



A RICH HERITAGE OF CULTIVATING WORLD-CLASS LEARNERS

FORK SHOALS SCHOOL

916 McKelvey Road

Pelzer, South Carolina 29669

864.355.5000

864.355.5012 Fax

www.greenville.k12.sc.us/forksh/

Grades Served: K5-5th

Kim Reid, Principal

School District of Greenville County

W. Burke Royster, Superintendent

2018-19 through 2022-23

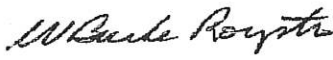
SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL Fork Shoals School
GREENVILLE COUNTY SCHOOL DISTRICT
SCHOOL RENEWAL PLAN FOR YEARS 2018-2019 through 2022-2023 (five years)
SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 (one year)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

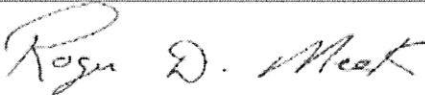
SUPERINTENDENT

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


Principal

Kim Reid		March 14, 2022
PRINTED NAME	SIGNATURE	DATE

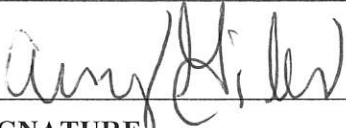
CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Shelley Allen		March 14, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Amy Giles		March 14, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 916 McKelvey Road, Pelzer, SC 29669

SCHOOL'S TELEPHONE: (864) 355-5000

PRINCIPAL'S E-MAIL ADDRESS: kreid@greenville.k12.sc.us

PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 916 McKelvey Road, Pelzer, SC 29669

SCHOOL'S TELEPHONE: (864) 355-5000

PRINCIPAL'S E-MAIL ADDRESS: kreid@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|------------------------------|
| 1. PRINCIPAL | <u>Kim Reid</u> |
| 2. TEACHER | <u>Claire Darnell</u> |
| 3. PARENT/GUARDIAN | <u>Robin Ludwig</u> |
| 4. COMMUNITY MEMBER | <u>Sean Sellars</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL | <u>Shelley Allen</u> |
| 6. Read to Succeed Reading Coach | <u>Mrs. Denise Alexander</u> |
| 7. School Read to Succeed Literacy Leadership Team Lead | <u>Mrs. Amy Giles (IC)</u> |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
- ** Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
<u>Assistant Principal</u>	<u>Taneshia Stevenson</u>
<u>School Counselor</u>	<u>Ellen Edwards</u>
<u>SIC</u>	<u>Emily Swearingen</u>

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

- 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 district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- 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 into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- X** **Innovation**
The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

X **Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

X **Developmental Screening**

The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

X **Half-Day Child Development**

The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

X **Developmentally Appropriate Curriculum for PreK–3**

The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

X **Parenting and Family Literacy**

The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process 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, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

X **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

FORK SHOALS SCHOOL'S Strategic Planning Guide was developed to document the changes and progress Fork Shoals School has made while working to continuously improve everything we do. The Strategic Planning Guide provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This Strategic Planning Guide is a living document that describes **FORK SHOALS SCHOOL** and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, achievements in the context of client demographics and needs, and school partnerships. The Strategic Planning Guide also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome. It is in this final chapter that one can see an overview of all the progress and changes we have been able to accomplish within each section and throughout **Fork Shoals School** during this time.

Self-Study Process

Teachers were involved in developing the narrative for our Strategic Planning Guide based on input from the whole staff and a group of parents. Much of the narrative content came from discussions of the staff in the process of evaluating our work as we completed the self-assessment for our IB evaluation process. During these discussions, staff and parents were asked to contribute “evidence” of our progress—actual documents that show the changes in our practices. Data from staff, student, and parent surveys were also used as documentation of what we need to continue to do and what we need to develop further.

During the 2017-2018 school year, Fork Shoals Faculty, PTA, and SIC reviewed the mission, vision, and beliefs and made a small change to the wording for our vision. In the fall teachers spent time working on our International Baccalaureate Primary Years Program self-study for our five year evaluation visit which occurred in March. Each group worked and reflected on a section, then we would all look at the other groups' work to give input in each section. We shared our process with parents, and parents also met with the IB evaluation team. We developed needs based on the results from surveys that have been completed. The goals were developed based on the needs assessments from student achievement and the ratings in each of the areas. We created strategies for each goal in planning for improvement. The goals and strategies will be monitored closely and updated on a yearly basis. Our teams consisted of:

Group 1

Darlene Sabelhaus--Team Lead/1st Grade Teacher

Jennifer Weishaar--Team Lead/3rd Grade Teacher

Autumn Cline--School Counselor

Cynthia Costin--Kindergarten Teacher

Kayla Wingo--2nd Grade Teacher

Jennifer Frye--4th Grade Teacher

Morgan Fields--5th Grade Teacher

Group 2

Denise Alexander--Team Lead/Literacy Specialist

Cindy Cegledy--Team Lead/Kindergarten Teacher

Lydia Barnes--1st Grade Teacher

Courtney Schweigert--3rd Grade Teacher

Billi Jo Coleman--4th Grade Teacher

Heather Sox--5th Grade Teacher

Maggie King--4th Grade Teacher

Group 3

Taneshia Stevenson--Team Lead/Assistant Principal

Susannah Shirley--Team Lead/2nd Grade Teacher

Nathan Stewart--Physical Education Teacher

Amy Johnson--5th Grade Teacher

Riley Grant--Media Specialist

Kacie Richardson--2nd Grade Teacher

Jean Wilder--1st Grade Tea

Group 4

Allyson McDowell--Team Lead/5th Grade Teacher

Allie Graves--1st Grade Teacher

Laura Utes--3rd Grade Teacher

Cassandra Garrett--2nd Grade Teacher

Christina Moroney--1st Grade Teacher

Holly Parks--Challenge Teacher

Group 5

Lorraine Paxton--Team Lead/Music Teacher

Claire Darnell--Team Lead/5th Grade Teacher

Leslie Fulcher--2nd Grade Teacher

Brittany Roach--Kindergarten Teacher

Christy Gembola--3rd Grade Teacher

Hope McNeely--4th Grade Teacher

Group 6

Joanna Mullins--Team Lead/4th Grade Teacher

Whitnee Grant--Team Lead/1st Grade Teacher

Cathy Church--Kindergarten Teacher

Jessie Shepherd--3rd Grade Teacher

Cam McDade--Special Education Teacher

Kelly Corronell--Spanish Teacher

Kathy Intile--Special Education Teacher

Group 7

Michelle Camden--Special Education Teacher

Reem Alnatour--3rd Grade Teacher

Miranda Roth--4th Grade Teacher

Karen Chasteen--1st Grade Teacher

Corey Cianfarano--Art Teacher

Melanie Foister--Kindergarten Teacher

Executive Summary

Needs Assessments/Findings for Student Achievement:

Overall Fork Shoals School is achieving academically. We have completed six years of the SC Ready Assessment for ELA and Math. For the 20-21 school year, our students scored below the district and above the state average in Math. For the 20-21 school year, our students scored at the district average and well above the state average in ELA. For the 20-21 school year, students in second grade taking the Iowa Test of Basic Skills (Iowa) score above the 50th percentile compared to the national average.

We are addressing the gaps by working with students in small groups through our balanced literacy model, and we are using research-based reading intervention programs in the early grades. This is also our ninth year of implementing the Fountas and Pinnell Balanced Literacy model. Our literacy mentors and instructional coach have provided training to teachers after their training, and teachers have gone into their classes for learning labs. Moby Max is utilized for grades K5-5th. Moby Max is a program designed to close the gaps across all curriculum areas. We are also developing more parental involvement, increasing the use of technology through a personalized learning (1:1) initiative to address learning differences, and the need to integrate content areas and core subjects to improve higher order thinking, inquiry and application of concepts. Our staff is constantly looking at common assessment data to notice strengths and weaknesses within our student body as we continue to utilize Mastery Connect/ TE21. Teachers understand the ever-increasing diversity of needs of students and address them as effectively as possible.

Needs Assessment/Findings for Teacher and Administrator Quality

Fork Shoals has 100% highly qualified teachers. Many have masters degrees or are working on them, and five teachers are National Board Certified. Surveys are used to determine the level of agreement for various priority standards that drive our daily curriculum and improvement. Parents, teachers, and students are surveyed to get each area of opinion. Greenville County Schools gives the Survey yearly to our entire 5th grade, all our 5th grade parents, and our entire teaching staff. The results are broken down by three areas that are surveyed. For parents, 94% are satisfied with the learning environment, 96% are satisfied with the social and physical environment, and 96% are satisfied with school-home relations. The student perception data ranged from 95% to 96% within the same areas. Parents perceived the school better than the students do, with the exception of home-school relations. The teachers' perception of Fork Shoals rated, 100% for learning environment, 100% for social and physical environment, and 100% for school-home relations.

Needs Assessment/Findings for School Climate

Overall, our teachers rate Fork Shoals School highly, especially compared to district averages. Fork Shoals School has set the expectation of 85% overall approval by the parents on the school report card survey data. The actual approval for the 2020-2021 school year indicates that 85.7% of parents are approved with the school/home relations. In order to maintain this high level of approval, Fork Shoals School engages in the International Baccalaureate Programme which focuses on inquiry-based instructional practices. It also has a strong social and emotional factor that is integrated in the curriculum. Positive Behavior Interventions and Supports Model (PBIS), along with using the IB learner profile will continue to strengthen our students' behavior in school. Training in IB and PBIS for teachers and staff will ensure a high level of support and implementation in these research based models for academics and behavior. We have also implemented the Fork Shoals House System to build community within the school and work towards behavior goals. Efforts have been made to include the Fork Shoals family (parents, teachers, staff, and community) in current decisions through School Improvement Council meetings and PTA Meetings.

Cognia surveys for climate and culture were given to parents, teachers, students in grades three through five. The parent survey asked to indicate phrases that teachers often say to students. The highest were "we will be working on", "explain your work", and "I am interested in your thinking". The lowest were "what are you doing", "you will be working on", "you are being taught" and "you should do it this way". Another question asked about the types of things children were DOING while at school. The highest were "listening to the teacher", "thinking", and "working with others". The lowest were "working alone" "memorizing", and "completing easy work". Parents rated words that best describe

their interactions with staff. The highest was “respectful”, “supportive”, and “helpful”. The lowest were “empowering”, “uncomfortable”, and “distant”. Students were asked to choose words that best describe what they think of their teachers. The highest rated were “fun”, “caring”, and “honest”. The lowest were “fake”, “mean”, and “don’t care”. Students were also asked to choose words or phrases for the things they most often DO in class. The highest were “listen to teachers” and “think”. The lowest were “make presentations”, “complete long projects”, and “memorize”. Students were asked to choose words that describe how they feel at school. The highest rated were “happy”, “interested”, “challenged” and “excited”.

In order to continue to meet the Social/Emotional Needs of our students, our staff participated in two sessions of ACES and trauma-informed practices training, one session of District SEL training, one session of District Zones of Regulation and De Escalation training. We have also created a staff SEL committee that helps to develop additional resources for staff and students. During this year, we have implemented a school-wide SEL time at the beginning of each day. Teachers have been given resources to use for the SEL time. We have also focused on self-care for staff as a priority. During the 2021-2022 school year we created a Wellness Room for teachers to take a mindful moment when needed throughout the day. Additionally, we implemented the district-wide SEL initiative by utilizing Rethink Ed for all kindergarten through 5th grade classes. Students in 3rd-5th grade took the Rethink Ed self assessment in the fall and spring to rate themselves across five social emotional domains. All teachers were given a Rethink Ed training at the beginning of this school year.

Significant Challenges:

Our third through fifth graders take the SC Ready ELA and Math assessments in the spring each year. ELA and Social Studies have historically been a strength for our school. SC Ready shows a trend of students needing to improve in the area of math; however our Math scores increased during the 2018-2019 school year. We did not take it in spring of 2020 due to the COVID-19 pandemic. For the 2020-2021 school year, only 47% of our students scored met or exceeds on math. Although Science has been a weaker area, in 2018-2019, our students scores increased to 69.6%, which is above the district and state average. In 2020-2021, SCPASS for science results showed great gains for our school and above the district and state average. Fork Shoals School has continued to participate in professional development for implementing the Fountas and Pinnell Balanced Literacy program. Teachers continued to develop lessons using the SC College and Career Ready standards to raise the expectations of students using higher order thinking skills and applying skills learned. The District Elementary Curriculum Landing Page is used by teachers when planning and district professional development is attended by a teacher from each grade level. We received a new report from IB after our evaluation visit and will visit it yearly to gage progress.

We still have gaps for achievement for our disabled students as well as our African-American and Hispanic students.

Accomplishments:

We have continued to make significant progress. Professional development and school resources have been spent with the goals and objectives as key criteria. The school staff, PTA, and School Improvement Council has been involved in the review and assessment of the Strategic Plan. We continue to make progress in addressing deficiencies and needs by implementing the International Baccalaureate Primary Years Programme. The school received its IB Authorization in 2005 and was evaluated in 2008, 2013, and again in 2018. Fork Shoals has three Top 10 district Teachers of the Year in the past five years. In 2017-2018, Fork Shoals has received the PTA School of Excellence Award. We received it again for the 2020-2021 school year.

School Profile

School Community

Fork Shoals School is a public elementary school located in the southernmost part of Greenville County in the Piedmont of South Carolina. Founded in 1877, this school has gone from a one-room log cabin to a 90,000 square foot, state of the art educational facility and community resource center. The new facility was completed in 1998. Fork Shoals School currently has 755 students (total brick and mortar and virtual) in Kindergarten through grade 5. We have 60 instructional members, 5 office staff members, and 2 administrators. Fork Shoals is one of 52 elementary schools in the School District of Greenville County.

Although our school is physically in Greenville County, the school's mailing address is Pelzer, South Carolina. The town of Pelzer; however, is in Anderson, South Carolina. Fork Shoals students are residents of a rural community with addresses from several small towns: Belton, Honea Path, Piedmont, Pelzer, Simpsonville, and Fountain Inn. Fork Shoals still has an agricultural base with many homes on farmland. There are also new subdivisions built with homes on a variety of lot sizes.

Through over 130 years of growth and change, this community-based school has managed to hold on to its warm child-centered atmosphere. In the midst of 34 classrooms, each child is made to feel he/she is the brightest of the Fork Shoals

“Freedom Stars”. While retaining the feel of the old school, this facility boasts the latest technology in its science, art, music, multipurpose, computer and media centers. There is a separate fully equipped science lab that teachers can sign up to use. Virtual field trip equipment is also housed in our science lab. All students have chromebooks for personalized learning. The media center has a state of the art production studio currently used to broadcast the school’s morning news program. Fork Shoals also offers a flexible schedule to enable maximum use of the library media center. The art room is equipped to meet the standards for elementary art and, in addition, has a kiln room. The music room has portable risers, which are used for class time and in musical productions. The multipurpose room has adjustable basketball goals, a removable volleyball net, and other equipment to support a top-notch physical education program. In addition, each classroom has an interactive whiteboard (Promethean Board). This school year we created a flexible sensory room for students who need a space to de escalate and have additional space to promote social-emotional learning.

The modern attributes of Fork Shoals are complimented by a strong sense of nature and life. Pristine pastureland and endless room to run surround the school. A butterfly garden graces a centrally located courtyard. A Nature Trail resides along the southern tree line of the school’s property. Various play areas, baseball fields, basketball courts, walking track, fitness circuit, and modern playgrounds are all part of Fork Shoals’ 22 acre complex. We also have two outdoor covered classroom areas.

The school’s current enrollment configuration by grade level is as follows (includes both brick and mortar and virtual): kindergarten has 109 students, grade one has 128 students, grade two has 105 students, grade three has 137 students, grade four has 134 students, and grade five has 142 students.

Our principal is Kim Reid. She has been principal since June 2012. Kim is a product of Greenville County Schools and attended Simpsonville Elementary, Plain Elementary, Bryson Middle, and Hillcrest High. She attended the University of South Carolina-Spartanburg and received a Bachelor of Arts in Education. She is certified in Early Childhood and Elementary Education. She taught her first year in 1997-1998 as a first grade teacher at Fork Shoals. During that year, she was named the District Sallie Mae First Year Teacher. The following year, she began teaching kindergarten and continued for the next six years. In 2000, she was named Fork Shoals Teacher of the Year. She graduated from Furman University with a Master of Arts with a Concentration in School Leadership in 2004. She then taught one year of second grade. During that year, she was named the Wal-Mart Teacher of the Year. Mrs. Reid left the classroom to be Fork Shoals School’s first assistant principal in 2005, and in her third year, she was named the Assistant Principal of the Year for

Greenville County Schools. For seven years, Mrs. Reid served as the assistant principal of Fork Shoals School. In the spring of 2012, she was named the new principal of Fork Shoals beginning the 2012-2013 school year.

Our assistant principal is Taneshia Stevenson. She came to Fork Shoals in the Fall of 2012 as the new assistant principal after formerly being the administrative assistant at Alexander Elementary for three years. Prior to Alexander, Mrs. Stevenson graduated from South Carolina State University with a Bachelors in Elementary Education, a Masters in Counseling (Webster University), and a Masters in School Leadership (Furman University). She taught at Welcome Elementary and at Taylors Elementary. During her time at Welcome, she was named Welcome Elementary Teacher of the Year and PTA District Teacher of the Year.

Fork Shoals School has numerous groups that work collaboratively to ensure the students' needs are being met and the school is progressing forward with their goals. Fork Shoals School has a Leadership Council consisting of one teacher leader from each grade level including related arts and special education. The council also includes a literacy specialist, media specialist, school counselor, instructional coach, and assistant principal. The Leadership Council works along with the principal to make informed decisions concerning curriculum, instruction, assessment, and operational management of the school. The council meets in the summer for a two day retreat and then monthly during the school year. Each member of the team then reports back to their area to disseminate the information from the meeting. The school has a School Improvement Council which is comprised of parents, teachers, and community members. This group meets monthly to brainstorm, discuss, and act on initiatives to better the school. These meetings are open to the public and coordinated by an elected chairperson. Fork Shoals School has an active Parent Teacher Association. A board of five members along with the administration of the school meets monthly to discuss priorities for the school. These groups form a strong partnership within the school community to move the school forward and enhance the education for our students. The PTA provides on-going support through mini-grants, field trip scholarships, and as volunteers. They coordinate fundraisers and provide educational programs.

Fork Shoals School envisions our families, staff, and community working together to improve student performance. This is a shared responsibility among all stakeholders in the school. We are committed to exploring and developing new

strategies in which to provide a world-class culture of inquiry and to nurture each student's desire to be a continuous learner and a responsible citizen.

When students enroll at Fork Shoals School, parents are given the opportunity to meet with the principal and tour the school to see staff and students in action. At the beginning of the school year, parents and students are invited to attend a Meet the Teacher Night. During this time, they meet teachers and are given information about how they can be involved in the school. Parents receive a weekly newsletter from teachers and all teachers have a website where information is kept up-to-date. Teachers have created e-mail distribution lists for their classes. Parents may call their child's teacher at any time since every teacher has a phone in their classroom. Every week the principal sends out a school newsletter and a phone blast with information regarding school activities and important announcements. Parent volunteers play an important role in the success of our school. They work on fundraising, go on field trips, tutor, mentor, and help classroom teachers. Parents also have been a part of our afterschool clubs. Some clubs meet weekly while others meet monthly or for a set time during the year. Parents are kept informed of on-going events at our school by weekly teacher newsletters, school website, individual teacher websites, class Dojo, the school marquee, student handbook, local newspapers, principal's weekly eNews, telephones in the classrooms, weekly phone blasts from the principal, email, school Facebook page and Twitter account. Parents are encouraged to attend and give input to Open House, book fairs, holiday program, parent workshops, All Arts Night, parent conferences, PTA General Assembly meetings, and an open door policy by the school's administrators.

Fork Shoals School works very closely with several organizations in the community. Girl Scouts have had a long standing relationship with the school. Fork Shoals Baptist Church provides services for our children with our Good News Club. Church members volunteer their time each week to work with our boys and girls. Fork Shoals Baptist and First Baptist Simpsonville also provide support to our school with resources and support for teachers. We have a partnership with the American Heart Association with the Kids Heart Challenge Program in our PE classes. Each year we look to grow in our relationships with community organizations and increase with new ones.

We have continued to try and build relationships with our business community. After realizing that we had only minimal contact with businesses, we set out to establish more partners to help us carry out the vision at Fork Shoals. In the past, we have built relationships with Canebrake Fire Department, Greenville Technical College-Brashier Campus, Upstate Nursery, and Mentor Upstate. These businesses and programs help us in building productive citizens and future leaders. We have taken field trips to visit some area businesses integrating curriculum with career guidance. At the present time

we are working to establish relationships with other businesses in our community. Lowe's has become a partner in the community. Our school has received a grant in the past, and we installed a fitness circuit by the old building. Through our PTA Spring Spectacular numerous businesses donate their products to make this event a huge fundraiser for the school. In a recent year, we also held a STEM night and various businesses were invited: Greenville Water System, Code Ninjas, Home Depot, and Mathnasium. Each year we seek out new business partnerships to reach our school goals.

Fork Shoals School Personnel

Fork Shoals Elementary School boasts a dynamic faculty and staff with all 100% being highly qualified. Many have a Master's Degree, and five are National Board certified. We are a family of diverse backgrounds and talents working together for the benefit of all children. There are 34 brick and mortar classroom teachers and 5 teacher assistants in grades K5 – 5th. Our student/teacher ratio is 21 to 1 in kindergarten, 18 to 1 in 1st grade, 17 to 1 in 2nd grade, 22 to 1 in 3rd grade, and 26 to 1 in 4th grade, and 28 to 1 5th grade. We enjoy the privilege of full-time related arts teachers in the areas of Art, Music, and Physical Education, as well as a part-time team two days a week. The children are learning about other cultures and languages with the help of our two full-time Spanish teachers for all primary and intermediate students. Our full time Media Specialist and an assistant implement a "flex schedule" to help enhance the library skills of all children in the school. Special assistance is provided for struggling students with the help of two resource teachers and two speech teachers. Fork Shoals has an English as a Second Language teacher who works with students whose language spoken in the home is something other than English. We have one full-time school counselor and a half-time counselor. Fork Shoals has one challenge teacher who serves students 2.5 days a week.. All teachers at Fork Shoals teach using the IB Primary Years Program philosophy. Fork Shoals has predominantly female teachers. The exception is a male PE teacher. The school has one one African-American assistant principal, one African-American kindergarten assistant, one teacher of Hispanic descent, and the rest are white. Additional personnel include the school principal, assistant principal, secretary, instructional coach, literacy specialist, a mental health counselor, attendance clerk, two receptionists, one nurse, plant engineer, five custodians, one food service manager, seven food service workers and eight bus drivers also provide services to students.

Student Population

At the present time, the student enrollment at Fork Shoals School is made up mostly white (74%), 11% African-American, 6% Hispanic, 8% two or more races, and 1% other ethnicities.

Fork Shoals Demographics

The prior past three years show a rather constant enrollment in percentages by ethnicity. The enrollment numbers have also been similar over the past three years. Fork Shoals School attendance zone has numerous neighborhoods that still have potential for future homes to be built, and enrollment is expected to increase once those neighborhoods are complete. This year, we saw more of our normal enrollment pre-COVID-19. We had 23 students register for the GCS virtual program which is a decrease from the 167 students registered last year.

Fifty-two percent (52%) of students qualify for Pupils in Poverty(PIP) which is a slight increase from forty-six percent (46%) last year.

Fork Shoals staffs' commitment to providing the most appropriate learning environment for every child can be seen in the number of children qualifying for special services. The percentage of students in special education has remained between 13%- 14% the past several years.. Six percent (6%) of these are speech only students.

Student attendance rates at Fork Shoals School have remained steady over the past few years at 96 percent. Parents continue to request change in assignment to come to our school; however, the number of available spaces changes from year to year and has become minimal with the potential growth in our area.

The student population consists of students with four home languages. These languages, in order of student enrollment, are English, Spanish, German, and Kurdish. Fork Shoals School has several funded programs, which focus on helping “at risk” students, and the special needs of all students. Specialized instruction provides this assistance, as well as, a part-time ESOL teacher for our students whose parents speak a language other than English in the home. Children with learning disabilities are served in inclusion and/or resource classrooms. Fork Shoals School also has a gifted and talented program for identified students. This program served 15.4% in 2016-2017, 20% in 2017-2018, 21% in 2018-2019, 17% in 2019-2020, and 25% in 2020-2021. Fork Shoals School’s retention rate is around 1.5 percent of the student body.

Academic Programs and Initiatives

International Baccalaureate Primary Years Programme (IB PYP)

Fork Shoals is an International Baccalaureate Primary Years School. We were authorized to offer this program in the spring of 2005 and had evaluation visits in the spring of 2008, spring of 2013 and spring of 2018. Our next evaluation is scheduled for September 2023. Developed by educators from around the world, the Primary Years Programme (PYP) emphasizes internationalism and identifies what students from all cultures should learn in six subject areas: languages, social studies, mathematics, science and technology, the arts, and personal, social and physical education. Fork Shoals uses the South Carolina College and Career Readiness Standards and the Greenville County curriculum; however, teachers use the Primary Years approach to organize and teach curriculum through carefully planned and approved units of study. The goal of the International Baccalaureate Primary Years Programme is to develop learners who become inquirers, thinkers, communicators and risk-takers who are knowledgeable, principled, caring, open-minded, balanced and reflective.

The development of the following skills is fostered:

- Thinking
- Communication
- Socializing
- Research
- Self-management

Students are encouraged to put what they have learned into practice through service to the school community, the local community and the global community.

Curriculum Initiatives

Fork Shoals School has a strong emphasis on literacy. We are implementing the Fountas and Pinnell balanced literacy model. Teachers are also focusing on the teaching of the South Carolina College and Career Readiness Standards for reading, writing, listening, and speaking, and math.

Teachers use the District's Elementary Curriculum Landing Page to plan instruction and to also create school level consensus curriculum maps for the IB program. Beginning the 2019-2020, we have implemented a new on-line program, Moby Max. Students earn points and individuals and classes in the lead are recognized. Fork Shoals teachers are provided with Science Kits, which contain a resource guide and materials that support the South Carolina Science Standards. Science textbooks are used for frontloading knowledge and/or as a resource. Teachers provide hands-on math and science activities for the students and their parents to complete together.

Interventions

Response to Intervention Model (RTI)

Reading: All students in Kindergarten and 1st grade are benchmarked in the fall, winter, and spring for reading skills. The data gathered is used to provide intense reading intervention at a young age. Selected 2nd graders are also benchmarked based on previous test scores. The intervention in reading is through the research based Early Reading Intervention Model. Students are served for 30 minutes of daily reading instruction based on their benchmark performance. The students are progress monitored every 10 to 15 days and their progress is tracked using the FastBridge database. The progress is evaluated constantly to ensure progress is being made or next steps are taken. Second graders are also monitored using MAP data in December. The RTI reviews the data. At Fork Shoals, a full-time literacy specialist and two full-time interventionists who serve our first, second, and third graders.

Math: SC Ready math data was reviewed by our instructional coach and math interventionist. Teacher input was also reviewed to determine students who should be served in our math intervention program. We have one full-time math interventionist who serves select students in grades two through five. The Bridges Math intervention program is used. Students were given a pre-assessment to determine which module they should start on. Students receive 30 minutes of intervention a day and are progress monitored. In December, the instructional coach and math interventionist reviewed the progress data and changes were made for students entering the program if the data determined it necessary.

Tutoring

We have also had two six week sessions of remediation for students through the use of CARES money during the 20-21 school year. During the current school year we have provided remediation all year. We have supported students in grades three through five with both/or either math and reading for an hour a week each subject either in the mornings or afternoons.

Summer Bridge Program

During the Summer of 2021, Fork Shoals held a Summer Bridge program for 57 rising 2nd - 4th graders. The participants were a mixture of students who had attended school in either the brick and mortar school environment as well as the virtual setting the previous school year. This program ran for 5 weeks. Students attended 4 days a week from 7:30 - 2:00 pm. The academic focus was on both reading and math. At the end of the program, a reading benchmark was administered to assess academic progress. The data indicated that 87% of the assessed students increased their Instructional F&P level by at least 1 level.

Positive Behaviors, Interventions, and Supports Model (PBIS)

PBIS addresses behavior school-wide. Fork Shoals School adopted this model of behavior support in 2008. The model is for students, teachers, assistants, support staff, administration and parents. It supports a safe, positive learning environment for our children. PBIS relies primarily on positive, proactive strategies rather than a reactive, punitive approach to behavior. The model teaches students how to do the right thing through modeling and reinforcing by the teachers and staff. There are three levels of intervention to support ALL students: 1) Primary/Universal – school- & classroom-wide systems that focus on all students, staff, and settings. 2) Secondary – specialized group interventions for students with at-risk behavior. 3) Tertiary- individualized interventions for students with high-risk behavior. At Fork Shoals School there are three basic expectations that children and adults are expected to meet:

1. **Stay Safe**
2. **Take Responsibility &**
3. **Respect Everyone**

These expectations are modeled, posted, and reinforced in all areas of the school: classroom, cafeteria, bus, hallways, playground, and arrival and dismissal areas. Students are reinforced with STAR cards when they meet these expectations. Incentives are given out on a regular basis. Currently, we have implemented a PBIS/House Leadership Team. This team consists of grade level representatives who collaborate on various strategies to assist in continuing to build community, foster relationships, and provide support within the staff/student body.

On Track

Since 2018 Fork Shoals has utilized a multidisciplinary team approach to helping all students succeed and continue “On Track” to graduate .At the heart of the OnTrack process is the belief that when given the right supports and interventions, all students can succeed, and graduate from high school. Multidisciplinary OnTrack teams turn the belief into action, by using Early Warning Indicators to track the well-being of students, and to determine what needs to be done to support student success. In OnTrack team meetings, staff think and talk about interventions for specific students as part of the students’ entire experience. Within the structure of OnTrack team meetings, staff utilize best practices in meeting protocols, collaboration, and use of data to inform decision-making, and ultimately, implement interventions in the most effective way. Both the structure and the content of the OnTrack meeting allow for more nuanced, deeper conversation about students than normal grade group meetings.

Mission, Vision, and Beliefs

School Tagline

A Rich Heritage of Cultivating World-Class Learners

Mission Statement

The mission of Fork Shoals School is to provide a world-class culture of inquiry and to nurture each student's desire to be a continuous learner and a responsible citizen.

Vision

By applying the IB Learner Profile, Fork Shoals School students will become active citizens with a deeper appreciation and understanding of the world to prepare them for the future.

Beliefs

We believe...

Curriculum

- Is integrated
- Has a real world purpose
- Must be supported with field experiences related to content
- Has a global application
- Is focused on students' strengths and weaknesses
- Is developmentally appropriate
- Presents various perspectives

Instruction

- Provides students the opportunity to be teachers
- Is inquiry based
- Is engaging
- Involves high levels of problem solving
- Provides for multiple modalities
- Is project based
- Values multiple intelligences
- Incorporates a network of community resources
- Uses technology to enhance effectiveness
- Is applicable to real life

Assessment

- Is ongoing
- Uses continuous observation
- Is meaningful
- Guides instruction
- Is clear, concise, and consistent
- Is authentic
- Uses rubrics
- Is standardized
- Provides an opportunity for reflection

Learning Environment

- Is safe
- Is community based
- Encourages parent/family involvement
- Encourage students to take risks
- Is inviting
- Is educationally stimulating in all areas of the school.
- Uses all of the available educational assets
- Focuses on the positive
- Has multilevel resources
- Has varied resources

Data Analysis and Needs Assessment

Student Achievement

Fork Shoals relies on test scores from the South Carolina Ready (SC Ready), the South Carolina Palmetto Assessment of State Standards (SCPASS), and the Iowa Basic Skills (Iowa) Test to assess student achievement. Fork Shoals School sets high achievement expectations for our students.

MATH	2019	2021	District Total	State Total
Does Not Meet	15%	28%	25%	35%
Approaching	29%	26%	22%	28%
Meets	26%	26%	24%	19%
Exceeds	30%	21%	29%	18%

Meets/ Exceeds	56%	47%	53%	37%
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ELA	2019	2021	District Total	State Total
Does Not Meet	15%	23%	25%	29%
Approaching	22%	25%	22%	28%
Meets	32%	27%	24%	24%
Exceeds	32%	25%	28%	19%
Meets/ Exceeds	63%	52%	52%	43%

South Carolina Palmetto Assessment of State Standards (SCPASS)

The South Carolina Palmetto Assessment of State Standards is our statewide assessment for science. This test was given to our 4th grade students in the spring of 2021.. The SCPASS Science test categorizes students into four areas: Exceeds, Meets, Approaching, and Does Not Meet.

PERCENT MEETING STANDARD ON SCPASS

SCIENCE	2018	2019	2021	District	State
Does Not Meet	11%	14%	25%	28%	35%
Approaching	34%	18%	21%	20%	22%
Meets	31%	33%	26%	25%	24%
Exceeds	24%	36%	29%	27%	20%

Meets/ Exceeds	55%	69%	55%	52%	43%
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Teacher and Administrator Quality

Fork Shoals 2021-2022 Professional Development Schedule

SDE School Report Card – website = <https://ed.sc.gov/data/report-cards/>

Fork Shoals 2020-2021 Report Card

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: ☒ 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 % in 2016-17 to 65 % in 2022-23.

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	<u>50</u> % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	<u>53</u>	<u>56</u>	<u>59</u>	<u>62</u>	<u>65</u>
		School Actual Elementary <u>51</u>	<u>63</u>	<i>waiver</i>	52		

SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52	58	waiver	52		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continued implementation of Fountas & Pinnell Balanced Literacy	2018-2023	District trainers, Literacy Mentors, Literacy Specialist, Teachers	None	N/A	Review of reading level data
2. Analyze Mastery Connect data to prepare for SC Ready	2018-2023	Instructional Coach, Teachers	None	N/A	Review of Mastery Connect Data

3. Utilize reading conferencing to document individual student needs.	2018-2023	Teachers	None	N/A	Notes in reading data notebooks
4. Utilize Moby Max for differentiated reading activities.	2019-2023	Teachers	\$4,000	Local Funds	Reports

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 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
PERFORMANCE GOAL 2: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from <u>48</u> % in 2016-17 to <u>63</u> % in 2022-23.							
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by <u>3</u> % 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	48 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	51	54	57	60	63
		School Actual Elementary 50	56	waiver	47		
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	waiver	53		

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

1. Analyze Mastery Connect data to determine specific needs.	2018-2023	IC, teachers	None	None	Mastery Connect data
2. Support utilization of Moby Max	2019-20203	Teachers, Math Committee, IC	\$4000	Local	Data from Moby Max, SC Ready scores
3. Personalized learning to further implement guided math	2018-2023	Teachers, IC, DLC Team	None	N/A	SC Ready scores, lesson plans

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

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

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

DATA SOURCE(s):		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	52	55	58	61	64
		School Actual Elementary	69	waiver	54		

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. Use of Mystery Science to include additional hands on learning	2018-2023	Teachers, Science Committee	\$1000	General Funds	Science SC Pass Scores, Lesson Plans
2. Use of visible thinking and inquiry skills	2018-2023	Teachers, IC	None	N/A	Lesson plans, classroom observations
3. Analyze Mastery Connect data	2018-2023	Teachers, IC	None	N/A	Mastery Connect data

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	44% Meets Expectations and Exceeds Expectations	School Projected Hispanic	47	50	53	56	59
SC READY ELA SC SDE Website		School Actual Hispanic	54	waiver	45		

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	waiver	36		
SC READY ELA SC SDE Website	30 % Meets Expectations and Exceeds Expectations	School Projected AA	33	36	39	42	45
SC READY ELA SC SDE Website		School Actual AA 33	40	waiver	40		
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	waiver	28		
SC READY ELA SC SDE Website	15 % Meets Expectations and Exceeds Expectations	School Projected SWD	18	21	24	27	30
SC READY ELA SC SDE Website		School Actual SWD 16	28	waiver	21		
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	waiver	19		

SC READY ELA SC SDE Website	40 % Meets Expectations and Exceeds Expectations	School Projected LEP	43	46	49	52	55
SC READY ELA SC SDE Website		School Actual LEP 45	44	waiver	45		
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	waiver	32		
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations	School Projected PIP	51	54	57	60	63

SC READY ELA SC SDE Website		School Actual PIP x	51	waiver	38		
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	waiver	37		
SC READY Math SC SDE Website	38 % Meets Expectations and Exceeds Expectations	School Projected Hispanic	41	44	47	50	53
SC READY Math SC SDE Website		School Actual Hispanic	45	waiver	32		

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	waiver	41		
SC READY Math SC SDE Website	30 % Meets Expectations and Exceeds Expectations	School Projected AA	33	36	39	42	45
SC READY Math SC SDE Website		School Actual AA 35	32	waiver	28		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39

SC READY Math SC SDE Website		District Actual AA 28	30	waiver	25		
SC READY Math SC SDE Website	19 % Meets Expectations and Exceeds Expectations	School Projected SWD	22	25	28	31	34
SC READY Math SC SDE Website		School Actual SWD 16	20	waiver	22		
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	waiver	24		

SC READY Math SC SDE Website	40 % Meets Expectations and Exceeds Expectations	School Projected LEP	43	46	49	52	55
SC READY Math SC SDE Website		School Actual LEP 43	42	waiver	32		
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	waiver	40		
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected PIP	x	x	x	x	x

SC READY Math SC SDE Website		School Actual PIP x	x	<i>waiver</i>	32		
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. Analyze Mastery Connect by subgroups	2018-2023	Teachers, IC	None	N/A	Mastery Connect data

2. Data driven conversations to improve teaching practice with the use of instructional rounds	2018-2023	Administration, IC, Teachers	None	N/A	Meeting Minutes
3. Implement On Track to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2018-2023	Administrators, IC, Counselor, On Track team	None	N/A	EWRS intervention logs and regular team meetings by the EWRS team.

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

PERFORMANCE GOAL 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		75%	78%	81%	84%
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 = 75%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	61%		

FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten = 28% Grade 1 = 67%	Kindergarten = 33% Grade 1 = 70%	Kindergarten = 38% Grade 1 = 73%	Kindergarten = 43% Grade 1 = 76%
	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)	School Actual	Kind. = 23% Grade 1 = 64%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Kind. = 22% Grade 1 = 54%		
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 – 44 % Grade 5 – 29%	Grade 2 – 41 % Grade 5 – %	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 62 nd percentile 5 th grade criteria RIT = 217 66 th percentile	School Actual	Grade 2 – 41 % Grade 5 – 26%	Grade 2 – 44 % Grade 5 – 41%	Grade 2 – 39% 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%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	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%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	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	<u>2018</u> 2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile <u>2020</u> 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.		
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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. Create watch lists for students in grades K-3 for students below grade level	2018-2023	Literacy Specialist	None	NA	Watch lists
2. Provide support for student below grade level in small groups or individual instruction	2018-2023	Teachers, interventionists	None	N/A	Classroom observations, lesson plans, RTI group lists
3. Analyze Fast Bridge data and help teachers use the data to provide appropriate instruction.	2018-2023	Literacy specialists, IC	None	N/A	FastBridge data

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/no Ethnic Diversity = yes/no	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
1. Work with HR to see diverse candidates	2018-2023	Administration	None	N/A	Ongoing identification of candidates
2. Seek diverse candidates at Shining Stars	2018-2023	Principal/IC	None	N/A	Ongoing identification of candidates
3.					

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	95	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 90	90.4	waiver	100		

SC SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100	100	<i>waiver</i>	100		
SC SDE School Report Card Survey	91.6	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 94.9	97.7	<i>waiver</i>	98.6		
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Students 86	89	waiver	93		
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	waiver	98		
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	waiver	92		

ACTION PLAN FOR STRATEGY #1:	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue the use of PBIS across the school	2018-2023	Leadership Council, Teachers, Staff	None	N/A	Discipline data
2. Bullying Assembly for all 3rd graders and any new students to Fork Shoals in 4th and 5th grades	2018-2023	Counselor	\$300	Local Funds	Bully Box to use in the library, discipline data
3. School counseling lessons geared toward social emotional learning.	2018-2023	School Counselor	None	N/A	Lessons in guidance

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0	0	0	0		

	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8	1.5	0.9	0.3		

Annual Expulsion Rate

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

	(2016-17) .04	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		District Actual .04	.10	.03	0.004		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	97	97	97	97	97
		School Actual 96	94	95	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued	Note: Cognia surveys have been discontinued
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90

		District Actual 89	90	92	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.
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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. Implementation of mindfulness in classrooms	2018-2023	Classroom teachers, school psychologist, school counselors	None	N/A	Classroom observations
2. Development of the whole child through the implementation of the IB learner profile	2018-2023	Teachers, IC	None	N/A	Classroom routines, observations
3. Implementation of daily SEL time	2020-2023	Teachers, counselors, SEL committee	None	N/A	Classroom observations

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

PERFORMANCE GOAL 5: 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	School Projected	95	95	95	95	95
180 th day Attendance Report		School Actual 96	96				
	(2016-17) 95	District Projected	95	95	95	95	95

180 th day Attendance Report		District Actual 95	95	96	92		
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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. Monitor attendance with the EWRS	2018-2023	On Track Team	None	N/A	Implementation guides for EWRS
2. Hold attendance conferences as needed	2018-2023	Attendance Clerk, Administration	None	N/A	Attendance documentation

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 3 Lonely ≤ 10 Angry ≤ 4	Afraid ≤ 3 Lonely ≤ 9 Angry ≤ 4	Afraid ≤ 3 Lonely ≤ 8 Angry ≤ 4	Afraid ≤ 3 Lonely ≤ 8 Angry ≤ 4	Afraid ≤ 3 Lonely ≤ 7 Angry ≤ 4
		School Actual Afraid – 3% Lonely – 10% Angry – 4%	Afraid ≤ 3 Lonely ≤ 6 Angry ≤ 6	Afraid ≤ 4 Lonely ≤ 6 Angry ≤ 5	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.

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%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Counseling lessons monthly	2018-2023	School counselor	None	N/A	Counseling lessons
2. Implement mindfulness	2018-2023	School psychologist, school counselor, classroom teachers	None	N/A	Observations in classrooms

3. Build a positive learning community supportive of all students	2018-2023	School staff	None	N/A	Established classroom norms, expectations and procedures; autonomy and respect for peers and adults
4. Implement a daily SEL time for classrooms	2020-2023	School staff	None	N/A	Classroom observations, SEL lessons

