



Greenville County Schools  
**Grove Elementary School**  
*Home of the #EngagedEagles*

**SCHOOL RENEWAL PLAN FOR YEARS: 2018 – 19 THROUGH 2022 – 23**

**SCHOOL RENEWAL ANNUAL UPDATE FOR: 2020 – 2021**

Mr. Joseph J. Stowe, Principal  
1220 Old Grove Road  
Piedmont, SC 29673

Dr. W. Burke Royster, Superintendent  
Greenville County Schools



At Grove Elementary, we love, empower, and educate the whole child, so that students will use their unique gifts and talents to become successful and productive citizens of society.



<https://www.greenville.k12.sc.us/grove/>



@GroveEagles



grove\_elementary



@GroveElementary

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME:** Grove Elementary School

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023** (*one year*)


### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

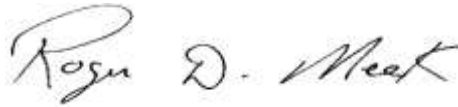
### SUPERINTENDENT

Dr. W. Burke Royster		April 13, 2022
PRINTED NAME	SIGNATURE	DATE


### PRINCIPAL

Mr. Joseph J. Stowe		March 8, 2022
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, BOARD OF TRUSTEES

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

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Veronica Martinez		March 9, 2022
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Samantha Rochester		March 10, 2022
PRINTED NAME	SIGNATURE	DATE

**SCHOOL ADDRESS:** 1220 Old Grove Road, Piedmont, SC 29673

**SCHOOL TELEPHONE:** (864) 355-5900

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

## Stakeholder Involvement for School Renewal

Position: Name

1. **Principal:** Joseph J. Stowe
2. **Teacher:** Karen Simmons
3. **Parent/Guardian:** Daniela Gasca
4. **Community Member:** Alexandria Byrd
5. **Paraprofessional:** Donna Rich
6. **School Improvement Council Member:** Veronica Martinez
7. **Read to Succeed Reading Coach:** Samantha Rochester
8. **School Read To Succeed Literacy Leadership Team Lead:** Samantha Rochester
9. **School Read To Succeed Literacy Leadership Team Member:** Whitnee Grant
10. **Title I Instructional Facilitator:** Misty Natskakula-Kink

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

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

Literacy Leadership Team for Read to Succeed	
Position	Team Member
Principal	Joseph J. Stowe
Assistant Principal	Shane Kenney
Administrative Assistant	April Camp
Title I Instructional Facilitator	Misty Natskakula-Kink
Instructional Coach	Dr. Whitnee Grant
Literacy Specialist	Samantha Rochester
Reading Interventionist	Mary Simpson
Classroom Teacher	Katherine Wilson

## ASSURANCES FOR SCHOOL RENEWAL PLANS

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

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

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



#### **Academic Assistance, PreK–3**

The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).



#### **Academic Assistance, Grades 4–12**

The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).



#### **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.



#### **Staff Development**

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.



#### **Technology**

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



#### **Innovation**

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



#### **Collaboration**

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



#### **Developmental Screening**

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

**Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

**Developmentally Appropriate Curriculum for PreK–3**

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

**Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

**Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

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

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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## Introduction

The Grove Elementary School Portfolio was developed to document the updates and progress our school make annually as we attain short-term goals and work toward our long-term goals. This plan is constantly evolving and documents our actions and adjustments we have made to support student achievement. We believe the School Portfolio provides staff a means to further develop capacity, self-reflect, communicate and work strategically while remaining accountable during the process. The School Portfolio was developed through collaboration with all stakeholders. The faculty and staff, along with parent and community members of SIC and Title I planning committee, assisted in the self-reflection process in order to better build our plan for the purpose of the growth and development of the students. In order to maintain high standards and expectations, a great deal of discussion centered on changes over the past three to five years, such as school community relations, vision, student needs, instructional practices and programs, professional development, paradigm shifts and progress in each area. As each section of the portfolio was reviewed and updated, feedback was considered essential and provided the Leadership Team with the opportunity to develop a document representative of Grove Elementary School.

<b>Faculty Council</b>	<b>For the Good of Grove Committee</b>	<b>SIC Members</b>	<b>Title I Planning Committee</b>
Joseph Stowe, Principal	Joseph Stowe, Principal	Joseph Stowe, Principal	Joseph Stowe, Principal
Shane Kenney, AP	Jennifer Violette	Veronica Martinez	Misty Kink, T1 Facilitator
April Camp, AA	Joseph “Brandon” Brock	Patrick A. McDonald	Randolyn Harmon
Misty Natskakula-Kink, T1 Facilitator	Meghan Lee	Alexandria Byrd	Diana Kerley
Samantha Rochester, Lit. Spec.	Yvette Case	Lisa Sweeney	Whitnee Grant
Whitnee Grant, Instr. Coach	Blair Duncan	Mary Simpson	Karen Simmons
Jordan Miller, School Couns.	Brienna Jones	Suzy Schmalbeck	Ariel Helton-Jones
Mary Simpson, Interventionist/ESOL	Channon Reid	Diana Kerley	Amanda Wood
Deborah Cannada, Sp.Ed.	Mary Grace Mack	Victoria Salas	Veronica Martinez
Steven “Kyle” Steading, Rel. Arts	Elizabeth Batson	Daniela Gasca	Corey Burris
Haley Bray, Grade 5	Deborah Cannada		Kendra Martin-Wright
Ryan Talty, Grade 4	Charlotte Taylor		Ronnie Jones
Dana Kindelmann, Grade 3	Amanda Wood		
Dylan Brooks, Grade 2			
Karen Simmons, Grade 1			
Charlotte Taylor, 5K			

The Grove Strategic Plan and its components are communicated to all stakeholders in the following ways:

- components of the plan are shared with parents and community members at monthly SIC meetings
- components of the plan are shared with parents, students, teachers, and community members at Title I meetings
- components of the plan are shared with teachers and faculty members at faculty meetings during leadership meetings, faculty council meetings, For the Good of Grove committee meetings, grade level meetings and full faculty/staff meetings
- components of the plan are available for viewing in a hard copy and digital formats for any stakeholder



# **Executive Summary**

## **Student**

## **Achievement**

### **SCREADY**

- Improve ELA SC Ready Performance – During the 2021-2022 school year, the percentage of students (grades 3-5) Meeting/Exceeding Expectations on ELA SC Ready will increase 5%, from 27.3% in Spring 2021 to 32.3% in Spring 2022.
- Improve Math SC Ready Performance – During the 2021-2022 school year, the percentage of students (grades 3-5) Meeting/Exceeding Expectations on Math SC Ready will increase 5%, from 27.7% in Spring 2021 to 32.7% in Spring 2022.

### **SCPASS**

- Improve Science SC PASS Performance – During the 2021-2022 school year, the percentage of students (grade 4) Meeting/Exceeding Expectations on Science SC PASS will increase 5%, from 30.8% (33 / 107) in Spring 2021 to 35.8% in Spring 2022.

## **Teacher and Administrator Quality**

Grove Elementary strives to have a strong instructional team to lead our learners to their greatest potential. 100% of the administrators, leadership team and instructional staff are certified and highly qualified. To ensure positive teacher growth and student learning, research-based best practices are implemented to increase student achievement, professional development opportunities are provided in various ways and settings, including weekly curriculum meetings, data driven discussions in and outside of regular meetings, required professional development in the areas of math, reading, science, social studies and technology. Following our goal of continuous improvement in the core content areas administrators and instructional leaders guide teaching and learning. This is accomplished using formative and summative data, research-based methods, student-centered best practices, collaborative efforts with district level academic specialists within the scope of the school's strategic plan and guidance from the building principal and supporting administrators. More specifically, teachers receive guidance and support through analyzing various types of data, application to instructional decisions, including the differentiation of instructional methods. On-going professional development to teachers related to instruction, peer coaching, and classroom climate is also provided to the certified staff through individualized and group assistance, coaching cycles and model teaching. Administrators provide accountability to teachers through formal observations, informal observations/classroom walkthroughs and observations to indicate areas of strength and additional support. High qualified staff are in the presence of students leading the progress toward student achievement each school year.

## **School Climate**

Grove Elementary School is a modern, attractive, well-maintained school which provides an environment conducive to student learning and social emotional needs. Teachers, students, and parents are surveyed annually using the state report card survey system. Surveys are given annually to parents and teachers to determine strengths and areas of growth for the school. In regards to how Title I funds are spent, all stakeholders agreed that ensuring our students have a smaller class size than a non-title I school was vital so that teachers are able to reach students on a more individualized basis and provide smaller group instruction. Grove Elementary parent involvement also works to address and increase the academic needs and support of parents of Grove's students. Additional extended learning opportunities to meet the academic needs of our students are provided through our afterschool extended day program and Response to Intervention (RTI). Additional Instructional coach position to focus on math instruction in all grades, to train

teachers in types of data analysis to support instructional decisions; to train teachers how to differentiate instructional methods; and to provide on-going professional development to teachers related to instruction, peer coaching, and classroom climate. In addition to reduced class size, both parents and teachers agreed that a focus needs to be on instructional and technology supplies and professional development for teachers. Teachers agreed that reduced class size and technology/instructional supplies including site licenses are vital in student success. Grove Elementary's student population is almost 50% Hispanic/Latino and increasing. Based on this increasing Hispanic/Latino population Grove requires an additional ESOL teacher to provide support in the classroom through the co-teaching model. The Staff agreed that a focus on Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school. SEL provides skill building to allow students to regulate their emotions, communicate with others effectively, use compassion and empathy to understand the needs of other people, build relationships and make good decisions. The staff was pleased with most activities in the 11 reform strategies, but improvement needs to be made in two areas. Teachers claim there is too much professional development, which leaves them with little time to implement what they learned. Also, that they want to be provided the necessary materials to implement the professional development. Based on the feedback of the staff obtained through internal data sources and in addition to the academic goals for the school year, the following have also been maintained as school wide goals:

- ☐ Improve School Environment – Provide guidance and support to staff and students, which helps promote improvement of the school climate and culture (with a focus on key areas of operation).
- ☐ Effectively utilize technology to improve and support instruction.
- ☐ Continue to expand social-emotional supports for students and colleagues through collective and intentional implementation of strategies.
- ☐ Continue to collectively improve home-school relations.

Plans that have been implemented, based on stakeholder feedback and observation include the school building Principal maintains a “For the Good of Grove” group to allow more staff voices to speak directly with the Principal and assist directly in guiding progress. The principal also continues to streamline communication efforts to morning messages (5-days a week) and afternoon update email as needed, sends weekly newsletters each Sunday, responds positively to student work displays, speaking directly to the class of children. Morning intercom greetings are also delivered with a focus on engagement, social emotional learning, celebrating accomplishments, improving school wide attendance and raising the academic bar with motivation, celebration and extended challenges. With the assistance of the “For the Good of Grove” committee and assistant administrators, the principal has also maintained an Employee of the Month recognition system, weekly shout

outs shared through a “Shout Out” board and electronically through newsletters and daily workday updates. This group has also helped guide and promote the school wide focus on improving home-school relations. Students and families received guidance and assistance from the all in the building as personal connections are made through individual mentor opportunities, supports provided through the school’s counselor, parent involvement coordinator, social worker, feeder schools, local religious bodies, veteran organizations, health systems and so much more. It is enjoyable to visit, attend, work with and work at Grove Elementary School.

### **Significant Challenges from the Past 3 Years**

- ☐ Covid-19 Impact on Instructional Delivery and Student Achievement
- ☐ Covid-19 Impact of School Attendance (GCS Virtual Academy, Brick and Mortar)
- ☐ Summer learning loss (On average, children lose about a month of reading and math skills during their first summer vacation. In addition, during their second summer vacation, they lose three full months of skills in reading and math.)
- ☐ Low Parent engagement from White and African Americans parents
- ☐ Rapid rise of English Language Learners, 1:1 Communication with parents; Reduction in EL teachers
- ☐ Below grade level performance in ELA and Math
- ☐ Progress of students with disabilities receiving special educations services
- ☐ High mobility rate of students/families
- ☐ Entering 5-year old children: Acclimation to school and performance on the Kindergarten Readiness Assessment 5K students entering school for the first year.

The Mastery Connect Benchmark was given in the Fall 2021 to assess students in grades 2-5. School average in ELA was projected proficiency 26.6%, and our goal for End of Year SCReady projected growth is 32.3%. The South Carolina College-and Career-Ready (SC READY) assessment was given to students in grades 3-8 in Spring 2021. Students were assessed in the subject areas of Reading, English, Mathematics and Writing. In English/Reading, Grove had 27% of students Exceeding or Meeting Expectation. This was a 4.0% decrease from 2018-2019. Meaning & Context in both Literary and Informational Texts was the category with the greatest need across all grade levels. In Math 28% of Grove students Exceeded or Meeting Expectation, a decrease of 6.0% from 2018-2019. In Math, the areas for the most growth were Algebraic Thinking & Operations and Number Sense & Base Ten. In both Math & ELA overall student performance is still much lower than district or state averages. Based on this data, Grove requires additional instructional support in both subject areas provided by interventionist and small group instruction. When analyzing trend data, our Disabled Subgroups have the highest

percentage of students in the Did Not Meet Expectations category for both ELA and Math. There are many factors that attribute to this trend. One of the factors is Grove's high mobility rate, which doesn't allow for the curriculum to be taught consistently. Another factor that plays a part in this trend is the lack of early education and/or intervention. Our students enter Kindergarten significantly behind their peers according to our Kindergarten Readiness Assessment (KRA) data for Fall 2021. 10% of our kindergartners demonstrate readiness, 38% are approaching readiness, and an astounding 52% fall in the emerging readiness category. Approximately, 90% of our Kindergarten students do not know their letters or sounds when entering Kindergarten. Based on the trend (19-20 = 9.8%, 20-21 = 3%, 21-22 = 10%) of kindergarten students attending school not knowing their letter names or sounds, Grove requires an additional educator to provide support in the primary grades of K-3 with small group instruction. All of these data points were intentionally considered when planning for the 2022-2023 school year to increase student achievement.

## **Significant Accomplishments**

### **School Based Accomplishments**

- ☐ Lieutenant Governor, Guest speaker at 2020 Jr. Beta Club Induction Ceremony
- ☐ Bilingual Translation (Spanish) and Parent Involvement Coordinator
- ☐ Gifted/Talented Challenge Program
- ☐ Early Reading Intervention (ERI) and Response to Intervention (RTI)
- ☐ Title I Funded - Reduced Class Sizes
- ☐ Grove Network News (GNN) Morning Show
- ☐ STEAM Program (including drama and dance instruction)
- ☐ Visionary Leaders Mentor Program
- ☐ Leading Ladies Mentor Program
- ☐ School wide Mentoring Program
- ☐ Technology Club Program
- ☐ Successful Academic Competitions (Academic Madness, Spelling Bee, etc...)
- ☐ Communities in Schools Partnership (After-school and Summer School program)
- ☐ Extended Day Achievement Institute (Fee-based Program)
- ☐ Parenting Partners Education Enhancement Classes
- ☐ Morning Enrichment / Peer Tutoring
- ☐ Community and Business Partnerships
  - Michelin North America
  - West Gantt Baptist Church and Rockvale Baptist Church
  - General Electric (GE)
  - Publix Corporation
  - Molina Health
- ☐ Student Council
- ☐ Grade 3 – 5 Overnight Trip Opportunities
- ☐ Family-Fun Field Day

### **State and District Recognition**

- ☐ 2021 Upstate Parent Best and Brightest 5th Graders Acknowledgement
- ☐ 2021 National Jr. Beta Club Quiz Bowl, 5<sup>th</sup> Place
- ☐ 2019-2020 National Beta Club School of Distinction
- ☐ 2018, 2019, 2020 Energy Start Certified School
- ☐ Multiple Donors Choose class projects funded
- ☐ #Teach864 Highest Teacher Participation Award
- ☐ LiveWell Greenville Great Strides Award
- ☐ Numerous Safe Kids Upstate Award
- ☐ Safe Routes to School Silver Award
- ☐ Jump Rope for Heart Fundraising and Participation Recognition
- ☐ Awarded Fresh Fruits and Vegetables Grant
- ☐ February 19, 2019 Upstate Black History Maker, Principal of Grove Elementary
- ☐ March 2019 98.9 Radio Station Teacher Who Makes Magic Honor, Grade 1 Teacher

## School Profile

### Grove Elementary

1220 Old Grove Rd.  
Piedmont , SC 29673  
Telephone: (864) 355-5900  
Fax: (864) 355-5965  
[www.greenville.k12.sc.us/grove/](http://www.greenville.k12.sc.us/grove/)

**Grades:** K - 5th Grade

**Enrollment:** 382 (in-person) 237 (virtual)

**School Location:** Piedmont

[School/Center Directions](#)

**Principal:** Joseph Stowe

Email: [jstowe@greenville.k12.sc.us](mailto:jstowe@greenville.k12.sc.us)

At Grove we love, empower, and educate the whole child, so that students will use their unique gifts and talents to become successful and productive citizens of society. Our school tagline is #EngagedEagles...Run, Walk, and Fly High. We employ a staff that promotes a safe, calm, and inviting environment for students. Grove's goal is to support children academically, socially, and emotionally to inspire them to think critically and creatively outside the box, collaborate with others in a positive way, and to become successful members of society.

### Facilities

Grove is a safe two-story structure designed to support the educational needs of the students and staff. Within the structure, there are classrooms for general education, special education instruction, and intervention supports. There is a front office, business offices for designated personnel, locations for health services, counseling supports, breakfast or lunch dining, participation in physical education, visual arts instruction, music curriculum learning, media center (library), parent involvement activities/events, recess, and multiple uses for most educational spaces. Technology, with wireless access to the internet, is present to support the teaching and learning which occurs five days a week. Two portable structures are on the campus as well as outdoor storage and a covered play area. The largest playground area also has playground equipment, soccer goals an open field and a track with a Born Learning Trail installed with our partners at United Way of Greenville. All 5K – grade 5 students have Chromebooks utilized for traditional learning in the school setting, eLearning opportunities and for students enrolled in GCS Virtual Academy.

## **School Personnel**

- ☐ **Administrators:** 3
- ☐ **Teachers/Professional Staff:** 69 (in-person) 0 (virtual)
- ☐ **Support Staff:** 25

Grove faculty consists of 3 Administrators, 1 Instructional Coaches, 1 Title I Instructional Facilitator, 1 Guidance Counselor, 1 Literacy Specialist, 35 Homeroom Teachers including 2 LD Multi-cat Teachers, 6.5 Related Arts Teachers, 4 Interventionists, 0.4 Challenge Teacher, 3 Special Education Teachers, 1.2 Speech Pathologists, 3.6 ESOL Teachers, 1 Permanent Substitute, 1 Social Worker, 1 Nurse, 1 Parent Involvement Coordinator, 1 Secretary, 1.5 Attendance Clerk, 1 Plant Engineer, 5 Custodians, and 9 Cafeteria Workers. 32.7% of teachers hold advanced degrees, and 71.4% have continuing contracts. 60.9% of teachers returned from the previous year, and teacher attendance rate is 94.8%.

## **Student Population**

Currently, for the 2021-2022 school year, we have 614 students at Grove Elementary with an average daily student attendance rate of 91.39%. Our poverty percentage is 94%, and approximately 100% of Grove's student population is currently eligible for free and reduced lunches. At the present time, the student body at Grove Elementary is composed of 271 (44.1%) Hispanic/Latino, 204 (33.2%) African American, 88 (14.3%) White, 47 (7.7%) Multi-Racial, 2 (0.3%) Asian, and 2 (0.3%) American Indian or Alaska Native. There has been a rise in the number of special needs students served by the school as we now have two Special Education Self-Contained classes. Currently 19% of students are being served by Special Education, 0.23 require a 504 Plan, and 4.3% are enrolled in our Challenge Program. Grove's Hispanic population is rising and is makes up almost 50% of the school population. 56% of our students speak English in the home, and 44% speak Spanish inside the home. Currently, 2.8% of students were retained for the 2021-2022 school year. The residents of Grove's attendance area are transient. The rate of mobility continues to remain close to 89%. This high mobility rate affects the stability of the student population, and ultimately cohesive instruction. Many homes in the Grove attendance area are rental properties and mobile homes.

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

- ☐ Anti-Bullying Curriculum and Character Education Program
- ☐ School wide Behavior/Incentive Program
- ☐ Academic / Service Organization: Jr. Beta Club
- ☐ Principal's Honor Roll and A/B Honor Roll
- ☐ Prompt and Present Attendance Awards
- ☐ Good News Club



- ☐ Newcomer Support Group
- ☐ Bilingual Translation (Spanish) and Parent Involvement Coordinator
- ☐ Bilingual (Spanish) Attendance Clerk
- ☐ Gifted/Talented Challenge Program
- ☐ Early Reading Intervention (ERI) and Response to Intervention (RTI)
- ☐ Title I Funded - Reduced Class Sizes (Grade 2, 3 and 4)
- ☐ Grove Network News (GNN) Morning Show
- ☐ STEAM Program (including drama and dance instruction and performances)
- ☐ Visionary Leaders Mentor Program
- ☐ Leading Ladies Mentor Program
- ☐ School wide Mentoring Program (Staff Member -to- child; Upstate Mentor -to- child)
- ☐ Technology Club Program
- ☐ Successful Academic Competitions (Academic Madness, Spelling Bee, etc...)
- ☐ Communities in Schools Partnership (After-school and Summer School program)
- ☐ Extended Day Achievement Institute (Fee-based Program)
- ☐ Parenting Partners Education Enhancement Classes
- ☐ Morning Enrichment / Peer Tutoring Opportunities
- ☐ Community and Business Partnerships
  - Michelin North America
  - West Gantt Baptist Church and Rockvale Baptist Church
  - General Electric (GE)
  - Publix Corporation
  - Molina Health
- ☐ Student Council
- ☐ Grade 3 – 5 Overnight Trip Opportunities
- ☐ Annual Family-Fun Field Day, Rib Challenge, Literacy, Math, and Health Fair Nights
- ☐ Grove Network News (GNN) Morning Show
- ☐ Universal Breakfast and Lunch Program
- ☐ Fresh Fruits and Vegetables Grant
- ☐ Engaged Eagles' Safety Patrol
- ☐ Engaged Eagles' Honors Chorus
- ☐ School wide Recycling Program
- ☐ "A Cup of Joe with Stowe" Cocoa or Coffee with the Principal

### *For a closer look...*

For more in-depth information on this school including programs, course offerings, extracurricular activities, and more - visit [www.greenville.k12.sc.us/grove/](http://www.greenville.k12.sc.us/grove/)

If you would like information about the School Report Card rating, visit the State Department of Education Website, [scoreportcards.com](http://scoreportcards.com).

For more information, call INFOline at 864-355-3100, visit our website at [www.greenville.k12.sc.us](http://www.greenville.k12.sc.us).

## **Identity Statement, Mission, Vision, and Beliefs**

### **Identity Statement**

At Grove we love, empower, and educate the whole child, so that students will use their unique gifts and talents to become successful and productive citizens of society.

## **Mission**

Grove Elementary School will develop and promote an environment that ensures all students will attain the highest level of academic success as determined by state and national standards. The entire school population: faculty and staff, parents, students, and community members will function as a system of support to provide an atmosphere where mutual respect, promoting a high-quality curriculum, and embracing learning as a life-long activity is fostered.

## **Vision**

Develop and maintain Strong Minds, Strong Programs, and Strong Partners.

## **Values and Beliefs**

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. The staff brainstormed independently before we produced our core beliefs about what instruction, curriculum, and assessment will increase our students' learning.

We believe:

- All students deserve an environment that is nurturing and safe, where cultural diversity is respected and celebrated.
- All students can acquire the knowledge and skills necessary to become productive citizens and members of society; therefore, students will excel in an environment that engages them in rigorous academics that promote higher level thinking, creative thinking, and questioning.
- Students learn in different ways; therefore, teachers must provide a variety of approaches to support the diverse learning styles in every classroom.
- The whole child must be nurtured in a variety of ways; therefore, physical activities, advancements in technology, the fine arts, character development, and extra-curricular activities must compliment a rigorous academic program.
- Assessment of student learning must provide a variety of opportunities for students to demonstrate the achievement of rigorous standards.
- Students, parents, staff, and community members must form a caring unit that values each individual student's unique needs.
- The school program should foster leadership opportunities both in the school environment and throughout the community as well.
- Collegiality and teaming for excellence is central to the decision-making process. All aspects of the learning environment must be committed to continuous improvement for all.

## Data Analysis and Needs Assessment

- Student Achievement Needs Assessment
  - ES
    - SDE School Report Card – website = <https://screportcards.com/> and <https://ed.sc.gov/data/test-scores/>
      - SC READY ELA and Math (2018-2019) – by grade level by performance level
      - SCPASS Science (2018-2019) – by performance level
- Teacher and Administrator Quality
  - Professional Development Calendars for 20-21

## Grove Professional Development 2020-2021

Date	Professional Development	Audience	Presenters
Date	Topic	Audience	Presenters
July 26, 2021	New to Grove/Return from Virtual Summer Planning Session	Teachers who are new to Grove and teachers returning from Virtual Academy to Brick and Mortar	Instructional Leadership Team
Week of August 9 Dates TBD	Climate & Culture Part 1 <ul style="list-style-type: none"> <li>• Values, Beliefs &amp; Norms</li> <li>• Environment               <ul style="list-style-type: none"> <li>• Classroom Library</li> <li>• Accessible Math Manipulatives</li> <li>• Meeting Space</li> <li>• Set up for Collaboration</li> </ul> </li> <li>• Setting Classroom Expectations &amp; Procedures</li> <li>• Relationships</li> <li>• Classroom/School Norms:               <ul style="list-style-type: none"> <li>• How do we interact?</li> <li>• Classroom Rituals and Routines</li> </ul> </li> </ul> Climate & Culture Part 2 Equity, Culturally Responsive, & Social Justice across the school	All Staff	Morgan Lee Consultant (Leading Up), ILT, Admin
Week of August 9 Date TBD	F&P Benchmarking & Establishing Beginning of the Year Reading Workshop Routines	Required for Teachers who are new to Grove and Optional/Guided - Additional Staff	ILT

August Date TBD	Adverse Childhood Experiences ACEs	All Staff	
Aug-Oct	<p>Writing Workshop within PLC</p> <ul style="list-style-type: none"> <li>-Create Theory of Action</li> <li>-Establish Teacher &amp; Student Look-Fors</li> <li>-Unit Plan</li> </ul> <p><b>*Team Coaching Aug-Oct</b>  <b>*Fidelity Checks and Instructional Rounds Nov-Jan</b>  <b>*Slowly release responsibility to Teams by Oct</b></p>	K-1 teachers, RTI, SSS, ESOL and Paras	ILT
Aug-Oct	<p>Comprehension Strategies - Collaborating with RTI, ESOL, &amp; SSS to set goals, interventions, and next steps</p> <ul style="list-style-type: none"> <li>-Establish small group/co-teaching student and teacher look-fors</li> <li>-Unit Plan</li> </ul> <p><b>*Team Coaching Aug-Oct</b>  <b>*Fidelity Checks and Instructional Rounds Nov-Jan</b>  <b>*Slowly release responsibility to Teams by Oct</b></p>	2-5 teachers, RTI, SSS, ESOL and Paras	ILT Massey
September 1, 2021	<p>Expectations of a PLC</p> <ul style="list-style-type: none"> <li>• Establishing Trust, Core Values, and Norms</li> <li>• PLC Data Analysis (SC Ready/Previous Years) to set grade-level/personal professional and student achievement goals and create action plan</li> </ul> <p><b>*Nov-Apr Coaching Cycles planned based on goals</b></p>	K-5 teachers, RTI, SSS, ESOL and Paras	Instructional Leadership Team
September 8, 2021	<p>Expectations of PLC Unit Planning</p> <ul style="list-style-type: none"> <li>• Unit Planning</li> <li>• Incorporating Rigor, ML Support, Aligning Standards w/Learning Targets, Building in Formative Assessments (Hinge Point)</li> </ul> <p>Multiple ways of Questioning &amp; Independent work time for students (Productive struggle)</p> <p>Process of Reviewing Student work/Progress</p> <p>Monitoring to set mid-unit or small group goals</p>	K-5 teachers, RTI, SSS, ESOL and Paras	ILT
<b>Date</b>	<b>Topic</b>	<b>Audience</b>	<b>Presenters</b>
September 15 2021	Climate and Culture Part 2 --Topic TBD	All Staff	Miller & SEL Team
September 22, 2021	Climate and Culture Part 3	All Staff	Consultant, Admin, ILT, Miller

September 29, 2021	Guided Reading	Required for Teachers who are new to Grove and Optional/Guided - Additional Staff	ILT Massey
October 6, 2021	PLC - Grade Level Unit Planning	K-5 teachers, RTI, SSS, ESOL	Grade Level Faculty Council
October 13, 2021	SEL & ELA Integration	All Staff	Miller & ILT
October 27, 2021	Mathematics: Accountable Talk, Gradual Release	Required for Teachers who are new to Grove and Optional/Guided - Additional Staff	ILT K. Griffin
November 3, 2021	PLC - Grade Level Unit Planning	K-5 teachers, RTI, SSS, ESOL	Grade Level Faculty Council
November 10, 2021	SEL TDA - Norming and Scoring	All Staff	Massey
November 17, 2021	Vertical Articulation	All Staff	TBD
December 1, 2021	PLC - Grade Level Unit Planning	K-5 teachers, RTI, SSS, ESOL	Grade Level Faculty Council
December 8, 2021	SEL - Topic TBD Math - <ul style="list-style-type: none"> <li>What is the purpose of a formative assessment?</li> <li>What do we do with formative assessments within a unit? How do I analyze student work?</li> </ul> How do we respond to what students need based on student work?	All Staff	TBD
December 15, 2021	Vertical Articulation	All Staff	TBD
January 5, 2021	PLC - Grade Level Unit Planning	K-5 teachers, RTI, SSS, ESOL	Grade Level Faculty Council
January 12, 2021	SEL MATH FLEX PD	All Staff	TBD
January 26, 2021	TOPIC TBD	Required for Teachers who are new to Grove and Optional/Guided - Additional Staff	ILT
February 2, 2021	PLC - Grade Level Unit Planning	K-5 teachers, RTI, SSS, ESOL	Grade Level Faculty Council

February 9, 2021	SEL - Topic TBD ELA FLEX PD	All Staff	TBD
February 23, 2021	TOPIC TBD	Required for Teachers who are new to Grove and Optional/Guided - Additional Staff	ILT
March 2, 2021	PLC - Grade Level Unit Planning	K-5 teachers, RTI, SSS, ESOL	Grade Level Faculty Council
March 9, 2021	FLEX PD	All Staff	TBD
March 30, 2021	Norming & Scoring TDA	3-5 Teachers	ILT
April 6, 2021	PLC - Grade Level Unit Planning	K-5 teachers, RTI, SSS, ESOL	Grade Level Faculty Council
April 13, 2021	FLEX PD	All Staff	TBD
March 2, 2021	PLC - Grade Level Unit Planning	K-5 teachers, RTI, SSS, ESOL	Grade Level Faculty Council

- School Climate Needs Assessment
  - SDE School Report Card – website = <https://ed.sc.gov/data/report-cards/>
  - 18-19 SDE School Report Card and Cognia Survey results

## School Climate

School climate is a vital piece to student achievement. Teachers, fifth grade students, and fifth grade parents are surveyed annually to provide feedback to districts and schools regarding the school environment.

School Report Card Survey Data				
Percentage Satisfied with Learning Environment	2017	2018	2019	2020
<b>Parents</b>	93.1%	84.1%	69.2%	58.3%
<b>Students</b>	89.6%	80%	90%	84.7%
<b>Teacher</b>	90.2%	87%	93.1%	72.2%

School Report Card Survey Data				
Percentage Satisfied with Social and Physical Environment	2017	2018	2019	2020
<b>Parents</b>	86.2%	83.7%	82.1%	75%

<b>Students</b>	90.5%	95%	88.4%	86.3%
<b>Teachers</b>	97.6%	92.8%	69.3%	77.8%

<b>School Report Card Survey Data</b>				
Percent Satisfied with School-Home Relations	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Parents</b>	86.7%	76.8%	89.6%	66.6%
<b>Students</b>	87.3%	86.4%	88.3%	73.2%
<b>Teachers</b>	68.3%	49.1%	42.3%	61.2%

- **2020-21 SC SDE School Report Card\***  
<https://screportcards.ed.sc.gov/overview/?q=eT0yMDIwJnQ9RSZzaWQ9MjMwMTEwNA>





## Action Plan

- Note on missing data:** On March 26, 2021, the U.S. Department of Education waived federal accountability requirements and granted flexibility in administering assessments due to COVID-19. The results displayed within this report card should not be compared to those of other years due to the testing limitations as a result of the pandemic. In addition, these results may be incomplete and may not be representative of the make-up of the State, district, or school population.

**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 / 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 **17.8 %** in 2016-17 to **35.2 %** 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 **2.9 %** 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	<b>17.8%</b> Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary 20.7</b>	<b>23.6</b>	<b>26.5</b>	<b>29.4</b>	<b>32.3</b>	<b>35.2</b>
		<b>School Actual Elementary 25.6</b>	<b>31.4</b>	<i>waiver</i>	<b>27.3</b>		

SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary</b> 52	52	55	58	61	64
		<b>District Actual Elementary</b> 52	58	waiver	50		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level.	2018-2023	Instructional Leadership Team	0.00	District	Mastery Connect data; Walkthrough/Observations of Teachers; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world-class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Instructional Leadership Team * Guidance Counselor	0.00	District	Walkthroughs/Observations; Student Surveys
3. Increase instructional capacity through utilization of district/school professional development and regional and local conferences.	2018-2023	Instructional Leadership Team	TBD	District, General Fund, Title I Funds	Attendance reports; staff members sharing new knowledge during faculty meetings
4. Reduce class size to facilitate more classroom differentiation and skills mastery in ELA.	2018-2023	Instructional Leadership Team	TBD	Title I Funds	Mastery Connect data; Walkthrough/Observations of Teachers; SLO 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 / 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 20.4\_% in 2016-17 to 36.96\_% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2.76\_% 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	20.4 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 23.16	25.92	28.68	31.44	34.2	36.96
		School Actual Elementary 34	34.1	waiver	27.7		
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	waiver	44.1		
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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. Effectively use formative assessments to inform instruction at a rigorous level.	2018-2023	Instructional Leadership Team	0.00	District	Mastery Connect data; Walkthrough/Observations of Teachers; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world-class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Instructional Leadership Team * Guidance Counselor	0.00	District	Walkthroughs/Observations; Student Surveys
3. Increase instructional capacity through utilization of district/school professional development and regional and local conferences.	2018-2023	Instructional Leadership Team		District, General Fund, Title I Funds	Attendance reports; staff members sharing new knowledge during faculty meetings
4. Reduce class size to facilitate more classroom differentiation and skills mastery in Math.	2018-2023	Instructional Leadership Team		Title I Funds	Mastery Connect benchmark data; Walkthrough/Observations of Teachers; SLO Data

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* 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
<b>PERFORMANCE GOAL 3:</b> 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.
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by <b>2.06_% annually.</b>

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>School Projected Elementary</b> <b>33</b>	35.06	37.12	39.18	41.24	43.3
		<b>School Actual Elementary</b> <b>33</b>	<b>34.6</b>	<i>waiver</i>	<b>30.8</b>		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary</b>	<b>63</b>	<b>66</b>	<b>69</b>	<b>72</b>	<b>75</b>
		<b>District Actual Elementary</b> <b>60</b>	<b>64</b>	<i>waiver</i>	<b>52.1</b>		

<b>ACTION PLAN FOR STRATEGY #1:</b>	<b>EVALUATION</b>
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Grade level teams will work collaboratively to dissect standards and build units using a backwards planning model. Integration, including related arts, will be a focus.	2018-2023	Instructional Coaches; District Academic Specialists	NA	NA	Mastery Connect benchmark data; walkthroughs/observations; lesson plans
2. Implement coaching cycles to improve common planning and instruction.	2018-2023	Instructional Leadership  *Instructional Coaches; Literacy Coach	\$0	NA	Walkthroughs/Observations; artifacts collected during coaching cycles; coaching cycle schedule
<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* 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					
<b>PERFORMANCE GOAL 4:</b> 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).					
<b>INTERIM PERFORMANCE GOAL:</b> 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	23% Meets Expectations and Exceeds Expectations	School Projected Hispanic 26%	28	31	33	36	39
SC READY ELA SC SDE Website		School Actual Hispanic 28%	x	waiver			
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			
SC READY ELA SC SDE Website	13 % Meets Expectations and Exceeds Expectations	School Projected AA 16%	19	22	26	23	32
SC READY ELA SC SDE Website		School Actual AA 18%	x	waiver			
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			
SC READY ELA SC SDE Website	4 % Meets Expectations and Exceeds Expectations	School Projected SWD 8%	11	15	19	23	26
SC READY ELA SC SDE Website		School Actual SWD 7%	8	waiver			
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			
SC READY ELA SC SDE Website	8 % Meets Expectations and Exceeds Expectations	School Projected LEP 11%	15	18	22	25	28



SC READY ELA SC SDE Website		School Actual LEP 28%	x	waiver			
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			
SC READY ELA SC SDE Website	17 % Meets Expectations and Exceeds Expectations	School Projected PIP 20%	23	26	29	32	35
SC READY ELA SC SDE Website		School Actual PIP 24%	x	waiver			
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			

SC READY Math SC SDE Website	28 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 30%	33	35	38	40	42
SC READY Math SC SDE Website		School Actual Hispanic 39%	x	waiver			
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			
SC READY Math SC SDE Website	17 % Meets Expectations and Exceeds Expectations	School Projected AA 20%	23	26	29	32	35
SC READY Math SC SDE Website		School Actual AA 22%	x	waiver			
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			
SC READY Math SC SDE Website	7 % Meets Expectations and Exceeds Expectations	School Projected SWD 11%	14	18	21	25	29
SC READY Math SC SDE Website		School Actual SWD 12%	x	waiver			
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			
SC READY Math SC SDE Website	17 % Meets Expectations and Exceeds Expectations	School Projected LEP 20%	23	26	29	32	35
SC READY Math SC SDE Website		School Actual LEP 38%	x	waiver			

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			
SC READY Math SC SDE Website	20 % Meets Expectations and Exceeds Expectations	School Projected PIP 23%	26	29	32	35	38
SC READY Math SC SDE Website		School Actual PIP 32%	x	waiver			
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	waiver			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide support for implementing data driven reflective	2018-2023	Instructional Leadership Team	\$0	NA	meetings

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

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

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	School Projected		Kindergarten through Grade 5 =	Kindergarten through Grade 5 =	Kindergarten through Grade 5 =	Kindergarten through Grade 5 =
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 =	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Kindergarten through Grade 5 = 45%		

FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten = 32% Grade 1 = 25%	Kindergarten = 35% Grade 1 = 28%	Kindergarten = 38% Grade 1 = 31%	Kindergarten = 41% Grade 1 = 34%
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	School Actual	Kindergarten = 32% Grade 1 = 22%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Kindergarten = 32% Grade 1 = 22%		
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 – 36% Grade 5 – 22%	Grade 2 – 38% Grade 5 – 25%	Grade 2 – 40% Grade 5 – 28%	Grade 2 – 42% Grade 5 – 31%
South Carolina MAP Linking Study – February 2018	2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile	School Actual	Grade 2 33.6 % Grade 5 18.6 %	Grade 2 – % Grade 5 – %	Grade 2 – % 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing due to Act 142 testing requirements.	Grade 2 – 16% 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing due to Act 142 testing requirements.	
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 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> 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 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile 2020 2 <sup>nd</sup> grade criteria RIT = 188 72 <sup>nd</sup> percentile 5 <sup>th</sup> grade criteria RIT = 227 65 <sup>th</sup> percentile	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing due to Act 142 testing requirements.		

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 professional development to support K5 teachers in building capacity for consistent implementation of all the GCS Balanced Literacy Framework components.	2018-2023	Instructional Leadership Team; District Academic Specialists	\$0	District	Professional Development Plan; observations; lesson plans
2. Implement Balanced Literacy with fidelity.	2018-2023	Instructional Leadership Team	\$0	NA	Observations, lesson plans
3. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness).	2018-2023	Instructional Leadership Team; District Academic Specialists	\$0	NA	Observations, lesson plans, increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments
4. Continue to implement common planning across grade levels to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Instructional Leadership Team	\$0	NA	Master schedule, evidence of common planning –agendas, lesson plans
5. Coach teachers in instructional best practices using the district coaching framework.	2018-2023	Instructional Leadership Team * Instructional Coaches; Literacy Coach	\$0	NA	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
6. Support comprehension and effective communication through intentional planning and authentic	2018-2023	Instructional Leadership Team	\$0	NA	Classroom evidence of content vocabulary usage; lesson plans, assessments, observations



use of vocabulary.					
7. Provide intentional support for consistently scheduled, sustained independent reading.	2018-2023	Instructional Leadership Team	\$0	NA	Continue to replenish classroom libraries that offer a wide selection of texts; observations of teacher lead focused reading conferences and small groups; students can articulate and demonstrate progress toward their goal

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

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

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

Employment report		<b>School Projected</b>			<b>Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain</b>	<b>Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain</b>	<b>Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain</b>
GCS Human Resources Department	Baseline established in 2019-2020	<b>School Actual</b>		Gender Diversity = yes/no Ethnic Diversity = yes/no			
Employment report		<b>District Projected</b>	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	<b>District Actual</b>	Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%	

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Identify teams where diversity is limited.	2018-2023	Instructional Leadership Team	0	NA	Ongoing focus; staff hired and interviewed
2. Identify quality diverse candidates.	2018-2023	Instructional Leadership Team	0	NA	Ongoing identification of candidates

3. Attend Shining Stars to recruit quality candidates.	2018-2023	Instructional Leadership Team	0	NA	Ongoing identification of candidates
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**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 / 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	95.8%	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 94.5%	95.7%	waiver			
SC SDE School Report Card Survey	94.5%	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Teachers 94.5%	88.5%	waiver			
SC SDE School Report Card Survey	100%	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 79%	85.7%	waiver			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	waiver			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	waiver			

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and effectively with all stakeholders that the school emergency response plan is in place and includes explanations of the training and drills that take place each year.	2018-2023	Administration	\$0	NA	Newsletters, social media posts, PTA/SIC Agendas
2. Continue to utilize social media, phone blasts, and newsletters to encourage parents, students, teachers, and community members to report any concerns or issues.	2018-2023	Administration	\$0	NA	Tips received from multiple stakeholder groups
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 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 0%	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 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			

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%			
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.10	.03			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to utilize Communities in Schools, mental health and guidance counselors, social worker, and behavior	2018-2023	Instructional Leadership Team	\$0	NA	Students matched with services

interventionist to identify and assist at-risk students.					
2. Increase awareness of community based resources that families can reach out to for guidance and support.	2018-2023	Social Worker, Title I Facilitator, Guidance Counselor, Parent Involvement Coordinators	\$0	NA	Information disseminated and utilized
3. Disseminate through student	2018-2023	Administration	\$0	NA	Documentation of information
1. Continue to utilize the mental health counselor, guidance counselor, and behavior interventionist to identify potential issues, and provide interventions for student behaviors.	2018-2023	Instructional Leadership Team	\$0	NA	High fliers identified and interventions in place
2. Educate students, teachers, and parents so they are able to identify changes in behavior for themselves and peers, which may signify a need for intervention. (Use of Capturing Kids Hearts)	2018-2023	Social Worker, Guidance Counselor, Title I Facilitator, Parent Involvement Coordinators, Behavior Interventionist, School Psychologist, Mental Health	\$0	NA	Ongoing implementation of Capturing Kids Hearts

**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	90	90	90	90	90
		School Actual 80%	90%	90%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.		
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. Expand mentoring program for	2018-2023	Guidance Counselor;	\$0	NA	Mentor schedule

students.		Behavior Interventionist			
2. Enhance professional development to increase staff awareness and understanding of community served.	2018-2023	Instructional Leadership Team	\$0	NA	Community Tour for new staff
3. Continue to use school wide systems among all adults to communicate positively with students.	2018-2023	Instructional Leadership Team	\$0	NA	Observations
<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" 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					
<b>PERFORMANCE GOAL 5:</b> Achieve and maintain a student attendance rate of 95% or higher.					
<b>INTERIM PERFORMANCE GOAL:</b> 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) 95.2%	School Projected	95%	95%	95%	95%	95%
180 <sup>th</sup> day Attendance Report		School Actual 95.7%	95.3%	96.3%			

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Consistently monitor attendance trends.	2018-2023	Instructional Leadership Team Attendance Clerk Social Worker	\$0	NA	Attendance Reports Review of attendance policies
2. Establish school protocol for personal contact to absent students.	2018-2023	Instructional Leadership Team * Attendance Clerk, Social Worker	\$0	NA	Documented Contacts
3. Use data from GCSource, teacher/staff, and parent referrals to identify at-risk students.	2018-2023	Instructional Leadership Team * OnTrack Facilitator	\$0	NA	Intervention Connection System reports for truant and chronically absent students

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" 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 / Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL 6:</b> 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.							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							

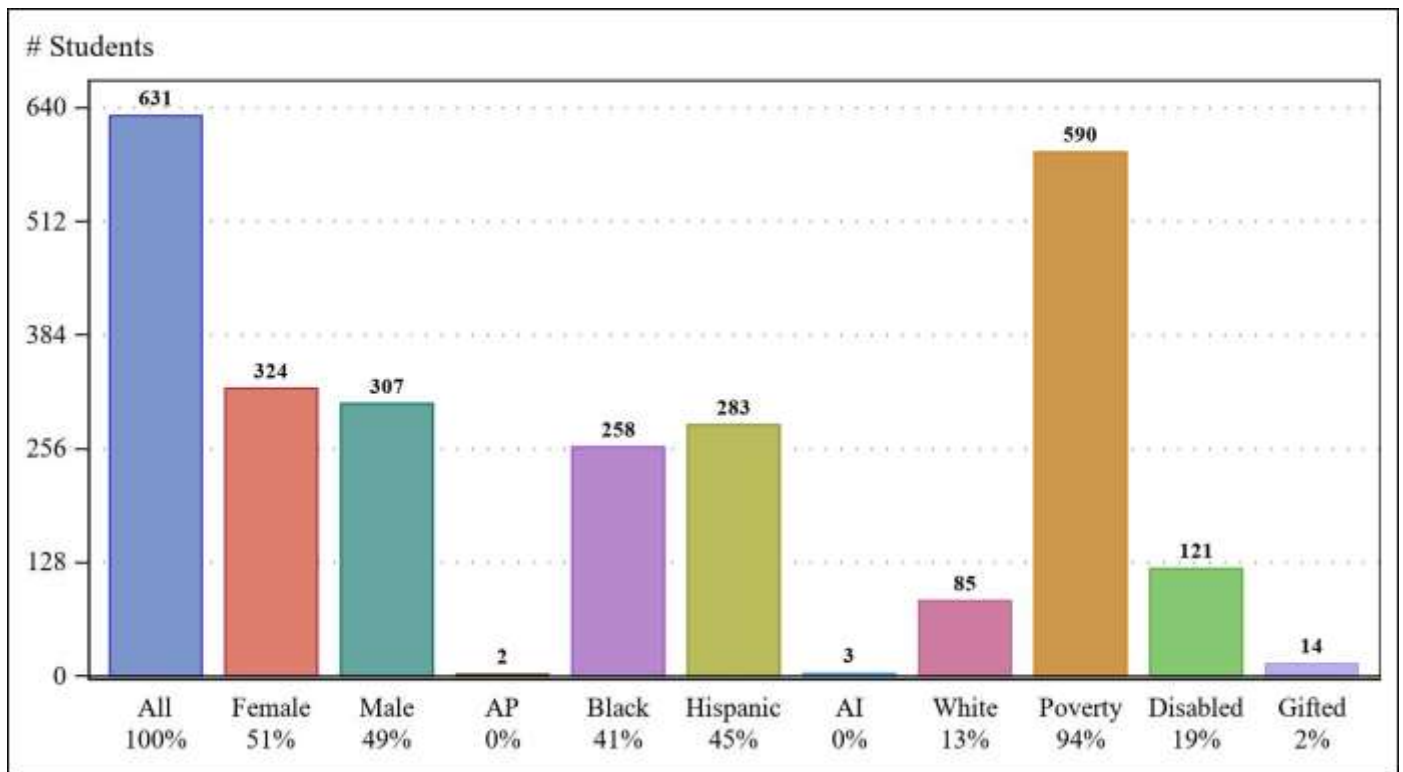
DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 10 Lonely ≤ 10 Angry ≤ 10	Afraid ≤ 8 Lonely ≤ 9 Angry ≤ 8	Afraid ≤ 7 Lonely ≤ 8 Angry ≤ 7	Afraid ≤ 6 Lonely ≤ 7 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 6 Angry ≤ 5
		School Actual Afraid – % Lonely – % Angry – %	Afraid ≤ 10 Lonely ≤ 10 Angry ≤ 10	Afraid ≤ 8 Lonely ≤ 9 Angry ≤ 8	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. SEL Data Collection	Ongoing	Instructional Leadership Team	\$0	NA	Survey data collected and analyzed
2. Continue to implement OnTrack process, utilizing data and social-emotional survey results to match interventions school-wide and individual student needs.	2018-2023	Instructional Leadership Team * OnTrack Facilitator	\$0	NA	OnTrack data
4. Utilize menu of support resources provided by the district to guidance counselors and social workers to meet student needs.	2018-2023	Instructional Leadership Team * OnTrack Facilitator, School Psychologist	\$0	NA	OnTrack data

**Table 1: Overall Demographic Data\***

	Number of Students	Percentage of Students
<b>All</b>		
All Students	631	100%
<b>Gender</b>		

	Number of Students	Percentage of Students
Female	324	51%
Male	307	49%
<b>Subgroup</b>		
Asian or Pacific Islander (AP)	2	0%
Black	258	41%
Hispanic	283	45%
American Indian/Alaska Native (AI)	3	0%
White	85	13%
Poverty	590	94%
Disabled	121	19%
Gifted	14	2%



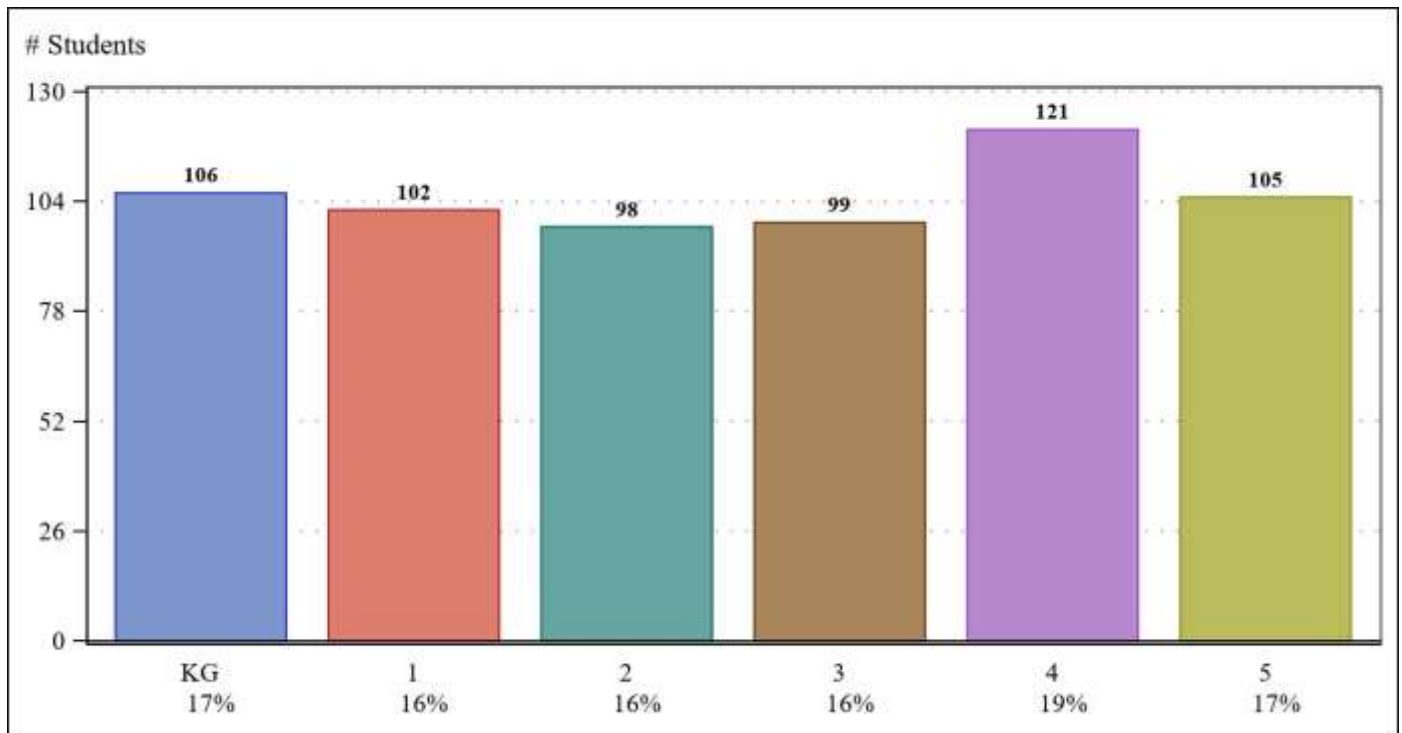
**\*Students actively enrolled on the first day of testing**

**District's Data Observations:**

**South Carolina Department of Education School Improvement Toolkit 2020-21**  
**Grove Elem (SIDN 2301104) Data Report**

**Table 2: Overall Grade Data\***

	Number of Students	Percentage of Students
Kindergarten	106	17%
1st Grade	102	16%
2nd Grade	98	16%
3rd Grade	99	16%
4th Grade	121	19%
5th Grade	105	17%



\*Students actively enrolled on the first day of testing

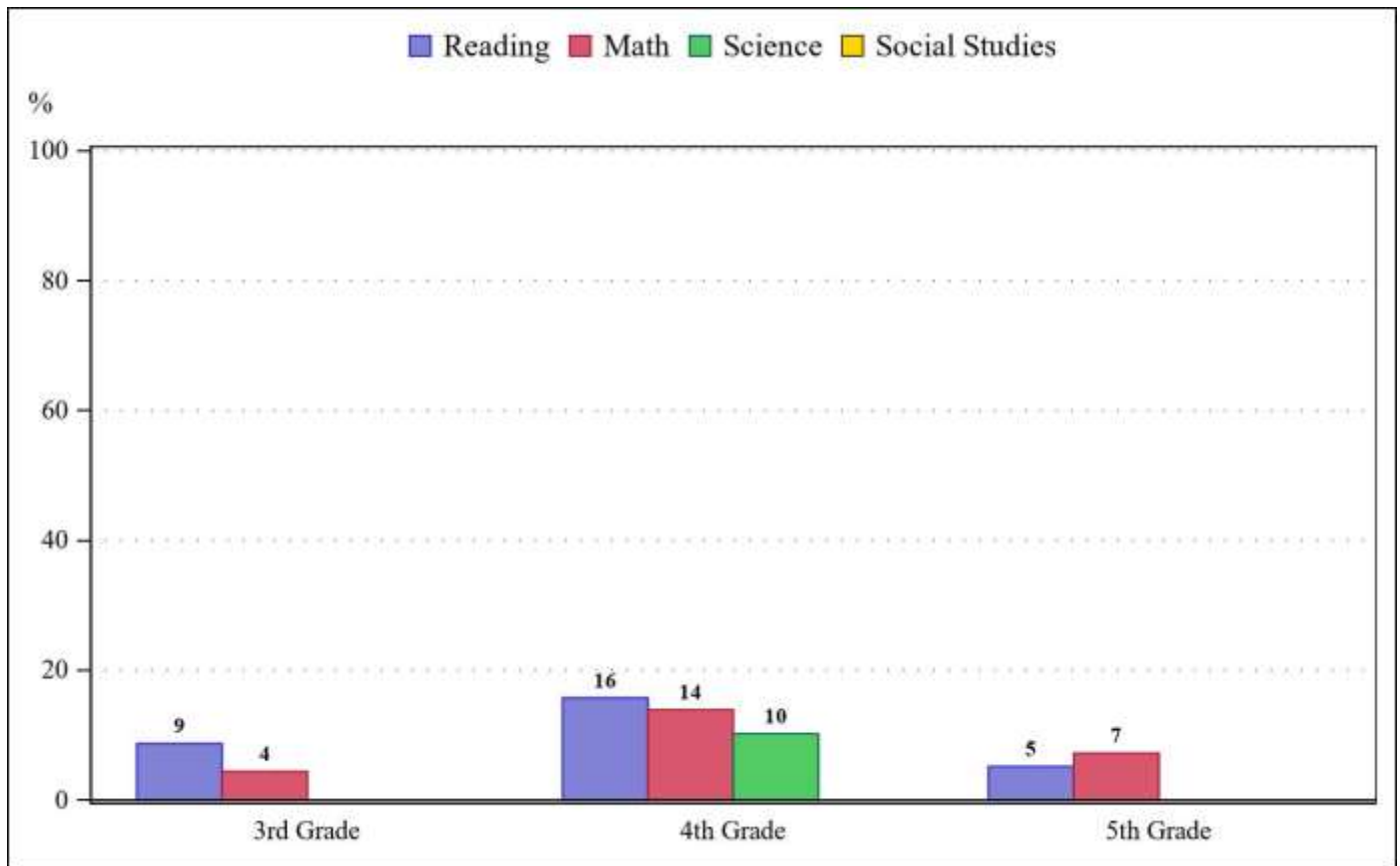
District's Data Observations:



**South Carolina Department of Education School Improvement Toolkit 2020-21**  
**Grove Elem (SIDN 2301104) Data Report**

**Table 3: Students Exceeding Expectations on State Assessments\***

	Reading	Math	Science	Social Studies
3rd Grade	9% (8 of 92)	4% (4 of 91)	NA	NA
4th Grade	16% (17 of 108)	14% (15 of 108)	10% (11 of 108)	NA
5th Grade	5% (5 of 97)	7% (7 of 97)	NA	NA



\*SC READY (English Language Arts/Mathematics) and/or SCPASS (Science and Social Studies)

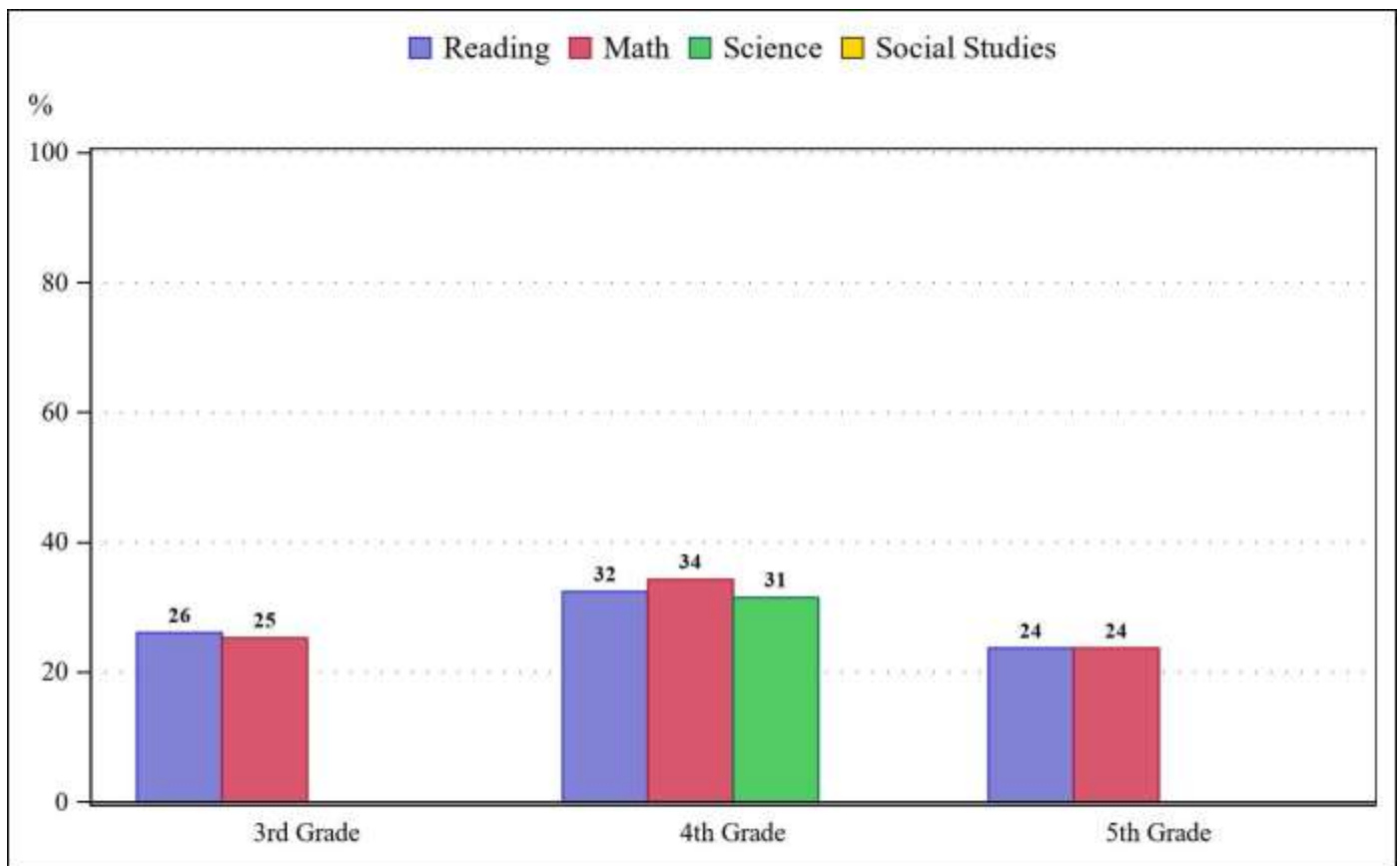
Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year

**District's Data Observations:**

**South Carolina Department of Education School Improvement Toolkit 2020-21**  
**Grove Elem (SIDN 2301104) Data Report**

**Table 4: Students Meeting Expectations and Above on State Assessments\***

	Reading	Math	Science	Social Studies
3rd Grade	26% (24 of 92)	25% (23 of 91)	NA	NA
4th Grade	32% (35 of 108)	34% (37 of 108)	31% (34 of 108)	NA
5th Grade	24% (23 of 97)	24% (23 of 97)	NA	NA



\*SC READY (English Language Arts/Mathematics) and/or SCPASS (Science and Social Studies)

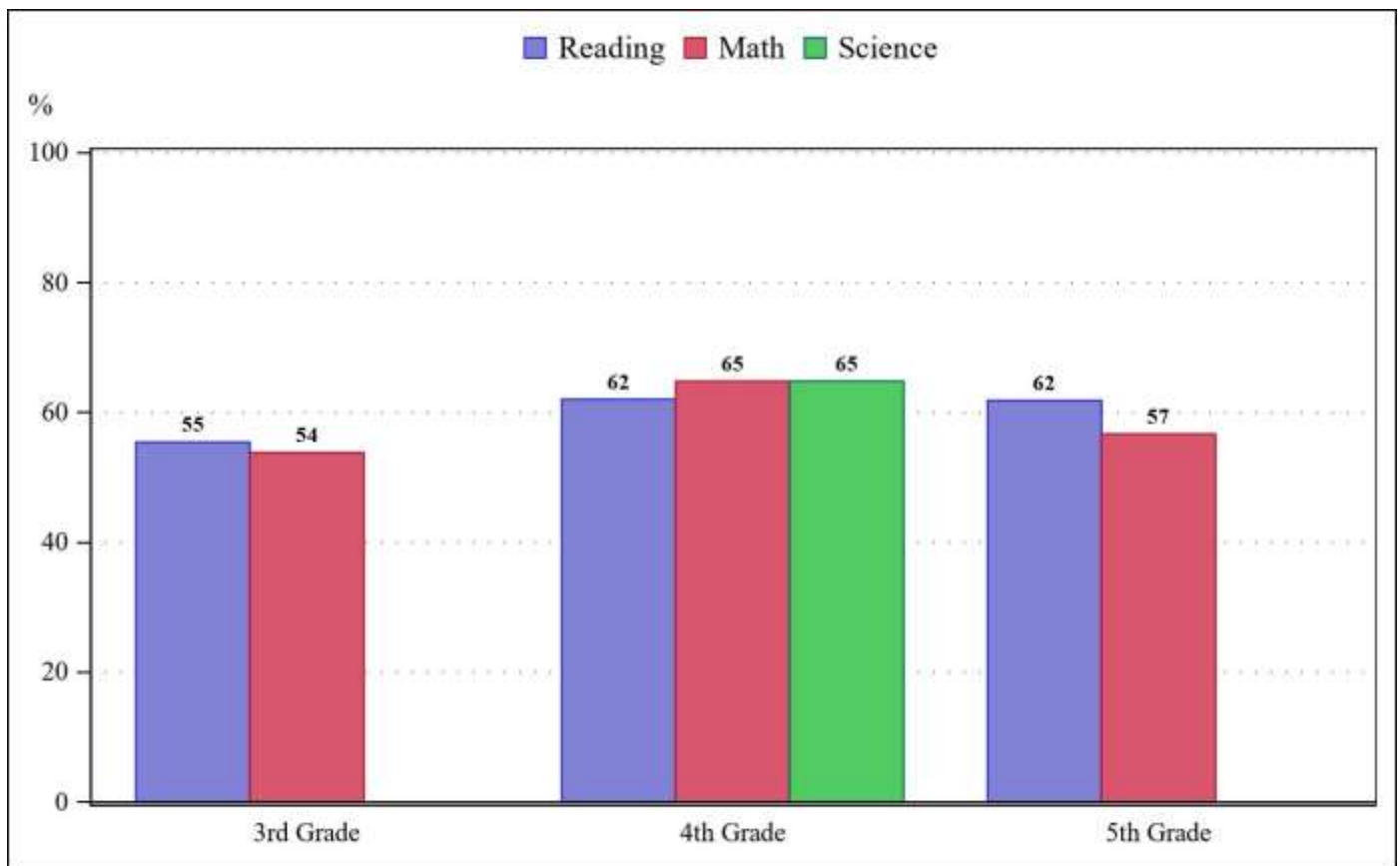
Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year

**District's Data Observations:**

**South Carolina Department of Education School Improvement Toolkit 2020-21**  
**Grove Elem (SIDN 2301104) Data Report**

**Table 5: Students Approaching Expectations and Above on State Assessments\***

	Reading	Math	Science
3rd Grade	55% (51 of 92)	54% (49 of 91)	NA
4th Grade	62% (67 of 108)	65% (70 of 108)	65% (70 of 108)
5th Grade	62% (60 of 97)	57% (55 of 97)	NA



\*SC READY (English Language Arts/Mathematics) and/or SCPASS (Science)

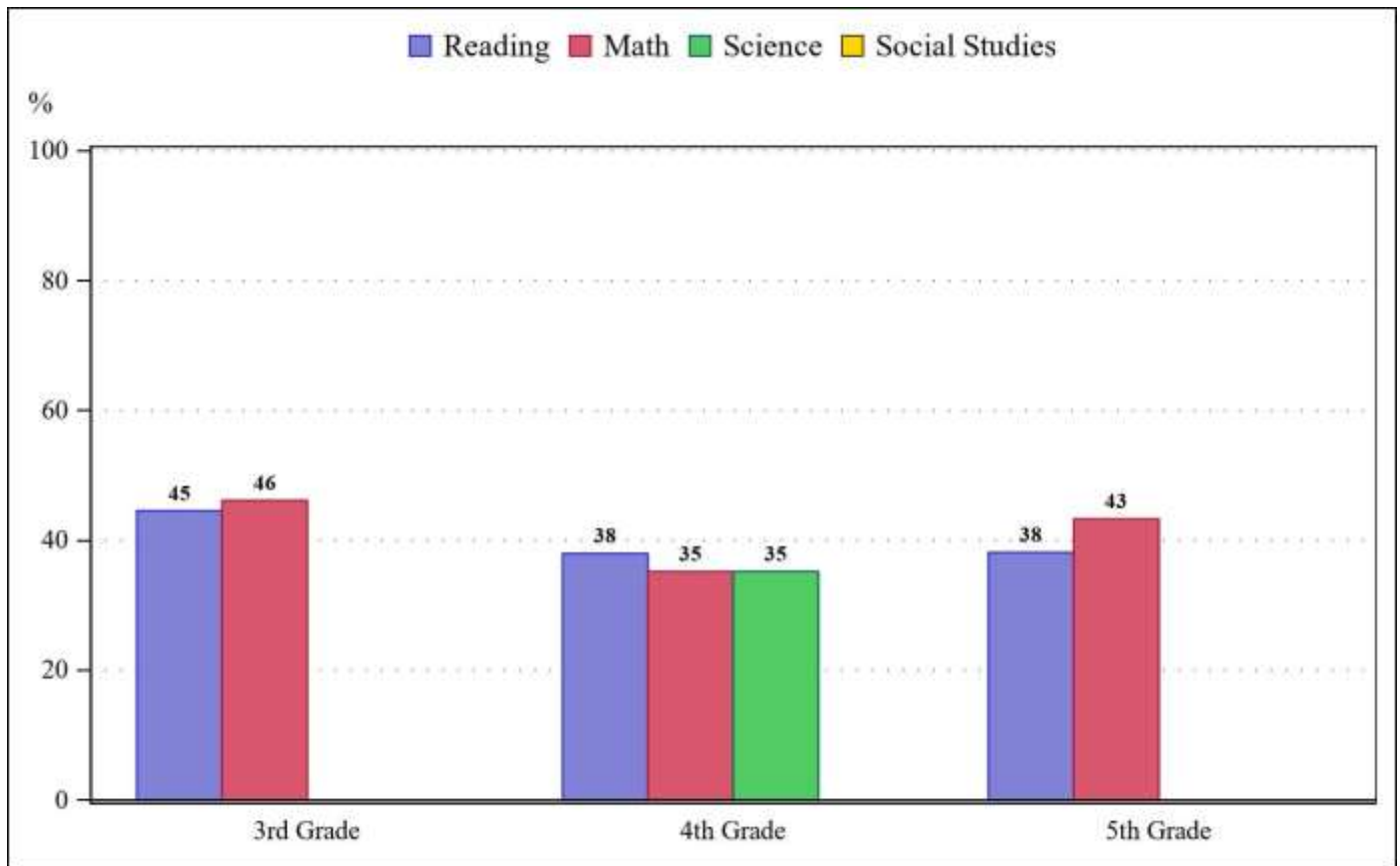
Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year

**District's Data Observations:**

**South Carolina Department of Education School Improvement Toolkit 2020-21**  
**Grove Elem (SIDN 2301104) Data Report**

**Table 6: Students Scoring 'Not Met' on State Assessments\***

	Reading	Math	Science	Social Studies
3rd Grade	45% (41 of 92)	46% (42 of 91)	NA	NA
4th Grade	38% (41 of 108)	35% (38 of 108)	35% (38 of 108)	NA
5th Grade	38% (37 of 97)	43% (42 of 97)	NA	NA



\*SC READY (English Language Arts/Mathematics) and/or SCPASS (Science and Social Studies)

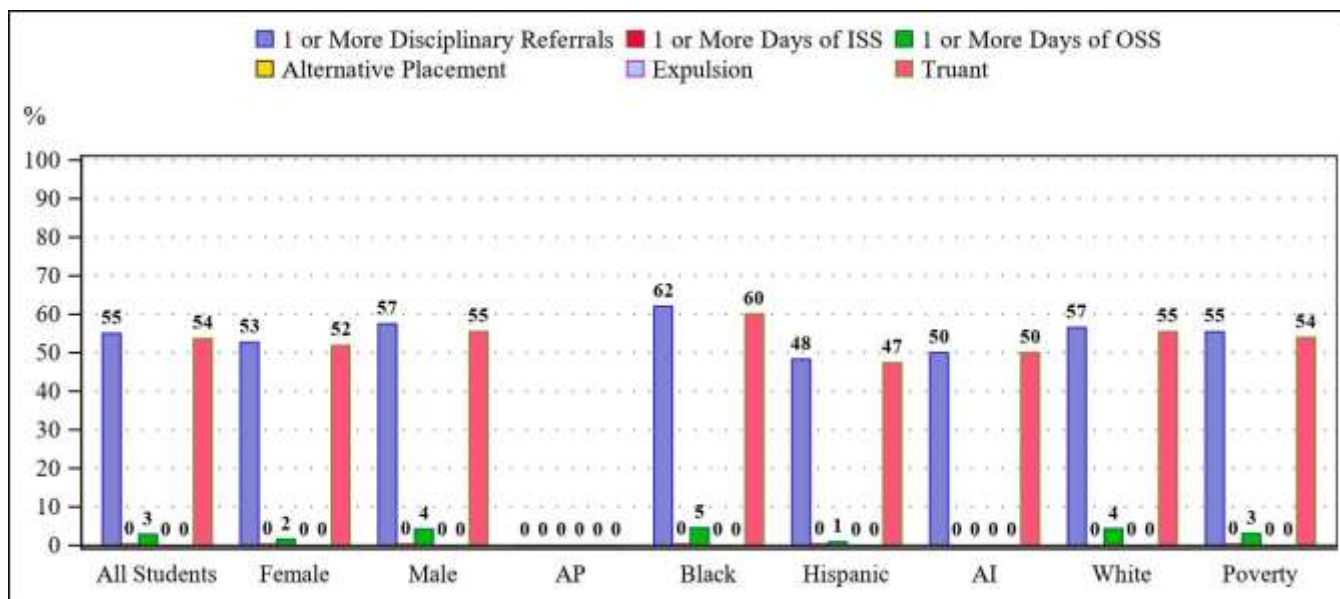
Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year

**District's Data Observations:**

**South Carolina Department of Education School Improvement Toolkit 2020-21**  
**Grove Elem (SIDN 2301104) Data Report**

**Table 7: Discipline Data by Demographics\***

	<b>1 or More Disciplinary Referrals</b>	<b>1 or More Days of ISS</b>	<b>1 or More Days of OSS</b>	<b>Alternative Placement</b>	<b>Expulsion</b>	<b>Truant</b>
All Students	55% (402 of 731)	0% (2 of 731)	3% (21 of 731)	0% (0 of 731)	0% (0 of 731)	54% (392 of 731)
Female	53% (198 of 376)	0% (1 of 376)	2% (6 of 376)	0% (0 of 376)	0% (0 of 376)	52% (195 of 376)
Male	57% (204 of 355)	0% (1 of 355)	4% (15 of 355)	0% (0 of 355)	0% (0 of 355)	55% (197 of 355)
Asian/Pacific Islander (AP)	0% (0 of 2)	0% (0 of 2)	0% (0 of 2)	0% (0 of 2)	0% (0 of 2)	0% (0 of 2)
Black	62% (191 of 308)	0% (1 of 308)	5% (14 of 308)	0% (0 of 308)	0% (0 of 308)	60% (185 of 308)
Hispanic	48% (157 of 325)	0% (1 of 325)	1% (3 of 325)	0% (0 of 325)	0% (0 of 325)	47% (154 of 325)
Amer. Indian/Alaska Native (AI)	50% (2 of 4)	0% (0 of 4)	0% (0 of 4)	0% (0 of 4)	0% (0 of 4)	50% (2 of 4)
White	57% (52 of 92)	0% (0 of 92)	4% (4 of 92)	0% (0 of 92)	0% (0 of 92)	55% (51 of 92)
Poverty	55% (380 of 686)	0% (2 of 686)	3% (21 of 686)	0% (0 of 686)	0% (0 of 686)	54% (370 of 686)



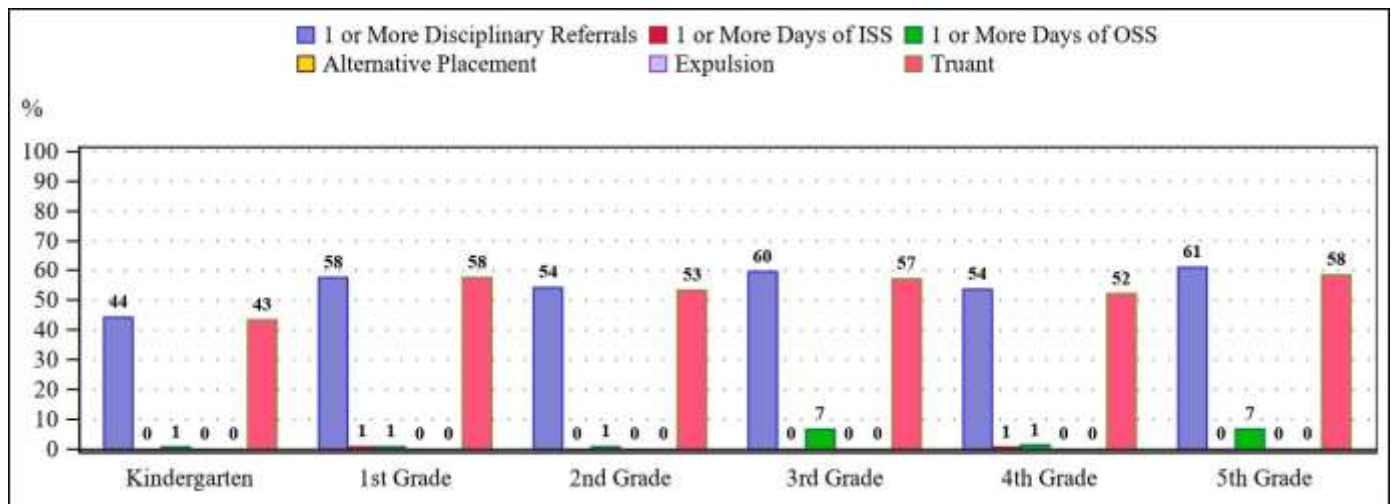
\*Students enrolled in the school at any time during the school year

District's Data Observations:

**South Carolina Department of Education School Improvement Toolkit 2020-21**  
**Grove Elem (SIDN 2301104) Data Report**

**Table 8: Discipline Data by Grade Level\***

	<b>1 or More Disciplinary Referrals</b>	<b>1 or More Days of ISS</b>	<b>1 or More Days of OSS</b>	<b>Alternative Placement</b>	<b>Expulsion</b>	<b>Truant</b>
Kindergarten	44% (54 of 122)	0% (0 of 122)	1% (1 of 122)	0% (0 of 122)	0% (0 of 122)	43% (53 of 122)
1st Grade	58% (68 of 118)	1% (1 of 118)	1% (1 of 118)	0% (0 of 118)	0% (0 of 118)	58% (68 of 118)
2nd Grade	54% (64 of 118)	0% (0 of 118)	1% (1 of 118)	0% (0 of 118)	0% (0 of 118)	53% (63 of 118)
3rd Grade	60% (71 of 119)	0% (0 of 119)	7% (8 of 119)	0% (0 of 119)	0% (0 of 119)	57% (68 of 119)
4th Grade	54% (73 of 136)	1% (1 of 136)	1% (2 of 136)	0% (0 of 136)	0% (0 of 136)	52% (71 of 136)
5th Grade	61% (72 of 118)	0% (0 of 118)	7% (8 of 118)	0% (0 of 118)	0% (0 of 118)	58% (69 of 118)



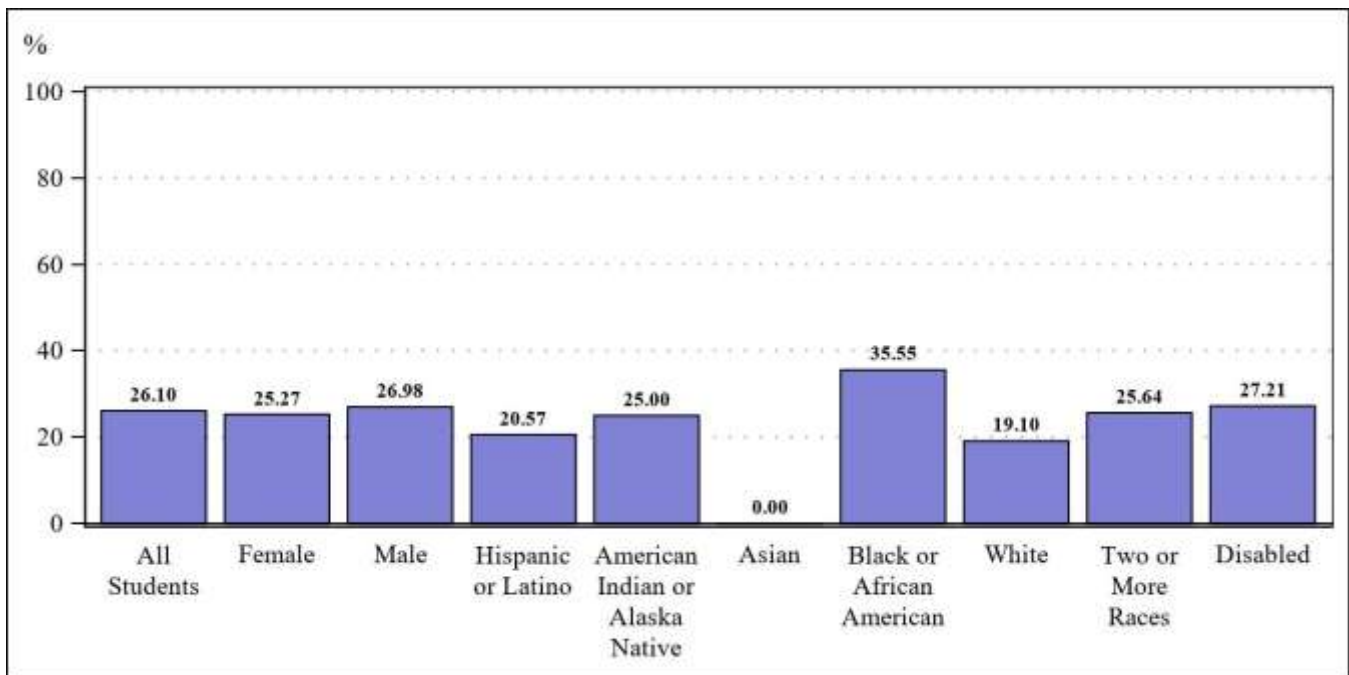
\*Students enrolled in the school at any time during the school year

District's Data Observations:

**South Carolina Department of Education School Improvement Toolkit 2020-21**  
**Grove Elem (SIDN 2301104) Data Report**

**Table 9: Chronic Absenteeism Data by Demographics**

	Chronic Absenteeism Rate
All Students	26.10% (184 of 705)
Female	25.27% (92 of 364)
Male	26.98% (92 of 341)
Hispanic or Latino	20.57% (65 of 316)
American Indian or Alaska Native	25.00% (1 of 4)
Asian	0.00% (0 of 1)
Black or African American	35.55% (91 of 256)
White	19.10% (17 of 89)
Two or More Races	25.64% (10 of 39)
Disabled	27.21% (37 of 136)



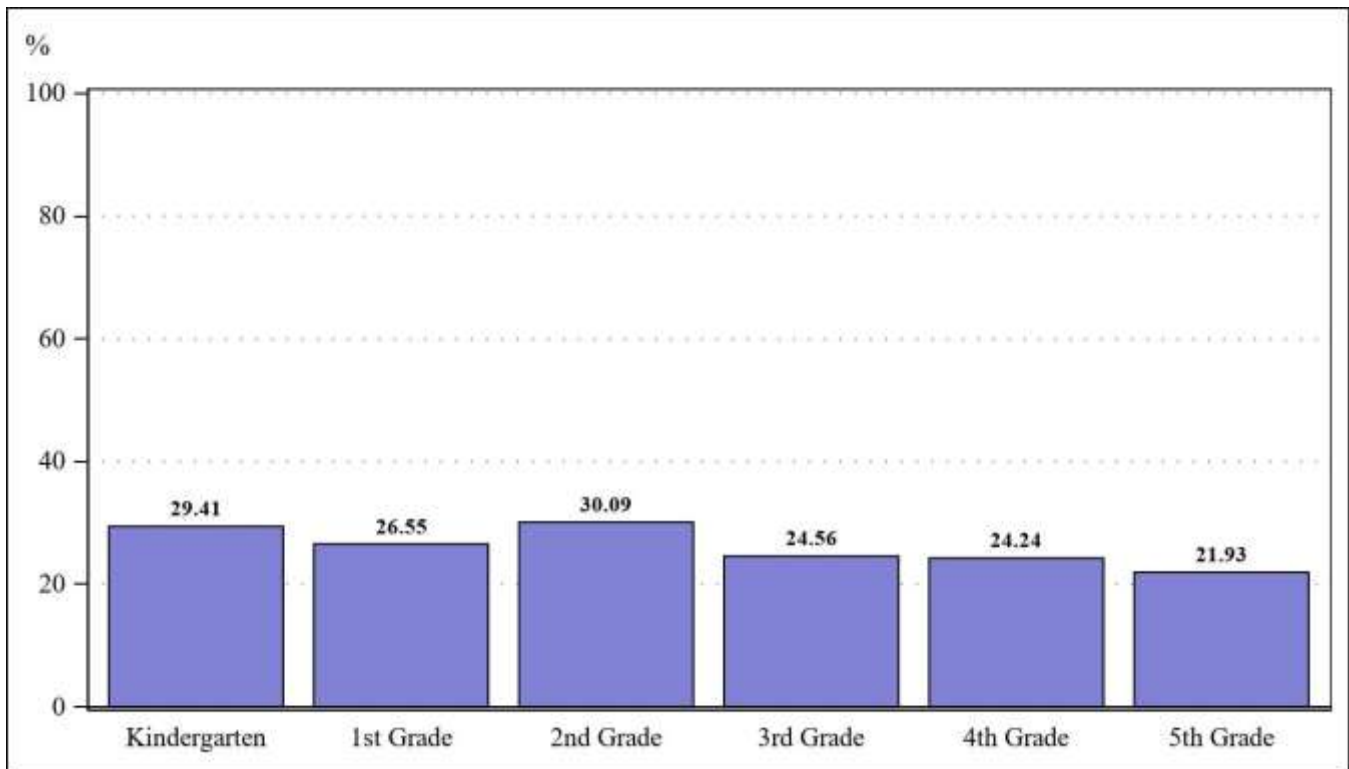
**District's Data Observations:**



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**Table 10: Chronic Absenteeism Data by Grade Level**

	Chronic Absenteeism Rate
Kindergarten	29.41% (35 of 119)
1st Grade	26.55% (30 of 113)
2nd Grade	30.09% (34 of 113)
3rd Grade	24.56% (28 of 114)
4th Grade	24.24% (32 of 132)
5th Grade	21.93% (25 of 114)

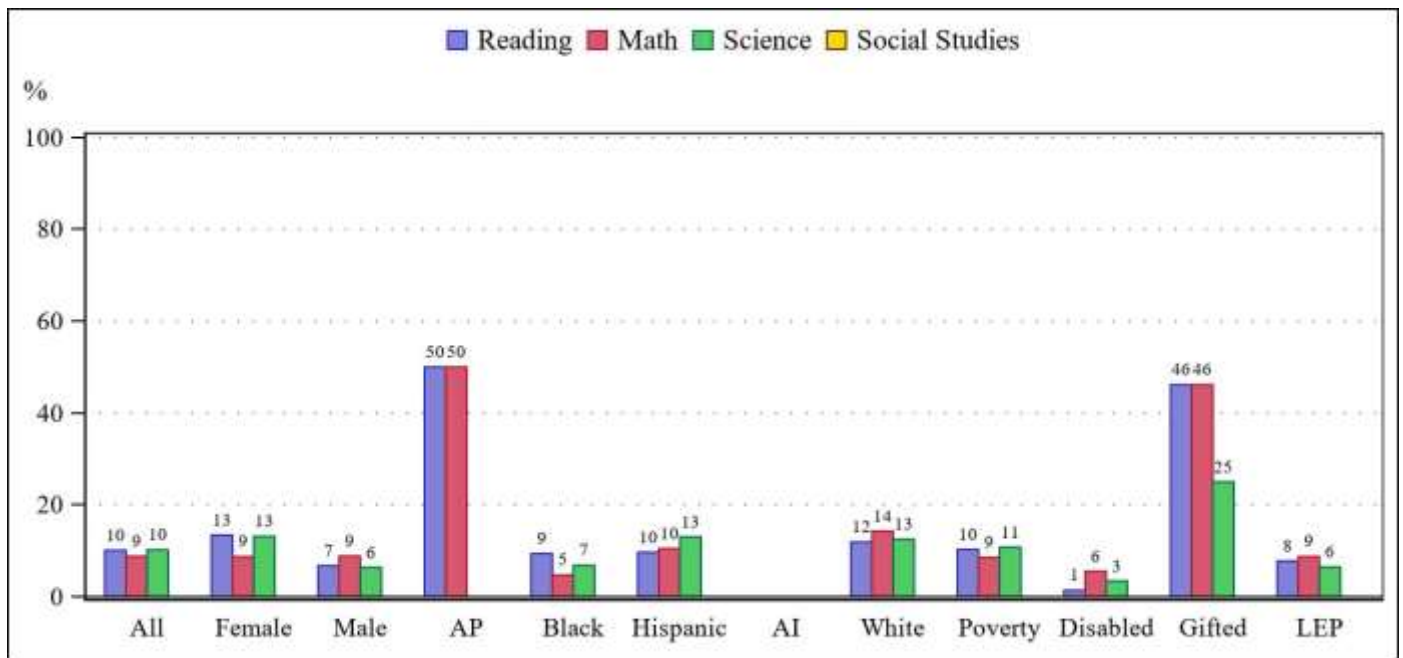


**District's Data Observations:**

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**Table 11: Students Exceeding Expectations on State Assessments\***

	Reading	Math	Science	Social Studies
<b>All</b>				
All Students	10% (30 of 297)	9% (26 of 296)	10% (11 of 108)	NA
<b>Gender</b>				
Female	13% (20 of 149)	9% (13 of 149)	13% (8 of 61)	NA
Male	7% (10 of 148)	9% (13 of 147)	6% (3 of 47)	NA
<b>Subgroup</b>				
Asian or Pacific Islander (AP)	50% (1 of 2)	50% (1 of 2)	0% (0 of 2)	NA
Black	9% (12 of 128)	5% (6 of 127)	7% (3 of 44)	NA
Hispanic	10% (12 of 124)	10% (13 of 124)	13% (6 of 46)	NA
American Indian/Alaska Native (AI)	0% (0 of 1)	0% (0 of 1)	NA	NA
White	12% (5 of 42)	14% (6 of 42)	13% (2 of 16)	NA
Poverty	10% (29 of 282)	9% (24 of 281)	11% (11 of 102)	NA
Disabled	1% (1 of 72)	6% (4 of 72)	3% (1 of 29)	NA
Gifted	46% (6 of 13)	46% (6 of 13)	25% (1 of 4)	NA
LEP	8% (8 of 103)	9% (9 of 103)	6% (2 of 31)	NA



**\*SC READY (English Language Arts/Mathematics) and/or SCPASS (Science and Social Studies)**

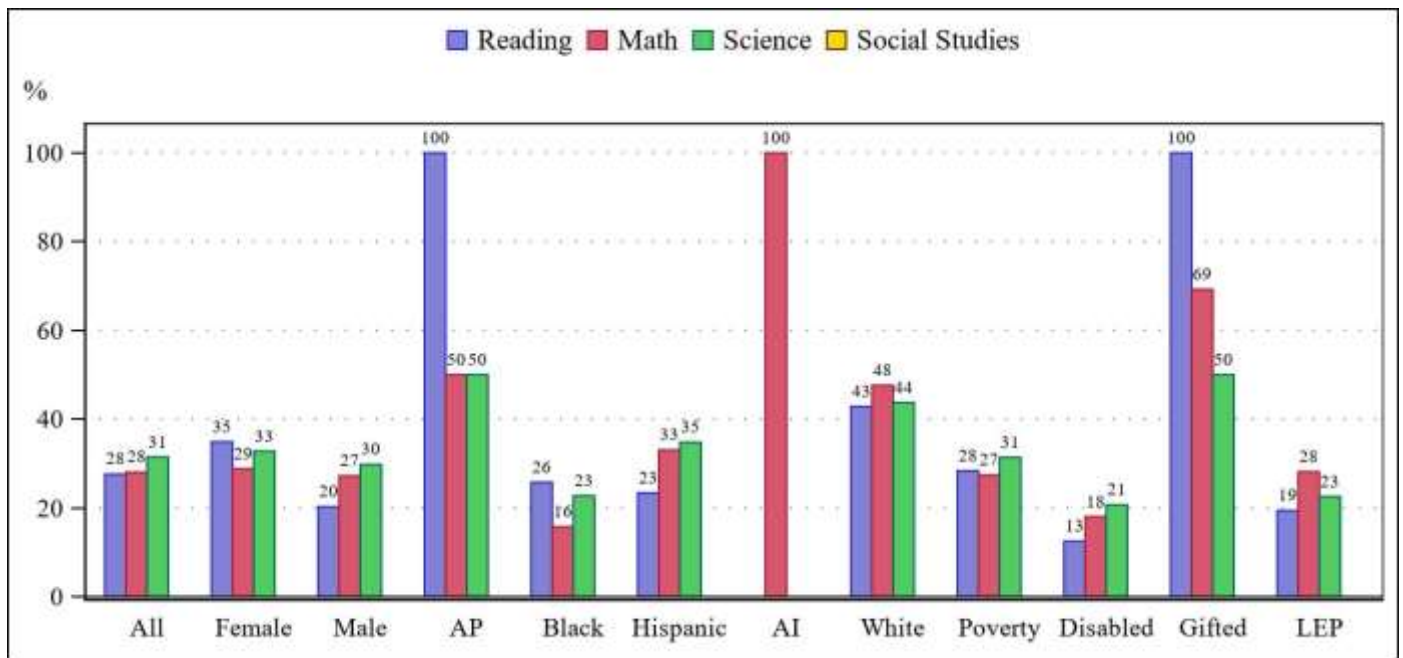
**Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year**

**District's Data Observations:**

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**Grove Elem (SIDN 2301104) Data Report**

**Table 12: Students Meeting Expectations and Above on State Assessments\***

	Reading	Math	Science	Social Studies
<b>All</b>				
All Students	28% (82 of 297)	28% (83 of 296)	31% (34 of 108)	NA
<b>Gender</b>				
Female	35% (52 of 149)	29% (43 of 149)	33% (20 of 61)	NA
Male	20% (30 of 148)	27% (40 of 147)	30% (14 of 47)	NA
<b>Subgroup</b>				
Asian or Pacific Islander (AP)	100% (2 of 2)	50% (1 of 2)	50% (1 of 2)	NA
Black	26% (33 of 128)	16% (20 of 127)	23% (10 of 44)	NA
Hispanic	23% (29 of 124)	33% (41 of 124)	35% (16 of 46)	NA
American Indian/Alaska Native (AI)	0% (0 of 1)	100% (1 of 1)	NA	NA
White	43% (18 of 42)	48% (20 of 42)	44% (7 of 16)	NA
Poverty	28% (80 of 282)	27% (77 of 281)	31% (32 of 102)	NA
Disabled	13% (9 of 72)	18% (13 of 72)	21% (6 of 29)	NA
Gifted	100% (13 of 13)	69% (9 of 13)	50% (2 of 4)	NA
LEP	19% (20 of 103)	28% (29 of 103)	23% (7 of 31)	NA



**\*SC READY (English Language Arts/Mathematics) and/or SCPASS (Science and Social Studies)**

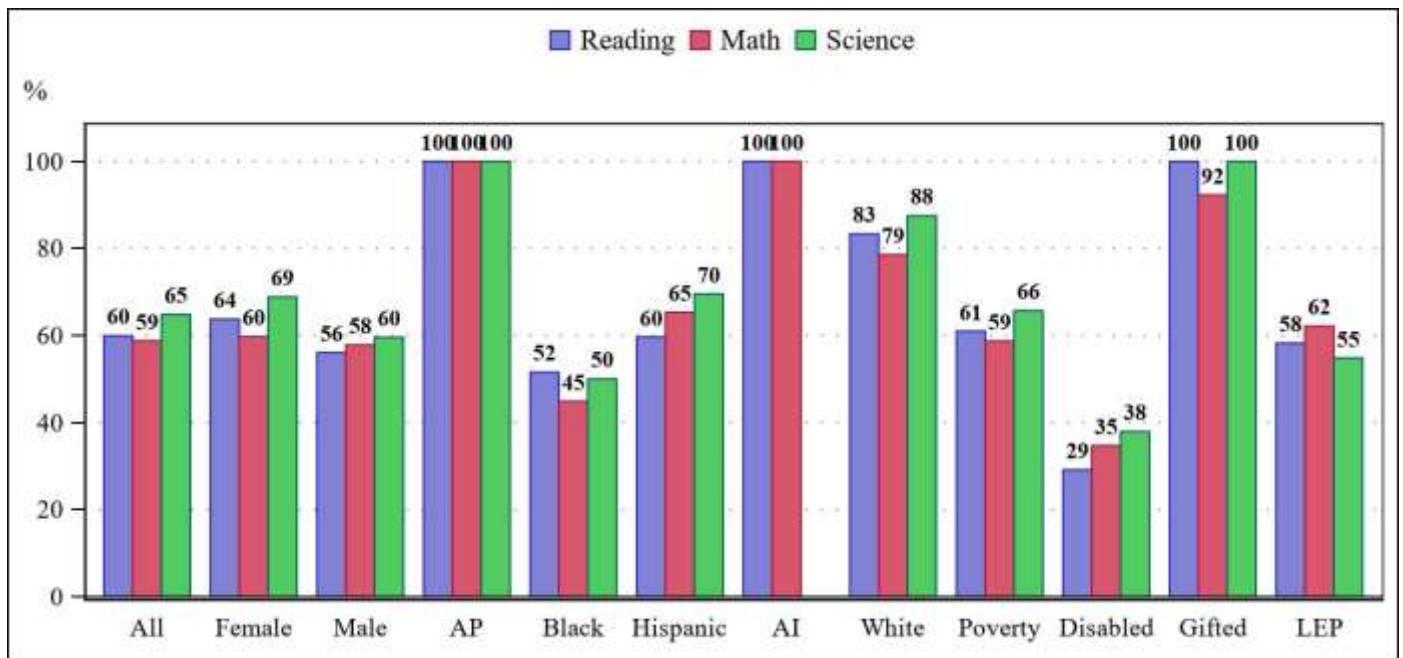
**Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year**

**District's Data Observations:**

**South Carolina Department of Education School Improvement Toolkit 2020-21**  
**Grove Elem (SIDN 2301104) Data Report**

**Table 13: Students Approaching Expectations and Above on State Assessments\***

	Reading	Math	Science
<b>All</b>			
All Students	60% (178 of 297)	59% (174 of 296)	65% (70 of 108)
<b>Gender</b>			
Female	64% (95 of 149)	60% (89 of 149)	69% (42 of 61)
Male	56% (83 of 148)	58% (85 of 147)	60% (28 of 47)
<b>Subgroup</b>			
Asian or Pacific Islander (AP)	100% (2 of 2)	100% (2 of 2)	100% (2 of 2)
Black	52% (66 of 128)	45% (57 of 127)	50% (22 of 44)
Hispanic	60% (74 of 124)	65% (81 of 124)	70% (32 of 46)
American Indian/Alaska Native (AI)	100% (1 of 1)	100% (1 of 1)	NA
White	83% (35 of 42)	79% (33 of 42)	88% (14 of 16)
Poverty	61% (172 of 282)	59% (165 of 281)	66% (67 of 102)
Disabled	29% (21 of 72)	35% (25 of 72)	38% (11 of 29)
Gifted	100% (13 of 13)	92% (12 of 13)	100% (4 of 4)
LEP	58% (60 of 103)	62% (64 of 103)	55% (17 of 31)



\*SC READY (English Language Arts/Mathematics) and/or SCPASS (Science and Social Studies)

Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year

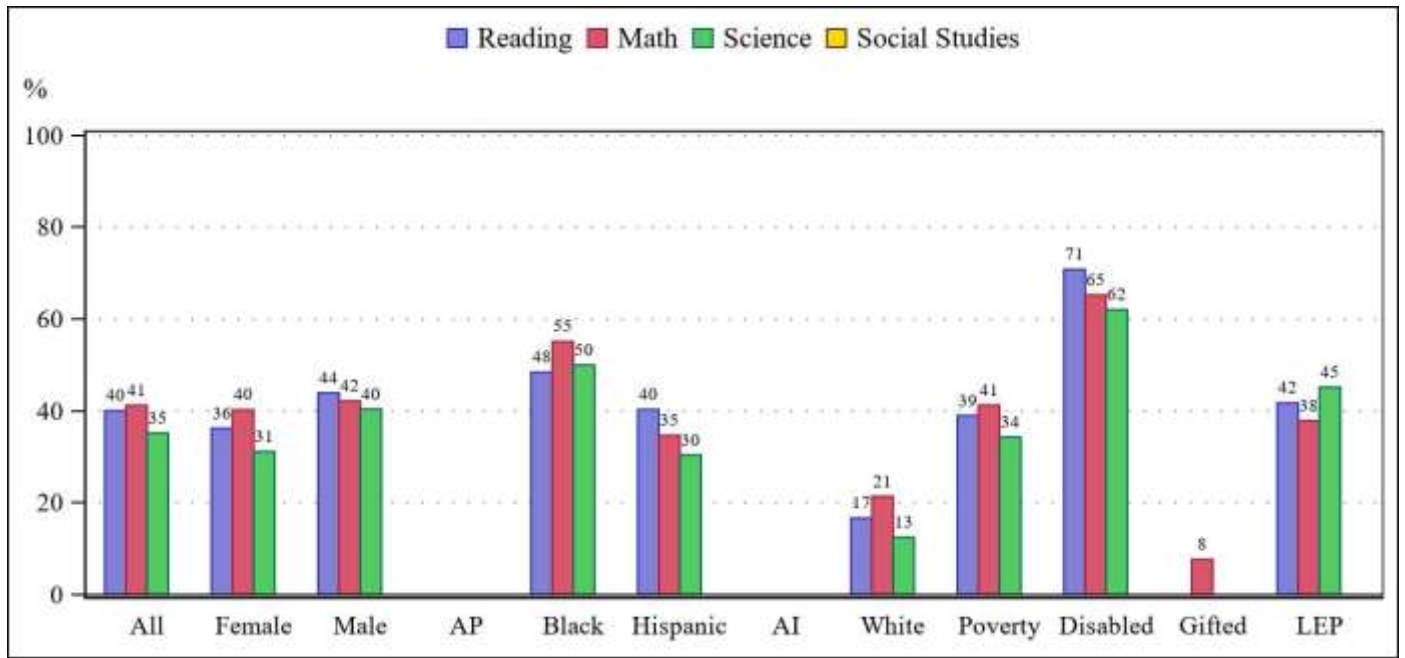
District's Data Observations:

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**Table 14: Students Not Meeting Expectations on State Assessments\***

	Reading	Math	Science	Social Studies
<b>All</b>				
All Students	40% (119 of 297)	41% (122 of 296)	35% (38 of 108)	NA
<b>Gender</b>				
Female	36% (54 of 149)	40% (60 of 149)	31% (19 of 61)	NA
Male	44% (65 of 148)	42% (62 of 147)	40% (19 of 47)	NA
<b>Subgroup</b>				
Asian or Pacific Islander (AP)	0% (0 of 2)	0% (0 of 2)	0% (0 of 2)	NA
Black	48% (62 of 128)	55% (70 of 127)	50% (22 of 44)	NA
Hispanic	40% (50 of 124)	35% (43 of 124)	30% (14 of 46)	NA
American Indian/Alaska Native (AI)	0% (0 of 1)	0% (0 of 1)	NA	NA
White	17% (7 of 42)	21% (9 of 42)	13% (2 of 16)	NA
Poverty	39% (110 of 282)	41% (116 of 281)	34% (35 of 102)	NA
Disabled	71% (51 of 72)	65% (47 of 72)	62% (18 of 29)	NA
Gifted	0% (0 of 13)	8% (1 of 13)	0% (0 of 4)	NA
LEP	42% (43 of 103)	38% (39 of 103)	45% (14 of 31)	NA





**\*SC READY (English Language Arts/Mathematics) and/or SCPASS (Science and Social Studies)**

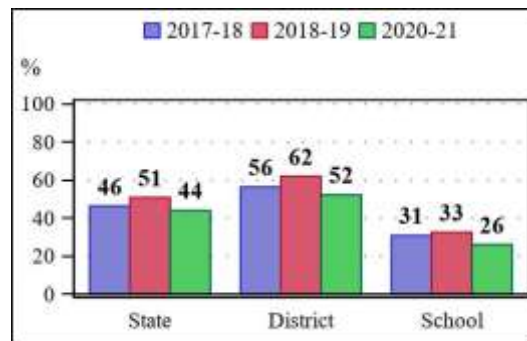
**Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year**

**District's Data Observations:**

**South Carolina Department of Education School Improvement Toolkit 2020-21**  
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**Table 15: Percentage of all 3rd graders who scored Met or Above on SC READY in Reading\***

School Year	SC State	Your District	Your School
2017-18	46%	56%	31%
2018-19	51%	62%	33%
2020-21	44%	52%	26%

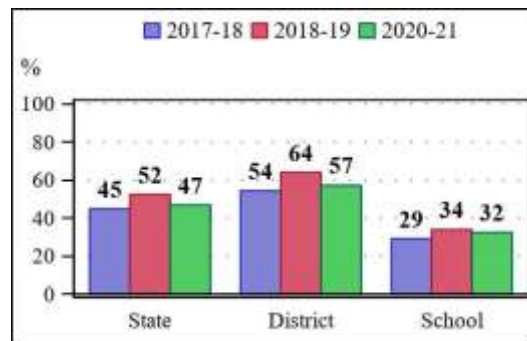


\*Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year

**District's Data Observations:**

**Table 16: Percentage of all 4th graders who scored Met or Above on SC READY in Reading\***

School Year	SC State	Your District	Your School
2017-18	45%	54%	29%
2018-19	52%	64%	34%
2020-21	47%	57%	32%



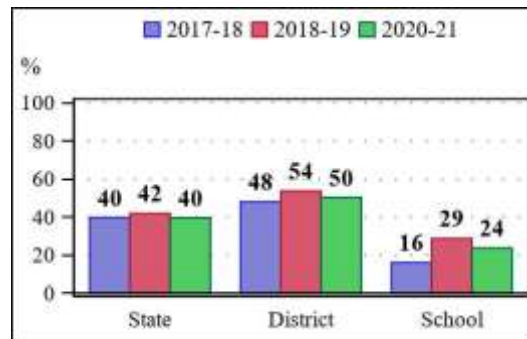
**\*Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year**

**District's Data Observations:**

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**Table 17: Percentage of all 5th graders who scored Met or Above on SC READY in Reading\***

School Year	SC State	Your District	Your School
2017-18	40%	48%	16%
2018-19	42%	54%	29%
2020-21	40%	50%	24%

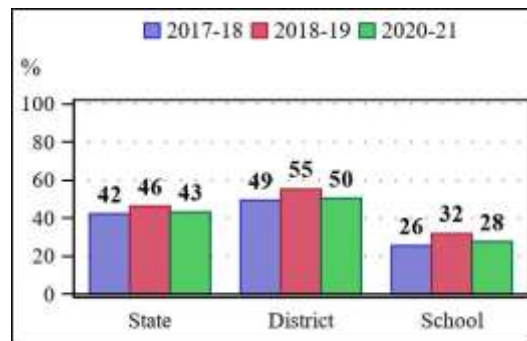


\*Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year

**District's Data Observations:**

**Table 18: Percentage of All Students who scored Met or Above on SC READY in Reading\***

School Year	SC State	Your District	Your School
2017-18	42%	49%	26%
2018-19	46%	55%	32%
2020-21	43%	50%	28%



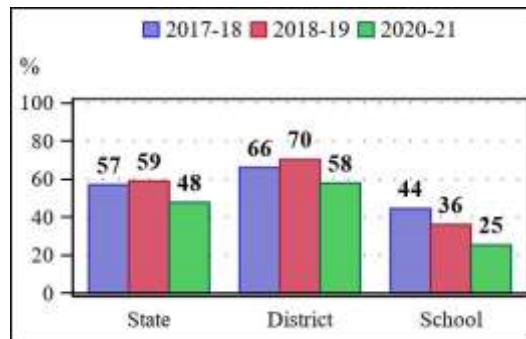
**\*Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year**

**District's Data Observations:**

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**Table 19: Percentage of all 3rd graders who scored Met or Above on SC READY in Math\***

School Year	SC State	Your District	Your School
2017-18	57%	66%	44%
2018-19	59%	70%	36%
2020-21	48%	58%	25%

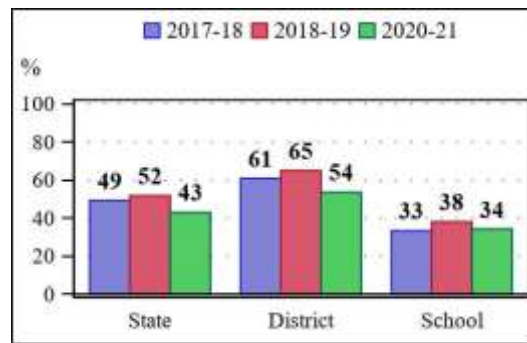


\*Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year

**District's Data Observations:**

**Table 20: Percentage of all 4th graders who scored Met or Above on SC READY in Math\***

School Year	SC State	Your District	Your School
2017-18	49%	61%	33%
2018-19	52%	65%	38%
2020-21	43%	54%	34%



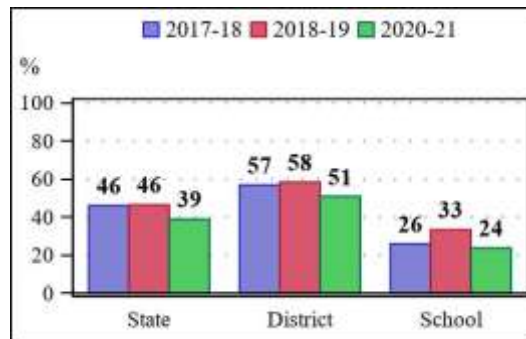
**\*Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year**

**District's Data Observations:**

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**Table 21: Percentage of all 5th graders who scored Met or Above on SC READY in Math\***

School Year	SC State	Your District	Your School
2017-18	46%	57%	26%
2018-19	46%	58%	33%
2020-21	39%	51%	24%



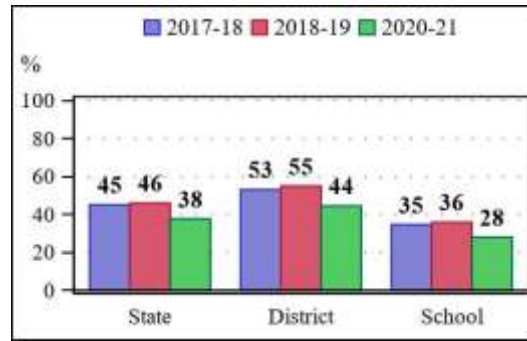
\*Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year

**District's Data Observations:**

**Table 22: Percentage of All Students who scored Met or Above on SC READY in Math\***

School Year	SC State	Your District	Your School
2017-18	45%	53%	35%
2018-19	46%	55%	36%
2020-21	38%	44%	28%





**\*Students actively enrolled on the first day of testing and continuously enrolled in the school for the entire year**

**District's Data Observations:**