SIMPSONVILLE ELEMENTARY SCHOOL
Mrs. Jackie Earle, Principal

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

SCOPE OF ACTION PLAN

2018-19 THROUGH 2022-23

200 Morton Avenue
Simpsonville, SC 29681
864-355-8300
http://www.greenville.k12.sc.us/simville/

Kindergarten through 5th Grade

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Simpsonville Elementary

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 *(one year)*

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

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

SUPERINTENDENT
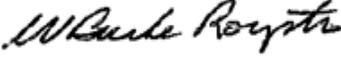
Dr. W. Burke Royster	*W Burke Royster*	
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Mrs. Jackie Earle		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Meghann McCall		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Sharon Clyborne		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 200 Morton Avenue Simpsonville, SC 29681
SCHOOL TELEPHONE: (864) 355-8300
PRINCIPAL E-MAIL ADDRESS: jearle@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

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

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

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

Position	Name
Assistant Principal	Leah Stafford
Parent/Teacher	Pam Reece
Parent/Teacher	Tania Laemmel
Teacher	Antoinette Brown
Instructional Coach	Jennifer King
PTA President	Jessica Fulmer

School Literacy Leadership Team for Read to Succeed:

Sharon Clyborne (Lead/Literacy Specialist), Jackie Earle (Principal), Leah Stafford (Assistant Principal), Jennifer King (Instructional Coach), Emma Brackett (Reading Interventionist), Molly Mathews (Primary Literacy Mentor), Chandler Massey (Intermediate Literacy Mentor), Cheryl Ritter (K5 Teacher), Antoinette Brown (1st Grade Teacher), Melissa Smith (3rd Grade Teacher), Sally Given (5th Grade Teacher), Abbie Richey (Media Specialist), John Stagliano (Special Education Teacher)

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

○ Yes ○ No ◉ N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
◉ Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
◉ Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
◉ Yes ○ No ○ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
◉ Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
◉ Yes ○ No ○ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
◉ Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
◉ Yes ○ No ○ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
○ Yes	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However,

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

Table of Contents

INTRODUCTION to Our Strategic Plan/School Portfolio

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

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

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

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

Performance Goal Area: Student Achievement

Goals & Objectives:

- The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 52% in 2016-17 to 67% in 2022-23.
- The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.
- The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 52% in 2016-17 to 67% in 2022-23.
- The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.
- The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.
- The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3% annually.
- 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.
- The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 3% annually.
- Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).
- Meet annual targets for gap data.
- Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.
- Meet annual targets for students reading on grade level.

Strategies/Actions:

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

Performance Goal Area: <u>Teacher/Administrator Quality</u>

Goals & Objectives:

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

Strategies/Actions:

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

Performance Goal Area: <u>School Climate</u>

Goals & Objectives:

- Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.
- Meet annual targets for feeling safe.
- The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.
- The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.
- Meet annual targets for behavior.
- The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.
- Meet annual targets for students who describe their teachers as caring teachers.
- Achieve and maintain a student attendance rate of 95% or higher by 2022-23.
- Maintain an annual student attendance rate of 95% or higher.
- The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.
- Meet annual targets for social/emotional health.

Strategies/Actions:

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

Needs Assessment Summary for Student Achievement

- ELA and Math performance on 2018 SC READY is higher than the state and district averages.
- Science and Social Studies performance on 2018 SCPASS is higher than the state and district averages.
- ELA performance decreased by 1% from 2017 to 2018.
- Math performance increased by 1% from 2017 to 2018.
- Longitudinal data shows 5th grade as having the lowest achievement levels in ELA in 2017 and 2018.
- 3rd grade ELA and Math performance in 2018 is significantly higher than that of 4th and 5th graders.
- According to trend data, Social Studies achievement levels are significantly higher than Science.
- According to 2018 SC READY student group data, the ELA achievement levels of white males are significantly lower than that of other subgroups.
- Gender data from 2018 reveals strengths in Math for the female subgroup.
- The Hispanic subgroup was the lowest performing subgroup in ELA in 2018.
- In 2018, the African American subgroup scored significantly higher in Math than ELA.
- Students in Poverty scored significantly higher in Math than ELA in 2018.
- Students with Disabilities scored higher in Math than ELA in 2018.
- Limited English Proficiency students scored slightly higher in Math than ELA in 2018.

Needs Assessment Summary for Teacher and Administrator Quality

- Teacher turn-over rate remained consistent until the 2017 school year
- Teacher turn-over rate was high in 2017 at 10 (2 moves/8 retirees) & in 2018 at 5
- We have a strong mentoring program; trained mentors and regular meetings
- We have a trained mentor in almost every grade level and special area.
- We need a trained mentor in grades 2 and 4.
- All teachers participate in PD at the school and district level.
- We began the Leader in Me initiative during the 2018-2019 school year.
- Our school offered close to 30 hours of site-based PD during the 2018-2019 school year.
- At this time, our PD plan for the 2019-2020 school year offers approximately 24 hours of site-based PD.
- Our PD plan for the 2019-2020 school year includes balanced literacy PD sessions that will be tailored to literacy based on data from the state assessment.
- Our PD plan for the 2019-2020 school year includes scheduled dates for data-based PD sessions for Math, Science, & Social Studies, that will be based on 2018 state assessment data.

Needs Assessment Summary for School Climate

- Student's out-of-school suspensions decreased significantly from the 2017-2018 school year to the 2018-2019 school year.
- The annual attendance rate for students increased over the past year, from 95.9 to 96.26.
- Our annual student retention rate has increased from 1.4 in 2017, up from 0.8 in 2016.
- The percentage of teachers who are satisfied with feeling safe at school has decreased from 92 to 90.2.
- The percentage of students who are satisfied with feeling safe at school has decreased from 94 to 91.8.
- The percentage of parents who are satisfied with feeling safe at school has increased from 86 to 90.
- The percentage of teachers who are satisfied with the learning environment increased from 85.3 to 90.2.
- The percentage of students who are satisfied with the learning environment increased from 81.8 to 89.8.
- The percentage of parents who are satisfied with the learning environment increased from 90.3 to 93.4.

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

Significant challenges facing our school:

- ► Limited funding for mandated programs
- ► Communicating with ESOL parents (we are making significant progress with Hispanic Family Nights, in-house translators, and our parent information line)
- ► Time to carry out innovative ideas
- ► Increased class sizes, up to 28 students in some classes
- ► Staff keeping up with the technology proficient level of our students

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

Significant Accomplishments:

- ► Began the Leader in Me initiative
- ► Personal Learning Devices for 2nd-5th graders
- ► Technology Refresh
- ► Balanced Literacy training for all teachers and implementation at all grade levels
- ► New Virtual Field Trip Lab
- ► Six National Board Certified Teachers
- ► Literacy Mentors at our school
- ► School leaders for Digital leadership Corps
- ► Successfully implementing the Inclusion Model
- ► RAMP Award (Recognized ASCA Model School Counseling Program)
- ► National PTA School of Excellence
- ► South Carolina Red Carpet School
- ► State Awards Winners in Reflections
- ► Papa John's Teacher Appreciation Award 2017
- ► Golden Apple Award Winner 2015
- ► Numerous Donor's Choose Grant Recipients
- ► Project Fit America School & CATCH school
- ► SC Gold & Silver Award for General Performance
- ► ESEA Federal Accountability "A" Rating/Closing the Achievement Gap Award from SDE
- ► Live Well Grant Recipient/Live Well Elementary School of the Year
- ► Superior Strides Award for Health and Wellness
- ► Safe Schools Award Winner

School Profile

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

Simpsonville Elementary is proud to be a Leader in Me School! Simpsonville Elementary School is a kindergarten through grade five public school. We also have a Pre-K Special Education Peer Mentor Program for 3 and 4 year olds. Our building currently houses 776 students and over 50 instructional staff members. We are 1 of 52 elementary schools in the Greenville County School District. Simpsonville Elementary School at Morton Place is located in Simpsonville, South Carolina. The facilities at Simpsonville Elementary School consist of 34 classrooms, 3 resource, 2 reading intervention classrooms, 1 ESOL classroom, 1 Gifted & Talented classroom, speech and conference rooms, 2 art rooms, 2 music rooms, administrative offices, a cafeteria, multi-purpose room/gym, athletic track, media center, guidance offices, health room suite, science lab/virtual field trip lab, and a computer lab. Special features: Students in grades 2-5 have their own Chromebook, computers in all classrooms, wall-mounted promethean boards in every classroom, broadcast room for TV morning show, outdoor dining area, separate playground areas for primary and intermediate grades, P.T.A. office, separate bus and car pick-up areas, etc.

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

Overview of our School Climate

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

Our maintenance staff works hard to maintain our building and grounds. This staff takes pride in keeping the building clean and all equipment in working order. Maintenance of the school grounds and landscaping are included in custodial duties. Inspection results from energy audits are provided to the staff to create an awareness of energy saving efforts. To further ensure all issues are addressed, we use custodial inspections and survey results on the overall cleanliness of the school to make necessary modifications and improvements. The custodial staff, as well as school personnel, immediately reports all safety concerns, both inside and outside the building. Our well maintained facility enables us to provide a safe learning environment for students and staff.

Our school utilizes the district Crisis Response Plan as well as daily operating plans to ensure the safety and well-being of students and staff. Evacuation maps are clearly posted in each room. Fire, lockdown, tornado, earthquake, and bus evacuation drills are held on a regular basis. Procedures are emphasized during classroom instruction on topics such as fire, bus, drug, personal, home and playground safety. Our school has several communication devices which contribute to a safe environment. For constant access, the administration, custodial, and office personnel use two-way radios. A telephone is available in each room as well as a two-way intercom system with an emergency call button. Security measures are used to ensure safety in our facility daily. A zoned officer from the Simpsonville Police Department patrols the school campus on a regular basis. Signs on all exterior doors state visitors are to report to the main office where they are required to sign in and out through and receive a visitor's badge indicating a reason for the visit. Safety is assured with time-stamped video cameras, fire and motion detectors, security alarms, a weather radio, and a two-way radio linked directly to security at the central office. Establishing a safe, secure environment for our students and staff is a priority.

We plan numerous opportunities to involve parents in their child's education. Parents are always welcomed to our building, but we also plan certain events and opportunities to encourage them to come to SES. The first event we host every year, Meet the Teacher, takes place a few days before school starts. This is an opportunity for students and their parents to meet their teacher for the current school year. Other important parent and community events including K5 Sneak Preview Night, 1st Grade Parent Information Night, Safe Kids & Health Fair, STEAM Night, and more highlighted later in this document.

Overview of our Simpsonville Community

Family Circle magazine ranked Simpsonville, SC as one of the top 10 places in America to raise a family. According to the latest census information in 2017, Simpsonville, South Carolina has a population of 22,072. Of those residents, 8.6% were foreign born, a statistic that reflects the increasing diversity of the area. The racial composition of Simpsonville is as follows: 72.1% white, 19.9% African American, 2.1% Asian, .3% Hispanic/ Latino, .2% American Indian and Alaskan Native, and .8% two or more races. Over 70% of the residents own their own homes, and the median household income in 2017 was $58,857. Among those employed, 60% are in management, professional or sales occupations. A small percent, 2.7% work at home. The remaining 33% work in production, transportation and material-moving occupations. Of Simpsonville's residents, 92.8% have a high school diploma or higher; 34.1% have a Bachelor's degree or higher.

Parent Teacher Association (PTA)- Parents are valuable resources for our students. Our parent volunteers log well over 15,000 hours of service during the school year with approximately 1,000 volunteers. Their efforts include serving as resource speakers, participating in career awareness sessions, American Education Week and Red Ribbon Week activities. Support is further provided through their involvement with Teacher Appreciation Week, health room assistance, Jump Rope for Heart, chaperones for field trips, book fair, clerical assistance, making copies for teachers, field days, securing needed classroom resources (e.g. computers, copier machines, classroom supplies). The PTA also runs a Food Pantry and the Kool Kids Closet, for families in need. Volunteers are not limited to supporting extra and co-curricular activities, but are also directly involved in the classrooms as tutors in reading, math and other areas of the curriculum and the SEEDS (Starting Early with Enrichment Designs for Students) Program. With tight budget constraints, fundraising has become a high priority for our P.T.A. Board. They run several fundraisers each year, including Spirit Week, in which they raise several thousand dollars for our school. The PTA uses that money to purchase Dell Pads and iPads for our students, playground equipment, and more. One of the most important aspects of parental support comes from their commitment to assisting and encouraging their children to participate fully in the academic program of the school. PTA hosts popular family events, including an annual Daddy Daughter Dance and Mother Son Movie Night.

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

Community Volunteer Academic Tutors- Business partners and volunteers from area churches serve children through individual tutoring and computer assistance in our computer lab. Parents and retired community members come to our school on a daily basis to provide one-on-one learning experiences for our children. Our academic volunteers truly make a positive difference in our school.

School Leaders

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

Our assistant principal is Mrs. Leah Stafford: Mrs. Stafford serves as the assistant principal at Simpsonville Elementary. She grew up in the Holland, Michigan and attended the University of Michigan for her undergraduate degree in Elementary Education. She holds Master's degrees in Curriculum and Instruction in Literacy from Grand Canyon University and in Elementary Administration and Supervision from Southern Wesleyan University. Mrs. Stafford has 11 years of experience as a classroom teacher and administrator. She is a member of South Carolina Association of School Administrators, South Carolina International Reading Association, and the International Society for Technology in Education. This is Mrs. Stafford's 3rd year at SES. She was previously the administrative assistant at Chandler Creek Elementary and has taught K5, 2nd, and 4th grades. Mrs. Stafford was recently named as the South Carolina Assistant Principal of the Year. Mrs. Stafford has two children, Jackson and Sara Kate. Her husband is also an assistant principal at Greer High School.

Our Instructional Coach is Mrs. Jennifer King: Mrs. King joined our staff at Simpsonville Elementary in August 2013. She earned a BS from USC Upstate and a M.Ed. in Elementary Education from Southern Wesleyan University. Mrs. King received her National Board Certification in 2010. She taught 4th and 5th grades at Bethel Elementary for 8 years, where she awarded 2009-10 Teacher of the Year. As an Instructional Coach at Simpsonville Elementary, she strives to increase student achievement, continuously working to help teachers diagnose student needs more analytically. Mrs. King shares Professional Development with best practices to help teachers plan more productively and teach more effectively. She lives in Simpsonville with her 9-year-old daughter.

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

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

- Faculty Council
  - Consists of the administrative team, grade level leaders, special education, related arts, and school counselors
  - Discusses instructional and operational aspects of the school
  - Disseminate information to grade level/area teams

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

- PLC's (Technology, Literacy, Math, Science/Health and Social Studies)
  - Consists of curriculum committee chairperson, administrator, and teachers from each grade level
  - Disaggregate and discuss test scores and curriculum assessment data
  - Disseminate information received from the district Academic Specialists
  - Discuss articles pertaining to their content area
  - Share best practices related to the curriculum content area
  - Discuss curriculum as it pertains to content vertically

Student Support Services at Simpsonville Elementary

Counseling Services- Students receive a high level of support service from our full time school counselor Mrs. Kim Genoble who received a Bachelor's degree in psychology from Gardner Webb University and her Master's degree in Elementary Guidance from USC. She has worked with Greenville County Schools as a school counselor for 20 years. Prior to this, she worked with Juvenile Justice and as a counselor to victims of violent crimes with a Solicitor's office. We also have a part time counselor, Christie Carlson who received an Elementary Education degree from Furman University and an MA in Elementary Guidance & Counseling from Clemson University. She has 17 years of teaching experience in Greenville County Schools. She taught eighth and sixth grades at Bryson Middle School and fifth grade at Simpsonville Elementary School. Our Guidance program consists of guidance lessons in the classroom, small group guidance, character education and parent education. Individual planning includes consultation and placement input. Response services include individual counseling and small group counseling. System support includes planning, staff and community relations, professional development. Our counselors teach the 7 Habits of Highly Effective Students. Our Guidance Advisory Committee, or GAC, is led by our counselors. This committee meets monthly to discuss ways to help students and counseling programs in our school. Simpsonville Elementary's counseling program is a recognized ASCA Model Program (RAMP) as designated from the American School Counselor Association.

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

School Psycologist- Ms. Leann Decker is our on-site school psychologist. This is her first year at SES. She has been practicing as a school psychologist for 4 years, after receiving her Master's Degree in School & Community Psychology from Wayne State University in Detroit, MI. Ms. Decker is originally from Grosse Pointe Woods, MI and is loving her first year in Greenville.

Mental Health Counselor- Mrs. Colleen Staton, a Licensed Professional Counselor, is a counselor with Piedmont Mental Health Center. She has an on-site office at our school as part of Piedmont Mental Health Center's school-based services program. The mission of the program is to identify and intervene at early points in emotional disturbances, and to assist parents, teachers, and counselors in developing comprehension start5egies for resolution. Ms. Staton earned her Bachelor's Degree in Psychology from Marymount University and Masters Degrees in Community Counseling and Forensic Psychology, also from Marymount University. Before coming to Piedmont Mental Health Center, Ms. Staton served as the School-Based Mental Health Counselor for Clinton High School in Clinton, SC and intensive home-based counselor in the Washington. D.C. Metro Area.

Simpsonville Elementary's School Personnel Data

The staff at Simpsonville Elementary School includes 1 principal, 1 assistant principal, 1 instructional coach, 1 literacy specialist and 36 regular education teachers. We have a pre-k teacher, 2.5 resource teachers and 1 special education self-contained teacher. We have 3 full-time related arts teachers, 3 part-time related arts teachers and 1 media specialist. We have 1 ESOL teacher and 1.5 guidance counselors. We also have 1 Gifted and Talented teacher, 1.5 reading interventionists, and a .5 math interventionist.

Support personnel available to assist in meeting the needs of Simpsonville Elementary School students include a district psychologist, a contract school nurse, and 3 speech and language specialists, one of which serves pre-school students. We have 2 pre-k assistants and 5 kindergarten assistants. We have 2 special education assistant teachers, and 1 media assistant. We also have an on-site social worker from Piedmont Mental Health. Additional personnel include the plant engineer, custodial staff, and food services workers. We also have a staff of extended day workers. Several bus drivers and utility workers also provide services to our students.

We have no teachers teaching with an out-of-field permit and all teachers are "highly qualified" under No Child Left Behind; 40% of our teachers have advanced degrees; 6 of our teachers are National Board Certified. Teacher attendance at Simpsonville Elementary for the 2017-2018 school year (this is the latest available data) was 92.3%, up from 91.1 the previous year. All teachers achieve and maintain Technology Proficiency.

Staff by Gender
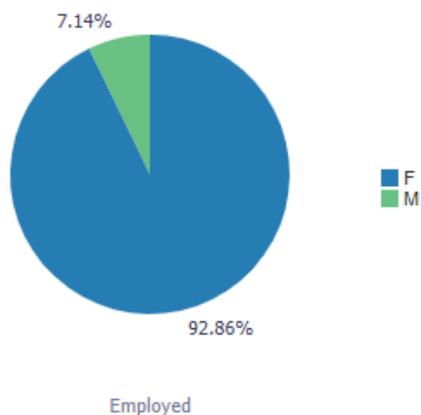
Staff by Ethnicity
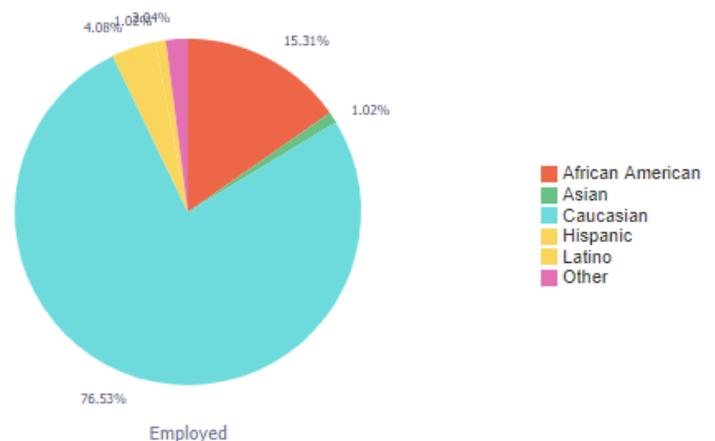
*2018 School Report Card Data:

	Our School	Change from Last Year
Total Number of Teachers	45.0	No change
Percent of teachers with advanced degrees	40.0	Down from 48.9
Teacher attendance rate	92.3	Up from 91.1
Average teacher salary	$51,879	Down from $54,750
Percent of teachers on continuing contract	80.0	Down from 95.6
Percent of teachers returning from previous year - current year	72.7	N/A
Percent of teachers returning from previous year - three year average	87.8	Down from 94.4
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Prime instructional time	88.2	Up from 86.7
Student-teacher ratio in core subjects	23.3 to 1	Down from 23.4 to 1
Percent of inexperienced teachers teaching in core classes	17.1	N/A
Number of inexperienced teachers teaching in core classes	6	N/A
Percent of out-of-field teachers teaching in core classes	0.0	N/A
Number of out-of-field teachers teaching in core classes	0	N/A

Teacher Turn Over Rate:
2016   1
2017   10 *(1 moved out of district, 1 moved out of state, 8 retired)
2018   5

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

| |
|---|
| Primary RTI |
| Literacy Specialist |
| Third Grade |
| School Counselor |
| Fifth Grade |
| Kindergarten |
| Special Education |
| Instructional Coach |
| 5th Grade |
| Music |
| First Grade |
| ESOL |

Simpsonville Elementary's Student Population Data

Student attendance rates at Simpsonville Elementary School have remained steady over the past few years. For the 2017-2018 school year, the student attendance rate was 96.26%, up from 95.9 the previous year. The retention rate at Simpsonville Elementary is currently 1.4 which is up from 0.8. At Simpsonville Elementary School, the poverty index is currently 54.8, up from 53.8 the previous year. We have a pull out ESOL program that serves 13% of our student population. Currently, 16% of our students are served in the GT program and 13% of our students have disabilities and receive services from our special education teachers.

Current (2018-2019) Enrollment Summary *as of March 2019*

Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White
-2	12 10 / 2	0 0 / 0	2 2 / 0	2 2 / 0	0 0 / 0	1 1 / 0	0 0 / 0	7 5 / 2
-1	12 7 / 5	0 0 / 0	3 3 / 0	2 1 / 1	0 0 / 0	1 1 / 0	0 0 / 0	6 2 / 4
0	118 54 / 64	2 0 / 2	24 14 / 10	13 5 / 8	0 0 / 0	10 3 / 7	0 0 / 0	69 32 / 37
1	124 62 / 62	1 0 / 1	26 15 / 11	22 12 / 10	0 0 / 0	8 3 / 5	0 0 / 0	67 32 / 35
2	126 63 / 63	2 1 / 1	26 12 / 14	20 10 / 10	0 0 / 0	7 5 / 2	0 0 / 0	71 35 / 36
3	113 47 / 66	0 0 / 0	27 12 / 15	18 6 / 12	0 0 / 0	5 2 / 3	0 0 / 0	63 27 / 36
4	133 67 / 66	2 0 / 2	31 15 / 16	23 12 / 11	0 0 / 0	7 4 / 3	0 0 / 0	70 36 / 34
5	138 76 / 62	2 2 / 0	39 22 / 17	30 20 / 10	0 0 / 0	4 2 / 2	0 0 / 0	63 30 / 33
Total	776 386 / 390	9 3 / 6	178 95 / 83	130 68 / 62	0 0 / 0	43 21 / 22	0 0 / 0	416 199 / 217

Students by Gender

49.55% 50.45% F M

Enrolled

Students by Ethnicity

1.16%
22.98%
53.40%
16.69%
5.78%

Asian
Black or African American
Hispanic/Latino
Two or More Races
White

Enrolled
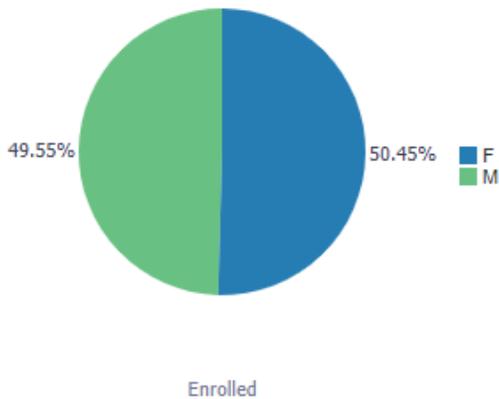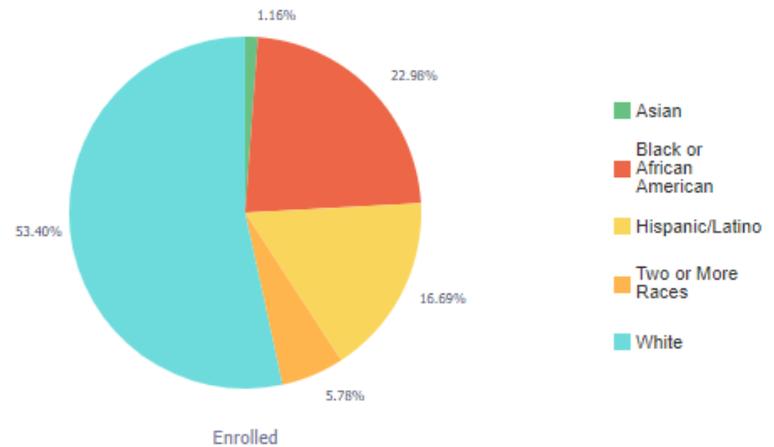
Students by Education Status

Pie chart legend:
- 504
- RegEd
- SpEd

- 1.16% — 504
- 15.92% — SpEd
- 82.93% — RegEd
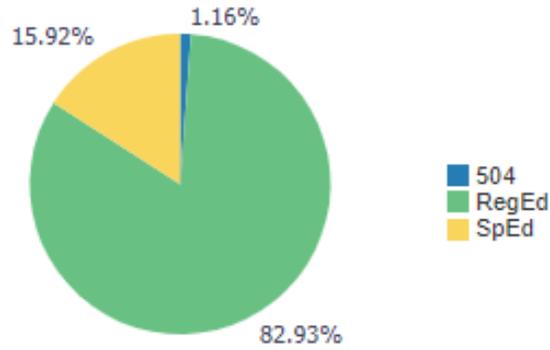
Students by Primary Disability

Ed Category, Primary Disability	Enrolled
504	9
RegEd	646
SpEd Autism	14
SpEd Developmental Delay	21
SpEd Intellectual Disability (severe)	1
SpEd Other Health Impairment	14
SpEd Specific Learning Disability	38
SpEd Speech or Language Impairment	36
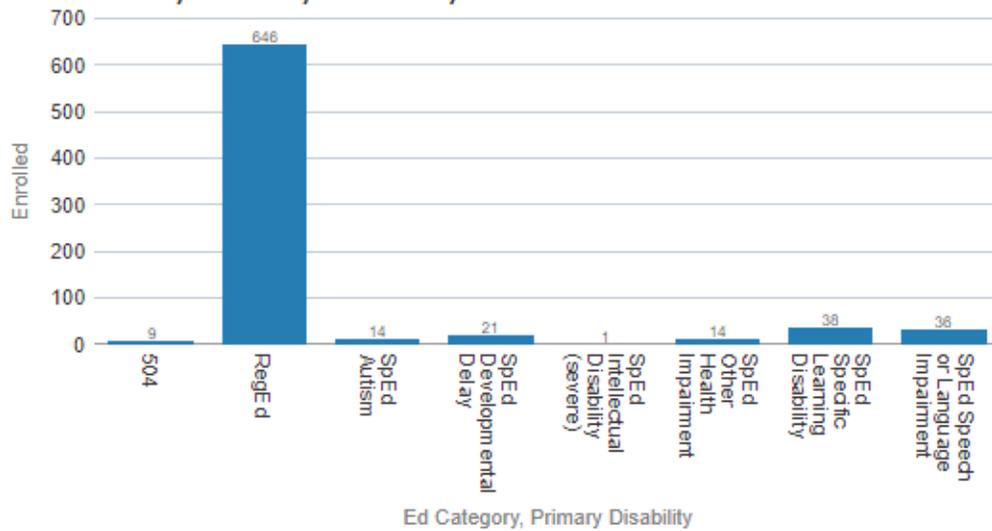
*2018 School Report Card Data:

Additional Information

	Our School	Change from Last Year
Percent of students served by gifted and talented program	16.6	N/A
Percent of students retained	1.4	Up from 0.8
Principal's/Superintendent's/Director's years at school/district	5	Up from 3
Percent of classrooms with wireless access	100	Change from 91-100%
Percent of students served by 1:1 learning	70	41-50%
Chronic Absenteeism Rate	1.0	N/A

Simpsonville Elementary's Academic and Behavioral Programs

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

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

Project Fit America- Simpsonville Elementary School is the only school in Greenville County that has won a Project Fit America Grant sponsored by Bon Secours St. Francis Hospital System. Just recently, our Physical Education teacher was named to the National All Star Teacher Recognition. The goal of the program is to transform sedentary students into moving machines whirling from one activity to another using math, nutrition, character development and goal setting. During Physical Education class, students exercise on outside fitness equipment that include pole-climb bars, pull-up bars, horizontal ladders, vault bars and more. Other equipment inside the gym, include 3-4 pound hula hoops, jump ropes, weights and 1000 building cups. Students earn gold, silver and bronze recognition for different levels of physical achievement. Student names are posted in the hallway just outside the gym for achievement of different physical skills. The challenges motivate students to achieve what they thought they could not before. We have students who have earned National Elite recognition.

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

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

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

Gifted and Talented Program- Gifted and Talented Identification Criteria included in State Regulation 43-220 has been implemented since our 2000-2001 school year. Our program now serves students being taught in Special Education and individuals with severe math, reading or writing deficiencies. Mrs. Stone meets the needs of all her students, working with them using many varied instructional strategies, and utilizing Yale University's Program for Diversified Instruction and Assessment. Often our smaller groups of highly gifted students serve as mentors demonstrating advanced standards to their peers in an academic and creative atmosphere. This non-competitive situation enhances learning in many areas.

Yearbook Club- Our school's Yearbook Club is organized by a parent volunteer who works with a select group of students to take photographs and submit write-ups for our annual school yearbook.

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

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

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

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

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

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

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

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

Family Literacy Event- Family Reading Night is an annual event in which we offer a variety of events for families to attend. Activities include informational presentations on our Balanced Literacy reading program and ways for families to support reading at home. Other activities include a book walk, book mark making, the book fair, & more. Students can participate in our character showcase by dressing up as a book character and writing a book review of their book.

STEAM Day & STEAM Night- We host an annual STEAM Day for students in which local volunteers lead activities for students. We also host an annual STEAM Night for our students and their families. Community members, including local engineers and The Children's Museums also participate in this event. This night allows families to come together for a fun evening of hands-on learning activities involving Science, Technology, Engineering, the Arts, and Math.

Veterans' Day Program- Every year, our school holds a Veteran's Day program to honor the Veterans in our community. We serve the Veterans breakfast, our Chorus students present a variety of patriotic songs, and then some of the Veterans speak to our students.

Annual Art Show- Visual arts plays a big role in our school as the art teachers often collaborate with classroom teachers overlapping core standards with visual arts standards. The students love to showcase their artwork on various art display boards throughout the school. In addition to several community art shows, every year we have a special "Art Show" in the evening where families are invited to view the terrific artwork. Every student in our school, K4-5th grade has an original piece displayed in a frame for the special night. Families can choose to purchase the frames to support the art department or may take home unframed work at no cost.

Safe & Healthy Kids Fair- This is an annual event at your school, and this year we had over 400 people present. Activities included kick boxing, outdoor games of lacrosse, dancing in the cafeteria, and a Zumba class taught by a certified instructor. Guest speakers from around the community included a Nutritional Counselor and a Personal Trainer. Additionally, free healthy snacks were provided by community businesses.

K5 Sneak Preview- This event, offered in the spring of the school year prior to the students' kindergarten year, allows parents and students the opportunity to get to know more about our kindergarten program at SES. K5 teachers offer a presentation to parents and guardians on how to help prepare their child for kindergarten, as well as other helpful information related to our school. This time is also used to screen these future students by assessing them on what they know prior to starting school.

1st Grade Parent Information Night- Our school offers an informational night to the parents and guardians of our first graders at the beginning of the school year. During this event, presentations are offered for introducing and explaining some of our school's policies and procedures.

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

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

Walk to School Event- Our school participates annually in the International Walk to School Day and SC Walk to School Day. Hundreds of miles are completed on the track by parents, teachers and students during these special events.

Community Turkey Trot- As part of our CATCH endeavor, we provide extra opportunities to promote health and fitness. To encourage exercise around a time when people are consuming a lot of extra food, our school invites parents and community members to join our students and staff as we walk the track.

Watch Dog Dads- Watch Dog Dads is a program we have at Simpsonville Elementary that is run by our male parents and community members. The acronym "DOG" stands for Dads of Great Students. Volunteers work on a scheduled basis to walk the parameters and hallways of our school, looking for anything out of the ordinary or simply serving as a male presence, helping students feel safe during the school day.

Vertical Teams- Every teacher at SES serves on a Vertical Team. Each team is divided up by core subject area and has a member from each grade level or specialty area represented. These groups of teachers come together monthly to discuss a specific focus and vision for their content area. By having grade levels represented vertically, cross curricular standards are one of many items that can be effectively addressed.

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

Jump Rope for Heart- Jump Rope for Heart is a national education and fundraising event sponsored by the American Heart Association. Every year, Simpsonville Elementary participates in this fundraiser. This year our school donated over $8,000 to the American Heart Association, the largest donation we have made in over 8 years. Our school received a Service Celebration Award by the American Heart Association. For over twenty years, our school has raised over $100,000 for the Jump Rope for Heart program. We were also recognized as a top fundraiser school for the state of South Carolina.

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

Mission, Vision, and Beliefs

Mission Statement
We are…
Successful citizens
Empowered with 21st century skills
Academic achievers
Leaders and life-long learners
Simpsonville Strong

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

Beliefs: At Simpsonville Elementary School, we believe…

- Each student has an equal and fundamental right to an education.

- All children have significant worth and should be provided the best educational opportunities for reaching their greatest potential.

- The educational process is a partnership among students, parents, educators, and the community.

- Each child, through his/her cultural diversity, contributes to an enriched society.

- A nurturing environment encourages success in learning.

- Early school success fosters continued positive learning/achievement.

- The primary focus of education is to provide the building blocks that facilitate growth and life-long learning.

School Mascot: Seal

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

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

Data Sources: SDE School Report Card- https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=E&d=2301&s=081

SC READY 2017-2018 Data for Simpsonville Elementary
ELA:
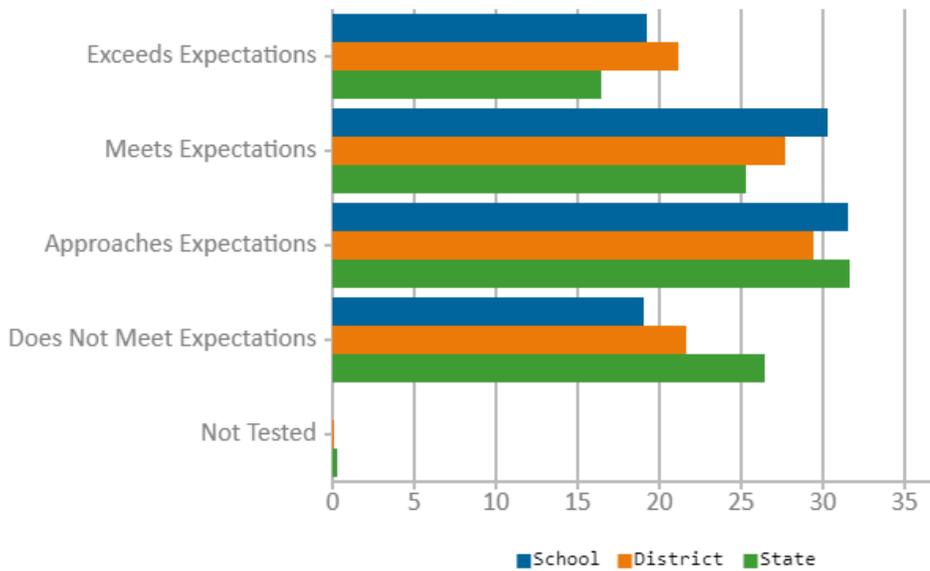
Note: Results from alternate assessments were included in the calculations where available.

Math:
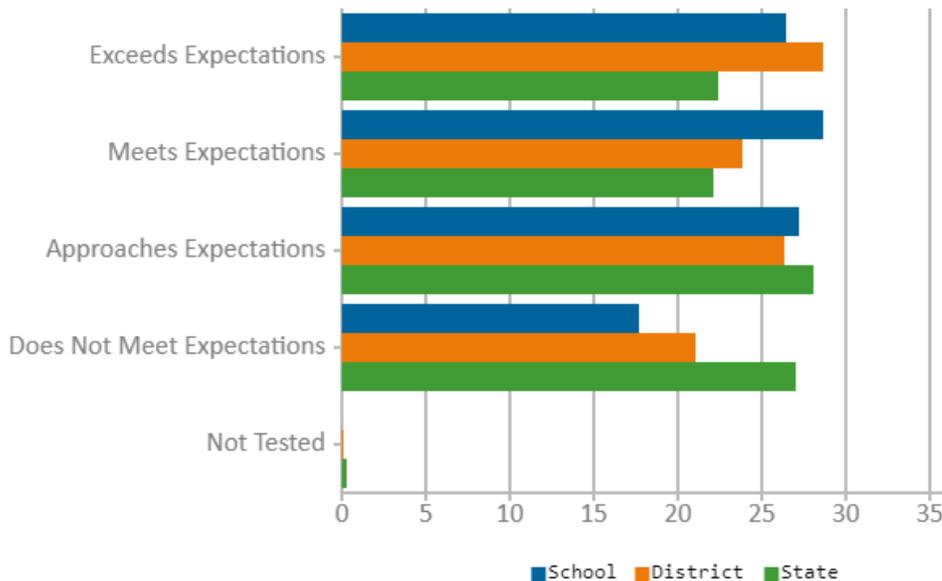
Note: Results from alternate assessments were included in the calculations where available.

2017-2018 SC READY ELA Performance Scores by grade level:
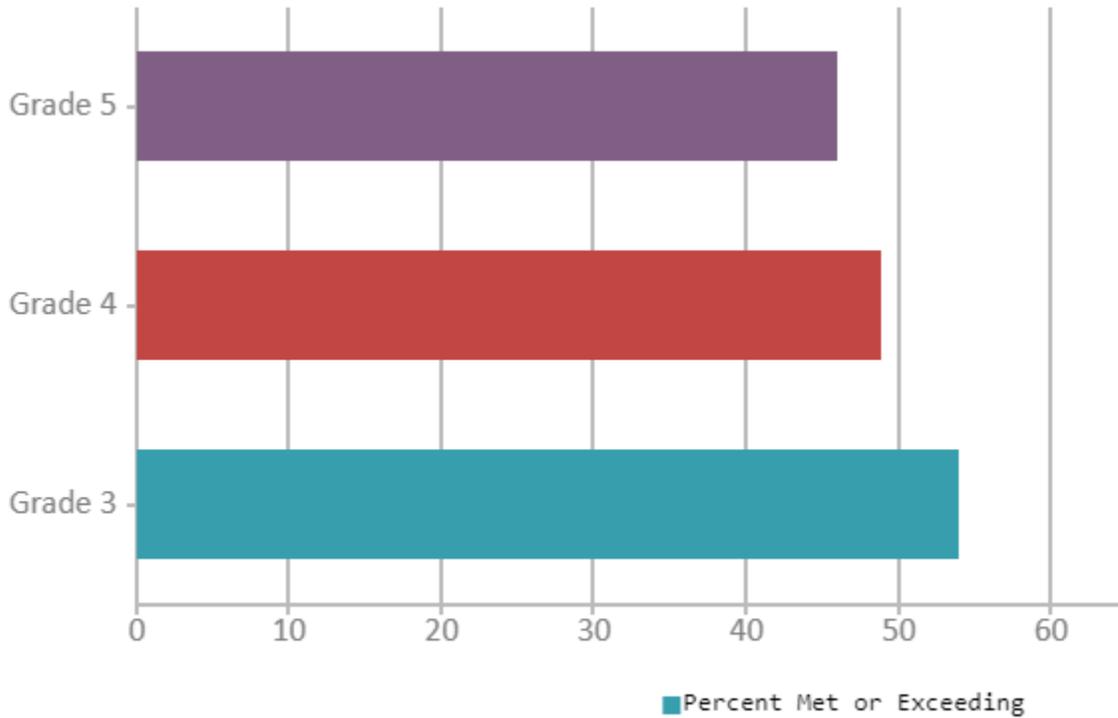
Note: Results from alternate assessments were included in the calculations where available.

2017-2018 SC READY Math Performance Scores by grade level:
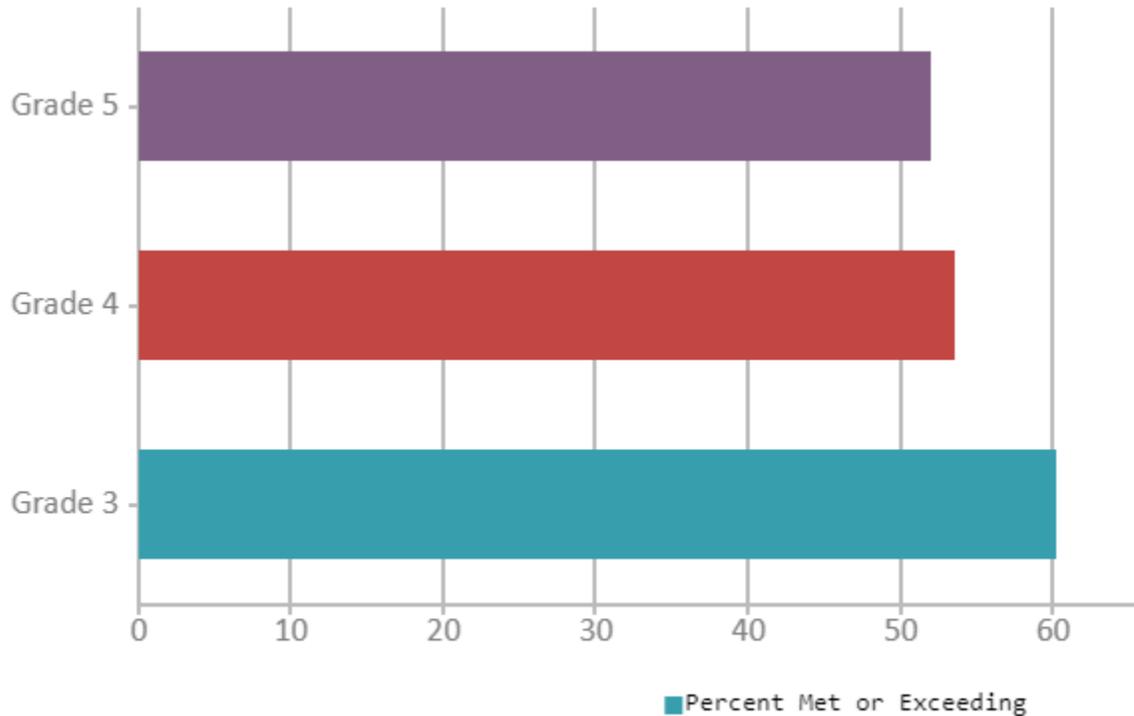
Note: Results from alternate assessments were included in the calculations where available.

2017-2018 SCPASS Data for Simpsonville Elementary

Science:
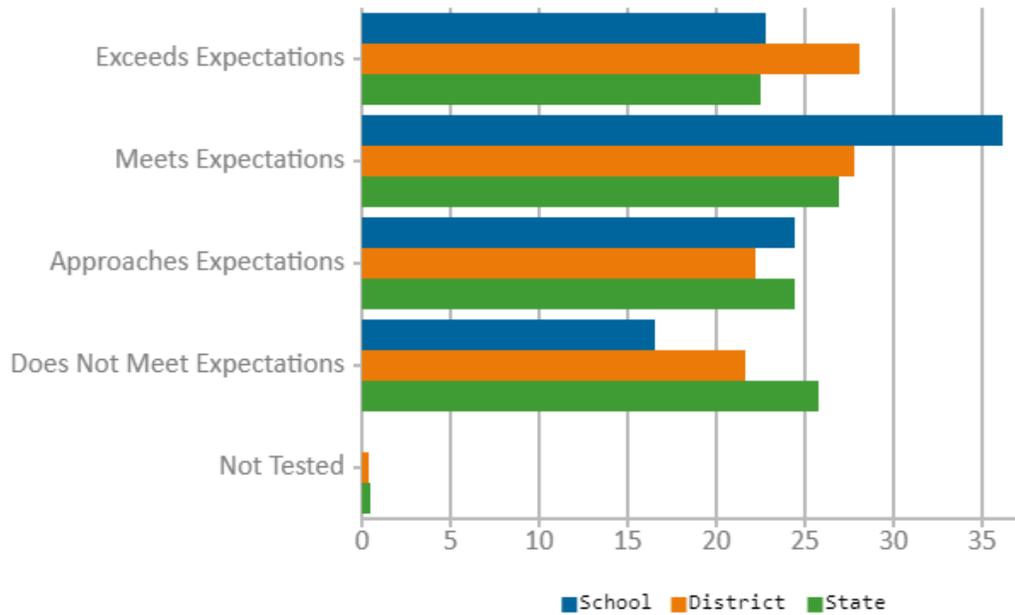
Note: Results from alternate assessments were included in the calculations where available.

Social Studies:
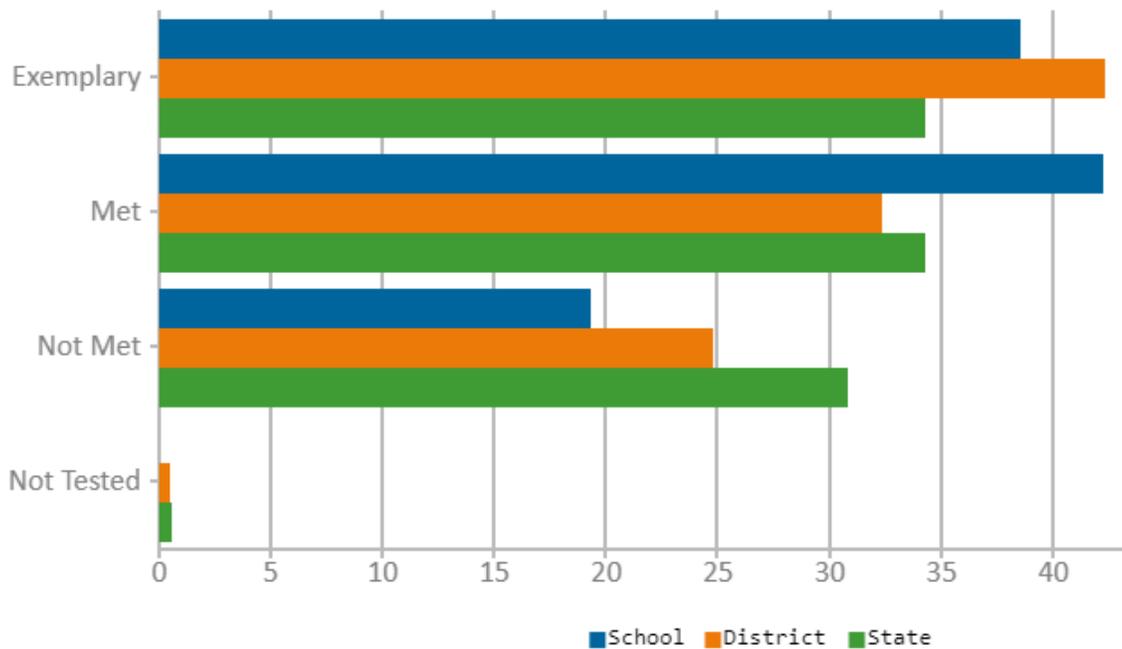
Note: Results from alternate assessments were included in the calculations where available.

2017-2018 SC READY Science Performance Scores by grade level:
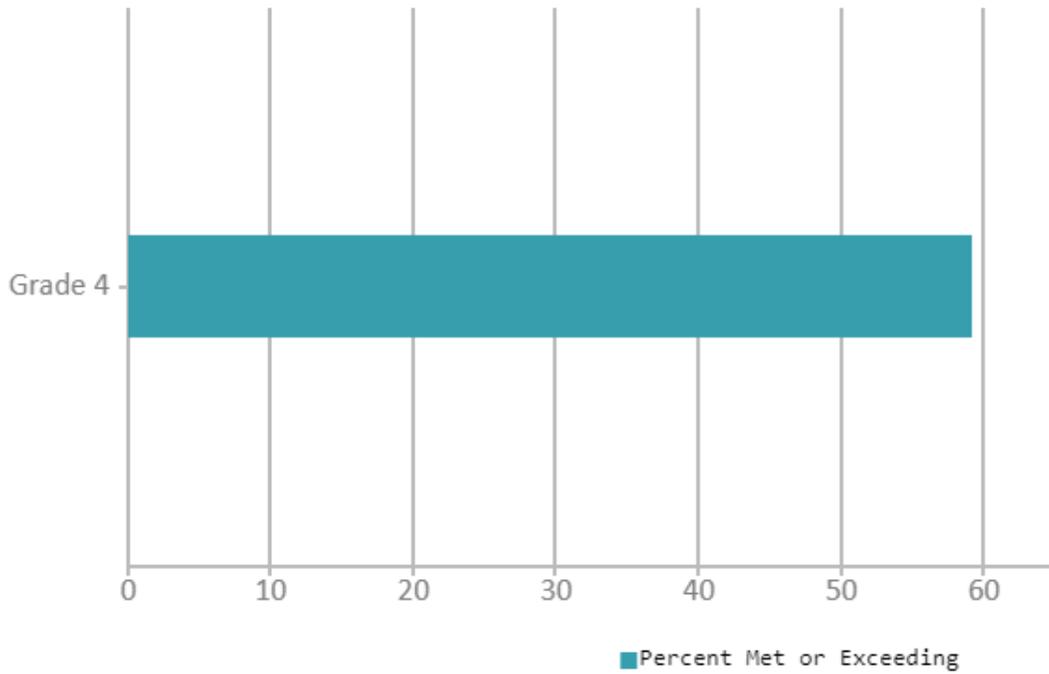
Note: Results from alternate assessments were included in the calculations where available.

2017-2018 SC READY Social Studies Performance Scores by grade level:
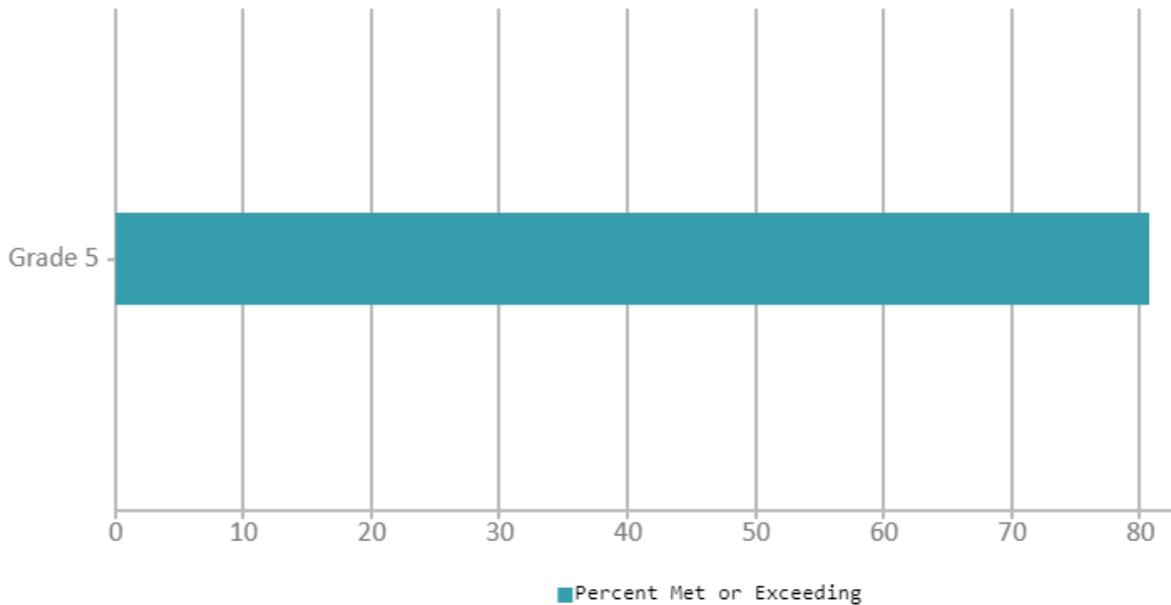
Note: Results from alternate assessments were included in the calculations where available.

Teacher and Administrator Quality:

Professional Development:
PD is determined by student achievement, district initiatives, teacher evaluations, and staff surveys. Some offerings are required by the school and/or district, while others are optional in order to meet the needs of individual teachers. A professional development calendar is given to teachers indicating training opportunities offered at our school.

2018-2019 Professional Development Plan:

| Title	Presenter(s)	Description	Correlation to School Goals
Guiding Teacher Leaders: Faculty Council Retreat	Jackie Earle, Julie Leah Stafford, Jennifer King	Expectations for new year and the leadership team, student achievement focus, etc.	Goal 2: Teacher/Admin Quality Goal 3: School Environment
New Teacher Orientation *There will be a meeting with all new teachers on the 1st Thursday of every other month.*	Jackie Earle, Leah Stafford, Jennifer King,	New teachers will learn the routines, procedures, & expectations of our school and district.	Goal 2: Teacher/Admin Quality Goal 3: School Environment
Expectations for a Successful School Year	Jackie Earle	The principal will share expectations for the new school year, back-to-school procedures, etc.	Goal 2: Teacher/Admin Quality Goal 3: School Environment
Leader in Me Training *4 sessions	TBD	All staff members will participate in Leader in Me training as we prepare for implementation.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
Guided Math *5 sessions	Stephanie Burdette	Teachers will participate in guided math PD, including instructional rounds and coaching.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
ACCESS Test Scores	Katy Reid	ESOL and classroom teacher collaboration: information and resources will be shared for ACCESS testing scores.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
On Track Training	TBD	Teachers will be trained in common language and expectations of the new On Track system and process.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
PowerSchool Training	Jennifer King & Angela Watts	Teachers will be trained on the updated PowerSchool system.	Goal 2: Teacher/Admin Quality
Technology Support & Planning	Stephanie Williams	Teachers will come as grade levels to plan with the support and assistance	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality

		of Stephanie Williams (PLD's, project-based, authentic assessments, platforms, etc).	
CogAT/IOWA Testing In-service	Jennifer King	Teachers will be trained on the administration of CogAT/IOWA Testing: test security, and other testing guidelines.	Goal 2: Teacher/Admin Quality
MAP Growth Training	Jennifer King	Teachers will be trained on the administration of MAP Testing: test security, and other testing guidelines.	Goal 2: Teacher/Admin Quality
Digital Leadership Corps	DLC Team Members	DLC members will share what they have learned in their training this year via learning labs.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
Data Teams	Jackie Earle, Leah Stafford, Jennifer King	Grade level teams meet to discuss the data analysis of common assessments and MasteryConnect Benchmark data.	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality
SCReady/ SCPASS Testing In-service	Jennifer King	Teachers will be trained on the administration of SCReady/SCPASS Testing: test security, and other testing guidelines.	Goal 2: Teacher/Admin Quality

School Climate Needs Assessment:

2018 SDE School Report Card: https://ed.sc.gov/data/report-cards/

2017-2018 AdvancED and School Report Card Survey Results

School Engagement Profile Summary

Engagement Domains	Levels of Engagement							
	Committed		Compliant		Disengaged		Mixed	
	n	%	n	%	n	%	n	%
Behavioral	267	71%	61	16%	19	5%	27	7%
Cognitive	303	81%	69	18%	2	1%	0	0%
Emotional	293	78%	48	13%	33	9%	0	0%
Total number of students who responded = 374								

Annual Student Attendance Rate:

2016	2017	2018
96.5	95.9	96.26

Annual Student Retention Rate:

2016	2017	2018
1.3	0.8	1.4

2018 School Climate Survey Data:

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students*	Parents*
Number of surveys returned	51	107	90
Percent satisfied with learning environment	90.20%	89.80%	93.40%
Percent satisfied with social and physical environment	90.20%	86.90%	90.00%
Percent satisfied with school-home relations	90.20%	87.90%	78.90%

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

Percent satisfied with learning environment			
	Teachers	Students	Parents
2016	93.2	86.5	95.3
2017	85.3	81.8	90.3
2018	90.2	89.8	93.4

Percent satisfied with feeling safe at school			
	Teachers	Students	Parents
2016	97.7	91.3	98.6
2017	92	94	86
2018	90.2	91.8	90

Student Safety

Evaluations By Parents ❷	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	90.00	90
"My child's teachers and school staff prevent or stop bullying at school."	71.10	90

Evaluations By Teachers ❷	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	90.20	51
"The rules for behavior are enforced at my school."	86.30	51

2017-2018 Simpsonville Elementary School Report Card:
https://screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTA4MQ

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE website and School Report Card	52% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary**	**55**	**58**	**61**	**64**	**67**
		School Actual Elementary 49					
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 52**	**52**	**55**	**58**	**61**	**64**
		District Actual Elementary 52					

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

ACTION PLAN FOR STRATEGY #1: Increase student achievement in ELA.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Use assessment data to drive instruction (test scores, formative assessments, summative assessments benchmark assessments, WIGs).	2018-2023	IC, teachers, administrators	N/A	N/A	Item analyses, data notebooks, observations, lesson plans, common planning meetings, data team meetings, WIGs
2. Provide data-driven profession development to all staff (based on SC READY data).	2018-2023	IC, administrators, district support staff	Substitutes, conference fees, travel expenses	Professional Development Budget	Strand data analyses, lesson plans, observations, data notebooks, common planning meetings, data team meetings, PD plan
3. Strengthen literacy instruction through the implementation of research-based best practices.	2018-2023	IC, teachers, administrators, literacy specialist, support staff	N/A	N/A	Lesson plans, observations, coaching cycles, common planning

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SDE website and School Report Card	52% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary**	**55**	**58**	**61**	**64**	**67**
		School Actual Elementary 54					
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 57**	**57**	**60**	**63**	**66**	**69**
		District Actual Elementary 60					

ACTION PLAN FOR STRATEGY #1: Increase student achievement in Math.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use assessment data to drive instruction (test scores, formative assessments, summative assessments benchmark assessments, WIGs).	August 2018- June 2023	IC, teachers, administrators	N/A	N/A	Item analyses, data notebooks, observations, lesson plans, common planning meetings, data team meetings, WIGs
2. Provide data-driven profession development to all staff (based on SC READY data).	August 2018- June 2023	IC, administrators, district support staff	Substitutes, conference fees, travel expenses	Professional Development Budget	Strand data analyses, lesson plans, observations, data notebooks, common planning meetings, data team meetings, PD plan
3. Offer math based programs to students (Great Math Race/GEMS).	August 2018- June 2023	IC	Ribbons and incentives for participation and progress	General Funds	Logs of student attendance/participation, artifacts from programs/meetings

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

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

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

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

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

ACTION PLAN FOR STRATEGY #1: Increase student achievement in Science.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use assessment data to drive instruction (test scores, formative assessments, summative assessments benchmark assessments).	August 2018-June 2023	IC, teachers, administrators	N/A	N/A	Item analyses, data notebooks, observations, lesson plans, common planning meetings, data team meetings
2. Provide data-driven profession development to all staff (based on SCPASS data).	August 2018-June 2023	IC, administrators, district support staff	Substitutes, conference fees, travel expenses	Professional Development Budget	Strand data analyses, lesson plans, observations, data notebooks, common planning meetings, data team meetings, PD plan
3. Provide 4th grade teachers will a subscription to Mystery Science for them to integrate into their classroom.	August 2018-June 2023	IC	Annual grade level subscription ($500)	General Funds	Lesson plans, observations, common planning, Mystery Science usage log

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

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

PERFORMANCE GOAL: 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	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	**School Projected Elementary**	**84**	**87**	**90**	**93**	**96**
		School Actual Elementary 81					
SCPASS Social Studies SDE website and School Report Card	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: Increase student achievement in Social Studies.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Use assessment data to drive instruction (test scores, formative assessments, summative assessments benchmark assessments).	August 2018-June 2023	IC, teachers, administrators	N/A	N/A	Item analyses, data notebooks, observations, lesson plans, common planning meetings, data team meetings
2. Provide data-driven profession development to all staff (based on SCPASS data).	August 2018-June 2023	IC, administrators, district support staff	Substitutes, conference fees, travel expenses	Professional Development Budget	Strand data analyses, lesson plans, observations, data notebooks, common planning meetings, data team meetings, PD plan
3. Continue the preview and review platform of social studies essential facts and hold annual Bee.	August 2018-June 2023	IC, teachers	N/A	N/A	Lesson plans, observations

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

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

PERFORMANCE GOAL: 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):	AVERAGE BASELINE 2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	38% Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	**41**	**44**	**47**	**50**	**53**
SC READY ELA SC SDE Website		**School Actual Hispanic** **41**					
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	28 % Meets Expectations and Exceeds Expectations	**School Projected AA**	**31**	**34**	**37**	**40**	**43**

SC READY ELA SC SDE Website		**School Actual AA 32**					
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	16 % Meets Expectations and Exceeds Expectations	**School Projected SWD**	**19**	**22**	**25**	**28**	**31**
SC READY ELA SC SDE Website		**School Actual SWD 16**					
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	25% Meets Expectations and Exceeds Expectations	**School Projected LEP**	**28**	**31**	**34**	**37**	**40**
SC READY ELA SC SDE Website		**School Actual LEP 38**					
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	52% Meets Expectations and Exceeds Expectations	**School Projected SIP**					
SC READY ELA SC SDE Website		**School Actual SIP 54**	**55**	**58**	**61**	**64**	**67**
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	36% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 36**	**39**	**42**	**45**	**48**	**51**
SC READY Math SC SDE Website		**School Actual Hispanic**					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 40**	**39**	**42**	**45**	**48**	**51**
SC READY Math SC SDE Website		**District Actual Hispanic 42**					
SC READY Math SC SDE Website	29% Meets Expectations and Exceeds Expectations	**School Projected AA**	**32**	**35**	**38**	**41**	**44**
SC READY Math SC SDE Website		**School Actual AA 36**					

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	15% Meets Expectations and Exceeds Expectations	**School Projected SWD**	**18**	**21**	**24**	**27**	**30**
SC READY Math SC SDE Website		**School Actual SWD 16**					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	**District Projected SWD 18**	**18**	**21**	**24**	**27**	**30**
SC READY Math SC SDE Website		**District Actual SWD 16**					
SC READY Math SC SDE Website	17% Meets Expectations and Exceeds Expectations	**School Projected LEP**	**20**	**23**	**26**	**29**	**32**

SC READY Math SC SDE Website		**School Actual LEP 40**					
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	54% Meets Expectations and Exceeds Expectations	**School Projected SIP 54**	**57**	**60**	**63**	**66**	**69**
SC READY Math SC SDE Website		**School Actual SIP**					
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: Close the academic gaps for traditionally underperforming student demographic groups.						EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**		**INDICATORS OF IMPLEMENTATION**
1. Use On Track to GCSource to closely and regularly monitor academic performance of subgroups.	August 2018- June 2023	Instructional coach, literacy specialist, teachers, administrators, school counselors, resource teachers, special education teachers	N/A	N/A		Reports, notes/minutes from admin meetings, progress monitoring
2. Continue support services and enrichment programs for demographic groups, including GEMs (Girls Excelling in Math), True North Club (male literacy group), and more.	August 2018- June 2023	Instructional coach, literacy specialist, teachers, administrators, school counselors, resource teachers, special education teachers	N/A	N/A		Attendance logs from group meetings, notes/minutes, pictures from meetings, reports, progress monitoring
3. Mentoring and tutoring programs, such as Big Brother-Big Sister	August 2018- June 2023	Teachers, administrators, school counselors	N/A	N/A		Attendance/participation logs, photographs, reports, progress monitoring

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	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	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**School Projected**		Grade 2 – 35% or above Grade 5 – 39% or above	Grade 2 – 35% or above Grade 5 – 39% or above	Grade 2 – 35% or above Grade 5 – 39% or above	Grade 2 – 35% or above Grade 5 – 39% 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 – 37% Grade 5 – 47%				
Fountas and Pinnell		**District Projected**					
		District Actual	**Baseline will be established in Spring 2019**				
Fastbridge		**District Projected**					
		District Actual	**Baseline will be established in Spring 2019**				

				Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**District Projected**					
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: Support and improve literacy instruction school-wide.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Data teams will meet to collect and analyze data, establish goals and look-fors for students, plan enrichment, guide literacy instruction, and create action plans for students. Data to be analyzed will include F&P, Fastbridge, MAP, Mastery Connect, in-class assessments.	August 2018-June 2023	IC, teachers, administrators	N/A	N/A	Item analyses, data notebooks, observations, lesson plans, common planning meetings, data team meetings, assessment and data reports
2. Utilize a system for helping parents understand how they can support the student as a reader at home, opportunities for involvement with literacy development include parent workshops, parent conferences, and newsletters.	August 2018-June 2023	IC, teachers, administrators, school counselors, literacy specialist	N/A	N/A	Notes/minutes/agendas from meetings and/or conferences, newsletters
3. Continue with intervention such as RTI and LLI.	August 2018-June 2023	Reading interventionists	Cost of kits	General Funds	Data reports, progress monitoring

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	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**	**TBD**
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1: Recruit and retain qualified, diverse teachers.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Continue with monthly mentoring meetings with new teachers. Secure a state-trained mentor in every grade level/specialty area by adding a trained mentor in grades 2 and 5.	August 2018-June 2023	Instructional Coach	N/A	N/A	Meeting agendas/minutes, certificate of completion of state mentor training
2. Provide research-based PD and best practices in the areas of ELA, Math, Science, and Social Studies based on 2018 state assessment scores.	August 2018-June 2023	IC, administrators, district support staff	Substitutes, conference fees, travel expenses	Professional Development Budget	Strand data analyses, lesson plans, observations, data notebooks, common planning meetings, data team meetings, PD plan
3. Continue Coaching Cycles with all teachers.	August 2018-June 2023	Instructional Coach	N/A	N/A	Lesson plans, observations, coaching cycle notes/logs, common planning
4. Attend Shining Stars annual recruitment event for the purpose of finding diverse, qualified teachers to interview for available teaching positions.	August 2018-June 2023	Instructional Coach/Principal	N/A	N/A	Annual employment report, interview logs, resumes

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	92	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students 91.8					
SDE School Report Card Survey	94	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		School Actual Teachers 90.2					
SDE School Report Card Survey	**86**	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents 90					
SDE School Report Card Survey	**92**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students 86					
SDE School Report Card Survey	**98**	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers 97					

| 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

SDE School Report Card Survey	91	**District Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88					

ACTION PLAN FOR STRATEGY #1: Create and maintain and environment in which parents, teachers, and students feel safe during the school day.						EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**		**INDICATORS OF IMPLEMENTATION**
1. Share School Safety Plan with stakeholders.	August 2018-June 2023	Administrators	N/A	N/A		Safety plan, newsletters, agendas/minutes from SIC, PTA, GAC, staff meetings
2. Continue school safety practices such as regular safety drills, regular safety evaluations, and school resource officers on site.	August 2018-June 2023	Administrators, maintenance staff	N/A	N/A		Maintenance department checklists, photographs, response logs
3. Continue school safety programs such as Safety Patrols, and Safe & Healthy Kids Night.	August 2018-June 2023	Teachers, administrators	Program supplies	General Funds		Agendas/flyers from Safe & Healthy Kids Night, photographs, safety patrol rosters

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) **0.0**	**School Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
GCS Expulsion Report		**School Actual 0.0**					
	(2016-17) **0.7**	**District Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
GCS Expulsion Report		**District Actual 0.8**					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) **0.0**	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		**School Actual 0.0**					
	(2016-17) **.04**	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		**District Actual .04**					

ACTION PLAN FOR STRATEGY #1: Positively impact student behavior.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**

Performance Goal Area:	☐Student Achievement*	☐Teacher/Administrator Quality*	☒School Climate (Parent Involvement, Safe and

ACTION PLAN FOR STRATEGY #1: Positively impact student behavior.						EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**		**INDICATORS OF IMPLEMENTATION**
1. Use GCSource to closely and regularly monitor student behavior.	August 2018-June 2023	Leadership Team, On Track Team	N/A	N/A		Leadership meeting minutes
2. Decrease disciplinary referrals by encouraging positive behavior through Positive Referrals, RAMP behavior goals, and student participation in programs/leadership opportunities such as student council, news crew, school store, SES post office, safety patrol, etc.	August 2018-June 2023	Leadership Team, administrators, teachers, school counselors	Program supplies/incentives	General Funds		Awards Day agendas, leadership meeting minutes, conference logs, participation logs, advertisements, applications, LIM leadership opportunity log
3. Continue Anti-Bullying Program at SES.	August 2018-June 2023	Administrators, teachers	Program supplies/incentives	General Funds		Leadership meeting minutes, participation logs

Healthy Schools, etc.)* *(* required)* ☐District Priority

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	89	**School Projected**	90	90	90	90	90
		School Actual 88					
AdvancED Culture & Climate Surveys	89	**District Projected**	90	90	90	90	90
		District Actual 90					

ACTION PLAN FOR STRATEGY #1: Demonstrate a caring environment throughout the school.						EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**		**INDICATORS OF IMPLEMENTATION**
1. Continue positive programs such as Kindness Matters Week, SES Pay it Forward, Buddy Benches, and our Anti-Bullying program.	August 2018-June 2023	Administrators, teachers	Program supplies/incentives	General Funds		Leadership meeting minutes, participation logs
2. Continue regular and consistent communication with families through conferences, positive phone calls, classroom newsletters, principal newsletters, and more.	August 2018-June 2023	Leadership Team, administrators, teachers, school counselors	N/A	N/A		Leadership meeting minutes, contact/conference logs, copies of newsletters
3. Increase family and community involvement through school-based events, such as Lunch and Learn workshops for parents, STEAM Night, Real Men Read, Safe & Healthy Kids Night, Positive Partnerships and more.	August 2018-June 2023	Leadership Team, administrators, teachers, school counselors	Event supplies	General Funds		Event agendas/programs, participation log, event flyers, correspondence
4. Use GCSource to closely and regularly monitor student attendance, behavior, and grades to identify areas of concern to be expressed to students in a positive, caring way.	August 2018-June 2023	Leadership Team, On Track Team	N/A	N/A		Leadership meeting minutes

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) **96**	**School Projected**	95	95	95	95	95
180th day Attendance Report		**School Actual 96.26**					
	(2016-17) **95**	**District Projected**	95	95	95	95	95
180th day Attendance Report		**District Actual 95**					

ACTION PLAN FOR STRATEGY #1: Promote and encourage student attendance.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Use GCSource to closely and regularly monitor student attendance.	August 2018-June 2023	Leadership Team, On Track Team	N/A	N/A	Leadership meeting minutes
2. Expand Graduation Plus initiative through programs/support focused on college and career readiness to encourage attendance.	August 2018-June 2023	School counselors, Leadership Team	N/A	N/A	Career day agendas, counselor meeting minutes, leadership meeting minutes, lesson plans
3. Encourage attendance through awards day recognition, an attendance blitz, administrative conferences with parents for those with excessive absences/tardies, and support through RAMP attendance goals, Leader in Me.	August 2018-June 2023	IC, School counselors, Administrators	Ribbons/ incentives	General Funds	Awards Day agendas, leadership meeting minutes, conference logs, participation logs, LIM leadership opportunity log

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

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

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid –5 % Lonely – 10% Angry –8 %	**School 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**
		School Actual Afraid – 2% Lonely – 14% Angry – 7%	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	**District Projected**	**Afraid ≤ 5** **Lonely ≤ 9** **Angry ≤ 7**	**Afraid ≤ 5** **Lonely ≤ 9** **Angry ≤ 7**	**Afraid ≤ 5** **Lonely ≤ 8** **Angry ≤ 6**	**Afraid ≤ 5** **Lonely ≤ 8** **Angry ≤ 6**	**Afraid ≤ 5** **Lonely ≤ 7** **Angry ≤ 5**
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**

ACTION PLAN FOR STRATEGY #1: Create and sustain an environment that supports mental health and social/emotional health.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. School counselors will teach whole-group classroom lessons on how to recognize and manage feelings of anger, loneliness, and fear.	August 2018- June 2023	School counselors	N/A	N/A	Lesson plans, photographs, anecdotal notes/records, surveys and inventories
2. As students are identified by school counselors, teachers and administrators, our site-based Mental Health Counselor will work with students and faculty using evidence-based practices to support positive outcomes with mental health needs.	August 2018- June 2023	Teachers, administrators, Mental Health Counselor, school counselors	N/A	N/A	Anecdotal notes/records from teachers, administrators, Mental Health Counselor, and school counselors, communication logs
3. Raise teacher awareness by providing information and resources on mental and social/emotional health so classroom teachers know how to support students who express feeling afraid, lonely, and/or angry.	August 2018- June 2023	Teachers, administrators, Mental Health Counselor, school counselors	Program supplies	General Funds	Observations, anecdotal notes/records, assessments, behavior data
4. Leadership opportunities and character development will be provided through the Leader in Me initiative.	August 2018- June 2023	Teachers, administrators, instructional coach, school counselors	Program supplies/incentives	General Funds	LIM documents, program rosters/attendance logs, anecdotal notes, photographs