PD - Literacy Instructional Support (optional)	Suzanne Billings	Media Center or Virtual Meeting	2:45-3:45 pm
November 15	Monday Motivation PD	Suzanne Billings	Teacher Classrooms	2:35-3:35 pm

		Margaret Murphy		
November 17	Universal Design Learning	Peggy Tanner Eileen Naglieri	Virtual Meeting	2:45-4:45 pm
November 29	Monday Motivation PD	Suzanne Billings Margaret Murphy	Teacher Classrooms	2:35-3:35 pm
<b>December</b>				
Date	Description	Facilitators	Location	Time
December 1	Leadership Council Meeting	Mimi Melehes, Jennifer Holman	Media Center	3:00-4:00 pm
December 8	Vertical Teams/CREW meeting	Mimi Melehes, Jennifer Holman, Suzanne Billings	Teacher Classrooms	3:00-4:00 pm
<b>January</b>				
Date	Description	Facilitators	Location	Time
January 12	Leadership Council Meeting	Mimi Melehes, Jennifer Holman	Media Center	3:00-4:00 pm
January 19	Vertical Teams/CREW meeting	Mimi Melehes, Jennifer Holman, Suzanne Billings	Teacher Classrooms	3:00-4:00 pm
January 26	PD - Technology Instructional Support (optional)	Suzanne Billings Margaret Murphy	Media Center or Virtual Meeting	2:45-3:45 pm
<b>February</b>				
Date	Description	Facilitators	Location	Time
February 2	Leadership Council Meeting	Mimi Melehes, Jennifer Holman	Media Center	3:00-4:00 pm

February 9	Vertical Teams/CREW meeting	Mimi Melehes, Jennifer Holman, Suzanne Billings	Teacher Classrooms	3:00-4:00 pm
February 16	Secret Stories for Primary Grades (K-2) - second semester follow up	Suzanne Billings	Media Center	3:00-4:00pm
<b>March</b>				
<b>Date</b>	<b>Description</b>	<b>Facilitators</b>	<b>Location</b>	<b>Time</b>
March 2	Clifton Strengths Finder Professional Learning	Jeff McCoy	Media Center	2:45-4:15 pm
March 9	Leadership Council Meeting	Mimi Melehes, Jennifer Holman	Media Center	3:00-4:00 pm
March 16	Writing Support PD	Kristy Jennings	Media Center	2:45-3:45 pm
March 30	PD - Teacher's Choice / Instant Ideas (optional)	Suzanne Billings Margaret Murphy	Media Center or Virtual Meeting	2:45-3:45 pm
<b>April</b>				
<b>Date</b>	<b>Description</b>	<b>Facilitators</b>	<b>Location</b>	<b>Time</b>
April 6	Leadership Council Meeting	Mimi Melehes, Jennifer Holman	Media Center	3:00-4:00 pm
April 13	Vertical Teams/CREW meeting	Mimi Melehes, Jennifer Holman, Suzanne Billings	Teacher Classrooms	3:00-4:00 pm
April 27	Teacher SEL Refresher	Mimi Melehes, Jennifer Holman, Suzanne Billings	Media Center	3:00-4:00 pm
<b>May</b>				
<b>Date</b>	<b>Description</b>	<b>Facilitators</b>	<b>Location</b>	<b>Time</b>
May 4	Leadership Council Meeting	Mimi Melehes, Jennifer Holman	Media Center	3:00-4:00 pm



May 9	Monday Motivation PD	Suzanne Billings Margaret Murphy	Teacher Classrooms	2:35-3:35 pm
May 11	Vertical Teams/CREW meeting	Mimi Melehes, Jennifer Holman, Suzanne Billings	Teacher Classrooms	3:00-4:00 pm

## **Coaches/Grade Level Support**

**Instructional Coaches** will collaborate with teachers during their grade level meetings to plan for curriculum, pacing, and instruction and promote student learning through student-centered coaching moves.

**Staff Google Classroom** used to communicate and house curriculum and instructional resources, technology tips and tools, and professional links.

<b>Coach</b>	<b>Daily Support</b>
Mary Anna Pastorek, Literacy Specialist/Coach	<ul style="list-style-type: none"> <li>• Literacy Support for Grades K-4</li> <li>• Intervention support for Grades K-3</li> </ul>
Margaret Murphy, Instructional Technology Coach	<ul style="list-style-type: none"> <li>• Instructional Technology Support for Grades K-5</li> </ul>
Suzanne Billings, Instructional Coach	<ul style="list-style-type: none"> <li>• Curriculum and Instructional Support for Grades K-5</li> </ul>

## **Other Professional Development Opportunities:**

- District Professional Development Sessions
- District Curriculum Meetings
- District Technology Proficiency Sessions
- Upstate Consortium
- Upstate Technology Conference
- Summer Academy Sessions
- Roper Mountain Science PLUS

## School Climate Needs Assessment

In evaluating our school climate, we studied the results of the surveys in our [SDE School Report Card](#). It is accessible at: <https://ed.sc.gov/data/report-cards/>.

The latest survey results are from 2018-19 school report cards. Student surveys were given to fifth grade students, the highest school grade in our school. Parent surveys were given to parents of fifth graders, the highest school grade in our school. Teacher surveys were given to all teachers in our school. The survey questions asked about satisfaction concerning learning environment, social and physical environment, and school-home relations.

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	19	79	141
Percent satisfied with learning environment	100.0%	95.0%	94.4%
Percent satisfied with social and physical environment	100.0%	98.7%	97.1%
Percent satisfied with school-home relations	100.0%	98.8%	86.4%

### **Results of Teacher, Student, and Parent Opinion Surveys**

#### **Learning environment of our school**

- Students - 98.7% were satisfied, which was a 3.7% decrease from 2019.
- Parents – 94.4% were satisfied, which was 0.3% higher than 2019.
- Teachers – 100% were satisfied, which was the same as 2019.

#### **Social and physical environment**

- Students – 98.7% were satisfied, which was a 1.3% decrease from 2019.
- Parents – 97.1% were satisfied, which was a 2.9% increase from 2019.
- Teachers – 100% were satisfied, which was the same as 2019.

#### **School-home relations**

- Students – 98.8% were satisfied, which was a 0.2% increase from 2019.
- Parents – 86.4% were satisfied, which was a 1.8% decrease from 2019.
- Teachers – 100% were satisfied, which was the same as 2019.

In analyzing our school climate survey data, it is evident that teachers are the most satisfied with our school climate by scoring 100% satisfaction in all areas of school climate. Students were highly satisfied with our school climate with percentages at 98% or higher in all areas. Parents scored high on satisfaction with 94% or higher in the areas of learning, social, and physical environments.

The lowest score was 86.4% from parent surveys showing a lower satisfaction rate on school-home relations. To improve in school-home relations, teachers, administrators, and support staff can:

- Increase efforts to reach out in communication to parents to keep them informed of school events, classroom learning, and opportunities to be involved in school, classroom, or community events/activities.

- Open, positive communication on a regular basis to provide support to parents and their families.
- Frequent communication may include:
  - scheduled conferences (in person, virtually, or phone call)
  - phone calls
  - emails
  - weekly newsletters
  - letters/notes home
  - classroom and/or school social media posts
  - up-to-date school and teacher websites

**Impact of COVID-19:**

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
--

<b>PERFORMANCE GOAL 1:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from <u>80</u> % in 2016-17 to <u>85</u> % in 2022-23.
--

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1 % annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	80% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	81	82	83	84	85
		School Actual Elementary 79	85	waiver	86		
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52	58	waiver	52		

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Balanced Literacy Implementation	2018-2023	Teachers, Instructional Coach, Literacy Specialist, Principal	\$0	n/a	Classroom observations Grade level planning Lesson plans
2. Individual Student Reading Goals	2018-2023	Teachers, Instructional Coach, Literacy Specialist, Principal	\$0	n/a	Anecdotal notes Observations
3. Reading Intervention to work with students on comprehension and reading strategies	2018-2023	Reading Intervention Teacher	Teacher salary	District Teacher Allocation Funds	Pre & post test data FastBridge
4. Common Assessments	2018-2023	Teachers, Administration, Instructional Coach, Literacy Specialist	NA	NA	Lesson plans Grade book assessments Data team 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 2:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 81 % in 2016-17 to 86 % in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1 % annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	<u>81</u> % Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary</b>	<u>82</u>	<u>83</u>	<u>84</u>	<u>85</u>	<u>86</u>
		<b>School Actual Elementary</b> <u>86</u>	<u>87</u>	<i>waiver</i>	<u>87</u>		
SC READY Math SDE website and School Report Card	<u>54</u> % Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary</b> <u>57</u>	<u>62</u>	<u>64</u>	<u>66</u>	<u>68</u>	<u>69</u>

		District Actual Elementary 60	63	waiver	53		
--	--	--	----	--------	----	--	--

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Reflex Math	August 2018- June 2020	Teachers, Instructional Coach, Administrators	\$4,000	General Funds	Classroom observations  Reflex math data
2. Guided Math Groups	2018-2023	Teachers, Instructional Coach, Administrators	\$0	n/a	Professional development trainings  Classroom observations  Lesson plans
3. Academic Coaching	2018-2021	Administrators, Instructional Coach, Literacy Specialist	\$0	n/a	Student goals  Schedule  Anecdotal notes



<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
4. IXL program	August 2020-June 2022	Teachers, Instructional Coach, Administrators	\$10,000	CARES Act funds	Diagnostic analytics Individual student scores and mastery of standards

**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 1% annually.










DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>School Projected Elementary</b>	88	89	90	91	92
		<b>School Actual Elementary</b> 87	89	waiver	86		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary</b>	63	66	69	72	75
		<b>District Actual Elementary</b> 60	64	waiver	56		

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. TE 21 Benchmark	2018-2023	Teachers, Instructional Coach, Administrators	\$0	n/a	Grade Level Meeting Minutes Data Team Meetings School Reports
2. Coaching Cycles	2018-2023	Teachers, Instructional Coach, Administrators	\$0	n/a	Coaching Cycle Notes Lesson Plans Classroom Observations
3. Interactive Science Notebooks	2018-2023	Teachers	\$0	n/a	Classroom Observations Lesson Plans
4. STEAM (Science, Technology, Engineering, Art, and Mathematics) lab experiences and activities	2020-2023	STEAM lab instructor	Teacher salary	District Teacher Allocation Funds	STEAM lab schedule

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL 4:** Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	 % Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>					
SC READY ELA SC SDE Website		<b>School Actual Hispanic</b>		<i>waiver</i>			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic</b> 	36	39	42	45	48

SC READY ELA SC SDE Website		<b>District Actual Hispanic</b> 34	40	<i>waiver</i>	36		
SC READY ELA SC SDE Website	40 % Meets Expectations and Exceeds Expectations	<b>School Projected AA</b>	42	44	46	48	50
SC READY ELA SC SDE Website		<b>School Actual AA</b> 27	16	<i>waiver</i>	N<20 Subgroup size is less than 20		
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA</b> 25	25	28	31	34	37
SC READY ELA SC SDE Website		<b>District Actual AA</b> 25	31	<i>waiver</i>	28		
SC READY ELA SC SDE Website	34 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	35	36	37	38	39
SC READY ELA SC SDE Website		<b>School Actual SWD</b> 42	55	<i>waiver</i>	70		

SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD</b> 14	14	17	20	23	26
SC READY ELA SC SDE Website		<b>District Actual SWD</b> 12	21	waiver	19		
SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	x	x	x	x	x
SC READY ELA SC SDE Website		<b>School Actual LEP</b> x	x	waiver	x		
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP</b> 35	35	38	41	44	47
SC READY ELA SC SDE Website		<b>District Actual LEP</b> 33	44	waiver	32		
SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	<b>School Projected PIP</b>	x	x	x	2020-21 Baseline year for subgroup	2020-21 Baseline year for subgroup

SC READY ELA SC SDE Website		<b>School Actual PIP</b> x	x	<i>waiver</i>	47		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Projected PIP</b> 38	38	41	44	47	50
SC READY ELA SC SDE Website		<b>District Actual PIP</b> 33	45	<i>waiver</i>	37		
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>	x	x	x	x	x
SC READY Math SC SDE Website		<b>School Actual Hispanic</b>	x	<i>waiver</i>	x		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic</b> 39	39	42	45	48	51
SC READY Math SC SDE Website		<b>District Actual Hispanic</b> 42	43	<i>waiver</i>	41		

SC READY Math SC SDE Website	33 % Meets Expectations and Exceeds Expectations	School Projected AA	35	37	39	41	43
SC READY Math SC SDE Website		School Actual AA 30	26	waiver	N<20 Subgroup size is less than 20		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28	30	waiver	25		
SC READY Math SC SDE Website	39 % Meets Expectations and Exceeds Expectations	School Projected SWD	41	43	45	47	49
SC READY Math SC SDE Website		School Actual SWD 46	55	waiver	63		
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30



SC READY Math SC SDE Website		<b>District Actual SWD 16</b>	20	<i>waiver</i>	24		
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	x	x	x	x	x
SC READY Math SC SDE Website		<b>School Actual LEP x</b>	x	<i>waiver</i>	x		
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 40</b>	40	43	46	49	52
SC READY Math SC SDE Website		<b>District Actual LEP 42</b>	46	<i>waiver</i>	40		
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	<b>School Projected PIP</b>	x	x	x	2020-21 Baseline year for subgroup	2020-21 Baseline year for subgroup
SC READY Math SC SDE Website		<b>School Actual PIP x</b>	x	<i>waiver</i>	47		

SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected PIP</b> 36	36	39	42	45	48
SC READY Math SC SDE Website		<b>District Actual PIP</b> 38	43	<i>waiver</i>	38		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Mentor Greenville	2018-2023	Principal, School Counselor, Mentors	\$0	n/a	Log of mentor attendance
2. Academic Coaching	2018-2023	Principal, Administrative Assistant, Instructional Coach	\$0	n/a	Anecdotal Records Teacher Gradebook TE21 Benchmark Data
3. Second Chance Program	2018-2020	Administrative Assistant, Greenville County Schools Student Services	\$0	n/a	Calendar GCSource

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
4. Track pull-out interventions with students to ensure fidelity of implementation	2018-2023	Literacy Specialist, Reading interventionist, Assistant Principal, School Psychologist	\$0	n/a	Evidence of interventions including duration and specific intervention implemented

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority *Gifted and Talented Requires* ☐ 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 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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	School Projected		Kindergarten through Grade 5 = 89%	Kindergarten through Grade 5 = 90%	Kindergarten through Grade 5 = 91%	Kindergarten through Grade 5 = 92%
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 = 88%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19	Kindergarten through Grade 5 = 88%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten = 62% Grade 1 = 86%	Kindergarten = 63% Grade 1 = 87%	Kindergarten = 64% Grade 1 = 88%	Kindergarten = 65% Grade 1 = 89%

	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	<b>School Actual</b>	Kindergarten = 61% Grade 1 = 85%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten = 83% Grade 1 = 83%		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>School Projected</b>		Grade 2 – 69% Grade 5 – 73%	Grade 2 – 71% Grade 5 – 76%	Grade 2 – 73% Grade 5 – 79%	Grade 2 – 75% Grade 5 – 82%
South Carolina MAP Linking Study – February 2018 and July 2020	2018 2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile 2020 2 <sup>nd</sup> grade criteria RIT = 188 72 <sup>nd</sup> percentile 5 <sup>th</sup> grade criteria RIT = 227 65 <sup>th</sup> percentile	<b>School Actual</b>	Grade 2 – 66% Grade 5 – 70%	Grade 2 – 69% Grade 5 – 80%	Grade 2 – 69% 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing due to Act 142 testing requirements.	Grade 2 – 71% 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing	
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	<b>District Projected</b>		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above

		<b>District Actual</b>	K-5 69%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19	K-5 %		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	<b>District Projected</b>		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	<b>District Actual</b>	5K – 50% Grade 1 – 55%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	5K – % Grade 1 – %		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>District Projected</b>		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above

South Carolina MAP Linking Study – February 2018 and July 2020	2018 2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile 2020 2 <sup>nd</sup> grade criteria RIT = 188 72 <sup>nd</sup> percentile 5 <sup>th</sup> grade criteria RIT = 227 65 <sup>th</sup> percentile	<b>District Actual</b>	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing due to Act 142 testing requirements.	Grade 2 – % 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing due to Act 142 testing requirements.	
--	--	----------------------------	--------------------------------	--------------------------------	---	---	--

Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. RTI intervention for students in K through third grades who are at-risk in reading	2018-2023	Literacy Specialist, RTI reading intervention teacher	\$0	n/a	FastBridge Data for K through 2 <sup>nd</sup> grades Fountas and Pinnell Benchmark Data
2. Strategy groups and guided reading groups differentiated for reading instruction with extra scaffolding for students who are at-risk in reading	2018-2023	Classroom teachers	\$0	n/a	Fountas and Pinnell Benchmark Data Student Conferencing Data
3. Provide intentional support for consistently scheduled, sustained	2020-2023	Classroom teachers	\$0	n/a	Classroom libraries offer a wide selection of texts that reflect

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
independent reading with diverse reading resources					<p>students' interests and needs.</p> <p>Teachers lead focused reading conferences and small group work.</p> <p>Student articulate and demonstrate progress toward reading goals.</p>



**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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		<b>School Projected</b>			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	<b>School Actual</b>		Gender Diversity =no Ethnic Diversity =no	Gender Diversity = yes Ethnic Diversity = no	Gender Diversity = yes Ethnic Diversity = no	
Employment report		<b>District Projected</b>	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%

GCS Human Resources Department	Baseline established in 2017-2018	<b>District Actual</b> Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%	Gender Diversity = % Ethnic Diversity = %	
--------------------------------	-----------------------------------	--	--	--	---	--	--

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. District Shining Stars Recruitment Event	2018-2023	District Human Resources recruiters, School Principal	\$0	n/a	Attendance to event Interview quality, diverse candidates for potential teaching positions
2. Interview quality, diverse candidates for future teaching positions	2018-2023	District Human Resources recruiters, School Principal	\$0	n/a	Interview schedule and notes

**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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	98	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 97	97	waiver	99		
SC SDE School Report Card Survey	92	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		<b>School Actual Teachers</b> 100	96	<i>waiver</i>	100		
SC SDE School Report Card Survey	95	<b>School Projected Parents</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>School Actual Parents</b> 98	97	<i>waiver</i>	99		
SC SDE School Report Card Survey	92	<b>District Projected Students</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>District Actual Students</b> 86	89	<i>waiver</i>	93		
SC SDE School Report Card Survey	98	<b>District Projected Teachers</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>District Actual Teachers</b> 97	97	<i>waiver</i>	98		

SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	waiver	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School Safety Plan	2018-2023	Administrative Assistant, Principal	\$0	n/a	Copy of plan
2. First Responders	2018-2023	School Nurse, Trained responders	\$0	n/a	First Responder Drill Documentation CPR/AED certification log First Responder Meeting Agendas
3. Guidance Lessons	2018-2023	School Counselor, Teachers	\$0	n/a	Lesson Plans

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
4. Safety Drills	2018-2023	Administrative Assistant, Principal	\$0	n/a	Fire Drill Log Tornado Drill Log Earthquake Drill Log Partial/Full Lockdown Drill Log First Responder Drill

**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL 2:** The 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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0	0	0	0		
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

GCS Expulsion Report		District Actual 0.8	1.5	0.9	0.3		
----------------------	--	------------------------	-----	-----	-----	--	--

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		School Actual 0	0	0	0		
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.10	.03	.004		



**Performance Goal Area:** ☐ Student Achievement\* ☐ Teacher/Administrator Quality\* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>School Projected</b>	96	96	96	96	96
		<b>School Actual</b> 95	96	96	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	90	90	90	90	90

		<b>District Actual</b> <b>89</b>	<b>90</b>	<b>92</b>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
--	--	-------------------------------------	-----------	-----------	--	---	---

**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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) <b>97</b>	<b>School Projected</b>	<b>97</b>	<b>97</b>	<b>97</b>	<b>97</b>	<b>97</b>

180 <sup>th</sup> day Attendance Report		<b>School Actual</b> 97	97	97	97		
	(2016-17) 95	<b>District Projected</b>	95	95	95	95	95
180 <sup>th</sup> day Attendance Report		<b>District Actual</b> 95	95	96	92		

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Attendance Conferences	2018-2023	Assistant Principal  Attendance Clerk  Attendance Supervisor	\$0	n/a	Conference Form/IMS
2. Home Visits	2018-2023	Administrators  Attendance Supervisor	\$0	n/a	Home Visit 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 Cognia 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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>School Projected</b>	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1
		School Actual Afraid – 2% Lonely – 4% Angry – 1%	Afraid ≤ 1% Lonely ≤ 4% Angry ≤ 5%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	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

		<b>District Actual</b> <b>Afraid – 5%</b> <b>Lonely – 10%</b> <b>Angry – 8%</b>	<b>Afraid – 5%</b> <b>Lonely – 10%</b> <b>Angry – 8%</b>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
--	--	--	--	--	---	---	---

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Guidance Lessons	2018-2023	Guidance Counselor	\$0	n/a	Lesson Plans Character Education Units and Presentations
2. Mental Health Services	2018-2023	Greenville Mental Health Onsite Counselor	\$0	n/a	Visit Log
3. Safety Training	2018-2023	Administrative Assistant, Principal	\$0	n/a	Fire Drill Schedule Lockdown Schedule Severe Weather Schedule Internet Safety Presentation with Rick Floyd