Bryson Elementary School

Greenville County School District

2018-19 through 2022-23

Andreya C. Boggs, Principal

Dr. Burke Royster, Superintendent

Stakeholder Involvement for School Renewal

	Position	**Name**
1.	Principal	Andreya C. Boggs
2.	Teacher	Mindy Berry
3.	Parent/Guardian	Wanda Kohler
4.	Community Member	Steve Hariston
5.	Paraprofessional	Arifah Howell
6.	School Improvement Council Member	Jennifer Winney
7.	Read to Succeed Reading Coach	Sara Harris
8.	School Read to Succeed Literacy Leadership Team Lead	Sara Harris
9.	School Read to Succeed Literacy Leadership Team Member	Terri Chasteen
10.	School Read to Succeed Literacy Leadership Team Member	Sarah Liebenrood
11.	School Read to Succeed Literacy Leadership Team Member	Karen Vargo
12.	School Read to Succeed Literacy Leadership Team Member	Josh Albin

Position	Name
Assistant Principal	Josh Albin
Instructional Coach	Sarah Liebenrood
Kindergarten Teacher Lead	Renee Stanislaw
First Grade Team Leader	Ashleigh Williams
Second Grade Team Leader	Kristi Mitros
Third Grade Team Leader	Tanisha McIlwain
Fourth Grade Team Leader	Mark Best
Fifth Grade Team Leader	Linda Johnson
RTI/SPED Leader	Kayla Halvorsen
Primary Literacy Mentor	Kristi Mitros
Intermediate Literacy Mentor	Linda Johnson
Literacy Specialist	Sara Harris
Media Specialist	Deanna Klump

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Bryson Elementary School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 *(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	*W Burke Royster*	
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Andreya C. Boggs	*ACBoggs*	3/28/2019
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL
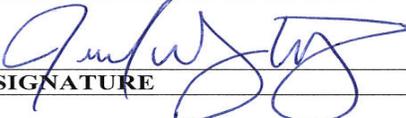
Jennifer Winney	*Jennifer Winney*	3/28/2019
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Sara Harris	*Sara Harris*	3/28/2019
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 703 Bryson Drive Simpsonville, SC 29681

SCHOOL TELEPHONE: (864) 355-3600

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

Accountability and Quality Assurances

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

Selection	Item
● Yes ○ No ○ N/A	**Academic Assistance, PreK–3** The school 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).
● Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** The school 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).
● Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
● Yes ○ No ○ N/A	**Staff Development** The school 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.
● Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
● Yes ○ No ○ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
● Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

● Yes ○ No ○ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.	
○ Yes ● No ○ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.	
● Yes ○ No ○ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.	
● Yes ○ No ○ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.	
● Yes ○ No ○ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of 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): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.	
● Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.	

Table of Contents

Introduction

The vision of Bryson Elementary School is for our students to become interdependent, innovative, and successful citizens with bright futures, as they optimize their unique capabilities socially, academically, and responsibly. This school portfolio is a working document that shows the progress our school has made while working continuously to improve all areas of instruction, learning environment, and parent and community involvement. It also provides our staff with an ongoing means for communication, self-assessment, accountability, and continuous improvement.

The portfolio reflects who we are as a school and community. The document conveys our vision for our school, our goals, plans, progress toward our goals, and achievements. Furthermore, evidence of our work, demographic information, and insights on community involvement, such as partnerships within our school, are implemented into this document.

Members of the leadership team are central to the success of our self-study process. The role of this team is to provide an organizational plan, and provide guidance in the study process. This committee meets monthly and serves as a body from all instructional areas that serves the school in decision-making processes. All stakeholders, including the staff, PTA, and School Improvement Council have roles and responsibilities. Representatives from these groups serve as valuable resources and provide essential support and input during the self-study process.

Due to broad and consistent stakeholder involvement, this document reflects a balance of diverse backgrounds, disciplines, interests, and experience of our school community. Stakeholder input is sought-after and continues to be incorporated into our self-study. We hope you will see reflected within this document our continued progress toward increasing the achievement of all students, providing rich cultural experiences, and providing a warm, nurturing school environment that is a wonderful place for students, parents, community, and staff.

Instructional Leadership Team

Responsibilities include meeting weekly to discuss curriculum, instruction, achievement, and school updates.

Member	Position
Andreya C. Boggs	Principal
Josh Albin	Assistant Principal
Sarah Liebenrood	Instructional Coach
Sara Harris	Literacy Specialist
Terri Chasteen	RTI Coordinator

Faculty Council Team

Responsibilities include meeting monthly as a whole group and weekly with grade level teams to discuss instructional planning and curriculum, school goals, data, and any school related topics.

Member	Position
Andreya C. Boggs	Principal
Josh Albin	Assistant Principal
Sarah Liebenrood	Instructional Coach
Kayla Halvorsen	Support Team
Renee Stanislaw	Kindergarten
Ashleigh Williams	First Grade
Kristi Mitros	Second Grade
Tanisha McIlwain	Third Grade
Mark Best	Fourth Grade
Linda Johnson	Fifth Grade
Tammi Trammel	Related Arts

School Improvement Council

Responsibilities include meeting monthly to discuss goals for student achievement and serving as an advisory board for the school.

Member	Position
Andreya C. Boggs	Principal
Josh Albin	Assistant Principal
Sarah Liebenrood	Instructional Coach
Amy Holcombe	Parent
Mindy Berry	Teacher Representative
Mary Russell	Teacher Representative
April Counts	Parent
Jennifer Winney	Parent, SIC Chairperson
Steve Hariston	Community Member
Michelle LaStringer	PTA President

School Read to Succeed Literacy Leadership Team

Responsibilities include development of the School Reading Plan through collaboration and an analyzing of our reading data.

Member	Position
Andreya C. Boggs	Principal
Josh Albin	Assistant Principal
Sarah Liebenrood	Instructional Coach
Sara Harris	Literacy Specialist/R2S Lead
Kristi Mitros	Primary Literacy Mentor
Linda Johnson	Intermediate Literacy Mentor
Terri Chasteen	RTI Coordinator
Deanna Klump	Media Specialist
Karen Vargo	SPED
Melissa McCourry	ESOL

We hope that you will enjoy this look into Bryson Elementary. It is the story of who we are and how we work together to ensure academic success for children as we prepare them to be productive, responsible citizens.

Executive Summary

Needs Assessment for Student Achievement

During the 2017-2018 school year, our goals stayed consistent to focus on increasing student achievement on the SC Ready ELA and Math assessments. For ELA, we continued to implement a balanced literacy framework with support to focus on guided reading, interactive read aloud, as well as reading and writing workshop. Teachers continued to utilize fact fluency programs such as Extra Math and Popping Math to support students building number sense with basic operations and increase fluency. Teachers also began using MasteryConnect for quarterly benchmarks as well as weekly common formative assessments to track students' progress throughout the year. MasteryConnect is integral in providing students with individualized activities in all subjects, specifically English language arts and math.

For the 2017 - 2018 school year, our students took the SC READY Assessments in ELA and Mathematics. The outcomes resulted in 53% of students scoring Met or Exemplary in Mathematics and 48% of our students scoring Met or Exemplary.

For the 2017-2018 school year, our fourth grade students took the SC PASS Assessment for Science and our fifth grade students took the SC PASS Assessment for social studies. The fourth grade SC PASS Assessment for Science outcomes resulted in 55.1% of students scoring Met or Exemplary. The fifth grade student outcome for SC PASS Social Studies was 68.8% Met or Exceeded expectations.

For the 2018-2019 school year, our school continued to focus on the Balanced Literacy Framework, specifically guided reading and the workshop model. Thinking Maps training was facilitated for teachers and staff as well.

Needs Assessment for Teacher and Administrator Quality

A leadership team, made up of the principal, assistant principal, instructional coach, and chairperson of each of the action teams, was established to:

- Coordinate the work of the different committees.
- Keep everyone informed about the work of all committees.
- Integrate the findings and recommendations of committees.
- Schedule time during faculty meetings for discussion of recommendations as they were being developed, thereby allowing input into recommendations throughout the process.

The following vertical teams are in place to achieve our vision:

ELA	Mathematics	Science	Social Studies
Reading - School Reading Goal Progress Monitoring - Thinking Map Implementation - Workshop Model Accountability and Sharing - Content Integration Planning - Culminating Unit Task Planning - Benchmarking - Assessments - Read Across America Day - School-Wide Reading Incentive Program - Family Reading Night **Writing** - Performance Tasks - Types of Writing - Assessments	- School Math Goal Progress Monitoring - Thinking Map Implementation - Guided Math Strategies and Accountability - Culminating Unit Task Planning - Content Integration Planning - Math Groups within Class - Assessments - Math Facts Incentive Program - Family Math Night/Math Fun Day - News Show Highlights	- Content Vocabulary - Thinking Map Implementation - Assessments - Culminating Unit Task Planning - Strategy Sharing Regarding Content Integration and Planning - Science Lab Calendar - Science Lab Organization - Virtual Field Trips - Science Fair - School Science Night (Roper Mountain/Invention Convention/Science Fair) - News Show Highlights	- Content Vocabulary - Thinking Map Implementation - Assessments - Culminating Unit Task Planning - Strategy Sharing Regarding Content Integration and Planning - Black History Month - Constitution Day - SC Day - Veterans Day - Mock Election (during election year) - School Wax Museum Day (based on grade level standards) - News Show Highlights

Vertical Team Structure Purpose & Responsibilities

PURPOSE	The purpose of the vertical team curriculum committee is to ensure the academic integrity of Bryson Elementary School and to promote continuous improvement of its educational programs.
ORGANIZATION	1. The vertical team is a standing committee of the professional teaching staff of Bryson Elementary School. It consists of one member from each grade level. 2. Teams will meet as planned on the professional development calendar. Additional meetings will be added if needed as determined by team members and/or administration.
CHAIR	The chair will have the duty to call the committee meeting into session and to provide an agenda. A recorder will record meeting minutes. Committee meeting agendas and meeting minutes will be maintained in the Google Team Drive. The chair

	will also serve as the Curriculum Contact for our school but can share the responsibility of attending district trainings/meetings with other team members.
DUTIES OF THE COMMITTEE	- Ensure the academic integrity and educational excellence of Bryson Elementary School. - Collect input on and communicate professional development needs to the instructional coach/administration. - Collaborate with team members regarding school, district, and state curriculum mandates. - Ensure school-wide/and district mandates in each subject area are being consistently and efficiently implemented in all grade levels. - Review and share best practices with colleagues. - Analyze school-wide data and use information to promote continuous improvement in all areas. - Ensure a minimum of one member from each committee attend the district meetings. Information will be communicated school-wide. - Review/research supplemental materials to support the curriculum and recommend necessary revisions to grade levels/administration.

The first Thursday of each month is designated for faculty meetings. The third Thursday of each month is reserved for vertical team meetings. These meetings offer opportunities to share best practices taking place within the classrooms. Information regarding District and community matters/issues is also shared, along with a collective discussion of matters important to the school community. We also use these meetings as a differentiated professional development approach where our teacher leaders offer breakout sessions to share strategies and best practices that are being implemented in their classrooms.

Needs Assessment Summary for School Climate
During the 2017-18 school year, stakeholders including teachers, staff, students and parents completed the Advanced Ed Climate and Culture Survey. Results of the survey assist our school community to make informed decisions that will ensure a positive environment for our population socially, emotionally, and physically.

Results from the student survey indicate that the majority of students feel happy, challenged and excited at school. However, some students shared that they are tired, angry, and lonely, so this is a need that we will be addressing. Students felt that their time spent at school was mostly listening, thinking, completing worksheets and taking tests. Overall, students viewed their teachers as honest, fun, caring and active.

Results from the teacher survey indicated a positive view of colleagues and work environment. Teachers viewed interactions with colleagues as supportive, collaborative, respectful, and helpful. This view aligns with feeling that colleagues are caring, honest, real, and consistent. Teachers viewed their physical working space as inviting, comfortable, bright and open. When viewing student expectations and activities, teachers felt that students are learning, understanding, able to explain, and know what they are being taught. Students overall are seen as spending their school day working with others, thinking, writing, and completing classroom work. When looking at responsibilities and time spent at work, teachers felt that

there was not enough time, pressure to complete tasks, but that they were deliberate and patient when completing responsibilities. Teachers felt challenged and happy while at school, but also tired. A need we see will place special focus on supporting teachers with time management through building-wide resources and strategies. Results from the staff survey also had a positive view of colleagues and physical work environment. Colleagues were viewed as caring, honest, interesting and real. Work space was found to be comfortable, inviting, stable and flexible. However, staff also felt that when completing responsibilities, they were pressured, tense, hectic but patient. Staff also indicated feeling appreciated but tired.

Results from the parent survey showed positive interactions with school staff. Parents felt staff were respectful, supportive, helpful, and were comfortable working with the school. They viewed their child's day at school spent working with others, completing worksheets, listening to teachers and thinking.

Challenges from the Past Three Years
• Transient community-we have had an increase in our population of students that move in and out of our school more frequently.
• Attendance and tardies- this challenge is being addressed through our GCSource real time data and ongoing communication with parents/guardians to support students attending school every day and on time.
• Changing socioeconomic conditions in society and our local community- our free/reduced lunch percentage is rising each year, so our school will continue to adapt and provide resources and opportunities for parents/guardians and families both at school and within the community.
• Some perceived lack of adequate parental support to foster academic growth at home-we are continuing to provide multiple programs and support for families to assist with homework, literacy and social-emotional growth for students. We are striving to increase parental involvement at our school so that we can increase the number of programs such the STRIVE math morning tutoring program, Extra Math, and 100 Bear Book Clubs at our school. These programs offer engaging strategies to our students, which leads to increased test scores. We have also created parent inventories, so we are aware of the best way to utilize parents for support in the classrooms.
• Some students demonstrate poor levels of motivation-staff and community members are working together to provide education and support for students in this area.

Awards
· Palmetto Gold Award: 2012-2015
· Palmetto Silver Award: 2010-2012
· Catch School Award: 2009-2017
· Safe Kids School Award: 2012-2014
· Donors Choose Grant Awards: 2015-2018
· Golden Standard for Cleaning Award: 2011-2012

Individual Awards
•Students selected for District Honors Choir 2004-2018
•District and State PTA Reflections winners each year
•District Science Fair winners each year

School Profile

The School Community of Bryson Elementary

Bryson Elementary, one of 51 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. Bryson Elementary is located in Simpsonville, South Carolina. The school was built in 1960 and currently houses 894 students. Bryson has 40 regular classroom teachers, three full-time related arts teachers, and a second team of three related arts teachers three days per week (.6 each). We have two full-time self-contained multicategorical classes, and two full-time resource teachers. We have a full-time mental health counselor, a full-time guidance counselor and a (.5) guidance counselor. We have a full-time reading interventionist, a full-time literacy specialist, a full-time speech therapist and one part-time speech therapist.   Our building is also home to our principal, assistant principal, instructional coach, media specialist, two full-time clerks and one (.5) media clerk, (.8) ESOL teacher, (.8) Gifted and Talented teacher as well as 11 instructional aides.

The Bryson Elementary School staff, PTA, School Improvement Council, parents, and community partners have contributed to our school's success. We have attained many goals and continue to expand programs for our students. Volunteers contribute their time in the classroom and at special events. Our school will continue to identify each individual student's educational needs and work towards enhancing engaging educational opportunities. Through the dedication and high expectations of the administration, faculty, staff, and families, the Bryson Elementary School community can continue to expect academic gains. Our community members and families have an active role in our educational programs and success. Our school team is so grateful for their continuous support.

Local and School Leaders

Andreya C. Boggs, Principal

Mrs. Boggs is originally from Ohio, and graduated from Bowling Green State University with a Bachelor's Degree in Business and a minor in Business Education. She is also certified in Early Childhood and Elementary Education. Mrs. Boggs served as a fourth grade teacher at Buena Vista Elementary School for two years. She also spent two years at Mitchell Road Elementary School and one year at Welcome Elementary School as an assistant principal. Mrs. Boggs is beginning her second year as the principal of Bryson Elementary School, and couldn't be more excited.

Before serving in Greenville County, Mrs. Boggs and her family lived in Georgia for three years, where she taught fourth grade for two years and fifth grade for one year. While in Georgia, she earned a Master's Degree in Educational Leadership and Supervision. Prior to living in Georgia, Mrs. Boggs and her family resided in Florida for six years. Three of those years were spent teaching first graders.

Mrs. Boggs has truly valued the experiences acquired from some outstanding colleagues and leaders, and is thrilled to work, learn, and grow with all stakeholders in the Bryson community to positively impact all students.

Josh Albin, Assistant Principal

Mr. Albin has lived in Greenville County for the past 11 years. He was a teacher for nine years before going into administration. He taught 6th grade math at Woodmont Middle School, then volunteered to move to Ralph Chandler Middle School the following year. He taught 6th and 7th grade math for eight years at RCMS. Mr. Albin accepted an Administrative Assistant position at Tigerville Elementary School and served there for

two years. Mr. Albin chaired committees, served as the safety administrator, was in charge of busses, discipline, and textbooks. Mr. Albin also served as the school test coordinator and 504 coordinator. He is finishing his first year as the Assistant Principal at Bryson Elementary School and is very excited to work with the team to help move the school forward.

Historical Events

Bryson Elementary School, built in 1960, originally served as a segregated school for students in grades one through seven. The school was named in honor of the late Joseph Raleigh Bryson, who served as a United States Representative from January 3, 1939 to March 10, 1953. The school integrated and reorganized to serve students in kindergarten through fifth grade during the 1970s.

The original facility, built using the Florida plan of separate classroom pods, could accommodate 350 students. By the early 1990's, the student body had reached 563 and portable classrooms were added to accommodate the growing population. The facilities at Bryson Elementary include two multipurpose rooms, a gymnasium, library, computer lab, and a science lab.

In 1995 a new school was built across the field on the site of the former Bryson Middle School.   The new Bryson Elementary School, with a capacity of 750 students, opened in 1995 with a student body of 510. Enrollment rapidly increased and portable classrooms were needed by the 2000 school year.

Facilities

Bryson Elementary School is committed to having a safe and clean environment for learning. All classrooms are equipped with a Promethean Board; we also have a Science Lab with HD video conferencing equipment. There are three playground areas. We were able to add new equipment to our TV Production Broadcast Room to showcase BETV each morning. There is a special family dining room off of the cafeteria for parents to visit. Our school is equipped with two computer labs. We also have a courtyard in the middle of the campus. We also have some additional features:

- Leveled reader book room for teacher access
- Full wireless access throughout the building
- Art Room with kiln
- Music room
- State-of-the-art sound system
- Itinerant offices and work rooms for Speech, Social Work, Mental Health counselor
- Full health suite includes waiting area, triage, and cots for patients who need to rest
- State-of –the art security system for school safety
- Call buttons from each classroom to contact the office when needed

At the site level, there is an emergency preparedness plan; regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies and our district team.

Site custodians or utility workers assigned to duties handle specific safety concerns regarding buildings and grounds. As needed, the maintenance department is called if problems cannot be remedied by Bryson Elementary personnel. Our professional staff of six custodians performs basic cleaning operations throughout the school each day.

Other aspects of the school/district safety program include:
- District Safety Committee
- Bus Evacuation Drills
- Fire Safety Inspections
- Monthly Safety Drills
- Continued Use of Level 1 and Level 2 background checks for volunteers
- Review annual district/school crisis plans and security protocols
- The presence of law enforcement Zone Patrols and parked vehicles

Parental Involvement

Bryson Elementary recognizes that the educational success of our students is greatly affected by the level of parental involvement in the educational process. Given our community's demographic profile, it is necessary for us to encourage, guide and support parental involvement. Ultimately, we would like to have a clearly articulated parent school partnership in which parents feel competent and effective in their integral role within our school. We offer numerous opportunities for students' families to actively participate in their child's education. In order to keep parents informed of ongoing events at our school, the school provides:
- Principal's weekly messenger
- Weekly teachers' newsletters to parents
- School website updates
- Individual teachers' websites
- School marquee updates
- Student/parent handbook
- Events on the district website
- Telephones in classrooms
- E-mail
- Remind 101
- Class Dojo
- Parent Portal
- Phone messenger of special news and events
- Parent education/input is offered throughout the school year at various times of the day in the following ways:

- Meet the Teacher
- Fall Curriculum Night/Open House
- Book Fair
- Holiday Chorus Program
- Quarterly Bear Breakfasts
- PTA Math Night
- PTA Family Science Night
- PTA Literacy Night
- Volunteer Appreciation Week
- Parent Conferences
- PTA General Assembly Meetings
- Bear Fair
- Grandparent's Day
- Muffins with Mom
- Donuts with Dad
- Volunteer Orientation
- K-5 Orientation
- Quarterly Awards Days
- After School Care Program
- Daddy Daughter Dance
- Mother and Son Karaoke Night
- Fall Fundraiser

Parents are involved in planning by serving on School Improvement Council, completing surveys, and participating in PTA. Parents assist in a variety of ways, such as fundraising, supporting classroom teachers, working with the media specialist, teachers, and students, chaperoning field trips, helping in the office and in the library, serving during PTA sponsored events and on Field Day.

Business Partnerships
We are extremely proud of our dedicated business partners which include:

- Papa John's Pizza
- Pepsi Cola Bottling Company
- Publix
- Ryan Homes-Quality Landscape
- Ryan's Steakhouse
- Simpsonville Rotary Club
- Savage Cabinet, Inc.-Caren Clark
- State Farm Insurance
- Dr. Eric P. Thiess, DMD
- Target
- Tony's Pizza
- Upstate Karate
- Wendy's
- Outback Steakhouse
- Ice Cream Station (Simpsonville)
- IHop
- McDonald's
- Lowe's
- Lowes Foods of Greer

- Summers Orthodontics
- Marshall Orthodontics
- Spike's After School
- Chang An Restaurant
- Applebee's
- Barnes and Noble Bookstore
- Baskin Robbins
- BI-LO
- Chick-fil-A
- Chuy's
- Cryovac Division D.R.
- General Mills
- Golden Skate
- Hillcrest Surgical Association
- Hillcrest Eye Associates
- House of Pizza
- Huggins' Tae Kwon Do
- United Way
- GCSD Maintenance
- STEAM
- Sweet Catherine's

- Partners for Public Education (PEP)
- First Baptist Church of Simpsonville
- South Carolina Children's Theater
- Greenville Little Theatre
- Chick-Fil-A
- Papa John's
- Make-A-Wish Foundation
- March of Dimes Foundation
- Martial School
- Greenville Hospital System
- Kona Ice
- Greenville City Police
- Carolina Dance Program
- Horace Mann
- Harvest Hope Food Bank
- Greenville Family Partnership
- Greenville County Law Enforcement
- Piedmont Mental Health
- Greenville County Library
- Department of Social Services
- Embassy Suites

School Personnel Data
Bryson Elementary School has 40 classroom teachers in grades K5-5. There are 2 full time special education teachers for students in grades K5-5. Bryson also has 2 full-time special education resource teachers. We have 11 classroom aides supporting K5 and special education. Our professional staff includes 2 school counselors (1.5 FTE), a full-time RTI teacher, a full-time literacy specialist, a full-time instructional coach as well as a full-time mental health counselor. We have a full-time media specialist, 1 full-time media clerk and 1 part-time media clerk. Bryson also has 2 speech/language pathologists (1.5 FTE), a full-time ESOL teacher, and one Challenge teacher (.8 FTE). We have 6 staff total for related arts, including 4 full-time and 3 .6 FTE. Our administrative staff includes a principal and assistant principal. Bryson has a staff of 3 in the front office providing bookkeeping, records and clerical support. Our custodial staff has a head plant engineer and 5 support staff. Our food services staff has a food services manager and 7 support staff. We also have a full-time nurse.

School Personnel Data

Teachers are encouraged to pursue higher education degrees.

Education Level	Number of Teachers		Years of Experience	Number of Teachers
BA and/or BS	17		0-3	8
BA +18	1		4-6	8
Master's	32		7-10	5
Master's + 30	4		11-15	10
PhD	0		16-20	6
			21+	18

Programs and Initiatives

Instructional and organizational priorities at Bryson Elementary focus on the needs of developing lifelong learners. Our balanced literacy program, Fountas and Pinnell, encourages direct reading instruction, independent reading, guided reading, writing instruction, and practice with vocabulary development. Our school is a Personal Learning Initiative school, and each student in third through fifth grade is equipped with a Chromebook to use for personalized learning in the classroom. Our second grade classrooms are equipped with Chromebook and laptops and our first and second grade classrooms have a mixture of iPad minis and laptops. Science instruction is driven by district science kits, which are closely aligned to state science standards. Our building houses a science lab which is available to all teachers for use with their students. Instruction in mathematics focuses on a guided math approach to meet the needs of students at all ability levels. Classroom teachers also use Calendar Math to reinforce topics each day. Teachers meet in professional learning communities to plan and to develop benchmark and other common assessments, in accordance with South Carolina curriculum standards for Kindergarten through fifth grade in all subject areas as well as common unit planning in ELA and Math. Students are encouraged to develop personal responsibility through our guidance programs that focus on character education for the whole child.

Each year the staff reviews the school's long-range plans to determine areas of strength and areas of needed emphasis in our curriculum. By analyzing student performance on MasteryConnect Benchmark Assessments, Measuring Academic Performance (MAP), and standardized tests (CogAT, Iowa Test of Basic Skills, SC Ready and SC PASS), teachers identify areas of need and can set grade-level-specific and school-wide academic goals. Our instructional focus is guided by four essential questions: What do students need to know and be able to do?   How will we know they have learned it? What will we do when they haven't learned it? And what will we do when they already know it? The administration guides the staff through a review of the long-range plan each spring in order to develop plans for the following school year. Data teams review student progress three times annually. The faculty reviews long-range plans to determine which strategies have been successful in raising student achievement and which have not. The ones that have not resulted in desired outcomes will be removed from the plan. Those strategies that have been successful will be included as integral parts of the system.

We implemented the use of MasteryConnect benchmark assessments as a diagnostic tool for teachers, which Greenville County Schools implemented as a district-wide benchmark program for elementary grades 2-5. The Instructional Leadership Team maintains a record of progress from fall, winter, and spring results for each student. Teachers have also been provided target growth scores for each student in both subjects so that they are aware of the projected growth for each benchmark.

For the 2018-2019 school year, our goals were based on the balanced literacy framework specifically targeting guided reading, mini lessons, and word study. Quality literacy instruction is a high priority at Bryson Elementary School, and deepening the focus into the Workshop Model will assist teachers with high quality and engaging literacy instructional groups.

We implemented Fastbridge for K-2 testing as a diagnostic tool for teachers to record progress from fall to spring. Teachers have been monitoring this very closely in order to monitor their established student learning objectives. K5 teachers also used Kindergarten Readiness Assessments (KRA) as a diagnostic tool for literacy.

For the 2017-2018 school year, our goals were based on increasing student performance on the SC Ready ELA and Math assessments. For ELA, we continued to implement a balanced literacy framework for reading instruction. In order to meet the needs of all students and teachers, professional development was planned with a differentiated approach with literacy sessions offered in Writers Workshop, Interactive Read Aloud, Guided Reading, and unit planning. Professional development was also offered on text-dependent analysis in order to assist teachers in preparing students to critically analyze a text and support their answer using text evidence. In mathematics, we continued a differentiated approach and focused on guided math, number sense, problem solving, and fractions. Teachers also utilized fact fluency programs such as Extra Math and Popping Math to support students.

For the 2018-2019 school year, our goals were based on increasing student performance on the SC Ready ELA and Math assessments. For ELA, we continued our work with Balanced Literacy instruction. Our second and third grade teachers focused on Reading Workshop Mini Lessons with support from our district ELA Specialist. This training included utilizing Units of Study resources by Lucy Calkins, specific training in planning mini lessons and coaching cycles to improve student application of the skills and strategies taught in the minilessons. Our K5 and First Grade teachers received Fountas & Pinnell Word Study Kits and multiple trainings in using the resource to help students become systematic word solvers. Our entire school focused their efforts to improve students' reading skills by using a guided reading approach with support from a consultant to coaching cycles with the Instructional Coach and Literacy Specialist. In mathematics, we continued a differentiated approach and focused on guided math, number sense, problem solving, and fractions. Teachers also utilized fact fluency programs such as Extra Math and Popping Math to support students. Third, Fourth and Fifth grade students that need extra support also participate in a morning S.T.R.I.V.E math tutoring program before school three days a week.

South Carolina College and Career Ready Standards
These state standards define the knowledge and skills students should have within their K-12 education careers so they will graduate high school able to succeed in today's workforce and/or academic college courses. Standards include rigorous content and application of knowledge through higher-order thinking skills.

Balanced Literacy
We use the Fountas & Pinnell Benchmark Reading Assessment System to determine Instructional and Independent reading levels. Our teachers use this information, along with Jan Richardson's, The Next Step in Guided Reading to plan small group reading lessons. A Jan Richardson consultant, Debbie Rosenow, will spend three days leading Professional Development for all classroom, SPED, and RTI teachers during three sessions during the 2018-2019 school year. She will provide further training in small group guided reading instruction. She will also observe and coach teachers' progress. In addition, the school continues to build our leveled book room to assist teachers in creating quality lessons on all students' levels. In the

spring of 2018, we purchased new classroom libraries for all teachers. Furthermore, we purchased Heinemann guided reading sets for kindergarten through second grade. We also have a Literacy Specialist, an RTI coordinator, and one instructional coach to help support teachers in planning and executing quality reading lessons. We are also working on implementing the new Greenville County School District Literacy Framework.

Technology
Our school participated in Google Suite training this year. Teachers received instruction on the use of Google Forms, Docs, Slides, Classroom, and Sites. Teachers are strongly encouraged to use each component of Google Suite. Teachers are expected to create a website and update it regularly. We are a Personalized Learning School and all students in third through fifth grade have a Chromebook.

Response to Intervention (RTI)
We have six Interventionists and one Literacy Specialist. Two of the interventionists serve reading, one serves math, and three interventionists serve both reading and math. The Response to Intervention program (RTI) provides students having reading and /or math difficulties with 30 minutes of daily, research-based instruction. Our RTI Reading program serves at least 155 students in kindergarten through fifth grades throughout the year. Students exit the program once the reading goal is attained, and other students are moved into the groups. Our Math Intervention serves 20 students in K-3rd and 36 students in 4th and 5th grades. The 4th and 5th grade groups rotate every 5-6 weeks depending on math common assessments. Pre and post assessments are given to determine growth.

Inclusion
We have four special education teachers and 3 ESOL teachers that use inclusive practices. One of the special education teachers participated in Stetson Training this year, along with a grade level representative for grades 3-5. Classroom teachers work closely with special education and ESOL teachers to engage students' learning. Our inclusion teachers are trained and teach small group reading lessons, work with students on specific skills where students have deficiencies, and work to help teachers create behavior plans to provide for optimal learning for all students.

PBIS
PBIS (Positive Behavior Interventions and Support) is implemented at Welcome Elementary. The program rewards positive behavior and allows students to reflect on their negative actions and turn it around to have more appropriate behavior. The PBIS leadership team created Paw Tickets to reward individual appropriate action and Pack Paws for whole group good behavior. Teachers write CDRs for inappropriate behavior. This program has been well-received by students and teachers, and students' behaviors are improving with these more positive interactions.

Razkids
Razkids is an online guided reading program with interactive eBooks, downloadable books, and reading quizzes. Students listen to books read aloud, read with vocabulary and pronunciation support, and read without support from the leveled bookroom. Teachers select appropriate reading levels and specific books and track student reading progress. Students practice reading to improve reading comprehension and reading fluency at school and at home with Internet access.

StarFall
Starfall is an engaging program that allows students to explore reading and math concepts through stories, games, and other interactive exploration.

Brainpop

Brainpop has engaging learning games, animated movies, and activities that help teach concepts in science, social studies, reading, and math.

Flocabulary
Flocabulary is a library of songs, videos and activities for online learning across the curriculum.

Virtual Science Lab
Our lab enables learning from high quality, highly engaging science lessons.

1:1 Personalized Learning Plan
The goals of the 1:1 Personalized Learning Plan for Bryson Elementary School was to provide students with a 21st Century learning environment.
Goal 1: Give students opportunities to practice rigorous thinking
Goal 2: Provide individual instruction for all students by remediating students who are behind, by moving students on target to higher levels, by keeping high-achieving students motivated and engaged, and meeting the needs of students who have disabilities or language challenges
Goal 3: Engage learners through project based learning and on-demand access to information
Goal 4: Develop students who can think critically, create, collaborate, and communicate in order to be successful in school, college and/or career
Goal 5: Use authentic, real-world assessments with students
Goal 6: Extend technology access to all students
Goal 7: Provide support to teachers (training, theory, practice)

Features/Programs
- Student Laptops in Kindergarten – Second Grade Classrooms
- Recorder Club
- Run Hard Club
- Steel Drum Club
- Art Club
- Good News Club
- Chorus Club
- BETV News Program
- 100 Bears Reading Club: Kindergarten and First Grade
- Spring Sing Program
- Challenge Program
- "Six for Sticks" Reading Program
- Invention Convention
- Artist-In-Residence Program
- Student Council Program
- Safety Patrol Program
- Monthly Parent Bear Breakfast Program
- Culinary Creations Program
- S.T.R.I.V.E. Morning Math Tutoring Program

- Response to Intervention Reading Program
- After School Care Program
- Developing Future Leaders Guidance Program
- Mentoring Program
- Terrific Kids Program
- Quarterly Awards Programs
- PTA Reflections Contest
- PTA/SIC Partnerships
- Hillcrest Teacher Cadet and Student Athlete Partnership

Mission, Vision, and Beliefs

<u>Our Mission</u>

The mission of Bryson Elementary School is to provide diverse educational experiences and skills that empower students to become productive and confident life-long learners in an ever-changing technological society.

<u>Our Vision</u>

Bryson Elementary School students will become interdependent, innovative, and successful citizens with bright futures, as they optimize their unique capabilities socially, academically, and responsibly.

<u>Beliefs</u>

We believe a student's success is the shared responsibility of the community, parents, students, and staff.

We believe children learn best in a safe, structured, and stimulating environment.

We believe educational experiences should prepare students to be moral, responsible, and productive citizens.

We believe all children can achieve personal success.

We believe all students have the ability to learn and should remain actively engaged in learning through a curriculum enhanced by technology.

We believe each child can grow socially and emotionally, while developing strong values and self-discipline.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment
- **2017-18 SC READY ELA Scores by Grade Level**

School Level Details

SC READY Performance by Grade Level

English Language Arts (Reading and Writing)
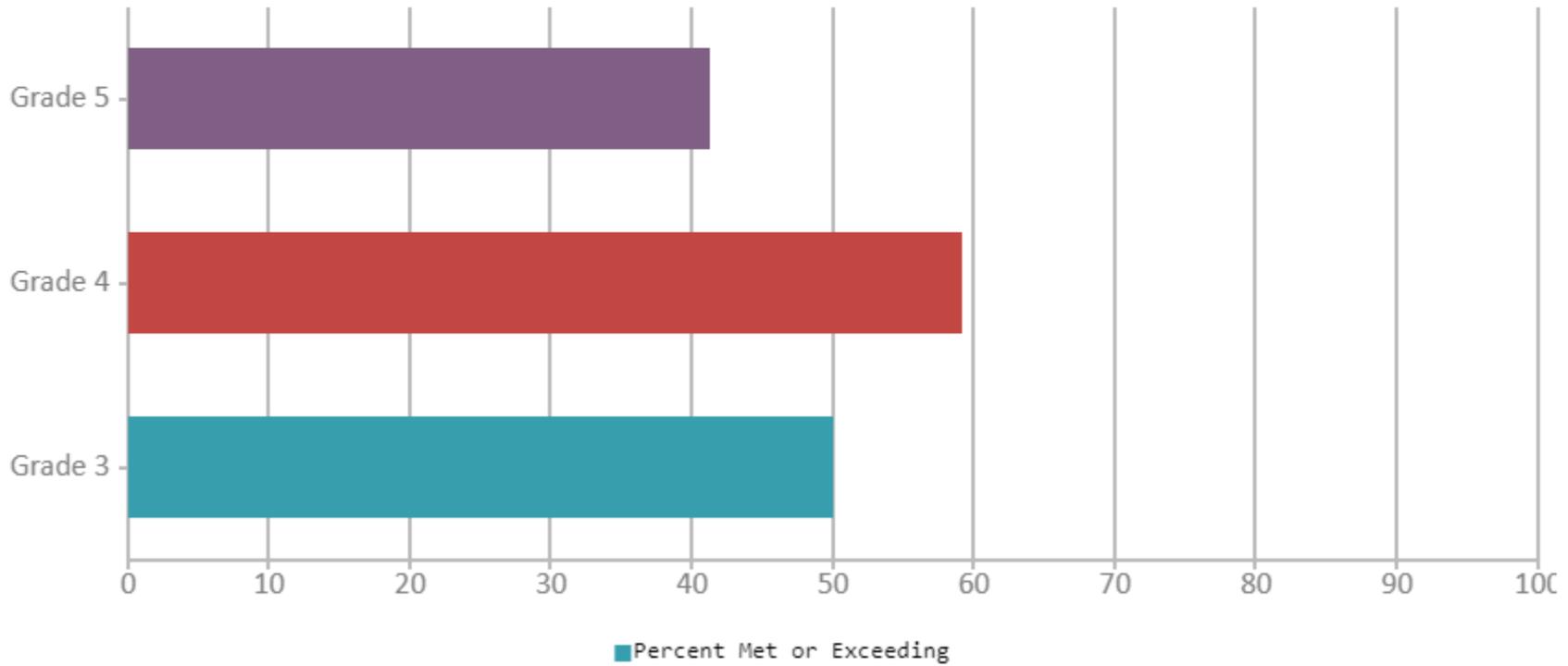
- **2017-18 SC READY Math Scores by Grade Level**

Mathematics

Horizontal bar chart showing Percent Met or Exceeding by grade:
- Grade 5: approximately 47
- Grade 4: approximately 55
- Grade 3: approximately 64

Legend: ■ Percent Met or Exceeding
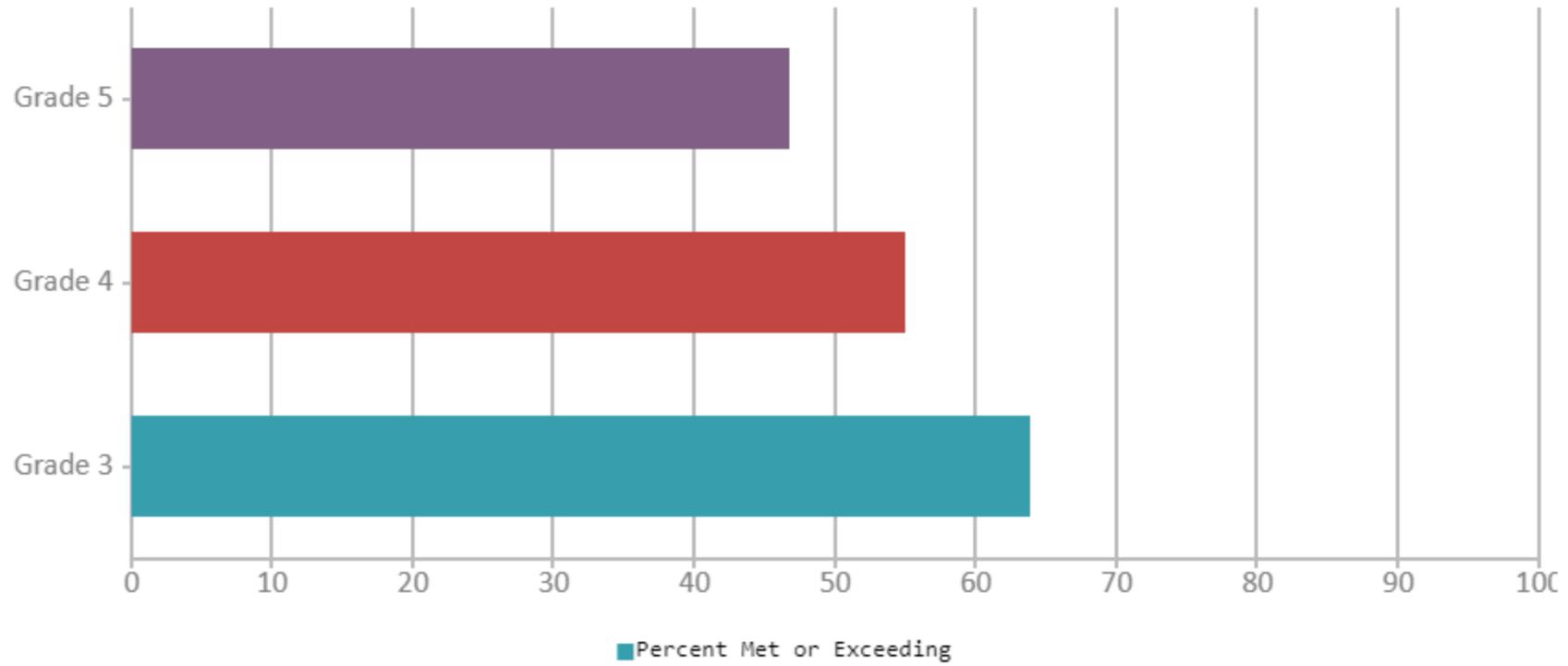
- **2017-18 SCPASS Science Scores for 4th Grade**

SCPASS Performance by Grade Level

Science

Percent Met or Exceeding
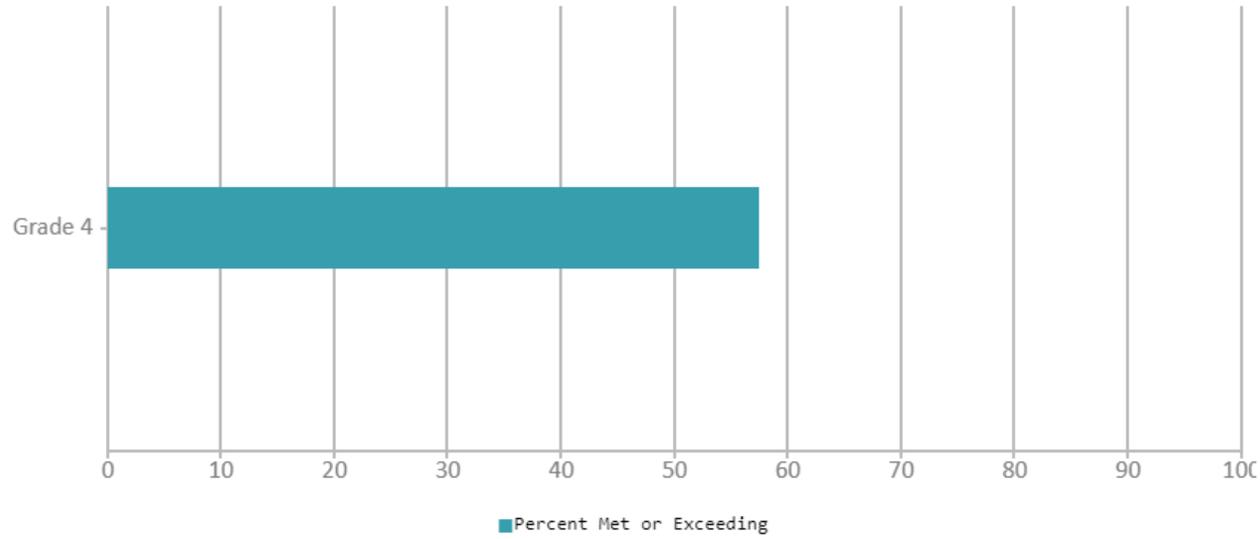
- **2016-17 SCPASS Social Studies Scores for 5th grade:**

Social Studies

Percent Met or Exceeding
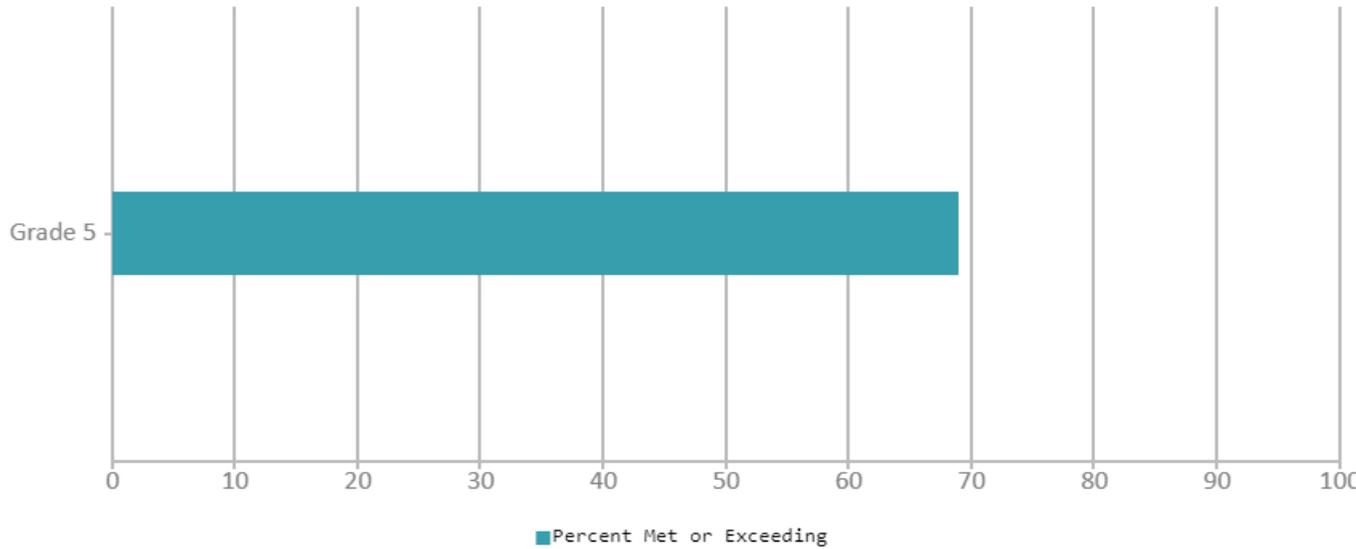
Student Demographics by Grade Level and Gender

Count columns (K5–05 by F/M) followed by percentage columns (K5–05 by F/M).

Race/Ethnicity	K5 F	K5 M	01 F	01 M	02 F	02 M	03 F	03 M	04 F	04 M	05 F	05 M	K5 F	K5 M	01 F	01 M	02 F	02 M	03 F	03 M	04 F	04 M	05 F	05 M	Enrolled Total	% of Total
American Indian or Alaska Native		1						1						1.7%						1.2%					2	0.2%
Asian				1			1	2	1	3	1	1				1.3%			1.3%	2.4%	1.2%	3.4%	1.1%	1.4%	10	1.1%
Black or African American	12	14	11	18	18	20	16	17	20	24	30	19	18.2%	23.3%	16.7%	23.4%	30.0%	27.4%	20.0%	20.7%	23.8%	27.0%	34.5%	27.1%	219	24.5%
Hispanic/Latino	10	5	8	11	5	12	10	17	10	5	8	9	15.2%	8.3%	12.1%	14.3%	8.3%	16.4%	12.5%	20.7%	11.9%	5.6%	9.2%	12.9%	110	12.3%
Native Hawaiian or Other Pacific Islander			1						1						1.5%						1.2%				2	0.2%
Two or More Races	5	4	8	4	4	8	4	7	8	5	5	3	7.6%	6.7%	12.1%	5.2%	6.7%	11.0%	5.0%	8.5%	9.5%	5.6%	5.7%	4.3%	65	7.3%
White	39	36	38	43	33	33	49	38	44	52	43	38	59.1%	60.0%	57.6%	55.8%	55.0%	45.2%	61.3%	46.3%	52.4%	58.4%	49.4%	54.3%	486	54.4%
Grand Total	66	60	66	77	60	73	80	82	84	89	87	70	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	894	100.0%

Students by Gender

50.45% F · 49.55% M

Students by Ethnicity

- American Indian or Alaska Native — 0.22%
- Asian — 1.12%
- Black or African American — 24.50%
- Hispanic/Latino — 12.30%
- Native Hawaiian or Other Pacific Islander — 0.22%
- Two or More Races — 7.27%
- White — 54.36%
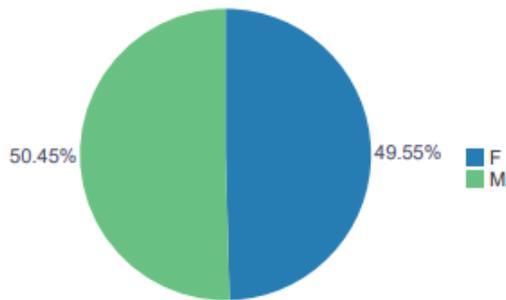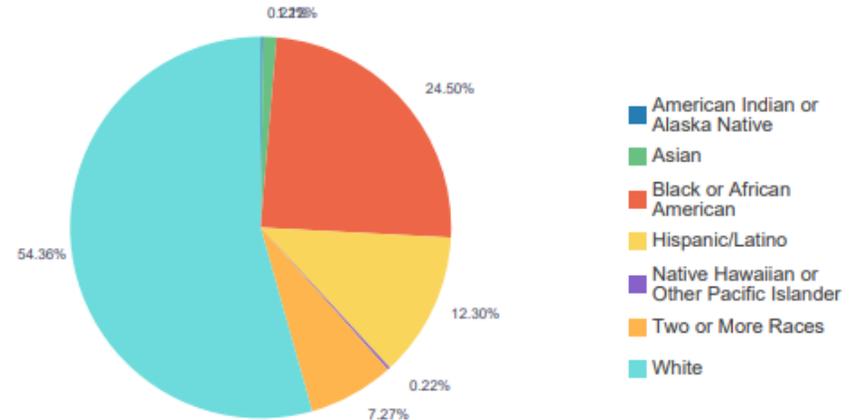
Student Attendance Rates

As seen by the data below, since the 2014-2015 school year, student enrollment has increased and attendance rates have decreased slightly each year. As a school, we are offering incentives for attendance, and highlight those students who have perfect attendance at quarterly awards ceremonies. Furthermore, our guidance department has created attendance groups and coaching on the benefits of being at school each day.

Year	Attendance Rate	Student Enrollment
2014-2015	96.50%	858
2015-2016	96.42%	901
2016-2017	95.79%	934
2017-2018	95.75%	933
2018-2019	95.78%	894

SDE School Report Card

[Bryson Elementary 2018 Report Card](#)

Teacher and Administrator Quality

Professional Development Plan

FOCUS	GOAL
Thinking Maps	Thinking Map creations will increase conceptual understanding and mathematical problem solving and writing across the curriculum. Thinking Map creations will show analysis of complex texts and writing across the curriculum throughout the year.
Balanced Literacy	To increase student achievement by creating engaged independent readers, writers, thinkers, and communicators through guided reading and the workshop model. ● Guided Reading Training with Debbie Rosenow ● 2nd & 3rd Grade Reading Workshop Minilesson Training with District ELA Specialist
Mastery Connect	Administer pre and post assessments for each unit, in order to identify levels of understanding, target students for intervention, and target instruction.

School Climate Needs Assessment

School Quality

Student levels of engagement in school

Percentage of Student Scoring "Committed" on Student Engagement Survey   57.70%

Domains of School Engagement

Cognitive   54.10%

Behavioral   55.20%

Emotional   63.70%

Additional Information

	Our School	Change from Last Year
Percent of students served by gifted and talented program	12.7	N/A
Percent of students retained	0.2	Down from 0.6
Principal's/Superintendent's/Director's years at school/district	1	Down from 21
Percent of classrooms with wireless access	100	Change from 91-100%
Percent of students served by 1:1 Learning	80	31-40%
Chronic Absenteeism Rate	0.4	N/A

AdvancedED Culture 2017-2018 Survey Results
- The percent of students who describe their teacher as caring: **88%**
- The percent of students who report feeling afraid, lonely or angry while at school can be seen below:
  - **Afraid: 8%**
  - **Lonely: 10%**
  - **Angry: 12%**

2017-2018 State Report Card Survey Results

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students*	Parents*
Number of surveys returned	48	177	71
Percent satisfied with learning environment	81.30%	81.90%	77.50%
Percent satisfied with social and physical environment	77.10%	82.00%	83.80%
Percent satisfied with school-home relations	95.90%	83.50%	69.10%

*Only students at the highest school grade and their parents were included

Action Plan

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

   ☐District Priority

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

Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from __50.2___% in 2016-17 to _56.8____% in 2022-23.

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by _1.1____% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2017-2018 Planning Year	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 50.2% (2016-17)	**School Projected Elementary**	**51.3**	**52.4**	**53.5**	**54.6**	**55.7**	**56.8**
		School Actual Elementary	**48**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **49** (2016-17)	**District Projected Elementary**		**52**	**55**	**58**	**61**	**64**

		District Actual Elementary	51				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Unit Planning/PLC Model for collaborative planning	2018-2023	Academic Specialists Administrators Instructional Coach Faculty	$0	NA	Unit Plans/Lesson Plans Common Formative Assessments/Mastery Connect Usage Data PLC Form Classroom Observations
2. District Supported Balanced Literacy Training (1 of 10 Focus Schools)	2018-2023	Academic Specialists Administrators Instructional Coach 2nd/3rd Grade Teachers	$0	NA	Unit Plans/Lesson Plans Implementation of Balanced Literacy Workshop Model Classroom Observations Professional Development Implementation
3. Common Formative Assessments	2018-2023	Administrators Instructional Coach Faculty	$0	NA	MasteryConnect Assessments/Usage Data PLC Form Classroom Observations Lesson Plans Student Data Notebooks

4. Guided Reading Coaching Support	2018-2023	Administrators Instructional Coach Faculty Literacy Consultant	$30,000	PD Funds	Classroom Observations Lesson Plans Anecdotal Notes Fountas & Pinnell Benchmarking MasteryConnect Benchmark Assessment Fountas & Pinnell Leveled Library

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 ___54.6__% in 2016-17 to ___59.4__% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by __.86___% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2017-2018 Planning Year	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 54.6% (2016-17)	**School Projected Elementary**	**55.46**	**56.38**	**57.27**	**58.16**	**59.05**	**59.94**
		School Actual Elementary	**53.4**					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 54 (2016-17)	**District Projected Elementary**		**57**	**60**	**63**	**66**	**69**
		District Actual Elementary	**60**					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. PLC Model for Team Planning	2018-2023	District Math Support Specialists Administrators Instructional Coach Faculty	$0	NA	Unit Plans/Lesson Plans MasteryConnect Usage Data Common Formative and Unit Summative Assessments Data Protocols/PLC Planning Forms Classroom Observations
2. Guided Math	2018-2023	Administrators Instructional Coach Faculty Students	$5,000	District Funds PTA Donations	Differentiated Group Lesson Plans Utilization of Manipulatives in Stations Common Formative and Unit Summative Assessments Station Accountability Data Measures (Interactive Notebooks, Checklists, Projects) Data Protocols/PLC Planning Forms Classroom Observations Coaching Cycles

					Teacher Leader Learning Labs
3. Common Formative Assessments	2018-2023	Administrators Instructional Coach Faculty Students	$23,000	District Funds PTA Donations	Weekly Team Planning PLC Data Analysis Protocol Forms Annual Technology Subscription Usage Reports: IXL and Brain Pop Monthly Data/Curriculum Team Meetings Mastery Connect Data Usage Reports Student Data Notebooks Classroom 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: 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 _____% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only 55.2	**School Projected Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual Elementary					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only 59.5	**District Projected Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. PLC Model for Unit Planning	2018-2023	Administrators Instructional Coach Teachers	$0	NA	Unit Plans/Lesson Plans Common Formative and Unit Summative Assessments Data Protocols/PLC Planning Forms Classroom Observations Evidence of Science Lab Usage Hands on Experiments
2. Virtual Field Trips	2018-2023	District Academic Specialists Administrators Instructional Coach Teachers Students	$0	N/A	Differentiated and Integrated Unit Lesson Plans Science Lab Schedule of Virtual Field Trip Sign Ups Common Formative and Unit Summative Assessments Culminating Projects
3. Common Formative Assessments	2018-2023	Administrators Instructional Coach Teachers Students	$0	NA	Interactive Science Notebook Checks Weekly Team Planning PLC Data Analysis Protocol Forms Annual Technology Subscription Usage Reports: Brain Pop Monthly Data/Vertical Team Meetings Student Data Notebooks Classroom Observations

				Weekly Formative Assessments Analysis of Lesson Ticket out the Door Responses

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 percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

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

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only **68.8**	**School Projected Elementary**					
		School Actual Elementary					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only **77.7**	**District Projected Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**

		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**		
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**		
1. PLC Unit Planning Model	2018-2023	Administrators Instructional Coach Teachers Students	$0	NA	Unit Plans/Lesson Plans Common Formative and Unit Summative Assessments Data Protocols/PLC Planning Forms Classroom Observations Project Based Culminating Unit Tasks - Immigration Day - Wax Museum		
2. Virtual Field Trips	2018-2023	District Academic Specialists Administrators Instructional Coach Teachers Students	$0	NA	Differentiated and Integrated Unit Lesson Plans Science Lab Schedule of Virtual Field Trip Sign Ups Common Formative and Unit Summative Assessments Culminating Projects Interactive Social Studies Notebook/Journal Checks		
3. Common Formative Assessments	2018-2023	Administrators Instructional Coach	$0	NA	Interactive Notebook Checks Weekly Team Planning PLC Data Analysis Protocol Forms		

		Teachers Students			Annual Technology Subscription Usage Reports: Brain Pop Monthly Data/Vertical Team Meetings Student Data Notebooks Classroom Observations Weekly Formative/Unit Summative Assessments Analysis of Lesson Ticket out the Door Responses

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 learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 50 (2016-17) Annual Increase = _1.1_	**Projected Hispanic**	51.1	52.2	53.3.	54.4	55.5	56.6
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	**Actual Hispanic**	44					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 34 (2016-17) Annual Increase = 2	**Projected AA**	36	38	40	42	44	46
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __	**Actual AA**	37					

Data Source	Metric	Group						
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 21 (2016-17) Annual Increase = 2.7	**Projected SWD**	23.7	26.4	29.1	31.8	34.5	37.2
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __	**Actual SWD**	4					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 18 (2016-17) Annual Increase = 2.9	**Projected LEP**	20.9	23.8	26.7	29.6	32.5	35.4
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __	**Actual LEP**	26					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __	**Projected SIP**	TBD	TBD	TBD	TBD	TBD	TBD
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __	**Actual SIP**						
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17) Annual Increase =1.2	**Projected Hispanic**	50.2	51.4	52.6	53.8	55	56.2
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __	**Actual Hispanic**	44					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 37 (2016-17) Annual Increase = 1.8	**Projected AA**	38.9	40.6	42.4	44.2	46	47.8
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __	**Actual AA**	43					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 29 (2016-17) Annual Increase = 2.3	**Projected SWD**	31.3	33.6	35.9	38.2	40.5	42.8
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __	**Actual SWD**	19					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 21 (2016-17) Annual Increase = 2.8	**Projected LEP**	23.8	26.6	29.4	32.2	35	37.8
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __	**Actual LEP**	29					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __	**Projected SIP**	TBD	TBD	TBD	TBD	TBD	TBD
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __	**Actual SIP**						

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected Hispanic**	TBD	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual Hispanic**	0					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected AA**	TBD	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual AA**	37.2					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected SWD**	TBD	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual SWD**	0					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected LEP**	TBD	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual LEP**	0					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected SIP**	TBD	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual SIP**	41.3					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected Hispanic**	TBD	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Actual Hispanic**	54.2					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected AA**	TBD	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Actual AA**	66.7					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected SWD**	TBD	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Actual SWD**	39.1					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected LEP**	TBD	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Actual LEP**	0					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected SIP**	TBD	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Actual SIP**	58					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Math and Reading Materials to support Implementation of Guided Math and Balanced Literacy	2018-2023	Administrators IC Literacy Specialist RTI Coordinator Teachers	$35,000	District Funds	Lesson Plans Common PLC Unit Planning Classroom Libraries Leveled School Library Guided Math Professional Development Resources Annual Technology Subscription Usage Reports: IXL and Brain Pop
2. Thinking Maps	2018-2023	Administrators IC Literacy Specialist RTI Coordinator Teachers	$8,900	District Funds	Professional Development Training Sessions and School-Wide Implementation Student Work Samples of all Thinking Maps
3. Inclusion Model for Special Education and ESOL	2018-2023	Administrators IC Literacy Specialist RTI Coordinator Teachers	NA	NA	Interactive Notebook Checks Weekly Team Planning PLC Data Analysis Protocol Forms Monthly Data/Vertical Team Meetings Student Data Notebooks Classroom Observations Weekly Formative/Unit Summative Assessments using the PLC Analysis Form with Targeted Strategies Listed

						Analysis of Lesson Ticket out the Door Responses
						Evidence of Differentiated Small Group Lesson Plans
						Weekly PLC Unit Planning
						Annual Technology Subscription Usage Reports: IXL and Brain Pop

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 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		2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	**TBD**	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					

Fastbridge	**TBD**	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
MAP	**TBD**	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Fountas and Pinnell	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					
Fastbridge	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

MAP	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implementation of Guided Reading	2018-2023	District Literacy Specialist Administrators IC Teachers Literacy Specialist RTI Coordinator	$35,000	District Funds	Professional Development-Balanced Literacy Coaching, Planning, Implementation District Literacy Support Specialist Support in Trainings School wide Capacity-Monthly Literacy Vertical Team Meetings Utilization school wide of "Next Steps in Guided Reading". Debbie Rosenow Guided Reading Support and Training
2. Implementation of Thinking Maps	2018-2023	Administrators Literacy Specialist RTI Coordinator IC Teachers	$8,900	District Funds	Professional Development Training Sessions and School-Wide Implementation Student Work Samples of all Thinking Maps

| 3. Content Area Integration with Science and Social Studies | 2018-2023 | District Academic Specialists

Administrators

RTI Coordinator

Literacy Specialist

IC

Teachers | $15,000 | District Funds | Interactive Science and Social Studies Notebook Checks

Unit and Weekly Team Planning

PLC Data Analysis Protocol Forms

Annual Technology Subscription Usage Reports: Brain Pop

Monthly Data/Vertical Team Meetings

Student Data Notebooks

Classroom Observations

Weekly Formative Assessments/Unit Summative Assessments

Analysis of Lesson Ticket out the Door Responses |

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

☐District Priority

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23

Employment report	% of diverse teachers 2017-18	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Employment report	% of diverse teachers 2017-18	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Provide Professional Development to support State Standards and the Fountas and Pinnell Literacy Program	2018-2023	District Administration Teachers	$0	NA	Professional Development Calendar Test Data
All classroom teachers are to have a Promethean Board in their class rooms to support the use of technology in instruction	2018-2023	Administration District TAC	$800.00 per classroom for updates	PTA District	Classroom Observations Lesson Plans

		Media Specialist			
Professional Development Teacher Leadership Capacity	2018-2023	Administration Teachers Instructional Coach	$0	NA	Presentations at faculty meetings Learning Labs Surveys: Needs Assessments Professional Development Calendar

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		2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	88.2% of students that feel safe at school 2017-18	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Students					
	98% of teachers that feel safe at school 2017-18	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					
	94% of parents that feel safe at school 2017-18	**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents					
SDE School Report Card Survey	**91**	**District Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
	94	**District Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Teachers					
	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Monthly District Safety Drills Supporting our School-Wide Safety Plan	2018-2023	Administration	No Cost	NA	Parent, Student, and Teacher Survey Results
2. Quarterly Bear Breakfasts	2018-2023	Administration IC Literacy Specialist Guidance Counselors	$500	District Funds	Parent, Student, and Teacher Survey Results Parent Participation
3. Parent and Student Workshops for Internet Safety with Rick Floyd	2018-2023	Administration IC Literacy Specialist Guidance Counselors	No Cost	NA	Parent, Student, and Teacher Survey Results

		Teachers			

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2017-2018		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	88%	**School Projected**	90	90	90	90	90
		School Actual					
AdvancED Culture & Climate Surveys	89%	**District Projected**	90	90	90	90	90

		District Actual			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. P.B.I.S. (Positive Behavior Intervention and Support Program)	2018-2023	School-Wide Personnel	$2,000	District Funds	Weekly incentive program to highlight successful behavior expectations of students Monthly Reading and Math Buddy Partnerships with Bear Pack Team Members Quarterly Bear Pack Celebrations
2. Quarterly Awards Celebrations	2018-2023	Teachers Administration IC Literacy Specialist Guidance Counselors	$2,000	District Funds	Announcing Honor Roll, Terrific Kids, 7 Habits, Perfect Attendance, Bringing Up Grades, Reading and Math Awards.
3. Steven Covey's Seven Habits Integrated into Classroom Guidance Lessons	2018-2023	Teachers Administration IC Literacy Specialist Guidance Counselors	No Cost	No Cost	Bi Weekly Guidance Lessons focused on the 7 Habits Student Recognition of 7 Habits (each Quarterly Award Celebration)

4. Student Led Classroom Environment	2018-2023	Teachers Administration IC Literacy Specialist Guidance Counselors	No Cost	No Cost	Student Led Conferences with Parents Student Goal Setting Student Data Notebooks

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

☐District Priority

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	**School Projected**	95	95	95	95	95	95
	95.7%	**School Actual**	95.8%					
	(2016-17) **95**	**District Projected**	95	95	95	95	95	95

		District Actual						

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Attendance Small Group Counseling and Incentives	2018-2023	Guidance Counselor Administration Teachers Front Office Personnel	$500	District Funds	Special Tokens to Celebrate an Increase in Attendance Attendance Data in GCSource Lesson Plans Denoting Small Group Instruction
2. District Attendance Support Specialist	2018-2023	Administration Teachers Front Office Personnel	NA	NA	Weekly Conferences with School Attendance Clerk Consistent Communication with Parents Regarding Attendance Laws
3. Awards Celebrations for Perfect Attendance	2018-2023	Guidance Counselor Administration Teachers Front Office Personnel	$1,000	District Funds	Awards Certificates Quarterly Awards Assemblies News Show Announcements

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 AdvancED 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 2017-18		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 8% Lonely – 10% Angry – 12%	**School Projected**	Afraid ≤ 7% Lonely ≤ 9% Angry ≤ 11%	Afraid ≤ 7% Lonely ≤ 8% Angry ≤ 9%	Afraid ≤ 6% Lonely ≤ 7% Angry ≤ 8%	Afraid ≤ 6% Lonely ≤ 6% Angry ≤ 6%	Afraid ≤ 5% Lonely ≤ 5% Angry ≤ 5%
		School Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	**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 ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Small Group and Individual Counseling Sessions	2018-2023	Guidance Counselor Administration Teachers	NA	NA	Lesson Plans Student Goals Individual and Small Group Sessions
2. On site Piedmont Mental Health Counselor (Whole Child Mindfulness Program)	2018-2023	Guidance Counselor Administration Teachers	NA	NA	Individual and Small Group Sessions
3. P.B.I.S. (Positive Behavior Intervention and Support Program)	2018-2023	School-Wide Personnel	$2,000	District Funds	Weekly incentive program to highlight successful behavior expectations of students Monthly Reading and Math Buddy Partnerships with Bear Pack Team Members Quarterly Bear Pack Celebrations