Buena Vista Elementary School Strategic Planning

2018-19 through 2022-23
Mr. David E. Burgess, Principal

Dr. W. Burke Royster, Superintendent
Greenville County Schools

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Buena Vista Elementary School

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

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

Required Signature Page

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

Assurances for the School Renewal Plans

The assurances 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	*[signature]*	
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dave E. Burgess	*[signature]*	3/29/19
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Michelle Willis	*[signature]*	3/27/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Leslie Cook, IC	*[signature]*	3/29/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 310 South Batesville Rd Greer, SC 29650

SCHOOL TELEPHONE: (864) 355-2200

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

Stakeholder Involvement for School Renewal

	Position	Name
1.	Principal	Dave E. Burgess
2.	Teacher	Cassie Anderson
3.	Parent/Guardian	Melissa Bache, Tiffany Whitney
4.	Community Member	Toni Connor
5.	Paraprofessional	N/A
6.	School Improvement Council Member	Michelle Willis
7.	Read to Succeed Reading Coach	Joanne Arnett
8.	School Read To Succeed Literacy Leadership Team Lead	Leslie Cook
9.	School Read To Succeed Literacy Leadership Team Member	Anna Doyle

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*
School Improvement Council Member	**Michelle Willis, Chair**
Special Education Teacher	**Cassie Anderson**
3rdGrade Teacher /17-18 Teacher of the Year	**Hayley Flanagan**
PTA President	**Merissa Moore**
PTAMember	**TiffanyWhitney**
Assistant Principal	**Kristen McFadden**

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

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

○ Yes
● No
○ N/A

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

● Yes
○ No
○ N/A

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

● Yes
○ No
○ N/A

Parent Involvement
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

● Yes
○ No
○ N/A

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

● Yes
○ No
○ N/A

Technology
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

● Yes
○ No
○ N/A

Innovation
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

● Yes
○ No
○ N/A

Collaboration
The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

● Yes
○ No
○ N/A

Developmental Screening
The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

○ Yes ○ No ◉ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.	

○ Yes ◉ No ○ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

◉ Yes ○ No ○ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.

○ Yes ○ No ○ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

◉ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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INTRODUCTION

The self-study process for this year's renewal began in February 2018 at Buena Vista. Our first step was to share general information with the staff. In early March, the staff began work to review the Portfolio Action Plan within their grade level teams and their goal-based teams. Buena Vista has five goal teams: ELA, Math, Science, Social Studies, and School Quality. Each goal team is designed to have representation from all grade levels and from our specialists' team. A final step was to gather "next step" suggestions and ideas from each staff member though a brainstorming/Needs Assessment meeting in April. In addition, information was shared and input was gathered from our PTA Board members and our SIC (School Improvement Council) members.

EXECUTIVE SUMMARY

Greenville County Schools (GCS) is widely recognized as a leader in public education. More than half of all teachers (57%) have a Master's Degree or higher in their field. Greenville is known for its cultural diversity and its support of the fine arts. Buena Vista, one of 52 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. The Parent Teacher Association (PTA) in Greenville County is the largest operating PTA unit in the state of South Carolina raising more than $3 million annually for Greenville County students. Buena Vista is extremely fortunate to have an active and involved parent/teachers' association. The school was built in 1984 and currently houses 906 students and 52 full-time and 6 part-time-time instructional staff members. In addition, we have 9 staff members serving students as para-professionals. Buena Vista Elementary is located in Greer, South Carolina

Instructional and organizational priorities at Buena Vista Elementary focus on the needs of developing lifelong learners and creating a school-wide culture of literacy. Following the tenets of Continuous Improvement and Total Quality Education teachers implement student learning goals and objectives. They also track student data and growth using quality tools such as lotus diagrams, consensograms, and affinity diagrams to assist in maximizing student

learning. A balanced literacy program encourages direct reading instruction, student self-selected reading, writing instruction and practice with vocabulary development utilizing the Fountas and Pinnell reading delivery system. Examples of technology integration can be seen in every classroom at every grade level. Student Response Systems, Promethean Boards, IPads, laptops and chrome books are available and are used throughout the building at all grade levels. These all encourage students and teachers alike to use technology as a tool to increase student engagement, to offer opportunities for personalized, differentiated learning and to increase academic success. In addition, we are in year 4 as a participating school in the Discovery Education's Digital Leadership Corps Pilot, a personalized Learning Initiative from the district to learn how to maximize instructional opportunities integrating technology effectively in the classroom. Science instruction is driven by district science kits which are closely aligned to state science standards. We are fortunate to be able to offer our student a staffed STEAM lab to supplement science instruction and to heighten natural curiosity.

Assessment is developed according to the South Carolina Career and College Readiness Standards for Kindergarten through fifth grade in all subject areas. Our Discipline Committee is considering a new school-wide behavior system that will be effective for all of our school community.

Each year the staff reviews the school's long-range plans to determine areas of strength and needed emphasis in our curriculum. By analyzing students' performance on standardized tests, (Iowa Test of Basic Skills, ACT Aspire, SC Ready, MAP, the Palmetto Achievement of State Standards Test and Mastery Connect, we are able to identify areas of need and can set grade-level-specific and school-wide academic goals. The administration and instructional coach guide the staff through a review of the long-range plan each spring in order to plan for the following school year. The entire staff is trained in the Fountas and Pinnell balanced literacy delivery system and in the Lucy Caulkins writing model. We have made every effort to address the needs of our identified subgroups and have strategies in place to assist students of all ability levels to maximize their academic potential. As a result, Buena Vista has received a state absolute report card grade of Excellent in multiple years in recent history. Our school has consistently maintained strong student achievement scores on the state PASS assessments and have been consistently recognized by the state department as a Gold award winner. Buena Vista typically is a leader the district in the achievement scores for Reading, Math, Science, and Social

Studies on SC Ready and PASS. The staff and administration, working together, have made a concerted effort to focus on the improvement of our subgroup achievement scores especially with the Disabled, Subsidized, and African-American categories of students.

The Buena Vista staff see themselves as professional and passionate educators. In 2019-2020 we look forward to maintaining our goal of highly qualified personnel. Our planned professional development will be directly aligned to student achievement and teacher professional desires.   We recognize our staff consistency as a strength in our program and appreciate that our small number of new hires will allow us to enhance our cohesive unit where curriculum development and delivery remain the focus. In July 2017, Buena Vista welcomed a new Principal, Mr. Dave Burgess. He comes to us with years of administrative experience, and he considers collaboration and shared leadership a key to success.

Our school climate continues to improve. All staff consider their safety and the safety of the students as paramount. In this year's state report card survey, one hundred percent of the staff responded that they felt safe at school. We look forward to maintaining this level of secure environment since we are already at or above district expectation.

Areas of concern with the age of the school facility and its condition continue to be an issue as a need for storage in classrooms to assist students with organization exists. No classrooms in the central building have built-in student cubbies or built in bookshelves for classroom libraries. We have invested in new classroom furniture, but there is still room for improvement regarding classroom storage

Significant honors in recent years have included the state department of education report card status of "A" for federal accountability, Gold award for achievement, and an Excellent rating for Academic Achievement and for Preparing Students for Success.

Our school has continued to improve technologically. Due to a very successful extended day program, supportive PTA, and an enrichment program, special facility upgrades have been made. Our vision is to maintain a 1:1 status so that every student has equal access to an individual learning tool. Towards this vision, our school participated in a personalized learning pilot program with the district and with Discovery Education. Through this pilot program, we were able to put a Chrome Book in the hands of every student in grades 3-5. Additionally, through innovative use of student activity funds we were able to provide chrome books for every

student in grade K – 2. We currently own six 3-D printers, and we are excited to say that most of our students were able to create a file in Tinker Cad and were able to print their object with the 3-D Printers this year.

Our building is designed with clusters of classroom placed in close proximity to each other. Currently, each cluster houses one grade level of classes. This allows grade level teaching teams to plan and teach together. Students move in flexible groups between classrooms, based on their demonstrated needs for enrichment or remediation in specific skills and subject. The classroom environments are designed to nurture and enhance a child's natural curiosity and desire to learn through small group interaction, research projects, technology integration and the encouragement of student leadership and responsibility. All work is taught based on the State Standards but allows students to work at their developmental and demonstrated proficiency levels.

SCHOOL PROFILE –

The Community of Greer, South Carolina

The city of Greer, population 30,000+, is situated between the cities of Greenville and Spartanburg. The community from which Buena Vista draws is situated on the outskirts of Greer, a suburb of Greenville, South Carolina. This is a community that has seen tremendous growth and change over the last decade due to growth of business and industry. There has been a surge in neighborhood development as a result.

The community offers many resources and strengths.   Greenville County is home to Furman University, Greenville Technical College, North Greenville University, and Bob Jones University. There is also a large university center that offers classes from major state universities. These institutions provide pre-service teacher preparation and ongoing professional development support. The Greenville-Spartanburg International Airport and the Greenville Municipal Jetport service this area.

Greenville is known for its cultural diversity and its support of the fine arts. The South Carolina Governor's School for Fine Arts and Humanities is located in Greenville. The students of Buena Vista benefit from a variety of experiences provided by the Peace Center for

Performing Arts, the Greenville County Library System, and The Greenville County History Museum and the Museum of Art.

Buena Vista is extremely fortunate to have an active and involved parent/teacher association.   The PTA maintains several programs at our school such as Backpack Buddies, Scholastic News or other grade-level publications, and Bobcat Brainbuilders which is a parent-staffed tutoring program. Buena Vista volunteers work in the office, the health room, and the media center. They raise funds for our school through a variety of ways. Our PTA is an award winning organization. The PTA plays an integral part in Buena Vista's success.

The following shows our current School-Community Plan. This gives us an excellent opportunity to build community support and to cultivate our school identity.

School-Community Plan
Broaden Support. Cultivate Identity

School Identity: Someplace Special

Message Points: Technology, PBLs, multiage learning environments, afterschool enrichment programs, STEM and STEAM instrcutional opportunities
P

Activities	Audience(s)	Person(s) Responsible	Date(s)	Indicator(s) of Success
Kindergarten Parent Orientation	*Parents of incoming K5 students*	*Admin/K5 teachers*	*August 15*	*attendance*
Kindergarten PopIn Preview	*Parents and student from our incoming K5 group*	*K5 Teachers, administration, Guidance Counselors, and PTA members*	*May 2019*	*Event introducing incoming kindergarteners to visit our school to reduce first day anxiety*
Meet the Teacher	*Parents and students*	*Administration*	*August 16*	*Turnout by folders taken*
Open House	*Parents and students*	*Teachers/ PTA*	*Sept 10 - 11*	*attendance*

New Parent Orientations	*New parents*	*Administration and SIC*	*August 20*	*attendance*
Grandparents Week	*Grandparents*	*Administration, Cafeteria staff*	*Oct 1-5*	*Attendance List*
Student Led Conferences	*Parents, Students, teachers*	*Teachers*	*October 22*	*100% participation*
Veteran's Day	*Veterans and Community*	*Social studies goal team*	*November 12*	*Turnout, free meal tickets*
2nd Grade Freedom Play	*2nd grade parents*	*2nd grade team*	*TBA*	*Parent feedback*
Kindergarten Thanksgiving Feast	*Kindergarten parents*	*Kindergarten team*	*November 20*	
December Holiday Program	*3rd grade parents*	*PTA, 3rd grade team, music dept*	*TBA*	
February International Night	*Parents and students*	*Science/ Math goal teams*	*TBA*	*surveys*
1st Grade Play	*Parents*	*Gr 1 Teachers and students*	*TBA*	*Parent feedback*
PTA Bingo Night	*School Community*	*PTA*	*TBA*	
April VIV Celebrations	*Volunteers*	*Grade level teams*	*May, TBA*	
All Arts Night and Chorus Performance	*School Community/ Chorus parents/ PTA*	*Related Arts Team*	*Spring, TBA*	
5th Grade Day	*5th graders and parents*	*5th grade team*	*May, TBA*	
Year End Talent show	*4th and 5th graders and parents*	*Student Council*	*May, TBA*	
Field Days	*Parents and students*	*School Quality*	*May, TBA*	
Awards Days	*Parents and students*	*Each Grade level*	*May, TBA*	
Grade Level PBLs	*Parents and students*	*Grade level teachers*	*One grade level per month*	*Attendance, parent feedback*
Monthly Birthday Celebrations	*Parents and students*	*PTA*	*One Friday each month*	
Unity Days	*Parents and Community*	*Faculty and Staff*	*monthly*	*Attendance, parent feedback*
Cultural Awareness Events			*Quarterly, TBA*	

Our Leaders

In spring 2017, the School Board of Greenville County Schools approved Dave Burgess as the next Principal of Buena Vista Elementary. Mr. Burgess served as one of our Assistant Principal in 2016-2017 and officially became Principal on July 1, 2017. Dave brings to Buena Vista Elementary 25.5 years' experience in administration with 18.5 years' experience as a Principal. His service has spanned from a small rural elementary school to an inner city Kindergarten through 8th grade International Baccalaureate program. All schools under his guidance attained tremendous student achievement success.

Dave builds relationships through collaboration and shared leadership which empowers all involved to lead. He has found that as people lead, their expectations for themselves and those around them increases, and innovation occurs almost naturally. Bringing people together to create positive change is what he does best.

Our assistant principal is Kristen McFadden. This is her eighth year serving the Buena Vista community. She holds a Bachelor's degree in Elementary Education and a Master's degree in Educational Leadership from Clemson University. Ms. Hill is currently a doctoral student at Clemson University. She has taught first grade and served for four years as an Administrative Assistant at Summit Drive Elementary before accepting the position as Assistant Principal of Buena Vista.

The school district has awarded Buena Vista an additional Assistant Principal beginning in the 2019-2020 schoolyear. We are enthusiastically welcoming Lisa Gilliard to our team. Dr. Gilliard has worked in the Greenville County School District for 14 years – eight years as a classroom teacher, four years as a Title I Facilitator, and two as an Assistant Principal at Welcome Elementary. She graduated from Clemson University with an Educational Specialist degree in School Administration. She has extensive experience in building relationships with students, families and communities. Over the past six years, she has lead summer camps and extended day programs that provided students with additional reading and math assistance. She has successfully organized numerous PBIS schoolwide events, Dr. Seuss/Read Across America

Day, Back To School Bashes, Operation Success which involved making connections with numerous community partners, parents, and local businesses that have built relationships to enhance parent and family engagement.

We are very excited to welcome Dr. Gilliard to Buena Vista, and we look forward .to the experiences she brings to our students, our staff, and our community!

History of Buena Vista

In southeastern Greenville County, twelve miles from the village originally known as Pleasantburg, was a rich section of land between the Enoree River and its tributary, Rocky Creek. From the earliest times, it had been known as Buena Vista. The origin of the name is unknown. This section was centered on what is today the crossroads of Pelham Road, SC Highway 14, and Batesville Road.

The land changed hands several times between 1810 and 1833. William Bates and Joshua Kilgore formed a partnership for a factory called, the Buena Vista Factory. Bates later opened another textile mill at the shoals of Rocky Creek called Batesville and the community was named the same. Five-pound packages of yarn were used as legal tender in an area short on money. Records from the post office show that between 1830 and 1860 around 400 people were in this area. Several structures dating from this period still survive: The William Bates House and one remaining house built for mill workers probably between 1812 and 1830.

In the mid 1840's Mr. Bates became partners with Thomas Cox and Henry P. Hammett to form William Bates and Company. In 1863, the Batesville Mill was sold in confederate currency to a Charleston, S. C. group. With the collapse of the confederacy, the mill returned to Bates' ownership.

William Bates died in 1872 and is buried in what is now the Ebenezer United Methodist Church cemetery. Henry Hammett continued the mill's operation after his death. The Civil War and Reconstruction dealt a blow to the prosperity of Buena Vista. In 1879, the mill was sold to George

Putnam, owner of Camperdown Mills on the Reedy River in Greenville. After his death, his daughter, Mary Putnam Gridley, assumed the management of Batesville Mill, becoming the only woman president of a cotton mill in the south. Mrs. Gridley successfully ran the mill until the early 1900's.

The mill changed hands several times until the late 1920's when it closed as a cotton mill. In the early 1970's it became a restaurant, The Old Mill Stream. The Old Batesville Mill then became Fatz Café, which burned in 1998.

In 1830, Mr. Arthur Barnwell, native of South Carolina, had become wealthy in Pelham, New York. Mr. Barnwell bought the factory at Buena Vista and renamed the mill town and mill, "Pelham". In 1880, he completed his home, a beautiful Queen Ann style house, across the river from the mill. The house, now a Bed and Breakfast Inn, still stands today.

The Pelham Manufacturing Co. remained in operation until 1935. After the closure of both the Pelham and Batesville Mills, the activity of the Buena Vista area began to decrease. Many former employees went to work in factories in Greenville, Greer, and Simpsonville. By the early 1960's Buena Vista was a quiet farming community with few reminders of the industrial past.

In the early 1970's a site on Batesville Road was chosen by the school district for a new elementary school to serve the burgeoning East Side. A district-wide contest was held in 1983 for the district elementary school students to compete to name the new school.

At Pelham Road Elementary, Mrs. Doris Hefners's fifth grade class had just been on a field trip to the Batesville/Pelham/Buena Vista area. Mrs. David Ward, present owner of the William Bates House and local historian, guided them. After learning of the history of the area, Mrs. Hefner's students discussed a number of names but picked "Buena Vista" as their entry for the contest. And in June 1983, the site officially became that of the future Buena Vista Elementary School.

Buena Vista was dedicated on Sunday, November 17, 1985 with Dr. Roy Truby officiating. It was a new beginning but its name gave it added ties to an eventful past of an historic community. Mrs. Judith F. Greene was the first principal of Buena Vista. She passed away in January of 1991. The school opened with 650 students. The school faculty was combined with faculty from Brushy Creek Elementary School.

Mrs. Barbara A. Barlow, 2nd principal, remained in that position from 1992 until January of 2001. Mrs. Brenda Byrd served as the interim principal from January to May of 2001. In May of 2001, Dr. Ann Mohr was appointed as principal of Buena Vista and began her tenure in school

year 2001-2002. Dr. Mohr remained in this position until her retirement in July 2017. The current enrollment is approximately 910 students. Buena Vista has been through many changes, and it continues to grow and change daily as we strive to educate the leaders of tomorrow.

Facilities

Buena Vista, one of 52 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. The school was built in 1984 and currently houses approximately906 students and 62 instructional staff members. Buena Vista Elementary is located in Greer, South Carolina.

The facilities at Buena Vista consist of 49 classrooms plus a science/STEAM lab, a cafeteria, a multipurpose room, and a library. Construction of a new wing addition was finished in the summer of 2005. The floor plan has a unique configuration; classrooms are clustered together around a common work area and conference room.

School Personnel Data

The staff at Buena Vista includes: 36 regular education teachers, 15 specialists, 5 special education teachers, a full time and a part time guidance counselor, and 1 ESOL teacher. We

welcomed six new classroom teachers to our staff this year. Our Instructional Coach works with all teachers to improve student achievement. One of the most extraordinary strengths of this staff is its ability to deal with change. All teachers strive to create a classroom and school climate that is nurturing and conducive to learning for all students. There are currently 6 males and 76 females working at Buena Vista. Two staff members are African American, three are Hispanic, one is Asian and 76 are Caucasian.

The following graphs show the teachers' overall number of years of experience as well as a comparison of degrees held by our teachers. In addition to this data, we also have six teachers who hold National Board Certificates and several teachers who are teaching as a second career. Thirty-nine teachers have successfully completed technology proficiency classes for educators, and our newest teachers are not yet required to take Intel as they wait for their professional certificates.
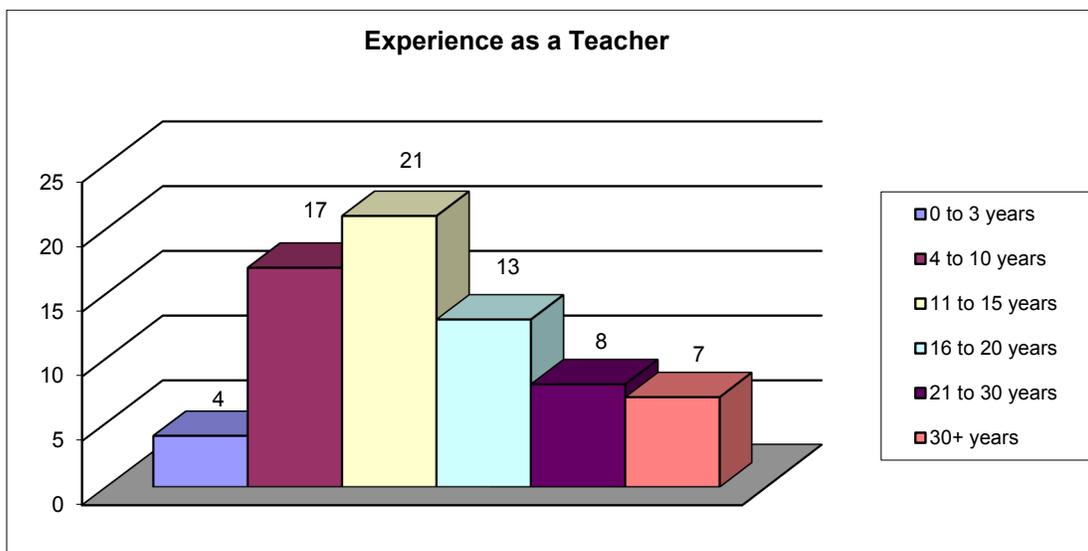
Teaching Degrees Held at Buena Vista
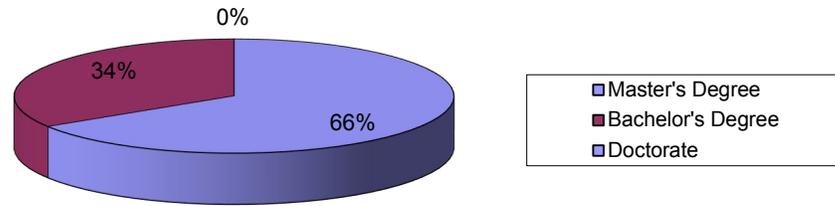
Additional personnel include the school principal, assistant principal, secretary, attendance clerk, .5 office clerk, custodial staff, media specialist and media clerk, literacy specialist, interventionist, STEAM lab instructor and 7 food services workers. Six bus drivers also provide services to students.

Other support personnel available to assist in meeting the needs of Buena Vista students include five kindergarten paraprofessionals, 2 special education paraprofessionals, the district psychologist, 1 school nurse, 2 speech and language pathologists, a physical therapist, an occupational therapist, and an English as a Second Language (ESOL) teacher. Our student/teacher ratio is 24 to 1 in Kindergarten, 22.1 to 1 in grades first through third, and 27.5 to 1 in grades four and five.

Buena Vista Elementary Students

Grade Level	Total in Grade	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islande	White	Hispanic/Latino	Two or More Race Categories	Unspecified
-1	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0	0 0 / 0
0	118 68 / 50	0 0 / 0	12 8 / 4	25 16 / 9	0 0 / 0	68 35 / 33	7 5 / 2	6 4 / 2	0 0 / 0
1	177 95 / 82	1 0 / 1	18 13 / 5	21 14 / 7	0 0 / 0	112 55 / 57	16 9 / 7	9 4 / 5	0 0 / 0
2	147 76 / 71	0 0 / 0	15 8 / 7	24 14 / 10	0 0 / 0	93 48 / 45	7 4 / 3	8 2 / 6	0 0 / 0
3	162 88 / 74	1 1 / 0	19 12 / 7	22 9 / 13	0 0 / 0	101 55 / 46	14 6 / 8	5 5 / 0	0 0 / 0
4	152 77 / 75	0 0 / 0	10 3 / 7	20 7 / 13	1 1 / 0	106 58 / 48	9 5 / 4	6 3 / 3	0 0 / 0
5	150 77 / 73	0 0 / 0	12 5 / 7	21 9 / 12	0 0 / 0	100 55 / 45	14 7 / 7	3 1 / 2	0 0 / 0
Total	906 481 / 425	2 1 / 1	86 49 / 37	133 69 / 64	1 1 / 0	580 306 / 274	67 36 / 31	37 19 / 18	0 0 / 0

**Buena Vista Elementary School
Enrollment Over Time**

Number of Students

Year	Enrollment
2010-11	770
2011-12	807
2012-13	820
2013-14	835
2014-15	849
2016-17	885
2017-18	907
2018-19	836
2019-20	906
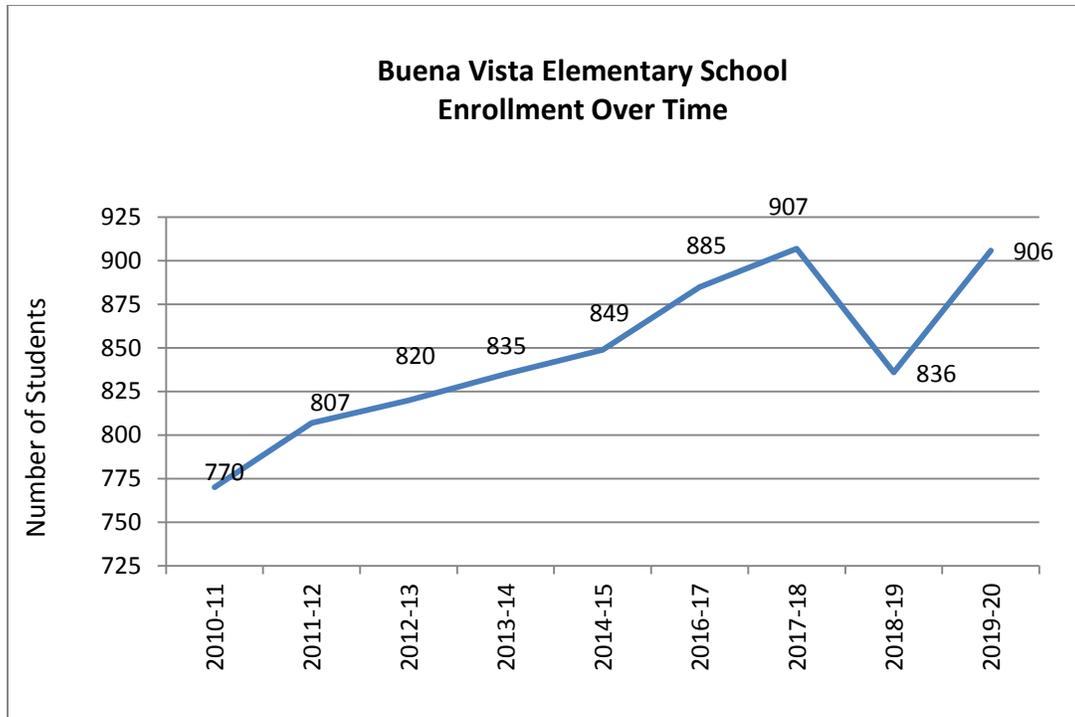
Currently, the student enrollment at Buena Vista is made up of. 7.4 percent Hispanic, 64.0 percent Caucasian, 14.7 percent African-American, 9.9 percent Asian and 4.3 percent "Other". Our overall population remains Caucasian. The primary home languages, in order of student enrollment, are English, Spanish, and Indian dialects. Slight changes in demographics reveal a slight increase in the percentage of Caucasians Hispanic students with a slight decrease in our African American population. A Strength of our school is our diversity. The changes in the other categories are statistically insignificant. Services are provided by a trained ESOL teacher to our ESOL student population. Currently, 27.3% of our student population falls below the poverty index. This number is based on the number of students who receive free and reduced priced meals and Medicaid. The level of FARMS (Free and Reduced Meal Students) has increased slightly over time. .

Buena Vista and the school district strive to meet the needs of all children. Buena Vista Elementary has one self-contained, primary special education classroom and two resource

Learning Lab classes. We are continuing the Inclusion Model to meet the needs of our students with disabilities. Two part-time speech teachers work with students in a pull out schedule. An itinerant teacher for the hearing impaired, a physical therapist, and an occupational therapist work with identified students. The Challenge program includes identified students at grades 3-5. This district program is taught by a qualified teacher and follows a prescribed curriculum. Students participate in quarterly units of study that are curriculum based.

Communication between the home and the school is important to each child's success. Currently, 96% of the Buena Vista families report having computers in the home with internet access. The school maintains a website. Each teacher has an individual webpage where weekly newsletters and curriculum updates are posted. Each teacher and administrator has an e-mail account which provides easy access for communication.

Attendance and Mobility

Student attendance rates at Buena Vista have remained steady over the past few years. Buena Vista has an average student daily attendance rate of approximately 96.7% for 2017 percent. The mobility rate is currently at about 5 percent. This number is based on the number of students moving in or out of our student population during the school year.

Major Programming Features and Awards

- Gold Award, "Excellent" on report card
- RtI Reading Intervention at K and 1(serves approximately 65 students per year)
- Full-time Literacy Specialist to support lowest readers in grades 1, 2 and 3
- In house Professional development by members of the Literacy team and/or the Literacy Specialist to ensure that instructional strategies in reading remain consistent and appropriately rigorous across all grade levels.
- In House professional development by members of the technology team or staff members who attended ISTE in 2019 to share best practices in all areas of technology.
- IXL and First in Math - web-based programs, offer support and enrichment opportunities for all students.

- Triple I (Immediate, Intensive Intervention) Data driven, student-centered intervention and enrichment offered weekly by grade level and by subject.

- Implementation of Fountas & Pinnell Balanced Literacy Model in all classrooms

- Implementation of Lucy Caulkins Writing in all classrooms

- Half-time Interventionist for identified students needing additional support in math.(*Student Centered Coaching*)

- STEAM Lab instructor targets SEPs, builds on student curiosity, enhances traditional standards-based classroom instruction

- Bobcat Brainbuilder's Program (in-house tutoring for students of all ages)

- Extended Day Program Enrichment Clubs in math, science, Health/Wellness/Fitness, technology

- Faculty Initiatives with Collaborative Learning Communities and *7 Habits of Highly Successful People* (both of which directly impact student learning)

- Faculty team formed to research, create and present to our faulty a new school-wide behavior plan designed to establish behavioral expectations, celebrate success and to change inappropriate behaviors

- Guidance program: *The 7 Habits of Highly Successful Students*

- Healthy School Initiative and member of the CATCH program

- SHI grant winner 2014

- Learning Community-our classrooms are organized in clusters of 6 classes around a central open are. This allows teachers to flexibly group students based on demonstrated performance (MAP, unit pre- and post-testing, Mastery Connect, etc.) Students in each cluster participate in PBL units each year; each PBL is designed to include a STEM/STEAM component.

- Related arts enrichment program to enhance opportunities for students in grades 2-5

- Annual Artist in Residence, visiting author, and Battle of the Books to enhance instruction

- Dick and Tunky Riley Award for SIC Excellence, finalist, 2014. Applicant in 2018.

- Participant in Discovery Education's Digital Leaders Pilot Program.

Mission, Vision and Beliefs

The mission of Buena Vista Elementary School is to educate students while supporting them socially and emotionally as they develop into responsible 21st Century learners.

The vision of Buena Vista Elementary School is to offer a challenging, progressive, character-building, SC College and Career Ready curriculum that enables students to become self-directed learners. We envision students who have a well-developed self-esteem and are open-minded. Our students will become creative problem solvers and independent thinkers who are prepared for the challenges of the 21st Century.

Our Beliefs

1. We believe all members of the Buena Vista community are active learners.
2. We believe social, emotional, and intellectual skills can be learned.
3. We believe a supportive learning environment is characterized by safety, mutual respect, communication, and collaboration among all stakeholders.
4. We believe learning occurs for a variety of reasons, including high expectations, mastery of skills, curiosity, and preparation for the future.
5. We believe learning occurs best through a wide variety of experiences targeting different ability levels and styles of learning, modeling, and technology-rich experiences with hands-on and real-life applications.
6. We believe learning is enhanced by applied technology, the integration of the arts, and a research and project-based curriculum.
7. We believe ongoing assessment and the tracking of long term goals are critical to continuous improvement. We believe assessment results should be shared.

DATA ANALYSIS AND NEEDS ASSESSMENT –

SC READY TESTING DATA

The following graphs show our SC-Ready data from the spring 2018 administrations. The first two figure show the percentage of students scoring in each performance level as compared to similar students in the district and in the state. The next figure shares results by grade level.

SC READY English Language Arts and Mathematics
English Language Arts (Reading and Writing)
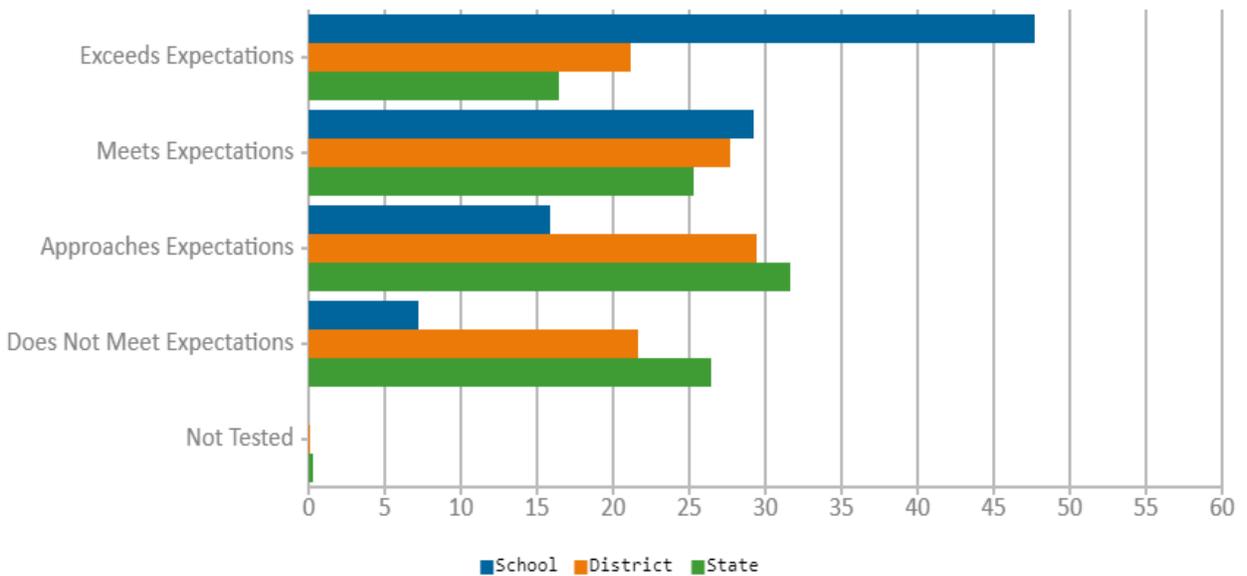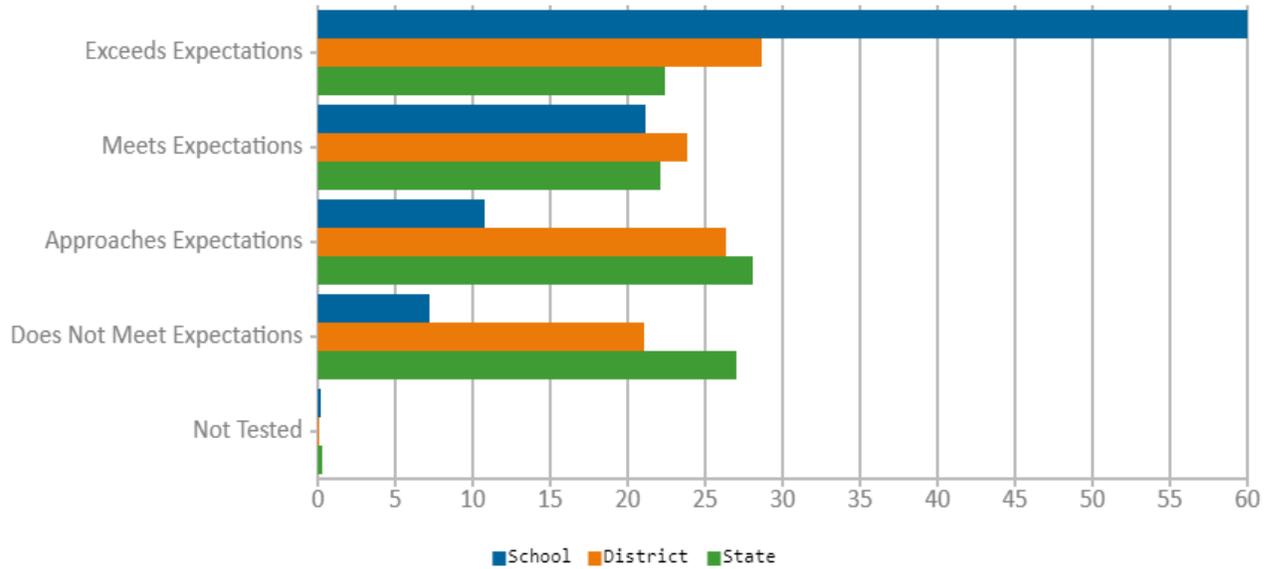
Mathematics

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

School Level Details

SC READY Performance by Grade Level

English Language Arts (Reading and Writing)
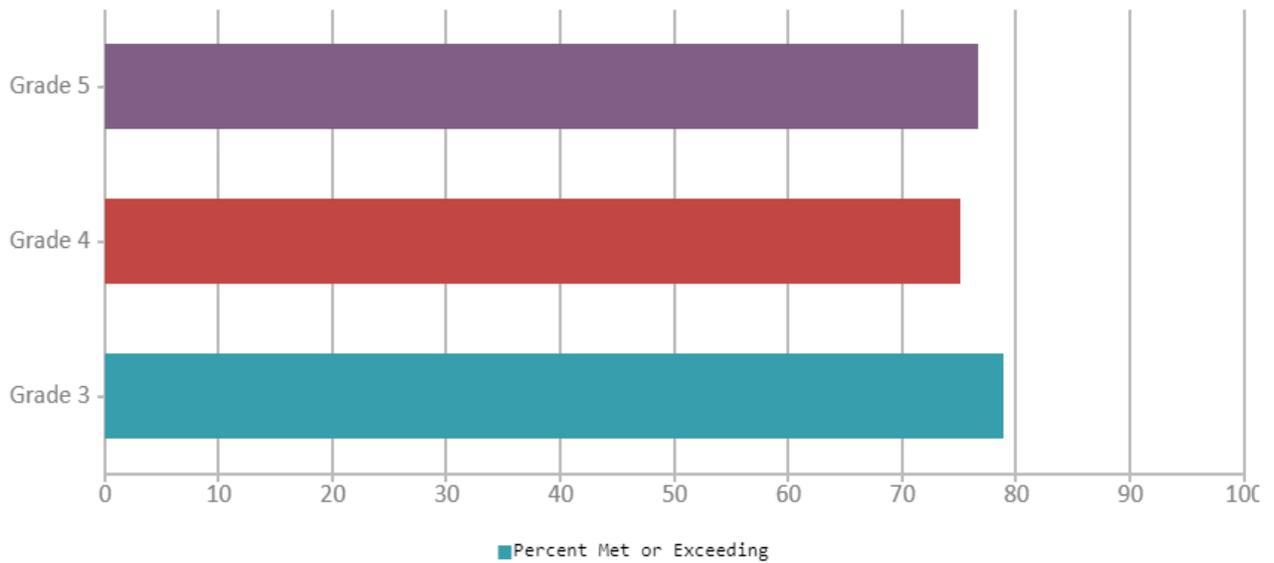
Mathematics
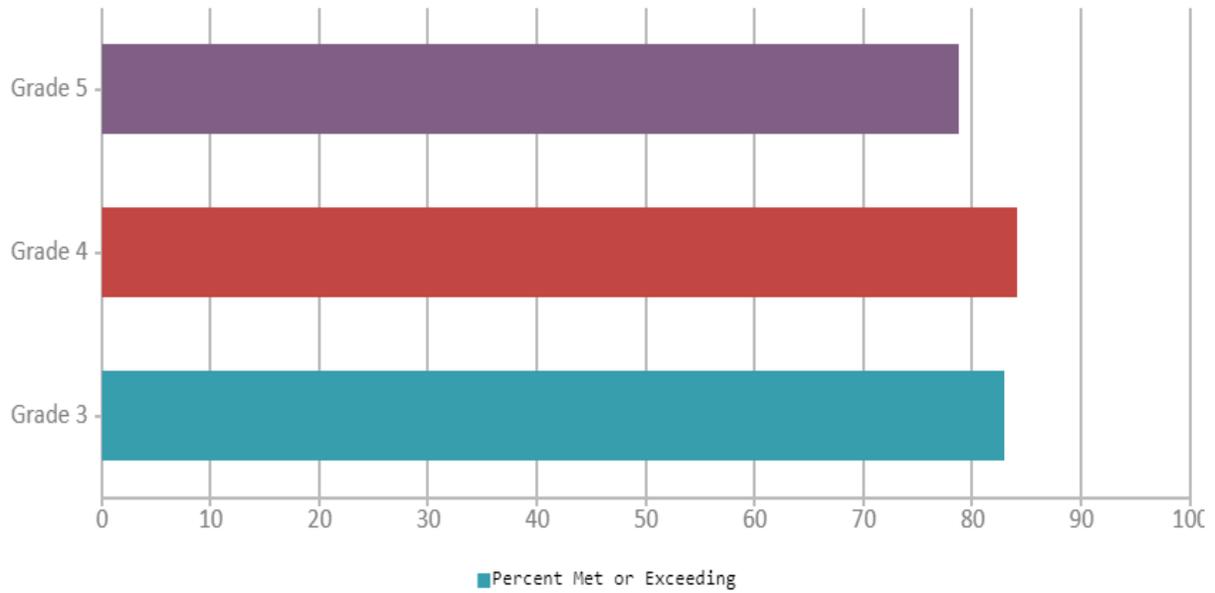
The next graphs show similar information from SC-Pass 2018 for Science and Social Studies, comparing grade level data.

SCPASS Science and Social Studies

Science - Percent Met or Exceeding

School	83.30%	(110 / 132)
District	55.90%	(9468 / 16951)
State	49.40%	(83307 / 168710)
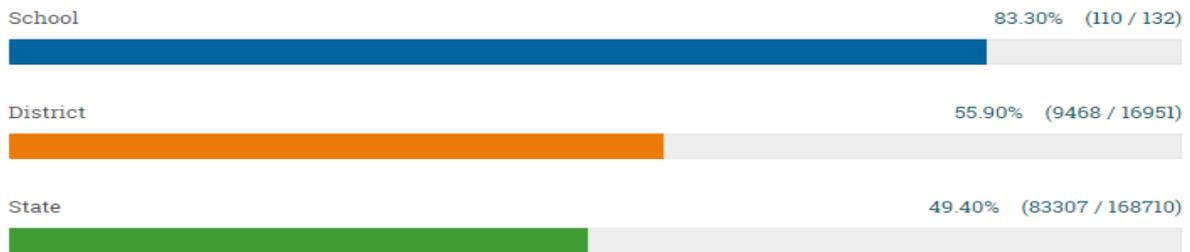
Social Studies - Met or Exemplary

School	94.20%	(129 / 137)
District	74.60%	(8478 / 11360)
State	68.60%	(78230 / 114033)

We have additional data on Kindergarten Readiness based on the KRA assessment given at the start of the school year in 2019.

Kindergarten Readiness Assessment

Percentage of Students enrolling in Kindergarten and Demonstrating readiness to learn

Percentage of students Demonstrating Readiness on the KRA — 58.13%

Percentage of students Approaching Readiness on the KRA — 30.63%

Percentage of students Emerging Readiness on the KRA — 11.25%
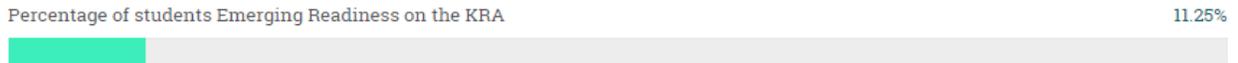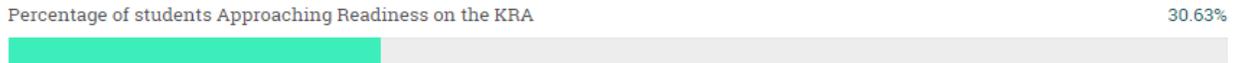
	Our School	Our District	Statewide
Overall	58.13%	37.45%	35.82%
By Domains: (The cut score for "Overall" was used across all domains in order to provide comparative information. Does not necessarily reflect domain level readiness.)			
Social Foundation	61.25%	44.21%	45.07%
Language and Literacy	48.13%	33.29%	33.92%
Mathematics	53.13%	36.47%	30.77%
Physical Well-Being	64.38%	49.39%	47.95%

Needs Assessment Summary:

The challenge that we face at Buena Vista is to continue to encourage each student to meet their academic potential. Specifically, addressing the needs of our subroups and our international learners will continue to be a focus for us, as will meeting the needs of our highest performing students. Changes in staff, insructional models, standards, and student demographics are all to be expected. We must continue to find ways to face those changes while maintaining our focus on the achievemnet of all of our students. We are hopeful that our intervention procedures, staff professional development and cerrtification in GT instruction, our data analysis routines, our

technology integration, our flexible instructional groups will help support all student as they strive to improve achievement.

Our School Improvement Council (SIC), working in partnership with our teachers and our administrative team, have directed attention to our school-wide literacy focus.   To this end, working with the kindergarten teachers and community members, we have reached out to families of Kindergarten students enrolled for the 2019-20 school year with books, parenting strategies to be implemented at home, scissors for practicing fine motor skills and more. The hope is that by supporting early literacy skills, more of our students will begin their academic careers at Buena Vista with a stronger foundation. Similarly, we have made substantial efforts to reach out to our parents and the larger ommunity to develop family literacy connection. We have offered a Family Literacy Night in which reading strategies were shared with parents to be used at home. One of our fourth grade teachers sponsored an on-line book club with approximately 100 families participating, and another staff member introduce a "#For the Love of Reading" campaign that has spread through social media and has our entire community reading for fun.

In the area of teacher and administrator quality, we will continue to hold high expecations in order to maintain our high level of success. We follow the district guidelines for professional development and for teacher mentoring and evaluation. One idea that came out of the self-evaluation process was to improve our in-house peer coaching strategies. Currently, peer coaching is only used regularly for our newest staff emembers. However, the faculty feels that expanding this to include our entire staff would bring strong results. In previous years, we focused peer observations in the area of literacy insruction in first grade. The staff members involved reported significant success and positive impact, and we are now expanding in to other grade levels and other subjects. Also under consideration is something similar in the area of technology integration, to meet the expectations of the Digital Leadership Pilot in which we are partcicpating. We are hopeful that tapping into our in-house talents and succcesses will impact all students in their levels of acadmic success. Progress in this area is clearly evident witht eh number fo staff members who have lead professional development for our own teachers in-house, for teachers in our district axross our stat, and/or nationally. Also, in an effort to meet the

needs of our highest performing students, the majority of our teachers are participating in graduate level classes in Gifted and Talented instruction. Many of us are now able to add the GT Endorsement to our teaching certificates.

Last, we considered our school climate. According to the indicators that we used, our parents, students, and staff are well-pleased with the school climate. However, one frustration that we feel could easily be addressed is in the area of technology support from the district. Our administrators, staff, and our PTA have made significant effort to keep Buena Vista on the front of the technology wave. We have a considerable number of devices to enhance learning, but if there is not enough tech support to assist with maintenance and repairs in a timely manner, then instruction is impacted.

Professional Development Calendar
(Tentative and subject to Change!)
2018-2019

Focus: Expanded Digital Leadership, Technology Tips and Integration (Personalized Learning Academy), Student Centeredness, Differentiation and GT Training

August 9	New Teacher Orientation		December 5	Faculty Meeting – Lit PD-Guided Reading
August 13	Staff PD #1 Expectations for the Year		December 6	Tech Max- Epic Books, Digital Library, Rahn
August 14	Staff PD#2 – School Flex		December 12	Faculty Meeting – Lit PD-Strategy Groups
August 15	Staff PD#3 – Determining our Core, WE ARE GREENVILLE		December 19	Faculty Holiday Celebration
August 16	Staff PD#4 – First Look at Data		Jan 8	Tech Max – Tech Management in a 1:1 classroom, Rahn
August 17	Staff PD #5 Team Building – Breakout Greenville		Jan 14-15	Grade K – Guided Reading Training, Arnett
August 22	Faculty Meeting – Dive into Data, school-wide Triple I+, Literacy Mentors IRA 1		January 15	Tech Max- 30 Tips in 30 Minutes, Rahn
August 29	Faculty Meeting – Tech Tip; Active Shooter, Unity Day (Safety); Literacy Mentors IRA 2		January 16	Faculty Meeting- lit PD-Conferencing
August 30	Tech Max – Flip Grid for beginners, Rahn		January 23	Tech Max Carousel, Rahn
September 5	Faculty Meeting –		January 24	Grade K, 1 – F&P Mini Lesson and IRA book training, Arnett
September 6	Tech Max – Flip Grid for primary teachers, Rahn		January 29	Tech Max –Dash and Dot, Rahn
September 13	Tech Max – Twitter for Beginners, Rahn		January 30	Faculty Meeting -
September 19	Faculty Meeting -		February 11	Grade 2 – F&P Mini Lesson and IRA book training, Arnett
September 20	Tech Max – Hidden Feature in your Favorite Tech Tools, Rahn		February 13	Faculty Meeting –
September 26	Faculty Meeting – GT Class #1		February 20	Tech Max- Blending Te21 question bank with engaging classroom activities
September 27	Tech Max – Tinker Cad and MakerBot		February 27	Steering Committee –continuing to support each other and looking towards next year
October 3	Faculty Meeting – Student- Led Conferences, Lit PD–Mini Lessons#1		March 6	Faculty Meeting
October 4	Tech Max – Google Slides, Rahn		March 7	Grade 3– F&P Mini Lesson and IRA book training, Arnett
October 10	Faculty Meeting – GT Class #2		3/12-13	Grade 1 – Guided Reading Training, Arnett
October 11	Tech Max – Destiny Quest, LittleBots, Rahn		March 13	Faculty Meeting –
October 17	Faculty Meeting –Diving into Data		March 19-20	Grade 3 – Guided Reading Training, Arnett
October 18	Tech Max – Google Forms and Flubaroo for Advanced Users, Rahn		March 20	Faculty Meeting

October 24	Faculty Meeting – Lit PD-Mini Lessons#2		March 27	Leadership Steering Meeting –
October 25	Tech Mex-Google Forms for Beg and Intermediate Users, Rahn		March 27-28	Grade 5 – Guided Reading Training, Arnett
November 1	Tech Mex –PearDeck (presentations), Rahn		April 3	Faculty Meeting –
November 7	Faculty Meeting – DLC trainer on campus; Lit PD – Literature Circles		April 10	Committee Meeting -
November 14	Strategies for Teaching the Gifted Child (Rahn); Lit PD – Guided reading		April 24	Faculty Meeting -
November 15	Tech Mex-The Basics of SeeSaw, Rahn		May 1	Faculty Meeting -
November 28	Faculty Meeting – GT class #3 (final)		May 8	Faculty Meeting -
November 29	Tech Mex –Wizer.me, Rahn		May 15	Faculty Meeting – Finishing Strong; Needs Assessment for 18-19
			May 22	Leadership Steering Meeting
			May 29	Faculty Meeting - Making Classes
			June 3	End of the Year Faculty and Staff luncheon and celebrations
			July/August	Grade Level Leadership Meetings with Admin

R2S – Foundations of Literacy Class taught by Anna Doyle
Wednesdays: Faculty Meeting - 1st and 3rd, Committees -2nd, Leadership/Steering – 4th

Please use the following link to access our 2018 School Report Card:

https://screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTA5Mw

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 _76.8_% in 2016-17 to __91.8% in 2022-23.

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by __3__% annually.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE website and School Report Card	77% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary**	**79.8**	**82.8**	**85.8**	**88.8**	**91.8**
		School Actual Elementary 76.9					
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					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Implementation of Fountas and Pinnell, school-wide, including explicit, content-rich activities, Serravallo's <u>Reading Strategies</u> Book)	ongoing	Administrative Team, IC, Teachers	Annual purchase of folders, additional books?	No purchase needed	Yearend summary sheets, lesson plans
Focused writing instruction (Lucy Calkins program) using Atlas plans and Serravallo's <u>Writing Strategies</u> book as supplemental resources	ongoing	Administrative Team, IC, Teachers	-	No purchase needed-	Lesson plans, observations
Use of GCS Writing Prompts with vertical and horizontal articulation	As directed by district	Teachers, IC	-	district	Data Analysis, meeting notes, lesson plans
Student-centered enrichment periods to meet the immediate needs of students. Triple	Implemented fall 2016, ongoing	Administrative Team, IC, Teachers	-	No purchase needed	Observations, data analysis, grade level meeting notes, lesson plans
Focused support by Literacy Specialist for lowest performing readers in grades 1-2	sustained	Administrative Team, IC, Lit. Specialist		State/ District	AIMSWEB, FASTBRIDGE and F&P progress reports, lesson plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Focused Professional Development for all staff members by the Literacy Specialist and other Literacy Team Members	Oct-May, varied days and times	Admin Team, Literacy Specialist, Lit. Team Members			Attendance logs, pre-post MAP data
Early Reading Intervention for Tier II students using Aimsweb and RTI (grades K, 1)	sustained	Leadership Team, teachers – gr K-1	Materials on hand	district	PM data, observations, summary reports
Participate in IXL to enrich and remediate students	Sustained	Teachers, Admin team	Site License	PTA	Observations, grade level reports
Continue to expand the SpEd Inclusion Model to include more classes/grade levels	sustained	Leadership Team, IC, SpEd and GenEd teachers		District	
Use of community resources to assist with differentiation and to enhance instruction (PTA Brain Builders, Riverside Cadets and Service Learning Students, Junior Achievement in Gr 1, etc.)	sustained	IC, Counselor, Goal Team and Grade Level Reps, teachers	-	- No Purchase Needed	Meeting notes, lesson plans, observations

Performance Goal Area:	☒ Student Achievement*	☐ Teacher/Administrator Quality*

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 79.8% in 2016-17 to __94.9% 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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SDE website and School Report Card	79.8% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary**	**82.8**	**85.8**	**88.8**	**91.8**	**94.8**
		School Actual Elementary 81.7%					
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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Use of manipulatives, both concrete and electronic.	sustained	Teachers	On hand	-	Lesson plans, observations
Use of GCS Atlas resources and pacing guides	sustained	Teachers	On hand		Data Analysis, Lesson plans, Grade level Loti
Student-centered enrichment periods to meet the immediate needs of students. Triple I	Implemented fall 2016, ongoing	Administrative Team, IC, Teachers	-	No purchase needed	Observations, data analysis, grade level meeting notes, lesson plans
Use of M.A.T.H.centers to differentiate instruction.	sustained	Admin Team, IC, Teachers		No purchase needed	Lesson plans
Integration of science and social studies into ELA and Math lessons (through leveled non-fiction readers, writing activities, note booking, project based learning, etc.)	sustained	Administrative Team, IC, Teachers	Leveled readers	PTA	Lesson plans, observations, samples of student work
Interactive Note booking, across all core subjects, in Intermediate classes (paperback and digital)	sustained	teachers	??/student (estimated	Parents, PTA scholarship for FARMS students	Observations, student samples, lesson plans

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Continued use of grade level math pre-and-post testing with item analysis to guide instructional decisions	sustained	Leadership Team, IC, Teachers		No purchase needed	Classroom, Grade Level, and School-Wide Reports

Performance Goal Area:	☒Student Achievement*	☐Teacher/Administrator Quality*

☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*
☐District Priority

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by ___1__% annually.

DATA SOURCE(s):			**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary 83.3%**	**84.3**	**85.3**	**86.3**	**87.3**	**88.3**
		School Actual Elementary 83.3%						
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:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Standards-based Field Trips at each grade level	Traditionally 2 of each, annually	Administrative Team, IC, Teachers	Varies by trip	Parents, PTA	Field Trip Request Forms, lesson plans, observations
Staffed STEAM lab to encourage exploration and heighten curiosity	sustained	Administrative Team, Science Lab instructor	??	??	Lesson plans, observations, products created
Vertical and Horizontal discussions and data analysis with Data Teams to guide instructional planning	sustained	Administrative Team, IC, Teachers	-	No purchase needed	Data analysis, meeting summaries, lesson plans

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

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

PERFORMANCE GOAL: 4 The percentage of students scoring Met and Exemplary 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 Met and
Exemplary on SCPASS Social Studies will increase by _.5__% annually.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SDE website and School	Baseline will be established in 2017-18 Grade 5 only	**School Projected Elementary**	**94.7**	**95.2**	**95.7**	**96.2**	**96.7**
		School Actual Elementary 94.2					
SCPASS Social Studies SDE website and School	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:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Standards-based Field Trips at each grade level	Traditionally 2 of each, annually	Administrative Team, IC, Teachers	Varies by trip	Parents, PTA	Field Trip Request Forms, lesson plans, observations
Staffed STEAM lab to encourage exploration and heighten curiosity	sustained	Administrative Team, Science Lab instructor	??	??	Lesson plans, observations, products created
Vertical and Horizontal discussions and data analysis with Data Teams to guide instructional planning	sustained	Administrative Team, IC, Teachers	-	No purchase needed	Data analysis, meeting summaries, lesson plans

Performance Goal Area:	☒Student Achievement* ☐Teacher/Administrator Quality*

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

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

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally
underperforming student demographic groups across the performance goals as measured by
gap data for standardized tests in English Language Arts and Math (Hispanic –
Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English
Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY ELA SC SDE Website	x% Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	**x**	**x**	**x**	**x**	**x**
SC READY ELA SC SDE Website		**School Actual Hispanic N/A**	**Not enough to form a subgroup**				
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	x % Meets Expectations and Exceeds Expectations	**School Projected AA**	37	40	43	46	49

SC READY ELA SC SDE Website		School Actual AA 37% (in grades 4/5),					
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	38 % Meets Expectations and Exceeds Expectations	**School Projected SWD**	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC SDE Website		**School Actual SWD 38%**					
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	77% Meets Expectations and Exceeds Expectations	**School Projected LEP**	**77**	**80**	**83**	**86**	**89**
SC READY ELA SC SDE Website		**School Actual LEP 77% (grades3, 5)**					

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	47 % Meets Expectations and Exceeds Expectations	**School Projected SIP**	47	50	53	56	59
SC READY ELA SC SDE Website		**School Actual SIP 47%**					
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	x % Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	x	x	x	x	x
SC READY Math SC SDE Website		**School Actual Hispanic N/A not enough for a subgroup**					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 39**	39	42	45	48	51

SC READY Math SC SDE Website		**District Actual Hispanic** `42`					
SC READY Math SC SDE Website	43 % Meets Expectations and Exceeds Expectations	**School Projected AA**	43	46	49	51	54
SC READY Math SC SDE Website		**School Actual AA** 43% (in grades 3, 4)					
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	52 % Meets Expectations and Exceeds Expectations	**School Projected SWD**	52	**55**	58	61	64
SC READY Math SC SDE Website		**School Actual SWD** 52%					
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	77 % Meets Expectations and Exceeds Expectations	**School Projected LEP**	77	80	83	86	89
SC READY Math SC SDE Website		**School Actual LEP 77%** (grades 4-5)					
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	58 % Meets Expectations and Exceeds Expectations	**School Projected SIP**	58	61	64	67	70
SC READY Math SC SDE Website		**School Actual SIP 58%**					
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:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Faculty training led by our ESOL teacher-strategies to be used in the classroom	yearly	ESOL Teacher, Admin Teach, IC, teachers	—	No purchase needed	Lesson plans, training agenda, Sample report cards
2. PTA International Night to enhance engagement	yearly	ESOL, PTA, Admin Team	—	parents	Photographs, meeting program
3. International Mentor Group to bridge cultural gaps	Jan 2019, ongoing	ESOL teacher, GT Teachers, Admin Team, IC, students, teachers	—	No purchase needed	Meeting notes, planning schedules, photographs

Performance Goal Area:	☒Student Achievement*	☐Teacher/Administrator Quality*

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

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

PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	Criterion Reference Measure	**School Projected**	**85.5**	**87.0**	**88.5**	**90**	**91.5**
		School Actual Spring '18= 84%	**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 –93.7 % Grade 5 – 94.9%	Grade 2 –94.2 % Grade 5 – 95.4%	Grade 2 –94.7 % Grade 5 – 95.9%	Grade 2 – 95.2% Grade 5 –96.4 %
South Carolina MAP Linking Study – December 2016	2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile	**School Actual Winter 2017 Gr 2- 93.2% Gr 5-94.4%**	Grade 2 – % Grade 5 – %				
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				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**District Projected**		Grade 2 – 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

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:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Data Analysis and formation of flexible groups for remediation, Triple I	ongoing	Teachers,, Literacy Specialist, Admin Team, IC			Group Assignments, measurable student growth
2. Focused Training by the Literacy Specialist	2018-2019, ongoing	Admin Team, Literacy Teachers	—	No purchase needed	Agenda, training schedule, observation
3. Acquisition of addition F&P and LLI materials	Summer 2018, ongoing as needed and as funding is available	Literacy Specialist, Admin Team	$30,000 estimated	Combination of local, general, PTA	Lesson plans, observation

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	Baseline will be established at the end of the 2018-19 school year	**School Projected**	92% Caucasian female	90% Caucasian female	88% Caucasian female	86% Caucasian female	84% Caucasian female
		School Actual 94% Winter 2019					
Employment report	Baseline will be established at the end of the 2018-19 school year	**District Projected**		**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Team Interviews for potential candidates with representation from grade and administration	As needed	Teachers, Admin team			Interview schedules, interview notes
Rigorous adherence to PAS-T evaluation system	Sustained	Teachers, IC, Admin team			
Continued implementation of the M&M support for new staff	Sustained	Teachers, IC, Admin team	—	No purchase needed	Agenda, schedule
Intentional Recruitment at Shining Stars and other job fairs	Sustained	Admin Team, IC	—	No purchase needed	

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	x	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students 94.3%					
SC SDE School Report Card Survey	x	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers 100%					
SC SDE School Report Card Survey	x	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		School Actual Parents 96.1%					
SC SDE School Report Card Survey	**92**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students **86**					
SC SDE School Report Card Survey	**98**	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers **97**					
SC SDE School Report Card Survey	**91**	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Parents **88**					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Maintain high standards for building security	ongoing	Plant Engineer, Admin Team, Teachers		district	Sign in data

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2. Adhere to and highlight monthly safety drills	ongoing	Admin Team, Principals, Plant Engineer, School Nurse	--	--	Lesson plans, sample locater sheets
3. Maintain Emergency Response Team	ongoing	Admin Team, School Nurse, Teachers, Team Members	--	--	Nurse's logs, First Aid cards, Successful District Drills

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 0%	**School Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
GCS Expulsion Report		**School Actual** 0%					
	(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):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 0%	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		**School Actual** 0%					
	(2016-17) .04	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		**District Actual** .04					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. School-wide Discipline Plan	Sustained	Admin Team, Teachers, parents, Students	--	--	Referral data
2. Formation of a School Discipline Team to investigate alternate discipline plans	Summer 2018, ongoing	Admin team, IC, teachers	--	--	Meeting notes, faculty meeting agendas

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. Leader in Me Character Education	August 2018, ongoing	Admin Team, Guidance	--		Lesson Plans

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	x	x	x	x	x
		School Actual x					
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	90	90	90	90	90

		District Actual 89	90				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					

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

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

PERFORMANCE GOAL: 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) x	**School Projected**	x	x	x	x	x
180th day Attendance Report		**School Actual** x					
	(2016-17) 95	**District Projected**	95	95	95	95	95
180th day Attendance Report		**District Actual** 95					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Establish teacher and parent communication	sustained	Teacher	--		Attendance rate
2. Intervention conference with attendance clerk	sustained	Admin, Attendance Clerk	--	--	Attendance rate
3. parent notes required for all absences (district expectation)	sustained	Parent, Teacher, Attendance Clerk	--	--	Attendance rate

Performance Goal Area:	☐Student Achievement*	☐Teacher/Administrator Quality*

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):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	**Afraid ≤ x** **Lonely ≤ x** **Angry ≤ x**	**Afraid ≤ x** **Lonely ≤ x** **Angry ≤ x**	**Afraid ≤ x** **Lonely ≤ x** **Angry ≤ x**	**Afraid ≤ x** **Lonely ≤ x** **Angry ≤ x**	**Afraid ≤ x** **Lonely ≤ x** **Angry ≤ x**
		School Actual Afraid – % Lonely – % Angry – %	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	**Afraid ≤ 5** **Lonely ≤ 9** **Angry ≤ 7**	**Afraid ≤ 5** **Lonely ≤ 9** **Angry ≤ 7**	**Afraid ≤ 5** **Lonely ≤ 8** **Angry ≤ 6**	**Afraid ≤ 5** **Lonely ≤ 8** **Angry ≤ 6**	**Afraid ≤ 5** **Lonely ≤ 7** **Angry ≤ 5**

		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Guidance class lesson and small group lessons	Aug, ongoing	Guidance Counselors, Admin Team, Teachers	--	--	Guidance lesson plans, improved score on annual survey
2. Mentor programs	Aug, ongoing	Guidance Counselor, Riverside HS students, community members	--	--	Programming agenda, parent and student comments, improved score on annual survey
3. Bobcat Buddies	sustained	Classroom teachers, Students	--	--	Pictures, celebrations

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey		**School Projected Students**	**94.2**	**94.7**	**95.2**	**95.7**	**96.2**
	Survey Results Spring 2018=94.2%	**School Actual Students**					
		School Projected Teachers	**100%**	**100%**	**100%**	**100%**	**100%**

	Survey Results Spring 2018=100%	**School Actual Teachers**					
		School Projected Parents	**≥ 84.4%**	**≥ 86**	**≥ 88**	**≥ 90**	**≥ 92**
	Survey Results Spring 2018=84.4%	**School Actual Parents**					
SDE School Report Card Survey	**91**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students					
	94	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers					

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

ACTION PLAN FOR STRATEGY #3:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Adherence to expected safety practices and drills	sustained	Admin Team	--		
2. Maintenance of School Safety Team	Sustained	Admin Team, School Nurse			
3. Unity Day program – focus on safety	September 2018	Admin and Office Staff	--		

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 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: 4 The** school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
	2017-2018= 0%	**School Actual**					
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.7**	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	0%	0%	0%	0%	0%
	2017-2018=0%	School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17)	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. School-wide Discipline Plan	Sustained	Admin Team, Teachers, parents, Students	--	--	Referral data
2. Formation of a School Discipline Team to investigate alternate discipline plans	Summer 2018, ongoing	Admin team, IC, teachers	--	--	Meeting notes, faculty meeting agendas
3. Leader in Me Character Education	August 2018, ongoing	Admin Team, Guidance	--		Lesson Plans

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

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

PERFORMANCE GOAL: 5 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		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Culture & Climate Surveys		**School Projected**	**90**	**90**	**90**	**90**	**90**
	Spring 2018= 90	**School Actual**					
AdvancED Culture & Climate Surveys	**89**	**District Projected**	**90**	**90**	**90**	**90**	**90**

		District Actual				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School-wide implementation of the Leader in Me character education program	Aug 2018, ongoing	Admin Team, Guidance Counselors, Teachers	--	--	Lesson plans, survey results, weekly focus in Leadership
2. Creation of school-wide discipline plan that includes the implementation of morning meetings in classrooms.	April 2019, ongoing	Discipline committee, Admin Team, teachers			Sample agenda from Morning meetings.
3.					

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

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

PERFORMANCE GOAL: 6 Achieve and maintain a student attendance rate of 95% or higher.

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 96.7%	**School Projected**	97%	97%	97%	97%	97%
		School Actual					
	(2016-17) **95**	**District Projected**	95	95	95	95	95

		District Actual					

ACTION PLAN FOR STRATEGY #6: Student Attendance Rate					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Establish teacher and parent communication	sustained	Teacher	--		Attendance rate
2. Intervention conference with attendance clerk	sustained	Admin, Attendance Clerk	--	--	Attendance rate
3. parent notes required for all absences (district expectation)	sustained	Parent, Teacher, Attendance Clerk	--	--	Attendance rate

| Performance Goal Area: | ☐Student Achievement* | ☐Teacher/Administrator Quality* | ☒School Climate (Parent |

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys		**School Projected**	**Afraid ≤5 Lonely ≤5 Angry ≤3**	**Afraid ≤4 Lonely ≤5 Angry ≤3**	**Afraid ≤4 Lonely ≤4 Angry ≤3**	**Afraid ≤4 Lonely ≤4 Angry ≤2**	**Afraid ≤4 Lonely ≤4 Angry ≤2**
	Spring '18= Afraid – 5%, 18 students Lonely – 6%, 23 students Angry –4%, 16 students	**School Actual**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**

AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	**District Projected**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5**
		District Actual	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**

ACTION PLAN FOR STRATEGY #6: mental and social/emotional health					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Cross Grade Level student mentoring program	Aug 2018	Guidance, Teachers, Students	---		International Student Mentoring program documentation
2. Mentoring Program (Riverside Service Learning)	sustained	Guidance at BV and RHS, Teachers, students	--		Schedule and assignments
3. Bobcat Buddies assigned to new students	sustained	Guidance, Teachers, students	--		Data from Parent coordinator