



Slater-Marietta Elementary School



School Portfolio

Scope of Strategic Plan: 2018-19 through 2022-23
Annual Update for 2021-2022

Slater-Marietta Elementary

100 Baker Circle ~ Marietta, SC 29661

Phone: 864-355-2000

"Honoring the Past, Building the Future!"

George Champlin, Principal

Dr. W. Burke Royster, Superintendent

Greenville County Schools

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: *Slater - Marietta 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	<i>W. Burke Royster</i>	April 26, 2022
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

<i>George S. Champlin</i>	<i>George S. Champlin</i>	<i>April 26, 2022</i>
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek	<i>Roger D. Meek</i>	April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Tasha Cisson	<i>Tasha Cisson</i>	<i>April 26, 2022</i>
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

<i>Elizabeth Nix</i>	<i>Elizabeth Nix</i>	<i>April 26, 2022</i>
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS:

SCHOOL TELEPHONE: (864)

PRINCIPAL E-MAIL ADDRESS:

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	George Champlin
2. Teacher	Audra Fortune
3. Parent/Guardian	Tasha Cisson
4. Community Member	Terry Eihl
5. Paraprofessional	Dawn Caldwell
6. School Improvement Council Member	Chris McCarrell
7. Read to Succeed Reading Coach	Elizabeth Nix
8. School Read To Succeed Literacy Leadership Team Lead	Elizabeth Nix
9. School Read To Succeed Literacy Leadership Team Member	Jenna Key

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

School Literacy Leadership Team for Read to Succeed

Position	Name
<i>Administrative Assistant</i>	<i>Candice Stanton</i>
<i>Instructional Coach</i>	<i>Jenna Key</i>
<i>School Counselor</i>	<i>Kristin Krinock</i>
<i>Literacy Coach</i>	<i>Elizabeth Nix</i>

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)]

X **Academic Assistance, PreK–3**

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

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

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

X **Parent Involvement**

The 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.

X **Staff Development**

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

X **Technology**

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

X **Innovation**

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

X **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.

- X** **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.
- X** **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.
- X** **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.
- X** **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.
- X** **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.
- X** **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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Introduction

Slater-Marietta's portfolio serves to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability. Our portfolio is a living document that describes Slater-Marietta 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 client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our action plan for the purpose of increasing student learning-our ultimate outcome.

The school and community members were invited to participate in developing the narrative for our plan. Staff meetings, grade-level planning, the Parent-Teacher Association (PTA) meetings, and the School Improvement Committee (SIC) are all used to communicate the results of research data and to generate ideas about integrating the school's vision across the curriculum. PTA meetings, teacher web sites and weekly newsletters communicate pertinent information to the community.

Core Task Team	Role	Stakeholder Involvement
School Profile	Describe Slater-Marietta and the special features of our campus	W. Looper, M. Gregg, R. Bowns, M. Lindsey
Mission, Vision, and Beliefs	Explain why we do the things we do	G. Champlin, M. Nelson, J. Kelly, A. Sanders, T. Eihl, S. Catoe
Student Achievement	Analyze academic data and track trends over time. Provide input for Action Plan	G. Champlin, A. Sanders, L. Hardy, D. Dunlap
Teacher and Administration Quality	Target a goal with strategies that promotes student achievement	Cagle, J. Childs, G. Patton, J. Key, C. Stanton, G. Champlin
School Climate	Analyze survey results. Provide input for Action Plan	L. Mlay, K. Greene, A. Fortune, B. Lee, K. Krinock
Action Plan	Document strategies and timeline for continuous improvement	D. Seyffert, C. Stanton, E. Nix, C. Isbell, J. Key
Challenges and Accomplishments	Describe endeavors that document success. Define problems and offer possible solutions.	Stanton, J. Key, K. Rawson, L. Mlay
Professional Development	Provide a Professional Development focus based on teacher input and tracked data.	J. Key, C. Stanton, E. Nix, S. Bennett

Executive Summary

This section is comprised of data describing our school profile. We interpreted and analyzed the demographics of our local community and student population. As part of an ongoing effort to identify Slater-Marietta's strengths and weaknesses, data was collected from various sources such as test scores, surveys, and the NSSE (National Study of School Evaluation).

Student Achievement

The student Learning Data section examines data over a period of 5 years in order to adjust strategies to improve student achievement. Presented in this section are findings from the data used. The assessments used include:

- PALS – Four year old Kindergarten
- KRA – Five year told Kindergarten (Initial Benchmark used for planning of differentiated instruction through the year)
- FastBridge – K5 through Second Grade
- IOWA/Cog-At – Second Grade
- SC READY (ELA and Math) – Third through Fifth Grade
- SCPASS (Social Studies and Science) – Fourth and Fifth Grade
- MAP Testing – First, Second and Fifth Grade
- TE.21 MasteryConnect Benchmark Assessments – First through Fifth Grade
- Standards Based Common Formative Assessments – K5 through Fifth Grade
- Fountas and Pinnell Benchmarking Assessment – K5 through Fifth Grade

SC READY 2017 Results:

ELA – 40%

Math – 39.7%

SC READY 2018 Results:

ELA – 35.3%

Math – 49.3%

SC READY 2019 Results:

ELA – 48.7%

Math – 59.2%

Needs Assessment for Teacher and Administrator Quality

- 2 Administrators
- 27 Teachers
- 16 Support Staff
- 52% of the teachers have earned a Master's Degree
- 1 Teacher has National Board Certification
- 100% of teachers hold "Highly Qualified" Status

Needs Assessment for School Climate

- The students saw the strengths of Slater-Marietta's climate to be one where the teachers care about the students, they expect good behavior and work, and the school is safe and clean.
- The students felt the areas to improve are student behaviors in the classroom.
- Parents felt the strengths of the school climate are a safe learning environment and facilities to support learning.
- Almost all parents are satisfied with the learning, social, and physical environment as measure by the State Report Card Survey, but feel there is room for improvement in home/school relationships.
- Teachers felt the strengths of the school climate were the culture and community feel of the school, the interventions that we have in place, and the comradery between coworkers.
- Teachers felt the areas to improve are transparency, support, and communication.

Significant Challenges from the past 3 years

- Unmet physical and/or mental health needs
- Lack of early childhood stimulation
- Lack of resources and/or support from home
- High number of absences and/or tardies
- Lack of sleep, adequate nutrition, and general care
- Learning haps due to school closures
- Student motivation

Significant awards, results, or accomplishments for the past 3 years

- 2019 – Absolute Rating of “Good” on our school report card
- 2019 – Slater received the Palmetto Silver
- Slater-Marietta Certified Green Steps School
- Cliff's Valley residents volunteered around 3,000 hours
- Curriculum-based PTA Events
 - *S.T.E.A.M. Nights*
 - *Literacy Nights*
 - *Math Nights*
- Spring Sing participants
- Safe Kids Safe School Awards
- Smart Arts Program for the Metropolitan Arts Council
- After School Programs
- North Greenville University's Professional Development School
- Terrific Kids Program
- Certified Wildlife Habitat
- “Muddy Sneakers” School

SLATER-MARIETTA ELEMENTARY SCHOOL PROFILE

Honoring the Past, Building the Future!

Community Characteristics

Slater-Marietta is a K4 to fifth grade elementary school located in northern Greenville County in the city of Marietta, South Carolina. The current school facility, built in 2003, consists of 27 regular classrooms as well as one computer lab, science lab, music room, art room, media center, cafeteria, and a breezeway that attaches to the original gymnasium from the previous Slater High School. The student attendance rate of 92.37% is an average for our school. We currently have approximately 354 students in attendance.

Slater-Marietta serves all children in the four rural towns of Marietta, Slater, Cleveland, and the unincorporated areas of Travelers Rest. The primary industry of the immediate area is textiles. Several sewing plants, commercial farms, and smaller business are located in the area.

The majority of the students enrolled come from the community that thrived during the textile era. Changing industry, unemployment, poor housing conditions, limited education, and dependence on assistance programs have affected many families. The demographics reflect a range from low to middle socioeconomic levels. About one quarter of the students come from single parent homes, over a third of the parents did not complete high school and around 50% are high school graduates.

The demographics of Slater-Marietta Elementary indicate there is an overwhelming need for parental involvement in the development of parenting skills, in the students' education and positive school/parent communication techniques. Slater-Marietta was a Title 1 school from 2009-2017. Slater-Marietta lost Title 1 funding the summer of 2017. Our school guidance counselor and social worker also contribute to our community involvement. An adult continuing education facility is located in the neighboring Slater Hall to help parents complete their education by earning a GED.

The Staff of Slater-Marietta Elementary

Slater-Marietta benefits from the knowledge of experience teachers combined with the enthusiasm and idealism of young teachers. Our highly-qualified and dedicated teachers and staff are committed to the students of Slater-Marietta Elementary

School Leadership

George Champlin is the principal of Slater-Marietta. Mr. Champlin began his career as an assistant principal for 8 years at Heritage Elementary School. Mr. Champlin has served as an elementary school principal for seven years, all at Slater-Marietta.

Candice Stanton is the Administrative Assistant at Slater-Marietta. She joined the faculty at the start of the 2014-2015 school year. Mrs. Stanton served at Thomas E.

Kerns Elementary as an Instructional Coach for 5 years before joining the Slater-Marietta staff. Mrs. Stanton has a Bachelor's Degree from Clemson University, a Masters Degree in Education from Converse College, and an Educational Specialist Degree in Administration from Converse College.

Jenna Key is our Instructional Coach and joined the staff at Slater-Marietta in 2017. She graduated from North Greenville University earning her bachelor's degree in Elementary Education and then from Clemson University earning a Masters in Teaching and Learning with an Emphasis on English as a Second Language.

Kristin Krinock, our counselor, attended Nova Southeastern University and received a B.S. in Psychology and a M.Ed. in Elementary School Counseling from Clemson University. She is also a member of the Palmetto State School Counselors Association. Mrs. Krinock worked at Greenbrier Elementary full-time for 4 years and then part-time between Greenbrier and Plain Elementary for 2 years before coming to Slater-Marietta.

School Personnel Data

There are twenty-seven teachers at Slater-Marietta Elementary School who are highly qualified according to the No Child Left Behind Act of 2002. According to the State of South Carolina Annual School Report Card for 2019, Slater-Marietta has 52% of teachers with advanced degrees, 78.6% continuing contract teachers, and 70.8% returning from the previous year. Teacher attendance in our school is 95.6%. The average professional development days per teacher are 12. Slater-Marietta has a faculty consisting of: principal, administrative assistant, 16 classroom teachers in grades 4K-5th, 1 special education class, 2 full-time teachers of special education, a part-time teacher who serves the gifted and talented students, a speech pathologist and one ESOL teacher. All two kindergarten and K4 classes have paraprofessionals. We also have an art teacher, music teacher, physical education teacher, media specialist, and two part-time interventionists, and a speech teacher. The school personnel are also comprised of a Guidance Counselor, Instructional Coach, full time nurse, attendance clerk and secretary.

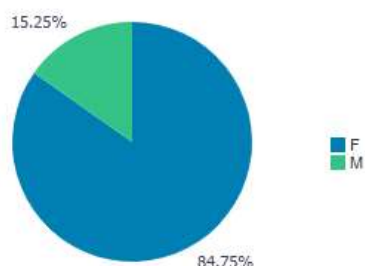
Our teachers have a wide range of teaching experience. Fifty-six percent of our teachers have been teaching less than 10 years. Sixty-three percent of teachers have in excess of 20 years' experience in the classroom. One teacher holds National Board Certification. Most of the teachers are certified in either Early Childhood or Elementary Education, and some hold multiple certifications.

Classroom Environment

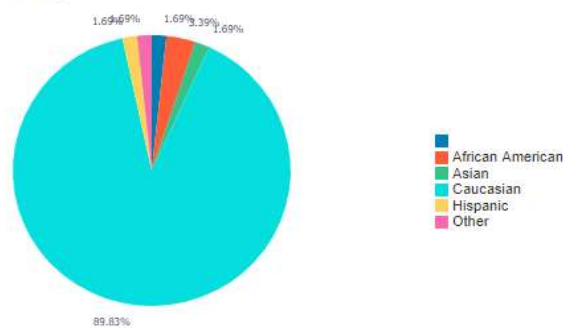
	Our School	Change from Last Year
Total Number of Teachers	22	Down from 28
Teacher attendance rate	95.6	N/A
Average teacher salary	\$58,090	Up from \$55,888
Percent of teachers returning from previous year - current year	70.8	Down from 80.8
Percent of teachers returning from previous year - three year average	76.1	Down from 83.7
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Prime instructional time	88.7	N/A
Student-teacher ratio in core subjects	26.9 to 1	N/A
Percent of inexperienced teachers teaching in core classes	20.0	Up from 10.5
Number of inexperienced teachers teaching in core classes	3	Up from 2
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

ESSA regulations require states to post on their report cards information about teachers with emergency or provisional credentials. South Carolina does not award emergency or provisional credentials, thus that metric is not listed.

Staff by Gender



Staff by Ethnicity



Mentoring Program for New Teachers to Slater-Marietta

Slater-Marietta Elementary has a new teacher mentoring program in place. When a new teacher is hired, they are assigned a mentor. The mentors' duties include instructional, procedural, emotional, managerial, parental, and personal support. Each mentor and new staff member meet monthly to review specific needs.

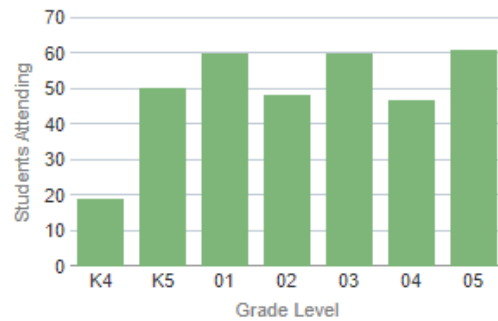
Student Population

Currently, 345 students are enrolled at Slater-Marietta in K4-5th grade. According to PowerSchool, the ethnic distribution of our school includes: 7.8% Hispanic/Latino, 84.6% White, 2.0% African American, 4.3% multiracial, and 0.9% Asian. Though many of our students are driven to school or walk, students are also transported to school on four regular education busses, one special education bus

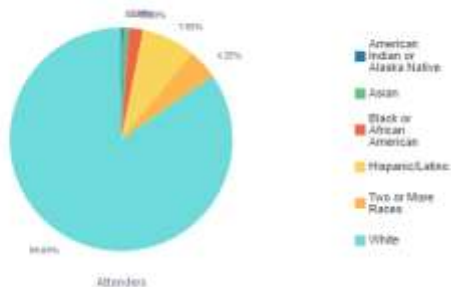
and local day-care facilities. The student attendance rate is 92.37%. The school's retention rate is 2.6%. The percent of students served by Gifted and Talented is 12.8%. Students classified with disabilities other than speech is 21.9%. 6% of students qualify for ESOL (English for Speaker of Other Languages). 15% of students attend Speech.

Membership by Grade Level

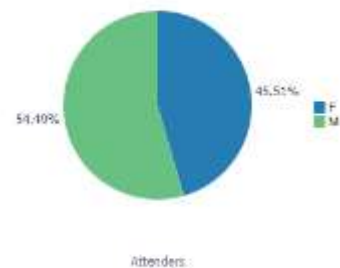
GradeLevel	Members	% of Total
K4	19	5.5%
K5	50	14.5%
01	60	17.4%
02	48	13.9%
03	60	17.4%
04	47	13.6%
05	61	17.7%
Grand Total	345	100.0%



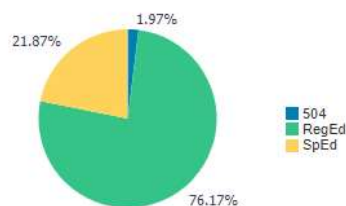
Students by Ethnicity



Students by Gender



Students by Education Status



Academic and Behavior Features

The teaching staff at Slater-Marietta Elementary School continually seeks opportunities to strengthen our practice. Slater-Marietta Elementary was excited to partner with Greenville County Schools, The Cliff's Communities and our PTA to provide a Chromebook to all students from K4 through 5th grades. This initiative continues to allow us to teach our students how to use technology as an instruction tool from a very early age. Specific emphasis is also being directed toward looking at each standard individually and teaching with increased rigor.

Balanced Literacy:

In June 2012, our faculty received training in Balanced Literacy model founded by renowned literacy experts Irene Fountas and Gay Su Pinnell. This systematic approach to literacy includes teachers instructing students in whole group, small groups, and individually. Teachers match books and texts to students at their levels, making instruction more individualized and meaningful.

Response to Intervention (RTI):

Due to the changes in the federal IDEA laws for identifying students for placement in a special education class, the Greenville County School District has developed a Response to Intervention plan to help remediate at-risk students before they fail and provide a more accurate identification of students with learning disabilities. Identification of students in 5K is done with the FastBridge Assessment which is given in the fall. Students in 1st are identified using the benchmarking system through Leveled Literacy Intervention. Those students identified are served until results of ongoing progress reports show that they are no longer in need of intervention help. RTI is fully implemented this year, in reading, for Kindergarten through First Grade.

Team Planning:

Teacher collaboration is essential to creating a pervasive, consistent, and rigorous curriculum. Our grade level teams have five common planning times each week that are used for team planning. Through the use of common assessments, grade levels monitor and discuss student progress and adjust plans as needed. Plans are written through a backwards planning format using Learning Focused unit planning.

Technology:

We believe technology is a valuable tool to help students learn. Every classroom, as well as the media center, computer lab, and science lab, is equipped with a Promethean Board (interactive whiteboard). Teachers also have access to Promethean items such as ActivExpressions and ActiVotes

which help to engage learners in academic tasks by letting them remotely answer questions through selecting a multiple choice answer or texting a response. Slater-Marietta became 1:1 in the 2018-2019 school year. All students in Grades 2-5 received their own Chromebooks. Teachers will receive training on how to implement these devices in the classroom and how to provide instruction using these devices. Located in the media center is a Chromebook cart consisting of 28 Chromebooks. This is available for checkout to all of the classes in the school. The school is moving towards the use of Google Apps in the classroom, such as Google Classroom, Google Drive, and Google Slides. Many computer programs are used to aid student achievement. For younger students, Raz-Kids is available for academic growth. This is a program designed to increase reading performance through leveled reading activities. For the students in the older grade levels, IXL is available. This program targets the subjects of language arts, math, social studies and science and provides a host of leveled activities for each academic area.

Character Education

Building character is an essential component in becoming responsible citizens. Our guidance counselor spends time teaching character education lessons using the 7 Habits of Happy Kids in each teacher's classroom once a month. We also support character education programs, such as Terrific Kids.

Extra-Curricular Activities

Upper elementary students who have demonstrated responsible behaviors, both academically and in character, have the opportunity to participate in extracurricular activities. Our fifth grade students create and produce our news morning show with the help of our challenge teacher and media specialist. This morning show gives students the opportunity to showcase their talents along with giving them responsibility outside of the classroom. Additional activities include:

- Chorus
- Safety Patrols
- Soccer Club

Coordinated School Health

At Slater-Marietta, we are dedicated to keeping our students and staff safe and healthy. Our school participates in the Coordinated Approach to Child Health (C.A.T.C.H.) and the Safe Kids Upstate programs. Starting with the 2013-14 school year, we became a culinary school and established a wellness team to promote healthy choices for both students and staff. Our safe and healthy programs and initiatives include:

- Safety Patrols
- Red Ribbon Week

- Field Day
- Jump Rope for Heart (American Heart Association)
- Go-Slow-Whoa foods in the cafeteria

Academic Excellence

We feel it is important to encourage and celebrate academic excellence with our students. Our academic programs and initiatives include:

- MasteryConnect using the Te.21 test - This is given three times throughout the year to provide the teachers and school with data on their academic achievements.
- Quarterly academic and attendance awards
- American Education Week Celebration

Parent Involvement

Parents are of vital importance to us and we grow and nurture their children. We feel a strong relationship is necessary for student success. Our parenting programs reflect the needs expressed to us by our parents and include:

- Math, Science and Literacy nights
- Parent Volunteer Program

OnTrack Initiative

During the 2018-2019, Slater will be implementing the OnTrack approach 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.

Mission, Vision, and Beliefs

Mission Statement of Slater-Marietta Elementary School

Slater Marietta Elementary provides a quality education to build responsible, productive citizens, and future leaders.

Vision

We envision our children to become productive and responsible citizens who have been socially and academically prepared to tackle the challenges of their lives and be collaborative learners, engaged students and productive citizens. To achieve this goal, the school climate and classroom environments will be structured so that students will be encouraged to foster positive constructive relationships with their peers that will allow them to work together and attain academic success. This will lead students towards being highly engaged in their work and developing a personal interest in producing quality products in multiple mediums that focuses on established curriculum. Finally, this will empower Slater-Marietta students to actively participate in a positive and productive manner during their elementary education years and beyond.

Beliefs

We believe:

- All students can learn.
- All students can learn best in a safe, nurturing environment that is supportive and inviting.
- All students should be active participants in the educational process, and assume increased responsibility for learning and problem solving.
- All students can be productive life-long learners with the support of their home, school, and community.
- All students have the right of equal access to educational opportunities.
- All students' education includes social, emotional, intellectual, emotional, physical, and character development.

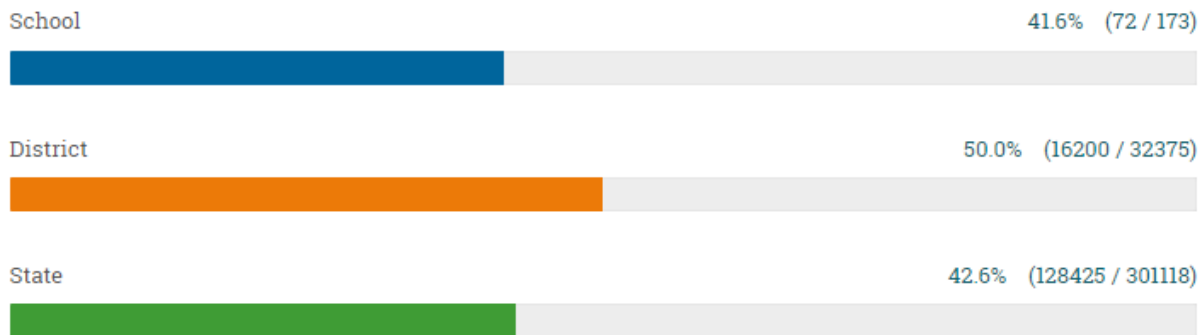
Data Analysis and Needs Assessment Student Achievement

Slater-Marietta relies on test scores from the SC Ready State Assessment, Palmetto Assessment of State Standards (PASS), Measuring Academic Progress (MAP), TE21 through MasteryConnect, and the Iowa Basic Skills (ITBS) Test to assess student achievement. Slater-Marietta sets high achievement expectations for our students. We are committed to NCLB guidelines. We want to continually improve student performance on standardized tests.

Student Achievement Needs Assessment

SC READY ELA 2020-2021

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



Based on 2020-2021 SC READY ELA:

3rd Grade

- 56% Did Not Meet or Approached expectations
- 44% Met or Exceeded expectations

4th Grade

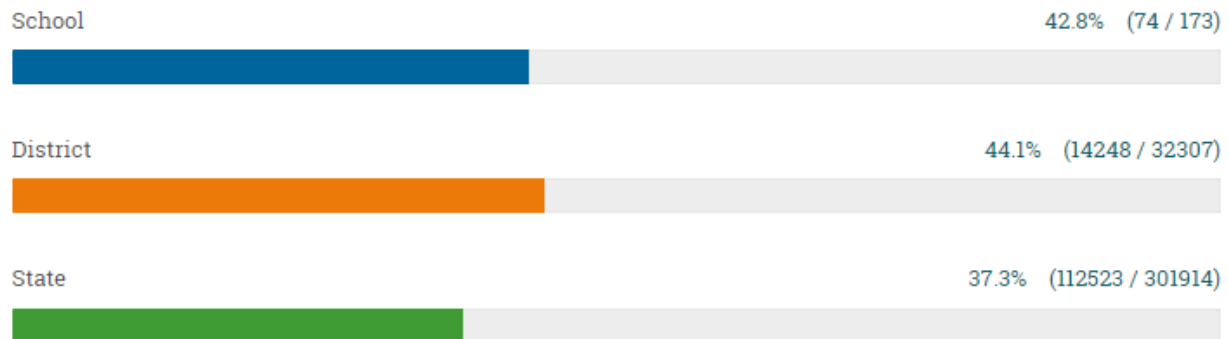
- 63.2% Did Not Meet or Approached expectations
- 36.8% Met or Exceeded expectations

5th Grade

- 56.1% Did Not Meet or Approached expectations
- 43.9% Met or Exceeded expectations

SC READY Math 2020-2021

Mathematics - [Percent Met or Exceeding](#)



Based on 2020-2021 SC READY Math:

3rd Grade

- 59.2% Did Not Meet or Approached expectations
- 40.8% Met or Exceeded expectations

4th Grade

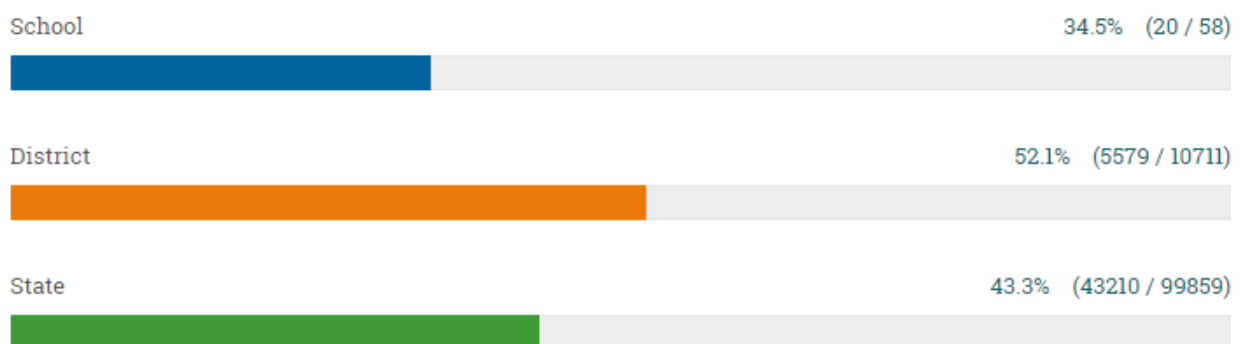
- 62.1% Did Not Meet or Approached expectations
- 37.9% Met or Exceeded expectations

5th Grade

- 51.5% Did Not Meet or Approached expectations
- 48.5% Met or Exceeded expectations

SCPASS Science 2020-2021

Science - [Percent Met or Exceeding](#)



Based on 2018-2019 SCPASS Science:

4th Grade had 34.5% Met or Exemplary on the 2020-2021 SCPASS Science

Teacher and Administration Quality

Based on our data, we have considered what direction we need at our school in order to accomplish meeting the demands of the school and district priority initiatives.

1. Offer more individualized professional development sessions and mentoring that is focused on both district and school wide initiatives.
2. Increase the communication and collaboration among all staff throughout the school.
3. Expand professional resources, especially in the areas of educational research and best practice methods, for all staff to use.

Professional Development

On-going professional development activities are aligned with the school goals. The Professional development calendar provides school staff with opportunities both to improve personal performance and to learn the new skills they need to reform the school culture and support the development of a true learning organization.

Approach

As we reviewed areas in our program needing improvement, it was evident that our professional development efforts should have a common focus. Professional development opportunities are based upon the implementation of state standards, improvement in writing and Balanced Literacy instruction as well as to support our school goals.

Using the findings listed in previous sections of our portfolio, we decided on several strategies and activities that would help close the gap in student achievement.

2021-2022 PD Calendar

As a whole staff we have decided to “build and refine” on our existing programs this year. For some trainings, we will be using the station approach to provide different trainings in one PD session. We will also have days where you can choose a different tier of technology training to attend based on your mastery level.

Full Faculty Professional Development Faculty Council Committees
 Professional Development Technology Grade Level Meetings Greenwave Club
 Read 2 Succeed OnTrack/RTI

DATE/TIME & PORTAL LINK	PRESENTER	TYPE OF PD/Agendas	FOCUS
SUMMER			
AUGUST			
August 13, 2021 (Tech)	Jenna key	Introduction to Google Classroom and Lesson Planet	Technology
August 13, 2021	Key and Stanton	MAPGrowth STC Training	Technology
August 28, 2021	Key and Nix	New Teacher Support LessonPlanet, Google Classroom, Attendance, Daily Schedules, Guided Reading	Greenwave Club
SEPTEMBER			
September 1, 2021 2:45-3:45	Stanton	SIC Meeting	SIC/PTA

September 2, 2021 2:45-4:45 PD Portal Link	Krinock Full Faculty PD	Second Steps Social Emotional Training Google Slide ; Agenda	Full Faculty
September 9, 2021 2:45-3:45	Stacey Campbell	ActivPanel Training Google Slide, Agenda	Technology
September 15, 2021 6:00 - 7:30	Kristen Mullis	PTA Meeting	SIC/PTA
Wednesday, September 23	Jenna Key	Greenwave Club Google Drive Training, Website Workshop, ELA Planning	Greenwave Club
OCTOBER			
Wednesday, October 7 3:00-4:30	Leadership Team	School Goals, SLO Workshop, United Way, YouTube Permission Google Slide; Agenda	Full Faculty
Tuesday, October 13 3:00 - 4:00	Katie Dell'Oso	Gizmo Training 3rd-5th Grade Agenda	Technology
Tuesday, October 13 8:15-9:00	Key & Nix	Benchmarking 101, Concepts of Print Agenda	Greenwave Club
Wednesday, October 19 2:45-3:45	Candi Stanton Jenna Key	CogAT & IOWA Training 2nd Grade Agenda , Presentation	
Wednesday, October 21	Leadership Team	Agenda	Faculty Council
Tuesday, October 27 2:45-3:45	Kristin Krinock	Loom and Calendly Tech Credit	

NOVEMBER			
November 10 3:15-4:15	-	Tech Tuesday iXL and RAZ Kids (possibly)	Technology
November 12 9:00-10:00	Stanton, Sutton	OnTrack	Student Intervention
November 19 3:00 - 4:00	Key Greenwave Club	MasteryConnect Data Analysis and Printing How to Print MasteryConnect Data Instructions Slater MasteryConnect Presentation MasteryConnect Help	New Teacher Support
November 18 3:15-4:15	Leadership Team	Faculty Council Agenda	Team Planning
November 23 (Could Change) Related Arts Times	Key 2nd-5th Grade Teachers	eLearning Updates and Report Card Names Agenda	Grade Level Teams Data Analysis
DECEMBER			
December 2 3:15-4:15	Leadership Team	Faculty Council Agenda	Team Planning
December 10	Stanton, Sutton	OnTrack	Student Intervention
December 9	Coach's Corner	Te21 Data Dive Agenda	Jenna Key

JANUARY			
January 6 3:15-4:15 PD Link to Portal	Full Faculty PD	Vision for 2021 - Updates	Leadership
January 7 9:00-10:00	Stanton, Sutton	OnTrack	Student Intervention
January 14	Coach's Corner	Te21 Data Dive Agenda	Jenna Key
January 20 3:15-4:15	Leadership Team	Faculty Council	Team Planning
January 21	Stanton, Sutton	OnTrack	Student Intervention
FEBRUARY			
February 2 3:15-4:15		Tech Tuesday	
February 10 3:15-4:15 PD Link to Portal	Full Faculty PD		
February 11 9:00-10:00	Stanton, Sutton	OnTrack	Student Intervention
February 17 3:15-4:15	Champlin Agenda	Faculty Council	Team Planning
February 26 9:00-10:00	Stanton, Sutton	OnTrack	Student Intervention
MARCH			
March 2 3:15-4:15		Tech Tuesday	

March 9 3:00 - 4:00	Key Greenwave Club	Mid Year SLO Work	New Teacher Support
March 10 3:15-4:15	Full Faculty PD		
March 11, 9:00-10:00	Stanton, Sutton	OnTrack	Student Intervention
March 24	Leadership Team	Faculty Council	Team Planning
APRIL			
April 8 3:15-4:15	Leadership Team	Faculty Council	Team Planning
April 8	Stanton, Sutton	OnTrack	Student Intervention
April 7	Full Faculty PD	Roster Creating Meeting	
April 15	Stanton, Sutton	OnTrack *Last OnTrack Meeting for the School Year*	Student Intervention
April 24 (could change) Related Arts Times	Key 2nd-5th Grade Teachers	Te.21 Spring Data Dive	Grade Level Teams Data Analysis
April 28 3:15-4:15 PD Link to Portal	Stanton Full Faculty PD	SCREADY and SCPASS Training (3rd-5th Grade Teachers and other required staff)	

MAY			
May 10 3:00 - 4:00	Key Greenwave Club	Questions about Data Analysis and Testing	New Teacher Support
May 12 3:15-4:15 PD Link to Portal	Full Faculty PD	End of Year Procedures	
May 26 3:15-4:15	Champlin Agenda	Faculty Council	Team Planning

Common Formative Assessment Meeting Requirements- (Pre Assessment Meeting, Post Assessment Meeting, 10 Questions (at least 2 upper DOK level), Data for each stored in Google Team Drive)

1st grade: October-November, November-January, January-February, February-March, March-April (5 total common formative)

2nd-5th grade: TE.21 Fall October, November-December, TE.21 Winter January, TE.21 Spring March, March-April (3 TE.21 as common formative and 2 team created common formative)

School Climate Needs Assessment

2020-2021 SDE School Report Card:

Click for link to the 2020-2021 SC SDE School Report Card: [CLICK HERE](#)

2020-2021 Student, Teacher, Parent Safety

Every year fifth grade students, fifth grade parents, and teachers take a state department survey. The results of the survey are published in the school report card.

Student Safety

Evaluations By Parents ?	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	100.0	12
"My child's teachers and school staff prevent or stop bullying at school."	66.7	12
Evaluations By Teachers ?	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	100.0	19
"The rules for behavior are enforced at my school."	100.0	19

Percentage of students recommended for expulsion (2020-2021): 0%

Annual Expulsion Rate (2020-2021): 0%

Student Attendance Rate (2020-2021): 92.42%

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 **37% in 2016-17 to 47.98% 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 **1.83% 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	37% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 38.83%	49.7	50.9	52.1	53.3	54.5
		School Actual Elementary 38%	48.4	<i>waiver</i>	41.6%		
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52	52	55	58	61	64

		District Actual Elementary 52	58	waiver	52%		
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Focus: Performance Results Use performance results from school/district/state testing for instructional planning and to target student learning needs.</p> <p>School: Benchmarks, Common Assessments</p> <p>District: Rubicon-Atlas tests, Assessments for 4L/5K, Writing Prompts, Fountas and Pinnell levels, Te21 Math, Te21 ELA</p> <p>State: SC READY ELA, SC READY Math, SCPASS Science, SCPASS Social Studies</p>	Yearly as data is available for district/state tests	Admin IC K-5 th SPED	\$300 for copying costs	Local Funds	<ul style="list-style-type: none"> - Data trends tracked over time for district and state assessments - Fountas and Pinnell Baseline data - Differentiated Instructional Plan using Te21 as one resource

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Focus: Subgroups Disaggregate SC READY and SCPASS data by subgroups to identify any achievement gaps	Years as data is available	IC 3 rd -5 th SPED	\$50 for copying costs	Local Funds	Slater's Blueprint for Success to target subgroups scoring at lower performance levels
3. Focus: Reading Target reading fluency and comprehension skills	2017-2018 to 2022-2023	Admin IC Teachers	Leveled Reading materials	Based on Funding	Fountas and Pinnell Reading Levels

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 2: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 40% in 2016-17 to 49.6% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 9.6% 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	40 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 41.6%	43.2%	44.8%	46.4%	48%	49.6%
		School Actual Elementary 49%	58.5%	<i>waiver</i>	42.7%		
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	62	64	66	68	69
		District Actual Elementary 60	63	<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
<p>1. Focus: Performance Results</p> <p>Use performance results from school/district/state testing for instructional planning and to target student learning needs.</p> <p>School: Benchmarks, Common Assessments</p> <p>District: Rubicon-Atlas tests, Assessments for 4L/5K, Writing Prompts, Fountas and Pinnell levels, Te21 Math, Te21 ELA</p> <p>State: SC READY ELA, SC READY Math, SCPASS Science, SCPASS Social Studies</p>	Yearly as data is available for district/state tests	Admin IC K-5 th SPED	\$300 for copying costs	Local Funds	<ul style="list-style-type: none"> - Data trends tracked over time for district and state assessments - Fountas and Pinnell Baseline data - Differentiated Instructional Plan using Te21 as one resource
<p>2. Focus: Subgroups</p> <p>Disaggregate SC READY and SCPASS data by subgroups to identify any achievement gaps</p>	Years as data is available	IC 3 rd -5 th SPED	\$50 for copying costs	Local Funds	Slater's Blueprint for Success to target subgroups scoring at lower performance levels
<p>3. Focus: Instructional Protocol</p>	2017-2018 to 2022-2023	Admin IC Teachers	\$0	NA	Evidence of collaborative planning, evidence documented from classroom

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Use the GCSD Instructional Protocol to guide instructional planning and delivery					observations, specific feedback given to teachers for instructional improvement, and sustainability.

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 **1.3% 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 46.3%	47.6%	48.9%	50.2%	51.5%	52.8%
		School Actual Elementary 52%	47.7%	<i>waiver</i>	34.5%		
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. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, etc.)
2. Implement Professional Learning Community support in schools	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide strategy and content support for teachers	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	 % Meets Expectations and Exceeds Expectations	School Projected Hispanic n<20	N<20	N<20			
SC READY ELA SC SDE Website		School Actual Hispanic N<20	N<20	<i>waiver</i>	N<20		
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	x % Meets Expectations and Exceeds Expectations	School Projected AA	N<20	x	x	x	x
SC READY ELA SC SDE Website		School Actual AA N<20	N<20	<i>waiver</i>	N<20		
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	11 % Meets Expectations and Exceeds Expectations	School Projected SWD 14%	14%	17%	20%	23%	26%
SC READY ELA SC SDE Website		School Actual SWD 11%	6%	<i>waiver</i>	17.4%		

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	x % Meets Expectations and Exceeds Expectations	School Projected LEP N<20	N<20	N<20	x	x	x
SC READY ELA SC SDE Website		School Actual LEP N<20	N<20	<i>waiver</i>	N<20		
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	na % Meets Expectations and Exceeds Expectations	School Projected PIP	x	x	x	x	x

SC READY ELA SC SDE Website		School Actual PIP Na	48%	waiver	47.5%		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	waiver	37%		
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected Hispanic	N<20	N<20	x	x	x
SC READY Math SC SDE Website		School Actual Hispanic	N<20	waiver	N<20		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43	waiver	41		

SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected AA	N<20	x	x	x	x
SC READY Math SC SDE Website		School Actual AA N<20	N<20	waiver	N<20		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28	30	waiver	25		
SC READY Math SC SDE Website	16 % Meets Expectations and Exceeds Expectations	School Projected SWD 18%	18%	21%	24%	27%	30%
SC READY Math SC SDE Website		School Actual SWD 26%	10%	waiver	19%		
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	N<20 % Meets Expectations and Exceeds Expectations	School Projected LEP	N<20	N<20	x	x	x
SC READY Math SC SDE Website		School Actual LEP N<20	N<20	<i>waiver</i>	N<20		
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	NA % Meets Expectations and Exceeds Expectations	School Projected PIP	x	x	x	x	x
SC READY Math SC SDE Website		School Actual PIP NA	56%	<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. Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023	Leadership, Guidance, Program Director, Innovate Coordinator, A-Team Coordinator	\$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
2. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	Leadership, Guidance, Program Director, Innovate Coordinator,			Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

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

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 =	Kindergarten through Grade 5 =	Kindergarten through Grade 5 =	Kindergarten through Grade 5 =	Kindergarten through Grade 5 =
	Meets and Exceeds	School Actual	46%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten = Grade 1 =	Kindergarten = Grade 1 =	Kindergarten = Grade 1 =	Kindergarten = Grade 1 =

	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more	School Actual	Kindergarten = 36% Grade 1 = 31%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds	School Projected		Grade 2 – 38% % Grade 5 –33 %	Grade 2 – 40% Grade 5 – 35%	Grade 2 – 42% Grade 5 – 37%	Grade 2 – 44% Grade 5 – 39%
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria	School Actual	Grade 2 – 21% Grade 5 – 21%	Grade 2 – 21% Grade 5 – 21%	Grade 2 – 20% 5 th grade data point not available - School Board decision to waive		
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</i>			
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>			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY	District Projected		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018 and July 2020	2018 2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile 2020 2 nd grade criteria RIT = 188 72 nd percentile 5 th grade criteria RIT = 227 65 th percentile	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.		

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. R43-205 Greenville County Schools requests	2020-21	Director of Early Intervention			Waiver

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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.		and Student Support			
1. Utilize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning.	2018-2023	Instructional Staff, Leadership, Instructional Coach, Literacy Specialists, Academics	\$0	NA	Documentation of ongoing instructional rounds including implications for instructional growth

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Instructional Staff, Leadership, Instructional Coach, Literacy Specialists, Academics	\$0	NA	Classroom evidence of content vocabulary usage; lesson plans; assessments; classroom work as indicated by classroom observations and Instructional Rounds

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

Employment report		School Projected			Gender Diversity = Increase or Maintain Ethnic Diversity =	Gender Diversity = Increase or Maintain Ethnic Diversity =	Gender Diversity = Increase or Maintain Ethnic Diversity =
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		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	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop recruitment plans for positions where there is no or minimal diversity.	2018-2023	Leadership	\$0	NA	Diversity of candidates

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Interview and hire quality candidates who are diverse.	2018-2023	Leadership	\$0	NA	Ongoing interviewing and hiring of qualified candidates

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	95%	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 92.3%	95.3%	waiver	100%		
SC SDE School Report Card Survey	95%	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Teachers 77.2%	92.8%	<i>waiver</i>	100%		
SC SDE School Report Card Survey	95%	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 86.6%	96.1%	<i>waiver</i>	100%		
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	waiver	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at our location.	2018-2023	Leadership	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Take a proactive approach by periodically pushing out information about the safety measures that we implement	2018-2023	Leadership	\$0	NA	Safety stories on web, social media, etc.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3.Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	All staff	\$0	NA	Information received from multiple stakeholder groups

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		School Actual 0	0	0	0		
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.10	.03	.004		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Consistently monitor behavior trends	2018-2023	Teacher Admin team Social Worker	\$0	NA	IMS Reports Review of behavior policies
2. Establish protocol for personal (via email, phone calls) contact to students' parents	2018-2023	Admin team Teacher Attendance Clerk	\$0	NA	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	Attendance Clerk Admin team	\$0	NA	Students are identified and appropriate supports are assigned

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 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	89	90	90	90	90
		School Actual 88	88	90	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89	90	92	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand mentoring program for students	2018-2023	Guidance, Leadership	TBD	Local	Students assigned to an adult at the school, , Innovate roster
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	Leadership, Guidance	TBD	Local	Visit to community, use of community facilities for meetings, collaboration
3. Establish protocols among all adults to communicate positively with students	2018-2023	All Staff	\$0	NA	Documentation of communicating protocol to staff

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 95.3%	School Projected 96%	96.8%	97%	97.3%	97.3%	97.3%
180 th day Attendance Report		School Actual 94.59%	94.68%	96.23%	92.80%		
	(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. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	\$0	NA	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Admin team Teacher Attendance Clerk	\$0	NA	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	Attendance Clerk Admin team	\$0	NA	Students are identified and appropriate supports are assigned

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

		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 7%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					