

Summit Drive Elementary

"Leaders Changing the World"

Strategic Plan / Portfolio
2018-2019 through 2022-2023



Mrs. Kelly Hellams, Principal
Summit Drive Elementary School

W. Burke Royster, Superintendent
Greenville County School District

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Summit Drive 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. Kelly Hellams |  | 3/4/22 |
| PRINTED NAME | SIGNATURE | DATE |

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

| | | |
|-------------------------|--|----------|
| Mrs. Anne Kelsey-Zibert |  | 3/3/2022 |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

| | | |
|------------------|--|--------|
| Mrs. Amy Hawkins |  | 3-3-22 |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL ADDRESS: 424 Summit Drive; Greenville, SC 29609

SCHOOL TELEPHONE: (864) 355-8801

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

Stakeholder Involvement for School Renewal

| <u>Position</u> | <u>Name</u> |
|---|------------------------|
| 1. Principal | Kelly Hellams |
| 2. Teacher | Angelica Childes (TOY) |
| 3. Parent/Guardian | David Clinkscales |
| 4. Community Member | Rachelle Carosiello |
| 5. Paraprofessional | Amy Hill |
| 6. School Improvement Council Member | Anne Kelsey-Ziebert |
| 7. Read to Succeed Reading Coach | Amy Hawkins |
| 8. School Read To Succeed Literacy Leadership Team Lead | Amy Hawkins |
| 9. School Read To Succeed Literacy Leadership Team Member | Emily Johnson |

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

Administrative Assistant
Teacher Literacy Mentor
Steam Coordinator
PTA Member

NAME

Jan Barrett
Linda Bennett
Susan Merrill
Laura Campuzano

Assurances for School Renewal Plan

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

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

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

✓ **Academic Assistance, PreK–3**

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

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

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

✓ **Parent Involvement**

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

✓ **Staff Development**

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

✓ **Technology**

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

✓ **Innovation**

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

✓ **Collaboration**

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

✓ **Developmental Screening**

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

✓ **Half-Day Child Development**

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

✓ **Developmentally Appropriate Curriculum for PreK–3**

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

✓ **Parenting and Family Literacy**

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

✓ **Recruitment**

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

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

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

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Introduction

Summit Drive Elementary School faculty and administration reviewed information for the School Portfolio and Schools Needs Assessment as part of our PLC (Professional Learning Community). The strategic planning process is on-going. Through the PLC of each Action Team, we collected teacher input, data from the Needs Assessment, and feedback from the Action Plan. When reviewing this data, the leadership team collaborated and combined the information. The leadership team consists of the principal, assistant principal, instructional coach, and school counselor. Next, administration shared the document with the School Improvement Council (SIC) and PTA for further input. These groups consisted of parents, community members and staff members. Additional input was gathered and changes/additions were updated.

In addition to the process above, several other committees work toward improving Summit Drive's student achievement, teacher and administrative quality, as well as the climate of students, parents and staff. Kelly Hellams leads our LAUNCH team, which consists of grade level team leaders. Gresham Brown leads our literacy leadership team which consists of our Literacy Coach, two literacy mentor teachers, and administration. The faculty and staff along with parent members of SIC and PTA assist in the review of the school portfolio and action plan yearly. Everyone graciously contributes to the partnership and strategic planning process at Summit Drive Elementary School.

The committee structure is as follows:

Leadership Team

Principal, Administrative Assistant, Instructional Coach, School Counselor

Literacy Leadership Team

Principal, Administrative Assistant, Instructional Coach, Literacy Coach, two literacy mentors

LAUNCH Team

Principal, Administrative Assistant, Instructional Coach, and one teacher per grade level or area

Action Teams

Environment, Data, Student Learning, Family Learning, Shared Leadership, Events, Professional Development

Other: SIC (School Improvement Council), PTA

Executive Summary

Summarized Findings for Student Achievement

- Overall SC READY data for 2020-2021
 - 57.8% of our students met or exceeded expectations in Math.
 - 60.0% of our students met or exceeded expectations in ELA.
- SC READY Math Data
 - Our 3rd grade students showed strength in Number Sense Fractions. An area of our growth for third grade is in Number Sense and Base Ten, as well as Algebraic Thinking and Operations.
 - Our 4th grade students showed strength in Number Sense and Base Ten, although their overall scores were lower than 3rd and 5th grades. An area of growth for our 4th grade is Geometry.
 - Our 5th grade students showed strength in Measurement and Data Analysis, as well as Algebraic Thinking and Operations. An area of growth for 5th grade is Geometry.
- SC READY ELA Data
 - Our 3rd grade students showed strength in the Language, Craft, and Structure of Literary Texts. An area of growth for third grade is Meaning and Content in Informational Texts.
 - Our 4th grade students showed strength in the Language, Craft, and Structure of Literary Texts. An area of growth for fourth grade is Meaning and Content in Literary Texts.
 - Our 5th grade students showed strength in Meaning and Content of Informational Texts. An area of growth for fifth grade is Language, Craft, and Structure in Informational Texts.

Summarized Findings for Teachers and Administrator Quality

- All teachers and administrators at Summit Drive Elementary are certified as highly qualified to meet criteria required to teach in their field.
- 74% of teachers hold advanced degrees.
- 8 teachers have received National Board certification.
- Grade levels will continue to create common assessments in reading, math, science and social studies throughout the school year and utilize formative assessments to guide instruction prior to summative assessments.
- Grade levels will meet on a regular basis with their PLC to focus on student data. Teachers will conduct action research to refine best practice according to data.
- The Instructional Coach will continue coaching cycles based on formative assessment and teacher need.
- The school will work to improve communication with parents, outside agencies, and organizations to yield more involvement and participation in the school.
- The leadership team will work to increase knowledge and practice of Greenville County Schools Instructional Protocol to improve instructional environment, knowledge base, assessment and feedback, and delivery.
- Teachers continue to implement a balanced literacy approach so that students on various reading levels are best served.
- RTI continues to serve students in kindergarten, first, and second grades.
- Word Study in K -2 continues to be refined to best meet the needs of all students.

School Climate

Student survey

- 36 students completed the survey.
- 94% of students are satisfied with their learning environment. 89% are satisfied with the social and physical environment, and 85% are satisfied with school-home relations.

- Students believe their teacher expects them to learn and behave. They know their teachers want them to understand and not just learn facts. They feel their teacher spend enough time helping them learn. Students use computers and technology to help them learn. Students think teachers give tests on material they have learned. Students think their teachers do a good job teaching math. Students are satisfied with their learning environment and they feel safe at school. Students think their parents know what is expected of them and how they are doing in school.
- Areas that were lower include the following: 30% of students say the school does not inform parents of students' homework assignments. 19% of students do not think the grounds around the school are kept clean, and 22% do not think the bathrooms are kept clean. 28% of students indicate that they have seen or know of another student being bullied.

Teacher Survey

- 20 teachers completed the survey.
- 90% of teachers are satisfied with the learning environment, 95% are satisfied with the social and physical environment, and 95% are satisfied with school-home relations.
- Teachers feel that our school provides challenging programs for students. Teachers feel they effectively implement State Curriculum Standards. They feel they use assessment information to plan instruction. Teachers respect each other at school. Teachers feel that students are motivated and interested in learning. Teachers feel we have sufficient computers that are used effectively for instructional use. Teachers feel the hallways are kept clean. They feel safe going and coming to school. They also feel teachers and students get along well. Teachers feel that parents support instructional decisions and that they attend conferences requested by teachers. Teachers feel that the staff has a shared vision. They feel their decisions about instruction and student progress are supported.
- Areas of growth include the following: 50% of teachers mostly agree that students behave well in class, and 45% of teachers strongly agree that students behave well in class. A similar trend was found in the number of teachers who feel students behave well in the hallways, lunchroom, and on school grounds – 45% mostly agree and 45% strongly agree. To increase the number of teachers who strongly agree with these statements, the administration can investigate the root cause of the issue and determine if new school-wide expectations or more professional development is needed.

Parent Survey

- 86 parents completed the survey.
- 98% of parents are satisfied with the learning environment, 93% are satisfied with the social and physical environment, and 81% are satisfied with school-home relations.
- Overall, the majority of parents submitted positive responses (90% or higher) in all categories: learning environment, home-school relations, social and physical environment, career awareness, parent communication, and student safety. Some highlights include:
 - 98% agree or strongly agree that teachers encourage their children to learn.
 - 93% agree or strongly agree that teachers provide extra help with their children need it.
 - 88% agree or strongly agree that the school responds promptly when parents have a concern.
 - 99% agree or strongly agree that our school's teachers care about their children.
- One area of growth could be how often we communicate to parents. Fifteen percent of parents did not feel like their child's teacher contacted them to say good things about their child. Last year's survey indicated 29% percent of parents falling into this category, so we have made improvements.
- Another area of growth could be in regards to bullying. Twenty percent of parents indicated that their child has been bullied at school. For this group of parents, 57% indicated that the bullying occurred outside the classroom, and 68% of parents indicated that the bullying was verbal in nature.

Significant Challenges

- Closing the achievement gap with our minority students, ESOL students, special education students, and pupils in poverty

- Continuing to develop strong Tier I intervention for both reading and math
- Challenging high-achieving students
- Providing reading and math intervention in grades 4th and 5th
- New school focus on Entrepreneurial Design
- New school expansion

Significant Accomplishments/Results in past three years

- 2020-2021 US News and World Report Best Elementary Schools - #47 in the state of South Carolina
- Report Card rating of Good for the 2018 and 2019 school years.
- According to 2017 end of year testing data, Summit Drive is ranked 55th out of 640 elementary schools in SC. It is ranked better than 91.4% of elementary schools in SC. It is ranked 9th out of 51 elementary schools in Greenville County.
- Safe Schools Award by Safe Kids of the Upstate for the past ten years
- Awarded a grant by LiveWell Greenville for our efforts toward health and wellness
- 2017– 2020 implementation of Leader In Me
- 100% PTA Membership Award 25 years+
- Accredited by AdvancED
- 8 National Board Certified Teachers
- District Teacher of the Year 2020-2021, Angelica Childes
- Palmetto Silver Award 2018-2019 and 2017-2018
- LiveWell Grant for Extended Day Program
- New school focus on Entrepreneurial Design

School Profile

School Community

Summit Drive Elementary School is a neighborhood school located in the city of Greenville. The school opened in 1953 and a new building was built behind the old one in 2001. The facility includes a student led wireless broadcast studio, Interactive STEAM Lab, Makery Lab, butterfly garden, organic garden and community playground. Our school has had a long-standing tradition of support from the neighborhood. In addition to parents and grandparents, volunteer hours exceed 1,000 in 2018-2019 school year. Other involvement includes tutors from various colleges, therapy dogs for student motivation to read, Fall Festival volunteers from Wade Hampton High School.

Summit Drive Elementary underwent construction of a new wing in 2020-2021. This two-story wing adds close to twenty classrooms, as well as a multi-purpose room used for Design Thinking (our new school focus). This new addition will allow us to add 250 more students in the coming years.

For over 36 years, the PTA has consistently sponsored many school-wide events such as Back to School Night, Open House, meals for staff, Fall Festival, and Beautification Day. In addition, they sponsored monthly grade level performances and transition nights at the end of each year. All profits from PTA events benefit the students. In addition, the PTA and SIC have undertaken several school projects. They have worked together to provide instructional materials, Science Lab enhancement, Artist in Residence, field trip support for students, landscaping for campus beautification and an upper grade level playground.

The PTA and staff members continually work to seek additional funding for school projects. Grants and funding have been received from the South Carolina Arts Commission for an Artist in Residence and our fifth-grade students have partnered with Bosch Rexroth.

Parental and community involvement is essential for our continued success. The Parent Teacher Association (PTA) and School Improvement Council (SIC) are actively involved in our decision making. Our PTA and staff share the same vision by providing our students with the necessary tools and support for success. We have implemented a STEAM (Science Technology Engineering Arts and Math) program with a full time STEAM coordinator who provides students with activities such as coding with movement of robots and development of hands on science activities. Our team approach with parents and community has enabled us to have a Robotics Club, Service Club and a Weekly Running Club. The PTA and community support learning in math, language arts, science, and character building through The Leader in Me. Some of the programs that PTA and community support are: Literacy Night, holiday meals, Raise Craze, Fall Festival, Kiwanis Terrific Kid Program, STEAM Night with support from Clemson University, Scholastic Book Fair, school store, fifth grade day, and grade level student-led conferences.

School Personnel Data

The staff at Summit Drive Elementary includes 2 administrators and 35 teachers and professional staff. Our professional staff includes 22 classroom teachers, a part-time Challenge teacher, two self-contained special education teachers, two full-time resource teachers, one Literacy Specialist, one full-time interventionist, one speech teacher, one part-time speech teacher, one ESOL teacher, one guidance counselor, and one instructional coach. Our leadership team includes our principal, assistant principal, instructional coach, guidance counselor, and literacy specialist. We have a number of paraprofessional that serve in kindergarten classrooms, the media center, and in our self-contained special education classes.

Additional support staff include the district psychologist and occupational therapist. Support personnel include the secretary, clerk, plant engineer, three custodians, school nurse, and four food service workers.

74% of the certified teaching staff at Summit Drive has earned a Master's Degree or higher. 8 teachers have received National Board Certification. Teacher retention at Summit Drive is high with 75% of teachers returning from the previous year. All teachers are highly qualified in their respective areas.

Teacher attendance is 92.4%.

Teaching Experience

| 0-5 years | 6-10 years | 11-15 years | 16-20 years | 21-25 years | 26-30 years |
|-------------|------------|-------------|-------------|-------------|-------------|
| 10 teachers | 6 teachers | 6 teachers | 7 teachers | 6 teachers | 7 teachers |

School Personnel by Race/Ethnicity

| African American | Asian | Caucasian | Hispanic | Other |
|------------------|-------|-----------|----------|-------|
| 3.5% | 1.8% | 86.0% | 1.8% | 7.0% |

School Personnel by Gender

- Male: 14%
- Female: 86%

Student Population Data

Baseline data for student enrollment at Summit Drive Elementary is a total of 438 students. Grade level enrollment is as follows:

- Kindergarten: 59 students
- 1st grade: 72 students
- 2nd grade: 76 students
- 3rd grade: 79 students
- 4th grade: 81 students
- 5th grade: 71 students

Student Ethnicity/Race

| Caucasian | Black of African American | Hispanic/Latino | Two or More Races | Native Hawaiian or Other Pacific Islander | American Indian or Alaska Native |
|-----------|---------------------------|-----------------|-------------------|---|----------------------------------|
| 58% | 21% | 15% | 0% | 2% | 4% |

53% percent of our student population are considered to be students in poverty.

There are two self-contained special education classes (multi-categorical). One classroom serves students in grades K-2, and the other classroom serves students in grades 3-5. We currently have two full-time resource teachers who utilize the pull-out and inclusion models to serve grades K5 through 5th grade. Out of our total student population, 21% receive special education services (including speech services), and 2% are served with 504s.

26.3% of students in grades 3-5 who are served in Challenge, the district's gifted and talented program. Third grade students are served for 125 minutes per week, and fourth and fifth grade students are served for 200 minutes each week.

There are 54 students in our school identified as ESOL students.

Maximum class sizes for all grade levels are within state and district limitations.

The retention rate for students at Summit Drive during the 2020-2021 school year was 1%.

Summit Drive follows the South Carolina attendance law. Parents receive the state regulations regarding school attendance at the beginning of the school year. Students who exceed the policy are considered truant. The student attendance rate at Summit Drive was 96% for the 2019-2020 school year.

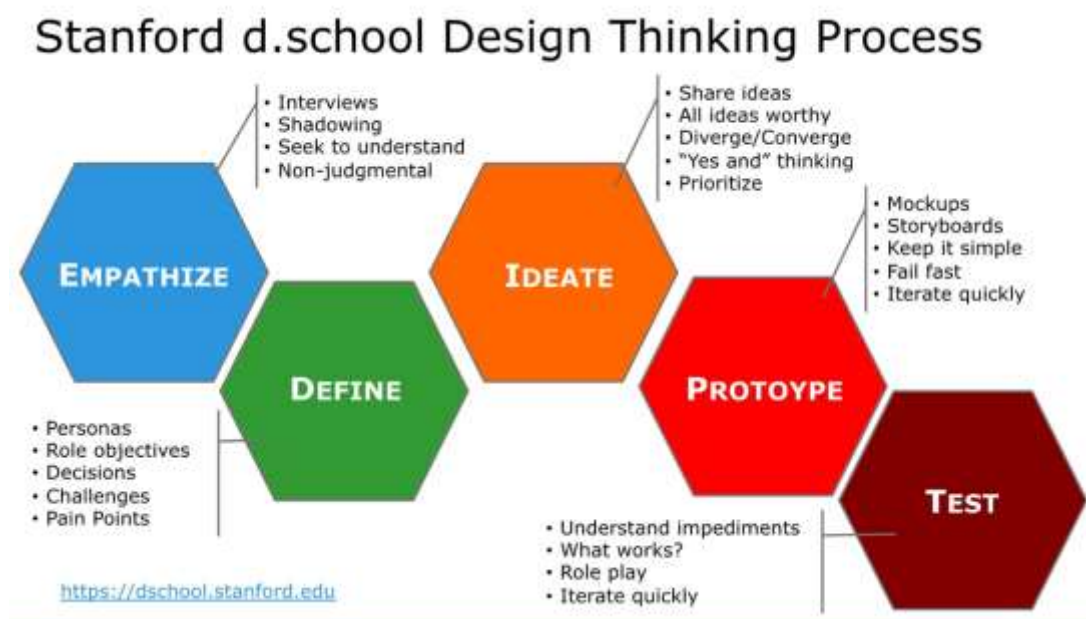
Academic and Behavioral Programs and Initiatives

Summit Drive Elementary has recently adopted a new school focus on Entrepreneurial Design. Students will be equipped in two main areas through this focus:

- Design Thinking
- Entrepreneurial Mindsets

Design Thinking

Design Thinking is a combination of human-centered, inquiry-based scaffolding and innovation-friendly mindsets where students apply transdisciplinary knowledge/skills with creative practices to collaboratively discover empathetic insights, generate and explore radical ideas, and create, test, and improve tangible outcomes. It is having courage and attempting to bring meaningful change to people's (or their own) lives, improve real-world experiences, or develop solutions to complex problems. Design Thinking empowers students with the skills and confidence to believe they can make a constructive impact on any situation. Designers usually follow a process such as the following:



Entrepreneurial Mindsets

As designers use Design Thinking to solve problems in the world, they must embrace certain mindsets. Values and mindsets allow creative outcomes to emerge. We call these "entrepreneurial mindsets." We understand that not all of our students will become actual business entrepreneurs, but we want all of our students to embrace mindsets that entrepreneurs use. Key mindsets can include:

- Learning from failure
- Creative confidence
- Growth mindset
- Resiliency
- Optimism
- Flexibility
- Opportunity thinking
- Resourcefulness

Integrated Approach

Through this process, we will merge Leader in Me with Design Thinking and Entrepreneurial Mindsets to enable us to better meet the needs of a SC Graduate.

| Leadership and Entrepreneurial Design | | |
|--|---|---|
| Foundation | Process | Mindset |
| Leadership The Leader in Me | Design Thinking | Entrepreneurship |
| <ul style="list-style-type: none">• Goal Setting• Being a transition person• Vision for the future• Having a Plan• Prioritize to achieve goals• Time Management• Organization• Conflict Management• Social Responsibility• Value Differences• Listening• Empathy• Speaking Skills• Problem Solving• Teamwork | <ul style="list-style-type: none">• Empathy/Understanding• Redefining and focusing questions• Creative problem solving• Building representations and models for ideas• Testing and encouraging feedback | <ul style="list-style-type: none">• Opportunity seeking• Creative problem solving• Resourcefulness• Resiliency |

Embedded and interwoven into the SC State Standards

OnTrack System

Our administrative assistant leads our OnTrack System. OnTrack focuses on implementing an Early Warning and Response System. Early Warning and Response System utilizes real-time data to identify students beginning to disengage from school as indicated by attendance, behavior, and course performance. Once a student is identified, a coordinated team of educators and community experts develop a customized plan to match the student with the right response interventions and then monitor his/her progress over time.

Response to Intervention

Kindergarten teachers provide RTI to identified students. This year, all kindergarten teachers are using the Reading Horizons program as Tier II intervention within the classroom. The literacy specialist and interventionist provide intervention for students in grades 1-5 using Fountas and Pinnell Leveled Literacy Intervention. Students are chosen from Fast Bridge data and are progress monitored every ten days. Along with her reading groups, the interventionist also conducts two pull-out intervention groups for 5th graders who need further support in math. For the 21-22 school year, the school hired an addition tutor to work with students in grades 3-5 with math support.

Guidance Services

Students in grades 1-5 receive monthly classroom guidance lessons focusing on character education and life skills. Kindergarten also receives monthly classroom guidance lessons with a focus on empathy training. Small groups are held to serve students in all grades. Group topics include family transition, school success, study skills, and self-concept. These groups meet for six sessions. These groups change as needed. The counselor coordinates service projects to assist those in the community. Each year the counselor leads our Terrific Kids program and aligns this with our 7 Habits every nine weeks. Our counselor is also charged with planning and executing a Career Day each year.

Extended Day Program

This program provides supervised childcare for the 180 day school year for children enrolled in Kindergarten through fifth grade at Summit Drive. The program operates from 2:30-6 each school day. Students have a structured daily schedule of homework, outdoor activities, creative playtime, and games.

Enrichment Programs

In previous years, we offer enrichment classes to our students in karate, Bricks for Kids, and dance, but these classes were put on hold due to COVID. We look forward to offering enrichment classes again in the future. These are paid programs.

Common Assessments

Teachers administer common assessments in reading and math. Teachers use this information to make instructional decisions and plan instruction.

Mastery Connect

Greenville County Schools implements an assessment system called Mastery Connect. It is an online resource that helps teachers identify and track student mastery of South Carolina College and Career Readiness (SCCCR) Standards to inform teaching practice. Specifically, teachers are able to share curriculum maps, resources, and assessments in one place. Also, this platform allows teachers to develop, administer, and score assessments easily. Mastery Connect has a social media component that enables schools, across the district and the state, to share assessments and resources with other teachers. TE21's Collaborative Assessments Solutions for Education (CASE) is the provider of the South Carolina College and Career Ready Standards-aligned assessments. The assessments are aligned specifically to our GCS district curriculum in core subjects. The third party vendor (CASE TE21) creates benchmark assessments according to the SC blueprints, score the benchmark assessments, and produce CASE reports for each school. Additionally, a secure item bank will be available for teachers to create classroom assessments. These assessments can be created, administered, and scored in Mastery Connect saving teachers a tremendous amount of time - time that can be directed to instruction. Mastery Connect/CASE TE21 is a bundle of resources that provide teachers and administrators with tools to assist them in managing data and evaluating student growth, along with resources that support strategies to improve student success.

Fountas and Pinnell

Teachers use the F and P Benchmark Assessment at the beginning of the year to get a baseline of data for leveled grouping. At the end of the year, the assessment is administered again in order to determine growth in the students' reading levels. Teachers also have access to the Interactive Read Aloud (IRA) resources for each grade level. This resource provides picture books that can be used to support specific reading skills.

STEAM

In 2015-2016, Summit Drive teachers received 60 hours training in STEAM from our district coordinator. This deepened our knowledge of project-based learning as we collaborated each week on our STEAM projects. We studied STEM Lesson Essentials (Vasquez) school-wide to learn how other teachers blended engineering and technology practices into existing math and science lessons. Our first step in the STEAM unit was to create a driving question and map out units. It was difficult to loosely plan the unit knowing that the students would need to guide the direction. Halfway through planning the project, we collaborated with various educators in the district through a critical friends' protocol. This process allowed us to receive feedback and begin to plan next steps. Reading, researching, writing and presentation were integrated with content area learning, engineering, critical thinking and problem solving into each unit. We learned the value of having experts in the community be a part of students' experiences. The process helped me let go of control and give students more choice. We learned about the web-site resources such as Symbaloo, Newsela, and Readworks. Students learned to collaborate effectively with peers, valuing each other's unique contributions. Students had choice in creating the end product which included I-movies, posters, brochures and dioramas. Projects were created for real audiences including students, community members and parents.

Math Instruction

Teachers use manipulatives daily to model mathematical concepts and to assess student's understanding. Teachers also document using checklists with noted dates standards introduced, reinforced and maintained. Assessments include performance tasks open-ended questions, recorded observations, student interviews, journal entries, tests, quizzes, student presentations, student self-assessments. Teachers follow the district pacing guide and use the Big Ideas textbook as a resource for instruction.

Social Studies, Science and Health

Social studies, health and science are taught in unit format. Instruction and expectations include a high degree of rigor. Lessons actively engage and involve students in the learning process. All levels of the revised version of Bloom's Taxonomy are used when questioning students. An on-going grade level timeline for social studies is visible in each fourth and fifth grade classroom, which is added to and reviewed throughout the year. Teachers and students use maps during instruction. Science and social studies should be integrated with other content areas such as language arts and math. Lessons are based on state social studies standards. A variety of assessment tools are used in the evaluation process. The district provides science kits to teach support teaching science standards. Teachers provide engaging inquiry experiences and follow-up discussions.

Technology

As in all schools in Greenville County, each student is provided with a Chromebook. Teachers use a variety of programs and applications that enable students to create and share their thinking with others.

Design Thinking Coordinator

In 2015-2016, we used extra funded to hire a half time technology teacher for 2nd – 5th grade. She now works full time for our school. She sees each grade level once a week during our related arts time to guide students through Design Thinking activities. She also uses one day a week to help teachers implement Design Thinking in their classrooms.

Grade Level Meetings

The administration and instructional coach meet with individual grade levels weekly. During these meetings, we discuss curriculum issues. Information and training from the district is reviewed. Teachers learn the latest methods of delivering instruction. Data from all mandated assessments are analyzed and a plan of action is created to improve student achievement.

LAUNCH Team

Teachers in each grade level are represented on the school's LAUNCH Team (our faculty council). We also have a representative from related arts and resource. The Lighthouse Team is a way to utilize a shared leadership approach within the school. The team collaborates to make shared decisions for the school.

Mission, Vision and Beliefs

We are a community of leaders who ***work hard to stretch our minds, inspire others, and learn new things through perseverance.*** Recently, we have updated our motto to reflect the vision of our school – “Summit Drive, Leaders Changing the World.” We believe our rigorous, technology-rich curriculum will prepare every student for successful engagement in the 21st Century. It is our mission to provide our students with a safe and caring learning environment that will prepare them for a successful future.

WE COMMIT To:

Modeling, living and applying the 7 Habits

Building Relationships

Learning through risks and struggles

At Summit Drive Elementary, we are a community of motivated learners and leaders.

Data Analysis and Needs Assessment

Student Assessment Needs Assessment

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. Elementary schools in the state did not participate in SC READY (English language arts and mathematics) or SC PASS (science in grades 4 and 6).

In 2020, students in grades 3-5 took the SC READY Math and ELA test. Text dependent writing (TDA) is included in the ELA test. Students in 4th grade took the SC PASS Science.

2020-2021 Overall SC READY Scores

| | Meets or Exceeds ELA | Meets or Exceeds Math |
|---------------------|----------------------|-----------------------|
| Summit Drive | 60.7% | 59.0% |
| District | 50.0% | 44.1% |
| State | 42.6% | 37.3% |

3rd Grade ELA

| | Does Not Meet Expectations | Approaches Expectations | Meets Expectations | Exceeds Expectations |
|------------------|----------------------------|-------------------------|--------------------|----------------------|
| 2015-2016 | 18 | 35 | 30 | 17 |
| 2016-2017 | 17 | 24 | 40 | 19 |
| 2017-2018 | 21 | 18 | 26 | 34 |
| 2018-2019 | 15 | 15 | 27 | 42 |
| 2019-2020 | waiver | waiver | waiver | Waiver |
| 2020-2021 | 20 | 24 | 26 | 30 |

4th Grade ELA

| | Does Not Meet Expectations | Approaches Expectations | Meets Expectations | Exceeds Expectations |
|------------------|----------------------------|-------------------------|--------------------|----------------------|
| 2015-2016 | 12 | 23 | 28 | 37 |
| 2016-2017 | 23 | 21 | 32 | 24 |
| 2017-2018 | 20 | 25 | 24 | 31 |
| 2018-2019 | 24 | 5 | 15 | 56 |
| 2019-2020 | waiver | waiver | waiver | Waiver |
| 2020-2021 | 30 | 10 | 21 | 39 |

5th Grade ELA

| | Does Not Meet Expectations | Approaches Expectations | Meets Expectations | Exceeds Expectations |
|------------------|----------------------------|-------------------------|--------------------|----------------------|
| 2015-2016 | 19 | 31 | 31 | 19 |
| 2016-2017 | 15 | 32 | 37 | 17 |
| 2017-2018 | 16 | 32 | 33 | 19 |

| | | | | |
|------------------|--------|--------|--------|--------|
| 2018-2019 | 17 | 29 | 28 | 26 |
| 2019-2020 | waiver | waiver | waiver | Waiver |
| 2020-2021 | 22 | 13 | 28 | 38 |

3rd Grade Math

| | Does Not Meet Expectations | Approaches Expectations | Meets Expectations | Exceeds Expectations |
|------------------|-----------------------------------|--------------------------------|---------------------------|-----------------------------|
| 2015-2016 | 16 | 18 | 35 | 31 |
| 2016-2017 | 12 | 11 | 35 | 42 |
| 2017-2018 | 17 | 20 | 24 | 40 |
| 2018-2019 | 12 | 9 | 35 | 44 |
| 2019-2020 | waiver | waiver | waiver | Waiver |
| 2020-2021 | 19 | 15 | 29 | 36 |

4th Grade Math

| | Does Not Meet Expectations | Approaches Expectations | Meets Expectations | Exceeds Expectations |
|------------------|-----------------------------------|--------------------------------|---------------------------|-----------------------------|
| 2015-2016 | 9 | 18 | 26 | 47 |
| 2016-2017 | 9 | 22 | 34 | 34 |
| 2017-2018 | 8 | 24 | 19 | 49 |
| 2018-2019 | 13 | 12 | 24 | 51 |
| 2019-2020 | waiver | waiver | waiver | Waiver |
| 2020-2021 | 33 | 22 | 21 | 25 |

5th Grade Math

| | Does Not Meet Expectations | Approaches Expectations | Meets Expectations | Exceeds Expectations |
|------------------|-----------------------------------|--------------------------------|---------------------------|-----------------------------|
| 2015-2016 | 16 | 28 | 31 | 25 |
| 2016-2017 | 11 | 24 | 28 | 37 |
| 2017-2018 | 16 | 21 | 39 | 24 |
| 2018-2019 | 12 | 27 | 30 | 31 |
| 2019-2020 | waiver | waiver | waiver | Waiver |
| 2020-2021 | 14 | 22 | 14 | 50 |

SC PASS Science – 4th grade

| | Does Not Meet Expectations | Approaches Expectations | Meets Expectations | Exceeds Expectations |
|------------------|-----------------------------------|--------------------------------|---------------------------|-----------------------------|
| 2016-2017 | 10 | 28 | 36 | 25 |
| 2017-2018 | 16 | 23 | 25 | 37 |
| 2018-2019 | 17 | 15 | 20 | 48 |
| 2019-2020 | waiver | waiver | waiver | Waiver |
| 2020-2021 | 30 | 16 | 25 | 30 |

SC Ready Strengths and Areas of Growth

| ELA | School-Wide | Grade 3 | Grade 4 | Grade 5 |
|---------------------------|---|---|---|---|
| Strength | Literary Texts – Language, Craft, and Structure | Literary Texts – Language, Craft, and Structure | Literary Texts – Language, Craft, and Structure | Informational Text – Meaning and Context |
| Area of Growth | Informational Texts | Informational Text – Meaning and Context | Literary Text – Language, Craft, and Structure | Informational Text – Language Craft and Structure |

| Math | School-Wide | Grade 3 | Grade 4 | Grade 5 |
|---------------------------|-------------|------------------------------|----------|------------------|
| Strength | Base Ten | Fractions | Base Ten | Measurement/Data |
| Area of Growth | Geometry | Numbers Sense and Algebra | Geometry | Geometry |

Teacher and Administrator Quality

Teacher Data

| | Our School | Change from Last Year |
|---|------------|-----------------------|
| Total Number of Teachers | 29 | Down from 34 |
| Percent of teachers returning from previous year – current year | 75.0 | Down from 96.2 |
| Percent of teachers returning from previous year – three year average | 85.3 | Down from 88.8 |
| Percent of teacher vacancies for more than 9 weeks | 0.0 | No change |
| Percent of inexperienced teachers teaching in core classes | 6.3 | Down from 9.5 |
| Number of inexperienced teachers teaching in core | | |

Grade-Level Coaching

The Instructional Coach and available members of the leadership team meet with grade levels once a week to provide coaching and support as teachers reflect on student data and plan instruction.

Monthly Professional Development Calendar

- The Lighthouse Team serves as our faculty council as a form of shared leadership within the school. This team is comprised of the leadership team and representatives from each grade level who meet to discuss issues and make decisions for the school.
- Staff Meetings are held to share important school and district information with the staff. We also utilize staff meetings for various professional development opportunities.
- Action Teams are comprised of members of our professional staff. Each Action Team has a focus that promotes the betterment of our school. Action teams have both long-term and short-term goals.
- Grade levels meet on the 4th Wednesday of the month to analyze student data and make informed decisions about instruction.

| Literacy Training | Math Training | Design Thinking | Classroom Libraries |
|--|---|--|--|
| September F&P Assessment Review | February Number Sense Introduction | September Listen Phase | September Introducing Classroom Libraries |
| October Analyze F&P Data and Group Students for Instruction | March Number Talks – Representing Student Thinking | October Explain Phase | October Organizing and Setting Up Your Classroom Libraries |
| November Effective Guided Reading Groups | April Number Sense Routines | February Act Phase | November Labeling Books and Setting Up the Library |
| December Effective Reading Strategy Groups | May Promoting Mathematical Talk | March Deliver Phase | January Creating a Culture of Readers |
| January Assessing and Monitoring Student Growth | | April/May New Design Thinking Projects | |

School Climate Needs Assessment

Survey Results

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data is used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement.

Due to Covid, schools were not able to collect survey results for the 2019-2020 school year. The following results are the latest data from 2018-2019. Survey results indicate that the teachers, students, and parents are satisfied with Summit Drive Elementary.

| | Teachers | Students | Parents |
|--|-----------------|-----------------|----------------|
| Number of surveys returned | 20 | 36 | 86 |
| Percent satisfied with learning environment | 90.0% | 94.4% | 97.6% |
| Percent satisfied with social and physical environment | 95.0% | 88.9% | 92.9% |
| Percent satisfied with school-home relations | 95.0% | 85.3% | 81.4% |

Links to Report Cards

- [2020-2021 Summit Drive School Report Card](#)
- [2019-2020 Summit Drive School Report Card](#)
- [2018-2019 Summit Drive School Report Card](#)

Data Analysis and Needs Assessment

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: | <input checked="" type="checkbox"/> Student Achievement* | <input type="checkbox"/> Teacher/Administrator Quality* | <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) |
| | <input type="checkbox"/> District Priority | | |
| <i>Gifted and Talented Requires Goal and 1 Additional Goal</i> | <input type="checkbox"/> Gifted and Talented: Academic | <input type="checkbox"/> Gifted and Talented: Artistic | <input type="checkbox"/> Gifted and Talented: Social and Emotional 1 Academic Goal and 1 Additional Goal |
| | <input type="checkbox"/> Gifted and Talented: Other | | |
| PERFORMANCE GOAL 1: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 57 % in 2016-17 to 70% in 2022-23. | | | |
| <i>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.</i> | | | |

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

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|-----------|-----------|-----------|-----------|-----------|
| SC READY ELA SDE website and School Report Card | % Meets Expectations and Exceeds Expectations 57 (2016-17) | 2017-2018 School Projected Elementary 60 | 56 | 59 | 62 | 65 | 70 |
| | | School Actual Elementary 56 | 65.4 | waiver | 61 | | |
| SC READY ELA SDE website and School Report Card | % Meets Expectations and Exceeds Expectations 49 (2016-17) | District Projected Elementary 52 | 52 | 55 | 58 | 61 | 64 |
| | | District Actual Elementary 52 | 58 | waiver | 52 | | |

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

| | | | | | |
|--|-----------|--|--|----------|------------------------------------|
| Provide RTI instruction to support students having difficulty in reading (Kindergarten – third grades) | 2018-2023 | K teachers and assistants, interventionist, literacy specialist | 0 | NA | Intervention Schedule |
| Assess student data reading growth in grades 5K-1 and special ed. using Fast Bridge and lowest achievers in MAP for 2nd grade. | 2018-2023 | K-2 Teachers, literacy specialist, interventionist, Special Ed teachers | 0 | NA | Fast Bridge Data |
| Utilize LLI kits provided by the district to provide intervention to 3 rd grade students not reading on grade level | 2018-2023 | IC, Literacy Coach, ESOL teacher, Resource teacher, 3 rd grade teachers | \$5,500 | District | Lesson Plans, observations |
| Continue Balanced Literacy during ELA Instruction | 2018-2023 | All teachers | 0 | NA | Lesson plans, Observations |
| Integrate instructional strategies to support critical thinking and depth of knowledge | 2018-2023 | All teachers | 0 | NA | Lesson plans, Observations |
| Meet the needs of LEP students with focus on reading, writing, vocabulary, and comprehension | 2018-2023 | ESL teacher, classroom teachers | 0 | NA | Lesson plans, Observations |
| Analyze ELA common assessments, Mastery Connect Benchmarks and unit scores | 2018-2023 | Instructional Coach, K-5 teachers, Administration | 0 | NA | Reports |
| Determine individual reading goals for independent reading. | 2018-2023 | K-5 teachers, Media Specialist | Fully Fund the media center to replenish books | District | Reading logs Accelerated Reader |
| Administer and analyze running records | 2018-2023 | All teachers | 0 | NA | Running Records |
| Utilize the bookroom to support multi-leveled approach to reading | 2018-2023 | K-5, Special Education | 0 | NA | Check-out System |

| | | | | | |
|---|-----------|---|---------------|---------------------------|------------------------------|
| Participate in the All-Star Reading Incentive provided by the district | 2018-2023 | Media Specialist, Teachers | 0 | NA | Participation Log |
| Participate in Battle of the Books (4 th and 5 th Grades) | 2018-2023 | Media Specialist | 0 | NA | Contest @ District level |
| Full-time Literacy Coach works students and coaches teachers | 2018-2023 | Literacy Coach | 0 | NA | Observation |
| 5 th grade utilizing Common Lit web-site to practice rigorous passages and questioning | 2018-2023 | 5 th Grade teachers | 0 | NA | Observation, Lesson plans |
| Continue using “We’re All Ears” with 1st grade students – dog therapy volunteers | 2018-2023 | 1st grade teachers | 0 | NA | Schedule |
| Author’s Visit/ School-wide literacy night | 2018-2023 | Media Specialist/ IC | \$400 | PTA | Pictures |
| Community Book Club | 2018-2023 | Media Specialist | \$1000 | Grant | Pictures, agenda, sign in |
| Sounds in Motion 5K kinesthetic collaborated phonemic awareness | 2018-2023 | 5k teachers | 0 | NA | Observation and Lesson Plans |
| Use Reading Strategies Book as a resource for Reading Instruction | 2018-2023 | All teachers | 0 | NA | Lesson plans |
| Partner with Public Education Partners to provide free books for students in grades k-5 to read over the summer and add to their home library | 2018-2023 | Principal, Public Education Partners | Cost of books | Public Education Partners | Observation, books, schedule |
| Use coaching cycles to improve student achievement | 2018-2023 | Admin, Instructional Coach, Literacy Specialist | 0 | NA | Record keeping, Observations |
| Continue to use district writing benchmarks to assess students’ writing. | 2018-2023 | All teachers | 0 | NA | Data |

| | | | | | |
|--|-----------|---|-------|----|---|
| Use authentic writing process during Writer's Workshop in all grades and <i>Writing Strategies Book</i> as resources. Teach narrative, opinion and informational writing in all grade levels. | 2018-2023 | All Teachers | 0 | NA | Observations, lesson plans, Bulletin Board displays |
| Continue to use Noggin Notebooks writing in Kindergarten | 2018-2023 | Kindergarten Teachers | 0 | NA | Notebooks |
| Continue interactive notebooks that support writing/EL goals | 2018-2023 | 1-5 grades | 0 | NA | Journals |
| Continue to develop integrated curriculum and literacy skills across all core content areas | 2018-2023 | All teachers | 0 | NA | Lesson plans, Observations |
| Use systematic organization T-chart to answer Text-dependent analysis writing questions and practice this type of writing in upper grades. Use the SC Ready text dependent Rubric in 3 rd - 5 th grades. | 2018-2023 | 3-5 teachers | 0 | NA | Observations |
| First graders write and illustrate a Book and have a share day with parents and staff | 2018-2023 | 1st grade teachers | \$200 | NA | Pictures, Observation |
| Administer Mastery Connect Benchmarks three times a year to monitor progress toward achievement | 2018-2023 | Classroom teachers 2 nd -5 th , Instructional Coach | 0 | NA | testing schedule |
| Collaborate during grade level planning and to assure collaborative, effective standard driven instruction and differentiation for student needs. | 2018-2023 | Classroom Teachers, IC, Administration | 0 | NA | Lesson plans, Observations |
| 2 nd grade classes make a treasure book with various class writing pieces | 2018-2023 | 2 nd grade teachers | 0 | NA | Book |

| | | | | | |
|--|-----------|---|-----------------|----------|----------------------------|
| Implement a framework for explicit and consistent instruction in language and word study for k – 2 nd grades (phonics and phonological awareness) | 2018-2023 | IC, Reading Coach, Administration, teachers | Word study kits | District | 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 2: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 68% in 2016-17 to 77% in 2022-23.

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

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|--|---|-----------|-----------|-----------|-----------|-----------|
| SC READY Math SDE website and School Report Card | % Meets Expectations and Exceeds Expectations 68 (2016-17) | 2017-2018 School Projected Elementary 71 | 65 | 68 | 71 | 74 | 77 |
| | | School Actual Elementary 65 | 71 | waiver | 59 | | |
| SC READY Math SDE website and School Report Card | % Meets Expectations and Exceeds Expectations 54 (2016-17) | District Projected Elementary 57 | 62 | 64 | 66 | 68 | 69 |

| | | | | | | | |
|--|--|--|----|--------|----|--|--|
| | | District Actual Elementary 60 | 63 | waiver | 53 | | |
|--|--|--|----|--------|----|--|--|

| ACTION PLAN FOR STRATEGY #1: Improve Achievement in Math | | | | | EVALUATION |
|---|---|---|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Disaggregate math data from Mastery connect and SC Ready | 2018-2023 | Administration, Instructional Coach | 0 | NA | Spreadsheets |
| Use coaching cycles to improve student achievement | 2018-2023 | Admin, Instructional Coach | 0 | NA | Record keeping, Observations |
| Administer common assessments to determine math level and differentiate instruction to meet individual students' needs (Mastery Connect) | 2018-2023 | Classroom Teachers | 0 | NA | Results, Common Assessment Data Analysis Form |
| Ensure spiral review of math skills | 2018-2023 | Classroom teachers | 0 | NA | Observation |
| Administer Mastery Connect Benchmarks three times a year to monitor progress toward achievement | 2018-2023 | Classroom teachers 2 nd -5 th , Instructional Coach | 0 | NA | testing schedule |
| Student goal setting for fast facts | 2018-2023 | Classroom Teachers | 0 | NA | Observations, charts |
| Collaborate during grade level planning to assure collaborative, effective standard driven instruction and differentiation for student needs. | 2018-2023 | Classroom Teachers, IC, Administration | 0 | NA | Lesson plans, Observations |
| Interactive Notebooking | 2018-2023 | teachers | 0 | NA | Observation |

| | | | | | |
|--|-----------|----------|---|----|---------------------------|
| Utilize the technology program Prodigy where students work through a math path designed for their needs. | 2018-2023 | teachers | 0 | NA | Observation, lesson plans |
|--|-----------|----------|---|----|---------------------------|

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

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

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

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

| DATA SOURCE(s): | AVERAGE BASELINE | | 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 | 64 | 67 | 70 | 73 | 76 |
| | | School Actual Elementary 64 | 64 | waiver | 55 | | |
| 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 | waiver | 56 | | |

| ACTION PLAN FOR STRATEGY #1: Improve Achievement in Science | | | | | EVALUATION |
|---|-----------------------------------|---|----------------|--|-------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Common Assessments | 2018-2023 | Teachers | 0 | NA | Documentation/ observation |
| 2. Coaching Cycles | 2018-2023 | IC, Administration | 0 | NA | Documentation/ observation |
| 3. STEAM/Technology teacher 4 days a week as part of related arts | 2018-2023 | STEAM lab teacher | Teacher salary | Flexible position provided by district | Observation |
| 4. Data Analysis of weakest units on PASS/ Mastery Connect Benchmarks | 2018-2023 | IC, Administration, teachers | 0 | NA | report |
| 5. Use Mastery Connect to create rigorous unit tests | 2018-2023 | Classroom teachers, Instructional Coach | 0 | NA | Test examples |
| 6. Progress Monitor and reteach according to data | 2018-2023 | teachers | 0 | NA | Lesson plans |
| 7. Integration into ELA | 2018-2023 | teachers | 0 | NA | Lesson plans |
| 8. Interactive Notebooking grades 3-5 | 2018-2023 | 3-5 grade teachers | 0 | NA | observations |
| 9. Edible student garden | 2018-2023 | PTA garden coordinator | varies | NA | observation |
| 10. Intentional field trips related to science | 2018-2023 | teacher | varies | parents | Schedule |

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): | AVERAGE BASELINE 2016-17 | 2017-18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--------------------------------|---|-----------------------------------|---------|---------|---------|---------|---------|
| SC READY ELA SC SDE Website | 31% Meets Expectations and Exceeds Expectations | School Projected Hispanic | 28 | 31 | 34 | 37 | 40 |
| SC READY ELA SC SDE Website | | School Actual Hispanic 28 | 54 | waiver | 60 | | |
| SC READY ELA SC SDE Website | 33% Meets Expectations and Exceeds Expectations | District Projected Hispanic 36 | 36 | 39 | 42 | 45 | 48 |

| | | | | | | | |
|--------------------------------|---|---|-----------|-----------|-----------|-----------|-----------|
| SC READY ELA SC SDE Website | | District Actual Hispanic 34 | 40 | waiver | 36 | | |
| SC READY ELA SC SDE Website | 24 % Meets Expectations and Exceeds Expectations | School Projected AA 27 | 30 | 33 | 36 | 39 | 42 |
| SC READY ELA SC SDE Website | | School Actual AA 27 | 24 | waiver | 22 | | |
| SC READY ELA SC SDE Website | 22% Meets Expectations and Exceeds Expectations | District Projected AA 25 | 25 | 28 | 31 | 34 | 37 |
| SC READY ELA SC SDE Website | | District Actual AA 25 | 31 | waiver | 28 | | |
| SC READY ELA SC SDE Website | 20 % Meets Expectations and Exceeds Expectations | School Projected SWD 23 | 32 | 35 | 38 | 41 | 44 |
| SC READY ELA SC SDE Website | | School Actual SWD 32 | 22 | waiver | 20 | | |

| | | | | | | | |
|--------------------------------|---|--|-----------|-----------|-----------|-----------|-----------|
| SC READY ELA SC SDE Website | 11% Meets Expectations and Exceeds Expectations | District Projected SWD 14 | 14 | 17 | 20 | 23 | 26 |
| SC READY ELA SC SDE Website | | District Actual SWD 12 | 21 | waiver | 19 | | |
| SC READY ELA SC SDE Website | 18 % Meets Expectations and Exceeds Expectations | School Projected LEP | 31 | 34 | 37 | 40 | 43 |
| SC READY ELA SC SDE Website | | School Actual LEP 28 | 48 | waiver | 43 | | |
| SC READY ELA SC SDE Website | 32% Meets Expectations and Exceeds Expectations | District Projected LEP 35 | 35 | 38 | 41 | 44 | 47 |
| SC READY ELA SC SDE Website | | District Actual LEP 33 | 44 | waiver | 32 | | |
| SC READY ELA SC SDE Website | 35 % Meets Expectations and Exceeds Expectations | School Projected PIP 38 | 32 | 35 | 38 | 41 | 44 |

| | | | | | | | |
|---------------------------------|---|---|-----------|-----------|-----------|-----------|-----------|
| SC READY ELA SC SDE Website | | School Actual PIP 32 | 41 | waiver | 40 | | |
| 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 | 41 % Meets Expectations and Exceeds Expectations | School Projected Hispanic 46 | 49 | 52 | 55 | 58 | 63 |
| SC READY Math SC SDE Website | | School Actual Hispanic | 65 | waiver | 47 | | |
| 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 | 46 % Meets Expectations and Exceeds Expectations | School Projected AA | 37 | 40 | 43 | 46 | 49 |
| SC READY Math SC SDE Website | | School Actual AA 34 | 28 | waiver | 18 | | |
| 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 | 28 % Meets Expectations and Exceeds Expectations | School Projected SWD | 35 | 38 | 41 | 44 | 47 |
| SC READY Math SC SDE Website | | School Actual SWD 32 | 31 | waiver | 20 | | |
| SC READY Math SC SDE Website | 15% Meets Expectations and Exceeds Expectations | District Projected SWD 18 | 18 | 21 | 24 | 27 | 30 |

| | | | | | | | |
|---------------------------------|---|--|-----------|-----------|-----------|-----------|-----------|
| SC READY Math SC SDE Website | | District Actual SWD 16 | 20 | waiver | 24 | | |
| SC READY Math SC SDE Website | 24 % Meets Expectations and Exceeds Expectations | School Projected LEP | 46 | 49 | 52 | 55 | 58 |
| SC READY Math SC SDE Website | | School Actual LEP 43 | 60 | waiver | 37 | | |
| SC READY Math SC SDE Website | 37% Meets Expectations and Exceeds Expectations | District Projected LEP 40 | 40 | 43 | 46 | 49 | 52 |
| SC READY Math SC SDE Website | | District Actual LEP 42 | 46 | waiver | 40 | | |
| SC READY Math SC SDE Website | 54% Meets Expectations and Exceeds Expectations | School Projected PIP | 46 | 49 | 52 | 55 | 58 |
| SC READY Math SC SDE Website | | School Actual PIP 46 | 51 | waiver | 38 | | |

| | | | | | | | |
|---------------------------------|--|--|-----------|-----------|-----------|-----------|-----------|
| SC READY Math SC SDE Website | 33% Meets Expectations and Exceeds Expectations | District Projected PIP 36 | 36 | 39 | 42 | 45 | 48 |
| SC READY Math SC SDE Website | | District Actual PIP 38 | 43 | waiver | 38 | | |

| ACTION PLAN FOR STRATEGY #1: Closing the Achievement Gap | | | | | EVALUATION |
|--|--|--|-----------------------|-----------------------|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Implement data driven reflective conversations to improve teaching practice (school and individual data). | 2018-2023 | Administration, IC, teachers | 0 | NA | Evidence of data driven conversations from school meetings. |
| 2. Implement Professional Learning Community | 2018-2023 | Administration, IC, teachers | 0 | NA | Strong implementation of professional learning communities as evidenced by observations, lesson plans |
| 3. Provide strategy and content support for teachers | 2018-2023 | Administration, IC, Literacy Coach, Special Education teachers, ESOL teacher | 0 | NA | School-based professional development offerings that provide best practice strategies and content to teachers |
| 4. Provide professional learning opportunities for instructional strategies for diverse learners | 2018-2023 | Administration, IC, Literacy Coach, Special Education | 0 | NA | District and School-based professional development offerings that provide best |

| | | | | | |
|--|--|---------------------------|--|--|--|
| | | teachers, ESOL teacher | | | 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 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): | AVERAGE BASELINE | 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 5 th grades = 79% | Kindergarten through 5 th grades = 81% | Kindergarten through 5 th grades = 83% | Kindergarten through 5 th grades = 85% |
| | Meets and Exceeds | School Actual | Kindergarten through 5 th grades = 77% | Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic. | Kindergarten through 5 th grades = 70% | | |
| Fastbridge | Norm Reference Measure | School Projected | | Kindergarten = 62% grade 1 = 59% | Kindergarten = 64% grade 1 = 61% | Kindergarten = 66% grade 1 = 63% | Kindergarten = 68% grade 1 = 65% |
| | K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria | School Actual | Kindergarten = 61% grade 1 = 57% | Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic. | Kindergarten = 51% Grade 1 = 57% | | |

| | | | | | | | |
|--|--|--------------------|--------------------------------|---|--|---|---|
| | 71 or more accurately read words per minute (40 th percentile) | | | | | | |
| 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 – 45% Grade 5 – 51% | Grade 2 – 48% Grade 5 – 54% | Grade 2 – 51% Grade 5 – 57% | Grade 2 – 54% Grade 5 – 60% |
| South Carolina MAP Linking Study – February 2018 | 2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile | School Actual | Grade 2 – 47% Grade 5 – 46% | Grade 2 – 44% Grade 5 – 58% | Grade 2 – 61% 5 th grade data point not available - School Board decision to waive 5 th grade testing | | |
| Fountas and Pinnell | | District Projected | | | K-5 71% or above | K-5 73% or above | K-5 77% or above |
| | | District Actual | K-5 69% | Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic. | K-5 57% | | |
| Fastbridge and Kindergarten and Grade 1 | Norm Reference Measure | District Projected | K-5 69% | 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 |
| | | District Actual | 5K = 50% Grade 1 = 55% | Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic. | 5K = 28% Grade 1 = 46% | | |

| MAP Winter Reading | % students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA | District Projected | Grade 2 – 36% or above Grade 5 – 32% or above | Grade 2 – 36% or above Grade 5 – 32% or above | Grade 2 – 36% or above Grade 5 – 32% or above | Grade 2 – 36% or above Grade 5 – 32% or above | Grade 2 – 36% or above Grade 5 – 32% or above |
|---|--|--------------------|--|--|---|---|--|
| South Carolina MAP Linking Study – February 2018 and July 2020 | <u>2018</u> 2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile <u>2020</u> 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. | 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: Improve Achievement in students reading on grade level | | | | | EVALUATION |
|--|-----------------------------------|--|----------------|----------------|------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Provide RTI instruction to support students having difficulty in reading (Kindergarten – 3 rd grades) | 2018-2023 | K assistants, Literacy Specialist, Interventionist | 0 | NA | Intervention Schedule |
| Assess student data reading growth in grades 5K-1 and special ed. using Fast Bridge and lowest achievers in MAP for 2nd grade. | 2018-2023 | K-2 Teachers, Literacy Specialist, Interventionist, Special Ed teachers | 0 | NA | Fast Bridge Data |
| Continue Balanced Literacy during ELA Instruction | 2018-2023 | All teachers | 0 | NA | Lesson plans, Observations |

| | | | | | |
|--|-----------|---------------------------------------|--|----------|------------------------------------|
| Integrate instructional strategies to support critical thinking and depth of knowledge | 2018-2023 | All teachers | 0 | NA | Lesson plans, Observations |
| 5 th grade utilizing Common Lit web-site to practice rigorous passages and questioning | 2018-2023 | 5 th Grade teachers | 0 | NA | Observation, Lesson plans |
| Meet the needs of LEP students with focus on reading, writing, vocabulary, and comprehension | 2018-2023 | ESL teacher, classroom teachers | 0 | NA | Lesson plans, Observations |
| Analyze ELA common assessments, Mastery Connect Benchmarks and unit scores | 2018-2023 | IC, K-5 teachers, Administration | 0 | NA | Reports |
| Determine individual reading goals for independent reading. | 2018-2023 | K-5 teachers, Media Specialist | Fully Fund the media center to replenish books | District | Reading logs Accelerated Reader |
| Administer and analyze running records | 2018-2023 | All teachers | 0 | NA | Running Records |
| Utilize the bookroom to support multi-leveled approach to reading | 2018-2023 | K-5, Special Education | 0 | NA | Check-out System |
| Participate in the All-Star Reading Incentive provided by the district | 2018-2023 | Media Specialist, Teachers | 0 | NA | Participation Log |
| Participate in Battle of the Books (4 th and 5 th Grades) | 2018-2023 | Media Specialist | 0 | NA | Contest @ District level |
| Literacy Coach and Instructional Coach works with 1 st -3 rd grade students and coaches teachers | 2018-2023 | Literacy Coach Instructional Coach | 0 | NA | Observation |
| Continue using “We’re All Ears” with 1st grade students – dog therapy volunteers | 2018-2023 | 1st grade teachers | 0 | NA | Schedule |
| Author’s Visit / School-wide literacy night | 2018-2023 | Media Specialist/ IC | \$400 | PTA | Pictures |

| | | | | | |
|---|-----------|---|-----------------|---------------------------|------------------------------|
| Community Book Club | 2018-2023 | Media Specialist | \$1000 | Grant | Pictures, agenda, sign in |
| Sounds in Motion 5K kinesthetic collaborated phonemic awareness | 2018-2023 | 5k teachers | 0 | NA | Observation and Lesson Plans |
| Use Reading Strategies Book as a resource for Reading Instruction | 2018-2023 | All teachers | 0 | NA | Lesson plans |
| Implement Word Study K-2 | 2018-2023 | IC, Literacy Specialist, 5k -2nd grade teachers | Cost of kits | district | Observation, lesson plans |
| Partner with Public Education Partners to provide free books for students in grades k-5 to read over the summer and add to their home library | 2018-2023 | IC, Public Education Partners | Cost of books | Public Education Partners | Observation, books, schedule |
| Use coaching cycles to improve student achievement | 2018-2023 | Admin, Instructional Coach, Literacy Specialist | 0 | NA | Record keeping, Observations |
| Administer Mastery Connect Benchmarks three times a year to monitor progress toward achievement | 2018-2023 | Classroom teachers 2 nd -5 th , Instructional Coach | 0 | NA | testing schedule |
| Collaborate during grade level planning and to assure collaborative, effective standard driven instruction and differentiation for student needs. | 2018-2023 | Classroom Teachers, IC, Administration | 0 | NA | Lesson plans, Observations |
| Implement a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness) | 2018-2023 | IC, Literacy Coach, Administration, teachers | Word study kits | District | Lesson plans, observations |
| Utilize the 3 rd grade LLI kit provided by the district to provide intervention to 3 rd grade students not reading on grade level | 2018-2023 | IC, Literacy Coach, ESOL Teacher, | \$5,500 | District | Lesson Plans, observations |

| | | | | | |
|--|--|---|--|--|--|
| | | Resource Teacher, 3 rd grade 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: 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 = 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 Ethnic Diversity = yes | Gender Diversity = yes Ethnic Diversity = yes | Gender Diversity = yes Ethnic Diversity = yes | | |
| Employment report | | District Projected | Gender Diversity = 92% Ethnic Diversity = 92% | Gender Diversity = 94% Ethnic Diversity = 94% | Gender Diversity = 96% Ethnic Diversity = 96% | Gender Diversity = 98% Ethnic Diversity = 98% | Gender Diversity = 100% Ethnic Diversity = 100% |
| GCS Human Resources Department | Baseline established in 2017-2018 | District Actual Gender Diversity = 99% | Gender Diversity = 96% | Gender Diversity = 99% | Gender Diversity = 100% | | |

| | | | | | | | |
|--|--|---------------------------|---------------------------|---------------------------|---------------------------|--|--|
| | | Ethnic Diversity = 90% | Ethnic Diversity = 91% | Ethnic Diversity = 96% | Ethnic Diversity = 97% | | |
|--|--|---------------------------|---------------------------|---------------------------|---------------------------|--|--|

| ACTION PLAN FOR STRATEGY #1: Achieving Diversity in Teaching Staff | | | | | EVALUATION |
|--|-----------------------------------|--------------------|----------------|----------------|------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Continue to add to the diversity of Summit Drive teaching staff. Over the past 3 years we have added three male teachers and one African American teacher. | 2018-2023 | Administration | 0 | 0 | Teachers at Summit Drive |

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-------------------------------|--------------------------------|--------------------------------|---------|---------|---------|---------|---------|
| SDE School Report Card Survey | 94 | School Projected Students | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | School Actual Students 96.9 | 96 | waiver | 92 | | |
| SDE School Report Card Survey | 100 | School Projected Teachers | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | School Actual Teachers 96.3 | 93.8 | waiver | 100 | | |

| | | | | | | | |
|-------------------------------|-----|--------------------------------|------|--------|------|------|------|
| SDE School Report Card Survey | 100 | School Projected Parents | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | School Actual Parents 92.5 | 98.4 | waiver | 94.1 | | |
| SDE School Report Card Survey | 92 | District Projected Students | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | District Actual Students 86 | 89 | waiver | 93 | | |
| SDE School Report Card Survey | 98 | District Projected Teachers | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | District Actual Teachers 97 | 97 | waiver | 98 | | |
| 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: Communicate and Promote Safety | | | | | EVALUATION |
|---|---|-------------------------------|-----------------------|---------------------------|--|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Continued use of the Level I and Level II background checks. | 2018-2023 | Front Office Staff | Changes annually | General Fund | Volunteer checks completed |
| Continue to implement the safety plan | 2018-2023 | Administration | 0 | NA | Safety Plan |
| Continue having police officers present a various times on school grounds | 2018-2023 | Administration, District | 0 | NA | Presents of police officers |
| Communicate clearly and effectively with all stakeholders that school emergency response plans are in place and include explanations of the training and drills that take place | 2018-2023 | Principal | 0 | NA | Newsletters, Social Media Posts, SIC and PTA Agendas |
| Take a proactive approach by periodically pushing out information about the safety measures that we take at Summit Drive. | 2018-2023 | Principal | 0 | NA | Safety stories on web, social media, etc. |

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): | AVERAGE BASELINE | 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 | | |
|----------------------|--|------------------------|-----|-----|-----|--|--|

Annual Expulsion Rate

| DATA SOURCE(s): | AVERAGE BASELINE | 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: Improve Student Behavior | | | | | EVALUATION |
|---|-----------------------------------|--------------------|----------------|----------------|------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |

| | | | | | |
|---|-----------|--|----------|----------------------|---------------------------|
| Implementation of Leader in Me and 7 habits of happy kids | 2018-2023 | Administration, school counselor, teachers | \$16,000 | General Funds. Local | observation |
| LEAD groups for boys and girls in 5 th grade | 2018-2023 | School counselor | varies | Local funds | Agenda, observation |
| Buddy classes | 2018-2023 | Classroom teachers | 0 | NA | observation |
| Morning Meeting school-wide to promote Leader in Me and 7 Habits of Happy Kids | 2018-2023 | Administration, school counselor, teachers | 0 | NA | Observation, lesson plans |
| Provide Guidance lessons that promote positive behavior | 2018-2023 | school counselor | 0 | NA | Observation, lesson plans |
| School Counselor and Administration work closely to provide a multi-tiered intervention to find root causes | 2018-2023 | Administration, school counselor, teachers | 0 | NA | documentation |

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---------------------------------|-----------------------------------|-----------------------|---------|---------|---|--|--|
| Cognia Climate & Culture Survey | Baseline established in 2017-2018 | School Projected | 91 | 91 | 91 | 91 | 91 |
| | | School Actual 91 | 91 | 91 | 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 Survey | Baseline established in 2017-2018 | District Projected | 90 | 90 | 90 | 90 | 90 |
| | | District Actual 89 | 90 | 92 | Data point not available due to state-wide school closures on March | Note: Cognia surveys have been discontinued. | Note: Cognia surveys have been discontinued. |

| | | | | | | | |
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| | | | | | 17, 2020 - COVID-19 pandemic. | | |
|--|--|--|--|--|-------------------------------|--|--|

| ACTION PLAN FOR STRATEGY #1: Promote Caring About Students | | | | | EVALUATION |
|---|-----------------------------------|--|----------------|----------------|------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Teachers implement the 7 Habits within the relationships with their students | 2018-2023 | Administration, School Counselor, teachers | 0 | NA | Lesson plans, observation |
| Develop peer mentoring programs to support students pairing classes. | 2018-2023 | Administration, School Counselor, teachers | 0 | NA | Peer mentoring in schools |
| Honor every students gifts by developing leadership roles throughout the school | 2018-2023 | Administration, School Counselor, teachers | 0 | NA | observation |
| Continue seeking adults mentors for students in need | 2018-2023 | Administration, School Counselor | 0 | NA | Observation, list of mentors |
| Student led conferences | 2018-2023 | Administration, School Counselor, teachers | 0 | NA | Observation, list of mentors |
| Celebrations throughout the year honoring goals achieved | 2018-2023 | Administration, School Counselor, teachers | 0 | NA | Observation, list of mentors |
| Buddy classes | 2018-2023 | Classroom Teachers | 0 | NA | 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 5: Achieve and maintain a student attendance rate of 95% or higher.

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

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|--|---------------------|-------------------------------|---------|---------|---------|---------|---------|
| | (2016-17) 96 | School Projected 96 | 96 | 96 | 96 | 96 | 96 |
| 180 th day Attendance Report | | School Actual 96 | 96 | 97 | 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 #3: Student Attendance | | | | | EVALUATION |
|---|-----------------------------------|--------------------|----------------|----------------|------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Monitor student attendance on a daily basis and conduct intervention conferences as necessary | 2018-2023 | Attendance Clerk | 0 | NA | Daily Attendance Percentage |
| Complete attendance referrals as necessary for students with attendance issues. | 2018-2023 | Attendance Clerk | 0 | NA | Daily Attendance |
| School Counselor works with District social worker to determine if support is needed/ reason behind truancy | 2018-2023 | School Counselor | 0 | NA | Documentation |

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): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---------------------------------|--|---------------------------------------|---------------------------------------|---|--|--|
| Cognia Climate & Culture Student Survey | Baseline established in 2017-18 | School Projected | Afraid ≤8 Lonely ≤11 Angry ≤5 | Afraid ≤8 Lonely ≤11 Angry ≤5 | Afraid ≤8 Lonely ≤11 Angry ≤5 | Afraid ≤8 Lonely ≤11 Angry ≤5 | Afraid ≤8 Lonely ≤11 Angry ≤5 |
| | | School Actual Afraid – 5% Lonely – 11% Angry – 8% | Afraid ≤ 6 Lonely ≤ 5 Angry ≤ 5 | Afraid ≤ 6 Lonely ≤ 5 Angry ≤ 5 | 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 ≤8 | Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic. | Note: Cognia surveys have been discontinued. | Note: Cognia surveys have been discontinued. |

| ACTION PLAN FOR STRATEGY #1: Promote Emotional Health | | | | | EVALUATION |
|--|-----------------------------------|--|----------------|----------------|------------------------------|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| Mental Health Counselor works with families and students in need | 2018-2023 | Mental Health Counselor | 0 | NA | Schedule of meetings |
| School Counselor holds one-on-one sessions with students as well as with small groups | 2018-2023 | School Counselor | 0 | NA | Schedules of meetings |
| School Counselor teaches whole group lessons promoting emotional health | 2018-2023 | School Counselor | 0 | NA | Schedules of meetings |
| Through learning 7 habits of happy kids, students learn how to treat each other and how to solve problems in relationships in healthy ways | 2018-2023 | Administration, School Counselor, teachers | 0 | NA | Lesson plans, observations |
| Classroom teachers refer any issues they see with students emotionally to School Counselor and Mental Help Counselor | 2018-2023 | School Counselor | 0 | NA | Documentation of referral |
| School Counselor provides discreet ways for students to contact her about their needs and concerns | 2018-2023 | School Counselor | 0 | NA | documentation |