

**Mountain View Elementary School
Renewal Plan
2021-2022**

Principal, Jennifer Gibson

Greenville County Schools

Dr. Burke Royster, Superintendent

2018-2019 through 2022-23

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Mountain View Elementary

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

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

Required Signature Page

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

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

PRINCIPAL

Jennifer Gibson		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

John Harris		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Diana Sims		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 6350 Mountain View Road Taylors, SC 29687

SCHOOL TELEPHONE: (864) 355-6800

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

Stakeholder Involvement for School Renewal

<u>Position</u>	<u>Name</u>
1. Principal	Jennifer Gibson
2. Teacher	Dawn Hoffman
3. Parent/Guardian	Anita Ayers
4. Community Member	Josh White
5. Paraprofessional	LeAnn Barnette
6. School Improvement Council Member	Kristi Harris
7. Read to Succeed Reading Coach	Diana Sims
8. School Read To Succeed Literacy Leadership Team Lead	Diana Sims
9. School Read To Succeed Literacy Leadership Team Member	Kala Barnette

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

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

POSITION

PTA President
Instructional Coach
School Counselor
Teacher
Teacher
Teacher, SPED
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Interventionist
Interventionist
Assistant Principal
Speech Therapist

NAME

Ashley Jones
Kelly Dill
Paula Britzelmayr
Anita Ayers
Elaine Parris
Dawn Hoffman
Michele Johnson
Michelle Driscoll
Jan Kull
Jill Frick
Lauren Anthony
Missy Price
Kaycie White
Shelly Emery
Andrea Weaver
Kayla Holland
Jason Staggs
Kelsey Kuckhahn

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

Mountain View Elementary's school portfolio begins each year with a self-study based on our state surveys (parent, staff and student), our Annual School Report Card and our student achievement results. Teams come together to analyze our information for each of these data sources and explore findings, including the determination of areas of strength and the assessment of needs. Principle members of our team are our administrators, Principal Jennifer Gibson and Assistant Principal Jason Staggs. Teachers, administrators, school counselors, speech therapists, members of the PTA, parents, and others worked collectively to create this document which represents how we work together as a school community and how we go about the business of teaching our students.

EXECUTIVE SUMMARY

SUMMARY OF STUDENT ACHIEVEMENT FINDINGS

Strengths:

- SC Ready ELA 67% of our students scored Met or Exemplary
- SCPASS Science scored 75% Met or Exemplary
- Students scored higher in the reading portion of SC Ready as compared with language

Needs:

- SC Ready Math – Only 63% of our students scored Met or Exemplary

SUMMARY OF TEACHER AND ADMINISTRATOR QUALITY

Strengths:

- All Mountain View teachers are highly qualified by the state of SC and our district
- The majority of our teachers have a Master's degree or higher in their area
- 3 of our teachers hold an Ed. D
- Teacher attendance is 97%
- Seven of our teachers are National Board Certified
- Our faculty is very stable with 100% returning from the previous year
- Average tenure for our teachers is around 17 years

Needs:

- Maintain the percentage of teachers with advanced degrees at 80% or higher
- Schedule in-service training for any new learner standards.
- Provide Social and Emotional trainings for faculty and staff.
- Increase our understanding of the Text Dependent Analysis (TDA).

SUMMARY OF SCHOOL CLIMATE

Strengths:

- Parents, teachers, and students are satisfied with the learning environment
- Parents, teachers, and students are satisfied with the social and physical environment
- Teachers surveyed agreed 100% that the school administration has high expectations for teacher performance
- Our school's purpose statement is clearly focused on student success.

Needs:

- Parents would like more information on ways to help children at home and about kindergarten readiness.

SIGNIFICANT CHALLENGES OVER PAST THREE YEARS

- Covid- We experienced a pandemic that impacted our student's ability to solidify the foundational skills in academics. Teachers have also noticed the impact Covid has had on social and emotional learning.
- Funding for the classroom – Prices increase yearly and funding is limited. Teachers have to pay for materials out of their own pockets.
- Technology – Technology is constantly changing. Teachers have difficulties with keeping abreast of new hardware, software and apps that they need in order to integrate technologies into their curriculum. Additional training is needed on an ongoing basis. We also have a great need for a technology coach in each school who is not a full time teacher, and has the ability to assist teachers in learning and implementing new technologies and in troubleshooting hardware issues.
- Curriculum – Over the past few years we have implemented a number of new programs. Teachers feel that they do not have time to fully implement program/strategies/curriculum into the classroom before something else is being introduced.

SIGNIFICANT AWARDS, RESULTS, OR ACCOMPLISHMENTS OVER THREE YEARS

- All classroom teachers received \$3,000 from the state to build a classroom library.
- We have seven National Board Certified teachers.
- Teachers share their knowledge of educational supports through professional development in our building and with the district.
- Many teachers apply for and receive grants through a variety of donors.
- We have Promethean boards, Chromebooks or laptops, and iPads in every classroom, and teachers participate in a variety of workshops to increase their technology proficiency.
- We have 1:1 Chromebooks in all grades.

- We have two computer labs with lab assistants
- Our teachers have been through three graduate level courses in Fountas and Pinnell.
- We have funded positions for RTI in kindergarten through fifth grade and use local funds to supplement positions so that all struggling students receive assistance.
- We have several teachers who recently achieved a higher level of education including Bachelor's +18, Master's Degree, Masters +30, Doctorate and National Board Certification.
- We work with a local university to offer graduate courses on our school campus.
- Both of our School Counselors completed the Career Development Facilitator Training under the National Career Development Association.
- Our fourth and fifth grade students serve as tutors and mentors to younger students on a weekly basis through our Tiger Tutors Program.
- Our school is proud to serve others in many ways. We raise funds and awareness for the American Cancer Society, Make A Wish, and several other charities.
- We have had state and district winners in the PTA Reflections Contests.
- We have been annually awarded the Safe Kids Award.
- Our school was recently awarded the Energy Star Award for our efforts to conserve energy.
- We have a running club that meets weekly. Students then have an opportunity to participate in a one mile fun run.
- We have an Art Club that meets regularly.
- We also have a chorus program for students in grades 3- 5.

SCHOOL PROFILE

Mountain View Elementary School is a K4 through grade five public school in the School District of Greenville County. We currently have 743 students, 2 administrators, and 57 teachers. It is one of 52 elementary schools in Greenville County. Mountain View Elementary School is situated in a rural area at the foothills of the Blue Ridge Mountains. The school is approximately eleven miles from Greer, the nearest city. Due to our remote location, families must travel in order to access banks, post offices, grocery stores, medical facilities, and even the public library. However, members of our community are happy traveling this distance because it allows them to enjoy the calm, picturesque country life that they value.

Mountain View has a long standing history within our community. The original Mountain View School was established in 1911 on the same property occupied by our current school. Since then, there have been several changes in the buildings, but the school has remained a steadfast fixture in the community. A significant number of our parents and grandparents attended Mountain View. Many of our teachers attended school here too, and have chosen to raise their families in the Mountain View community. The tradition continues as our former students' own children and grandchildren come to our school. For this reason, our entire community feels a unique bond and a responsibility to maintain the integrity of Mountain View. Our school family consists of hard working people who span the spectrum from all occupations. When we come together to make decisions each person's input is valued and respected. Mountain View Elementary School has the respect and support of our parents and the community.

Mountain View was proud to be recognized as a three-time recipient of the Red Carpet Award. This award is given to schools that provide a warm, friendly environment that helps make visitors feel welcome and part of the school family. This award is very important to us because we believe that having a positive, caring environment will help in our efforts to improve student education, and build partnerships with the community. Mountain View is known for its family-like atmosphere and will continue to provide a nurturing place for children to learn and grow.

The tagline of Mountain View Elementary School is "Each child, one day at a time".

Principal:

Jennifer Gibson is currently in her eleventh year as Principal of Mountain View Elementary School. Prior to this position, she served as Assistant Principal here for seven years. Before coming to Mountain View, she was a classroom teacher at Blue Ridge Middle School, and an Administrative Assistant at Woodmont High School. She brings a variety of experiences to our school. She is an upstate native and attended Wade Hampton High School, received her Bachelor's degree in Elementary Education from Erskine College, and completed her Master's Degree in Administration and Supervision at Furman.

Assistant Principal:

Jason Staggs is serving his third year as Assistant Principal at Mountain View. He began his career as an educator, teaching grades 6-8 at Blue Ridge Middle School. He taught one year of middle school in Spartanburg County before returning to his Blue Ridge Middle School roots. He taught 5th grade at Mountain View for 2 years before moving into the administrative role. He received a BA in Elementary Education from North Greenville University. He then went on to earn a Master's Degree in Administration and Supervision at Furman.

Facilities:

We are fortunate to have a beautiful facility in which to grow, work, and learn. In this age of technology, we are moving rapidly to try to keep up with the changing world around us. We have new Promethean Boards in every classroom. Every classroom in grades 3-5 has 1:1 Chromebooks for students. Kindergarten, first grade, and second grade also have access to student Chromebooks. We have full wireless access. Students have two computer labs and one iPad per classroom for teacher and student use. We have recently added two flat-screen TVs for presentations and parent meetings. We have incorporated a large presentation TV in our atrium and in our front office featuring current announcements, news and student photos. We have completed the installation of a fully integrated projection system in the cafeteria for presentations, professional development and more. We have also added a paved walking track, installed trees on our playgrounds for protection from the sun, increased the K5 playground area, and developed a garden in memory of a beloved teacher.

Safety:

Safety is a priority here at Mountain View. In addition to our regular drills, we have implemented a number of safety procedures, such as requiring all visitors to sign in, locking all exterior and interior doors, and employing a director of our Extended Day Program to be in the front office at all times for secure after-school dismissals. We also have police officers who visit our campus on a regular basis for additional security. Safety Plans are available in every classroom. We have increased the amount of fencing around our students' play areas. We have recently installed an additional layer of security with a catch door from our front office into the building.

PTA and Parental Involvement:

Mountain View Elementary PTA's primary purpose is to support the faculty and staff in their effort to make the school a better place for all children. By building close relationships between home and school, parents and teachers cooperate to provide the best education for our children. PTA gives families a voice. PTA is strongly supported at Mountain View. The teachers and administration welcome volunteers with open arms and, in response, parents are eager to help. PTA is a registered non-profit association run entirely by volunteers. Mountain View volunteers have logged in more than 14,000 volunteer hours over the past school year. PTA operates on a \$100,000 budget.

With the generosity of families and members of our close-knit community, PTA is able to provide, on an annual basis, \$10,000 for teacher/support staff stipends, \$1,000 in classroom grants, \$5,000 to school improvement projects and more than \$50,000 to various other areas of the school. In an effort to better encourage our students' passion for the arts, Mountain View PTA developed its own, homegrown art contest, called the Mountain View Elementary Art Competition & Exhibition. It has been very successful with more than 60 student entries each year. An awards night and art gallery are the culmination of the contest. PTA sponsors and funds a variety of other events each year, including Sweethearts Dances, Grandparents Dinners, staff appreciation days and much more. Mountain View's PTA is independent of the school yet collaborates very closely with the administration to best serve the needs of all. Mountain View's PTA is a strong asset to the school.

Partnerships:

North Greenville University, Greer Flooring Company, Chick-Fil-A, Greer Athletic Club, Hanson Aggregates, BI-LO, Ingles, Publix, Whole Foods, Greater Greer Education Foundation, Target, SmartARTS with the Metropolitan Arts Council, South Carolina Aquarium, Peace Center for the Performing Arts, Roper Mountain Science Center

SCHOOL PERSONNEL DATA

The staff at Mountain View Elementary School includes 38 class room teachers and 2 self-contained classroom teachers. In addition to regular classroom teachers, we have three full time special education resource teachers, 1.5 School Counselors, one Gifted and Talented teacher, a Media Specialist, one Literacy Specialist, 2.5 Reading Interventionists, two part time academic support personnel, 1.4 physical education teachers, 1.4 art teachers, 1.4 music teachers, and two computer lab assistants. The majority of our teachers have continued their education and achieved higher degrees. Seven teachers are National Board Certified. Three teachers have completed doctoral degrees. On an average, our teachers have been here 17 years. The percentage of teachers who returned to Mountain View from last year is 100%. Teacher attendance rate is 93%.

Additional personnel include the school principal, assistant principal, secretary, attendance clerk, instructional coach, speech therapists, custodial staff, media specialist, nurses, and food service workers. Our K4 and kindergarten classrooms have a full time teaching assistants. We have a full time clerk in the front office. Children who qualify will receive services from our part-time ESOL teacher. Students may receive services from a hearing specialist, special education resource teacher, an occupational therapist, and a school psychologist on an itinerant basis. Several bus drivers also provide services to students.

ALL CLASSROOM TEACHERS ARE HIGHLY QUALIFIED
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STUDENT POPULATION

Mountain View Elementary School's current enrollment is 743 and is configured by grade level as follows:

Grade	Number of Students
K4	46
K5	111
1	110
2	120
3	119
4	114
5	123

Our retention rate is 0.6% and our student attendance rate is high, at 93.3%

MAJOR PROGRAMS

- ✓ Project Read
- ✓ RTI
- ✓ Team teaching
- ✓ Partially departmentalized 4th and 5th grade
- ✓ Chick-Fil-A Core Essentials
- ✓ Balanced Literacy
- ✓ After school EDP
- ✓ Chorus
- ✓ Tiger Tutors
- ✓ Safety Patrol
- ✓ Tiger Trailblazers
- ✓ Morning News Show

MISSION, VISION, AND BELIEFS

Mission

“Each child, one day at a time”

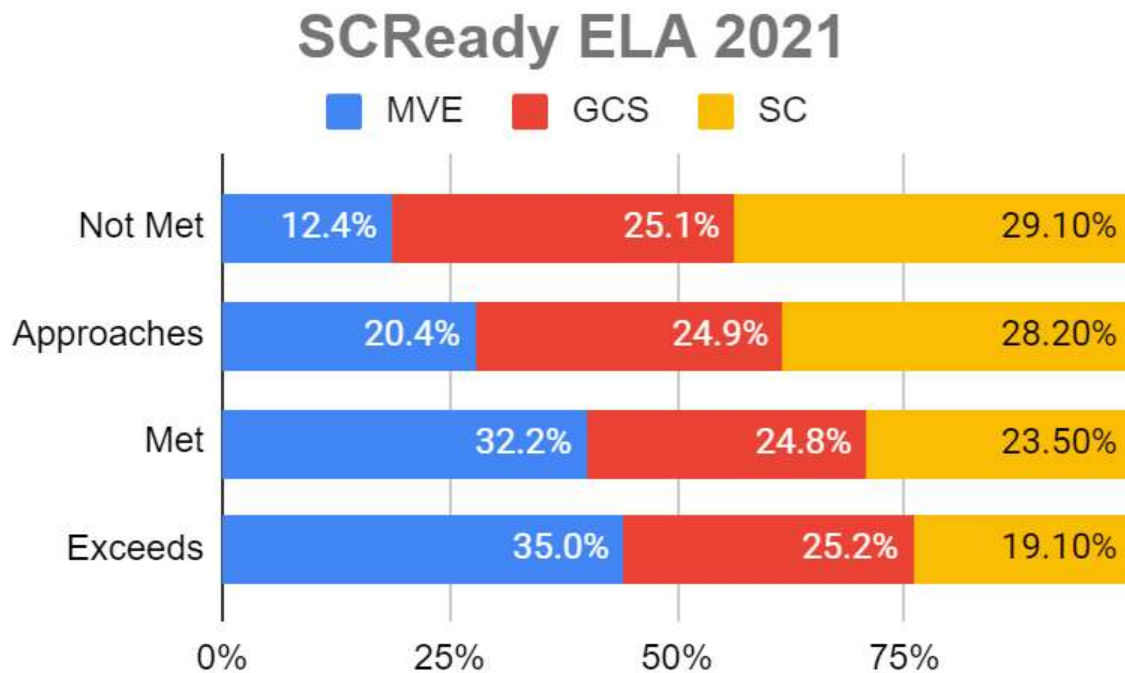
Values and Beliefs

We believe...

- Our school provides a safe, positive environment in which all children can learn.
- The school's foremost responsibility is the adaptation to the academic needs of the children.
- The intellectual, personal, social, physical, and moral development of each child is the main concern of our school.
- The child benefits when the parents and teacher work together.
- Children learn best in an environment that fosters positive self-esteem.
- Children need exposure to a variety of teaching methods and strategies.
- Each child benefits from punctual and regular attendance.

STUDENT ACHIEVEMENT NEEDS ASSESSMENT

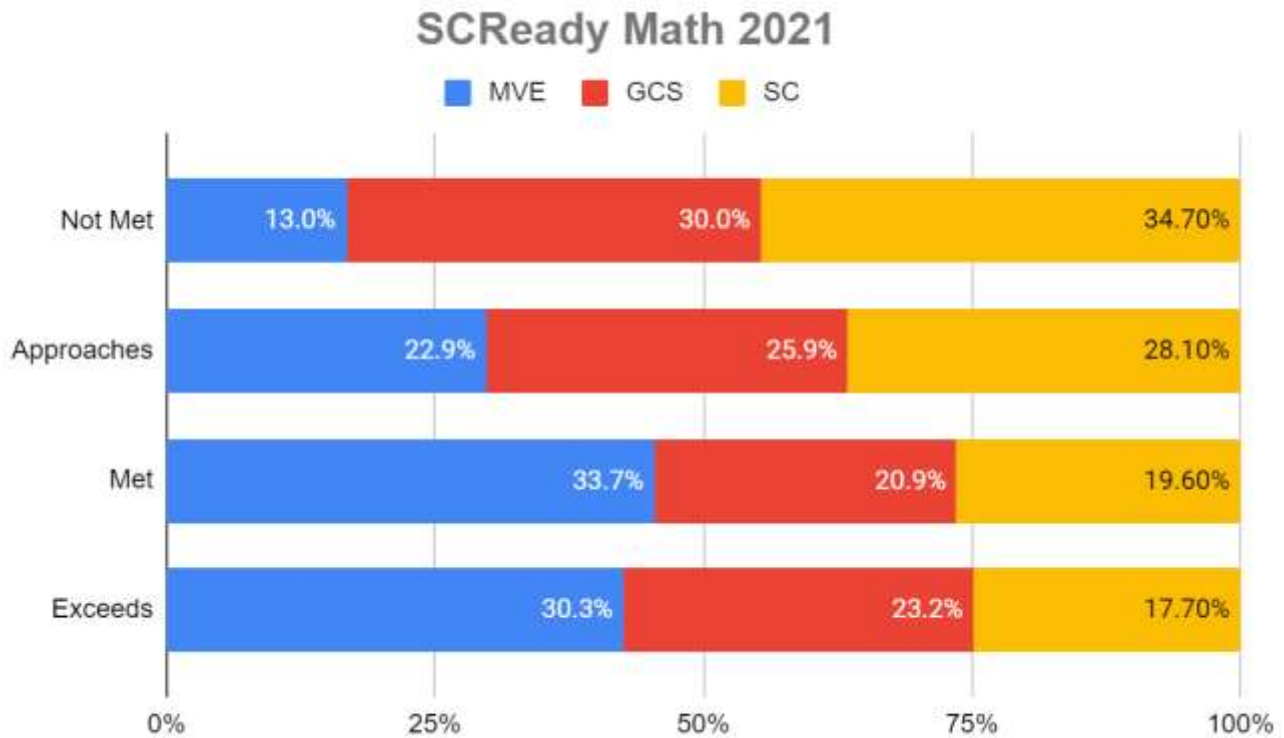
SCReady Results from Spring 2021



Mountain View students performed well in the ELA area of SCReady. 67.2% of students met or exceeded expectations as compared to the overall district of 50% and the state average of 42.6%.

SCReady Results from Spring 2021

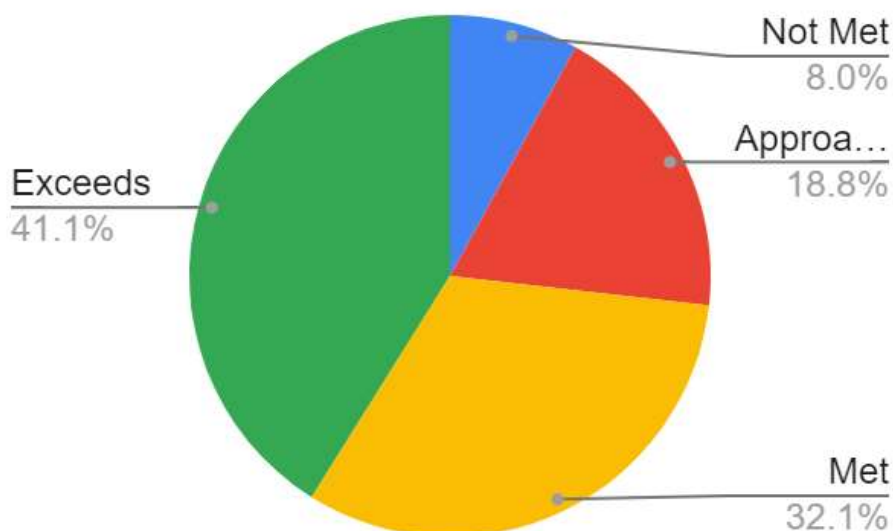
MATHEMATICS



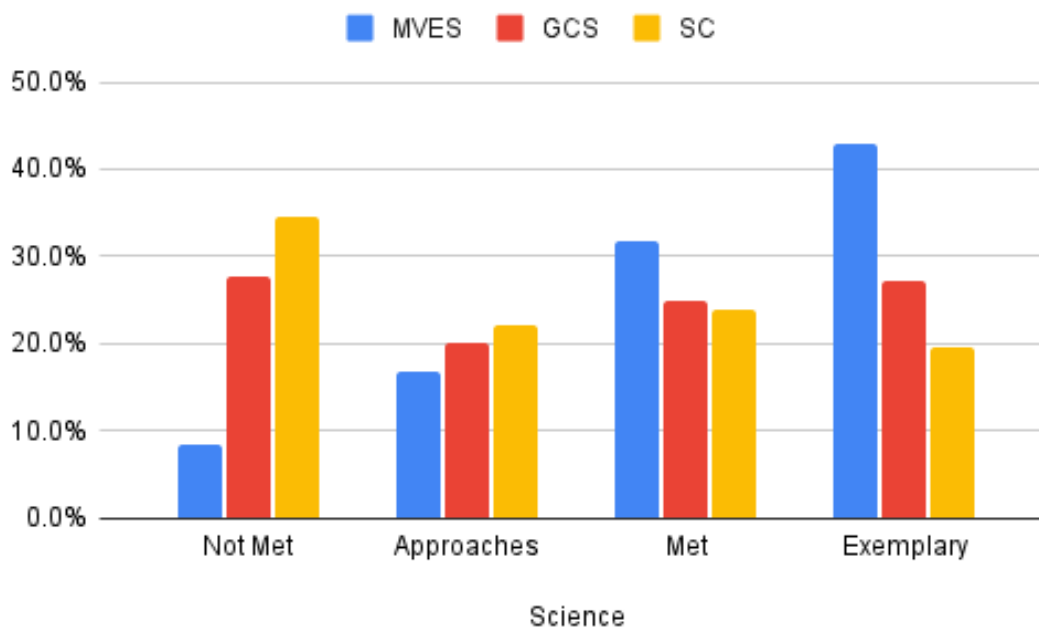
Mountain View students also performed well in the Mathematics area of SCReady. 63.3% of students met or exceeded expectations as compared to the overall district percentage of 44.1% and the state percentage of 37.3%.

SCPASS Results from Spring 2021

Science 2021



Science 2021 Compared with Greenville County and South Carolina



In 4th grade Science, the percentage of students scoring Met or Exemplary in 2021 was 73.2%, above the district average.

ITBS 2021 SCHOOL SUMMARY

Group Profile for Mountain View Elem

Group Code: 2301071

Cognitive Abilities Test™ (CogAT®)

Form: 8

Test Date: 01/07/2022

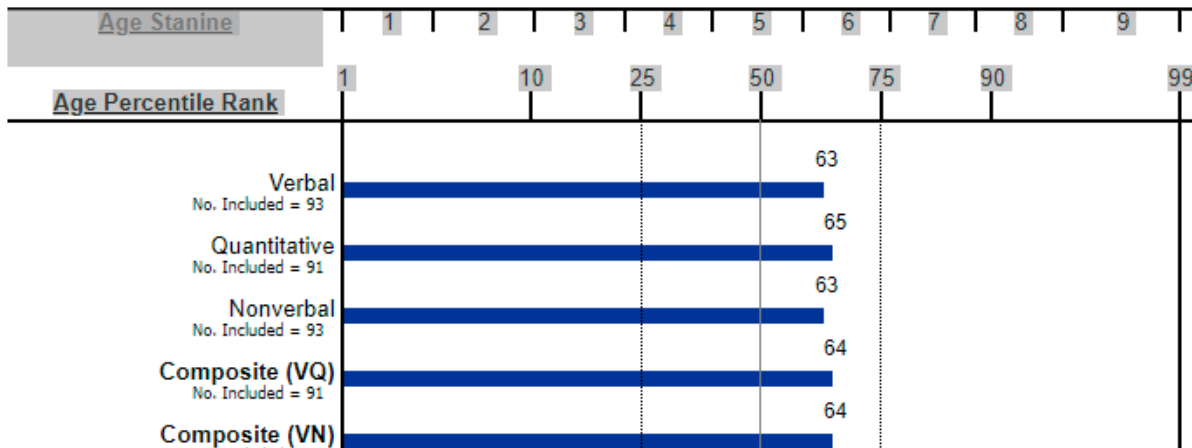
Norms: Midyear 2017

Grade: 2

Level: 8

District: Greenville County

School: Mountain View Elem



For the 2021-2022 school year Mountain View's second graders performed well on the Cogat/ Iowa Assessments. Students tested in October on Chromebooks and experienced a significant amount of technical difficulties. Students were then retested in January of 2022. Above is a chart reflecting students' scores from the January test sessions. Our students scored well above the 50% goals in Reading and Mathematics.

	Mountain View Students	District Goal
Reading	63%	50%
Math	65%	50%

School-Based Professional Development Calendar for School Year 2021-2022

This is a working document that will grow and change as we receive student achievement data and information regarding staff and faculty needs.

Title	Presenter	Description	Date	Time	# Att	Correlation to School Goals
Data Analysis	K. Dill	In small groups, teachers will be assisted in the interpretation and use of SCReady and SCPASS scores.	Aug	TBD		Goal 1 – Student Achievement
Mentoring	K. Dill	New staff will be assigned to mentors. Other teachers will be assigned peer coaches. The mentoring team will present the New Teacher Handbook and the Mentoring Guide.	Aug	TBD		Goal 2 - Teacher/Administrator Quality
Curriculum Expectations	K. Dill , J. Gibson	Faculty will work together to review standards and revise major assessments	Aug	TBD		Goal 1 – Student Achievement
Backpack	K. Dill	Introduction and training on this communication tool	Aug	GLMs		District Requirement
Power Teacher	K. Dill	Set up Power Teacher	Aug	GLMs		District Requirement
Monthly	J. Gibson	Faculty Council	Once a quarter			Goal 1& Goal 2
Monthly	J. Gibson	General Faculty Meeting – Content Area Contacts report updates	TBD			Goal 2 - Teacher/Administrator Quality
Ongoing	K. Dill/ D. Sims	Continue to monitor Reading Workshop and Balanced Literacy	TBD			Goal 2 - Teacher/Administrator Quality

As needed	K. White/ DLC Team	Topics on technology in the classroom as needed	TBD			Goal 2 - Teacher/Administrator Quality
Ongoing	K. Dill	Teachers will work to create a school-based writing curriculum integrating district requirements, Project Read strategies, Text Dependent Analysis, and using data from SCReady when available.	TBD			Goal 1 – Student Achievement
Ongoing	Classroom teachers	Teachers will attend district sponsored standards-based workshops	TBD			Goal 1 – Student Achievement
Each Thursday	K. Dill	Weekly grade level meetings will serve as PLCs. We will collect and analyze student achievement data, reflect on and revise assessments, and focus on student needs for growth.	Weekly			Goal 1 – Student Achievement

SCHOOL CLIMATE NEEDS ASSESSMENT

On the 2021 Annual School Report Card results from surveys indicate a very positive school climate. We will analyze the surveys further to look for any areas in which we may see a need for improvement. We believe the restrictions of Covid impacted the home-school relationships. We are normally a very community oriented school and we were not able to provide the in-building activities that helped to support our home-school relationships.

Evaluations by Teachers, Students and Parents			
	Teachers	Students	Parents
Percent satisfied with learning environment	100%	91%	87%
Percent satisfied with social and physical environment	100%	94%	94%
Percent satisfied with home-school relations	98%	82%	75%

Impact of COVID-19:

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

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

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

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

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

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on **SC READY ELA** will increase from 53% in 2016-17 to 68% in 2022-23.

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 53 (2016-17)	School Projected Elementary	56	59	62	65	68
		School Actual Elementary 69	69	<i>Waiver</i>	67		
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17)	District Projected Elementary 52	52	55	58	61	64

		District Actual Elementary 52	58	<i>Waiver</i>	50		
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ACTION PLAN FOR STRATEGY #1: Improve teaching strategies in the area of ELA in grade PK – 5th to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform planning and instruction for the purpose of increasing Depth of Knowledge (DOK) levels.	2018-2023	Instructional Coach	\$0	District provided	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Increase instructional competence through utilization of district and school supports such as Summer Academy, Professional Development opportunities	2018-2023	teachers	\$0	District provided	Attendance reports from district professional development offerings including summer courses.
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	Instructional Coach/teachers	\$0	NA	MasteryConnect Reports
4. Continue the use of small group and one-to-one interventions within the classrooms.	2019-2023	Classroom Teachers	\$0	NA	Lesson Plans and Observations

ACTION PLAN FOR STRATEGY #1: Improve teaching strategies in the area of ELA in grade PK – 5 th to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Focus on development of early literacy skills	2019-2023	Classroom Teachers	\$0	NA	Lesson Plans and Observations
6. The use of RTI and support classroom support from the literacy specialist	2019-2023	Classroom Teachers, RTI Team, Literacy Specialist, Instructional Coach	\$0	NA	Classroom Observations and Lesson Plans

Performance Goal Area: Schools, etc.)* (* required)	<input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> District Priority	<input type="checkbox"/> Teacher/Administrator Quality*	<input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other			
PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 58% in 2016-17 to 73% in 2022-23.			
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.			

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 58 (2016-17)	School Projected Elementary 61	61	64	67	70	73
		School Actual Elementary 67	67	<i>Waiver</i>	63		
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 54 (2016-17)	District Projected Elementary 57	57	60	63	66	69
		District Actual Elementary 60	63	<i>Waiver</i>	44		

ACTION PLAN FOR STRATEGY #1: Provide consistent core Mathematics instruction to meet all students' needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform planning and instruction for the purpose of increasing Depth of Knowledge	2018-2023	Instructional Coach	\$0	District provided	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO

ACTION PLAN FOR STRATEGY #1: Provide consistent core Mathematics instruction to meet all students' needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
(DOK) levels.					Data
2. Increase instructional competence through utilization of district and school supports such as Summer Academy, Professional Development opportunities	2018-2023	teachers	\$0	District provided	Attendance reports from district professional development offerings including summer courses.
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Instructional Coach/teachers	\$0	NA	MasteryConnect Reports
4. Increase student Mathematical foundational skills	2018-2023	teachers	\$0	NA	Xtra Math reports, Fast Facts spreadsheets
5. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018-2023	District provided workshops teachers	\$0	NA	Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction
6. Continue the use of small group and one-to-one interventions within the classrooms.	2018-2023	Classroom teachers	\$0	NA	Lesson plans, observations

Performance Goal Area: Schools, etc.)* (* required)	<input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> District Priority	<input type="checkbox"/> Teacher/Administrator Quality*	<input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
<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 1 <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other			
PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.			
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3% annually.			

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SCPASS test data file	2017-18 Grade 4 only 61%	School Projected Elementary	64	67	70	73	76
		School Actual Elementary 66	66	Waiver	75		
SCPASS Science SCPASS test data file	2017-18 Grade 4 only 60%	District Projected Elementary 63	63	66	69	72	75
		District Actual Elementary 60	64	Waiver	52		

ACTION PLAN FOR STRATEGY #1: Increase the success of data-based core instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Instructional Coach	\$0	NA	Evidence of data driven conversations from Grade Level Meetings
2. Continue Professional Learning Community support in schools	2018-2023	Leadership Team	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide strategy and content support for teachers	2018-2023	District Curriculum Specialists Instructional Coach	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers

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

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

PERFORMANCE GOAL 4: Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	40% Meets Expectations and Exceeds Expectations	School Projected Hispanic	42	44	46	48	50
SC READY ELA SC SDE Website		School Actual Hispanic (No Subgroup)	NA	Waiver	75%		
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	31		
SC READY ELA SC SDE Website	36 % Meets Expectations and Exceeds Expectations	School Projected AA	39	42	45	48	51
SC READY ELA SC SDE Website		School Actual AA (No Subgroup)	NA	Waiver	NA		
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	31		
SC READY ELA SC SDE Website	32 % Meets Expectations and Exceeds Expectations	School Projected SWD	32	35	38	40	43
SC READY ELA SC SDE Website		School Actual SWD 31	31	Waiver	37.5		

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	18		
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations	School Projected LEP (No Subgroup)	42	44	46	48	50
SC READY ELA SC SDE Website		School Actual LEP (No Subgroup)	NA	Waiver	NA		
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	40	Waiver	32		
SC READY ELA SC SDE Website	89% Meets Expectations and Exceeds Expectations	School Projected PIP 89	89	91	93	95	97

SC READY ELA SC SDE Website		School Actual PIP 89	89	Waiver	66		
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	33		
SC READY Math SC SDE Website	93 % Meets Expectations and Exceeds Expectations	School Projected Hispanic	93	95	95	95	95
SC READY Math SC SDE Website		School Actual Hispanic (No Subgroup)	NA	Waiver	75		
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	38		

SC READY Math SC SDE Website	81% Meets Expectations and Exceeds Expectations	School Projected AA	81	81	81	81	81
SC READY Math SC SDE Website		School Actual AA (No Subgroup)	81	Waiver	NA		
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	28		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	School Projected SWD	39	41	44	47	50
SC READY Math SC SDE Website		School Actual SWD 37	37	Waiver	37.5		
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	17		
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations	School Projected LEP	X	X	X	X	X
SC READY Math SC SDE Website		School Actual LEP (No Subgroup)	NA	Waiver	NA		
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 40	46	Waiver	34		
SC READY Math SC SDE Website	89% Meets Expectations and Exceeds Expectations	School Projected PIP	89	89	89	89	89
SC READY Math SC SDE Website		School Actual PIP 89	89	Waiver	66		

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	38		

ACTION PLAN FOR STRATEGY #1: Improve the use of the Multi-Tiered Support System. (MTSS)					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023	District training On-Track Team	\$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
2. Attend professional learning opportunities for instructional strategies for diverse learners	2018-2023	District Academic Specialists	\$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.

ACTION PLAN FOR STRATEGY #1: Improve the use of the Multi-Tiered Support System. (MTSS)					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	Leadership Team On-Track Team teachers	\$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

Performance Goal Area: Schools, etc.)* (* required)	<input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> District Priority	<input type="checkbox"/> Teacher/Administrator Quality*	<input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other			
PERFORMANCE GOAL: 5 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.			
INTERIM PERFORMANCE GOAL: Meet annual targets below.			

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	School Projected	Kindergarten through Grade 5= 75% or above	Kindergarten through Grade 5= 75% or above	Kindergarten through Grade 5= 75% or above	Kindergarten through Grade 5= 75% or above	Kindergarten through Grade 5= 75% or above
	Meets and Exceeds	School Actual	Kindergarten through Grade 5= 75% or above	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten through Grade 5= 75% or above		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected	Kindergarten through Grade 5= 75% or above	Kindergarten= 70% Grade 1= 59%	Kindergarten= 72% Grade 1= 61%	Kindergarten= 74% Grade 1= 63%	Kindergarten= 70% Grade 1= 65%

	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	School Actual	Kindergarten= 70% Grade 1= 59%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten= 70% Grade 1= 59%		
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 – 49% Grade 5 -52 %	Grade 2 – 50% Grade 5 - 55%	Grade 2 – 53% Grade 5 - 58%	Grade 2 – 56% Grade 5 - 61%
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	School Actual	Grade 2 – 47% Grade 5 -49 %	Grade 2-47 % Grade 5 -43 %	Grade 2 – 30% 5 th grade data point not available - School Board decision to waive 5 th grade testing		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	District Projected		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	K-5 69%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	District Projected		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	District Actual	5K – 50% Grade 1 – 55%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	5K – 50% Grade 1 – 55%		

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	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	5 th grade data point not available - School Board decision to waive 5 th grade testing		

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

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement Balanced Literacy with fidelity across all schools.	2018-2023	Instructional Coach Literacy Specialist Teachers	\$0	NA	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3 rd grade
2. Provide a framework for explicit and consistent instruction in	2018-2023	Academic Specialists for	District Provided	Special Revenue	Observations, anecdotal notes, and

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
language and word study (phonics and phonological awareness)		Literacy Instructional Coach Literacy Specialist	Materials		lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments
3. Implement a framework for common planning to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Leadership Team Academic Specialists Instructional Coach Literacy Specialist	\$0	\$0	Collaborative planning, data analysis, unit planning, protected planning times. Evidence of Common Planning reflected in school schedule
4. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Leadership Team Instructional Coach Literacy Specialist	\$0	NA	Classroom evidence of content vocabulary usage; lesson plans; assessments; classroom work as indicated by classroom observations and Instructional Rounds
5. Track pull-out interventions with	2018-2023	Interventionists	\$0	NA	Evidence of interventions

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
students to ensure fidelity of implementation					by students including duration of intervention and specific intervention implemented
6. Provide intensive professional development to reading interventionists to ensure the implementation of best practices.	2018-2020	District Provided	District Funded	NA	Agendas of district professional development for reading interventionists.

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report		School Projected	Maintain Teacher Diversity	Maintain Teacher Diversity	Maintain Teacher Diversity	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual	Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes		
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94% %	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%

GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 99% Ethnic Diversity = 96%		
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ACTION PLAN FOR STRATEGY #1: Identify and interview diverse candidates.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to contact and interview a diversity of candidates when openings become available.	2018-2023	Leadership Team	\$0	NA	Record of candidates interviewed.

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey	93	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 93	95.7	Waiver	100		
SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100	100	Waiver	100		

SDE School Report Card Survey	93	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 93	93	<i>Waiver</i>	100		
SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>Waiver</i>	87		
SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>Waiver</i>	97		
SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Parents 88	89	<i>Waiver</i>	89		
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ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Periodically push out information about the safety measures that we take at our school	2018-2023	Leadership Team Safety Leader	\$0	NA	Safety stories on web, social media, etc.
2. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	Leadership Team	\$0	NA	Tips received from multiple stakeholder groups
3. Support front office staff in recognizing and de-escalating volatile situations.	2018-2023	Leadership Team	\$0	NA	
4. Continued use of the Level I and Level II background checks.	Ongoing	Front Office Personnel	Changes annually	District Funds	Volunteer checks completed
5. Expand the presence and visibility of law enforcement through the use of School Resource Officers, Zone Patrols, and parked patrols	2018-2023	Exec. Dir. of Student Services	Initially \$990,000	District Funds	Patrols expanded

ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
vehicles.					

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

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

GCS Expulsion Report		School Actual 0	0	0	0		
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8	1.5	0.9	0.9		

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	0		
	(2016-17) 0.04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07

GCS Expulsion Report		District Actual 0.04	0.10	0.03	0.09		
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ACTION PLAN FOR STRATEGY #1: Utilize School Counselors for potentially escalating issues in student behavior.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Train School Counselors in EWRS	2018-2023	School Counselors	\$0	NA	Profession Development records
2. Continue to monitor student behavior and encourage students to be positive and productive members of the school community.	2018-2023	School Counselors Teachers Staff members	\$0	NA	Records of student referrals and expulsions

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):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	88%	School Projected	90%	90%	90%	90%	90%
		School Actual	88	90	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic		
Cognia Climate & Culture Student Survey	89	District Projected	90	90	90	90	90

		District Actual 89	90	92	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		
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ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School team/PTA	\$0	NA	Support staff included in decision making and support of students
2. Consider implementation of a mentoring program for students	2018-2023	Leadership Team School Counselors	TBD	Local	Students assigned to an adult at the school.

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 95%	School Projected	95%	95%	95%	95%	95%
180 th day Attendance Report		School Actual 95	95	96	94		
	(2016-17) 95	District Projected	95	95	95	95	95
180 th day Attendance Report		District Actual 95	95	96	92		

ACTION PLAN FOR STRATEGY #1: Continue to provide an environment where consistent attendance is expected.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Facilitator Attendance Clerk Leadership Team	\$0	NA	Students are identified and appropriate supports are assigned
2. Use the Intervention Connection System to assign and monitor interventions for truant and chronically absent students.	2018-2023	OnTrack Facilitator Attendance Clerk Leadership Team	\$0	NA	Intervention Connection System reports for truant and chronically absent students.
3. Continue to provide a safe, positive environment for children to learn.	2018-2023	All faculty and staff	\$0	NA	Results of SDE Surveys
4. Continue to provide engaging learning opportunities for students.	2018-2023	All teachers	\$0	NA	Lesson Plans

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 1 Lonely ≤ 1 Angry ≤ 1	Afraid ≤ 1 Lonely ≤ 1 Angry ≤ 1	Afraid ≤ 1 Lonely ≤ 1 Angry ≤ 1	Afraid ≤ 1 Lonely ≤ 1 Angry ≤ 1	Afraid ≤ 1 Lonely ≤ 1 Angry ≤ 1
		School Actual Afraid – 0% Lonely – 0% Angry – 0%	Afraid – 0% Lonely – 0% Angry – 0%	Afraid – 0% Lonely – 0% Angry – 0%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5

		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
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ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Analyze data surrounding social-emotional needs through student surveys.	State to provide	Leadership Team School Counselor	\$0	NA	Survey data collected and analyzed
2. Address bullying behaviors through our School Counselors in all classrooms	2018-2023	School Counselor	TBD	TBD	Appropriate programs utilized by schools
3. Attend district-provided professional learning for classroom teachers on best practice strategies for building social/emotional skills in students.	2019-2023	Academic Specialists	\$0	NA	Evidence of strategies being used in classrooms during observations
4. Build a positive learning community supportive of all students	2018-2023	Academic Specialists Leadership Team Teachers	\$0	NA	Evidence of: <ul style="list-style-type: none"> classroom conversations and reflections to support problem solving occur across the school day.

ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					<ul style="list-style-type: none"> established classroom norms, expectations, and procedures. students exercising autonomy and respect for peers and adults.

School Report Card
for
Mountain View Elementary School
2020-2021 School Report Card

[https://screportcards.com/overview/?q=eT0yMDIxJnQ9R
SZzaWQ9MjMwMTA3MQ](https://screportcards.com/overview/?q=eT0yMDIxJnQ9RSZzaWQ9MjMwMTA3MQ)