

SIMPSONVILLE ELEMENTARY SCHOOL
Mrs. Jackie Earle, Principal

SCHOOL DISTRICT OF GREENVILLE COUNTY
Dr. W. Burke Royster, Superintendent

SCOPE OF ACTION PLAN
2018-19 THROUGH 2022-23



200 Morton Avenue
Simpsonville, SC 29681
864-355-8300

<http://www.greenville.k12.sc.us/simville/>

Pre-Kindergarten through 5th Grade

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Simpsonville Elementary

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

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

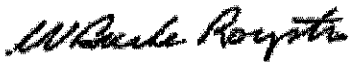
Required Signature Page

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

Assurances for the School Renewal Plans

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

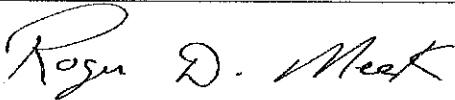
SUPERINTENDENT

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

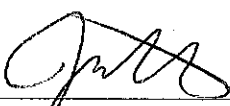
PRINCIPAL

Mrs. Jackie Earle		4-26-22
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Jessica Fulmer		4/26/22
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Ms. Sharon Clyborne		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 200 Morton Avenue Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 355-8300

PRINCIPAL E-MAIL ADDRESS: jearle@greenvill.k12.sc.us

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Jackie Earle
2. Teacher	Angela Watts
3. Parent/Guardian	Colleen Staton
4. Community Member	Peter Bergstrom
5. Paraprofessional	Patricia Idarraga
6. School Improvement Council Member	Jessica Fulmer
7. Read to Succeed Reading Coach	Sharon Clyborne
8. School Read to Succeed Literacy Leadership Team Lead	Sharon Clyborne
9. School Read to Succeed Literacy Leadership Team Member	Jennifer King

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

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

Position	Name
Assistant Principal	Nicholas King
Parent/Teacher	Pam Reece
Parent/Teacher	Tania Laemmel
Teacher	Antoinette Boller
Instructional Coach	Jennifer King
PTA President	Lindsey Barb

School Literacy Leadership Team for Read to Succeed:

Sharon Clyborne (Lead/Literacy Specialist), Jackie Earle (Principal), Nicholas King (Assistant Principal), Jennifer King (Instructional Coach), Hannah Brown (Reading Interventionist), Molly Mathews (Primary Literacy Mentor), Rachel Vincent (Intermediate Literacy Mentor), Cheryl Ritter (K5 Teacher), Antoinette Boller (1st Grade Teacher), Melissa Smith (3rd Grade Teacher), Amy Pedroza (5th Grade Teacher), Carrie McAlister (Media Specialist), Sally Given (Special Education Teacher)

ASSURANCES FOR SCHOOL RENEWAL PLANS

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

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

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

- ✓ **Academic Assistance, PreK–3**
 The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- ✓ **Academic Assistance, Grades 4–12**
 The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- ✓ **Parent Involvement**
 The school encourages and assists parents in becoming more involved in their children’s education and will make special efforts to meet with parents at convenient times, provide parents with their child’s individual test results, interpretation of the results, and information on the district’s curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal’s and superintendent’s evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
- ✓ **Staff Development**
 The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.
- ✓ **Technology**
 The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.
- ✓ **Innovation**
 The district funds innovative activities to improve student learning and accelerate the performance of all students.
- ✓ **Collaboration**
 The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

✓

Developmental Screening

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

✓

Half-Day Child Development

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

✓

Developmentally Appropriate Curriculum for PreK–3

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

✓

Parenting and Family Literacy

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

✓

Recruitment

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

✓

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

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

Table of Contents

I.	Title Page	1
II.	SDE Cover Page	2
III.	SDE Stakeholder Involvement Page	3
IV.	SDE Assurances	4-5
V.	Table of Contents	6
VI.	Introduction	7
VII.	Executive Summary	8 - 11
VIII.	School Profile	12 - 25
IX.	Mission, Vision, and Beliefs	26
X.	Data Analysis and Needs Assessment	27 - 31
	A. Student Achievement Needs Assessment	
	B. Teacher and Administrator Quality	
	C. School Climate Needs Assessment	
XI.	Action Plan 2018-19 through 2022-23	32 - 67
	A. Student Achievement	
	B. Teacher/Administrator Quality	
	C. School Climate	

Note on missing data:

On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

INTRODUCTION to Our Strategic Plan/School Portfolio

The Simpsonville Elementary Strategic Plan/School Portfolio was developed to document the progress our school has made while working to continuously improve all areas of instruction, learning environment and parent/community involvement. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability. This strategic plan/portfolio is an evolving document that describes Simpsonville Elementary and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of student demographics and needs, and school partnerships.

The faculty is structured into teams and committees to involve all staff in decision making. These groups/committees are as follows: Instructional Leadership Team, Staff Lighthouse Team, Grade Level Teams, Action Teams (Leadership, Culture, Academics), and Literacy Leadership Team. These teams were involved in developing the narrative for our portfolio based on input from the whole staff. Much of the narrative content came from discussions by the staff in the process of evaluating our work using the AdvancedED Self-Assessment as well as other data sources. In future annual assessments, the staff will be asked to contribute evidence of progress, documenting changes in our practices.

Additionally, all of the stakeholders, including staff and community members, listed on page 3 were involved in the development of our Strategic Plan: SIC (School Improvement Council), PTA (Parent Teacher Association), GAC (Guidance Advisory Committee).



SIMPSONVILLE ELEMENTARY

Academics + Fitness "Seal" Our Success!

Executive Summary to our Strategic Plan/School Portfolio for 2018-2019 to 2022-2023

Performance Goal Area: Student Achievement

Goals & Objectives:

- The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 52% in 2016-17 to 67% in 2022-23.
- The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.
- The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 52% in 2016-17 to 67% in 2022-23.
- The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.
- 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 2019-20 through 2022-23.
- The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3% annually.
- Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).
- Meet annual targets for gap data.
- Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.
- Meet annual targets for students reading on grade level.

Strategies/Actions:

- Use assessment data to drive instruction
- Provide data-driven professional development to the staff
- Use Leader in Me WIGs to improve student achievement
- Strengthen literacy through research-based best practices
- Strengthen academic content areas through a variety of programs
- Continue with intervention programs, enrichment programs, mentoring programs and tutoring
- Provide families with ways to support literacy
- Continue with support services and academic groups

Performance Goal Area: Teacher/Administrator Quality

Goals & Objectives:

- The school will have qualified, diverse teachers (gender and ethnicity) by 2023.
- Meet annual targets for qualified, diverse teachers.

Strategies/Actions:

- Secure a trained teacher mentor in every grade level/specialty area.
- Provide data-based PD in the areas of ELA, Math, Science, and Social Studies based on 2018 state assessment scores.

Performance Goal Area: School Climate

Goals & Objectives:

- 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.
- Meet annual targets for feeling safe.
- 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.
- 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 %.
- Meet annual targets for behavior.
- 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 AdvancED Culture and Climate Survey.
- Meet annual targets for students who describe their teachers as caring teachers.
- Achieve and maintain a student attendance rate of 95% or higher by 2022-23.
- Maintain an annual student attendance rate of 95% or higher.
- 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 AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.
- Meet annual targets for social/emotional health.

Strategies/Actions:

- Use GC Source to closely and regularly monitor student attendance, behavior, and grades
- Expand Graduation Plus initiative through programs/support focused on college and career readiness
- Improve behavior, attendance, and grades through the Leader in Me initiative
- Encourage attendance through a variety of programs
- Decrease disciplinary referrals and out-of-school suspensions by encouraging positive behavior through a variety of programs
- Increase family and community involvement through school-based events
- Continue regular and consistent communication with families
- Support emotion, social, and mental health through the Leader in Me initiative and various counseling services
- Offer and support positive and compassionate programs
- Continue regular safety practices and programs

Needs Assessment Summary for Student Achievement

- Due to the COVID-19 Pandemic, students did not take state testing in 2020.
- Our ELA and Math performance on 2021 SC READY is higher than the state and district averages.
- Our Science performance on 2021 SCPASS is higher than the state and district averages.
- ELA performance decreased from 58.3% in 2019 to 54% in 2021.
- Math performance decreased from 56.5 in 2019 to 53% in 2021.
- Science performance increased from 59% in 2019 to 60% in 2021.
- On 2021 SC READY, 5th grade ELA performance was significantly higher than that of 3rd and 4th graders.
- On 2021 SC READY, 3rd grade Math performance was significantly higher than that of 4th and 5th graders.
- According to 2021 SC READY student subgroup data, the achievement levels of white females are lower in every subject area than that of white males.
- The Disabled subgroup was the lowest performing subgroup in ELA, Math, and Science in 2021.
- In 2021, the Poverty and Disabled subgroup scored significantly higher in Science than other subject areas.
- Students with Disabilities and Limited English Proficiency students scored higher in Math than ELA in 2021.

Needs Assessment Summary for Teacher and Administrator Quality

- Teacher turn-over rate remains consistent each year.
- Teacher turn-over rate was 4 in 2019 and 3 in both 2020 and 2021.
- We have a strong mentoring program; we have trained mentors and regular meetings with new teachers.
- We have a trained mentor in every grade level and special area.
- All teachers participate in PD at the school and district level.
- We are in year 4 of the Leader in Me initiative (during the 2021-2022 school year).
- We were recently (12/21) awarded Lighthouse Status for being an exemplar Leader in Me School.
- Our school offered over 24 hours of site-based PD during the 2021-2022 school year.
- At this time, our PD plan for the 2022-2023 school year offers approximately 24 hours of site-based PD.

Needs Assessment Summary for School Climate

- There were 5 out-of-school suspensions for students during the 2020-2021 school year.
- The annual attendance rate for students decreased from 96.22 in 2019 to 93.22 in 2021.
- Our annual student retention rate has decreased from 2.1 in 2019 to 1.4 in 2021.
- The percentage of teachers who are satisfied with the learning environment increased from 85.7 in 2019 to 96 in 2021.
- The percentage of students who are satisfied with the learning environment increased from 83.7 in 2019 to 90.9 in 2021.
- The percentage of parents who are satisfied with the learning environment increased from 84.2 in 2019 to 85.3 in 2021.
- The percentage of teachers who are satisfied with the social and physical environment increased from 82.8 in 2019 to 96 in 2021.
- The percentage of students who are satisfied with the social and physical environment increased from 88.8 in 2019 to 90.9 in 2021.
- The percentage of parents who are satisfied with the social and physical environment decreased from 87 in 2019 to 77.5 in 2021.

Overview of Simpsonville Elementary’s significant accomplishments, challenges, and results for the past three years:

Significant challenges facing our school:

- ▶ COVID-19 protocols have interfered with students working in pairs and/or groups
- ▶ Communicating with ESOL parents (we are making significant progress with Hispanic Family Nights, in-house translators, and our parent information line)
- ▶ Time to carry out innovative ideas
- ▶ Increased class sizes, up to 28 students in some classes
- ▶ Staff keeping up with the technology proficient level of our students

Overview of Simpsonville Elementary’s significant awards, results, and accomplishments from the past three years:

Significant Accomplishments:

- ▶ Awarded Lighthouse Status in December of 2021 for being an exemplary Leader in Me School
- ▶ Personal Learning Devices for all students
- ▶ Regular Technology Refresh (most recent was in 2021)
- ▶ Balanced Literacy training for all teachers and implementation at all grade levels
- ▶ Guided Math training for all teachers
- ▶ Virtual Field Trip Lab
- ▶ Six National Board-Certified Teachers
- ▶ Literacy Mentors at our school
- ▶ School leaders for Digital Leadership Corps
- ▶ Successfully implementing the Inclusion Model
- ▶ RAMP Award (Recognized ASCA Model School Counseling Program)
- ▶ National PTA School of Excellence
- ▶ State Awards Winners in Reflections
- ▶ Papa John’s Teacher Appreciation Award
- ▶ Golden Apple Award Winner
- ▶ Numerous Donor’s Choose Grant Recipients
- ▶ Project Fit America School & CATCH school
- ▶ Live Well Grant Recipient/Live Well Elementary School of the Year
- ▶ Superior Strides Award for Health and Wellness
- ▶ Safe Schools Award Winner

School Profile

"Simpsonville Elementary School is a neighborhood school working in partnership with committed parents, eager students and dedicated professionals striving to achieve success...nothing less." -SES Parent

Simpsonville Elementary is proud to be a Leader in Me Lighthouse School! This is an honor awarded to select LIM schools for their outstanding leadership. We are honored to be recognized as an exemplary LIM School. Simpsonville Elementary School is a pre-kindergarten through grade five public school. Our building currently houses 790 students and over 50 instructional staff members. We are 1 of 52 elementary schools in the Greenville County School District. Simpsonville Elementary School is located in Simpsonville, South Carolina. The facilities at Simpsonville Elementary School consist of 34 classrooms, 3 resource, 2 reading intervention classrooms, 1 ESOL classroom, 1 Gifted & Talented classroom, speech and conference rooms, 2 art rooms, 2 music rooms, administrative offices, a cafeteria, multi-purpose room/gym, athletic track, media center, guidance offices, health room suite, science lab, and virtual field trip lab. Special features: All of our students have their own personal learning device (Chromebook). We also have additional computers in all classrooms, wall-mounted promethean boards in every classroom, broadcast room for TV morning show, outdoor dining area, separate playground areas for pre-school/kindergarten, primary, and intermediate grades, P.T.A. office, separate bus and car pick-up areas, and more.

- **School Mascot:** The Simpsonville Seal, "Lu-Seal"
- **Color:** Blue and White
- **Tag Line:** Academics + Fitness "SEAL" Our Success!

Link to our 2020-21 School Profile: <https://www.greenville.k12.sc.us/Schools/profile.asp?schoolid=simville>



Overview of our School Climate

As you pull up to our school, an electronic marquee displays important dates and upcoming events. As visitors enter our school, they observe an attractive exterior, decorated with freshly planted flowers and seasonal wreaths. Our school's lobby is welcoming and comfortable. Students, teachers and parents spend each day in an inviting facility where there is space to provide instruction and encourage learning. The administration outlines expectations and provides regular feedback to staff regarding classroom environment. Quality student work labeled with a description and the state standard is displayed in the hallways. Eye-catching murals decorate the walls throughout the building. Playground equipment is inspected regularly to comply with safety codes. Students, staff, and the community use the walking track and basketball courts to improve physical fitness.

Our maintenance staff works hard to maintain our building and grounds. This staff takes pride in keeping the building clean and all equipment in working order. Maintenance of the school grounds and landscaping are included in custodial duties. Inspection results from energy audits are provided to the staff to create an awareness of energy saving efforts. To further ensure all issues are addressed, we use custodial inspections and survey results on the overall cleanliness of the school to make necessary modifications and improvements. The custodial staff, as well as school personnel, immediately reports all safety concerns, both inside and outside the building. Our well-maintained facility enables us to provide a safe learning environment for 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, 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 several communication devices which contribute to a 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 daily. A zoned officer from the Simpsonville Police Department patrols the school campus on a regular basis. Signs on all exterior doors state visitors are to report to the main office where they are required to sign in and out through and receive a visitor's badge indicating a reason for the visit. 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. Establishing a safe, secure environment for our students and staff is a priority.

We plan numerous opportunities to involve parents in their child's education. In addition to our PTA, we have an SIC Committee as well as a Parent Lighthouse Team. Parents are always welcomed to our building, but we also plan certain events and opportunities to encourage them to come to SES. The first event we host every year, Meet the Teacher, takes place a few days before school starts. This is an opportunity for students and their families to meet their teacher for the current school year. Other important family and community events include PTA Meetings, K5 Sneak Preview Night, Family Literacy Night, STEAM Night, Chorus Concerts, and more.

In addition to input from staff, family, and community stakeholders, we are proud to include our students in school-based decisions as well. Student voice is an element of the planning and implementing of all school events, decision making, etc.

Overview of our Simpsonville Community

Simpsonville, SC was founded by Peter Simpson in the 1830's. The Simpsonville, South Carolina Brand Statement explains our community best: "From our earliest days, family has been the cornerstone of this place. We built schools to educate our children, centers for recreation, and fields to play ball that remain in place to this day. Our schools and parks are places where the bonds of community are formed. Here, families with deep roots stand side by side with those who have discovered that this place offers the very best of our growing region: the charm of a small town, abundant choices for living, national businesses, and locally owned shops and restaurants. We are a child eating an ice cream cone, a friendly wave from a neighbor, a warm embrace among friends, a patriotic memorial to our veterans, a historic mill converted to lofts, a clock tower standing sentinel, and a city with confidence in its future. Our credo is simple: celebrate our past, embrace change that is sure to come, and curate the right balance for our hometown."

Parent Lighthouse Team- As part of the Leader in Me, we have a Parent Lighthouse Team that meets once a month. The Parent Lighthouse Team is organized to enhance and support the educational experience at Simpsonville Elementary. This team helps to develop a closer connection between school and home by encouraging parent and student involvement, and to improve our school community. When beneficial, the Parent Lighthouse Team meets with our Staff and Student Lighthouse Teams.

Parent Teacher Association (PTA)- Parents are valuable resources for our students. Their efforts include serving as resource speakers, participating in career awareness sessions, American Education Week and Red Ribbon Week activities. Support is further provided through their involvement with Teacher Appreciation Week, health room assistance, Jump Rope for Heart, chaperones for field trips, book fair, clerical assistance, making copies for teachers, field days, securing needed classroom resources (e.g. computers, copier machines, classroom supplies). Volunteers are not limited to supporting extra and co-curricular activities, but are also directly involved in the classrooms as tutors in reading, math and other areas of the curriculum. With tight budget constraints, fundraising has become a high priority for our P.T.A. Board. They run several fundraisers each year, including Boosterthon, in which they typically raise several thousand dollars for our school. The PTA uses that money to purchase the latest technology devices for our students, playground equipment, and more. One of the most important aspects of parental support comes from their commitment to assisting and encouraging their children to participate fully in the academic program of the school. PTA hosts popular family events, including an annual Daddy Daughter Dance and Mother Son Movie Night. COVID-19 has forced volunteering to look a lot different during the most recent school years. However, our wonderful volunteers have still found safe ways to help and support our school.

School Improvement Council (SIC)- The School Improvement Council (SIC) serves as an advisory committee to our principal and faculty. Our SIC plays a key role in the education of our children, bringing together parents, educators and community stakeholders to collaborate on the improvement of our school. Our SIC allows us to connect to the community and seek ideas to further enhance our community relations. Our SIC participated in the development of the five-year school improvement plan (ACT 135) and continues to monitor the implementation of the plan as well as evaluation of the improvements and innovations. This year, our SIC committee has also helped our school counselors with ideas and proposals for our established Guidance Advisory Committee.

School Leaders



Our principal is Mrs. Jackie Earle: Mrs. Earle is the Principal at Simpsonville Elementary. She received her Elementary and Early Childhood Degree from Lander College and obtained her master's degree in Administration from Clemson University. She taught elementary and middle school for 12 years before serving as an Assistant Principal in several Greenville County schools over the course of 6 years. She served as Assistant Principal at Simpsonville Elementary for 11 years before taking on the role as principal in 2013. Mrs. Earle was married in 2004 and has a wonderful husband who works at Hillcrest High School. Mrs. Earle and her husband love spending time at their beach house with their dog.



Our assistant principal is Mr. Nicholas King: Mr. King serves as our assistant principal and joined our staff in August of 2021. He earned a bachelor's degree in Elementary Education from University of South Carolina Upstate and a master's degree in Educational Administration from the University of South Carolina. Mr. King served as the administrative assistant at Plain Elementary for two years prior to joining the Simpsonville Elementary staff. He taught for twelve years at Bethel Elementary; teaching both third and fourth grade. Mr. King and his wife have three children ages 10, 12, and 16 years old.



Our Instructional Coach is Ms. Jennifer King: Ms. King joined our staff at Simpsonville Elementary in August 2013. She earned a BS from USC Upstate and a M.Ed. in Elementary Education from Southern Wesleyan University. Ms. King received her initial National Board Certification in 2010 and her National Board renewal Certification in 2020. She taught 4th and 5th grades at Bethel Elementary for 8 years, where she was awarded 2009-10 Teacher of the Year. Ms. King lives in Simpsonville with her 12-year-old daughter.

The faculty of Simpsonville Elementary is structured into teams and committees in order to involve all stakeholders in decision-making.

- Instructional Leadership Team
 - Consists of the principal, assistant principal, instructional coach, literacy specialist, reading interventionist, and school counselors
 - Reviews grade level minutes, information shared from the central office, lesson plans, student achievement, teacher evaluations, and school activities and events
 - Discusses instructional and operational issues to be addressed with grade level leaders, families, communities, and other stake-holders.

- Staff Lighthouse Team
 - Consists of the administrative team, grade level leaders, special education, related arts, and school counselor
 - Discusses instructional and operational aspects of the school
 - Disseminate information to grade level/area teams

- Grade Level Teams
 - Consists of the team leader and teachers from their grade level
 - Participate in common planning and share best practices
 - Record minutes to be shared with the leadership team

- Action Teams (Leadership, Culture, Academics)
 - Every full-time teacher/staff member serves on one of these teams
 - Consists of representatives from each grade level and staff Lighthouse Team members
 - Plans and completes their Big Rocks to work on throughout the year
 - Examples of Big Rocks for these teams include Family Literacy Night, Student-Led Conferencing, Leadership Roles for students, School-wide Goals, etc.

- Literacy Leadership Team
 - Consists of the principal, assistant principal, instructional coach, literacy specialist, reading interventionist, primary literacy mentor, intermediate literacy mentor, and special education representative.
 - Reviews grade level minutes, information shared from the central office, lesson plans, student achievement, teacher evaluations, and school activities and events
 - Discusses instructional and operational issues to be addressed with grade level leaders, families, communities, and other stake-holders.

Student Support Services at Simpsonville Elementary

Counseling Services- Students receive a high level of support service from our full-time school counselor Ms. Kelley Latta. Ms. Latta received a Psychology degree from Anderson University and her Education Specialist degree in Counselor Education from the University of South Carolina. While attending USC, Ms. Latta was elected to serve as the graduate representative for Chi Sigma Iota, a National Counseling Honors Society. This is Ms. Latta's second year at SES. She loves working with students and helping them identify positive methods to cope with various challenges. We also have a part time counselor, Christie Carlson who received an Elementary Education degree from Furman University and an MA in Elementary Guidance & Counseling from Clemson University. She has 18 years of teaching experience in Greenville County Schools. She taught eighth and sixth grades at Bryson Middle School and fifth grade at Simpsonville Elementary School. Our Guidance program consists of guidance lessons in the classroom, small group guidance, character education and parent education. Individual planning includes consultation and placement input. Response services include individual counseling and small group counseling. System support includes planning, staff and community relations, professional development. Our counselors teach the 7 Habits of Highly Effective Students. Our Guidance Advisory Committee, or GAC, is led by our counselors. This committee meets monthly to discuss ways to help students and counseling programs in our school. Simpsonville Elementary's counseling program is a recognized ASCA Model Program (RAMP) as designated from the American School Counselor Association.

Literacy Specialist- Our school's Literacy Specialist is Ms. Sharon Clyborne. Ms. Clyborne is also our Read to Succeed Literacy Leadership Team Lead. Ms. Clyborne joined the staff at Simpsonville Elementary in 1998 as a first-grade teacher. She has taught first grade, special education, and reading intervention. She earned her BA and M.ED degree from Furman University. She also earned her National Board Certification in 2012. Ms. Clyborne works collaboratively to implement a quality literacy program by actively supporting teachers. She provides specialized instruction directly to students to support core classroom instruction.

School Psychologist- Mrs. Leann Brooks is our on-site school psychologist. She began practicing as a school psychologist after receiving her Master's Degree in School & Community Psychology from Wayne State University in Detroit, MI.

Mental Health Counselor- Mrs. Colleen Staton, a Licensed Professional Counselor, is a counselor with Piedmont Mental Health Center. She has an on-site office at our school as part of Piedmont Mental Health Center's school-based services program. The mission of the program is to identify and intervene at early points in emotional disturbances, and to assist parents, teachers, and counselors in developing comprehension strategies for resolution. Ms. Staton earned her Bachelor's Degree in Psychology from Marymount University and Masters Degrees in Community Counseling and Forensic Psychology, also from Marymount University. Before coming to Piedmont Mental Health Center, Ms. Staton served as the School-Based Mental Health Counselor for Clinton High School in Clinton, SC and intensive home-based counselor in the Washington, D.C. Metro Area.

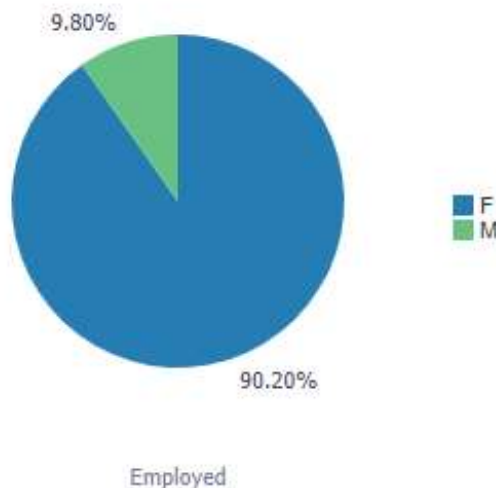
Simpsonville Elementary's School Personnel Data

The staff at Simpsonville Elementary School includes 1 principal, 1 assistant principal, 1 instructional coach, 1 literacy specialist and 33 regular classroom teachers. We have one pre-k teacher and one pre-k special education teacher, 2.5 resource teachers and 2 special education self-contained teachers. We have 3 full-time related arts teachers, 3 part-time related arts teachers, 1 computer lab teacher, a part-time STEAM teacher, and 1 media specialist. We have 1 ESOL teacher and 1.5 guidance counselors. We also have 1 Gifted and Talented teacher and 1.5 reading interventionists.

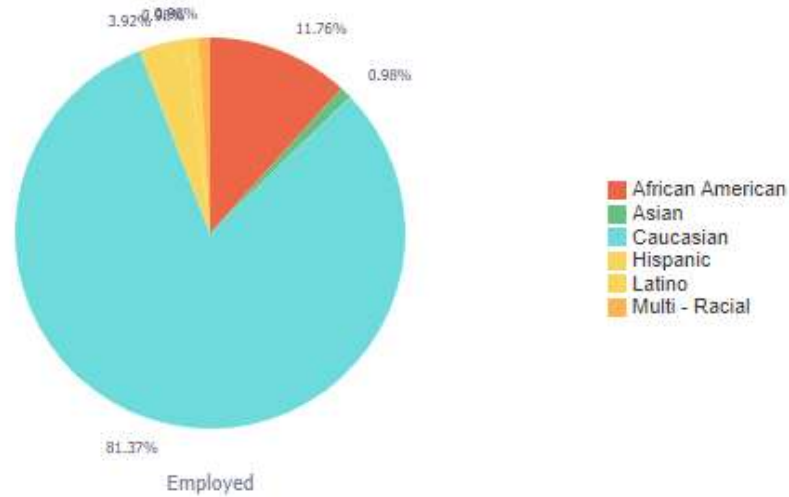
Support personnel available to assist in meeting the needs of Simpsonville Elementary School students include a district psychologist, a contract school nurse, and 3 speech and language specialists, one of which serves preschool students. Traveling occupational therapists and a physical therapist serve some of our younger students. We have 11 paraprofessionals serving as assistants in preschool, kindergarten, and special education classrooms. We also have an on-site social worker from Piedmont Mental Health. Additional personnel include the plant engineer, custodial staff, and food services workers. We also have a staff of extended day workers. Several bus drivers and utility workers also provide services to our students.

We have no teachers teaching with an out-of-field permit and all teachers are “highly qualified” under No Child Left Behind; 46.7% of our teachers have advanced degrees; 6 of our teachers are National Board Certified. Teacher attendance at Simpsonville Elementary for the 2020-2021 school year was 96.2%. All teachers achieve and maintain Technology Proficiency.

Staff by Gender



Staff by Ethnicity



	Admin				Other				Teacher				Employed	% of		
Race/Ethnicity	F		M		F		M		F		M					
African American					4	10.3%	4	50.0%	4	7.7%			12	11.8%		
Asian					1	2.6%									1	1.0%
Caucasian	1	100.0%	1	100.0%	28	71.8%	4	50.0%	48	92.3%	1	100.0%	83	81.4%		
Hispanic					4	10.3%									4	3.9%
Latino					1	2.6%							1	1.0%		
Multi - Racial					1	2.6%									1	1.0%
Grand Total	1	100.0%	1	100.0%	39	100.0%	8	100.0%	52	100.0%	1	100.0%	102	100.0%		

*2020-21 School Report Card Data for Simpsonville Elementary:

	Our School	Change from Last Year
Total Number of Teachers	38	Down from 48
<u>Teacher attendance rate</u>	96.2	N/A
Average teacher salary	\$55,685	Up from \$53,728
Percent of teachers returning from previous year - current year	77.3	Down from 88.1
Percent of teachers returning from previous year - three year average	83.7	Up from 82.2
Percent of teacher vacancies for more than 9 weeks	0.0	No change
<u>Prime instructional time</u>	90.2	N/A
<u>Student-teacher ratio in core subjects</u>	21.6 to 1	N/A
Percent of inexperienced teachers teaching in core classes	8.3	Down from 14.7
Number of inexperienced teachers teaching in core classes	2	Down from 5
Percent of out-of-field teachers teaching in core classes	0.0	No change
Number of out-of-field teachers teaching in core classes	0	No change

Historical Teacher Turn Over Rate:

2019 4
2020 3
2021 3

Mentoring Program:

All new teachers are assigned a trained mentor. Additionally, all new teachers meet with the instructional coach once a month. The following positions are held by trained mentors in our building.

Kindergarten
First Grade
Second Grade
Third Grade
Fourth Grade
Fifth Grade
Literacy Specialist
G/T
Instructional Coach
Music
Special Education

Simpsonville Elementary's Student Population Data

Student attendance rates at Simpsonville Elementary School have remained steady over the past few years. Our current YTD average attendance rate is 93.32%. The retention rate at Simpsonville Elementary is currently 1.4, which is down from 2.1. Simpsonville Elementary School's poverty index is currently 62.9%. We have a pull out ESOL program that serves 13% of our student population. Currently, 10% of our students are served in the GT program and 15% of our students have disabilities and receive services from our special education teachers, including speech and occupational therapy.

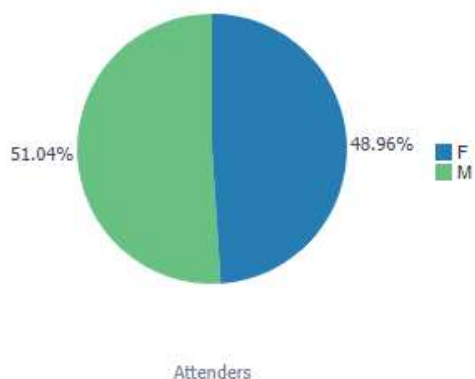
Current Student Totals by Grade

Academic Year	Grade	In-Person Students	Virtual Students	All Students
2021 - 2022	K3	17	0	17
	K4	21	0	21
	K5	116	0	116
	01	135	3	138
	02	114	3	117
	03	115	4	119
	04	117	11	128
	05	124	4	128
2021 - 2022 Total		759	25	784

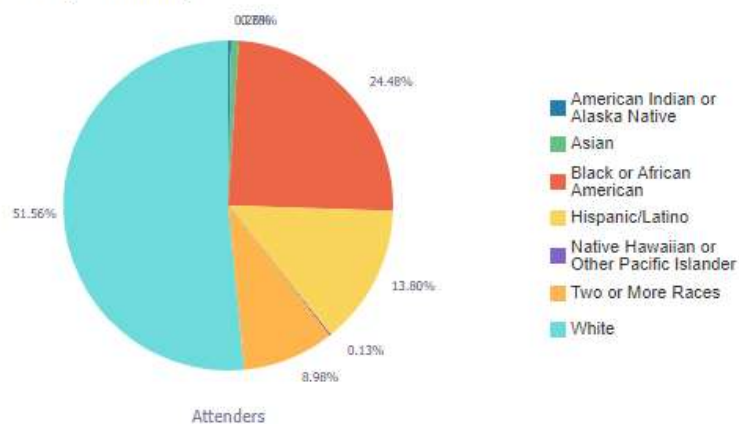
Current (2021-2022) Enrollment Summary **as of March 2022*

Grade Level	Total in Grade	Asian	Black or African American	Hispanic /Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White
-2	25 19 / 6	0 0 / 0	4 4 / 0	3 1 / 2	1 1 / 0	5 3 / 2	0 0 / 0	12 10 / 2
-1	22 15 / 7	0 0 / 0	7 4 / 3	3 1 / 2	0 0 / 0	3 2 / 1	0 0 / 0	9 8 / 1
0	116 63 / 53	0 0 / 0	32 14 / 18	18 10 / 8	0 0 / 0	9 5 / 4	1 1 / 0	56 33 / 23
1	138 68 / 70	2 1 / 1	35 15 / 20	21 11 / 10	1 1 / 0	9 5 / 4	0 0 / 0	70 35 / 35
2	117 58 / 59	1 1 / 0	31 16 / 15	10 5 / 5	0 0 / 0	10 5 / 5	0 0 / 0	65 31 / 34
3	119 58 / 61	2 1 / 1	29 16 / 13	14 5 / 9	0 0 / 0	15 5 / 10	0 0 / 0	59 31 / 28
4	128 59 / 69	1 0 / 1	33 15 / 18	21 11 / 10	0 0 / 0	11 2 / 9	0 0 / 0	62 31 / 31
5	128 65 / 63	1 0 / 1	25 12 / 13	19 9 / 10	0 0 / 0	9 6 / 3	0 0 / 0	74 38 / 36
Total	793 405 / 388	7 3 / 4	196 96 / 100	109 53 / 56	2 2 / 0	71 33 / 38	1 1 / 0	407 217 / 190

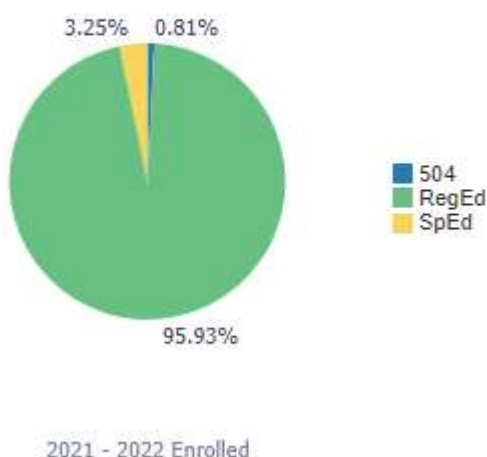
Students by Gender



Students by Ethnicity



Students by Education Status



Additional Information

	Our School	Change from Last Year
Percent of Students (7th and 8th grade) enrolled in high school credit courses	N/AV	N/A
Percent of students served by gifted and talented program	20.3	Up from 18.6
Percent of students retained	1.4	Down from 2.1
Principal's/Superintendent's/Director's years at school/district	8	Up from 7
Percent of classrooms with wireless access	100	No change
Percent of students served by 1:1 learning	100	Up from 47
Chronic Absenteeism Rate (Note: Data are from prior school year)	3.0	Down from 6.2
Percent of 8th Graders with Individual Graduation Plan (IGP)	N/AV	N/A

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

Simpsonville Elementary's Academic and Behavioral Programs

Leader in Me- We are proud to be a Leader in Me school. We began this journey in August of 2018. Leader in Me is a whole-school transformation model and process developed in partnership with educators that empowers students with the leadership and life skills they need to thrive in the 21st century. Through this transformation, the students and teacher live by the 7 Habits of Happy Kids.

Student Leadership Roles- We are proud to offer Leadership Roles to our students. We truly believe that everyone can be a leader. Students can apply for a role they desire. They are then interviewed, hired, and trained to work in this position. We have classroom Leadership Roles and School-wide Leadership Roles.

Student Lighthouse Team- Our Student Lighthouse Team is made up of students from every grade level. These students meet regularly to plan school events, make school-based decisions, and more. This team is important to our school, especially for giving our students a voice in their learning community.

Balanced Literacy- We teach literacy through Fountas & Pinnell, or F & P, a guided reading and writing model that is being implemented in all Greenville County Schools. Through guided reading/writing, small-group instruction takes place, designed to provide differentiated teaching that supports students in developing reading and writing proficiency. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress. The teacher forms a temporary group of students that are alike enough in their development that it makes sense to teach them together for a period of time.

RTI-Response to Intervention- The overall goal of RTI is to accelerate children's reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and their comprehension. Appropriate, reading tools and strategies are taught so that children can become independent and successful readers on or above grade level. The Soar to Success curriculum published by Houghton-Mifflin is used for instruction. There are 30 literature selections that include both a fiction and a non-fiction story for students. Each lesson is composed of the following components: Revisiting, Teaching, Reading, and Responding. These lessons are taught by trained staff in small groups of approximately 5 children. Through frequent benchmarking data, individual student progress is monitored in each area tested, allowing teachers to see if students are on target for meeting end of the year reading goals.

GEMS (Girl's Exceling in Math)- Simpsonville Elementary's computer lab is open each morning from 7:15-8:00 for a select group of female students to work on the First in Math program. Based on our test score data and closing the gap data, we targeted students that were within a few points of scoring Proficient or moving from Not Met to Proficient on SCREADY and invited them to attend. Parent volunteers and school staff members staff the morning lab.

ELL Program- The goal of Greenville County School's English Language Learners (ELL) Program is to provide equal educational opportunities to students who have a primary or home language other than English. The primary focus is to provide an English-rich environment, providing opportunities to reach English language proficiency as soon as possible. In order for students to receive a fluent designation, they must be proficient in the listening, speaking, reading, writing and comprehension of the English language.

Gifted and Talented Program- Beginning in grade three, students who meet the state criteria may be placed in the academically gifted and talented program. This program is called "Challenge" in Greenville County. The mission of gifted education is to maximize the potential of gifted and talented learners by providing programs and services which match their unique characteristics and needs. Mrs. Finchum, our Challenger teacher, meets the needs of all her students, working with them using many varied instructional strategies.

Knowledge Bee- Every year, our 4th & 5th grade students participate in a Knowledge Bee as part of their standardized test preparation. Students study their grade level standards to prepare for their classroom level science bee (4th grade) and classroom level social studies bee (5th grade). Classroom winners then participate in a grade level bee.

Jr. Beta Club- Jr. Beta Club recognizes 5th grade students with high academic achievement and good character. Junior Beta promotes service back to the community. We meet once a month to carry out community service projects and fundraisers that support chosen causes. Our members are responsible for completing 10 hours of community service outside of the school day.

Student Council- Our Student Council is made up of second through fifth grade students. One member from each homeroom class is chosen as a representative. Some activities that the students participate in are making and delivering Valentine's for local nursing homes, pet food drives, canned food drives, and generally pitching in whenever a need arises around the school. Their motto is "Service in Simpsonville." Student Council also organizes and leads one fundraiser a year. The money raised from the fundraiser is used for projects around the school, such as purchasing mulch for playgrounds, buying new soccer goals for P.E., replacing the broken cement benches and tables in the front and the picnic area, and more.

Good News Club- The Good News Club is an opportunity offered to our students by a local church in our community. Through these weekly meetings, students receive character lessons and devotions.

Safety Patrols- Simpsonville Elementary School continues to implement a strong Safety Patrol Program. Fifth grade students are chosen to help oversee the safety of our students as safety patrols. The primary purpose of the program is to enhance the safety of our students. In addition, this promotes the development of leadership skills and good citizenship qualities. A safety patrol's job is to model for students the safety rules that have been taught in the classroom, to encourage students in safe transitions throughout the building, and to assist students in and out of their vehicle during arrival and dismissal. Patrols receive instructions in safety guidelines and procedures during their training and regular patrol meetings.

Chorus- The SES Chorus is made up of 70 fourth and fifth graders who sing correctly on pitch. Interested students audition in the fall of each year. If accepted, rehearsals are held every Monday that we are in school from 2:30-3:15 p.m. The chorus has sung for many school and community events, including The Rotary Night of Singing at Brookwood Church, caroling at Greenville Memorial Hospital, Greenville Drive Baseball, Furman University, Hyatt Regency Hotel, The Springs Assisted Living, and more.

Run Hard Club- The Run Hard club is an eight-week running club offered to our students. This club equips students to run a 5K. During the season, students train twice a week with a focus on endurance training and the Run Hard Core Character Values.

Extended Day Program- Simpsonville Elementary offers an extended day program for our students after school. Our mission in the After-School Program is to provide each and every child with a safe and caring environment where they all can flourish. In addition, our mission is to also provide the after-school students with an environment that includes education, nourishment, and all other physical and mental needs. Students have the opportunity to work in our media center and computer lab in addition to getting homework help and enjoying outside play and/or craft activities.

CATCH School- Simpsonville Elementary is a CATCH school. CATCH stands for Coordinated Approach To Child Health. CATCH is the most proven program to prevent childhood obesity and launch kids and communities toward healthier lifestyles. Our goal is to encourage healthy choices that will not only impact students and families now, but will influence their future as well. This endeavor correlates with our school tagline; Academics + Fitness “Seal” Our Success!

Culinary Creations Menu- Our school provides students with the Culinary Creations Menu, a concept that emphasizes scratch cooking in lieu of processed foods and promotes the consumption of whole grains and fruits and vegetables. Four entrees are offered daily, and two are vegetarian choices. We also have a Vegetation Station where students can choose items daily from the soup and salad bar. All soups are made from scratch.

Data Teams/Data Centers/Data Wall- Our school places a strong emphasis on data driven instruction. Each teacher serves on their grade level data team in which they analyze and discuss common assessments for the purpose of guiding their instruction and increasing student achievement. Each classroom has a Data Center in which teachers track their student’s data and goal progression. In our atrium, we have a school-wide Data Wall in which we track school-wide data, such as tardies, absences, Great Math Race participants, and Reading Counts points.

On Track- We have an OnTrack Team, aiming to support all students’ attainment of knowledge, skills and characteristics for career and college readiness. The OnTrack Team is intended to address the needs of all students. A collaborative problem-solving team focused on keeping students on track for graduation. We utilize focus on evidence-based practices to make data-driven and student-centered decisions.

****These are just some of our programs (not events) ****

Mission, Vision, and Beliefs

Mission Statement

We are...

Successful citizens

Empowered with 21st century skills

Academic achievers

Leaders and life-long learners

Simpsonville Strong



Vision: The vision of Simpsonville Elementary is to prepare students to be productive, respectful, and responsible.

Beliefs: At Simpsonville Elementary School, we believe...

- 📖 Each student has an equal and fundamental right to an education.
- 📖 All children have significant worth and should be provided the best educational opportunities for reaching their greatest potential.
- 📖 The educational process is a partnership among students, parents, educators, and the community.
- 📖 Each child, through his/her cultural diversity, contributes to an enriched society.
- 📖 A nurturing environment encourages success in learning.
- 📖 Early school success fosters continued positive learning/achievement.
- 📖 The primary focus of education is to provide the building blocks that facilitate growth and life-long learning.

School Mascot: Seal

School Tagline: Academics + Fitness "Seal" our Success!



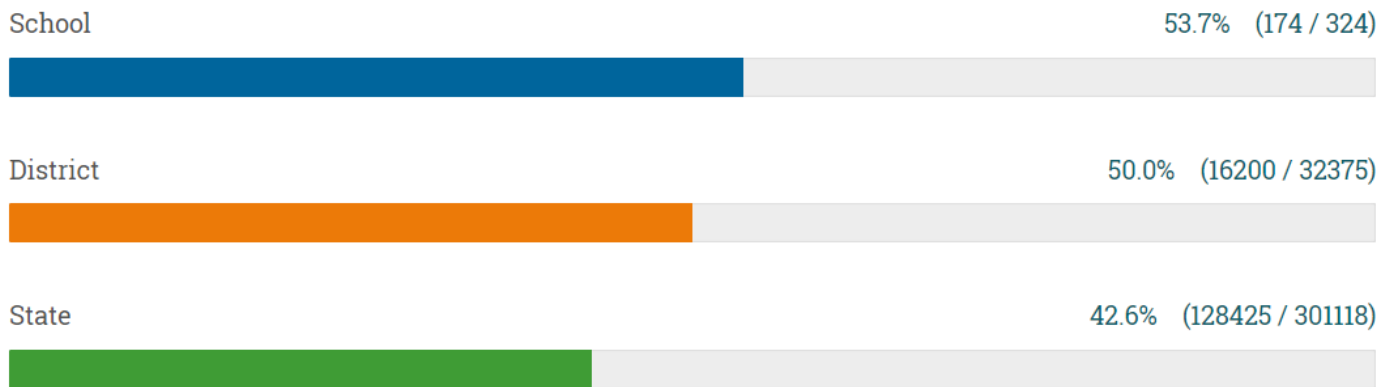
Data Analysis and Needs Assessment

Student Achievement Needs Assessment

Data Sources: SDE School Report Card for Simpsonville Elementary:
<https://screportcards.ed.sc.gov/overview/school-environment/school-quality/?q=eT0yMDIxJnQ9RSZzaWQ9MjMwMTA4MQ>

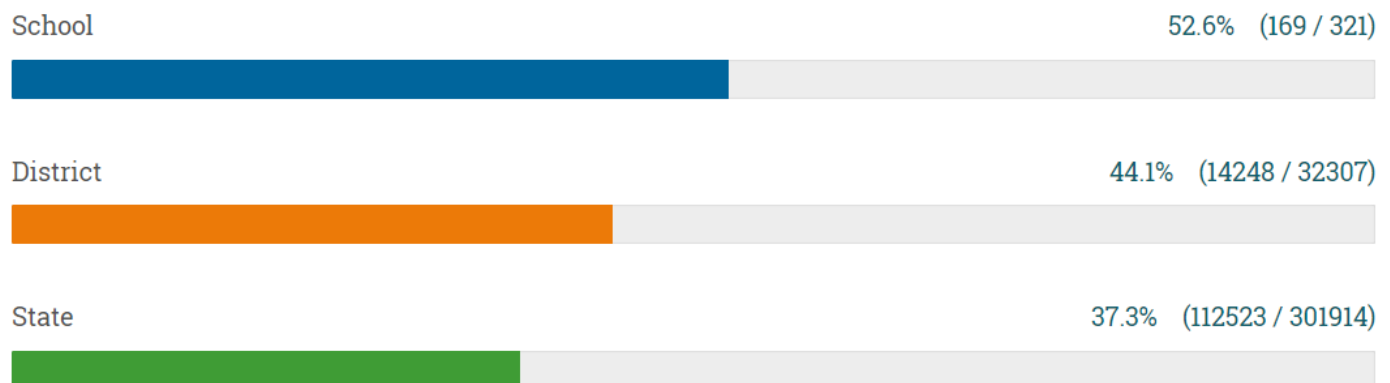
SC READY 2020-2021 Data for Simpsonville Elementary

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

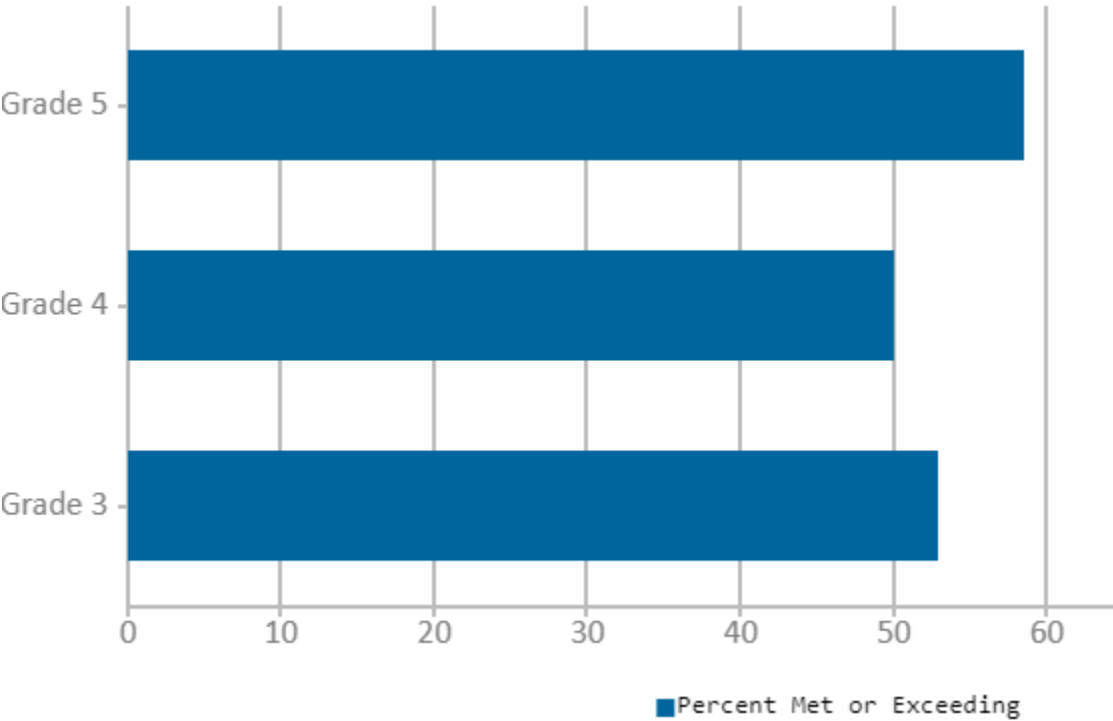


Math:

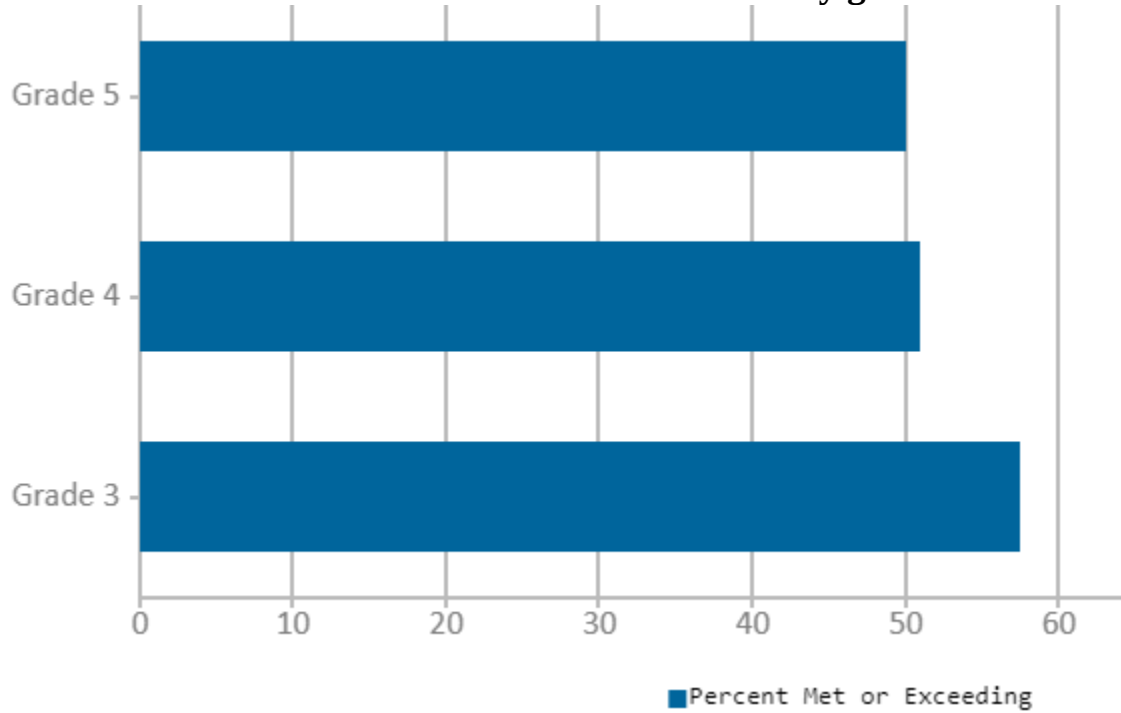
Mathematics - [Percent Met or Exceeding](#)



2020-2021 SC READY ELA Performance Scores by grade level:



2020-2021 SC READY Math Performance Scores by grade level:



2020-2021 SCPASS Data for Simpsonville Elementary

Science:

Science - [Percent Met or Exceeding](#)

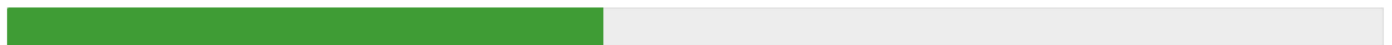
School 60.3% (70 / 116)



District 52.1% (5579 / 10711)



State 43.3% (43210 / 99859)



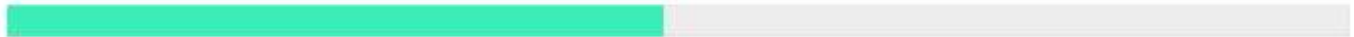
**4th grade was the only grade level assessed in science*

2020-2021 KRA Data for Simpsonville Elementary

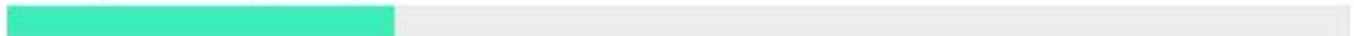
Kindergarten Readiness Assessment

Percentage of Students enrolling in Kindergarten and [Demonstrating readiness](#) to learn

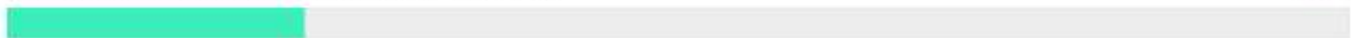
Percentage of students Demonstrating Readiness on the KRA 48.9%



Percentage of students Approaching Readiness on the KRA 28.9%



Percentage of students Emerging Readiness on the KRA 22.2%



	Our School	Our District	Statewide
Overall	48.9%	30.0%	26.8%
By Domains: (The cut score for "Overall" was used across all domains in order to provide comparative information. Does not necessarily reflect domain level readiness.)			
Language and Literacy	47.8%	34.7%	32.4%
Mathematics	53.3%	31.6%	28.3%

Teacher and Administrator Quality:

Professional Development: PD is determined by student achievement, district initiatives, teacher evaluations, and staff surveys. Some offerings are required by the school and/or district, while others are optional in order to meet the needs of individual teachers. A professional development calendar is given to teachers indicating training opportunities offered at our school. This is a condensed version of our final plan, which also includes the presenter as well as date/time of the PD. **This table contains only planned Professional Development opportunities and training sessions. This table does not include orientations, team-building meetings, planning meetings, faculty meetings, data meetings, etc. all of which occur on a regular basis.*

2021-2022 Professional Development Plan:

Title	Description	Correlation to School Goals
Collaborating and Co-Teaching for English Learners	Teachers will participate in training on working with MLs students and co-teaching with our ELL teacher	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
ACES Training	Teachers will participate in a training on Adverse Childhood Experiences & Trauma-Informed Practices.	Goal 2: Teacher/Admin Quality Goal 3: School Environment
Dreambox	Teachers will participate in a training on how to most effectively use dreambox, including using data from the program.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
On Track	Our school psychologist will lead a training on the On Track process.	Goal 2: Teacher/Admin Quality Goal 3: School Environment
SeeSaw	Stephanie Williams will lead a training on SeeSaw.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Introduction to Kami	Stephanie Williams will lead a training on Kami.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Kami II	Stephanie Williams will lead an advanced training on Kami for more ways to incorporate it into your classroom.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Math: Meanings of Operations and Problem Solving Activities	Teachers will meet with our district math specialist for...	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Math: 3-Read Strategy & Numberless Word Problems	Teachers will meet with our district math specialist for...	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Quizizz	Stephanie Williams will lead a training on Quizizz.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Math: 2-Step & Multi-Step Word Problem Strategies	Teachers will meet with our district math specialist for...	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
MAP Growth In-service	Teachers will be trained on the administration of testing, including test security, and TA guidelines	Goal 2: Teacher/Admin Quality
CogAT/IOWA In-service	Teachers will be trained on the administration of testing, including test security, and TA guidelines.	Goal 2: Teacher/Admin Quality
SC READY/ SCPASS In-service	Teachers will be trained on the administration of SCReady and SCPASS Testing, including test security, and TA guidelines.	Goal 2: Teacher/Admin Quality

School Climate Needs Assessment:

Link to 2020-2021 SDE School Report Card:

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDIxJnQ9RSZzaWQ9MjMwMTA4MQ>

2021 School Climate Survey Data for Simpsonville Elementary:

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students	Parents
Number of surveys returned	25	44	41
Percent satisfied with learning environment	96.0%	90.9%	85.3%
Percent satisfied with social and physical environment	96.0%	90.9%	77.5%
Percent satisfied with school-home relations	96.0%	92.5%	78.0%

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

Student Safety

Evaluations By Parents ⓘ	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	90.5	64
"My child's teachers and school staff prevent or stop bullying at school."	67.2	64
Evaluations By Teachers ⓘ	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	97.1	35
"The rules for behavior are enforced at my school."	65.7	35

2020-2021 SDE School Report Card: <https://ed.sc.gov/data/report-cards/>

Impact of COVID-19:

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

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

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

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

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

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

PERFORMANCE GOAL 1: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 52% in 2016-17 to 67% in 2022-23.
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	52% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	55	58	61	64	67
		School Actual Elementary 49	58	<i>waiver</i>	54		
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. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of preschool students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2021-2022	Director of Early Intervention and Student Support			Waiver
2. Use assessment data to drive instruction (test scores, formative assessments, summative assessments benchmark assessments, WIGs).	2021-2022	IC, teachers, administrators	N/A	N/A	Item analyses, data notebooks, observations, lesson plans, common planning meetings, data team meetings, WIGs
3. Provide data-driven professional development to all staff (based on SC READY data).	2021-2022	IC, administrators, district support staff	Substitutes, conference fees, travel expenses	Professional Development Budget	Strand data analyses, lesson plans, observations, data notebooks, common

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					planning meetings, data team meetings, PD plan
4. Strengthen literacy instruction through the implementation of research-based best practices.	2021-2022	IC, teachers, administrators, literacy specialist, support staff	N/A	N/A	Lesson plans, observations, coaching cycles, common planning

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

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

PERFORMANCE GOAL 2: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 52% in 2016-17 to 67% in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	52 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	55	58	61	64	67
		School Actual Elementary 54	57	<i>waiver</i>	53		
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	62	64	66	68	69
		District Actual Elementary 60	63	<i>waiver</i>	53		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use assessment data to drive instruction (test scores, formative assessments, summative assessments, benchmark assessments, WIGs).	2021-2022	IC, teachers, administrators	N/A	N/A	Item analyses, data notebooks, observations, lesson plans, common planning meetings, data team meetings, WIGs
2. Provide data-driven professional development to all staff (based on SC READY data).	2021-2022	IC, administrators, district support staff	Substitutes, conference fees, travel expenses	Professional Development Budget	Strand data analyses, lesson plans, observations, data notebooks, common planning meetings, data team meetings, PD plan
3. Offer math based programs to students (Great Math Race/GEMS).	2021-2022	IC	Ribbons and incentives for participation and progress	General Funds	Logs of student attendance/participation, artifacts from programs/meetings

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

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

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

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	61	64	67	70	73
		School Actual Elementary 58	59	<i>waiver</i>	60		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary 60	64	<i>waiver</i>	56		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use assessment data to drive instruction (test scores, formative assessments, summative assessments benchmark assessments).	2021-2022	IC, teachers, administrators	N/A	N/A	Item analyses, data notebooks, observations, lesson plans, common planning meetings, data team meetings
2. Provide data-driven professional development to all staff (based on SCPASS data).	2021-2022	IC, administrators, district support staff	Substitutes, conference fees, travel expenses	Professional Development Budget	Strand data analyses, lesson plans, observations, data notebooks, common planning meetings, data team meetings, PD plan
3. Continue the preview and review platform of social studies essential facts and hold annual Bee.	2021-2022	IC, teachers	N/A	N/A	Lesson plans, observations

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	38% Meets Expectations and Exceeds Expectations	School Projected Hispanic	41	44	47	50	53
SC READY ELA SC SDE Website		School Actual Hispanic	41	<i>waiver</i>	34.8		
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	28 % Meets Expectations and Exceeds Expectations	School Projected AA	31	34	37	40	43
SC READY ELA SC SDE Website		School Actual AA 32	49	<i>waiver</i>	30		
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	16 % Meets Expectations and Exceeds Expectations	School Projected SWD	19	22	25	28	31
SC READY ELA SC SDE Website		School Actual SWD 16	20	<i>waiver</i>	19		

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	25 % Meets Expectations and Exceeds Expectations	School Projected LEP	28	31	34	37	40
SC READY ELA SC SDE Website		School Actual LEP 38	40	<i>waiver</i>			
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	52 % Meets Expectations and Exceeds Expectations	School Projected PIP	55	58	61	64	67

SC READY ELA SC SDE Website		School Actual PIP 54	48	<i>waiver</i>	38		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	<i>waiver</i>	37		
SC READY Math SC SDE Website	36 % Meets Expectations and Exceeds Expectations	School Projected Hispanic	39	42	45	48	51
SC READY Math SC SDE Website		School Actual Hispanic	37	<i>waiver</i>	52.2		
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	29 % Meets Expectations and Exceeds Expectations	School Projected AA	32	35	38	41	44
SC READY Math SC SDE Website		School Actual AA 36	48	<i>waiver</i>	26		
SC READY Math SC SDE Website	29% 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	15 % Meets Expectations and Exceeds Expectations	School Projected SWD	18	21	24	27	30
SC READY Math SC SDE Website		School Actual SWD 16	16	<i>waiver</i>	16		
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	17 % Meets Expectations and Exceeds Expectations	School Projected LEP	20	23	26	29	32
SC READY Math SC SDE Website		School Actual LEP 40	32	<i>waiver</i>			
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	54 % Meets Expectations and Exceeds Expectations	School Projected PIP 54	57	60	63	66	69
SC READY Math SC SDE Website		School Actual PIP 46	46	<i>waiver</i>	37		

SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual PIP 38	43	<i>waiver</i>	38		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use On Track to GCSource to closely and regularly monitor academic performance of subgroups.	2021-2022	Instructional coach, literacy specialist, teachers, administrators, school counselors, resource teachers, special education teachers	N/A	N/A	Reports, notes/minutes from admin meetings, progress monitoring
2. Continue support services and enrichment programs for demographic groups, including GEMs (Girls Excelling in Math), True North Club (male literacy group), and more.	2021-2022	Instructional coach, literacy specialist, teachers, administrators, school counselors, resource teachers, special education teachers	N/A	N/A	Attendance logs from group meetings, notes/minutes, pictures from meetings, reports, progress monitoring
3. Mentoring and tutoring programs, such as Big Brother-Big Sister	2021-2022	Teachers, administrators, school counselors	N/A	N/A	Attendance/participation logs, photographs, reports, progress monitoring

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	School Projected		Kindergarten through Grade 5 = 75 or above	Kindergarten through Grade 5 = 78 or above	Kindergarten through Grade 5 = 81 or above	Kindergarten through Grade 5 = 84 or above
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 = 72	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Kindergarten through Grade 5 = 66		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten = 44 or above Grade 1 = 65 or above	Kindergarten = 47 or above Grade 1 = 68 or above	Kindergarten = 50 or above Grade 1 = 71 or above	Kindergarten = 53 or above Grade 1 = 74 or above

	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute	School Actual	Kindergarten = 41 Grade 1 = 62	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.</i>	Kindergarten = 28 Grade 1= 58		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	School Projected		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32 % or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	School Actual	Grade 2 – 42% Grade 5 – 40%	Grade 2 – 47% Grade 5 – 40%	Grade 2 – 52% 5 th grade data point not available - School Board decision to waive 5 th grade testing	Grade 2 – 41% 5 th grade data point not available - School Board decision to waive 5 th grade testing	
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	District Projected		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.</i>	K-5 57%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	District Projected		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above

	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	District Actual	5K – 50% Grade 1 – 55%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.</i>	5K – 28%% Grade 1 – 46%		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	District Projected		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5 th grade data point not available - School Board decision to waive 5 th grade testing	Grade 2 – 37 % 5 th grade data point not available - School Board decision to waive 5 th grade testing	

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. R.43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2021-2022	Director of Early Intervention and Student Support			Waiver
2. Data teams will meet to collect and analyze data, establish goals and look-fors for students, plan enrichment, guide literacy instruction, and create action plans for students. Data to be analyzed will include F&P, Fastbridge, MAP, Mastery Connect, in-class assessments.	2021-2022	IC, teachers, administrators	N/A	N/A	Item analyses, data notebooks, observations, lesson plans, common planning meetings, data team meetings, assessment and data reports
3. Utilize a system for helping parents understand how they can support the student as a reader at home,	2021-2022	IC, teachers, administrators,	N/A	N/A	Notes/minutes/agendas from meetings and/or

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
opportunities for involvement with literacy development include parent workshops, parent conferences, and newsletters.		school counselors, literacy specialist			conferences, newsletters
4. Continue with intervention such as RTI and LLI.	2021-2022	Reading interventionists	Cost of kits	General Funds	Data reports, progress monitoring

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	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 = yes/no Ethnic Diversity = yes/no	
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 = % Ethnic Diversity = %	

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue with monthly mentoring meetings with new teachers. Secure a state-trained mentor in every grade level/specialty area by adding a trained mentor in grades 2 and 5.	2021-2022	Instructional Coach	N/A	N/A	Meeting agendas/minutes, certificate of completion of state mentor training
2. Provide research-based PD and best practices in the areas of ELA, Math, Science, and Social Studies based on 2018 state assessment scores.	2021-2022	IC, administrators, district support staff	Substitutes, conference fees, travel expenses	Professional Development Budget	Strand data analyses, lesson plans, observations, data notebooks, common planning meetings, data team meetings, PD plan
3. Continue Coaching Cycles with all teachers.	2021-2022	Instructional Coach	N/A	N/A	Lesson plans, observations, coaching cycle notes/logs, common planning
4. Attend Shining Stars annual recruitment event for the purpose of finding diverse, qualified teachers to interview for available teaching positions.	2021-2022	Instructional Coach/Principal	N/A	N/A	Annual employment report, interview logs, resumes

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	94	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 91.8	92	waiver	97.7		
SC SDE School Report Card Survey	92	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Teachers 90.2	97.1	<i>waiver</i>	100.0		
SC SDE School Report Card Survey	86	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 90	90.5	<i>waiver</i>	90.3		
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>waiver</i>	93		
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>waiver</i>	98		

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Share School Safety Plan with stakeholders.	2021-2022	Administrators	N/A	N/A	Safety plan, newsletters, agendas/minutes from SIC, PTA, GAC, staff meetings
2. Continue school safety practices such as regular safety drills, regular safety evaluations, and school resource officers on site.	2021-2022	Administrators, maintenance staff	N/A	N/A	Maintenance department checklists, photographs, response logs
3. Continue school safety programs such as Safety Patrols, and Safe & Healthy Kids Night.	2021-2022	Teachers, administrators	Program supplies	General Funds	Agendas/flyers from Safe & Healthy Kids Night, photographs, safety patrol rosters

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) 0.0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0.0	0.0	0.0	0.0		
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

GCS Expulsion Report		District Actual 0.8	1.5	0.9	0.3		
----------------------	--	-------------------------------	-----	-----	-----	--	--

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0.0	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		School Actual 0.0	0.0	0.0	0.0		
	(2016-17) .04	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		District Actual .04	.10	.03	.004		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use GCSource to closely and regularly monitor student behavior.	2021-2022	Leadership Team, On Track Team	N/A	N/A	Leadership meeting minutes
2. Decrease disciplinary referrals by encouraging positive behavior through Positive Referrals, RAMP behavior goals, and student participation in programs/leadership opportunities such as student council, news crew, school store, SES post office, safety patrol, etc.	2021-2022	Leadership Team, administrators, teachers, school counselors	Program supplies/incentives	General Funds	Awards Day agendas, leadership meeting minutes, conference logs, participation logs, advertisements, applications, LIM leadership opportunity log
3. Continue Anti-Bullying Program at SES.	2021-2022	Administrators, teachers	Program supplies/incentives	General Funds	Leadership meeting minutes, participation logs

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	90	90	90	90	90
		School Actual 88	88	95	<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. Continue positive programs such as Kindness Matters Week, SES Pay it Forward, Buddy Benches, and our Anti-Bullying program.	2021-2022	Administrators, teachers	Program supplies/incentives	General Funds	Leadership meeting minutes, participation logs
2. Continue regular and consistent communication with families through conferences, positive phone calls, classroom newsletters, principal newsletters, and more.	2021-2022	Leadership Team, administrators, teachers, school counselors	N/A	N/A	Leadership meeting minutes, contact/conference logs, copies of newsletters
3. Increase family and community involvement through school-based events, such as Lunch and Learn workshops for parents, STEAM Night, Real Men Read, Safe & Healthy Kids Night, Positive Partnerships and more.	2021-2022	Leadership Team, administrators, teachers, school counselors	Event supplies	General Funds	Event agendas/programs, participation log, event flyers, correspondence
4. Use GCSource to closely and regularly monitor student attendance, behavior, and grades to identify areas of concern to be expressed to students in a positive, caring way.	2021-2022	Leadership Team, On Track Team	N/A	N/A	Leadership 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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 96	School Projected 95	95	95	95	95	95
180 th day Attendance Report		School Actual	96	94	93		
	(2016-17) 95	District Projected	95	95	95	95	95
180 th day Attendance Report		District Actual 95	95	96	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use GCSource to closely and regularly monitor student attendance.	2021-2022	Leadership Team, On Track Team	N/A	N/A	Leadership meeting minutes
2. Expand Graduation Plus initiative through programs/support focused on college and career readiness to encourage attendance.	2021-2022	School counselors, Leadership Team	N/A	N/A	Career day agendas, counselor meeting minutes, leadership meeting minutes, lesson plans
3. Encourage attendance through awards day recognition, an attendance blitz, administrative conferences with parents for those with excessive absences/tardies, and support through RAMP attendance goals, Leader in Me.	2021-2022	IC, School counselors, Administrators	Ribbons/ incentives	General Funds	Awards Day agendas, leadership meeting minutes, conference logs, participation logs, LIM leadership opportunity log

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 ≤ 2 Lonely ≤ 13 Angry ≤ 6	Afraid ≤ 2 Lonely ≤ 13 Angry ≤ 6	Afraid ≤ 4 Lonely ≤ 10 Angry ≤ 4	Afraid ≤ 4 Lonely ≤ 9 Angry ≤ 4	Afraid ≤ 4 Lonely ≤ 8 Angry ≤ 3
		School Actual Afraid – 2% Lonely – 14% Angry – 7%	Afraid ≤ 2% Lonely ≤ 14% Angry ≤ 7%	Afraid ≤ 2% Lonely ≤ 13% 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>
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>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School counselors will teach whole-group classroom lessons on how to recognize and manage feelings of anger, loneliness, and fear.	2021-2022	School counselors	N/A	N/A	Lesson plans, photographs, anecdotal notes/records, surveys and inventories
2. As students are identified by school counselors, teachers and administrators, our site-based Mental Health Counselor will work with students and faculty using evidence-based practices to support positive outcomes with mental health needs.	2021-2022	Teachers, administrators, Mental Health Counselor, school counselors	N/A	N/A	Anecdotal notes/records from teachers, administrators, Mental Health Counselor, and school counselors, communication logs
3. Raise teacher awareness by providing information and resources on mental and social/emotional health so classroom teachers know how to support students who express feeling afraid, lonely, and/or angry.	2021-2022	Teachers, administrators, Mental Health Counselor, school counselors	Program supplies	General Funds	Observations, anecdotal notes/records, assessments, behavior data
4. Leadership opportunities and character development will be provided through the Leader in Me initiative.	2021-2022	Teachers, administrators, instructional coach, school counselors	Program supplies/incentives	General Funds	LIM documents, program rosters/attendance logs, anecdotal notes, photographs