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# **Oakview Elementary School**

515 Godfrey Road  
Simpsonville, SC 29681

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**Dr. Phillip Reavis**

Principal

**The School District of Greenville County**

**Dr. W. Burke Royster**

Superintendent

## **Action Plan**

2018-2019 through 2022-2023

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME:** Oakview Elementary School

**SCHOOL RENEWAL PLAN FOR YEARS 2018-2019 through 2022-2023** (*five years*)

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2020-2021** (*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

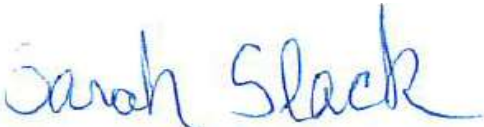
### PRINCIPAL

Dr. Phillip Reavis		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

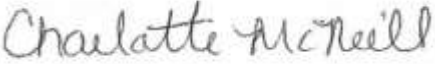
### CHAIRPERSON, BOARD OF TRUSTEES

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

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Sarah Slack		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Charlotte McNeill		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 515 Godfrey Road Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 355-7100

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

**Stakeholder Involvement for School Renewal**

**List the names of persons who were involved in the development of the school renewal plan. A participant from each category is involved.**

<b><u>Position</u></b>	<b><u>Name</u></b>
1. Principal	Dr. Phillip Reavis
2. Teacher	Mrs. Ashley Nettles
3. Parent/Guardian	Mrs. Sarah Slack
4. Community Member	Sandy Young
5. Paraprofessional	Ms. Colleen Green
6. School Improvement Council Member	Mrs. Candace Baird
7. Read to Succeed Reading Coach	Mrs. Charlotte McNeill
8. School Read to Succeed Literacy Leadership Team Lead	Mrs. Charlotte McNeill
9. School Read to Succeed Literacy Leadership Team Member	Mrs. Sherrie Brookie

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

Teachers					
K5	1st	2nd	3rd	4th	5th
Jennifer Phillips Lauren Conner	Ellen Hearn Ashley Nettles	Stacy Clark Kelly Curry	Thomas Hilker Mandy McCurry	Jeff Hoeft Liz Teeple	Vicki Bramer Betsy Shuler
Gwendolyn Brown-Media Specialist			Cyndy Martin-Special Education Teacher		

# ASSURANCES FOR SCHOOL PLAN

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 Oakview Elementary School self-study was conducted to evaluate our strengths and weaknesses in order to develop goals and strategies for improvement. The portfolio provides our school with an ongoing means for self-assessment, communication, continuous improvement, and accountability. The staff was organized into committees to complete the self-assessment and to determine strategies for program enhancement. Parent groups, such as Oakview's PTA Board and School Improvement Council (SIC), provided input regarding the school improvement plan.

\*Indicates Committee Chair

<p><b>Introduction</b></p> <p><u>Meredith Welch</u> (Assistant Principal) *</p> <p>Margaret Ables (K) Jennifer Phillips (K) Ellen Hearn (1st) Stacy Clark (2nd) Judy Perecko (SpEd) Starr Boone (3rd) Laura Crumley (4th) Vicki Bramer (5th) Buist Lide (Gifted Ed) Karissa Page (Art) Sharon Long (RTI)</p>	<p><b>Executive Summary</b></p> <p><u>Dr. Phillip Reavis</u> (Principal) *</p> <p>Kathy Taylor (Guidance) Lauren Conner (K) Dori Flynn (1st) Katie Lee (1st) Kelly Curry (2nd) Catherine Agnew (SpEd) Rachael Garosi (3rd) Melissa Hoefel (4th) Lori Beth Satterfield (Gifted Ed) Dena Daniel (ESOL)</p>	<p><b>School Profile</b></p> <p><u>Jessica Preisig</u> (Administrative Assistant) *</p> <p>Mary Catherine Young (K) Ivie Greaves (1st) Elizabeth Cook (K) Sophia Conwell (2nd) Jenn Roberts (SpEd) Rachael Shuba(3rd) Jeff Hoeft (4th) Stephanie Williams (5th) Brooks Kirk (PE) Hannah Long (Art) Sharon Poynter (Speech)</p>
<p><b>Mission, Vision, and Beliefs</b></p> <p><u>Charlotte McNeill</u> (Literacy Specialist) *</p> <p>Margaret Ables (K) Holly Tokarczyk (1st) Crystal Stewart (2nd) Lindsey Godfrey (SpEd) Mandy McCurry (3rd) Karen Olivier (5th) Jen Miller (PE)</p>	<p><b>Data Analysis and Needs Assessment</b></p> <p><u>Holly Rushton</u> (Tech Specialist) *</p> <p>Elizabeth Cook (K) Ashley Nettles (1st) Michelle Kelly (2nd) Regina Taylor (3rd) Liz Teeple (4th) Betsy Shuler (5th) Katelin Hawkins (Music) Charnley DeMeritt (STEM LAB)</p>	<p><b>Action Plan</b></p> <p><u>Sherrie Brookie</u> (Instructional Coach) *</p> <p>Adriane Rabren (Guidance) Gwen Brown (Media) Sarah Kenefsky (1st) Laura Carey (2nd) Cyndy Martin (SpEd) Thomas Hilker (3rd) Meghan Murphy (4th) Kate Leonard (4th) Danielle Szynal (5th) Heather Nash (Music)</p>

## **PTA Board**

**President-** Brigitte Adley

**President Elect-**

**Treasurer-** Uma Dadaina

**Assistant Treasurer-** Sarah Williams

**VP of Programs-** Shelley Vaughn

**VP of Programs-** Amanda Feldman

**VP Volunteers-** Lauren Westgate

**VP Volunteers-** Grace Rankin

**VP Ways and Means-** Candace Baird

**VP Ways and Means-** Janelle Thomas

**Recording Secretary-** Angela Haplin

**Corresponding Secretary-**

## **School Improvement Council**

### **Elected Members**

Parent- Kim Cheek

Parent- Natalie Clayton

Parent- Amy Gibson

Parent- Katie Gutbrod

Parent- Rebecca Hedlund

Parent- Emily Simril

Parent-Christine Hall

School Counselor- Kathy Taylor

### **Appointed Members**

Chairperson- Sarah Slack

Community Member- Sandy Young

### **Ex-officio Members**

Principal- Dr. Phillip Reavis

Assistant Principal- Meredith Welch

Administrative Assistant- Jessica Preisig

Instructional Coach- Kim Brice

Instructional Coach- Holly Rushton

Guidance Counselor- Adriane Rabren

Guidance Counselor-Kathy Taylor

Parent/Teacher Organization:



# EXECUTIVE SUMMARY

Oakview Elementary School helps students develop the world class skills, life, and career characteristics detailed in the Profile of the South Carolina Graduate by providing a safe, caring and academically challenging learning environment. We embrace a “Habitat for Learning” mentality by challenging students to reach their full potential, promoting continuous professional growth for teachers and engaging our parents and school community.

Our central belief is that all children are capable of learning. We believe that by setting high expectations for our students, our students will be able to achieve at their utmost potential. Not only do we emphasize academic success, but we also promote the importance of outstanding character and personal responsibility. Through the implementation of continuous and quality improvement measures we believe our students will learn valuable problem solving techniques and will be empowered to become productive citizens beyond the walls of our schools.

Oakview Elementary School offers many programs and student opportunities that focus on the development of the whole child. Through our school-wide social and emotional learning program, our students learn lifelong skills such as self-control, cooperation and perseverance. The school connects students with life and career through its partnerships with community organizations and businesses. Recently, the school partnered with outside organizations in the expansion of our nature trail into a fitness trail with 13 outdoor stations and installed a “real-time” weather station on top of the gymnasium so live weather data can stream instantaneously into our building. In addition to partnerships like these, Oakview offers a wide variety of programs and student opportunities such as: artist-in-residence, author visits, Barrier Island field trip, bridge building and engineering, a butterfly garden, the C.A.T.C.H. fitness initiative, chorus, drum club, ukulele club, a climbing wall, Columbia Statehouse and Museum field trip, student-led daily news broadcast, virtual learning experiences, garden club, Outdoor Day, archery instruction, sewing club, gifted education, Grandparents Day, STEM Fest, morning tutors, W.I.N. tutoring program, parent workshops, sculpture club, Space Day, a walking track, and much more!

## NEEDS ASSESSMENT SUMMARY FOR STUDENT ACHIEVEMENT

### **Needs Assessment Summary for Student Achievement (2020-2021)**

- 76.9% of students in grades 3-5 scored meets or exceeds in English language arts on the SCReady assessment
- 76.5% of students in grades 3-5 scored meets or exceeds in math on the SCReady assessment
- 75.8% of students in grades 4-5 scored meets or exceeds in science on the SCPASS assessment

### **Needs Assessment Summary for Student Achievement (2019-2020)**

- Due to a nationwide pandemic, no student in South Carolina participated in the end of year assessments typically required.

### **Needs Assessment Summary for Student Achievement (2018-2019)**

- 80.2% of students in grades 3-5 scored meets or exceeds in English language arts on the SCReady assessment
- 80.9% of students in grades 3-5 scored meets or exceeds in math on the SCReady assessment
- 79.6% of students in grades 4-5 scored meets or exceeds in science on the SCPASS assessment
- 91.4% of students in grades 4-5 scored met or exemplary in social studies on the SCPASS assessment

### **Needs Assessment Summary for Student Achievement (2017-2018)**

- 74.5% of students in grades 3-5 scored meets or exceeds in English language arts on the SCRReady assessment
- 81.3% of students in grades 3-5 scored meets or exceeds in math on the SCRReady assessment
- 78.9% of students in 4<sup>th</sup> grade scored meets or exceeds in science on the SCPASS assessment
- 88.5% of students in 5<sup>th</sup> grade scored met or exemplary in social studies on the SCPASS assessment

### **Needs Assessment Summary for Student Achievement (2016-2017)**

- 75.8% of students in grades 3-5 scored meets or exceeds in English language arts on the SCRReady assessment
- 78.6% of students in grades 3-5 scored meets or exceeds in math on the SCRReady assessment
- 73.8% of students in grades 4-5 scored meets or exceeds in science on the SCPASS assessment
- 93.6% of students in grades 4-5 scored met or exemplary in social studies on the SCPASS assessment

## **NEEDS ASSESSMENT SUMMARY FOR TEACHER AND ADMINISTRATOR QUALITY**

The faculty is structured into teams and committees in order to involve stakeholders in the decision making processes for the school. The groups and committees are as follows:

- **Administrative Team**
  - Consists of the principal, assistant principal, and administrative assistant
  - Reviews grade level minutes, information shared from the central office, reviews lesson plans, student achievement, teacher evaluations, professional development, school activities and events, etc.
  - Discusses instructional and operational issues to be addressed with grade level leaders, PTA, and SIC committee members
- **School Leadership Team**
  - Consists of the principal, assistant principal, administrative assistant, instructional coaches, literacy specialist, and two school counselors.
  - Plans grade level supports and strategies. Reviews initiatives on a weekly basis in all areas, disseminates information shared from the central office and assigns tasks, reviews district initiatives, discusses coaching cycles and grade level instructional focus areas, reviews student achievement, plans professional development, discusses school activities and events, etc.
  - Discusses instructional and operational issues to be addressed with grade level leaders, PTA, and SIC committee members
- **Faculty Council**
  - Consists of the administrative team, instructional leadership team, grade level team leaders, special education representative, two school counselors, and a related arts teacher
  - Discusses instructional and operational aspects of the school
  - Disseminates information to grade level teams
  - Serves as a teacher forum for discussion of school based instructional decisions and stakeholder feedback submitted for the overall improvement of the school
- **Grade Level Teams**

- Consist of the team leader and teachers from the grade level
- Collaborates to create effective and innovative lesson plans
- Shares best practices
- Reviews grade level data to plan for and make adjustments to curriculum
- Plan formative and summative assessments to ensure measurement of state standards
- Participates in coaching cycles for instructional improvement
- Develops and delivers benchmark assessments to measure student learning objects for the grade level
- Participates in professional development activities
- Record minutes to be shared with the administrative team

- **Data Team Committees**

- Consists of grade level teachers, special educators, instructional coaches, academic specialists within the building, and administration
- Disaggregate data based on information generated from benchmark tests; both formative and summative assessments are reviewed
- Identifies strengths and weakness of individual students, standards, and subject strands
- Plans and adjusts instructional practices to meet the individual needs of students based on data
- Creates a plan of action to identify and support struggling students using differentiated instruction

In the 2019-2020 school year, Oakview established curriculum professional learning committees. The committees focused on best practices in ELA, mathematics, and STEM education. The groups were composed of certified teaching staff members in the building. The primary focus of these groups was to disseminate information received from district academic specialists, plan for integration with specialty content areas, discuss articles pertaining to the content area, and to share best practices related to the content committee on which they serve. Vertical articulation of grade level standards and ideas for implementation of new ideas was shared.

In the 2020-2021 school year, and in response to the nationwide pandemic, Oakview instituted an additional professional learning community. The new committee focused on Social/Emotional Learning (SEL). A SEL task force was created in response to student and staff needs due to the state-wide school shut down. School leaders focused on supporting teachers personally and professionally with monthly workshops and adult SEL activities. Curriculum ideas and morning meetings became customary practice in every classroom. The committees were composed of certified and noncertified teaching staff. This structure was put in place as an “all hands on deck” initiative to support the families and children of Oakview Elementary School.

As schools return to a more normal attendance plan in the 2021-2022 school year, Oakview continues to focus on the social-emotional learning of its students as well as a structured approach to remediation. The SEL task force remains in place and, using the ReThinkEd curriculum, each classroom teaches a social-emotional lesson daily. School counselors complete needs assessments and form small groups based on that data. A mental health counselor is available on campus twice a week for student sessions. Recognizing the impact that the pandemic has had on academics, Oakview has responded with several intervention and remediation programs. The school employs a full-time interventionist who works with 2nd-5th grade students in both reading and math. Our literacy coach works with 1st-2nd grade students in literacy intervention. Our kindergarten students who need intervention receive daily lessons with a phonics based approach. Led by the instructional coaches and supported by J.L. Mann High School students, Oakview also has a before- and after-school W.I.N.(What I Need) program for 3rd-5th grade students who need extra support with classroom assignments. Reading Tutor volunteers work with K5-5th grade students for 30 minutes weekly to boost reading confidence and comprehension.

## NEEDS ASSESSMENT FOR SCHOOL CLIMATE

As visitors enter our school property they observe an attractive exterior embellished with freshly planted flowers and seasonal décor. The lobby is welcoming and comfortable. Eye-catching murals decorate the walls throughout the building and a bulletin board proudly displays the various honors and awards received by Oakview students, teachers, and PTA. Recognizing the need to not only update our wall decor but to also showcase the many activities our students participate in, a photo montage project began. In spring 2022, canvas photographs of students in a variety of settings were added to our decor. In addition, student work is displayed throughout the building along with a special focus on students' individual writings on our "Windows of Writing" wall. Students, teachers, parents, and community members spend each day in an inviting facility where the space is ample and the environment is healthy.

Developmentally appropriate and engaging lessons are observed in classrooms. The administrative team outlines expectations regarding daily instruction according to the Greenville County Schools Instructional Protocol. Regular feedback is given to staff regarding classroom environment, knowledge base, assessment/feedback, and instructional delivery.

During the 2021-2022 school year, the administrative team in conjunction with PTA conducted a needs-assessment of our outside play structures. The team determined that the kindergarten playground warranted the most immediate need. Plans are in place to replace and update the play structures within the K5 area by the 2022-2023 school year. A long-range plan will be implemented to update several other outside areas, including replacing the volleyball court with a 9-square in the Air court and adding a second GaGa ball pit. Playground equipment is inspected regularly to comply with safety codes. Students, staff, and community use the paved walking track to improve physical fitness. The school's garden areas are also undergoing improvement. Working with a local landscape company, Oakview's PTA is spearheading the updates to our butterfly garden. When completed in the 2022-2023 school year, this area will provide classes an outdoor learning space. Using grant funds from Greater Greenville Master Gardeners, raised vegetable garden beds are being constructed in the spring of 2022. Our Kindergarten and 4th grade classes will utilize the beds in adherence to their science standards. In addition, Oakview's nature trail allows students to explore nature and provide an opportunity to experience learning in an outdoor environment. The nature trail has also been expanded to include 13 outdoor fitness stations in support of health and wellness for students, employees, and the community.

Our building services staff, including a plant engineer, head custodian, and three custodians maintain our appealing building and grounds. This staff takes pride in keeping the building clean and all equipment in proper working order. Maintenance of the school grounds and landscaping are included in custodial duties. Also, survey results, suggestions from the community/employees, and custodial inspections provide us with the opportunity to make necessary modifications or improvements to our facility and grounds. Results from energy audits create an awareness of energy saving efforts. The custodial staff, as well as school personnel, immediately report any and all safety concerns that might arise. Our well maintained facility enables us to provide a safe learning environment for all students and staff.

Our school utilizes the district Crisis Response Plan as well as daily operating plans to ensure the safety and well-being of students and staff. Evacuation maps are clearly posted in each room. Fire, lockdown, lock-out, tornado, earthquake, and bus evacuation drills are held on a regular basis. Procedures are emphasized during classroom instruction on topics such as fire, bus, drug, personal, home and playground safety. Our school has communication devices which contribute to our safe environment. For constant access the administration, custodial, and office personnel use two-way radios. A telephone is available in each room as well as a two-way intercom system with an emergency call button. Security measures are used to ensure safety in our facility on a daily basis. Beginning in the 2021-2022 school year, a school resource officer from Greenville County Police Department was assigned to all GCSD elementary schools. In addition, a zoned officer patrols the school campus on a regular basis. All

exterior doors are locked and signs are located on all exterior doors directing visitors to the front entrance where they are required to sign in and out through the computer system. Safety is assured with time-stamped video cameras, fire and motion detectors, security alarms, a weather radio, and a two-way radio linked directly to security at the central office. In 2019, the school security camera system was expanded to include nearly 50 cameras inside and outside of the building. Establishing a safe, secure environment for our students and staff is our top priority. As a result of our continued efforts in the area of safety, our school has regularly received the Safe Schools Award.

## **School Challenges from the past three years (2019-2022)**

***Implementation of intentional and targeted balanced literacy instruction*** : Our instructional coaches and literacy specialist provide support throughout the building in order to train teachers using the balanced literacy approach. Through conferences, professional development sessions, coaching cycles, model lessons, data analysis, assessment development, one-on-one training, and planning days, support for teachers is offered to help close the gap in reading instruction.

### Action Plan for Improving Balanced Literacy Implementation

- Our school will provide professional development workshops/conference attendance for teachers in the area of balanced literacy
- Our coaches will model lessons in classrooms
- Our coaches will provide coaching cycles
- Our coaches will help teachers understand strand data for English/Language Arts in order to identify student needs
- Our teachers, when applicable, will conduct site visits to view best practices in action and will address areas for growth within the grade levels
- Our teachers will form an ELA curriculum committee to share best practices across our school
- Our school will continue to provide additional materials for teachers
- Our school will continue to expand media center titles/options for individualized reading

***Implementation of intentional and targeted math workshop model***: Our instructional coaches provide support throughout the building in order to train teachers using the math workshop model.

### Action Plan for Improving Math Workshop Model Implementation

- Our school will provide professional development sessions, including those led by district personnel, in order to increase our staff's understanding of the workshop model
- Our coaches will provide coaching cycles

***Implementation of word study in K5-2nd Grades***: Our school district places a high value on literacy. A key component of literacy includes sound phonics instruction. Phonics instruction is viewed as a cornerstone in the development of spelling and reading skills.

### Action Plan for Improving Word Study in Kindergarten, First, and Second Grades Includes:

- Our district will provide word study kits along with training
- Our school will continue to provide additional materials for teachers for implementation
- Our coaches will provide professional development on word study kits at the school level
- Our coaches will model lessons in classrooms
- Our coaches will provide coaching cycles on word study implementation
- Our instructional leadership team will conduct instructional walk-throughs to provide constructive feedback

***Implementation of standard-specific vocabulary in daily instruction:*** During data discussions about our MasteryConnect benchmark scores, teachers identified that students need to use standard-specific vocabulary in daily instruction in order to best prepare for the assessment and master content.

Action Plan for Improving the Use of Standard-Specific Vocabulary in Daily Instruction

- Planning teams will ensure that standard-specific vocabulary is incorporated in lesson plans
- Teachers will explicitly teach standard-specific vocabulary
- Grade level teams will evaluate assessments to determine potential vocabulary ‘roadblocks’
- Teachers will expect students to use standard-specific vocabulary

***Implementation of daily instructional activities that uses a variety of DOK (depth of knowledge) levels:*** During data discussions about our MasteryConnect benchmark scores, teachers identified the need for daily lessons to include a variety of DOK levels in order for students to best prepare for the assessment and master content.

Action Plan for Improving the Variety of DOK Levels in Instruction

- Planning teams will ensure that a variety of DOK level activities are included in lesson plans
- Teachers will provide multiple opportunities for students to approach a variety of DOK activities
- Grade level teams will evaluate assessments to ensure that a variety of DOK questions are included

## **School Awards and Accomplishments**

- 2021-2022 Named to U.S. News & World Report 'Best Elementary Schools'
- 2021-2022 Greater Greenville Master Gardeners Grant
- 2021-2022 WYFF & Ingles Golden Apple Teacher--Mrs. Valerie Hesse
- 2021-2022 GCSD Elementary Art Show Winner--5th grader Zane H.
- 2020-2021 SCPTA Outstanding Administrator of the Year--Dr. Phillip Reavis
- 2020-2021 SCPTA Outstanding Support Staff of the Year--Mrs. Joy McKinney
- 2020-2021 SCPTA Local Unit of the Year--Oakview PTA
- 2019-2020 GCSD Top 10 Teacher of the Year Finalist--Mrs. Charnley DeMerritt
- 2019-2020 GreenSchools Award
- 2018-2019 Palmetto Silver Award
- 2018-2019 WYFF & Ingles Golden Apple Teacher--Mrs. Dori Flynn
- 2018-2019 South Carolina BlueCross BlueShield Wise Grant
- 2018-2019 United Way Campaign of Excellence Award
- 2006-2021 Safe Kids Award

In addition to these named awards, Oakview also celebrated the following accomplishments:

- Excellent Report Card Rating
- Professional development aligned with action plan goals
- Implementation of Fountas & Pinnell Balanced Literacy model in all classrooms
- Supported teacher initiatives for flexible seating in classrooms
- Supported opportunities for teachers to attend state-level conferences in both literacy and technology
- Supported opportunities for teachers to present at state-level conferences in math
- Expanded the number of leveled texts available for guided reading group support
- Students represented at district Spring Sing event
- Received multiple awards at the annual district bridge building event

# SCHOOL PROFILE

## HISTORY

Oakview was named for the white oak tree that stands tall and proud at the entrance of the school. Two sisters, Margaret and Charlotte Greene, submitted the proposal for the school name that was chosen in a “Name the School” contest. The tree represents strength, growth and a strong foundation just as Oakview Elementary helps students to grow and develop a strong academic foundation.

Our school maintains a reputation of providing a quality education, caring faculty, and outstanding student achievement. Oakview Elementary School is one of fifty-two elementary schools included in The School District of Greenville County. Oakview is located in one of the fastest growing areas of Greenville County, the Golden Strip. Consisting of kindergarten through 5th grade, the school opened in 1995 with 752 students and now enrolls 917 students.

## SCHOOL LEADERS



Dr. Phillip Reavis was named principal of Oakview Elementary in July 2001. He holds a bachelor's degree from the University of North Carolina at Chapel Hill and a master's degree in school counseling from the University of North Carolina at Charlotte. Dr. Reavis also earned a PhD in Educational Administration from the University of South Carolina at Columbia. His previous experience includes two years as assistant principal at Oakview Elementary School, eleven years of experience as an elementary school teacher and school counselor, and he served as an administrator in private education for five years.



Meredith Welch, assistant principal, joined Oakview Elementary School in the fall of 2018. She earned a bachelor's degree in education from Anderson University in 2010 and is dually certified at the early and elementary level. Additionally, Dr. Welch obtained a master's degree in Administration and Supervision from Anderson University. In 2020, Dr. Welch received her Education Specialist Degree from Liberty University in the area of Curriculum and Instruction. Dr. Welch completed her doctorate degree in curriculum and instruction at Liberty University in 2021.



Our Administrative Assistant Jessica Preisig attended Greenville County Schools as a K-12 student. She earned a bachelor's degree in Elementary Education and a master's degree in Administration and Supervision, both from Clemson University. Mrs. Preisig served in public education for 13 years as a teacher, interventionist, and administrator. She is now in her fourth year as administrative assistant at OES. Mrs. Preisig completed GCSD Instructional Leadership Academy in 2021 and is currently enrolled in the Aspiring Principal Institute.



## **PARENTAL AND COMMUNITY INVOLVEMENT/PARTNERSHIPS**

Our administrators, teachers, and local community members are involved in the process of gathering data that encourages continuous improvement. Community and parent volunteers are an ever-present source of support. The School Improvement Council (SIC) and Parent Teacher Association (PTA) are both composed of community members, parents, teachers, and administrators. The forums serve as a means to help make decisions that will potentially impact the school. Meeting dates are published and open to the public. The SIC assists with developing the school improvement plan, the school report card narrative, report to the parents, and identifying strengths and strategies for effective school improvement. School Report Card surveys are administered to students, teachers, and parents to evaluate all aspects of the school program. Results are also used to monitor communication efforts, program effectiveness, and community input.

Oakview is extremely fortunate to have an active and involved PTA. Many of the current resources available at Oakview are a result of PTA's activities and fundraisers. Oakview's PTA has won numerous awards over the years. Some of the awards in past years include: Local Unit of the Year, Best Program, top 10% in the state for membership, Parental Involvement, School of Excellence Award, the Excellence in Family and Community Involvement Award, and Excellence in Enrichment Programs Award. Parents and community value education as evidenced by PTA membership and dedicated community volunteers.

Several mentoring programs support students academically and socially by providing one-on-one tutoring or positive role models partnerships. Mentoring programs are designed to support students' self-esteem, behavior choices, character, and academic success. The mentors spend one-on-one quality time with students who need positive adult role models, support with reading, or character building. Service Learning programs utilize high school students who assist in the classroom. The Reading Tutors Program, comprised of trained community members, supports students in the area of literacy weekly.

Our school effectively communicates with all stakeholders in a timely and continuous manner. A variety of methods are used to communicate with students, parents, and community members. The Acorn, Oakview's parent newsletter, is distributed to families every two weeks. The newsletter includes details about upcoming events, showcases student work, and information from PTA. Located at the front of the school, an electronic marquee displays upcoming activities, opportunities, and student/faculty recognition. The website, an all-call system reaching every OES family, and an OES family distribution list are also levied for communication purposes.

After undergoing a modernization refresh in 2021, our school website provides an extensive source of information for students, parents, and the community. Current school announcements, special recognitions, school newsletters, PTA and SIC information, PTA and SIC meeting minutes, the school calendar, teacher websites, district contact information, and a link to our Facebook and Instagram pages are all included. Social media channels are used to showcase students and teachers as well as communicate important event dates.

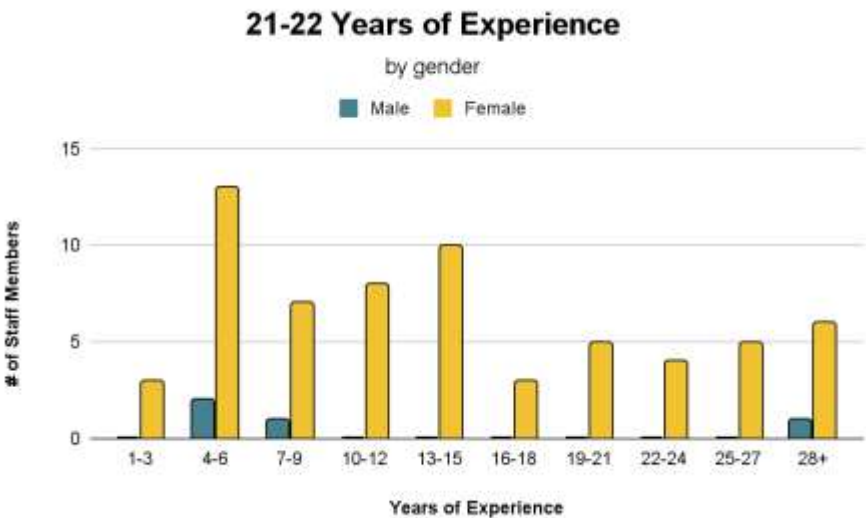
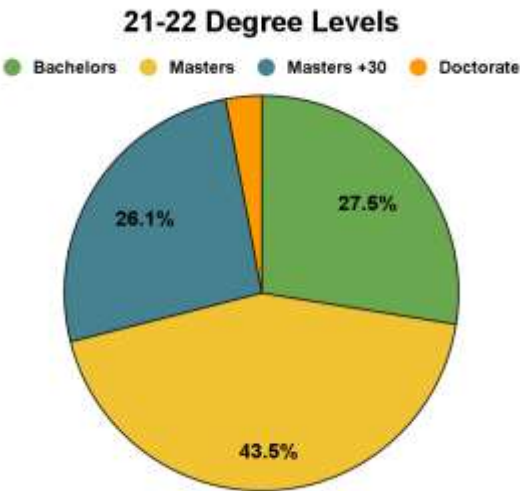
Active community involvement and strong parental support are essential to our school's mission of providing students with "strong character who are college and career ready, responsible citizens, and lifelong learners." Local retail stores provide financial support. Community speakers and school staff present "Lunch and Learn" parenting workshops through our guidance department. Workshop topics include study skills, learning disabilities, social and emotional wellness, middle school registration/pathway planning, raising strong readers, internet safety, and test prep programs. We feel fortunate to work alongside a supportive community that directly benefits our school!

In conclusion, our students benefit from a nurturing environment which addresses their social and emotional needs while encouraging them to take an active part in a variety of school activities. Each year, a school-wide theme

promotes cohesiveness within our school family. This theme is then woven into curricular experiences, visuals throughout the building, and school-wide events. Voted on by the staff, an “Enjoy the View” motif accented the school environment throughout this year to promote a positive look as we move back to an in-person school environment. Our staff also participated in a school-wide book study on social-emotional learning and the brain. The book study aligned with a school focus on providing support for all students and staff.

**PERSONNEL DATA (2021-2022)**

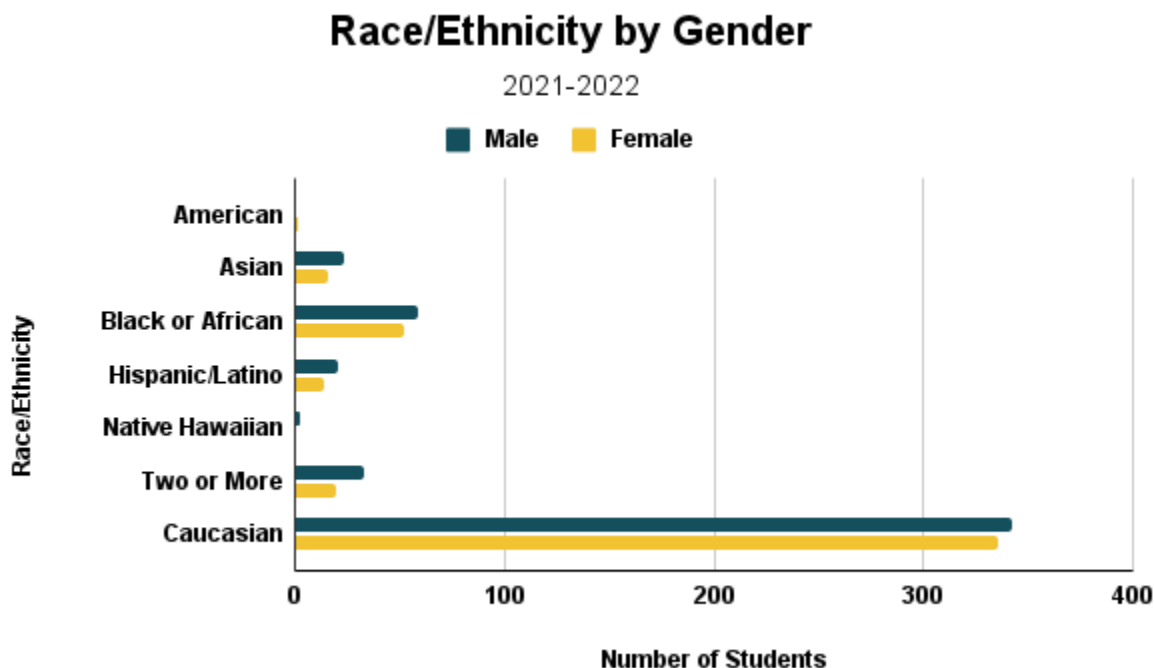
The administrative staff of Oakview Elementary consists of a principal, assistant principal, and administrative assistant. Oakview has 44 classrooms, including two multi-categorical self-contained rooms and one special education preschool class. Instructional support staff at Oakview includes two speech teachers, two school counselors, 1.4 gifted education teachers, a part-time multi-language teacher, a literacy specialist, a reading interventionist, a part-time occupational therapist, and two instructional coaches. Oakview has two related arts teacher teams (art, music, and physical education). Our school also employs a media specialist and clerk as well as a non-certified STEM instructor and two non-certified computer lab managers. With the exception of a Physical Education teacher, two male classroom teachers, and one male teaching assistant, the teaching staff are females. Forty-three percent of certified staff have a master’s degree and 27 percent have a master’s plus 30 additional graduate hours. Nine teachers have earned National Board Certification. Building level support staff consists of a secretary, attendance clerk, office clerk, 1.5 nurses, five kindergarten aides, six special education aides, a plant engineer, head custodian, three custodial employees, six food service staff members, and nine extended day program employees. Out of the 101 total faculty and staff, 96% identify as Caucasian, 2% as African-American, 2% as Hispanic, and 1% as Asian. Oakview recognizes the need to employ a diverse, qualified staff and is working closely with the district recruiting department to identify candidates of diversity. Candidates of diversity are being considered for all open positions.



The majority of the teachers at Oakview are veteran teachers. For the year 2018-2019, 86.5% were returning teachers with a 92.5% attendance rate. Neither teacher retention rates nor attendance were reported for the 2019-2020 school year. In 2020-2021, 84.3% of Oakview teachers returned. During that school year, Oakview had three teachers retire, four others moved away, and one teacher who did not return to teaching. The teacher attendance rate is 98.1% for the 2020-2021 school year.

## POPULATION DATA (2021-2022)

During the 2021-2022 school year, Oakview maintained an enrollment of over 900 students. As of publication, the total enrollment was 939, including 22 virtual students. Oakview's student body is composed of 73.2% Caucasian, 12% African American, and 4.6% Asian students. In addition, 4% of the population is Hispanic/Latino, while 0.02% identify as two or more races. Finally, 0.03% of students are American Indian or Native Hawaiian. Oakview has 479 male students and 438 female students.



Attendance at Oakview has consistently been high. Our current attendance rate is 95.75%. This is slightly lower than the 2020-2021 rate of 96.2% and the 2019-2020 rate of 97.6%. The change in rate is nominal.

The retention rate for the 2019-2020 school year was 1.3% which was slightly decreased from the 2018-2019 retention rate of 1.5%. Retentions for the 2021-2022 school year have not yet been determined.

### Multi-Language Learners

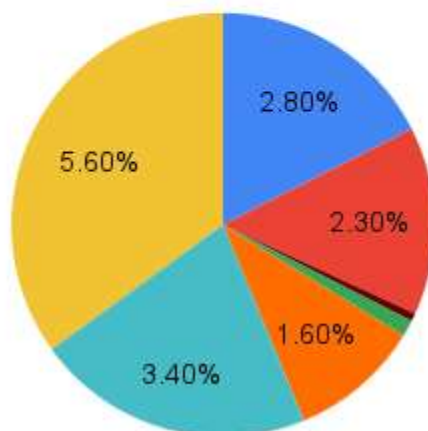
Oakview has students who were born in many countries around the world: Canada, Spain, China, Ethiopia, Romania, Mexico, Poland, Germany, France, Japan, India, Brazil, Turkey, Austria, Taiwan, South Africa, Lithuania, Iraq and Puerto Rico. We are proud to have multi-language learners who represent 14 different languages. During the 2021-2022 school year, 74 Oakview students were identified as multi-language students.

### Special Education

Oakview follows all state and federal laws, including the Individuals with Disabilities Education Act (IDEA), regarding our students with disabilities. Currently, Oakview has 38 students with a 504 plan and 149 students with an Individual Education Plan, or IEP. Of the students with a 504, 34 have no primary disability, one is categorized as a developmental delay, and 3 others with a speech and language impairment. The chart below details the percentage of Oakview students by their primary disability.

## Primary Disability Categories

2021-2022



### Pupils in Poverty

The SC Department of Education identifies Pupils in Poverty based on the following indicators: participation in Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Medicaid, Foster, Migrant, and Homelessness. During the 2021-2022 school year, 259 students, or 28% of Oakview students, were considered Pupils in Poverty. This percentage represents a 6% increase from the 2020-2021 school year.

### Gifted and Talented

Greenville County Schools provides a program called 'Challenge' for state identified Gifted and Talented students, beginning in the third grade. Students must meet state criteria before being placed in the program. Identification is made using multiple criteria. In the 2021-2022 school year, 167 Oakview students in the 3rd-5th grades participated in the Challenge program. This represents 36% of students in those grades which is the same as the 2020-2021 school year and a decrease of 8% from the 2019-2020 year.

## ACADEMIC AND BEHAVIORAL FEATURES/PROGRAMS/INITIATIVES

### ***-Artist-in-Residence***

Oakview seeks opportunities to invite artist-in-residence to our building. In recent years, our music program's artist worked to create digital instruments using Makey Makey circuit boards and recycled materials. In spring of 2022, an artist will work with our upper elementary students on drums. South Carolina Arts Commission Grants have been given to the arts program to provide the following Artists-in-Residence: Yoshiko Moon, and basket maker Nancy Basket. Several artists to Oakview's art department include Jennifer Amor, quilt maker, who worked with the art students to create two large quilts that hang in the school. Brod Baggett worked with students in the area of writing. He used technology as students worked with him to write new poetry. Yoshiko Moon taught students the art of Japanese calligraphy, origami, sumi painting and about Japanese culture. Jim Creal has done two printmaking residencies with students and ceramicist Shane Bryant created a tile mural with fourth graders. Michael White, an award winning artist, encouraged students to illustrate their own books while sharing interesting information about himself.

### ***-Balanced Literacy Instruction***

A Balanced Literacy Model is used to provide instruction in reading and writing through the components of: guided reading, independent reading, reading conferencing, independent literacy work, guided writing, independent writing, and writing conferencing. In addition to these components, students are exposed to targeted language and word study instruction through interactive read-aloud, shared reading, phonics and word study, community writing, and handwriting. Approximately two hours of instruction is allocated to the Balanced Literacy model each day. The Leveled Library, along with many other literacy materials, is used to support the curriculum and the development of strategic readers. Teachers benchmark students in the fall to determine their instructional reading level. Groups are then formed to provide small group guided reading instruction focused on each student's level. Students are encouraged to select books within their range.

Professional development initiatives focus on tailored support dependent on grade level teams' needs. Recent support has included Fountas and Pinnell Word Study kit implementation in K5-2nd grades, Interactive Read Aloud kits in 2nd and 3rd grade, and response to reading, including a deep dive into text-dependent analysis.

The school has worked to build a strong home-school connection to support literacy instruction. The school's literacy specialist and reading interventionist delivered a "Parent Reading Workshop". During the workshop, families received specific and targeted strategies for improving reading and writing achievement at home which is supplemental to Oakview's strong classroom literacy instruction.

### ***-Environmental Education***

Oakview has been recognized often for our comprehensive environmental programs. Since 2011, Oakview has been recognized as one of only 26 schools in South Carolina to be certified as a South Carolina Green Steps School. To receive this certification, Oakview must have at least 1 sustained project in each of 3 areas: Conserve, Protect, and Restore. Currently, Oakview has eight on-going, sustained projects across these three categories, including a butterfly garden, digital nature trail, raised bed vegetable garden, school-wide composting program, participation in the Breathe Better program to reduce idling, and increasing our environment through fifth grade tree plantings.

One of the largest Green Steps initiatives is our school-wide recycling program. Oakview recycles classroom paper and cardboard, plastic bottles, aluminum cans, crayons, eye glasses, markers (all types), printer cartridges, packing materials, six-pack plastic rings, cell phones, and other electronics. Each year during America Recycles Week in November, students also recycle gently used shoes. These shoes are sent to a national charity, World Wear Project, that sells the shoes for a discounted price and then uses the funds raised to help build wells in Africa so communities have safe drinking water. paper scraps and milk cartons. Students take pride in

making wise choices that benefit the environment. This emphasis on the importance of recycling across the school has brought several awards and grants to Oakview. Our Environmental Engineers and Art clubs received a \$500 grant in the spring of 2015 to create a recycled art mural (made using recycled materials such as bottle caps, juice tabs, and broken CDs) which now proudly hangs outside of the STEM Lab. This mural came from a natural extension of our busy recycling program.

### ***-Extracurricular Clubs***

Oakview's teachers sponsor various before- and after-school clubs including:

- Archery Club
- Art Owls
- Chorus
- Library Helpers
- O.N.N.--Owl News Network
- Safety Patrols
- SEW What Club
- Sculpture Club
- STEM Club
- Track Club
- Yearbook Club

### ***-On-Track***

OnTrack, another intervention component, is a data-inquiry process where school staff track the well-being of students using the Early Warning Indicators. This system analyzes three student factors: attendance, behavior, and grades. The team then determines how to support student success in the most effective way. During an OnTrack meeting, staff members use qualitative and quantitative data to make decisions for the well-being of the student. The team identifies Tier 1, Tier 2 and Tier 3 levels of support, as well as the intervention manager. The intervention manager then finds resources and supports for the student.

An assistant principal serves as the OnTrack Team Coordinator and works alongside the literacy specialist and reading interventionist to provide intervention strategies for the classroom teacher to use in helping students who are struggling. These strategies may include changes in teaching methods, consultation with community resources, or additional assessments. Interventions may increase student performance and the effectiveness of the interventions is based on data collected.

### ***-Social-Emotional Learning Focus***

Social Emotional Learning is a priority at Oakview and components are promoted daily throughout our building. Our areas of emphasis are Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. The skills taught through the classroom lessons are also connected to post high school education and careers. Having a common language throughout the school helps to create a positive and consistent school environment.

Oakview is in its inaugural year for Conscious Discipline. A small group of teachers, administrators, and support staff are participating in district training. In the coming years, these participants will provide school-based training on Conscious Discipline.

The school counseling department sponsors and assists with different activities and programs, such as "Fill-a-Backpack" - a program that helps gather school supplies for students, and "Backpack Blessings" - a program that gives children food to take home for the weekends.

### ***-S.T.E.M. Lab***

The school's STEM Lab extends classroom instruction through weekly lessons for third through fifth grade students. STEM Lab instruction focuses on integrating and enriching grade level standards and engineering processes through inquiry based instruction and STEM projects. Teamwork and collaboration are developed through real-world, career-based problem solving activities. Examples include, fifth graders designing and creating paper roller coasters, fourth grade students exploring the environment by creating and using student-designed solar ovens, and third graders designing solutions to erosion and landslide problems. Students' understanding of science concepts are further developed through activities in the award-winning butterfly garden, nature trail, and new vegetable garden. Classroom teachers also use these environments to further extend their yearly environmental units beyond the kits and textbooks.

On alternating years, "STEM FEST" and "Outdoor Day" are offered to involve the community, families, and students in enriching science activities at the school. In the spring of 2019, parents, teachers and children worked and explored together in classrooms during a STEM break out night which included scientific, mathematical, and/or technology related activities. The cafeteria was filled with local businesses who shared their use of science and technology, and the gym showcased students' Science Fair projects while the STEM Lab demonstrated the use of our new 3D printers. While these activities were suspended for the 2020-2021 school year, plans are in place to continue all events once the pandemic mitigation measures are suspended.

### ***-What I Need (W.I.N) Tutoring Program***

The W.I.N. (What I Need) Club is a school tutorial program offered to 3rd-5th grade students who score below grade-level on benchmark assessments, have a D or F in either reading or math, or are recommended by a teacher. Students attend multiple sessions per week with a certified teacher.

# Mission, Vision, and Beliefs

## Mission

The mission of Oakview Elementary School, in cooperation with our students' homes and the community, is to prepare students with strong character who are college and career ready, responsible citizens, and lifelong learners by:

Opening opportunities for all students,  
Acepting individual differences,  
Keeping our focus on math, reading, and writing,  
Varying teaching techniques,  
Identifying and addressing each student's strengths/weaknesses, and  
Engaging students in meaningful learning activities while  
Working collaboratively as a team.

## Vision

We envision a school:

- With adequate funding to support the curriculum and instructional needs
- With a positive learning environment that inspires students to achieve to their fullest potential and become productive citizens
- That produces students who think critically, solve problems, reason, and get along with others
- Where students are active participants in a comprehensive academic program
- Where students are provided opportunities to experience and develop skills for technology
- Where collaborative support and communication between home, school, and community is essential for an effective educational program
- With an appreciation and awareness of cultural and ethnic diversity

## Beliefs

The following are statements of fundamental truths which form the foundation of Oakview Elementary School's educational system.

We believe:

- Children learn best in a safe, healthy, and nurturing environment that creates students who are empathetic, respectful, resilient, and act with integrity.
- All students are capable of learning and have the right to the same educational opportunities that evolve and change to reflect the world around them.
- Children will learn to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
- Children will be engaged in a variety of differentiated instructional strategies and experiences for active participation in the learning process.
- Children deserve a highly competent faculty and staff that will develop a culture to meet the needs of students socially, emotionally, and academically.
- Education is a shared responsibility involving students, parents, the school, the community, and the school district

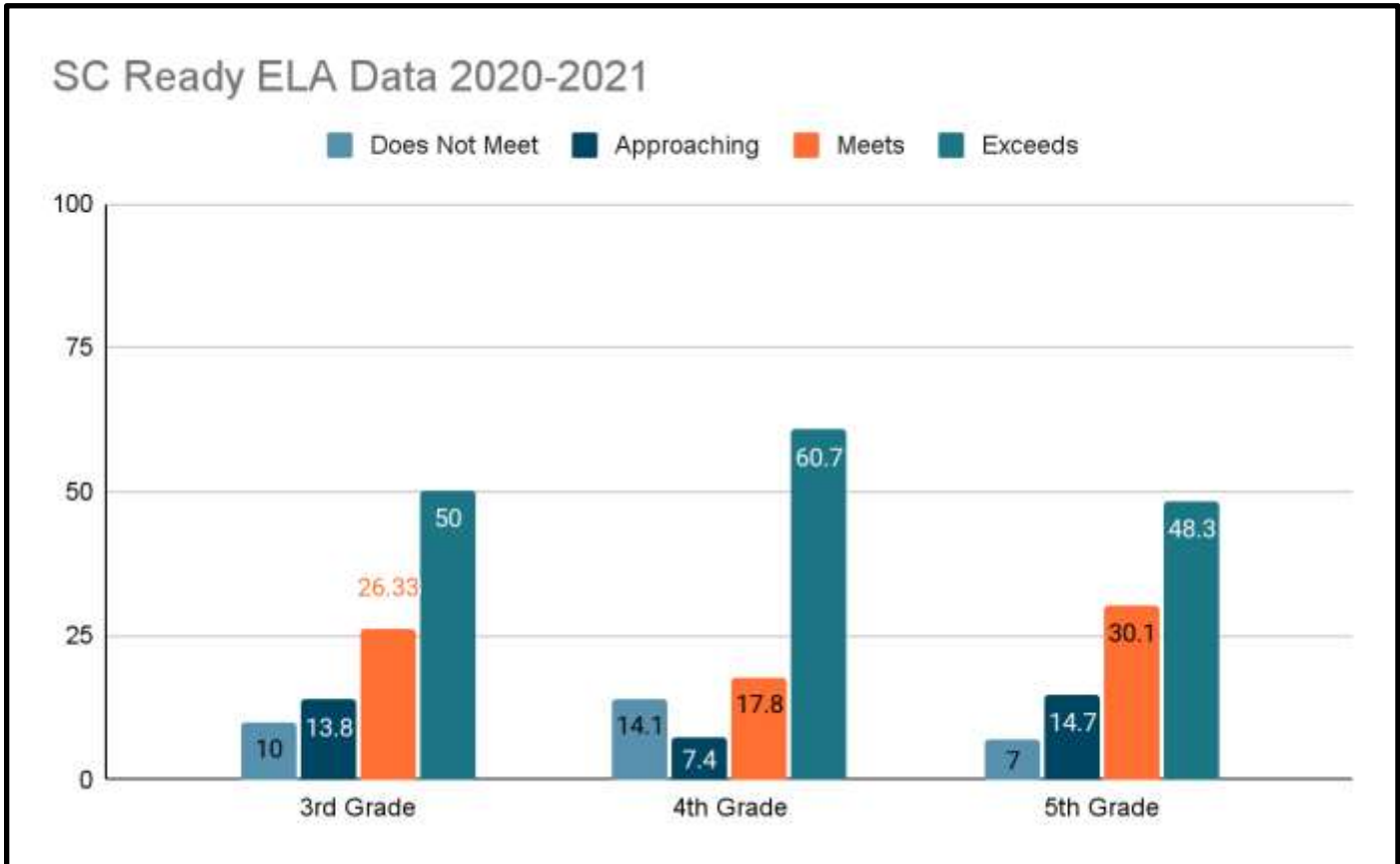


# Data Analysis and Needs Assessment

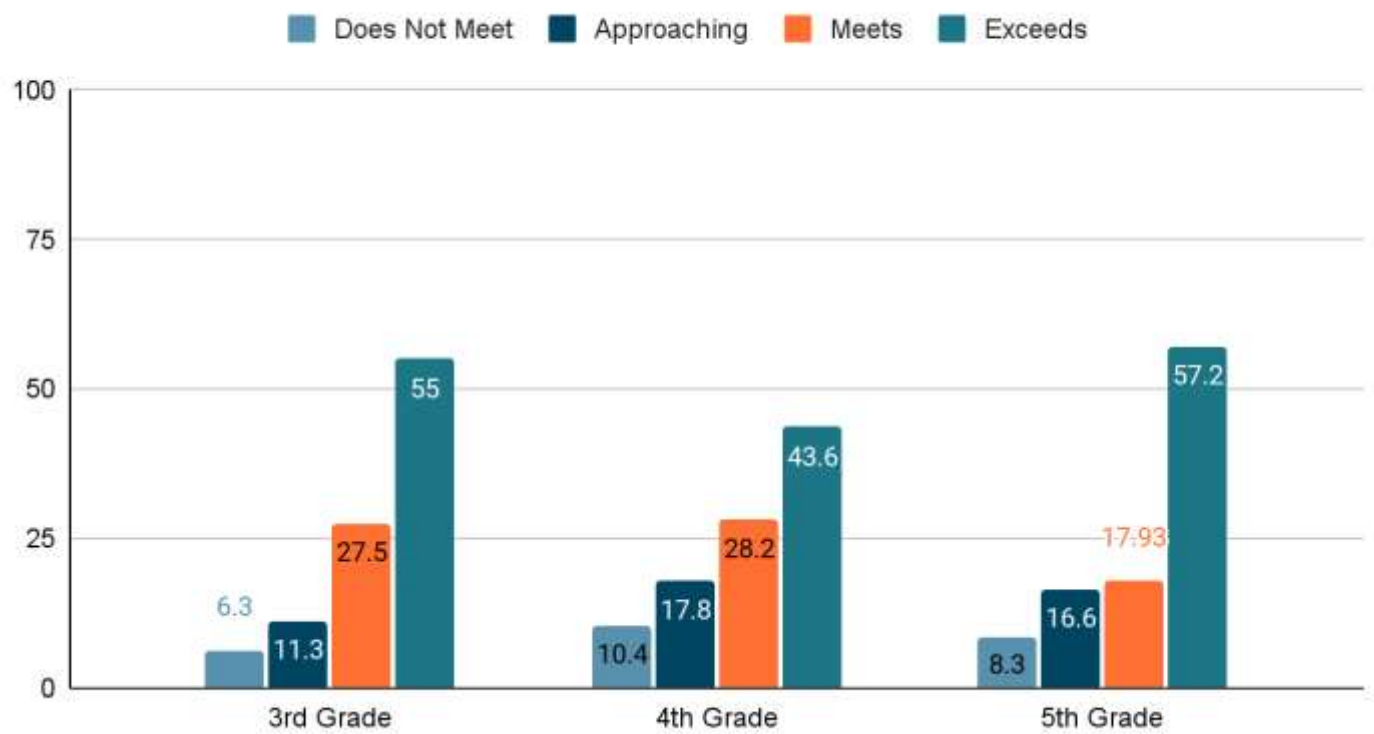
## Student Achievement Needs Assessment

South Carolina College and Career Ready Assessment (SCReady) Grades 3<sup>rd</sup>-5<sup>th</sup>

\*The most current data has been reported; No data for the 2019-2020 school year is reported due to state-wide school closures

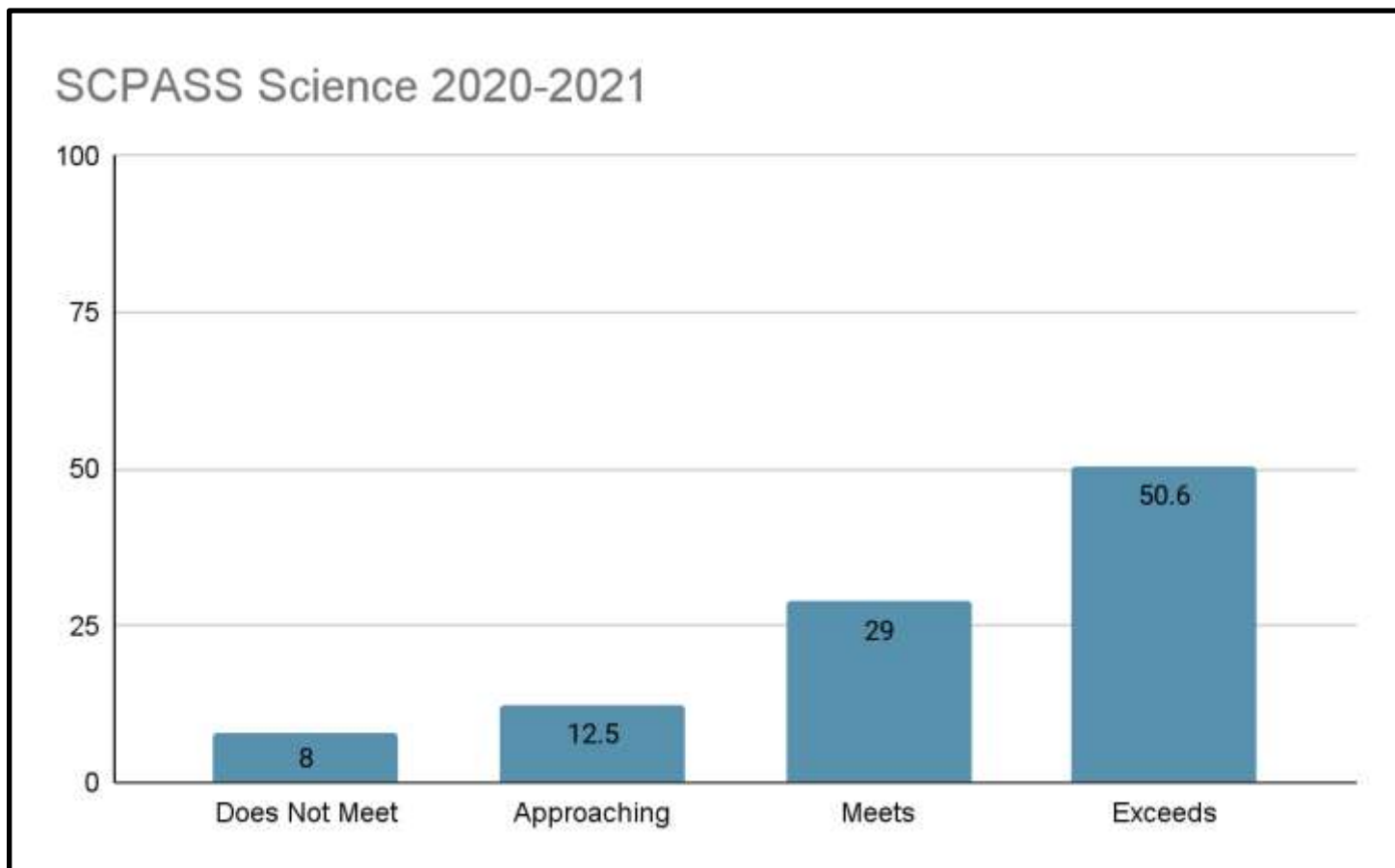


## SC Ready Math 2020-2021



## Student Achievement Needs Assessment

South Carolina Palmetto Assessment of State Standards (SCPass) 4<sup>th</sup> Science/5<sup>th</sup> Social Studies



**Oakview Elementary Comparison Data**  
**SCReady ELA/Math and SCPASS Science/Social Studies 2020-2021**

\*The most current data has been reported; No data for the 2019-2020 school year is reported due to state-wide school closures

English Language Arts									
	Third Grade			Fourth Grade			Fifth Grade		
	Oakview	Greenville	SC	Oakview	Greenville	SC	Oakview	Greenville	SC
% Does Not	10%	27.2%	31.8	14.1%	26.1%	32.5	7%	22.5%	27.9
%Approaches	13.8%	21.6%	24.9	7.4%	18%	21.4	14.7%	28.2%	33.2
%Meets	26.3%	24.9%	23.9	17.8%	20.6%	20.3	30.1%	27.2%	24.2
%Exceeds	50%	26.3%	19.3	60.7%	35.3%	25.7	48.3%	22.1%	14.7
Math									
	Third Grade			Fourth Grade			Fifth Grade		
	Oakview	Greenville	SC	Oakview	Greenville	SC	Oakview	Greenville	SC
% Does Not	5.1%	24.4%	31%	5.1%	24.9%	32.5%	6.3%	25%	33.4
%Approaches	10.8%	19%	22.1%	13.1%	22.9%	25.6%	16.7%	25.3%	28.5
%Meets	31.6%	28.2%	26.5%	29%	23.6%	21.8%	28.3%	21.5%	19.1
%Exceeds	52.5%	28.4%	20.3%	52.8%	28.6%	20.1%	48.9%	28.2%	19%
Science									
	Third Grade			Fourth Grade			Fifth Grade		
	Did not participate in the 2020-2021 SCPASS Science Assessment			Oakview	Greenville	SC	Did not participate in the 2020-2021 SCPASS Science Assessment		
% Does Not				8%	22.7%	32.7			
%Approaches				12.5%	20.9%	23.6			
%Meets				29%	27.5%	25%			
%Exceeds				50.6%	28.9%	18.7			

# School Climate Needs Assessment

## SCDE School Report Card Survey Data

\*The most current data has been reported

### SAFETY

School Safety-Parent Input: Parents	
<b>Number of Surveys Returned</b>	<b>Parents* 154</b>
“My child feels safe at school.”	94.1%
“My child’s teachers and school staff prevent or stop bullying at school.”	77.3%

School Safety-Teacher Input: Teachers	
<b>Number of Surveys Returned</b>	<b>Teachers* 41</b>
“I feel safe at my school before and after hours.”	100.0%
“The rules for behavior are enforced at my school.”	95.2%

### RESULTS OF TEACHER, STUDENT, AND PARENT OPINION SURVEYS

School Safety-Teacher Input: Students			
<b>Number of Surveys Returned</b>	<b>Teachers* 41</b>	<b>Students* 120</b>	<b>Parents* 154</b>
Percent satisfied with the learning environment	100%	92.5%	87.6%
Percent satisfied with social and physical environment	100%	94.1%	89%
Percent satisfied with school-home relations	100%	88.1%	74.7%

[Oakview Elementary SC School Report Card 2020-2021](#)

**Teacher and Administrator Quality**  
Professional Development Calendar 2021-2022

**Oakview Elementary Professional Development Calendar  
2021-2022**

Principal – Dr. Phillip Reavis  
Brice

Assistant Principal - Dr. Meredith Welch  
Rushton

Administrative Assistant – Jessica Preisig  
McNeill

Instructional Coach – Kim

Instructional Coach- Holly

Literacy Specialist-Charlotte

**Focus Areas:**  
**Social/Emotional Learning**  
**Text-Dependent Analysis**  
**Balanced Literacy**

<b>Date</b>	<b>Time</b>	<b>Title</b>	<b>Presenter</b>	<b>Description</b>	<b>Where</b>	<b>Audience</b>	<b>Points</b>
<b>June</b>							
06-30-21	NA	Teacher Book Club	Kathy Taylor Adriane Rabren	Teachers will participate in an online book study to expand their knowledge of social emotional learning.	Google Class	Admin IC Teachers	2
<b>July</b>							
07-21-21	NA	Teacher Book Club	Kathy Taylor Adriane Rabren	Teachers will participate in an online book study to expand their knowledge of social emotional learning.	Google Class	Admin IC Teachers	2
<b>August</b>							
8-3-21	2:00-3:00	Faculty Council Retreat	Phillip Reavis		Top Golf	Faculty Council Members	1
8-9-21	1:00-3:00	New Teacher Meeting	Phillip Reavis	New teachers will learn the routines, procedures, and expectations of OES and GCS by reviewing the employee handbook.	Media Center	New Teachers to Oakview	2
08-11-21	12:30-1:30	Teacher Book Club	Kathy Taylor Adriane Rabren	Teachers will participate in an online book study to expand their knowledge of social emotional learning.	Google Class	Admin IC Teachers	1
08-16-21	10:30-11:30	First Responder Training	Jane Danielson	The First Response Team reviewed first aid procedures and ran through their first drill.	OES	First Response Trainers	0
<b>September</b>							

9-1-21	2:45-4:00	Professional Development-Balanced Literacy	Kim Brice Charlotte McNeill Holly Rushton	Teachers will review Fountas and Pinnell benchmarking procedures. Then, teachers will complete training on how to standardize the comprehension portion of the benchmark. New teachers will participate in benchmarking basics.	OES	Classroom Teachers	1
9-9-21	2:45-3:45	New Teacher Meeting	Kim Brice Holly Rushton	New teachers will meet with the leadership team for support (curriculum, communication, SLO's, conferences, assessments, etc.)	OES - Coaches' Corner	New Teachers to Oakview	1
09-14-21	2:45-3:45	PAS-T Digital Portfolio Launch and PAS-T Party	Kim Brice Holly Rushton	Teachers will learn how to set up their digital PAS-T portfolio in their Google Drive and will share portfolios with administrators. Induction and annual cycle teachers will review expectations for the PAS-T portfolio	OES	All certified staff members participating in the professional cycle.	1
9-22-21	9:35-10: 20	K5 Data Team Meeting	Admin Kim Brice Holly Rushton	Kindergarten teachers will analyze their fall Fastbridge data.	OES - Coaches' Corner	Kindergarten Teachers	1
<b>October</b>							
10-1-21	2:45-4:00	Choice PD	Kim Brice Holly Rushton	Teachers will have four options of professional development sessions they can attend throughout the month. The topics will include instructional strategies, assessment, technology, etc.	OES	All Certified Staff Members	1-4
10-5-21	7:55-8:40	1st Grade Data Team Meeting	Admin Kim Brice Holly Rushton	First grade teachers will analyze data from the first administration of the MAP assessment.	OES-Coaches' Corner	1st Grade Teachers	1
10-19-21	8:00-9:30	Trauma Informed Practices	Adrian Rabren Kathy Taylor	This training will provide educators with an understanding of the prevalence and impact of Adverse Childhood Experience and equip them with strategies to prevent and mitigate such experiences.	OES	Staff who have not been trained	2
10-20-21	2:45-3:45	Content PLC's	Laura Crumley Kelly Curry Rachael Garosi	Teachers will meet in vertical teams by content areas to discuss data, best practices, content alignment, etc.	OES	All Certified Staff Members	1
<b>November</b>							
11-1-21	2:45-4:00	Choice PD	Kim Brice Holly Rushton	Teachers will have four options of professional development sessions they can attend throughout the month. The topics will	OES	All Certified Staff Members	1-4

				include instructional strategies, assessment, technology, etc.			
11-11	1 hour	Data Team Meetings	Admin Kim Brice Holly Rushton	Teachers will review benchmark data from MasteryConnect Assessment #1	OES	2nd and 3rd Grade Teachers	1
11-12	1 hour	Data Team Meetings	Admin Kim Brice Holly Rushton	Teachers will review benchmark data from MasteryConnect Assessment #1	OES	4th and 5th Grade Teachers	1
<b>December</b>							
12-1-21	2:45-4:00	Professional Development-Math	Kim Brice Holly Rushton	Teachers will ....	OES	Classroom Teachers	1
<b>January</b>							
1-5-22	7:55-8:40	1st Grade Data Team Meeting	Admin Kim Brice Holly Rushton	First grade teachers will analyze data from the second administration of the MAP assessment.	OES-Coaches' Corner	1st Grade Teachers	1
1-6-22	2:45-3:45	New Teacher Meeting	Kim Brice Holly Rushton	New teachers will meet with the leadership team for support (curriculum communication, SLO's, conferences, assessments, etc.)	OES - Coaches' Corner	New Teachers to Oakview	1
1-12-22	2:45-3:45	Content PLC's	Laura Crumley Kelly Curry Rachael Garosi	Teachers will meet in vertical teams by content areas to discuss data, best practices, content alignment, etc.	OES	All Certified Staff Members	1
1-19-22	2:45-4:00	Professional Development - ELA/TDA	Kim Brice Holly Rushton	Teachers will ....	OES	Classroom Teachers	1
1-28-22	9:35-10: 20	K5 Data Team Meeting	Admin Kim Brice Holly Rushton	Kindergarten teachers will analyze their fall Fastbridge data.	OES - Coaches' Corner	Kindergarten Teachers	1
<b>February</b>							
2-1-22	2:45-4:00	Choice PD	Kim Brice Holly Rushton	Teachers will have four options of professional development sessions they can attend throughout the month. The topics will include instructional strategies, assessment, technology, etc.	OES	All Certified Staff Members	1-4
2-10-22	1 hour	Data Team Meetings	Admin Kim Brice	Teachers will review benchmark data from MasteryConnect Assessment #2	OES	2nd and 3rd Grade Teachers	1



			Holly Rushton				
2-11-22	1 hour	Data Team Meetings	Admin Kim Brice Holly Rushton	Teachers will review benchmark data from MasteryConnect Assessment #2	OES	4th and 5th Grade Teachers	1
<b>March</b>							
3-2-22	2:45-3:45	Professional Development - Math	Kim Brice Holly Rushton	Teachers will learn about classroom libraries and then have time to organize the new books purchased by the district.	OES	Classroom Teachers	1
3-30-22	2:45-3:45	Content PLC's	Laura Crumley Kelly Curry Rachael Garosi	Teachers will meet in vertical teams by content areas to discuss data, best practices, content alignment, etc.	OES	All Certified Staff Members	1
<b>April</b>							
4-1-22	2:45-4:00	Choice PD	Kim Brice Holly Rushton	Teachers will have four options of professional development sessions they can attend throughout the month. The topics will include instructional strategies, assessment, technology, etc.	OES	All Certified Staff Members	1-4
4-5-22	7:55-8:40	1st Grade Data Team Meeting	Admin Kim Brice Holly Rushton	First grade teachers will analyze data from the third administration of the MAP assessment.	OES-Coaches' Corner	1st Grade Teachers	1
4-21-22	1 hour	Data Team Meetings	Admin Kim Brice Holly Rushton	Teachers will review benchmark data from MasteryConnect Assessment #3	OES	2nd and 3rd Grade Teachers	1
4-22-22	1 hour	Data Team Meetings	Admin Kim Brice Holly Rushton	Teachers will review benchmark data from MasteryConnect Assessment #3	OES	4th and 5th Grade Teachers	1
<b>May</b>							
5-1-22	2:45-4:00	Choice PD	Kim Brice Holly Rushton	Teachers will choose (1) 1-hour session or 2 (1) hour sessions of their choice for professional development.	OES	All Certified Staff Members	2

## **2018/2019-2022/2023 ACTION PLAN**

### **Impact of COVID-19:**

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of 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 maintain 77.5 % in 2016-17 or increase through 2022-2023.

*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 maintain by 77.5% in 2016-2017 or increase through 2022-2023.

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	77.5% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 77.5%+	77.5+	77.5+	77.5+	77.5+	77.5+
		School Actual Elementary 77%	80.6%	<i>waiver</i>	78.4%		
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52	58	<i>waiver</i>	52%		

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

1. Implement Balanced Literacy program in grades K-5	2018-2023	Teachers Administrators	\$0	n/a	Observations Lesson Plans
2. Teachers will use GCS Elementary Curriculum Portal “Testing as a Genre” units to help prepare students for reading and writing items on SC Ready.	2018-2023	Teachers	\$0	n/a	Evidenced in lesson plans Classroom Observations
3. Teachers will review SC Ready in Reading and Writing to identify student weaknesses, and in turn use the data to provide planned instruction.	2018-2023	Teachers Instructional Coach Assistant Principals Principal	\$0	n/a	Attendance at the Test Data Interpretation Workshop, and use of information to plan targeted instruction as evidenced in classroom instruction and lesson plans
4. Continue to expand flexible grouping to target deficit areas based on MasteryConnect Benchmark Assessments, MAP tests, PASS, and SC Ready data.	2018-2023	Teachers	\$0	n/a	Evidenced in lesson plans and classroom instruction Data team meeting minutes
5. Teachers will continue to instruct students in selecting appropriate leveled reading materials based on Fountas and Pinnell Guided Reading Levels.	2018-2023	Teachers	\$0	n/a	Classroom reading materials leveled by Fountas and Pinnell Guided Reading Levels
6. Continue to staff a reading intervention teacher (RTI) to work with students on comprehension and reading strategies in grade one.	2018-2023	Principal	District Teacher Allocation Funds	School District Greenville County	Pre & Post Test data Houghton Mifflin Early Literacy Assessments FastBridge

7. Kindergarten assistants, trained in Reading Horizons, will continue to work with kindergarten students.	2018-2023	Kindergarten Assistants	District Teacher Allocation Funds	School District Greenville County	Kindergarten teachers lesson plans
8. Teachers will continue to use Lexia, RAZ Kids, IXL ELA and Learning A-Z, and EPIC computer programs to supplement classroom reading, vocabulary, spelling, and writing instruction.	2018-2023	Teachers	\$15,000	Local/PTA/ District Funds as available	Student progress reports
9. Train volunteer reading tutors with strategies and materials to use with lower achieving students.	2018-2023	Instructional Coach  Literacy Specialist	\$0	n/a	Signatures on attendance sheets and teacher assignment sheets
10. Teachers will attend workshops in balanced literacy instruction, which will include, Fountas and Pinnell, district meetings, as well as workshops in the summer months at the district's Summer Institute.	2018-2023	Principal  Teachers  Instructional Coach	\$0-2,000	Local or District funds as available	Certificates of attendance  Portal Attendance Reports
11. Teachers will be provided classroom site visits to observe balanced literacy components taught through modeling and instruction with Oakview's literacy coaches.	2018-2023	Literacy Mentors  Administrators  Instructional Coach  Literacy Specialist	\$2,500-3,000	Local Funds	Professional Development Calendars   Attendance Rosters
12. Through the use of technology and information literacy, teachers will instruct students to work collaboratively using 21 <sup>st</sup> century skills in research/project based learning.	2018-2023	Instructional Coach  Technology Specialist  Media Specialist	\$0	n/a	Lesson plans, Walk-Throughs  Student work samples
13. The media center will provide programs and support in the teaching	2018-2023	Media Specialist	\$0	n/a	Lesson Plans

of reading, research, and writing skills.		Teachers			
14. Training will be provided for teachers by the instructional coach, district technology specialists, media specialist and computer lab assistant in the use of computer and interactive white board assisted technology, to enhance ELA.	2018-2023	Instructional Coach Media Specialist Computer Lab Assistant District Personnel	\$0	N/A	Greater use of technology as evidenced by use of the interactive white boards, and iPads in classroom walk-throughs, lesson plans, projects and teachers sharing “Best Practices” in faculty and grade level meetings
15. WIN (What I Need) club for students who have been identified as needing extra support.	2018-2023	Teachers Principal	\$0-2,000 for teacher salaries	Local or District funds as available	Attendance Rosters Skills Log
16. Offer parent workshops to assist parents in helping their children to learn to read. Community Oakview Outreach (CO2)	2018-2023	Instructional Coach Reading Interventionist	\$0	n/a	Attendance Rosters Agenda
17. Continue to encourage exemplary writing by using the “Windows of Writing” to display student writing.	2018-2023	Teachers	\$0	n/a	Work displayed
18. Continue to use trained fourth and fifth grade peer tutors to work each day before school starts, with students in kindergarten through second grade who are in need of extra practice with reading, comprehension and spelling practice.	2018-2023	Administrators Kindergarten Assistants	\$0	n/a	Daily sign in sheet
19. Promote community reading and writing contests such as, Reflections Writing, Summer Reading Program, etc.	2018-2023	Teachers Instructional Coach Media Specialist	\$0	n/a	Participation Forms

		Literacy Specialist			
20. Review and update classroom projects to reflect 21 <sup>st</sup> Century skills and core ELA standards with projects such as Barrier Island, Famous Americans, science fair projects, Wax Museum, etc.	2018-2023	Teachers Media Specialist Literacy Specialist	\$0	n/a	Projects displayed Lesson Plans
21. Teachers will attend workshops pertaining to ELA instruction during the district's Summer Academy.	2018-2023	Teachers	n/a	n/a	Portal Attendance Forms
22. Continue to use and create Google Forms and MasteryConnect Benchmark Case Item Bank pre and posttests with balanced literacy/ELA lessons.	2018-2023	Teachers	n/a	n/a	Lesson Plans Observations Gradebook
23. Teachers will attend data team meetings to analyze class data from MasteryConnect Benchmark Summaries in order to target student strength and growth areas and plan for individualized instruction	2018-2023	Instructional Coach Administrators Teachers	n/a	n/a	Data Review Worksheet Lesson Plans
24. Teachers will peer observations, within the school, to analyze balanced literacy strategies and implementation from one grade level to the next.	2018-2023	Teachers Instructional Coach Literacy Mentors	n/a	n/a	Peer Observation Reflection Form
25. Continue special events such as Colonial Day, Vocabulary Parade, Book Character Parade, South Carolina in Review, Wax Museum, Space Day, Thanksgiving Plays, Native American Plays, Thirteen	2018-2023	Teachers	\$0-500	Local Funds	Completed Projects Presentations Lesson Plans Observations



Colonies Plays etc. to enhance student understanding of literacy.					Committee Meeting Minutes
26. Continue to offer student research projects to encourage varied use of informational sources to gain knowledge and understanding as students participate in projects such as science fair, Where in the World is Hootie, Owl Find Out, Wax Museum, Barrier Island etc.	2018-2023	Teachers Media Specialists	n/a	n/a	Presentations Lesson Plans Completed Projects
27. Continue to offer Virtual Field Trips and video conferencing for students to expand learning in core content areas as students visit and confer with others across the nation and beyond.	2018-2023	Principal Computer Lab Aide District Personnel	0-\$500	Local Funds	Lesson Plans Distance Learning Lab Calendar Schedule
28. Continue with grade level collaborative meetings, where grade level teachers and faculty from other content and related arts areas, come together to focus on planning and sharing best practices in all areas.	2018-2023	Administrators All Faculty	n/a	n/a	Grade Level Agendas

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

**PERFORMANCE GOAL 2:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will maintain 75.7% % in 2016-17 or increase through 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 75.7%+ 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	75.7% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 75.7%+	75.7%+	75.7%+	75.7%+	75.7%+	75.7%+
		School Actual Elementary 82.4%	81.7%	<i>waiver</i>	78%		
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

		<b>District Actual Elementary 60</b>	63	<i>waiver</i>	53%		
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Teachers will implement IXL math software in their classroom instruction and computer lab times to review and enhance math instruction.	2018-2023	Teachers	\$5,000-\$7,000	Local Funds	IXL Reports
2. Teachers will attend virtual district math meetings in vertical teams to incorporate discussion across grade levels.	2018-2023	District Personnel  Teachers	\$0	n/a	Portal Logs
3. Teachers will attend workshops pertaining to math instruction during the district's Summer Academy.	2018-2023	Teachers	\$0-2,000	Local Funds	Portal Attendance Forms
4. Teachers will continue to use a spiral morning math review in grades 2-5.	2018-2023	Teachers	Local Funds	Local Funds	Evidenced in lesson plans
5. Continue special math events with students, such as Math Olympics in second grade, STEM Day, and Hands on Equations during Challenge time.	2018-2023	Teachers  Challenge Teachers	\$0-500	Local Funds	Lesson Plans  Classroom Observation

6. Continue to use and create Google Forms and MasteryConnect Benchmark Case Item Bank and ActivExpression pre and posttests with math lessons.	2018-2023	Teachers	\$0	n/a	Lesson Plans Observations Gradebook
7. Teachers will attend vertical teaming workshops, within the school, to analyze standardized math goal strand weaknesses and compare pacing across grade levels in order to plan new strategies for student improvement.	2018-2023	Administrators Teachers Instructional Coach	\$0-2,000	Local or District Funds as available	Vertical Observation log
8. Teachers will attend data team meetings to analyze class data from MasteryConnect Benchmark Summaries in order to target student strength and growth areas and plan for instruction	2018-2023	Instructional Coach Administrators Teachers	\$0	n/a	Data Review Worksheet
9. Continue with special events such as STEM Fest, 4 <sup>th</sup> Grade Weather Day, 100 Days, and Fossil Fun Day, with a focus on math integration.	2018-2023	Administrators Teachers	\$0-2,000	Local Funds	Event Agendas
10. Continue to offer student research projects to encourage varied use of informational sources to gain knowledge and understanding as students participate in projects such as science fair, Where in the World is Hootie, Owl Find Out, Wax Museum, Barrier Island etc.	2018-2023	Teachers Media Specialists	\$0	n/a	Presentations Lesson Plans Completed Projects
11. Continue to offer Virtual Field Trips and video conferencing for students to	2018-2023	Principal	\$0	n/a	Lesson Plans

expand learning in content areas as students visit and confer with others across the nation and beyond.		Instructional Coach District Personnel			Distance Learning Lab Calendar Schedule
12. Continue with grade level collaborative meetings, where grade level teachers and faculty from other content and related arts areas, come together to focus on planning and sharing best practices in all areas.	2018-2023	Administrators All Faculty	\$0	n/a	Grade Level Agendas Meeting Minutes
13. Continue a morning remediation program for students scoring Not Met on SC Ready in math.	2018-2023	Technology Specialist Teachers Principal	\$7500 for supplies and teacher salaries	Local Funds or S.C.D.E. as provided	Attendance record of students attending and payroll information for teachers, and student assessments

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

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will maintain 75.5% annually or increase by 2022-2023..

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary 75.5%+	75.5%+	75.5%+	75.5%+	75.5%+	75.5%+
		School Actual Elementary 79.7%	80.3%	<i>waiver</i>	75%		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75

		District Actual Elementary 60	64	<i>waiver</i>	56%		
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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. Training will be provided for teachers by the instructional coach, district technology specialists, media specialist, and computer lab assistant in the use of computer and interactive white board assisted technology, Discovery Education, to enhance science.	2018-2023	Instructional Coach  Media Specialist  Computer Lab Assistant  District Personnel	\$0	n/a	Greater use of technology as evidenced by use of the interactive white boards, iPads, classroom walk-throughs, lesson plans, projects and teachers sharing "Best Practices" in faculty and grade level meetings.
2. Teachers will attend workshops pertaining to science instruction during the district's Summer Academy.	2018-2023	Teachers	\$0	n/a	Portal Attendance Forms
3. Continue with special events such as 3 <sup>rd</sup> Grade Rocks and Minerals Day, 4 <sup>th</sup> Grade Weather Day, Discovery Place field trip, Callahan Farms field trip, Zoo field trips, Lake Conestee Nature Park Field Trip, Roper Mountain Field Trips, 3D printing, with a focus on science integration.	2018-2023	Administrators  Teachers	\$0-500	PEP Grant  PTA Funds  Local Funds	Event Agendas

4. Serve students weekly in a STEM lab environment to enhance process skills and experience real life scientific process skills.	2018-2023	STEM lab instructor	Teacher Salary	District Teacher Allocation Fund	STEM teacher schedule Collaborative Wednesday meeting minutes
5. Continue to offer student research projects to encourage varied use of informational sources to gain knowledge and understanding as students participate in projects such as science fair, Where in the World is Hootie, Fossil kits, Wax Museum, Barrier Island etc.	2018-2023	Teachers Media Specialists STEM lab instructor	\$0-800	Parent Funds Local Funds	Presentations Lesson Plans Completed Projects
6. Continue to offer Virtual Field Trips and video conferencing for students to expand learning in content areas as students visit and confer with others across the nation and beyond.	2018-2023	Principal Instructional Coach District Personnel Teachers	\$0-1,000	Local Funds	Lesson Plans Distance Learning Lab Calendar Schedule
7. Continue with grade level collaborative meetings, where grade level teachers and faculty from other content and related arts areas come together to focus on planning and sharing best practices in all areas.	2018-2023	Administrators All Faculty	\$0	n/a	Grade Level Agendas Meeting Minutes



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

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**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).

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**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	65% Meets Expectations and Exceeds Expectations	School Projected Hispanic 65%+	65%+	65%+	65%+	65%+	65%+
SC READY ELA SC SDE Website		School Actual Hispanic 65.3%	67%	<i>waiver</i>	67%		
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48

SC READY ELA SC SDE Website		District Actual Hispanic 34	40	<i>waiver</i>	36%		
SC READY ELA SC SDE Website	34% Meets Expectations and Exceeds Expectations	School Projected AA 37%	37%	40%	43%	46%	49%
SC READY ELA SC SDE Website		School Actual AA 29%	43%	<i>waiver</i>	45%		
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31	<i>waiver</i>	28%		
SC READY ELA SC SDE Website	29% Meets Expectations and Exceeds Expectations	School Projected SWD 32%	32%	35%	38%	41%	44%

SC READY ELA SC SDE Website		School Actual SWD 30%	23%	<i>waiver</i>	31%		
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12	21	<i>waiver</i>	19%		
SC READY ELA SC SDE Website	58% Meets Expectations and Exceeds Expectations	School Projected LEP 61%	61%	64%	67%	70%	73%
SC READY ELA SC SDE Website		School Actual LEP 50%	63%	<i>waiver</i>	73%		
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47

SC READY ELA SC SDE Website		District Actual LEP 33	44	<i>waiver</i>	32%		
SC READY ELA SC SDE Website	TBD% Meets Expectations and Exceeds Expectations	School Projected PIP TBD	48.3+	48.3+	48.3+	48.3+	48.3+
SC READY ELA SC SDE Website		School Actual PIP 48.3%	50%	<i>waiver</i>	54%		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	<i>waiver</i>	44%		
SC READY Math SC SDE Website	61 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 62%	62	65	68	71	74

SC READY Math SC SDE Website		School Actual Hispanic 71	72	<i>waiver</i>	61%		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43	<i>waiver</i>	41%		
SC READY Math SC SDE Website	41% Meets Expectations and Exceeds Expectations	School Projected AA 43%	43	46	49	52	55
SC READY Math SC SDE Website		School Actual AA 45	46	<i>waiver</i>	39%		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39

SC READY Math SC SDE Website		District Actual AA 28	30	<i>waiver</i>	25%		
SC READY Math SC SDE Website	30 % Meets Expectations and Exceeds Expectations	School Projected SWD 32	32	35	38	41	44
SC READY Math SC SDE Website		School Actual SWD 24	25	<i>waiver</i>	40%		
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16	20	<i>waiver</i>	24%		
SC READY Math SC SDE Website	48% Meets Expectations and Exceeds Expectations	School Projected LEP 49.2%	73%+ or above	73%+ or above	73%+ or above	73%+ or above	73%+ or above

SC READY Math SC SDE Website		School Actual LEP 73%	71	<i>waiver</i>	81%		
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	<i>waiver</i>	40%		
SC READY Math SC SDE Website	TBD Meets Expectations and Exceeds Expectations	School Projected PIP TBD	68+	68+	68+	68+	68+
SC READY Math SC SDE Website		School Actual PIP 68%	52	<i>waiver</i>	51%		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48

SC READY Math SC SDE Website		District Actual PIP 38	43	<i>waiver</i>	38%		
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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. Provide support for implementing data driven reflective conversations to improve teaching practice.	2018-2023	Admin  IC  Specialists  Teachers	\$0	NA	Evidence of data driven conversations from district and school meetings
2. Implement Professional Learning Communities to support instruction.	2018-2023	Admin  IC	\$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	Admin  IC  Specialists	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers
4. Provide professional learning opportunities for instructional strategies for diverse learners.	2018-2023	Admin	\$0-600	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by



		IC ESOL Teacher SpEd Teachers Specialists			classroom observations and Instructional Rounds  Professional Development offerings on diverse learner strategies.
5. All schools will implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023	Admin Coordinator of MTSS	\$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
6. Schools will utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	Admin  IC Teachers	\$0	\$0	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

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

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

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	<b>School Projected</b>		Kindergarten through Grade 5 = <b>80%+</b>	Kindergarten through Grade 5 = <b>80%+</b>	Kindergarten through Grade 5 = <b>80%+</b>	Kindergarten through Grade 5 = <b>80%+</b>
	Meets and Exceeds		Kindergarten through Grade 5 = 87%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten through Grade 5 = 76.4%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	<b>School Projected</b>		Kindergarten =59% or above Grade 1 =77% or above	Kindergarten =59% or above Grade 1 =77% or above	Kindergarten =59% or above Grade 1 =77% or above	Kindergarten =59% or above Grade 1 =77% or above
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	<b>School Actual Baseline to be established in spring 2018</b>	Kindergarten =59% Grade 1 =77%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten = 30% Grade 1 = 77%		

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>School Projected</b>		Grade 2 –59% or above Grade 5 – 56% or above	Grade 2 –59% or above Grade 5 – 56% or above	Grade 2 –59% or above Grade 5 – 56% or above	Grade 2 –59% or above Grade 5 – 56% or above
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	<b>School Actual</b>	Grade 2 –59% Grade 5 – 56%	Grade 2 –59% Grade 5 –63%	Grade 2 – 56% 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 – 74% 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	<b>District Projected</b>		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		<b>District Actual</b>	K-5 69%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	K-5 %		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	<b>District Projected</b>		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above

	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	<b>District Actual</b>	5K – 50% Grade 1 – 55%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>District Projected</b>		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018 and July 2020	2018 2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile 2020 2 <sup>nd</sup> grade criteria RIT = 188 72 <sup>nd</sup> percentile 5 <sup>th</sup> grade criteria RIT = 227 65 <sup>th</sup> percentile	<b>District Actual</b>	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing due to Act 142 testing requirements.	Grade 2 – % 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing due to Act 142 testing requirements.	

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

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

1. Implementation of a professional learning plan to support school leadership teams (administrators, instructional coach, literacy specialists, and literacy mentors) in building capacity for consistent implementation of all the GCS Balanced Literacy Framework components	2018-2023	Admin IC Literacy Specialist Literacy Mentors			
2. Implement Balanced Literacy with fidelity across all grade levels.	2018-2023	Admin IC Literacy Specialist Literacy Mentors			
3. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Admin IC Literacy Specialist Literacy Mentors			
4. Implement a framework for common planning across the district to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Admin IC Specialists			
5. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Admin IC			

		Specialists			
6. Utilize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning.	2018-2023	Admin IC Specialists			
7. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Admin IC Literacy Specialist Classroom Teachers			
8. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Literacy Specialist Classroom Teachers			
9. Scaffold student thinking through modeling, read alouds, and/or guided practice to support stamina, decision making, and understanding of content.	2018-2023	Admin IC Literacy Specialist Classroom Teachers			
10. Coach teachers in instructional best practices for Tier 2 and Tier 3 classroom interventions	2018-2023	Admin MTSS Coordinator			

		SpEd Teachers ESOL Teachers Classroom Teachers IC			
11. Implement the MTSS framework and intervention guidelines with fidelity	2018-2020	Admin MTSS Coordinator SpEd Teachers ESOL Teachers Classroom Teachers IC			
12. Track pull-out interventions with students to ensure fidelity of implementation	2018-2023	Admin MTSS Coordinator SpEd Teachers ESOL Teachers Classroom Teachers IC			
13. Provide intensive professional development to reading interventionists to ensure the implementation of best practices across all schools.	2018-2020	Admin MTSS Coordinator			

		SpEd Teachers ESOL Teachers Classroom Teachers IC			
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<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL 1:</b> The school will have qualified, diverse teachers (gender and ethnicity) by 2023.
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.



DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity =yes/no Ethnic Diversity = yes/no	Gender Diversity =yes/no Ethnic Diversity = yes/no	Gender Diversity = 90% Female 10% Male Ethnic Diversity = 90% caucasian 3.6% African American 1.8% Asian 2.7% Hispanic/Latin 0.9% Multi-Racial	
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%	Gender Diversity =yes/no Ethnic Diversity = yes/no	

<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 that there is limited or no diversity.	2018-2023	Admin	\$0	NA	Ongoing focus
2. Develop recruitment plans with district employment specialists.	2018-2023	Admin	\$0	NA	Plans in place for schools
3. Identify for schools quality candidates who are diverse.	2018-2023	HR Recruiters	\$0	NA	Ongoing identification of candidates
4. Create a plan to advocate within our counseling programs to encourage teaching as a profession	2018-2023	Guidance	\$0	NA	Plan created

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

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	91.5%	School Projected Students ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students	Not Reported	<i>waiver</i>	94.9%		

SC SDE School Report Card Survey	92.4%	School Projected Teachers 100%	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		School Actual Teachers $\geq 90$	100%	<i>waiver</i>	100%		
SC SDE School Report Card Survey	94.0%	School Projected Parents	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		School Actual Parents 100%	95.1%	<i>waiver</i>	94.1%		
SC SDE School Report Card Survey	92	District Projected Students	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		District Actual Students 86	89	<i>waiver</i>	93%		

SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>waiver</i>	98%		
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>waiver</i>	92%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. A school resource officer is assigned to monitor school safety throughout the day	2018-2023	Admin Guidance	\$0	NA	Officer Log

2. Gaggle is a program used by the district to ensure student safety while using district devices.	2018-2023	Admin	\$0	NA	Gaggle Reports
3. The school counselors meet with students who request to be seen or show a need.	2018-2023	Guidance	\$0	NA	Documentation of meetings
4. Conduct yearly Emergency Response Team training for school staff and after school staff.	2018-2023	Admin	\$0	n/a	Documentation of training
5. Drills are conducted throughout the year to practice different types of emergency situations, such as fires, tornados, earthquakes, lockdowns and lockouts.	2018-2023	Admin	\$0	n/a	Documentation of training
6. Recess Safety Plans have been created and are utilized by teachers.	2018-2023	Admin Teachers	\$0	n/a	Recess Safety Plan
7. Grade level radios are utilized by teachers to get help more quickly when needed.	2018-2023	Admin Teachers	\$0	n/a	
8. Safety tips will be included in the Acorn for parents and students to read.	2023-2028	Admin	\$0	n/a	Acorn Newsletters

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

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

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

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

### Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0%	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0%	0%	0%	0%		
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

GCS Expulsion Report		District Actual 0.8	1.5	0.9	0.3		
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#### Annual Expulsion Rate

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



GCS Expulsion Report		District Actual .04	.10	.03	.004		
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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. Expand and enhance the utilization of Early Warning Systems to proactively intervene with students to limit expellable offenses.	2018-2023	School Teams	\$0	NA	GCSource and interventions used throughout district
2. Ensure every student is connected with a caring adult.	2018-2023	Admin Teachers	\$0	n/a	Students connected with adults in school buildings or buses
3. Develop processes for promoting extracurricular activities to students in need of connection.	2018-2023	Admin Club Administrators	\$0	n/a	More students participating in extracurricular activities Club Roster

**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

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**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.

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**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+	90+
		School Actual 96%	Not Administered	94%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>

Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89	90	92	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>

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 students	2018-2023	Guidance	\$0	NA	Students assigned to an adult at the school.
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	Admin Community Oakview Outreach Team	\$0-500	NA	Bus ride to communities Visit to community
3. Establish protocols among all adults to communicate positively with students	2018-2023	Guidance School Staff	\$0	NA	Documentation of communicating protocol to staff

4. 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
5. Include an intense mentoring group for students identified as triple threat at risk within the school.	2018-2023	Guidance	\$0	n/a	Guidance Group Meeting Schedule Roster

**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.

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
	(2016-17) 97.1%	School Projected 95+	95+	95+	95+	95+	95+
180 <sup>th</sup> day Attendance Report		School Actual 96.9%	96.7%	97.6%			
	(2016-17) 95	District Projected	95	95	95	95	95
180 <sup>th</sup> day Attendance Report		District Actual 95	95	96	92		

<b>ACTION PLAN FOR STRATEGY #1:</b>	<b>EVALUATION</b>
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<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. Consistently monitor attendance trends.	2018-2023	Attendance Clerk Admin team Social Worker	\$0	NA	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students.	2018-2023	Admin team Teacher Attendance Clerk	\$0	NA	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students.	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Admin team	\$0	NA	Students are identified and appropriate supports are assigned
4. Use the Intervention Connection System to assign and monitor interventions for truant and chronically absent students.	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Admin team	\$0	NA	Intervention Connection System reports for truant and chronically absent students.
5. Promote attendance with students and parents as an important component of school success.	2018-2023	School team	\$0	NA	Teacher/school direct contact with parents.

6. Continue to increase hands-on, real world learning experiences to enhance student engagement.	2018-23	Teachers	\$0	NA	More real-world learning
7. More actively involve students in mapping their future education plans and identifying life goals and the steps to attain those goals.	2018-23	Guidance	\$0	NA	Students setting goals and plans
8. Increase staff awareness and understanding of the community served by the school.	2018-2023	Admin  Community Oakview Outreach Team	TBD	TBD	Visit to community
9. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students to provide additional support.	2018-2023	School team	TBD	TBD	Staff aware of student areas of concern
10. Develop a “welcome packet” and student ambassadors program to guide students who enter a new school mid-year.	2018-2023	Admin  IC	\$0	NA	Every school has welcome information and procedure

**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 ≤5 Lonely ≤7 Angry ≤9	Afraid ≤5 Lonely ≤7 Angry ≤9	Afraid ≤5 Lonely ≤7 Angry ≤9	Afraid ≤5 Lonely ≤7 Angry ≤9	Afraid ≤5 Lonely ≤7 Angry ≤9
		School Actual Afraid – 1% Lonely – 6% Angry – 0%	Not Administered	Afraid ≤3% Lonely ≤11% Angry ≤3%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	Afraid ≤5 Lonely ≤9 Angry ≤7	Afraid ≤5 Lonely ≤9 Angry ≤7	Afraid ≤5 Lonely ≤8 Angry ≤6	Afraid ≤5 Lonely ≤8 Angry ≤6	Afraid ≤5 Lonely ≤7 Angry ≤5



		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 7%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
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