

Bryson Elementary School



Greenville County School District

2018-2019 through 2022-2023

Andrey C. Boggs, Principal
Dr. Burke Royster, Superintendent

Stakeholder Involvement for School Renewal

<u>Position</u>	<u>Name</u>
1. Principal	Andreya C. Boggs
2. Teacher	Kayla Halvorsen
3. Parent/Guardian	Rebecca Clark
4. Community Member	Jeff Jennings
5. Paraprofessional	Arifah Howell
6. School Improvement Council Member	Amy Holcombe
7. Read to Succeed Reading Coach	Katie Mink
8. School Read to Succeed Literacy Leadership Team Lead	Katie Mink
9. School Read to Succeed Literacy Leadership Team Member	Terri Chasteen
10. School Read to Succeed Literacy Leadership Team Member	Kristen Jenkins
12. School Read to Succeed Literacy Leadership Team Member	Josh Albin

Position	Name
Assistant Principal	Josh Albin
Assistant Principal	Abby Wilson
Instructional Coach	Kristen Jenkins
Kindergarten Teacher Lead	Beverly Neal
First Grade Team Leader	Katie Best
Second Grade Team Leader	Laney DeLong
Third Grade Team Leader	Hannah Jackson
Fourth Grade Team Leader	Addie Cooley
Fifth Grade Team Leader	Rachel Richards
RTI/SPED Leader	Kayla Halvorsen
Primary Literacy Mentor	Kristi Mitros
Intermediate Literacy Mentor	Linda Johnson
Literacy Specialist	Katie Mink
Media Specialist	Deanna Klump

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SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Bryson 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 assurance requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

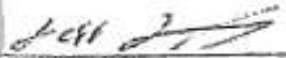
PRINCIPAL

Mrs. Andreyia C. Boggs		February 20, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Jeff Jennings		February 20, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Katie Mink		February 20, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 703 Bryson Drive Simpsonville, South Carolina 29681

SCHOOL TELEPHONE: (864) 355-3610

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

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)]

 x **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).

 x **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).

 x **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.

 x **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*.

 x **Technology**

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

 x **Innovation**

The district funds innovative activities to improve student learning and accelerate the performance of all students.

 x **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.

x 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.

x 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.

x 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.

x 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.

x 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.

x 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.

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Introduction

The vision of Bryson Elementary School is for our students to become interdependent, innovative, and successful citizens with bright futures, as they optimize their unique capabilities socially, academically, and responsibly. This school portfolio is a working document that shows the progress our school has made while working continuously to improve all areas of instruction, learning environment, and parent and community involvement. It also provides our staff with an ongoing means for communication, self-assessment, accountability, and continuous improvement.

The portfolio reflects who we are as a school and community. The document conveys our vision for our school, our goals, plans, progress toward our goals, and achievements. Furthermore, evidence of our work, demographic information, and insights on community involvement, such as partnerships within our school, are implemented into this document.

Members of the leadership team are central to the success of our self-study process. The role of this team is to provide an organizational plan, and provide guidance in the study process. This committee meets monthly and serves as a body from all instructional areas that serves the school in decision-making processes. All stakeholders, including the staff, PTA, and School Improvement Council have roles and responsibilities. Representatives from these groups serve as valuable resources and provide essential support and input during the self-study process.

Due to broad and consistent stakeholder involvement, this document reflects a balance of diverse backgrounds, disciplines, interests, and experience of our school community. Stakeholder input is sought-after and continues to be incorporated into our self-study. We hope you will see reflected within this document our continued progress toward increasing the achievement of all students, providing rich cultural experiences, and providing a warm, nurturing school environment that is a wonderful place for students, parents, community, and staff.

Instructional Leadership Team

Responsibilities include meeting weekly to discuss curriculum, instruction, achievement, and school updates.

Member	Position
Andrey C. Boggs	Principal
Josh Albin	Assistant Principal
Abby Wilson	Assistant Principal
Kristen Jenkins	Instructional Coach
Katie Mink	Literacy Specialist
Terri Chasteen	On Track Lead K-2nd
Amy Holcombe	On Track Lead 3rd-5th

Faculty Council Team

Responsibilities include meeting monthly as a whole group and weekly with grade level teams to discuss instructional planning and curriculum, school goals, data, and any school related topics.

Member	Position
Andreya C. Boggs	Principal
Josh Albin	Assistant Principal
Abby Wilson	Assistant Principal
Kristen Jenkins	Instructional Coach
Kayla Halvorsen	Support Team
Beverly Neal	Kindergarten
Katie Best	First Grade
Laney DeLong	Second Grade
Hannah Jackson	Third Grade
Addie Cooley	Fourth Grade
Rachel Richards	Fifth Grade
Tammi Trammel	Related Arts
Amy Holcombe	Guidance Counselor

School Improvement Council

Responsibilities include meeting monthly to discuss goals for student achievement and serving as an advisory board for the school.

Member	Position
Andreya C. Boggs	Principal
Jeff Jennings	Parent, SIC Chairperson
Jennifer Mayni	PTA President/Community Member
Krystal Chewning	Community Member
Amy Holcombe	Community Member
Natasha Cummings	Parent
Kayla Grove	Parent
Kathleen Martinez	Parent
Hannah Wood	Teacher Representative
Kristen Jenkins	Teacher Representative/Instructional Coach

School Read to Succeed Literacy Leadership Team

Responsibilities include development of the School Reading Plan through collaboration and the analysis of our reading data.

Member	Position
Andrey C. Boggs	Principal
Josh Albin	Assistant Principal
Abby Wilson	Assistant Principal
Kristen Jenkins	Instructional Coach
Katie Mink	Literacy Specialist/R2S Lead
Kristi Mitros	Primary Literacy Mentor
Linda Johnson	Intermediate Literacy Mentor
Terri Chasteen	Interventionist K-2nd
Jennifer Coley	Interventionist 3rd-5th
Deanna Klump	Media Specialist
Kayla Halvorsen	Special Education Teacher
Melissa McCourry	ESOL Teacher

Executive Summary

Needs Assessment for Teacher and Administrator Quality

A leadership team, made up of the principal, assistant principal, instructional coach, and chairperson of each of the action teams, was established to:

- Coordinate the work of the different committees
- Keep everyone informed about the work of all committees
- Integrate the findings and recommendations of committees
- Schedule time during faculty meetings and collaborative team planning meetings for discussion of recommendations as they were being developed, thereby allowing input into recommendations throughout the process.

The following vertical committee teams are in place to achieve our vision:

ELA	Mathematics	Science	Social Studies
<ul style="list-style-type: none"> • Reading • School Reading Goal Development and Integration • Thinking Map Implementation • Workshop Model Integration • Performance Task Planning • Read Across America Week • School-Wide March Madness Reading Incentive Program • Family Reading Night • Writing • Performance Task Planning • Quarterly Writing Days 	<ul style="list-style-type: none"> • School Math Goal Progress Monitoring • Thinking Map Implementation • Guided Math Strategies and Accountability Tasks • Performance Task Planning • Content Integration in Science • School-Wide Fact Fluency Program 	<ul style="list-style-type: none"> • Content Vocabulary Integration • Thinking Map Implementation • Performance Task Planning • Science Lab Calendar • Science Lab Organization • Virtual Field Trips • School STEAM Night 	<ul style="list-style-type: none"> • Content Vocabulary Integration • Thinking Map Implementation • Performance Task Planning • Black History Month • Veterans Day • School Wax Museum Day

Vertical Team Structure Purpose & Responsibilities

PURPOSE	The purpose of the vertical team curriculum committee is to ensure the academic integrity of Bryson Elementary School and to promote continuous improvement of its educational programs.
ORGANIZATION	<ol style="list-style-type: none"> 1. The vertical team is a standing committee of the professional teaching staff of Bryson Elementary School. It consists of one member from each grade level. 2. Teams will meet as planned on the professional development calendar. Additional meetings will be added if needed as determined by team members and/or administration.
CHAIR	The chair will have the duty to call the committee meeting into session and to provide an agenda. A recorder will record meeting minutes. Committee meeting agendas and meeting minutes will be maintained in the Google Team Drive. The chair

	will also serve as the Curriculum Contact for our school but can share the responsibility of attending district trainings/meetings with other team members.
DUTIES OF THE COMMITTEE	<ul style="list-style-type: none"> • Ensure the academic integrity and educational excellence of Bryson Elementary School. • Collect input on and communicate professional development needs to the instructional coach/administration. • Collaborate with team members regarding school, district, and state curriculum mandates. • Ensure school-wide/and district mandates in each subject area are being consistently and efficiently implemented in all grade levels. • Review and share best practices with colleagues. • Analyze school-wide data and use information to promote continuous improvement in all areas. • Ensure a minimum of one member from each committee attend the district meetings. Information will be communicated school-wide. • Review/research supplemental materials to support the curriculum and recommend necessary revisions to grade levels/administration.

The second Wednesday of each month is designated for faculty meetings, and the third Wednesday of each month is reserved for BES professional development team meetings. These meetings offer opportunities to share best practices taking place within the classrooms. Information regarding district and community matters are also shared, along with a collective discussion of matters important to the school community. We also use these meetings as a differentiated professional development approach where our teacher leaders offer breakout sessions to share strategies and best practices that are being implemented in their classrooms.

Challenges from the Past Three Years

- Transient community-we have had an increase in our population of students that move in and out of our school more frequently.
- Attendance and tardiness- this challenge is being addressed through our GCSource real time data and ongoing communication with parents/guardians to support students attending school every day and on time.
- Changing socioeconomic conditions in society and our local community- our free/reduced lunch percentage is rising each year, so our school will continue to adapt and provide resources and opportunities for parents/guardians and families both at school and within the community.
- Some perceived lack of adequate parental support to foster academic growth at home-we are continuing to provide multiple programs and support for families to assist with homework, literacy and social-emotional growth for students. We are striving to increase parental involvement at our school so that we can increase the number of programs such as the STRIVE math morning tutoring program, Extra Math, and 100 Bear Book Clubs at our school. These programs offer engaging strategies to our students, which leads to increased test scores. We have also created parent inventories, so we are aware of the best way to utilize parents for support in the classrooms.
- Some students demonstrate poor levels of motivation-staff and community members are working together to provide education and support for students in this area.

Awards

- PTA School of Excellence: 2021-2022
- GCS Energy Star Award: 2019-2021
- Palmetto Gold Award: 2012-2015
- Palmetto Silver Award: 2010-2012
- Catch School Award: 2009-2017
- Safe Kids School Award: 2012-2014
- Donors Choose Grant Awards: 2015-2021
- Golden Standard for Cleaning Award: 2011-2012

Individual Awards

- Students selected for District Honors Choir 2004-2021
- District and State PTA Reflections Winners

School Profile

The School Community of Bryson Elementary

Bryson Elementary, one of 51 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. Bryson Elementary is located in Simpsonville, South Carolina. The school was built in 1960 and currently houses 500 students in brick and mortar and 300 students in the GCS Virtual Program.

Bryson has 26 regular classroom teachers in Brick and Mortar as well as two virtual teachers, and three full-time related arts teachers. We have two full-time self-contained multi-categorical classes, and two resource teachers. We have a full-time mental health counselor, a full-time guidance counselor and a (.5) guidance counselor. We have two full-time interventionists, a full-time literacy specialist/reading interventionist, and a full-time speech therapist. Our building is also home to our principal, two assistant principals, instructional coach, media specialist, two full-time clerks, a full-time media clerk, two full-time ESOL teachers, a (.8) Gifted and Talented teacher as well as 12 instructional aides.

The Bryson Elementary School staff, PTA, School Improvement Council, parents, and community partners have contributed to our school's success. We have attained many goals and continue to expand programs for our students. Volunteers contribute their time in the classroom and at special events. Our school will continue to identify each individual student's educational needs and work towards enhancing engaging educational opportunities. Through the dedication and high expectations of the administration, faculty, staff, and families, the Bryson Elementary School community can continue to expect academic gains. Our community members and families have an active role in our educational programs and success. Our school team is so grateful for their continuous support.

Local and School Leaders

Andrey C. Boggs, Principal

Mrs. Boggs is originally from Ohio, and graduated from Bowling Green State University with a Bachelor's Degree in Business and a minor in Business Education. She is also certified in Early Childhood and Elementary Education. Mrs. Boggs served as a fourth-grade teacher at Buena Vista Elementary School for two years. She also spent two years at Mitchell Road Elementary School and one year at Welcome Elementary School as an Assistant Principal. Mrs. Boggs is in her fifth year as the principal of Bryson Elementary School.

Before serving in Greenville County, Mrs. Boggs and her family lived in Georgia for three years, where she taught fourth grade for two years and fifth grade for one year. While in Georgia, she earned a Master's Degree in Educational Leadership and Supervision. Prior to living in Georgia, Mrs. Boggs and her family resided in Florida for six years. Three of those years were spent teaching first graders.

Mrs. Boggs has truly valued the experiences acquired from some outstanding colleagues and leaders, and is thrilled to work, learn, and grow with all stakeholders in the Bryson Elementary School community to positively impact all students.

Josh Albin, Assistant Principal

Mr. Albin has lived in Greenville County for the past 13 years. He is originally from Michigan where he graduated from Grand Valley State University with a Bachelor's Degree in Mathematics and a minor in Elementary Education. He is certified in Early Childhood, Elementary Education, and Middle Level Mathematics. He taught mathematics for nine years before going into administration. He taught 6th grade math at Woodmont Middle School, then volunteered to move to Ralph Chandler Middle School the following year. He taught 6th and 7th grade math for eight years at RCMS. Mr. Albin accepted an Administrative Assistant position at Tigerville Elementary School and served there for two years. Mr.

Albin chaired committees, served as the safety administrator, and was in charge of busses, discipline, and textbooks. Mr. Albin also served as the school test coordinator and 504 Coordinator. He is now in his fourth year as the Assistant Principal at Bryson Elementary School and is very excited to work with the team to help move the school forward.

Abby Wilson, Assistant Principal

Ms. Wilson joined Bryson Elementary School as an Assistant Principal this school year. She began her teaching career at Duncan Chapel Elementary where she taught second and third grades. Ms. Wilson moved to AJ Whittenberg Elementary when it opened, and taught second and third grades there as well. She spent eight years as the Assistant Principal at Golden Strip Child Development Center, and loves seeing so many of her former students from the CDC at Bryson Elementary School. Last year, Ms. Wilson served as the Assistant Principal at Mitchell Road Elementary. Ms. Wilson is thrilled to serve the amazing Bryson Elementary community!

Historical Events

Bryson Elementary School, built in 1960, originally served as a segregated school for students in grades one through seven. The school was named in honor of the late Joseph Raleigh Bryson, who served as a United States Representative from January 3, 1939 to March 10, 1953. The school integrated and reorganized to serve students in kindergarten through fifth grade during the 1970's.

The original facility, built using the Florida plan of separate classroom pods, could accommodate 350 students. By the early 1990's, the student body had reached 563 and portable classrooms were added to accommodate the growing population. The facilities at Bryson Elementary included two multipurpose rooms, a gymnasium, library, computer lab, and a science lab.

In 1995 a new school was built across the field on the site of the former Bryson Middle School. The new Bryson Elementary School, with a capacity of 750 students, opened in 1995 with a student body of 510. Enrollment rapidly increased and portable classrooms were needed by the 2000 school year.

Facilities

Bryson Elementary School is committed to having a safe and clean environment for learning. All classrooms are equipped with a Promethean Board; we also have a STEAM Lab with HD video conferencing equipment. There are three playground areas. We were able to add new equipment to our TV Production Broadcast Room to showcase BETV each morning. There is a special family dining room off of the cafeteria for parents to visit. We also have a courtyard in the middle of the campus, which now has a shade structure and picnic tables to enhance an outdoor learning space. Additional features include:

- Leveled Fountas and Pinnell guided reading book room for teacher access
- Full wireless access throughout the building
- STEAM lab
- Computer lab
- Art room with kiln
- Music room
- State-of-the-art sound system
- Collaborative planning room for PLC's
- Itinerant offices and work rooms for speech, social work, mental health counselor
- Full health suite includes waiting area, triage, and cots for patients who need to rest
- State-of –the art security system for school safety

At the site level, there is an emergency preparedness plan; regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies and our district team. Site custodians or utility workers assigned to duties handle specific safety concerns regarding buildings and grounds. As needed, the maintenance department is called if problems cannot be remedied by Bryson Elementary personnel. Our professional staff of six custodians performs basic cleaning operations throughout the school each day.

Other aspects of the school/district safety program include:

- District Safety Committee
- Bus Evacuation Drills
- Fire Safety Inspections
- Monthly Safety Drills
- Continued Use of Level 1 and Level 2 background checks for volunteers
- Review annual district/school crisis plans and security protocols
- The presence of law enforcement Zone Patrols and parked vehicles

Parental Involvement

Bryson Elementary recognizes that the educational success of our students is greatly affected by the level of parental involvement in the educational process. Given our community's demographic profile, it is necessary for us to encourage, guide and support parental involvement. Ultimately, we would like to have a clearly articulated parent school partnership in which parents feel competent and effective in their integral role within our school.

We offer numerous opportunities for students' families to actively participate in their child's education. In order to keep parents informed of ongoing events at our school, the school provides:

- Principal's weekly news messenger and Backpack messages
- Weekly teachers' newsletters to parents
- School website updates
- Individual teachers' websites
- School marquee updates
- Student/parent handbook
- Events on the district website
- Telephones in classrooms
- E-mail
- PTA Facebook Page
- School Twitter Account
- Parent Portal/Backpack
- Phone messenger of special news and events
- Due to the COVID-19 Pandemic, some of our regular events did not occur, due to volunteers not being permitted inside buildings. Parent education/input is offered throughout the school year at various times of the day in the following ways:
 - Meet the Teacher
 - Open House – Book Fair
 - Holiday Chorus Program
 - Quarterly PBIS Pack Rallies
 - PTA Math Night
 - PTA Family STEAM Night
 - PTA Literacy Night
 - Volunteer Appreciation Week
 - Parent Conferences
 - PTA General Assembly Meetings
 - Bear Fair Fall Festival
 - Virtual Coffee with the Principal
 - Grandparents' Day
 - Muffins with Mom
 - Donuts with Dad
 - Volunteer Orientation
 - K-5 Orientation
 - Quarterly Awards Days
 - BES Extended Day Program
 - Daddy Daughter Dance
 - Mother Son Event
 - Booster Fun Run

Parents are involved in planning by serving on the School Improvement Council, completing surveys, and participating in PTA. Parents assist in a variety of ways, such as fundraising, supporting classroom teachers, working with the media specialist, teachers, and students, chaperoning field trips, helping in the office and in the library, serving during PTA sponsored events and on Field Day. See the list of our business partners below:

- Papa John's Pizza
- Publix
- O'Charley's
- State Farm Insurance
- T-Mobile
- Target
- Tony's Pizza
- Upstate Karate
- Wendy's
- Outback Steakhouse
- Ice Cream Station
- I-Hop
- McDonald's
- Lowe's
- Home Depot
- Capstone Church
- Marshall Orthodontics
- Spike's After School
- Applebee's
- Barnes and Noble
- Crumbl Cookies
- Food Lion
- Chick-fil-A
- Chuy's
- Frank's House of Pizza
- Huggins' Tae Kwon Do
- United Way
- Topsy Taco
- Bellacino's
- STEAM Coffee and Cream
- Sweet Catherine's
- Greenville Library System
- Bobby's BBQ
- First Baptist Church of Simpsonville
- Applebee's
- Tacos Blah Blah
- Make-A-Wish Foundation
- March of Dimes Foundation
- Greenville Hospital System
- Kona Ice
- Fountain Inn Fire Department
- Carolina Dance Program
- Horace Mann
- Harvest Hope Food Bank
- Greenville County Sheriff's Department
- Mathnasium
- Kentucky Fried Chicken
- Piedmont Mental Health

School Personnel Data

Bryson Elementary School has 38 classroom teachers in grades K5-5. There are three full time self-contained special education teachers for students in grades K5-5. Bryson also has a 2.5 allocation for additional full-time special education resource teachers. We have 12 classroom aides supporting K5 and special education. Our professional staff includes two school counselors (1.5 FTE), a full-time RTI teacher, a full-time literacy specialist/reading interventionist, two full-time interventionists, a part-time interventionist, a full-time instructional coach as well as a full-time mental health counselor. We have a full-time media specialist, a full-time media clerk and a part-time computer lab position for kindergarten through second grade student support. Bryson also has a full-time speech/language therapist, two full-time ESOL teachers, and two part-time challenge teachers. We have a full-time staff for related arts, as well as a traveling team who is at Bryson two days a week. Our administrative staff includes a principal and two assistant principals. Bryson has a staff of three in the front office providing bookkeeping, records, attendance, and clerical support. Our custodial staff has a plant engineer, head custodian, and three additional support staff. Our food services staff has a food services manager and seven support staff. We also have a full-time nurse.

School Personnel Data

Teachers are encouraged to pursue higher education degrees.

Education Level	Number of Teachers
BA and/or BS	14
Master's	36
Master's + 18	1
Master's + 30	9
PhD	3

Programs and Initiatives

Instructional and organizational priorities at Bryson Elementary focus on the needs of developing lifelong learners. Our balanced literacy program, Fountas and Pinnell and Lucy Calkins Units of Study, encourages direct reading instruction, independent reading, guided reading, writing instruction, and practice with vocabulary development. Our school is a Personalized Learning Initiative school, and each student in kindergarten through fifth grade is equipped with a Chromebook to use for personalized learning in the classroom. We also have mini I-pads and laptops available for use for classes to access as needed. Science instruction is driven by district science kits, which are closely aligned to state science standards. Our building houses a STEAM lab, in which all students receive instruction on a bi-weekly basis. The activities presented are based on the SC Science Inquiry Based Standards and align to the district's units of instruction. Instruction in mathematics focuses on a guided math approach to meet the needs of students at all ability levels. Classroom teachers also use Calendar Math to reinforce topics each day along with IXL in grades 3-5. In addition, grades 2-5 also utilize IXL to reinforce math and ELA instructional content. Additionally, our students in grades K-2, have access to Raz Kids and Reading A-Z in order to promote reading growth and monitor student progress. In grades 3-5, teachers utilize Newsela and Flocabulary to provide engagement and hands-on resources to practice classroom concepts. Teachers also meet in professional learning communities to plan and to develop benchmark and other common assessments, in accordance with South Carolina curriculum standards for Kindergarten through fifth grade in all subject areas as well as common unit planning in ELA and Math. Students are encouraged to develop personal responsibility through our guidance programs that focus on character education for the whole child.

Each year the staff reviews the school's long-range plans to determine areas of strength and areas of needed emphasis in our curriculum. By analyzing student performance on Mastery Connect Benchmark Assessments, Measuring Academic Performance (MAP), Fountas and Pinnell Benchmark assessments, and standardized tests (CogAT, Iowa Test of Basic Skills, SC Ready, and SC PASS), teachers identify areas of need and can set grade-level-specific and school-wide academic goals. Our instructional focus is guided by four essential questions: What do students need to know and be able to do? How will we know they have learned it? What will we do when they haven't learned it? What will we do when they already know it? The administration guides the staff through a review of the long-range plan each spring in order to develop plans for the following school year. Data teams review student progress three times annually. The faculty reviews long-range plans to determine which strategies have been successful in raising student achievement and which have not. The ones that have not resulted in desired outcomes will be removed from the plan. Those strategies that have been successful will be included as integral parts of the system.

We implemented the use of Mastery Connect benchmark assessments as a diagnostic tool for teachers, which Greenville County Schools implemented as a district-wide benchmark program for elementary grades 2-5. The Instructional Leadership Team maintains a record of progress

from fall, winter, and spring results for each student. Teachers have also been provided target growth scores for each student in both subjects so that they are aware of the projected growth for each benchmark.

For the 2020-2021 school year, our goals were based on the balanced literacy framework and all essential components. Quality literacy instruction is a high priority at Bryson Elementary School, and deepening the focus into the Workshop Model will assist teachers with high quality and engaging literacy instructional groups. Our primary focus has been on both the mini-lesson and guided reading groups in grades K-5. In order to support our focal points, we have continued to provide professional development opportunities, provided one-on-one coaching, and utilized district support staff, and held three workshops with balanced literacy mentor, Debbie Rosenow.

Fastbridge Assessments are administered each year by the Literacy Specialist and the RTI Coordinator for K-2 testing as a diagnostic tool for teachers to record progress from Fall to Spring and as a tool to determine whether a student may qualify for Intervention services. Teachers have been monitoring this very closely in order to monitor their established student learning objectives. K-5 teachers also used Kindergarten Readiness Assessments (KRA) as a diagnostic tool for literacy.

For the 2020-2021 school year, our goals were based on increasing student performance on the SC Ready ELA and Math assessments. For ELA, we continued to implement a balanced literacy framework for reading instruction. In order to meet the needs of all students and teachers, professional development was planned with a differentiated approach with literacy sessions offered in Writers Workshop, Interactive Read Aloud, Guided Reading, and unit planning. Professional development was also offered on text-dependent analysis in order to assist teachers in preparing students to critically analyze a text and support their answer using text evidence. In mathematics, we continued a differentiated approach and focused on guided math, number sense, problem solving, and fractions. Teachers also utilized fact fluency programs such as Xtra Math, IXL, Flocabulary, and Popping Math to support students.

South Carolina College and Career Ready Standards

These state standards define the knowledge and skills students should have within their K-12 education careers so they will graduate high school able to succeed in today's workforce and/or academic college courses. Standards include rigorous content and application of knowledge through higher-order thinking skills.

Balanced Literacy

We use the Fountas & Pinnell Benchmark Reading Assessment System to determine Instructional and Independent reading levels. Our teachers use this information, along with Jan Richardson's, The Next Step In Guided Reading to plan small group reading lessons. In the 2019-2020 school year, we had a Jan Richardson consultant, Debbie Rosenow, spend three days leading Professional Development for all classroom, SPED, and RtI teachers. As a follow up to this professional development, our staff has participated in school-based as well as district instructional rounds. In the 2020-2021 school year, our instructional leadership team has provided additional training for each grade level. As a team, we will observe and coach teachers' progress. In addition, the school continues to build our leveled book room to assist teachers in creating quality lessons on all students' levels. In the spring of 2018, we purchased new classroom libraries for all teachers. Furthermore, we purchased Heinemann guided reading sets for kindergarten through second grade. In 2019-2020, we purchased the Lucy Calkins Units of Study along with mentor texts for each teacher in grades 2-3. In the 2020-2021, school year, we purchased the Units of Study for Reading in Grades 1, 4, and 5 and writing for Kindergarten. We also have a Literacy Specialist, an RTI coordinator, and one instructional coach to help support teachers in planning and executing quality reading lessons. We are currently working on implementing the new Greenville County School District Literacy Framework.

Technology

Our school continues to participate in Google Suites training. Teachers received instruction on the use of Google Forms, Docs, Slides, Classroom, and Sites. Teachers are strongly encouraged to use each component of Google Suite. Teachers are expected to create a website and update it regularly. We are a Personalized Learning School and all students in third through fifth grade have a Chromebook. In addition, our school has collaborated with Stephanie Williams, the district's technology specialist, in order to further our staff's understanding of using engaging students through tech tools, such as: Flip Grid, Nearpod, Google slides, Poll Everywhere, Pear Deck, Book Creator, Jamboards, and Quizziz.

Response to Intervention (RTI)

We have an RTI Coordinator, a Literacy Specialist, two interventionists, and six instructional aides in kindergarten that provide intervention to students who are performing below grade level and not meeting expectations on standardized tests. The Response to Intervention program (RTI) provides research-based interventions to students with reading deficits. Students are served for thirty minutes 5 times a week. Our RTI reading program serves students in kindergarten through third grades throughout the year. Students exit the program once reading goals are attained, and other students are then moved into the groups.

Inclusion

We have two and a half special education resource teachers and two ESOL teachers who use inclusive practices. In an effort to support our multi-lingual learners, training for specified teachers took place in collaboration with the GCS ESOL Department using the Co-Teach and Inclusion model in first through fifth grades. One of the special education teachers participated in Stetson Training, along with a grade level representative for grades 3-5. Classroom teachers work closely with special education and ESOL teachers to engage students' learning. Our inclusion teachers are trained and teach small group reading lessons, work with students on specific skills where students have deficiencies, and work to help teachers create behavior plans to provide for optimal learning for all students.

PBIS

PBIS (Positive Behavior Interventions and Support) is implemented at Bryson Elementary. The program rewards positive behavior and allows students to reflect on their negative actions and turn it around to have more appropriate behavior. The PBIS leadership team created Pack Paw Tickets to reward individual appropriate action and Pack Paws for whole group good behavior. We also have incentives for teachers based on the number of Pack Paws they earn. We added drawings twice a month for teachers to win a choice of three rewards. This has really encouraged the teachers to promote our school-wide discipline and use our student Pack Paw tickets to encourage our students to follow the expectations and procedures. Teachers write CDRs for inappropriate behaviors after working with the administration team. This program has been well-received by students and teachers, and students' behaviors are improving with these more positive interactions and incentives. We also have PBIS celebrations after each quarter for the two packs that have earned the most Pack Paws. For the second through fourth quarters we have added a Most Improved Pack (this is for the pack that increased the most Pack Paws). Finally, we have incorporated a Pack Rally. This allows our five or six classes, in each pack, time to play games, engage in class relay races, talk about strategies to increase their pack paw totals, and celebrate together. This year, this is done virtually.

Razkids

Razkids is an online guided reading program with interactive eBooks, downloadable books, and reading quizzes. Students listen to books read aloud, read with vocabulary and pronunciation support, and read without support from the leveled bookroom. Teachers select appropriate reading levels and

specific books and track student reading progress. Students practice reading to improve reading comprehension and reading fluency at school and at home with Internet access.

Storia

Storia is an online reading resource with interactive eBooks available on students' guided reading levels. This provides quality fiction and nonfiction text for students to access at school or at home.

StarFall

Starfall is an engaging program that allows students to explore reading and math concepts through stories, games, and other interactive exploration.

BrainPOP

BrainPOP has engaging learning games, animated movies, and activities that help teach concepts in science, social studies, reading, and math.

Flocabulary

Flocabulary is a library of songs, videos and activities for online learning across the curriculum. Our teachers utilize the application for activating and summarizing strategies. Additionally, students complete online assessments as a progress monitoring tool.

IXL

IXL is a personalized learning platform that combines curriculum, continuous diagnostic assessments, individual guidance, and real time analytics to help teachers differentiate learning for each student.

NewsEla

NewsEla is an interactive, online platform that takes real and new content from trusted providers and creates reading resources for students on their instructional and independent level. The content provided reflects current state ELA standards.

STEAM Lab

Our lab enables learning from high quality, highly engaging science lessons. Our teacher utilizes the district's landing page to create lessons that are inquiry based and aligned to SC State Science Standards. In addition, activities presented in the lab reinforce concepts studied in the classroom.

1:1 Personalized Learning Plan

The goals of the 1:1 Personalized Learning Plan for Bryson Elementary School was to provide students with a 21st Century learning environment.

Goal 1: Give students opportunities to practice rigorous thinking

Goal 2: Provide individual instruction for all students by remediating students who are behind, by moving students on target to higher levels, by keeping high-achieving students motivated and engaged, and meeting the needs of students who have disabilities or language challenges

Goal 3: Engage learners through project-based learning and on-demand access to information

Goal 4: Develop students who can think critically, create, collaborate, and communicate in order to be successful in school, college and/or career

Goal 5: Use authentic, real-world assessments with students

Goal 6: Extend technology access to all students

Goal 7: Provide support to teachers (training, theory, practice)

Features/Programs: Some programs are not occurring this year due to the COVID-19 Pandemic, but will resume once it is allowable.

- Student Chromebooks in Kindergarten – Fifth Grade Classrooms
- Coding Club
- Recorder Club
- Run Hard Club
- Steel Drum Club
- Art Club
- Good News Club
- Chorus Club
- BETV News Program
- 100 Bears Reading Club: Kindergarten and First Grade
- Spring Sing Program
- Challenge Program
- Invention Convention
- Artist-In-Residence Program
- Student Council Program
- Safety Patrol Program
- After School Reading and Math Tutoring Program
- Response to Intervention Reading Program
- PBIS Quarterly Celebrations
- BES Extended Day Program
- Developing Future Leaders Guidance Program
- Mentoring Program
- Terrific Kids Program
- Quarterly Awards Programs
- PTA Reflections Contest
- PTA/SIC Partnerships
- Hillcrest Teacher Cadet and Student Athlete Partnership: Reading with Rams

Mission, Vision, and Beliefs

Our Mission

The mission of Bryson Elementary School is to provide diverse educational experiences and skills that empower students to become productive and confident life-long learners in an ever-changing technological society.

Our Vision

Bryson Elementary School students will become interdependent, innovative, and successful citizens with bright futures, as they optimize their unique capabilities socially, academically, and responsibly.

Beliefs

We believe a student's success is the shared responsibility of the community, parents, students, and staff.

We believe children learn best in a safe, structured, and stimulating environment.

We believe educational experiences should prepare students to be moral, responsible, and productive citizens.

We believe all children can achieve personal success.

We believe all students have the ability to learn and should remain actively engaged in learning through a curriculum enhanced by technology.

We believe each child can grow socially and emotionally, while developing strong values and self-discipline.

Data Analysis and Needs Assessment

Student Achievement: 2020-2021 SC Ready ELA and Math and SC PASS School-Wide Score Comparison to GCS and the State

SC Ready English Language Arts and Mathematics

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

School 53.3% (195 / 366)



District 50.0% (16200 / 32375)



State 42.6% (128425 / 301118)



Mathematics - [Percent Met or Exceeding](#)

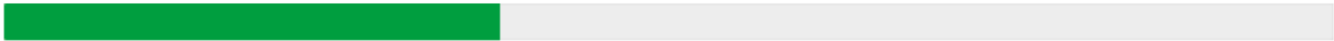
School 53.7% (197 / 367)



District 44.1% (14248 / 32307)

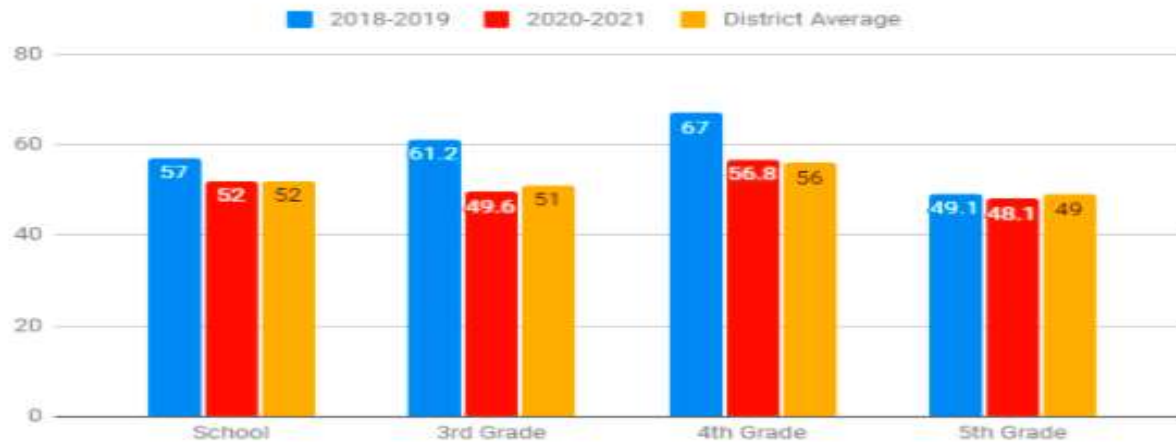


State 37.3% (112523 / 301914)



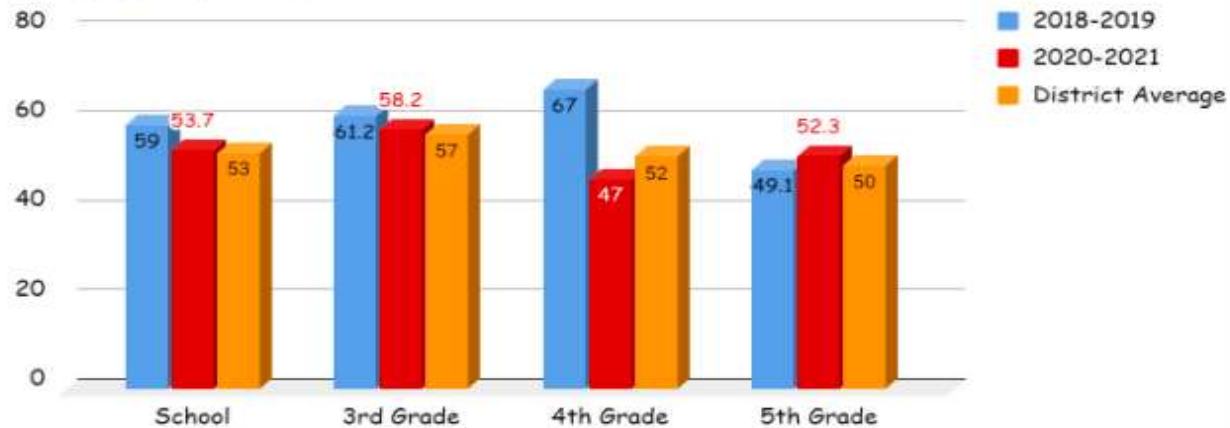
SC READY ELA TRENDS

SC READY ELA DATA



SC READY MATH TRENDS

SC READY MATH DATA



SCPASS Science

Science - [Percent Met or Exceeding](#)

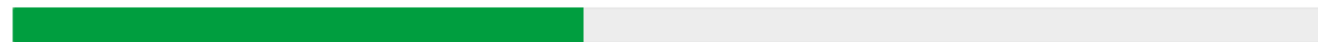
School 56.7% (72 / 127)



District 52.1% (5579 / 10711)



State 43.3% (43210 / 99859)



English Learners – EL

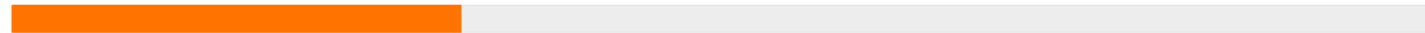
The goal is that students who are learning the English language will become proficient in English within at least five years of their initial enrollment in public schools.

Percent of EL Students who met progress toward proficiency target

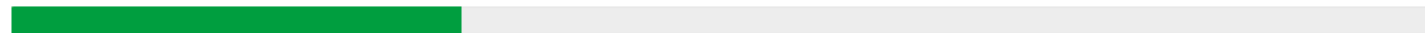
School 50.0%



District 31.7%



State 31.7%



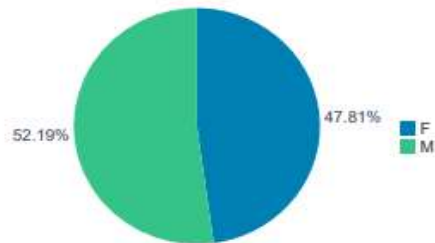
Percent of EL Students who Met Progress Toward Proficiency Target	50.0
Number of EL Students who Met Progress Toward Proficiency Target	29
Number of EL Students Assessed	58
Number of EL Students in EL Subgroup	118

Please click here to view a copy of our BES School Report Card: <https://screportcards.com/overview/?q=eT0yMDIxJnQ9RSZzaWQ9MjMwMTA0MA>

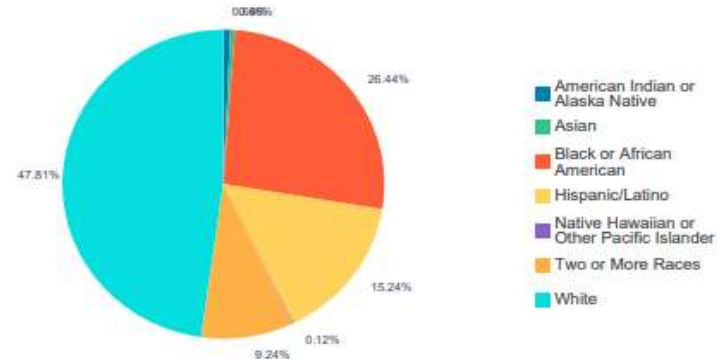
Student Demographics by Grade Level and Gender

	K5		01		02		03		04		05		K5		01		02		03		04		05		Attend-ers Total	% of Total
Race/Ethnicity	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
American Indian or Alaska Native		1	1		1	1		2					1.1%	1.6%			1.3%	1.4%			2.6%				6	0.7%
Asian	1		1	1	1								1.6%	1.6%	1.7%	1.3%									4	0.5%
Black or African American	14	30	17	14	21	18	14	18	15	19	26	23	22.2%	32.6%	26.6%	23.7%	27.6%	24.7%	21.2%	23.4%	21.1%	26.4%	35.1%	29.1%	229	26.4%
Hispanic/Latino	8	10	9	6	14	10	13	10	15	12	9	16	12.7%	10.9%	14.1%	10.2%	18.4%	13.7%	19.7%	13.0%	21.1%	16.7%	12.2%	20.3%	132	15.2%
Native Hawaiian or Other Pacific Islander	1												1.6%												1	0.1%
Two or More Races	6	7	6	7	7	9	4	6	8	7	4	9	9.5%	7.6%	9.4%	11.9%	9.2%	12.3%	6.1%	7.8%	11.3%	9.7%	5.4%	11.4%	80	9.2%
White	33	44	30	31	32	35	35	41	33	34	35	31	52.4%	47.8%	46.9%	52.5%	42.1%	47.9%	53.0%	53.2%	46.5%	47.2%	47.3%	39.2%	414	47.8%
Grand Total	63	92	64	59	76	73	66	77	71	72	74	79	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	866	100.0%

Students by Gender



Students by Ethnicity



Student Attendance Rates

As a school, we are offering incentives for attendance, and highlight those students who have perfect attendance at quarterly awards ceremonies. Furthermore, our guidance department has created attendance groups and they are coaching students on the benefits of being at school each day.

Year	Attendance Rate	Student Enrollment
2014-2015	96.50%	858
2015-2016	96.42%	901
2016-2017	95.79%	934
2017-2018	95.75%	933
2018-2019	95.90%	896
2019-2020	94.35%	505
2020-2021	94.67%	503

Teacher and Administrator Quality



2021-2022 Professional Development Plan

Our Professional Development Plan at Bryson Elementary is a flexible, differentiated approach to meet the needs of our teachers and students. Each month, a list of choice sessions is sent to staff members that include different session choices based on their current goals and needs. Each month, the Instructional Leadership Team discusses topics for sessions based on classroom observations and coaching cycles. The sessions are taught by district specialists, administration, our instructional coach, and teacher leaders at Bryson Elementary.

FOCUS	GOAL
Technology	To enhance instruction through the use of Chromebooks and Google Apps for Education.
Balanced Literacy	To increase student achievement by creating engaged independent readers, writers, thinkers, and communicators. K-2: IRA/Shared Reading, Guided Reading 3-5: IRA/Word Study, Guided Reading, and Units of Study
Rigor and Assessments	Identify levels of understanding, target students for intervention and improve learning and instruction.
Thinking Maps	To address the needs of all learned by providing continuous learning through interactive, graphic organizers.
Problem Solving	To enhance student computation of problem solving, identifying key words, and using a variety of models to solve real-life scenarios in math and science.

Date

Time

Title/Topic

Presenter

August			
7/20/21	3:30-4:30	New Employee Orientation	Boggs
7/23/21	8:00-11:30	1st Grade: Summer Planning *Long Range Plan *Lucy Calkins PD-Reading	Jenkins/Mink/Boggs
8/2/21	8:00-11:30 12:00-3:30	5th Grade: Summer Planning *Long Range Plan *Lucy Calkins PD-Reading 4th Grade: Summer Planning *Long Range Plan *Lucy Calkins PD-Reading	Jenkins/ Mink/Boggs
8/3/21	8:00-11:30 1:00-4:00	K5 Grade: Summer Planning *Long Range Plan *Lucy Calkins PD-Writing Faculty Council Retreat	Jenkins/ Mink/Boggs Boggs
8/5/21	8:00-11:30 12:00-3:30	2nd Grade: Summer Planning *Long Range Plan *Lucy Calkins PD-Reading 3rd Grade: Summer Planning *Long Range Plan *Lucy Calkins PD- Reading	Jenkins/Mink/Boggs
8/11/21	1:00-2:30	Interventionists: SPED/ESOL/ RTI/IC/ Lit Specialists- Data Dive	Boggs/Jenkins
8/9/21	8:00-9:30	Back to School: District Protocols and Procedures	Boggs
8/10/21	8:00-9:30 10:00-11:30	Breakout Session 1: Thinking Maps/ PBIS Breakout Session 2: Balanced Literacy/ Guided Reading	Boggs/Albin/Wilson/Jenkins/ Mink Chasteen/ Cooley Jenkins/ Mink

8/16/21	8:00-10:00	Grade Level Meetings (5th, 4th, 3rd, 2nd)	ILT Team
	10:00-10:30	Committee Meetings	
	11:00-12:00	Grade Level Meetings (1st, 2nd)	
September			
9/1/21	7:00-7:30	Cubs Club	Jenkins/Abney
9/8/21	3:30-4:30	Differentiated PD: 1. Socrative 2. Blooket 3. Lexia 4. Thinking Maps- Refresher	Boggs, Williams, Jenkins
9/15/21	3:00-4:00	Faculty Council	Boggs
9/22/21	3:00-4:00	Committee Meetings	Boggs/Jenkins/Co-Facilitators
October			
10/6/21	7:00-7:30	Cubs Club	Jenkins/Abney
10/13/21	3:30-4:30	Differentiated PD	Boggs, Williams, Jenkins
10/19/21	8:00-9:30	Trauma-Informed Practices (TIPs) Training	District SEL Team
10/20/21	3:00-4:00	Faculty Council	Boggs
10/27/21	3:00-4:00	Committee Meetings	Boggs/Jenkins/Co-Facilitators
November			
11/3/21	7:00-7:30	Cubs Club	Jenkins/Abney

11/10/21	3:30-4:30	Performance Assessments and Rubrics	Boggs, Stephanie Williams
11/17/21	3:00-4:00	Faculty Council	Boggs
December			
12/1/21	7:00-7:30	Cubs Club	Mink, Abney
12/8/21	3:30-4:30	Hyperdocs with Slides/Kami	Boggs, Stephanie Williams
12/15/21	3:00-4:00	Faculty Council	Boggs
January			
1/5/22	7:00-7:30	Cubs Club	Mink, Cato, Abney
1/12/22	3:30-4:30	Differentiated PD	Boggs, Stephanie Williams
1/19/22	3:00-4:00	Faculty Council	Boggs
1/26/22	3:00-4:00	Committee Meetings	Boggs, Co-Facilitators
February			
2/2/22	7:00-7:30	Cubs Club	Mink, Cato, Abney
2/9/22	3:30-4:30	Pear Deck	Boggs, Stephanie Williams
2/16/22	3:00-4:00	Faculty Council	Boggs
2/23/22	3:00-4:00	Committee Meetings	Boggs, Co-Facilitators
March			

3/2/22	7:00-7:30	Cubs Club	Mink
3/9/22	3:00-4:00	Faculty Meeting, Data Teams	Boggs
3/30/22	3:00-4:30	Faculty Council, Committees	Boggs
April			
4/6/22	7:00-7:30	Cubs Club	Jenkins/Abney
4/13/22	3:30-4:30	Faculty Meeting, Book Creator	Stephanie Williams
4/20/22	3:00-4:30	Faculty Council, Committees	Boggs, Co-Facilitators
May			
5/4/22	7:00-7:30	Cubs Club	Jenkins/Abney
5/11/22	3:30-4:30	Faculty Meeting, Differentiated PD	Boggs, Stephanie Williams
5/18/22	3:00-4:00	Faculty Council, Committees	Boggs, Co-Facilitators

Action Plan

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

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.) * (* required) <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
PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from <u> 50.2 </u> % in 2016-17 to <u> 56.8 </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 <u> 1.1 </u> % annually.

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 50.2% in 2016-17 to 56.8% in 2022-23.

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1.1% 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	50.2% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 51.3%	52.4	53.5	54.6	55.7	56.8
		School Actual Elementary 48%	57	<i>waiver</i>	53.3		
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	<i>waiver</i>	52		

ACTION PLAN FOR STRATEGY #1:	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Unit Planning/PLC Model for collaborative planning	2018-2023	Academic Specialists Administrators Instructional Coach Faculty	\$0	NA	Unit Plans/Lesson Plans Common Formative Assessments/Mastery Connect Usage Data PLC Form Classroom Observations
2. District Supported Balanced Literacy Training (1 of 10 Focus Schools)	2018-2023	Academic Specialists Administrators Instructional Coach 2nd/3rd Grade Teachers	\$0	NA	Unit Plans/Lesson Plans Implementation of Balanced Literacy Workshop Model Classroom Observations Professional Development Implementation
3. Common Formative Assessments	2018-2023	Administrators Instructional Coach Faculty	\$0	NA	MasteryConnect Assessments/Usage Data PLC Form Classroom Observations Lesson Plans Student Data Notebooks

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 __54.6__% in 2016-17 to __59.4__% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by __.86__% 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	54.6 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 55.46	56.38	57.27	58.16	59.05	59.94
		School Actual Elementary 53.4	59.3	<i>waiver</i>	53.7		
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	62	64	66	68	69
		District Actual Elementary 60	63	<i>waiver</i>	53		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. PLC Model for Team Planning	2018-2023	District Math Support Specialists Administrators Instructional Coach Faculty	\$0	NA	Unit Plans/Lesson Plans MasteryConnect Usage Data Common Formative and Unit Summative Assessments Data Protocols/PLC Planning Forms Classroom Observations
2. Guided Math	2018-2023	Administrators Instructional Coach Faculty Students	\$5,000	District Funds PTA Donations	Differentiated Group Lesson Plans Utilization of Manipulatives in Stations Common Formative and Unit Summative Assessments Station Accountability Data Measures (Interactive Notebooks, Checklists, Projects) Data Protocols/PLC Planning Forms Classroom Observations Coaching Cycles Teacher Leader Learning Labs

3. Common Formative Assessments	2018-2023	Administrators Instructional Coach Faculty Students	\$23,000	District Funds PTA Donations	Weekly Team Planning PLC Data Analysis Protocol Forms/Monthly Data/Classroom Observations Annual Technology Subscription Usage Reports: IXL and Brain Pop Monthly Data/Curriculum Team Meetings Mastery Connect Data Usage Reports Student Data Notebooks
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Performance Goal Area: <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</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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 <u> 3 </u> % 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	School Projected Elementary	58	61	64	67	70

		School Actual Elementary 55.2	64.3	<i>waiver</i>	56.7		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary 60	64	<i>waiver</i>	56		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. PLC Model for Unit Planning	2018-2023	Administrators Instructional Coach Teachers	\$0	NA	Unit Plans/Lesson Plans Common Formative and Unit Summative Assessments Data Protocols/PLC Planning Forms Classroom Observations Evidence of Science Lab Usage Hands on Experiments
2. Virtual Field Trips	2018-2023	District Academic Specialists	\$0	N/A	Differentiated and Integrated Unit Lesson Plans

		Administrators Instructional Coach Teachers Students			Science Lab Schedule of Virtual Field Trip Sign Ups Common Formative and Unit Summative Assessments Culminating Projects
3. Common Formative Assessments	2018-2023	Administrators Instructional Coach Teachers Students	\$0	NA	Interactive Science Notebook Checks Weekly Team Planning PLC Data Analysis Protocol Forms Annual Technology Subscription Usage Reports: BrainPOP Monthly Data/Vertical Team Meetings Student Data Notebooks Classroom Observations Weekly Formative Assessments Analysis of Lesson Ticket out the Door Responses

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	50% Meets Expectations and Exceeds Expectations	School Projected Hispanic 51.1	52.2	53.3	54.4	55.5	56.6
SC READY ELA SC SDE Website		School Actual Hispanic	49	<i>waiver</i>	46		
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34	40	<i>waiver</i>	36		
SC READY ELA SC SDE Website	34% Meets Expectations and Exceeds Expectations	School Projected AA 36	38	40	42	44	46

SC READY ELA SC SDE Website		School Actual AA 37.4	40	<i>waiver</i>	42		
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31	<i>waiver</i>	28		
SC READY ELA SC SDE Website	21% Meets Expectations and Exceeds Expectations	School Projected SWD 23.7	26.4	29.1	31.8	34.5	37.2
SC READY ELA SC SDE Website		School Actual SWD 4.7	33	<i>waiver</i>	14		
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12	21	<i>waiver</i>	19		
SC READY ELA SC SDE Website	18 % Meets Expectations and Exceeds Expectations	School Projected LEP 20.9	23.8	26.7	29.6	32.5	35.4

SC READY ELA SC SDE Website		School Actual LEP 45	45	<i>waiver</i>	40		
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33	44	<i>waiver</i>	32		
SC READY ELA SC SDE Website	42.7 % Meets Expectations and Exceeds Expectations	School Projected PIP	42	45	48	51	54
SC READY ELA SC SDE Website		School Actual PIP 37.7	42.7	<i>waiver</i>	43		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	<i>waiver</i>	37		
SC READY Math SC SDE Website	49 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 50.2	51.4	52.6	53.8	55	56.2

SC READY Math SC SDE Website		School Actual Hispanic	63	<i>waiver</i>	44		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43	<i>waiver</i>	41		
SC READY Math SC SDE Website	37 % Meets Expectations and Exceeds Expectations	School Projected AA 38.9	40.6	42.4	44.2	46	47.8
SC READY Math SC SDE Website		School Actual AA 43.9	46	<i>waiver</i>	39		
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	<i>waiver</i>	25		
SC READY Math SC SDE Website	29% Meets Expectations and Exceeds Expectations	School Projected SWD 31.3	33.6	35.9	38.2	40.5	42.8

SC READY Math SC SDE Website		School Actual SWD 15.4	28	<i>waiver</i>	19		
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		District Actual SWD 16	20	<i>waiver</i>	24		
SC READY Math SC SDE Website	21 % Meets Expectations and Exceeds Expectations	School Projected LEP 23.8	26.6	29.4	32.2	35	37.8
SC READY Math SC SDE Website		School Actual LEP 59	59	<i>waiver</i>	47		
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	<i>waiver</i>	40		
SC READY Math SC SDE Website	47.6 % Meets Expectations and Exceeds Expectations	School Projected PIP	47	50	53	56	59

SC READY Math SC SDE Website		School Actual PIP 43.6	47.6	<i>waiver</i>	46		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual PIP 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. Math and Reading Materials to support Implementation of Guided Math and Balanced Literacy	2018-2023	Administrators IC Literacy Specialist RTI Coordinator Teachers	\$35,000	District Funds	Lesson Plans Common PLC Unit Planning Classroom Libraries Leveled School Library Guided Math Professional Development Resources Annual Technology Subscription Usage Reports: IXL and Brain Pop

2. Thinking Maps	2018-2023	Administrators IC Literacy Specialist RTI Coordinator Teachers	\$8,900	District Funds	Professional Development Training Sessions and School-Wide Implementation Student Work Samples of all Thinking Maps
3. Inclusion Model for Special Education and ESOL	2018-2023	Administrators IC Literacy Specialist RTI Coordinator Teachers	NA	NA	Interactive Notebook Checks Weekly Team Planning PLC Data Analysis Protocol Forms Monthly Data/Vertical Team Meetings Student Data Notebooks Classroom Observations Weekly Formative/Unit Summative Assessments using the PLC Analysis Form with Targeted Strategies Listed Analysis of Lesson Ticket out the Door Responses Evidence of Differentiated Small Group Lesson Plans Weekly PLC Unit Planning Annual Technology Subscription Usage Reports: IXL and Brain Pop

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Performance Goal Area: <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</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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 =70	Kindergarten through Grade 5 =72	Kindergarten through Grade 5 =74	Kindergarten through Grade 5 =76
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 =68	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten through Grade 5 =57.2		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten = 49 Grade 1 =65	Kindergarten = 51 Grade 1 =67	Kindergarten =53 Grade 1 =69	Kindergarten =55 Grade 1 =71
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read	School Actual	Kindergarten = 47 Grade 1 = 63	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten = 23 Grade 1 = 40		

	words per minute (40 th percentile)						
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	School Projected		Grade 2 –47% Grade 5 –40%	Grade 2 –50 % Grade 5 – 44%	Grade 2 53 % Grade 5 48%	Grade 2 – 56% Grade 5 – 52%
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	School Actual	Grade 2 44 % Grade 5 36%	Grade 2-37% Grade 5-38%	Grade 2 34 % 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	District Projected		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.	K-5 57%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	District Projected		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 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	District Actual	5K – 50% Grade 1 – 55%	Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.	5K-28% Grade 1-46%		

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	District Projected		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 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile 2020 2 nd grade criteria RIT = 188 72 nd percentile 5 th grade criteria RIT = 227 65 th percentile	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.		

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implementation of Guided Reading	2018-2023	District Literacy Specialist Administrators IC Teachers Literacy Specialist RTI Coordinator	\$35,000	District Funds	Professional Development-Balanced Literacy Coaching, Planning, Implementation District Literacy Support Specialist Support in Trainings Schoolwide Capacity- Monthly Literacy Vertical Team Meetings Utilization schoolwide of “Next Steps in Guided Reading”.

					Debbie Rosenow Guided Reading Support and Training
2. Implementation of Thinking Maps	2018-2023	Administrators Literacy Specialist RTI Coordinator IC Teachers	\$8,900	District Funds	Professional Development Training Sessions and School-Wide Implementation Student Work Samples of all Thinking Maps
3. Content Area Integration with Science and Social Studies	2018-2023	District Academic Specialists Administrators RTI Coordinator Literacy Specialist IC Teachers	\$15,000	District Funds	Interactive Science and Social Studies Notebook Checks Unit and Weekly Team Planning PLC Data Analysis Protocol Forms Annual Technology Subscription Usage Reports: BrainPOP Monthly Data/Vertical Team Meetings Student Data Notebooks Classroom Observations Weekly Formative Assessments/Unit Summative Assessments Analysis of Lesson Ticket out the Door Responses

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		School Projected			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	School Actual		Gender Diversity =yes Ethnic Diversity =yes	Gender Diversity =yes Ethnic Diversity =yes		
Employment report		District Projected	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	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Provide Professional Development to support State Standards and the Fountas and Pinnell Literacy Program	2018-2023	District Administration Teachers	\$0	NA	Professional Development Calendar Test Data
All classroom teachers are to have a Promethean Board in their classrooms to support the use of technology in instruction	2018-2023	Administration District TAC Media Specialist	\$800.00 per classroom for updates	PTA District	Classroom Observations Lesson Plans
Professional Development Teacher Leadership Capacity	2018-2023	Administration Teachers Instructional Coach	\$0	NA	Presentations at faculty meetings Learning Labs Surveys: Needs Assessments Professional Development Calendar

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	83.4	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 88.2	89.1	<i>waiver</i>	97.3		
SC SDE School Report Card Survey	98.1	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 98	84.8	<i>waiver</i>	100%		
SC SDE School Report Card Survey	94	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Parents	80.7	<i>waiver</i>	97.4		
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>waiver</i>	93		
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 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	<i>waiver</i>	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Monthly District Safety Drills Supporting our School-Wide Safety Plan	2018-2023	Administration	No Cost	NA	Parent, Student, and Teacher Survey Results
2. Quarterly Bear Breakfasts	2018-2023	Administration IC Literacy Specialist Guidance Counselors	\$500	District Funds	Parent, Student, and Teacher Survey Results Parent Participation
3. Parent and Student Workshops for Internet Safety with Rick Floyd	2018-2023	Administration IC Literacy Specialist Guidance Counselors Teachers	No Cost	NA	Parent, Student, and Teacher Survey Results

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" 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
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)	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report	School Actual 0	School Actual 0	School Actual 0	School Actual 0	School Actual 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: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" 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</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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	School Projected 88	90	90	90	90	90
		School Actual 92	x	x	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		

Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89	90	92	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. P.B.I.S. (Positive Behavior Intervention and Support Program)	2018-2023	School-Wide Personnel	\$2,000	District Funds	Weekly incentive program to highlight successful behavior expectations of students Monthly Reading and Math Buddy Partnerships with Bear Pack Team Members Quarterly Bear Pack Celebrations
2. Quarterly Awards Celebrations	2018-2023	Teachers Administration IC Literacy Specialist Guidance Counselors	\$2,000	District Funds	Announcing Honor Roll, Terrific Kids, 7 Habits, Perfect Attendance, Bringing Up Grades, Reading and Math Awards.

3. Steven Covey's Seven Habits Integrated into Classroom Guidance Lessons	2018-2023	Teachers Administration IC Literacy Specialist Guidance Counselors	No Cost	No Cost	Bi Weekly Guidance Lessons focused on the 7 Habits Student Recognition of 7 Habits (each Quarterly Award Celebration)
4. Student Led Classroom Environment	2018-2023	Teachers Administration IC Literacy Specialist Guidance Counselors	No Cost	No Cost	Student Led Conferences with Parents Student Goal Setting Student Data Notebooks

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" 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</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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) 95.7	School Projected	95	95	95	95	95

180 th day Attendance Report		School Actual 95.8	95.5	97	94		
	(2016-17) 95	District Projected	95	95	95	95	95
180 th day Attendance Report		District Actual 95	95	96	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attendance Small Group Counseling and Incentives	2018-2023	Guidance Counselor Administration Teachers Front Office Personnel	\$500	District Funds	Special Tokens to Celebrate an Increase in Attendance Attendance Data in GCSource Lesson Plans Denoting Small Group Instruction
2. District Attendance Support Specialist	2018-2023	Administration Teachers Front Office Personnel	NA	NA	Weekly Conferences with School Attendance Clerk Consistent Communication with Parents Regarding Attendance Laws

3. Awards Celebrations for Perfect Attendance	2018-2023	Guidance Counselor Administration Teachers Front Office Personnel	\$1,000	District Funds	Awards Certificates Quarterly Awards Assemblies News Show Announcements
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Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" 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							
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	School Projected	Afraid ≤ 7 Lonely ≤ 9 Angry ≤ 11	Afraid ≤ 7 Lonely ≤ 8 Angry ≤ 9	Afraid ≤ 6 Lonely ≤ 7 Angry ≤ 8	Afraid ≤ 6 Lonely ≤ 6 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 5 Angry ≤ 5
		School Actual Afraid 8 % Lonely 10 % Angry 12%	Afraid ≤6 Lonely ≤9 Angry ≤8	Afraid ≤15 Lonely ≤10 Angry ≤5	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	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 – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 7%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Small Group and Individual Counseling Sessions	2018-2023	Guidance Counselor Administration Teachers	NA	NA	Lesson Plans Student Goals Individual and Small Group Sessions
2. On-site Piedmont Mental Health Counselor (Whole Child Mindfulness Program/SEL)	2018-2023	Guidance Counselor Administration Teachers	NA	NA	Individual and Small Group Sessions District led Social Emotional Learning Professional Development (ACEs) Guidance SEL Professional Development for Staff
3. P.B.I.S. (Positive Behavior Intervention and Support Program)	2018-2023	School-Wide Personnel	\$2,000	District Funds	Weekly incentive program to highlight successful behavior expectations of students Monthly Reading and Math Buddy Partnerships

					with Bear Pack Team Members Quarterly Bear Pack Celebrations
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