# Crestview Elementary

## David Langston, Principal
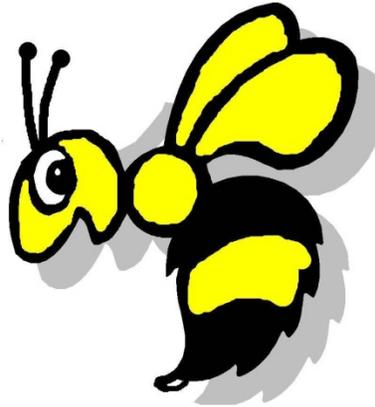
**Greenville County Schools**
*Dr. W. Burke Royster, Superintendent*

Scope of Plan: 2018-19 through 2022-23

**SCHOOL NAME:**

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019** *(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**

| David Langston | | |
|---|---|---|
| **PRINTED NAME** | **SIGNATURE** | **DATE** |

**CHAIRPERSON, BOARD OF TRUSTEES**

| Dr. Crystal Ball O'Connor | | |
|---|---|---|
| **PRINTED NAME** | **SIGNATURE** | **DATE** |

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

| Lisa Salvato | | |
|---|---|---|
| **PRINTED NAME** | **SIGNATURE** | **DATE** |

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

| Trena Alexander | | |
|---|---|---|
| **PRINTED NAME** | **SIGNATURE** | **DATE** |

SCHOOL ADDRESS:  509 American Legion Road, Greer, SC  29651

SCHOOL'S TELEPHONE:  (864) 355-2600

PRINCIPAL'S E-MAIL ADDRESS:  dlangsto@greenville.k12.sc.us

# STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

| *POSITION* | *NAME* |
|---|---|
| 1. Principal | David Langston |
| 2. Teacher | Dana Dempsey |
| 3. Parent/Guardian | Shelley Kelly |
| 4. Community Member | Dan Dudley |
| 5. School Improvement Council | Lisa Salvato |
| 6. Read to Succeed Reading Coach | Trena Alexander |
| 7. Read to Succeed Literacy Leadership Team Lead | Trena Alexander |
| 8. Read to Succeed Literacy Leadership Team Member | Kate Canterbury |

OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

| *POSITION* | *NAME* |
|---|---|
| Assistant Principal | Jennifer Suber |
| Instructional Coach | Tracy Quinn |
| School Counselor | Meridith Moore |
| PTA Representative | Nina Honeycutt |

**\*REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

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

| | |
|---|---|
| ◉ Yes<br>○ No<br>○ N/A | **Academic Assistance, PreK–3**<br>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<br>○ No<br>○ N/A | **Academic Assistance, Grades 4–12**<br>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<br>○ No<br>○ N/A | **Parent Involvement**<br>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<br>○ No<br>○ N/A | **Staff Development**<br>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<br>○ No<br>○ N/A | **Technology**<br>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. |
| ○ Yes<br>○ No<br>◉ N/A | **Innovation**<br>The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. |
| ◉ Yes<br>○ No<br>○ N/A | **Collaboration**<br>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<br>○ No<br>○ N/A | **Developmental Screening**<br>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<br>○ No | **Half-Day Child Development**<br>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 |

| | |
|---|---|
| ⚪ N/A | locations with other grade levels or completely separate from schools. |
| ⦿ Yes<br>⚪ No<br>⚪ N/A | **Developmentally Appropriate Curriculum for PreK–3**<br>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<br>⚪ No<br>⚪ N/A | **Parenting and Family Literacy**<br>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<br>⚪ No<br>⚪ N/A | **Recruitment**<br>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<br>⚪ No<br>⚪ N/A | **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**<br>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 self-study process at Crestview Elementary is an on-going process that has a dual purpose: to improve the effectiveness of our school and to provide assurance to the public regarding the educational quality of our school. The Crestview Elementary Strategic Plan was developed to document the changes and progress our school has made while working to continuously improve everything we do. This portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement and accountability.

Faculty and staff members, as well as PTA and SIC members, participate in the development of the mission, vision, and goals. Through a collaborative effort we have included all aspects of our school community in determining our strengths and weaknesses. It describes who we are, our vision for the school, goals, plans, progress, and achievements concerning the demographics and needs. Discussions are held regularly to update the stakeholders on progress and adjust goals, if necessary.

Our main goal is meeting the needs of our students. By upholding this as our goal we can address student achievement, social and emotional needs, and community needs of the children at Crestview Elementary. The South Carolina State Standards, Common Core State Standards, and the Greenville County Curriculum Guides are the driving forces behind the decisions we make about instruction.

Because of consistent stakeholder involvement, this document reflects a balance of the diverse backgrounds, disciplines, interests, and experiences of the Crestview Elementary School Community. Input from stakeholders is eminent and continues to be incorporated in our self-study.

This self-study process is significant to the continuing success of our school and stakeholders invest many hours on this project: organizing and developing a plan of action, providing information through surveys and interviews, writing and documenting reports, participating in an editing process, and taking part in the kinds of discussions that the self-study process is designed to do. We continue to learn how to best add value to the lives of our students and enrich our community.

# Executive Summary

Crestview Elementary is a kindergarten through fifth grade public school situated on twenty-two acres in Greer, South Carolina.  The school was built in 1970, renovated in 1998, and a new wing with five classrooms opened in January 2007.  During the 2012-2013 school year, Crestview underwent a complete HVAC renovation. At present, a staff of seventy-four highly qualified faculty and support staff serve 700 students. Volunteer and community involvement help enhance the overall school environment.

Crestview is one of fifty-two elementary schools in the Greenville County School District. It serves a diverse community that ranges from old mill homes and government subsidized apartments to moderately priced homes.  Over the past decade, the socio-economic composition of Crestview's student population has changed significantly. The number of students obtaining free and reduced lunch has increased from 21% to 61%.  The poverty index is 72 % this year.

## Student Learning Needs and Desired Results

In response to the self-study process, we will continue to meet the needs of a diverse learning group.  Through the process of lesson plan checklists, observations, and weekly collaborative meetings we validated that our students are receiving standards-based instruction. We recognize the need to address the achievement gap for our minority and subsidized lunch populations as well as our disabled students.

## Teacher and Administrator Quality and Desired Results

With the diverse learners and implementation of rigorous College and Career Readiness and 21st Century learning standards, it is imperative that all teachers be trained on how to effectively integrate and differentiate instruction using a wide variety of strategies, including digital technology, to meet students' needs. The administration will schedule training dates throughout the year for all teachers to be trained and proficient in planning and integrating Guided Math and differentiation strategies across instructional content areas using personal learning devices, ChromeBooks, in a one-to-one setting. Support from the instructional coach and district personnel will be provided for teachers throughout the year.

# Student Climate and Desired Results

It is necessary to maintain Crestview's high percentage of student attendance, as well as student, parent, and teacher satisfaction with the learning environment and safety that Crestview provides.  Feedback from State Report card surveys show that Crestview is performing at or above District percentages.  Our goal is to maintain or increase (up to 0.5%) performance in these surveyed groups annually, as reported by the State Report Card.

# Significant Challenges

The majority of students who attend Crestview are from low to middle-income families.  Our school population has experienced a population shift in the past ten years.  There has been an increase of students who are from households with incomes at or below the state poverty level.  District-wide school rezoning has been a major catalyst of this change.  Crestview's English Speakers of Other Languages (ESOL) program has grown markedly over the past several years.  In 2003-2004 there were seventeen ESOL students. In 2005-2006 there were sixty-one students, and currently there are seventy-eight hundred students enrolled in the program.

# Significant Accomplishments

- Closing the Gap Award (*Gold)* 2010; (*Silver)* 2009, 2015
- Palmetto Gold Award 2008, 2009, 2010, 2011, 2015
- National Blue Ribbon School 2008
- *Excellent* and *Good* Absolute Rating on the State Report Card for eight years
- *Excellent* improvement rating on the State Report Card 2007, 2010, 2013, 2014
- *Good* improvement rating on the State Report Card for the 2009, 2010, 2011, 2012
- Grants to teachers
- One 4th grade teacher and one 5th grade teacher were top ten finalist in the Greenville County Schools Teacher of the Year competition
- One Kindergarten teacher a finalist in the Greenville County Emerging Teacher of the Year competition
- Five teachers with National Board Certification

- High satisfaction rating by students, parents, and staff on yearly survey
- Extracurricular opportunities include Student Council, Art Club, Battle of the Books, Academic Assistance Breakfast Club, overnight field trips, Safety Patrols, News Team, Running Club, and Chorus

# School Profile

## Demographics of the School Community

Crestview Elementary is a pre-kindergarten through fifth grade public school situated on twenty-two acres in Greer, South Carolina. The school was built in 1970, renovated in 1998, and expanded in late 2006-2007. At present, a staff of 88 serves 700 students.

Crestview is one of fifty-two elementary schools in the Greenville County School District serving a diverse community that ranges from government subsidized apartments to moderately priced homes. The majority of students who attend Crestview are from low- to middle-income families. Our school population has experienced a population shift in the past decade. There has been an increase of students who are from households with incomes at or below the state poverty level. District-wide school rezoning has been a major catalyst of this change. Crestview's "English Speakers of Other Languages" (ESOL) program has grown markedly over the past several years. In 2003-2004 there were seventeen ESOL students. In 2005-2006 there were sixty-one students. Currently there are seventy-eight students enrolled in the program.

### The Community of Greer, South Carolina

Crestview overlooks the foothills of the Blue Ridge Mountains. Just north of Interstate 85, Greer's borders spread across an area of both Greenville and Spartanburg Counties. With an approximate population of over 30,000, the present city of Greer is very different from the small "train depot" town of its heritage in the late 1800s.

| | |
|---|---|
| **Recreation Centers** | 2 |
| **Parks** | 9 |
| **Baseball Fields** | 8 |
| **Tennis Courts** | 8 |
| **Football and Soccer** | 11 |
| **Basketball Courts** | 5 |
| **Lakes/Fishing** | 3 |
| **Walking Trails** | 3 |
| **Area Golf Courses** | 9 |

Today, Greer is a blend of old and new where historic mill villages share a space with rapid development including new homes, shopping areas, restaurants, and other businesses. Greer became known for its brisk expansion during the 1990s and remains one of South Carolina's fastest growing cities. The construction of the BMW manufacturing plant on the outskirts of Greer precipitated much

of the city's growth.  Businesses that have moved to the area within the past several years include Popeye's, Five Below, Walmart Neighborhood Market, Kohl's, QuikTrip (QT), Dunkin' Donuts, Cook Out, Target, Hobby Lobby, PetSmart, Tractor and Supply Company, and several other businesses.

While vigorous development continues, Greer struggles to maintain its small town atmosphere.  City planners are engaged in extending restoration of the historical downtown area.  The City of Greer Parks and Recreation Department manages seventeen facilities, including Kids Planet, a state of the art play structure built by the community.  Greer citizens enjoy a quantity of existing public amenities (see table). Key employers in the area include major manufacturing companies that create products such as automobiles, home furnishings, radial truck tires, plastic packaging, and polyester film.  The following list denotes the area's largest employers.

**Major Employers and International Companies (400+ Employees) include**

**BMW Manufacturing Corporation \***
**Springs Industries, Inc.**
**Michelin North America, Inc. \***
**Cryovac Div-Sealed Air Corporation**
**Mitsubishi Polyester Film LLC. \***
**AFL Telecommunications**
**BMG Direct Marketing**
**Honeywell Engine Systems and Service**
**Bausch and Lomb**
**Computer Dynamics, Inc.**
**Greenville Hospital System's Greer Memorial Hospital**

Greer boasts access to one of the main regional transportation hubs.  The Greenville-Spartanburg International Airport is conveniently located only a few miles from Greer.  The GSP airport serves approximately 2.3 million passengers per year and provides service for approximately six airlines.

There are numerous universities and colleges in the local area: Bob Jones University, Clemson University, Converse College, Furman University, Greenville Technical College, North Greenville University, Southern Wesleyan University, University of South Carolina Upstate, and Wofford College.

## Parent, Community, and Business Community Involvement

Crestview Elementary believes that our staff, local community, and students' families should work together to help our children succeed. Our effectiveness as a school is dependent upon how well these groups of people interact with and respond to one another. Our school has always been fortunate to have community partners; however, we plan to create new strategies and expand current practices that will help increase community involvement in the future.

Crestview parents and extended family members are encouraged to become involved in school activities. The biggest opportunity to become involved is through the PTA. Volunteers currently assist our school by supporting classroom teachers, chaperoning field trips, fundraising, and helping our office staff. They help with fundraising for grade level field trips, computer/technology equipment, Backpack Buddies, and Media Center materials. Volunteers throughout the school help with many other classroom needs such as copying, room décor, tutoring the children, etc. Volunteers have donated snacks for our after-school program as well as much needed classroom supplies. Several have provided financial scholarships for students to go on field trips. Parents may volunteer to be room coordinators for a classroom. Room coordinators plan classroom celebrations, school-wide birthday celebrations, and serve as a liaison between the teacher and other families. Our children have greatly benefited from their help this past year. Other services provided by parents and extended family members include the following:

- Assisting the school nurse during mass vision and hearing screenings.
- Helping with special events such as Field Day and the annual Book Float Parade.
- Reading with students through the Baggie Book program.
- Coordinating school fundraisers such as the Fun Run, Spring Fling, and Daddy Daughter Dance.

Crestview has benefited from having student teachers from Furman University, Bob Jones University, North Greenville College, Converse College, Lander University, Clemson University, and USC Upstate.

Crestview continues to be involved in the following activities to help improve our community:

- Community members participated in Crestview's annual Veterans Day Celebration along with local ROTC groups.
- Classes participated in the Pennies for Patients fund drive to support the Leukemia & Lymphoma Society fundraiser to help the Ronald McDonald House.
- The second grade celebrated Grandparent's Day.
- Crestview sponsored Reading, Math and Science, and Coordinated Approach to Child Health (CATCH) Nights.
- Crestview sponsored the Real Men Read program to solicit male volunteerism at school.
- Collectible displays featuring community members were showcased in the media center
- Canned food drives benefited the school's Back Pack Buddies program delivering food to 25 families to ensure they had enough to eat on weekends. This program is co-sponsored by Christian Heritage Church.
- Spinx donated clothes and toys to fulfill Christmas wish lists of Crestview students and provided funding for the four year old kindergarten classes.
- Chick-fil-A biscuits sold by PTA to raise money for the student field trips.
- Lowe's donated flowers for the Volunteer Breakfast.
- Home Depot of Greer has donated flowers, mulch, planters, and other items to help with the school grounds.
- Crestview Elementary also uses the services of many local businesses. The Student Achievement Team coordinated Crestview's fourteenth Annual Career Fair, which included representatives from many local businesses. Students learned about the educational requirements for the different occupations.

Community and parental involvement is a welcome and integral part of Crestview. Volunteers support the school in a variety of ways. PTA members sponsor monthly school-wide Birthday Club Celebrations. Other school-wide events organized by volunteers include awards assemblies, PTA meetings, mentoring students, and chaperoning field trips. Volunteers facilitate small group activities, make copies and displays for teachers, and help students with reading and math.

The School Improvement Council (SIC) is an essential part of Crestview's school community. The SIC helps improve and enhance the overall school environment. Parents, teachers, and community members meet monthly to discuss school-related issues and to address any other questions or concerns as they arise. The council discusses current school business (i.e. budget, business partnerships, grants, etc.), recommends solutions to new school challenges, and plans for and hosts "Lunch and Learn" sessions for parents during the school day.

# School Leadership and Administrative Structures



Our Principal, David Langston (pictured above), began his tenure at Crestview on January 4, 2010. This is his 25th year in education. He has held such positions as Assistant Principal, middle school math teacher, varsity soccer coach, department chairperson, and after-school administrator.  Prior to moving to Greenville in 2005, Mr. Langston taught middle school mathematics in Gainesville, Florida; Salt Lake City, Utah; and Savannah, Georgia.  He earned his Specialist degree in Educational Leadership as well as his Bachelors and Master's degrees in Elementary Education from The University of Florida. Mr. Langston is committed to helping everyone at Crestview succeed.  He believes that teachers, parents, students, staff and community should work together in a collaborative effort to meet the academic, social, and emotional needs of the children.

Mrs. Jennifer Suber began serving as assistant principal in the 2012-13 school year. She earned a Bachelor of Arts degree in Criminal Justice from South Carolina State University. She has a Masters of Education degree in Elementary Education from Converse College and a Masters plus thirty from Furman University. She also has an Administrative Supervision certificate from Clemson University. Mrs. Suber has been employed with the Greenville County School District for the last twenty-nine years in various capacities in elementary schools as a teacher assistant, elementary teacher, and administrator. She is certified and Highly Qualified in elementary education. She is also certified in administrative leadership and supervision at the elementary level. Mrs. Suber believes that children reach their highest academic potential when the spheres of influences (parents, community, and school) are working together to make a difference for every child.

## Administrative Structure

Administrative teams are included in decision-making at Crestview Elementary. Instructional Leadership team meets to plan, organize and update school events. The team also ensures the implementation of standards and the vision within and across grade levels.

**Administrative Leadership Team-** Principal
Assistant Principal

**Instructional Leadership Team** – Principal
Assistant Principal
School Counselor
Instructional Coach
Literacy Specialist

Team Leaders bring decisions and concerns from each team to the leadership meetings for discussion. Members also relay information back to their team.

**Team Leaders** – One grade level representative from each team
One representative from Related Arts, Special Education, and Kindergarten Assistants

School Improvement Council (SIC) meets monthly to review school decisions and policies and offer advice towards meeting our school goals.

**SIC** - Two administrators
Instructional Coach
School Counselor
Literacy Specialist
Two Teachers
Two Parents
PTA President
One community/ business members

PTA Board meets monthly to discuss school improvement and projects for the school.

**PTA Board** - President
Vice-President
Treasurer
Secretary

# Crestview's Instructional Faculty and Staff

Teamwork is considered essential at Crestview and is one of the school's strongest points.  The Crestview team includes the following members: thirty-two full-time classroom teachers, one full-time media specialist, one instructional coach, three full-time special education teachers, one full-time self-contained teacher for primary and intermediate students classified as Trainable Mentally Disabled, one full-time and one 0.2 (one day) speech-language pathologist,  three full-time related arts teachers, three related arts teachers who serve one day per week, one part-time teacher of gifted and talented, one school counselor, one school-based mental health counselor, one full-time ESOL teacher, one 0.2 (one day) ESOL teacher, one literacy specialist, one RTI instructor, one media clerk, and ten paraprofessionals.

Crestview's teachers are highly qualified and experienced educators.  Ten members of the faculty and staff are new to Crestview this year. The following tables illustrate statistical data regarding Crestview's instructional faculty and staff. Through the development and implementation of an effective decision-making structure, we continue to work collaboratively on all decisions that impact the total school community.

| Instructional Faculty | | | | | |
|---|---|---|---|---|---|
| **Years of Experience** | **0-3** | **4-10** | **11-20** | **21-25** | **26+** |
| **No. of Persons** | 6 | 14 | 15 | 6 | 6 |

| Instructional Faculty Highest Degree Earned | |
|---|---|
| **Degree** | **Number of Staff** |
| **Bachelor's Degree** | 15 |
| **Advanced Degrees** | 32 |
| **Ph.D.** | 0 |
| **National Board Certification** | 5 |

| Faculty and by Gender and Ethnicity | |
|---|---|
| Female | 45 |
| Male | 2 |
| African American | 3 |
| White | 43 |
| Hispanic | 1 |

| Teacher Attendance Rate |
|---|
| 92.1% |

## Crestview's Student Population

Crestview's renovation was designed to accommodate six hundred seventy-five students. Enrollment trends in the previous three years supported the recent expansion. Currently our enrollment is 700 students.

**Crestview Population Over Time**

| Year | Population |
|---|---|
| 2013-14 | 610 |
| 2014-15 | 629 |
| 2015-16 | 699 |
| 2016-17 | 678 |
| 2017-18 | 711 |
| 2018-19 | 700 |
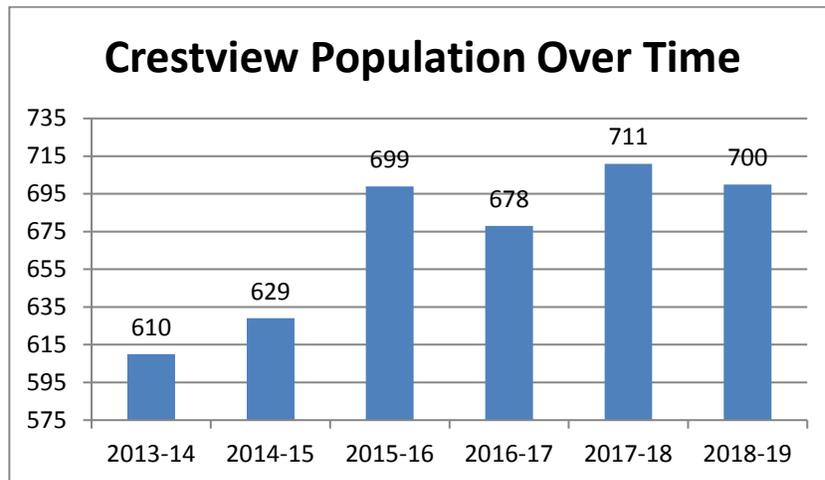
The following graph provides a snapshot of Crestview's total student population and ethnic enrollment trends. This disaggregated data shows African American students make up 22%, Caucasian students comprise 55% of the population, and Hispanic students make up 14% of the population, which is higher than the district average. Other ethnicities represent 9% of our total student body.

**Ethnicity Over Time**
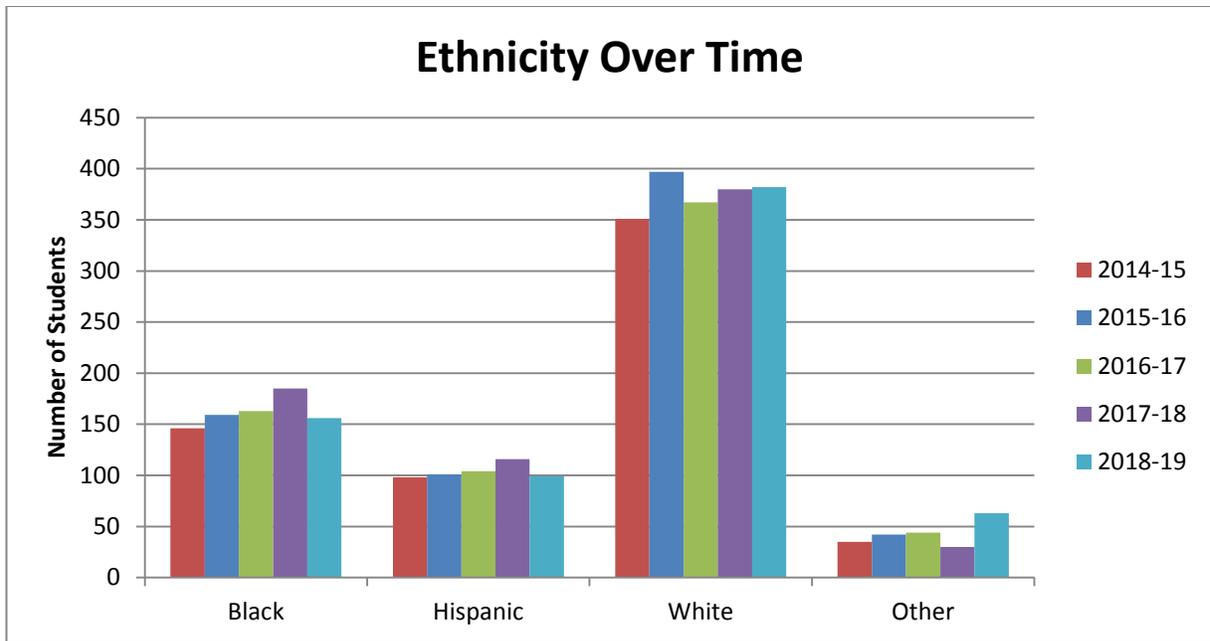
The total number of students who speak English as a second language and/or have limited English proficiency skills is congruent with Crestview's increasing diverse population. In the current year, seventy-eight students have been identified as English speakers of other languages.

## Students with Special Instructional Needs



**Number of Students With A Disability**
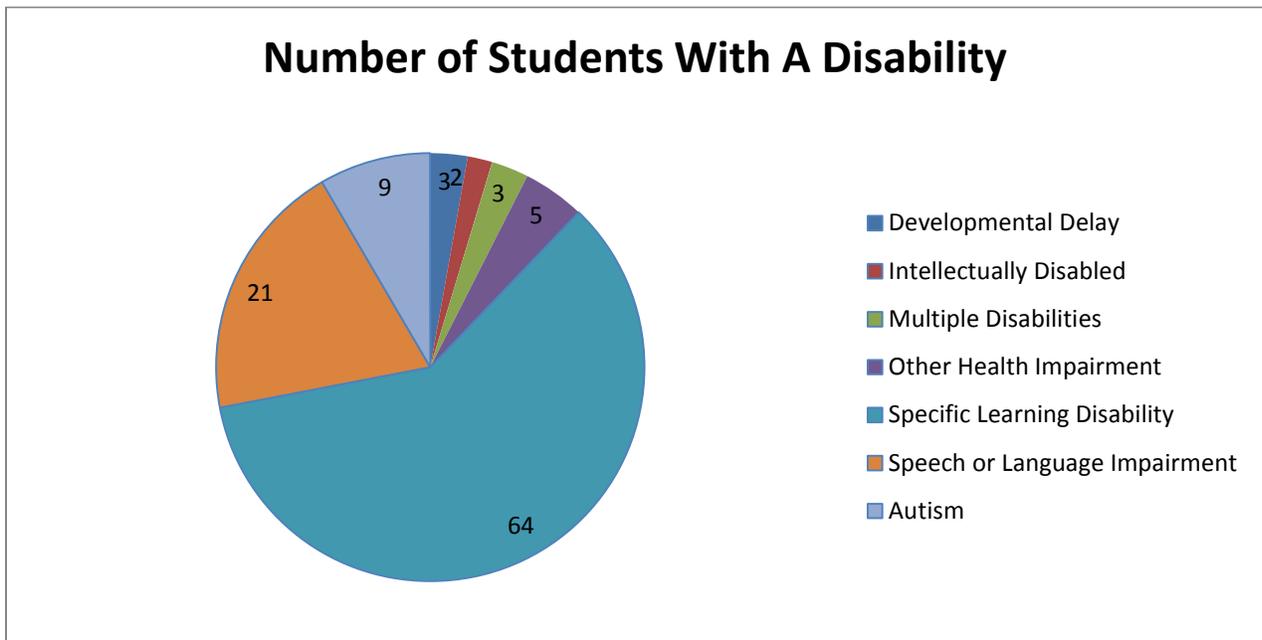
Crestview's team of educators believes that each child has unique talents, capabilities, and needs and the faculty serves students who have a wide spectrum of skills and abilities. The graph above shows

the number of students at Crestview who qualify as having particular learning challenges and receive special academic assistance.  Children receiving support in more than one area are counted in their main area of disability.

## Students' Socio-Economic Status

Many of Crestview's students are from households with incomes at or below the poverty level.  The number of students who receive free or reduced lunch has steadily increased over the years to 61% of the school's total enrollment (see following graph) this year.  Many of the students from households with such economic challenges also bring a distinct set of learning and educational support needs. Crestview's administration encourages that constituency changes be met with constant professional development and reassessing the needs of the student population.

### Free/Reduced Lunch Status Over Time



| Year | Free/Reduced | Paid |
|------|--------------|------|
| 2014-15 | 64 | 36 |
| 2105-16 | 64 | 36 |
| 2016-17 | 66.5 | 33.5 |
| 2017-18 | 65 | 35 |
| 2018-19 | 61 | 39 |
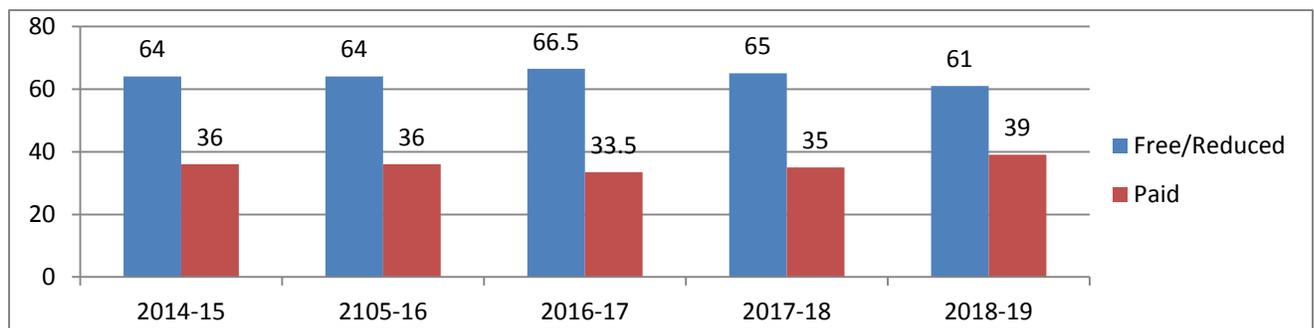
Retention rates vary little from year to year, and students are retained when parents are given prior written notice. The table below shows the percentage of students who were retained during the past five academic years.

## Gifted and Talented Program

4.6 percent of Crestview students meet the academic qualifications for the district's Gifted and Talented Program. Qualification is determined by student's performance on the Star Performance Test and/or on the Measures of Academic Progress (MAP) tests or PASS tests. Third grade Gifted and Talented students are served for two hours and five minutes each week. Fourth and Fifth grade students are served for three hours and twenty minutes each week.

## Student Attendance

The school's attendance rates have remained steady over the past several years, with an average daily attendance of 96.7%, which is in line with the attendance rate of elementary schools "like ours."

## Student Retention

| Retention Rate | |
|---|---|
| **2017-2018** | **1.0%** |
| **2016-2017** | **1.1%** |
| **2015-2016** | **0.9%** |
| **2014-2015** | **1.8%** |
| **2013-2014** | **0.7%** |

# Major Academic and Features

## Reading/Language Arts

### Balanced Literacy Model

In teaching the South Carolina curriculum standards for Language Arts, Crestview uses a balanced literacy program, with an emphasis on the *Fountas & Pinnell* program for guided reading. The *Fountas & Pinnell* approach individualizes literacy instruction by utilizing instructional materials on students'

individual learning levels.  Guided reading, self-selected reading, writing, and working with words are infused into a literacy block, where students work one-on-one with the teacher, in small groups, and/or individually. Various materials and cooperative formats are used, providing multi-level instruction and accommodating the needs of different reading ability levels and learning styles within the classroom.

**Math**

Teachers at Crestview use a variety of techniques to help students master the South Carolina curriculum standards for math. The GCS Rubicon Atlas provides teachers with pacing guides for each unit, as well as other planning resources. South Carolina College and Career Readiness (SCCCR) standards for math have been implemented in Kindergarten through fifth grade in the 2105-16 school year.    Teachers use the Houghton Mifflin Harcourt *Go Math!* textbook, resource books, and trade books, as well as *Every Day Counts Calendar Math* during each unit. Hands-on activities are utilized daily.  We are in the beginning stages of Guided Math implementation.

**Science**

Teachers at Crestview use a variety of techniques to help students master the South Carolina curriculum standards for science. Teachers use the MacMillan textbook, resource books, and trade books during each unit. Instruction is supplemented by the use of science kits provided by the district, providing hands-on activities related to unit objectives.  Also, Streamline Video on Demand provides instant access to videos related to standards.

**Social Studies**

Teachers at Crestview use an integrated approach to teach social studies.  Instruction is enhanced through the use of historical fiction novels as well as student magazines and newspapers.  Technology plays an important role in social studies instruction.  Teachers use the computer lab, Streamline Video on Demand, and media center resources to vary instruction.  Virtual and physical field trips provide exposure to primary sources.

## Differentiated Instruction

Differentiated instruction is utilized as a teaching method at Crestview. Teachers document differentiated instruction plans for each subject in the weekly lesson plans. By incorporating

differentiation in the classroom, teachers provide diverse means for students to acquire content and develop methods so that each student can learn effectively.

## Response to Intervention – RTI

Rigorous implementation of RTI includes a combination of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based intervention. Comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities. In 2011-2012, Crestview kindergarten and first grade teachers implemented RTI within their classroom in order to meet the needs of students who were below grade level in reading.  For the 2012-13 and 2013-14 school years, a part-time RTI instructor was hired to provide RTI as a pull-out program for below grade level students, as identified through AIMS Web.  For the 2014-15 school year, a half-time literacy specialist and part-time RTI instructor were hired to conduct RTI with identified first and second grader students.  For the 2015-17 school years a full time RTI teacher and a full time literacy specialist work with students through third grade specifically targeting reading strategies and skills. Beginning in the 2017-18 school year, the full time RTI teacher and literacy specialist continued to work through second grade, and a part time RTI teacher began working with second and third graders on reading.

# Behavioral Model

## School Wide Discipline

Our administration, instructional faculty, and support staff follow the Positive Behavior Intervention System (PBIS) approach to discipline and work toward maintaining this positive learning climate. Crestview's discipline model follows the district policy.  It is communicated through school in-service training and is reinforced by classroom rules appropriate to each grade level and class.  Students are encouraged and expected to maintain appropriate behavior at all times. Student handbooks and school and class newsletters inform students and their families about behavior guidelines.

While district policy delineates the behaviors for which a student may receive a referral, Crestview's administration and instructional team ensure that students understand school decorum and expectations of behavior.

In an effort to simplify and clarify classroom discipline and behavior management, Crestview's faculty has developed a school-wide discipline policy. This model includes uniform expectations and consequences that can be applied in classrooms spanning from early childhood to upper elementary classrooms. The following School Wide Rules along with a Discipline Plan have been adopted by consensus of the faculty:

**School Wide Discipline Plan**

Teachers should follow these guidelines before making a referral:

1) Classroom consequences
2) Parent contact
3) Referral

Each teacher and grade level team support each other in helping students develop and maintain a sense of personal responsibility and mutual respect in the learning environment. If, however, a student violates the school or district discipline code, the administration addresses the issue according to district policy through a discipline referral. Discipline referrals that result from inappropriate behavior can often be managed through a conference with the student's parent or guardian, a member of the administration, and the teacher.

Crestview's educational team strives to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. Toward this goal, we offer many opportunities for student participation and recognition. Teachers and administrators collaborate in an effort to monitor appropriate school behavior among grade levels. They provide positive discipline workshops for parents and guardians, school behavioral intervention via individual and small group counseling for students, and provide teachers with classroom management strategies.

# Mission, Vision, Beliefs

## Mission

The Crestview staff determined, through a needs assessment, a vision that was shared by all stakeholders. The Student Achievement Team created a survey questionnaire that was sent to Crestview's parents/guardians, faculty, staff, and student body. Results were collected and sorted into categories by the Student Achievement Team. The data was presented to and discussed with the faculty. From suggestions offered by those present, the staff selected a final Mission Statement by a consensus vote. That mission statement is as follows: ***Our mission is to partner with the students, family, and community to ensure that all children succeed in a safe, nurturing, and academically challenging environment.*** Consistent with this mission, our school motto is: *We are Crestview. Community Pride.  Academic Excellence.*

## Vision

Crestview's vision is to develop a learning community of caring individuals who are lifelong learners; therefore, we provide:

- A safe and caring environment that respects the dignity of all and ensures that no student "falls through the cracks."
- Skills and knowledge that prepare students to become responsible citizens and assist them in the exploration and pursuit of diverse career goals.
- Research-based strategies to help all students meet or exceed student learning standards.
- A staff that is highly qualified, focused, visionary, collaborative, and accountable for student success.
- Celebrations and encouragement of excellence and quality achievement on the parts of teachers and students.

## Beliefs

We believe all students are capable of learning, and our goal is to help each one reach his/her potential. We believe each student must be nurtured in the learning environment. We believe each student is unique and must be respected and valued as an individual. Additionally, the following beliefs regarding

the nature of teaching, learning, and children support effective teaching and meaningful learning for Crestview students:

**We believe**

- Learning is developmental.
- Learning is fun.
- Every child can succeed.
- Learning should be engaging.
- Learning occurs most readily in a safe, accepting environment.
- Learning involves varied experiences.
- Learning never stops.
- When given the proper tools, all students can learn.
- Relationships must form before learning can flourish.
- Learning happens when expectations are high.
- Teaching is learning.
- Teaching is reaching out and helping.
- Teaching goes beyond academics.
- Teaching is a calling.
- Teaching is challenging.
- Teaching is a group effort.
- Teaching comes from the heart.
- Teachers make a difference in children's lives.
- Teaching is difficult, exciting, and rewarding.
- Teachers must honor what children bring to the learning process.
- Teachers need to be flexible in their instructional methods and interactions with students.
- Teaching builds a bridge between the learner and the lesson.
- Teachers love what they do and are life-long learners who advocate for children.
- Children learn in different ways and have different levels of basic skills.
- All children have strengths and something unique to offer.
- All children have a curiosity for learning.
- Children are valuable and worthy of respect.
- Children have enthusiasm for learning.

# Data Analysis and Needs Assessment

## Analysis of Student Achievement Outcomes

Crestview's administration believes teachers must have reliable data about students' academic strengths and weaknesses in order to develop an adequate academic program. Data from the *ACT Aspire* (2014-15 only), *SC Ready, Palmetto Assessment of State Standards* (PASS) and *Iowa Tests of Basic Skills* (ITBS) assist educators in the understanding of student achievement as well as in the planning of instructional units and methods.

For the purposes of this portfolio, analysis of SC Ready, PASS, and ITBS data from 2016-17 to present facilitates quality planning and the development of next steps.

### SC Ready Data

The SC Ready test was administered to students in third through fifth grades beginning in the 2016 school year for English Language Arts and Math. Test scores for each section are classified as *Exceeds Expectations, Meets Expectations, Approaches Expectations, or Does Not Meet Expectations.* Our deficiency areas were our special education and African American subgroups and the text-dependent analysis (TDA) portion of the ELA.
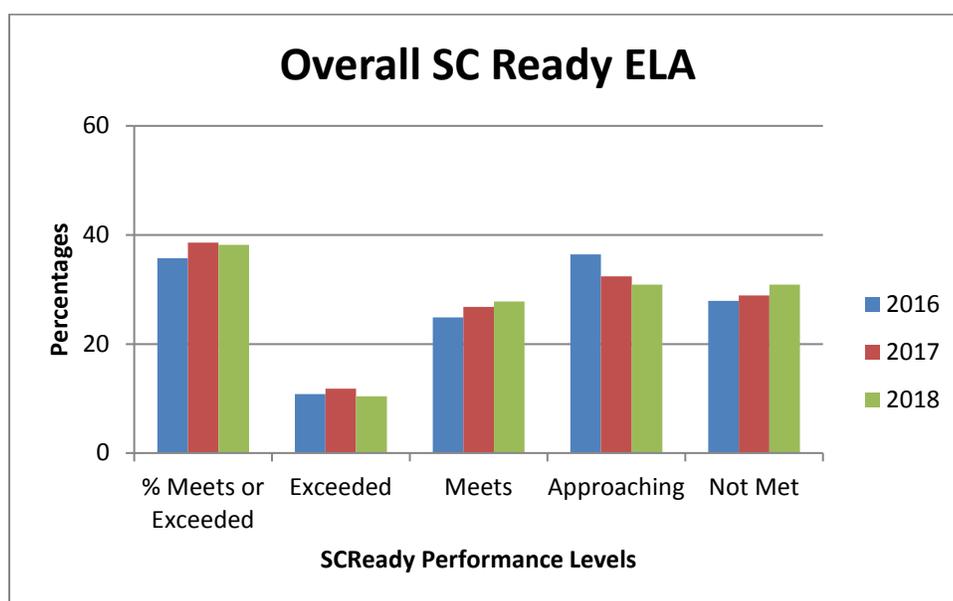
SCREADY ELA PERCENTAGE OF STUDENTS SCORING MET OR EXCEEDING BY GRADE

3rd Grade ■ 4th Grade ■ 5th Grade

| | 2017 | 2018 |
|---|---|---|
| 5th Grade | 35.4 | 31.4 |
| 4th Grade | 30.5 | 45 |
| 3rd Grade | 48.2 | 38.4 |
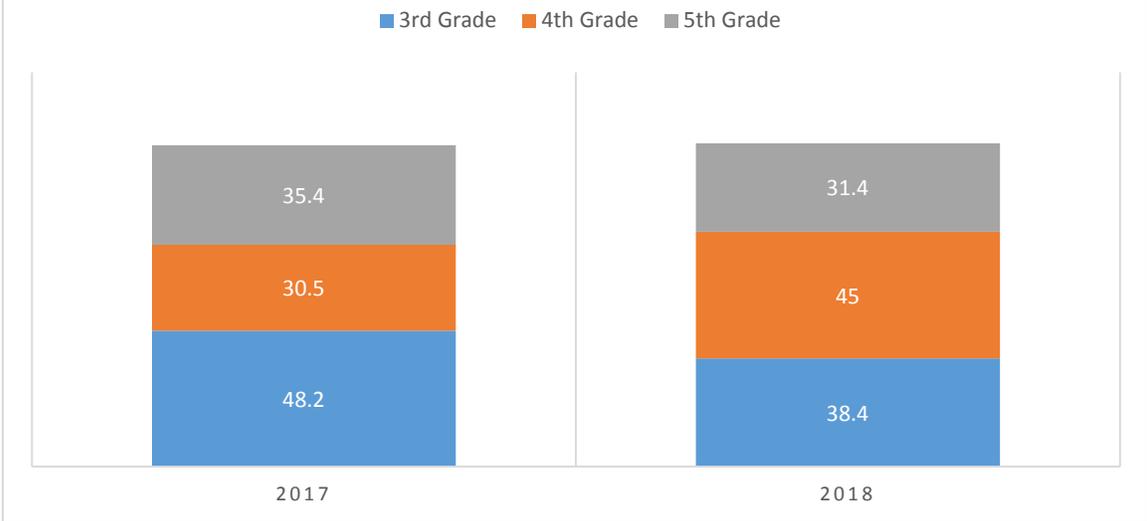


Overall SC Ready Math
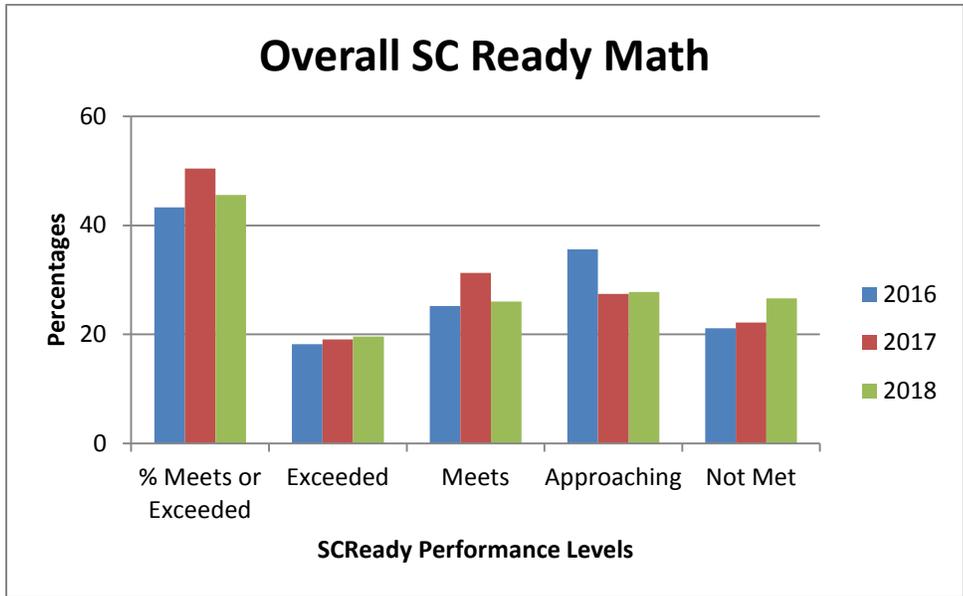
**SCREADY MATH PERCENTAGE OF STUDENTS SCORING MET OR EXCEEDING BY GRADE**

■ 3rd Grade ■ 4th Grade ■ 5th Grade

| | 2017 | 2018 |
|---|---|---|
| 5th Grade | 42.2 | 37.1 |
| 4th Grade | 48.5 | 52.3 |
| 3rd Grade | 58.2 | 47.3 |
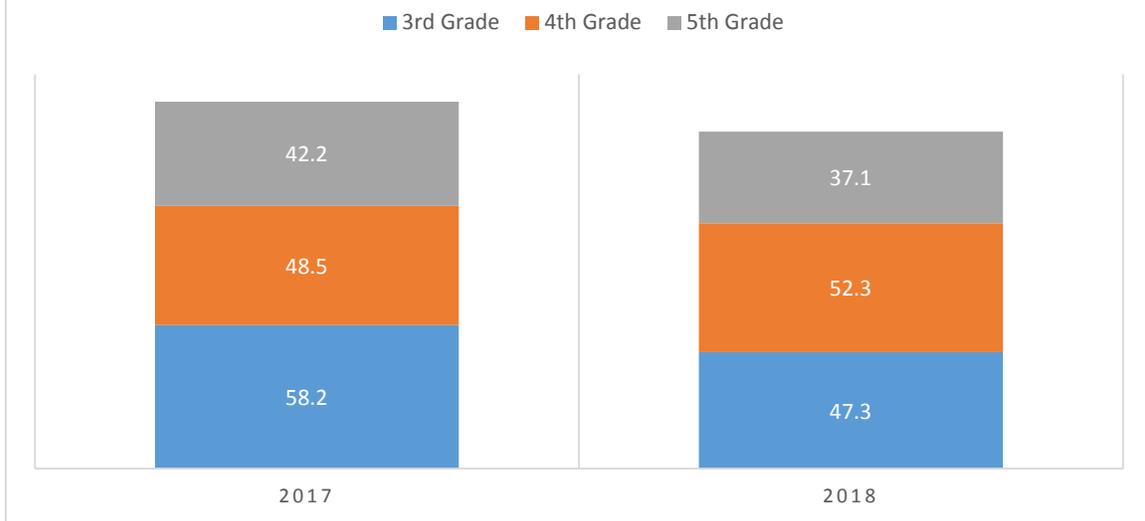
## PASS Data

The PASS test was administered to students in fourth grade (science only) and fifth grades (social studies only.)  Science scores are reported in four categories: exceeds, met, approaching, and did not meet expectations.  Social studies are reported in the following three categories: not met, met, and exemplary. Our deficiency areas were our special education and African American subgroups, as well as all subgroups in science.

## Overall PASS Performance

**Overall PASS Science**
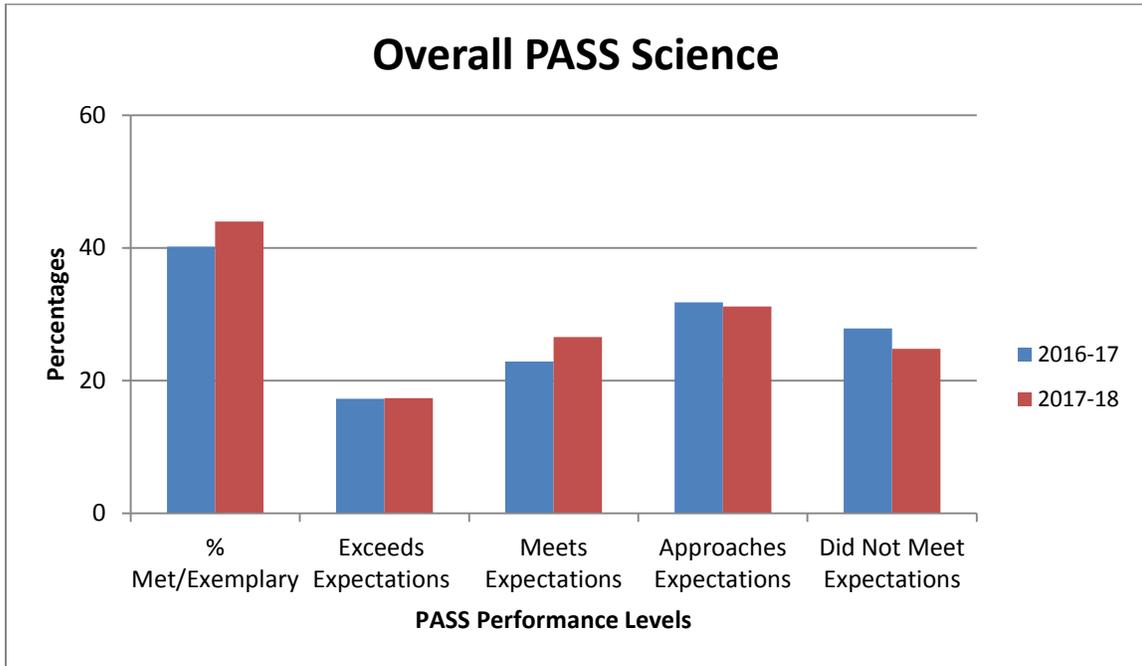


For the 2017-18 school year, 44 percent of fourth graders scored "met" or above on the Science PASS exam.

**Overall PASS Social Studies**
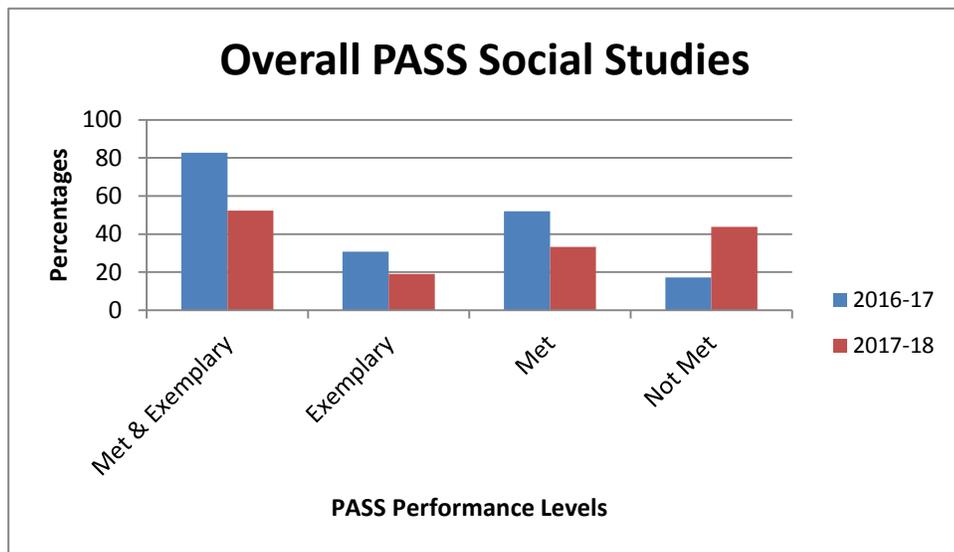


For the 2017-18 school year, 52.4 percent of fifth graders scored "met" or above on the Social Studies PASS exam.

# Needs Assessment

There continues to be a need to move more of Crestview's subsidized lunch students, African American students, and disabled students to the *Ready/Met* objectives for ELA and Math on SC Ready. Science is an area for improvement across all subgroups. Toward this end, Crestview will continue to use research-based strategies to move students in a positive direction.

Research-based measures for closing the ELA achievement gap include a school-wide emphasis on literacy, use of assessment data to plan instruction, teacher collaboration, high expectations for all students, and intensive interventions for struggling readers (Symonds 2004).

Research-based measures for closing the Math achievement gap include increasing the number of teachers trained in the research-based math instructional program, *Every Day Calendar Math Counts*; teaching mathematics with problem-solving as the primary focus, examining research-based materials on how children learn mathematics during collaborative meetings, and continuing implementation of staff development on differentiated instruction.

It is only reasonable that factors contributing to achievement gaps at Crestview would be among those cited nationally. The table below, from *Parsing the Achievement Gap* (Barton 2003), lists causes that research has identified as being rooted inside and outside ("before and beyond") the school.

| School: |
| --- |
| Rigor of Curriculum |
| Teacher Preparation |
| Teacher Experience and Attendance |
| Class Size |
| Technology-Assisted Instruction |
| School Safety |
| **Before and Beyond School:** |
| Parent Participation |
| Student Mobility |
| Birthweight |
| Lead Poisoning |
| Hunger and Nutrition |
| Reading to Young Children |
| Television Watching |
| Parent Availability |

The correlates Barton (2003) identifies as occurring outside the school are commonly associated with both poverty and limited parental education. As a high-poverty school, Crestview has a student body that is no doubt impacted by these factors. Based on over-all achievement, it appears that the in-school correlates to achievement work in the favor of Crestview's students; however, there are achievement gaps, and the school is dedicated to closing them.

In a study of high- and low-performing schools (Kannapel, Clements, Taylor, & Hibpshman 2005), researchers found that high-performing schools are characterized by the following attributes, which Crestview embraces:

- The belief that all students can succeed with a caring faculty and staff.
- Uniform high expectations.
- Collaborative decision-making.
- Acceptance of the teacher's role in the student's progress.
- Consistent teacher-parent communication.
- Commitment to diversity and equity.

As a high-performing, high-poverty school, Crestview can attest to the efficacy of the above-mentioned qualities. Additionally, consistent with research-based recommendations, Crestview's leadership focuses the school's culture "on all students learning by demonstrating high expectations regardless of economic status, disability, home language, or any other characterization" (Taylor 2010, p. 15).

As the school continues to work towards closing achievement gaps, it will show commitment to the task by:

- Believing in, nurturing, and expecting each child's success.
- Assuring that teachers are hired on the basis of their excellence as well as their fit with the needs of our students.
- Providing consistent staff development.
- Maintaining open and frequent communications with parents.
- Assessing individual students' needs and providing appropriate challenges and programs.

# Teacher and Administrator Quality Outcomes and Needs Assessment

With the diverse learners and implementation of rigorous College and Career Readiness and 21st Century learning standards, it is imperative that all teachers be trained on how to effectively integrate and differentiate instruction using a wide variety of strategies, including digital technology, to meet students' needs. The administration will schedule training dates throughout the year for all teachers to be trained and proficient in planning and integrating Guided Math and differentiation strategies across instructional content areas using personal learning devices, ChromeBooks, in a one-to-one setting. Support from the instructional coach and district personnel will be provided for teachers throughout the year as outlined in the Professional Development schedules below.

**Professional Development Plan 2018-19**

| Title | Presenter | Description | Date | Projected Number Attending | Targeted Group |
|---|---|---|---|---|---|
| Grade Level Chair Cohort | David Langston, Jennifer, Suber, Tracy Quinn | Grade level chairs and the leadership team will meet to reflect and discuss data, management strategies, as well as positives, areas of concern, and next steps within specific grade levels and the school as a whole. | Monthly meetings from July 2018-May 2019 | 15 | Grade level team leaders and administration |
| New Teacher/Mentor Orientation | David Langston, Jennifer, Suber, Tracy Quinn | New teachers will meet with mentors in this informative session in order to help prepare new teachers for daily school life and provide strategies for classroom management and best practices. | August 2018 | 15 | Teachers new to Crestview and their mentors |
| Crestview PBIS | Trena Alexander, David Langston, Jennifer Suber | Teachers and administration will meet to develop PBIS policies, procedures, and progress monitoring tools to implement positive behavior strategies school-wide. The team will also collect and analyze data regarding student behaviors and teacher/parent communication in order to plan future policies and procedures. | August 2018-May 2019 | 15 | PBIS team |
| Guided Math series | Austin Green | Crestview staff will learn how plan for and implement guided math into instruction. | August 2018-May 2019 | 45 | All faculty |

| Windows 10 | Joel Perkin | Teachers will be trained on the Windows 10 capabilities on computers after technology refresh | February 2019 | 45 | All faculty |
|---|---|---|---|---|---|
| Learning Targets | Tracy Quinn David Langston Jennifer Suber Trena Alexander | Teachers will be trained on how to create learning targets and used them to effectively drive instruction. | November 2018-May 2019 | 45 | All faculty |
| Data Drives Instruction | David Langston, Jennifer Suber, Tracy Quinn | Administration and teachers will review and analyze current student data, create and/or modify learning goals, and plan for instruction based on shared data. | August 2018 February 2019 | 45 | All faculty |
| Balanced Literacy Framework | Tracy Quinn Trena Alexander | Crestview teachers will be trained on the GCS framework for balanced literacy according to the Literacy Plan set by the literacy team. Instruction will include the classroom environment, Vocab and Word study, and reading & writing workshops. | August-May | 45 | All faculty |

## Professional Development Plan for 2018-19

| Title | Presenter | Description | Date | Projected Number Attending | Targeted Group |
|---|---|---|---|---|---|
| Authentic Assessments | District Specialist, IC | Teachers will be trained on how to effectively create and use authentic, rigorous assessments across content areas. | September 2019 | 45 | All faculty |
| Learning Targets | IC | Teachers will be trained on how to create learning targets and used them to effectively drive instruction. | October 2019 | 45 | All faculty |
| Authentic Assessments | District Specialist, IC | Teachers will be trained on how to effectively create and use authentic, rigorous assessments across content areas. | November 2019 | 45 | |
| Behavior strategies for Tier One Students | Administration, PBIS committee | Teachers will be trained on how to use a variety of strategies to reach tier one behavior students. | December 2019 | 45 | All faculty |
| Formative Assessments including Mastery Connect | IC | Best practices for creating and using formative assessments | January 2020 | 45 | All faculty |
| Authentic Assessments | District Specialist, IC | Teachers will be trained on how to effectively create and use authentic, rigorous assessments across content areas. | February 2020 | 45 | All faculty |
| Learning Targets | IC | Teachers will be trained on how to create learning targets and used them to effectively drive instruction. | March 2020 | 45 | All faculty |

# School Climate Outcomes and Needs Assessment

It is necessary to maintain Crestview's high percentage of student attendance, as well as student, parent, and teacher satisfaction with the learning environment and safety that Crestview provides. Our goal is to maintain or increase (up to 0.5%) performance in these surveyed groups annually, as reported by the State Report Card.

The faculty, PTA, and SIC will collaborate to inform parents and students of policies regarding attendance, safety, and other school procedures. They will also offer attendance incentives for students. These incentives will also take into account the number of tardies and early dismissals students have, as these also impact instruction.

## References

Barton, P. E. (2003). *Parsing the achievement gap.* Princeton, NJ: Educational Testing Service. Retrieved September 25, 2008, from ets.org/research/pic

Frye, R. (2007. June). *How far behind in math and reading are English-language learners?* Washington, DC: Pew Hispanic Center. Retrieved September 27, 2008, from www.pewhispanic.org.

Kannapel, P. J., & Clements, S. K., with Taylor, D., & Hibpshman, T. (2005). Inside the black box of high-performing high-poverty schools. Lexington, KY: Prichard Committee for Academic Excellence. Retrieved February 17, 2005, from http://www.prichardcommittee.org/Ford%20Study/FordReportJE.pdf.

Symonds, K. W. (2004. August). *After the test: Closing the achievement gaps with data.* Naperville, IL: Learning Point Associates. Retrieved February 21, 2006, from http://www.ncrel.org/gap/studies/basrc.htm

Taylor, R. T. (2010.). Leadership to improve student achievement: focus the culture on learning. *AASA Journal of Scholarship and Practice, 7.* 10-19.

# Action Plan

## Action Plan

### Supportive Strategies

Our school's action plan was revised in 2018 and includes our goals, objectives, strategies, and products of action steps. In order to support our goals, it is necessary to develop effective strategies and action steps with input from all stakeholders.  Our action steps are based on best practices and current research.

### Aligning Our Action Plan

In order to establish, implement, and evaluate Crestview's Five Year Action Plan, our team aligned Crestview's profile, beliefs, mission, and instructional needs with the district's vision and Five Year Performance Goals. The process involves looking at student achievement data in order to meet *No Child Left Behind* education requirements. The administration, instructional coach, and teachers annually evaluate progress toward attaining our goals and continually align our plan to the district's performance goals. The following pages include our Five Year 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 _38.6_ % in 2016-17 to _53_ % in 2022-23.
*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by _3_ % annually.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations **38.6** (2016-17) | **School Projected Elementary** | **41** | **44** | **47** | **50** | **53** |
| | | **School Actual Elementary 38.2** | | | | | |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations **49** (2016-17) | **District Projected Elementary 52** | **52** | **55** | **58** | **61** | **64** |
| | | **District Actual Elementary 52** | | | | | |

| ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs. (Balanced Literacy Framework) | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1. Implement Balanced Literacy with fidelity across all schools. | 2018-2023 | Principal<br><br>Assistant Principal<br><br>IC<br><br>Literacy Specialist | None | NA | Observations, anecdotal notes, lesson plans, instructional observations, instructional rounds |
| 2. Implement a framework for common planning across the district to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs. | 2018-2023 | Principal<br><br>Assistant Principal<br><br>IC | None | NA | Collaborative planning, data analysis, unit planning, protected planning times.<br><br>Evidence of Common Planning reflected in school schedule<br><br>Evidence of common planning through instructional rounds and classroom observations |
| 3. Provide intentional support for consistently scheduled, sustained independent reading | 2018-2023 | Principal<br><br>Assistant Principal<br><br>IC<br><br>Literacy Specialist | $1000 | local | Classroom libraries offer a wide selection of texts that reflect students' interests and needs.<br><br>Teachers lead focused reading conferences and small group work.<br><br>Students can articulate |

| ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs. (Balanced Literacy Framework) | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| | | | | | and demonstrate progress toward their reading goal(s). |

**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 _50.4_% in 2016-17 to _65_% 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 SC READY test data file | % Meets Expectations and Exceeds Expectations **50.4** (2016-17) | **School Projected Elementary** | **53** | **56** | **59** | **62** | **65** |
| | | **School Actual Elementary 45.6** | | | | | |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations **54** (2016-17) | **District Projected Elementary 57** | **57** | **60** | **63** | **66** | **69** |

| | | **District Actual Elementary 60** | | | | | |
|---|---|---|---|---|---|---|---|

| ACTION PLAN FOR STRATEGY #1: Provide targeted core math instruction to meet student needs. | | | | | | EVALUATION |
|---|---|---|---|---|---|---|

| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
|---|---|---|---|---|---|
| 1. Provide support for teacher on the full implementation of effective math practices through the Guided Math model, including initial training for teachers new to the school and/or district. | 2018-2023 | Principal<br><br>Assistant Principal<br><br>IC<br><br>District Academic Specialist | $500 | Local | Observations, anecdotal notes, lesson plans, instructional observations, instructional rounds |
| 2. Implement a framework for common planning across the district to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs. | 2018-2023 | Principal<br><br>Assistant Principal<br><br>IC | None | NA | Collaborative planning, data analysis, unit planning, protected planning times.<br><br>Evidence of Common Planning reflected in school schedule<br><br>Evidence of common planning through instructional rounds and classroom observations |
| 3. Provide intentional support for consistent implementation of math best practices | 2018-2023 | Principal<br><br>Assistant Principal<br><br>IC | None | local | Math centers offer a wide selection of activities that reflect students' needs.<br><br>Teachers lead focused |

| | | | | | small group work. Students can articulate and demonstrate progress toward their math goal(s). |
| --- | --- | --- | --- | --- | --- |

**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 | 2017-18 | 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 | **School Projected Elementary** | **47** | **50** | **53** | **56** | **59** |
| | | **School Actual Elementary 44** | | | | | |
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grade 4 only | **District Projected Elementary** | 63 | 66 | 69 | 72 | 75 |
| | | **District Actual Elementary 60** | | | | | |

| ACTION PLAN FOR STRATEGY #1: Provide targeted core science instruction to meet student needs. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1. Providing targeted training in the use of district provided unit science kits | 2018-2023 | IC<br><br>District curriculum specialist | None | None | Observations, anecdotal notes, lesson plans, instructional observations, instructional rounds |
| 2. Provide a teacher-led instructional STEM lab (pending available funds) | 2018-2023 | Principal<br><br>STEM instructor | $10,000-13,000 | local | STEM lab on related arts master schedule<br><br>Observations, lesson plans |
| 3. Provide intentional support for consistent implementation of science best practices | 2018-2023 | Principal<br><br>Assistant Principal<br><br>IC | None | none | Lessons offer a wide selection of activities that reflect students' needs.<br><br>Teachers lead focused small group work.<br><br>Students can articulate and demonstrate progress toward their science learning target(s). |

**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 **3** % annually.

| DATA SOURCE(s): | AVERAGE BASELINE | 2017-18 | 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 | **School Projected Elementary** | **55** | **58** | **61** | **64** | **67** |
| | | **School Actual Elementary 52** | | | | | |
| SCPASS Social Studies SCPASS test data file | Baseline will be established in 2017-18 Grade 5 only | **District Projected Elementary** | **81** | **84** | **87** | **90** | **93** |
| | | **District Actual Elementary 78** | | | | | |

| ACTION PLAN FOR STRATEGY #1: Provide targeted core social studies instruction to meet student needs. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1. Provide training and implement virtual field trips | 2018-2023 | IC<br><br>Classroom Teachers | None | None | Observations, lesson plans |
| 2. Provide training in new social studies standards | 2018-2023 | District Social Studies Specialist<br><br>IC | None | None | Observations, lesson plans, collaborative planning sessions, vertical alignment teams |
| 3. Provide intentional support for consistent implementation of social studies best practices | 2018-2023 | Principal<br><br>Assistant Principal<br><br>IC | None | local | Lessons offer a wide selection of activities that reflect students' needs.<br><br>Teachers lead focused small group work.<br><br>Students can articulate and demonstrate progress toward their social studies learning target(s). |

**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 standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

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

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| SC READY ELA SC SDE Website | 36% Meets Expectations and Exceeds Expectations | **School Projected Hispanic** | 39 | 42 | 45 | 48 | 51 |
| SC READY ELA SC SDE Website | | **School Actual Hispanic 29** | | | | | |
| 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** | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SC READY ELA SC SDE Website | 18% Meets Expectations and Exceeds Expectations | **School Projected AA** | 21 | 24 | 27 | 30 | 33 |
| SC READY ELA SC SDE Website | | **School Actual AA 11** | | | | | |
| 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** | | | | | |
| SC READY ELA SC SDE Website | 11% Meets Expectations and Exceeds Expectations | **School Projected SWD** | 14 | 17 | 20 | 23 | 26 |
| SC READY ELA SC SDE Website | | **School Actual SWD 8** | | | | | |
| 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** | | | | | |
| SC READY ELA SC SDE Website | 28% Meets Expectations and Exceeds Expectations | **School Projected LEP** | 31 | 34 | 37 | 40 | 43 |
| SC READY ELA SC SDE Website | | **School Actual LEP 26** | | | | | |
| 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** | | | | | |
| SC READY ELA SC SDE Website | 34% Meets Expectations and Exceeds Expectations | **School Projected SIP** | 37 | 41 | 44 | 47 | 50 |
| SC READY ELA SC SDE Website | | **School Actual SIP 30** | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SC READY ELA SC SDE Website | 35% Meets Expectations and Exceeds Expectations | **District Projected SIP 38** | 38 | 41 | 44 | 47 | 50 |
| SC READY ELA SC SDE Website | | **District Actual SIP 33** | | | | | |
| SC READY Math SC SDE Website | 38% Meets Expectations and Exceeds Expectations | **School Projected Hispanic** | 41 | 44 | 47 | 50 | 53 |
| SC READY Math SC SDE Website | | **School Actual Hispanic 35** | | | | | |
| 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** | | | | | |
| SC READY Math SC SDE Website | 27% Meets Expectations and Exceeds Expectations | **School Projected AA** | 30 | 33 | 36 | 39 | 42 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SC READY Math SC SDE Website | | **School Actual AA 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** | | | | | |
| SC READY Math SC SDE Website | 14% Meets Expectations and Exceeds Expectations | **School Projected SWD** | 17 | 20 | 23 | 26 | 29 |
| SC READY Math SC SDE Website | | **School Actual SWD 10** | | | | | |
| 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** | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SC READY Math SC SDE Website | 35% Meets Expectations and Exceeds Expectations | **School Projected LEP** | 38 | 41 | 44 | 47 | 50 |
| SC READY Math SC SDE Website | | **School Actual LEP 26** | | | | | |
| 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** | | | | | |
| SC READY Math SC SDE Website | 44% Meets Expectations and Exceeds Expectations | **School Projected SIP** | 47 | 50 | 53 | 56 | 59 |
| SC READY Math SC SDE Website | | **School Actual SIP 36** | | | | | |
| SC READY Math SC SDE Website | 33% Meets Expectations and Exceeds Expectations | **District Projected SIP 36** | 36 | 39 | 42 | 45 | 48 |

| SC READY Math SC SDE Website | | **District Actual SIP 38** | | | | | | |
|---|---|---|---|---|---|---|---|---|

| **ACTION PLAN FOR STRATEGY #1:** Provide targeted interventions aligned to student needs as identified through evidence-based assessment (IE: Fountas and Pinnell, FastBridge Assessments, Mastery Connect, etc). | | | | | ==EVALUATION== |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1. Coach teachers in instructional best practices for Tier 2 and Tier 3 classroom interventions | 2018-2023 | Principal<br><br>Assistant Principal<br><br>IC<br><br>Literacy Specialist | None | Na | Implementation of coaching events with grade level teams and reflective practices.<br><br>Evidence of Tier 2 and Tier 3 interventions within classrooms as noted by observations and Instructional Rounds |
| 2. Track pull-out interventions with students to ensure fidelity of implementation | 2018-2023 | Principal<br><br>Assistant Principal<br><br>IC<br><br>Literacy Specialist<br><br>Interventionists | None | NA | Evidence of interventions by students including duration of intervention and specific intervention implemented |

**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): | | 2017-18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| Fountas and Pinnell | Criterion Reference Measure | **School Projected** | | | | | |
| | | **School Actual** | **Baseline will be established in Spring 2019** | | | | |
| Fastbridge | Norm Reference Measure | **School Projected** | | | | | |
| | | **School Actual** | **Baseline will be established in Spring 2019** | | | | |

| MAP Winter Reading | % of students with Winter Reading RIT at or above criteria for scoring Meets Expectations on SC Ready ELA | **School Projected** | | Grade 2: 38% or above<br>Grade 5: 34% or above | Grade 2: 38% or above<br>Grade 5: 34% or above | Grade 2: 38% or above<br>Grade 5: 34% or above | Grade 2: 38% or above<br>Grade 5: 34% or above |
|---|---|---|---|---|---|---|---|
| South Carolina MAP Linking Study – December 2016 | 2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile | **School Actual** | Grade 2: 32% Grade 5: 22% | | | | |
| Fountas and Pinnell | Criterion Reference Measure | **District Projected** | | | | | |
| | | **District Actual** | **Baseline will be established in Spring 2019** | | | | |
| Fastbridge | Norm Reference Measure | **District Projected** | | | | | |
| | | **District Actual** | **Baseline will be established in Spring 2019** | | | | |
| MAP Winter Reading | % of students with Winter Reading RIT at or above criteria for scoring Meets Expectations on SC Ready ELA | **District Projected** | | Grade 2: 38% or above<br>Grade 5: 34% or above | Grade 2: 38% or above<br>Grade 5: 34% or above | Grade 2: 38% or above<br>Grade 5: 34% or above | Grade 2: 38% or above<br>Grade 5: 34% or above |

| South Carolina MAP Linking Study – December 2016 | 2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile | District Actual | Grade 2: 40% Grade 5: 42% | | | | |
|---|---|---|---|---|---|---|---|

| ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs. (Balanced Literacy Framework) | | | | | | EVALUATION |
|---|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** | |
| 1. Implement Balanced Literacy with fidelity across all schools. | 2018-2023 | Principal Assistant Principal IC Literacy Specialist | None | NA | Observations, anecdotal notes, lesson plans, instructional observations, instructional rounds | |
| 2. Implement a framework for common planning across the district to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs. | 2018-2023 | Principal Assistant Principal IC | None | NA | Collaborative planning, data analysis, unit planning, protected planning times. Evidence of Common Planning reflected in school schedule Evidence of common planning through instructional rounds and classroom observations | |
| 3. Provide intentional support for consistently scheduled, sustained independent reading | 2018-2023 | Principal Assistant Principal IC | $1000 | local | Classroom libraries offer a wide selection of texts that reflect students' interests and needs. | |

| ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs. (Balanced Literacy Framework) | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| | | Literacy Specialist | | | Teachers lead focused reading conferences and small group work.<br><br>Students can articulate and demonstrate progress toward their reading goal(s). |

**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 | Baseline will be established at the end of the 2018-19 school year | **School Projected** | | **TBD** | **TBD** | **TBD** | **TBD** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | **School Actual** | | | | | |
| Employment report | Baseline will be established at the end of the 2018-19 school year | **District Projected** | | **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. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

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

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

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

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

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| SDE School Report Card Survey | 97.5 | **School Projected Students** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **School Actual Students** | | | | | |
| | 95.4 | **School Projected Teachers** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **School Actual Teachers 100** | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 100 | **School Projected Parents** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **School Actual Parents 93** | | | | | |
| SDE School Report Card Survey | **92** | **District Projected Students** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **District Actual Students 86** | | | | | |
| | **98** | **District Projected Teachers** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **District Actual Teachers 97** | | | | | |
| | **91** | **District Projected Parents** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |

| | | District Actual Parents 88 | | | | | |
|---|---|---|---|---|---|---|---|

---

| ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures. | | | | | | EVALUATION |
|---|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | | **INDICATORS OF IMPLEMENTATION** |
| 1. Communicate clearly and effectively with all stakeholders that school and district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location | 2018-2023 | Principal  Assistant Principal  Webmaster | $0 | NA | | Newsletters, Social Media Posts, SIC and PTA Agendas, webpage |
| 2. Require identification and a yellow badge from the check-in system for volunteers and visitors to the school. | 2018-2023 | Attendance clerk, secretary, administration | $500 | local | | All persons who are non-school district staff will wear yellow badges indicating permission to be in the building on a given day. |
| 3. Practice safety drills, including fire, tornado, and lock-down procedures. | 2018-2023 | Administration, teachers, secretary | No cost | | | Drills will be practiced to at least meet minimum requirements for |

| ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| | | | | | state mandates. Documentation of all safety drills are kept by the school secretary |
| 4. Utilize off-duty Greenville County Sheriff Deputies to provide random walk-throughs multiple times daily, including daily morning and afternoon procedures. | 2018-2023 | Administration | No cost | | Sheriff deputies will check in to the front office when they enter or exit the building. They will also meet with administration to address any safety concerns in the school. |
| 5. Utilize video cameras throughout the building. | 2018-2023 | Administration | TBD | district | Administration reviews camera footage as needed to ensure safety. |
| 6. Create and distribute a Student Handbook outlining all safety procedures. | 2018-2023 | Administration, teachers | $700.00 | Local funds | Teachers will give each parent a Student Handbook at Meet the Teacher or first day of |

| ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures. | | | | | EVALUATION |
|---|---|---|---|---|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| | | | | | school. Parents sign and return documentation stating they have read and understand the school policies and procedures. |

**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 | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| ESSA Federal Accountability and SDE School Report Card | (2016-17) 0 | **School Projected** | ≤1.0 | ≤1.0 | ≤1.0 | ≤1.0 | ≤1.0 |
| | | **School Actual 0** | | | | | |
| ESSA Federal Accountability and SDE School Report Card | (2016-17) **0.7** | **District Projected** | ≤1.0 | ≤1.0 | ≤1.0 | ≤1.0 | ≤1.0 |

| | | District Actual 0.8 | | | | | |
|---|---|---|---|---|---|---|---|

Annual Expulsion Rate

| DATA SOURCE(s): | AVERAGE BASELINE | | **2018–19** | **2019–20** | **2020–21** | **2021–22** | **2022–23** |
|---|---|---|---|---|---|---|---|
| ESSA Federal Accountability and SDE School Report Card | (2016-17) 0 | **School Projected** | ≤ .07 | ≤ .07 | ≤ .07 | ≤ .07 | ≤ .07 |
| | | **School Actual 0** | | | | | |
| ESSA Federal Accountability and SDE School Report Card | (2016-17) 0.04 | **District Projected** | ≤ .07 | ≤ .07 | ≤ .07 | ≤ .07 | ≤ .07 |
| | | **District Actual 0.04** | | | | | |

| ACTION PLAN FOR STRATEGY #1: Develop school wide discipline strategies to effectively meet the behavior needs of students. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1. Implement Positive Behavior Intervention and Supports (PBIS) strategies school-wide | 2018-2023 | PBIS team | $2500 | Local<br><br>PTA | IMS, classroom discipline reports, anecdotal notes from school counselor, PBIS meeting agendas |

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

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

**PERFORMANCE GOAL: 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): | | 2017-18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| AdvancED Culture & Climate Surveys | Baseline established in 2017-18 | **School Projected** | ≥ 91 | ≥ 91 | ≥ 91 | ≥ 91 | 91 |
| | | **School Actual 91** | | | | | |
| AdvancED Culture & Climate Surveys | Baseline established in 2017-18 | **District Projected** | 90 | 90 | 90 | 90 | 90 |
| | | **District Actual 89** | 90 | | | | |

| ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1. Establish mentoring program for students | 2018-2023 | Principal<br><br>Assistant Principal<br><br>School counselor<br><br>OnTrack team | TBD | Local | Students assigned to an adult at the school. |
| 2. Establish protocols among all adults to communicate positively with students (PBIS) | 2018-2023 | Principal<br><br>Assistant Principal<br><br>PBIS team | $0 | NA | Documentation of communicating protocol to staff |
| 3. Provide opportunities for support staff to be inclusive in school culture. | 2018-2023 | Principal<br><br>Assistant Principal<br><br>School counselor<br><br>OnTrack team<br><br>PTA | $0 | NA | Support staff included in decision making and support of students |

**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 |
|---|---|---|---|---|---|---|---|
| ESSA Federal Accountability and SDE School Report Card | (2016-17) 95.8 | **School Projected** | ≥ 95 | ≥ 95 | ≥ 95 | ≥ 95 | ≥ 95 |
| | | **School Actual 95.62** | | | | | |
| | (2016-17) **95** | **District Projected** | **95** | **95** | **95** | **95** | **95** |
| | | **District Actual 95** | | | | | |

| ACTION PLAN FOR STRATEGY #1: Implement and maintain a proactive attendance program. | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students | 2018-2023 | OnTrack Team Social Worker Attendance Clerk Admin team | $0 | NA | Students are identified and appropriate supports are assigned |
| 2. Use the Intervention Connection System to assign and monitor interventions for truant and chronically absent students. | 2018-2023 | OnTrack Team Social Worker Attendance Clerk Admin team | $0 | NA | Intervention Connection System reports for truant and chronically absent students. |
| 3. Promote attendance with students and parents as an important component of school success | 2018-2023 | OnTrack Team Social Worker Attendance Clerk Admin team | $0 | NA | Teacher/school direct contact with parents. |
| 4. Improve school-level interventions related to attendance | 2018-2023 | OnTrack Team Social Worker Attendance Clerk Admin team | TBD | General Fund | Parental participation in interventions |

**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 | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| AdvancED Culture & Climate Surveys | Baseline established in 2017-18 | **School Projected** | **Afraid ≤ 8 Lonely ≤13 Angry ≤9** | **Afraid ≤ 8 Lonely ≤12 Angry ≤9** | **Afraid ≤7 Lonely ≤11 Angry ≤8** | **Afraid ≤6 Lonely ≤10 Angry ≤7** | **Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 6** |
| | | **School Actual** Afraid – 9% Lonely –14 % Angry – 10% | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** |
| AdvancED Culture & Climate Surveys | 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 ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** |

| ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs. | | | | | EVALUATION |
|---|---|---|---|---|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Implement the OnTrack process in all schools in the district, utilizing EWRS data and social-emotional survey results to match interventions to student needs | 2018-2023 | OnTrack team | $0 | NA | Anecdotal notes from OnTrack meetings |
| 2.  Implement relationship-building programs/strategies (e.g., PBIS, Counseling Curriculum) | 2018-2023 | Principal<br><br>School Counselor<br><br>PBIS team<br><br>School based mental health counselor | TBD | TBD | Programs implemented with fidelity |
| 3.  Provide an annual community event promoting health and wellness for the whole child | 2018-2023 | CATCH team | $250 | Local | Event takes place |

# School Report Card

https://www.screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTA0Nw