

Grove Elementary School

Strong Minds. Strong Programs. Strong Partners.

SCHOOL RENEWAL PLAN FOR YEARS: 2018 - 19 through 2022 – 23

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2019 - 2020

Mr. Joseph Stowe, Principal
1220 Old Grove Road
Piedmont, SC 29673

Dr. W. Burke Royster, Superintendent
Greenville County School System



SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Grove Elementary School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (*one year*)

Required Signature Page

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

Dr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Joseph Stowe		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Veronica Martinez		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Allison Howard		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 1220 Old Grove Road Piedmont, SC 29673

SCHOOL'S TELEPHONE: (864) 355-5900

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

Position: Name

1. Principal: Joseph Stowe
2. Teacher: Brianna Evans
3. Parent/Guardian: Daniela Gasca
4. Community Member: Ronnie Jones
5. Paraprofessional: Donna Rich
6. School Improvement Council Member: Veronica Martinez
7. Read to Succeed Reading Coach: Allison Howard
8. School Read To Succeed Literacy Leadership Team Lead: Allison Howard
9. School Read To Succeed Literacy Leadership Team Member: Whitnee Grant
10. Title I Instructional Facilitator: Lauren Phillips

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

Read to Succeed Literacy Leadership Team	
Position	Team Member
Principal	Joseph Stowe
Assistant Principal	Shane Kenney
Administrative Assistant	Stephanie Duncan
Title I Instructional Facilitator	Lauren Phillips
Instructional Coach	Whitnee Grant
Instructional Coach	Jeanette Hearn
Literacy Coach	Allison Howard
Literacy Intervention Teacher	Rita Moraney
Classroom Teacher	Charlotte Taylor

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

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

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>

Grove Elementary School Strategic Plan

Table of Contents

Introduction	7
Executive Summary	8
Student Achievement	9
Teacher and Administrator Quality	9
School Climate	9
Significant Challenges	9
Awards, Accomplishments, Results	10
School Profile	10
School Community	10
School Personnel	14
Student Population	15
Academic Features	16
Behavioral Features	20
Mission, Vision and Beliefs	22
Data Analysis and Needs Assessment	23
Student Achievement and Needs Assessment	23
Teacher and Administrator Quality	25
School Climate Needs Assessment	27
Action Plan	28

Introduction

Grove Elementary’s School Portfolio was developed to document the changes and progress our school has made. This plan is constantly evolving and documents our actions and changes we have made to support student success. We believe the School Portfolio provides staff a means to further develop capacity, self – assessment, communication and accountability. The School Portfolio was developed through collaboration with all stakeholders. The faculty and staff, along with parent and community members of SIC and PTA, assisted in the self-reflection process in order to better build our plan for the purpose of increasing student success. In order to maintain high standards and expectations, a great deal of discussion centered on changes over the past five years, such as curriculum, programs, organizational changes, and improvements. As each section was reviewed and updated, feedback was considered essential and provided the Leadership Team with the opportunity to develop a document representative of Grove Elementary.

Faculty Council	PTA Board	SIC Members	Title I Planning Committee
Joseph Stowe	Nancy Trejo	Joseph Stowe	Joseph Stowe
Shane Kenney	Alma Dominguez	Veronica Martinez	Tommy Loftis
Stephanie Duncan	Shelby Flinn	Daniela Gasca	Ronnie Jones
Lauren Phillips	Veronica Martinez	Tujuan Foggie	Randolyn Harmon
Brandy Sullivan	Daniela Gasca	Ronnie Jones	Mary Simpson
Allison Howard	Olga Benitez	Lauren Phillips	Brianna Evans
Jeanette Hearn	Veronica Benitez	Tommy Loftis	Veronica Martinez
Whitnee Grant	Charlotte Taylor	Mary Simpson	Tujuan Foggie
Natasha Page	Maria Isabel Juarez	Brianna Evans	Evelyn Lugo
Amy Rodgers	Yuli Rodriguez		Michelle Goodwin-Calwile
Elizabeth Batson	Vivica Fishburne		Lauren Phillips
Samantha Rochester			Diana Kerley
Lynette Jordan			Dolores Bautista-Rojas
Suzanne Martin			

Lexi Lambert			
Misty Natskakula			

The Grove Strategic Plan and its components are communicated to all stakeholders in the following ways:

- components of the plan are shared with parents and community members at monthly SIC meetings
- components of the plan are shared with parents, students, teachers, and community members at PTA meetings
- components of the plan are shared with teachers and faculty members at faculty meetings as needed
- components of the plan are available for viewing on the school website at

<http://www.greenville.k12.sc.us/grove/>

Executive Summary

Student Achievement

SCREADY

- In ELA, 25.6% of students scored Meets or Exceeds expectations which was an 8.2% increase from 2016-2017. Third grade had the most students scoring Meets or Exceeds with 30%, while fifth grade had the smallest percentage of students performing in that category with 15.1%. Overall, the weakest strand for ELA was Literary Text: Language Craft and Structure. During the 2018-2019 school year, the percentage of students (grades 3-5) Meeting/Exceeding Expectations on ELA SCReady will increase from 25% (94 out of 386) in spring 2018 to 29% (101 out of 348) in spring 2019.
- In Math, 34.4% of students scored Meets or Exceeds expectations which was a 14.9% increase from 2016-2017. Third grade had the most students scoring Meets or Exceeds with 41.5%, while fifth grade had the smallest percentage of students performing in that category with 25.2%. Overall, the weakest strands for Math was Algebraic Thinking and Number Sense. During the 2018-2019 school year, the percentage of students (grades 3-5) Meeting/Exceeding Expectations on math SCReady will increase from 34% (126 out of 386) in spring 2018 to 38% (132 out of 348) in spring 2019.

SCPASS

- In Science, 62.9% of students scored Meets or Exceeds expectations which was a 16.9% increase from 2016-2017.

- In Social Studies, 60.7% of students scored Meets or Exceeds expectations which was a 2.2% decrease from 2016-2017.

Teacher and Administrator Quality

Grove Elementary strives to have a strong instructional team to lead our learners to their greatest potential. 100% of our staff is certified and highly qualified. To ensure teacher growth and learning in research-based best practices to increase student achievement, professional development opportunities are provided in various ways and settings, including weekly curriculum meetings, required professional development in the areas of math, reading, and technology, and coaching cycles with the instructional coaches. Administrators provide accountability to teachers through classroom walkthroughs and observations to indicate areas of strength and support.

School Climate

Grove Elementary School is a modern, attractive, well-maintained school which provides an environment conducive to student learning. Teachers, students, and parents are surveyed annually, and results are reported on the school report card issued by the state. Results from the 2017-2018 survey indicate that all three groups feel that our school is a safe place during the school day. Of the 54 teachers surveyed, 94.5% of parents feel safe before and after hours at school and feel that the rules for behavior are enforced. Of the 44 parent responses, 79% agree that their child feels safe at school and 72% feel that staff stops and prevents bullying. 49% of teachers, 86% of students, 76% parents are satisfied with school-home relations.

Significant Challenges from the Past 3 Years

- High poverty rate
- Number of students with disabilities
- Increase in students with limited English proficiency
- Limited parent involvement
- Summer academic attrition
- High mobility rate of students/families
- Lack of readiness on the part of many children entering school for the first time (9.41% of kindergarteners demonstrated readiness on the KRA fall 2018)

Significant Accomplishments

School Based Accomplishments

- Visionary Leaders
- Girl Talk
- Mentoring Program
- Extended Day Programs
- Communities in Schools
- Parenting Partners Classes

State and District Recognition

- Safe Kids Upstate Award
- Safe Routes to School Silver Award
- LiveWell Greenville Great Strides Award
- Jump Rope for Heart
- Fresh Fruits and Vegetables Grant
- Multiple Donor's Choose Grants
- #Teach864 Highest Teacher Participation Award

School Profile

School Community

Grove Elementary School is located in the southwest area of Greenville County. The original building was constructed in 1969 on thirty-two acres in rural Piedmont. Grove Elementary opened with an enrollment of 350 students and a staff of fourteen teachers, a principal, a media specialist, a secretary, two cafeteria workers, and one custodian. The area served by the school was a stable community of two-parent families of average income who owned their homes. Community members frequently volunteered and attended school events. The first student body was 60% white and 40% African-American.

An increase in enrollment resulted from the closure of West Gantt Elementary School and the building was renovated and enlarged in 1979 to accommodate that change. The facility included thirty seven classrooms, a computer lab, health room, an accelerated learning classroom, guidance office, classrooms for the reading teacher and the speech teacher, a media center, a resource room, and administrative offices. The campus also included three playground areas used for physical education classes and recess. At the end of the 2002-03 school

year, the Greenville County School District made the decision to demolish the structure and to build a new school on the present site. Grove Elementary moved to a temporary location during the construction of the new building. The temporary site was too small to accommodate the students; therefore, twenty-two classrooms were placed in portables.

At the end of the 2003-04 school year, Serrine Elementary School was closed and the ESOL (English Speakers of Other Languages) Program was reorganized. The ESOL students returned to their home-based schools. In addition, attendance zones were adjusted which resulted in a loss/gain of students between Grove and Sue Cleveland Elementary. These factors had a significant effect on the student population. The enrollment increased to approximately 600 students and the Hispanic population increased from 4% to 13% that first year alone. The change in enrollment presented a challenge due to the limited facility in which the school was housed. The new building was completed and occupied in August of 2005. Grove's population has continued to transform, and now with 662 students is 37% African American, 42% Hispanic or Latino, 14% White, 6% two or more races, and less than 1% Asian or Native Hawaiian/Pacific Islander.

The residents of our attendance area are transient. For example, during the 2018-2019 school year, the mobility rate was 24%. This high mobility rate affects the stability of the student population, and ultimately cohesive instruction. Many homes in the Grove attendance area are rental properties and mobile homes.

Our school tagline is #EngagedEagles...Run, Walk, and Fly High. We employ a staff that promotes a safe, calm, and inviting environment for students. Grove's goal is to support children academically, socially, and emotionally to inspire them to think critically and creatively outside the box, collaborate with others in a positive way, and to become successful members of society.

School Leaders

Mr. Joseph Stowe is in his first year as principal at Grove Elementary. Prior to coming to Grove, he served as Administrative Assistant at Cherrydale Elementary and A.J. Whittenburg Elementary, and Assistant Principal for Taylors Elementary. Before entering into administration, Mr. Stowe taught art instruction in various locations. Mr. Stowe graduated in 1998 from North Carolina A&T State University with a BA in Art. He also attended Furman University and received a MA in Educational Administration.

Mr. Shane Kenney serves as Grove's Assistant Principal. This is his first year at Grove, as well as his first year as an Assistant Principal. Prior to this year, Mr. Kenney served as the Administrative Assistant at Armstrong Elementary for 3 years. Preceding administration, he worked as a Physical Education teacher at Robert E. Cashion Elementary for 15 years. Mr. Kenney received his BS in Physical Education from West Chester University, and a MA in School Leadership from Southern Wesleyan University.

Mrs. Stephanie Duncan is in her first year as Administrative Assistant at Grove Elementary School. Previously, she taught fifth grade at East North Street Academy and various Special Education class at different Greenville County Schools. She received a BA in Special Education from Clemson University in 2000, and a MA in School Leadership from Furman University in 2006. In addition to these degrees, Mrs. Duncan completed classes to add Elementary Education to her certification.

Facilities

Grove's building includes multi-purpose room for physical activity, music and art room, science lab, a reading resource room with leveled readers, parent resource room, and a media center with a media production room. The cafeteria has a stage and has a maximum capacity of 447.

The main entrance creates restricted access to the school. Outside visitors must use the doorbell to enter the main hub of the school. Beyond that, there are two main doors providing access to the back of the office and the main part of the school. Both are accessed through a security system. This creates a safe environment for all staff members and students.

The office accommodates a secretary, attendance clerk, two parent involvement coordinators, and a part time office clerk. In addition, a clinic with a nurse is accessed through the office. The back of the main office houses a social worker, principal, behavior interventionist, mental health provider, Title I facilitator, Administrative Assistant, and various closets for storage. In addition to these support staff members, there is a guidance office and assistant principal office located on the second floor of the building.

All of our classrooms are self-contained. We have 33 regular education homerooms and 2 Multi-categorical Special Education homerooms. The four kindergarten classes are one hallway and have their own playground close to their wing of the school. First grade is also housed on their own hallway downstairs on the main level. Second and third grade share a hallway upstairs, as well as fourth and fifth grade. All upstairs classrooms are accessible by stairs and an elevator when needed. All classrooms are equipped with Promethean Boards, wireless internet, a class set of personalized learning devices (laptops, chromebooks, iPads), and a document camera for technology integration. There are two intervention classrooms where students are pulled for intense intervention – one on each floor. The Challenge class is located on the first floor and serves students in grades 3-5. ESOL classes are located on the first floor and in one of the portables located at the back of the school. Speech classes are held on the first floor in one classroom. There are three resource classrooms to serve students in grades K-5. One is located upstairs, while the other two are downstairs on the main level.

The facility also has separate bus and car drop-off areas. There are three areas designated for parking for staff and visitors located at the sides and front of the school. We also have two playground areas. One area is designated only for kindergarten, and the other serves students in grades 1-5. A walking track and basketball courts can also be utilized on campus.

Parent Involvement

Parental involvement is a vital part of improving a school's performance. Parental involvement is encouraged through PTA membership/meetings, School Improvement Council Meetings, Parenting Partners Class, Title I Planning Committee, family nights, Grove on the M.O.V.E. (community outreach), community fair, Parent Workshops, and surveys. The Title I Facilitator and Parent Involvement Coordinators collaborate with staff members and community partners to develop meaningful workshops and events for families. Parents are notified of events through various methods, including: school marquee, school website, teacher newsletters, school messengers, school social media sites, and fliers. These meetings are planned based on surveys given to parents regarding their interests.

Community Partnerships

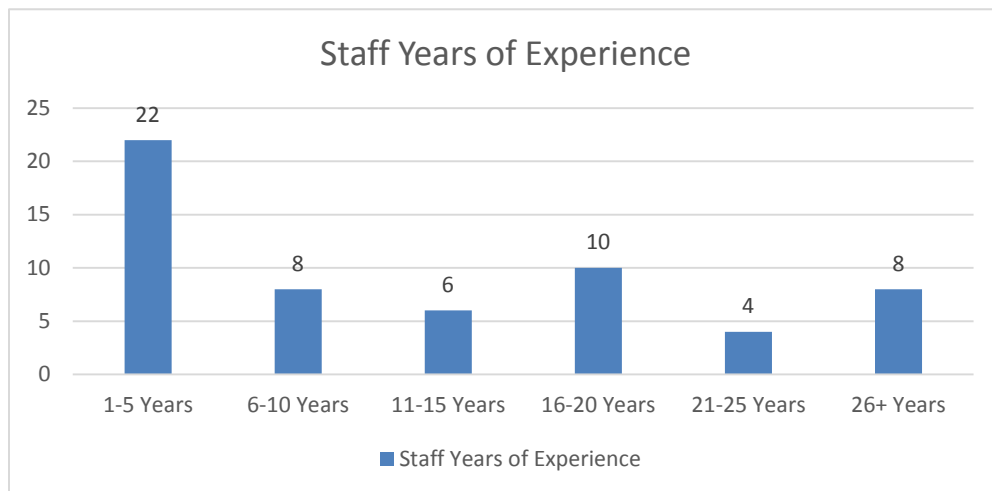
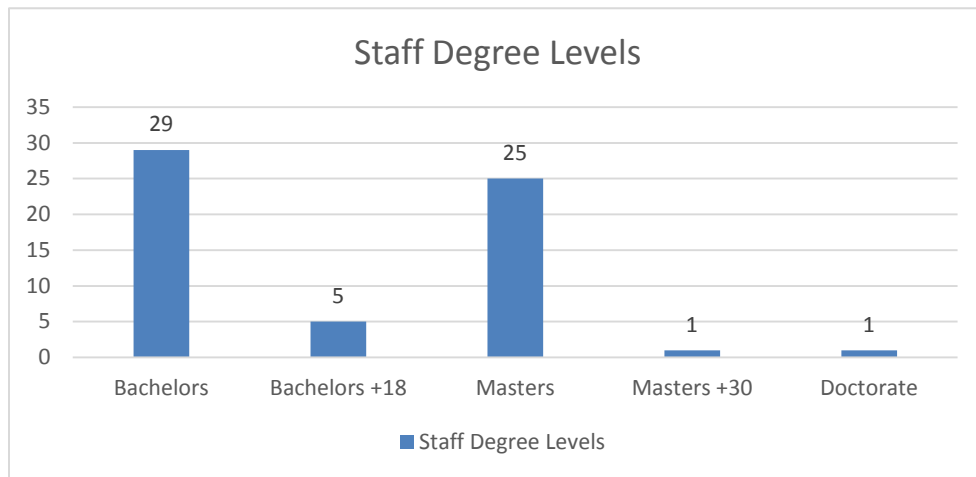
Community partnerships are essential for our students to reach their maximum potential. These partnerships support our students financially, emotionally, academically, and socially in order to raise academic achievement and reach school goals.

- Communities in Schools provides an afterschool program for students and a parenting class for families. In addition to the programs, families are provided with financial assistance throughout the year.
- Public Education Partners provide books for students' at home libraries each year.
- Michelin North America provides financial assistance, as well as mentors and tutors to support students.
- Mentor Upstate trains people in the community to mentor students. These mentors meet with students during their lunch period.
- Papa John's pizza provides pizza free of charge to a class monthly that wins our attendance award.
- Vendors provide resources for parents during the community fair and/or during Grove on the M.O.V.E. : Clemson University Nutrition Program, Greenville Health System, Family Health Services, Molina Health Care, DSS, United Way of Greenville, United Ministries, Hispanic American Women's Association , Blue Choice Healthy Connections of SC, Blood Connection, Bon Secours Community Wellness Outreach, Family Dental Health, Gantt Fire Department, Greenville Sheriff's Department, Gravatopia, Greenville County Recreational Department, International Ballet Academy, Sam Chapman's Karate Academy, Spare Time, T Motion Dance, Chick-fil-a, Greenville Zoo, Children's Museum of the Upstate, Horace Mann Insurance Group, Krispy Kreme Donuts, and Regal Cinemas.
- Magna supports Grove financially with monetary donations, as well as school supplies for students.

- Rockvale Baptist Church and West Gantt Churches provide an afternoon club, “Good News Club.”
- Girl Scouts hosts a program for Grove on Monday afternoons.
- Valley Brook Church provides weekend food bags to families in need through Harvest Hope Food Bank.
- Hands on Greenville – provide community members to help beautify our grounds.

School Personnel

Grove is committed to hiring and retaining high quality instructional personnel at all levels. Our faculty consists of varied degrees and experience. Currently, 48% of our staff have advanced degrees.



Professional Staff:

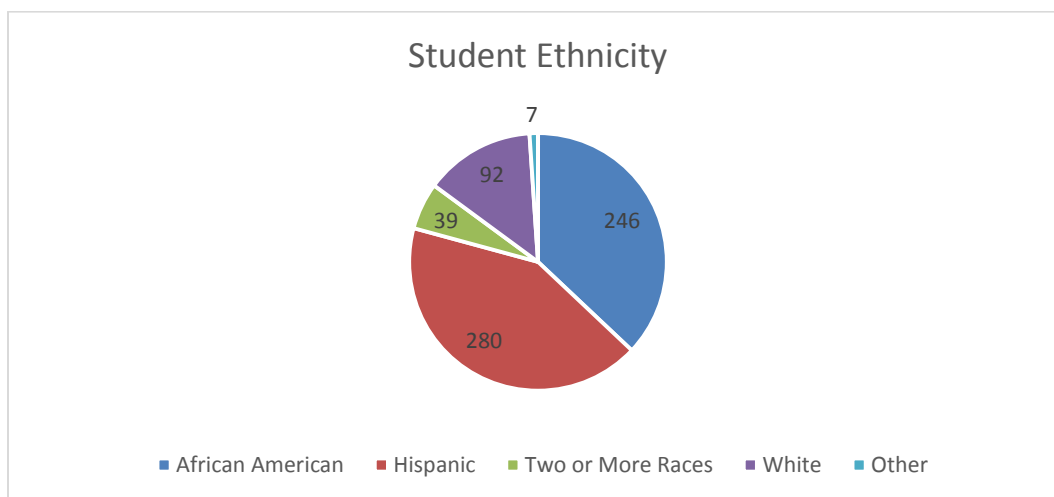
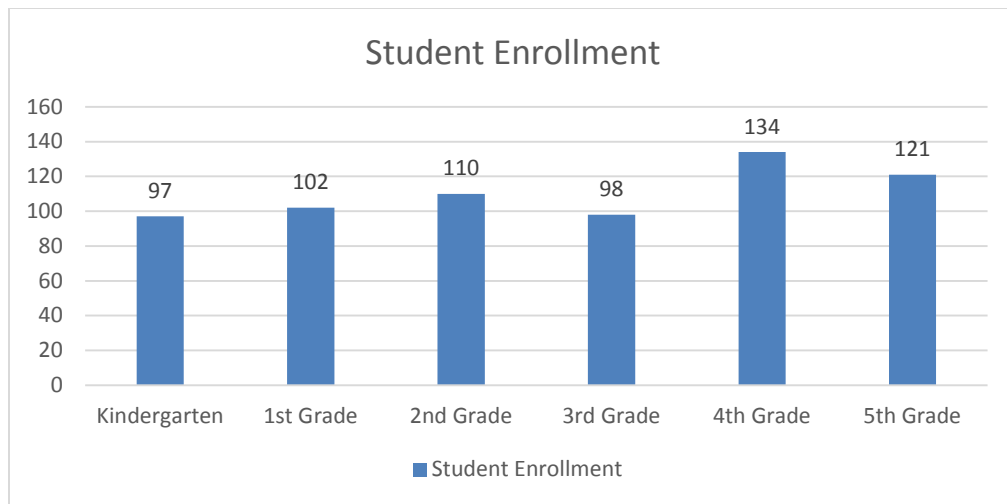
- 3 Administrators
- Title One Instructional Facilitator
- Behavior Interventionist
- Social Worker
- Guidance Counselor
- 3 Resource Teachers
- 2 Speech Teachers
- 3 ESOL Teachers
- Challenge Teacher
- 2 Multi-categorical Special Education Teachers
- Literacy Specialist
- 3 Interventionist
- 2 Instructional Coaches
- Media Specialist
- Music Teacher
- Physical Education Teacher
- Art Teacher
- 33 Classroom Teachers

Support Staff:

- 7 Paraprofessionals
- Permanent Substitute
- 2 Parent Involvement Coordinators
- Secretary
- Attendance Clerk
- .5 Office Clerk
- Plant Engineer
- 4 Custodians
- FANS Manager
- FANS Assistant Manager
- 7 FANS Operators
- Mental Health Counselor (Piedmont Mental Health)
- Communities in Schools Director

Student Population

For the 2018-2019 school year, we have 662 students at Grove Elementary with an average daily student attendance rate of 95.32%. 100% of Grove's student population is currently eligible for free and reduced lunches. We currently have 268, or 40%, of students served by our ESOL Program.



Source: SC Report Cards	15-16	16-17	17-18
Retention Rate	2.8%	3.1%	1.6%
Students Served by Gifted and Talented	2.1%	2.0%	2.6%

Academic Programs

English Language Arts

Balanced Literacy is the foundation of student learning at Grove Elementary. This program emphasizes that literacy is an important part of each student’s academic day. The Balanced Literacy Framework incorporates researched theories of Fountas & Pinnell, Lucy Calkins, Jennifer Seravello, and Jan Richardson and others. The model promotes gradual release of responsibility to the student as they receive instruction needed to meet grade

level expectations in reading and writing, while allowing students to work at a level that is appropriate for individual growth and achievement. Students are participate in varied reading activities throughout the workshop: guided reading, shared reading, mini lessons, reading conferences, and independent reading. In the same way, writing instruction is delivered through various models: shared writing, interactive writing, guided writing, writing conferences, and independent writing. Students also participate in word study to enhance their knowledge of language. Staff members continue to participate in professional development to enrich their Balanced Literacy instructional strategies and assessment provided by the district Title I ELA Academic Specialist and Grove's Instructional Coaches. Extensive support for this initiative has come from multiple education partners, allowing Grove to develop a literacy resource room of leveled literature available for reading instruction in any genre. Classrooms libraries are in the process of being refreshed through various funding sources to match standards-based units provided through the district.

Math Instruction

The mathematics program at Grove is based on the SC College and Career Ready Standards for Mathematics. These standards allow students to become proficient at mathematical processes, but to also understand the “why” of the algorithm. Teachers integrate the mathematical processes standards throughout the year to promote problem solving. Instructional Coaches and the District Academic Specialist works with teams to create unit plans for each math unit to ensure teachers understand what and why of each unit. Mastery Connect is utilized to assess students to provide quick feedback to teachers regarding mastery and remediation.

Social Studies/Science Instruction

Grove teachers use hands-on science and social studies activities to teach the state standards. As a school, we believe that students who learn science/social studies with hands-on experiments and activities retain the information much better than those students who are only taught using a textbook. Many teachers use the school district provided science kits to enhance the learning of key science concepts. We believe that all students must be provided instruction in their own learning style. Many of our students need visual and kinesthetic experiences. Using the science kits and hands-on experiments to teach the social studies and science standards provides these modalities for our students. A fully equipped Science Lab is available for classroom educational use.

Technology

During the 2017 – 2018 school year, Grove went through a technology refresh and new teacher laptops. Every classroom was previously equipped with a promethean boards for every classroom to assist in student learning and engagement. In addition to promethean boards, Grove has implemented a 1:1 personal learning device initiative that began in 2015-2016. Each student in kindergarten through second grade has an iPad, while each upper grade student has a laptop. For the 2019-2020 school year, grades three through five will no longer

have laptops, but will be issued a chromebook. The technology team is currently working on an implementation plan for this refresh of 1:1 personalized learning devices.

Teachers are encouraged to use technology to enhance student learning on a daily basis, pushing our students to be 21st Century Learners. Professional development, as well as coaching cycles, are provided to teachers through a district Title I Instructional Technology Facilitator.

Response to Intervention (RtI) / Early Reading Intervention (ERI)

In 2007, Grove implemented RtI for identified students in K5, first and second grade who were in need of more intense, small group instruction. The program has since been expanded to include grades K-5 for Reading, and fourth and fifth grade for Math. Currently, we have three interventionists for all six grade levels. Each of these grade levels use the FastBridge online data program to input and receive information to monitor student progress during program participation. In addition to FastBridge, Mastery Connect is used to progress monitor students in math intervention. K5 paraprofessionals facilitate the Early Reading Intervention Program daily to the lowest five students in each classroom. Both programs are data driven to ensure that the students requiring the intervention are the ones receiving this intense instruction.

Student Support

OnTrack: A Collaborative Problem-Solving Team

The OnTrack Team aims to support all students' attainment of knowledge, skills and characteristics for career and college readiness. The OnTrack Team is intended to address needs of all students through the following process:

- Analyze Early Warning Response System (EWRS) data, along with summative and formative data available in GCSource.
- Identify Tier 1, Tier 2, and Tier 3 needs and establish system-wide prevention and interventions (e.g. Academics, Family Support, Mental or Physical Health, Social and Emotional Functioning, and Second Language Acquisition).
- Identify individual students' interests, needs, and strengths; implement interventions and enrichment opportunities.
- Document problem-solving meetings, interventions, and progress monitoring data in GCSource: Intervention Connection.
- Refer students for 504 eligibility or suspected disability to the Assistance Team.

Evaluation Planning Team

Students who continue to experience difficulties after receiving interventions and/or accommodations through the OnTrack process may be referred to the Evaluation Planning Team, which includes classroom teacher, administration, OnTrack Facilitator, School Psychologist, and parents of the student. Based on preset guidelines, a multidisciplinary team determines if the student meets criteria for Special Education Services. If a student qualifies for Special Education Services after testing, the team develops an individual plan for each student which will be implemented by the special education and regular education teacher in an inclusion or resource setting.

English for Speakers of Other Languages Program

The English for Speakers of Other Languages (ESOL) Program at Grove began in August of 2004. Currently, 268 students are served through this program. ESOL at Grove allows for the success of each LEP student. These students grow in their language acquisition through one-on-one, small group instruction, and inclusion in the regular education classroom. The ESOL teacher is also responsible for:

- the development of individual students plans, Limited English Proficient (LEP) plans
- meeting with parents to discuss their child's progress
- assisting the clerical staff with PowerSchool coding
- updating and maintaining the ESOL paperwork for compliance
- assessing all new ESOL students' language acquisition levels
- collaboration with to provide teachers with resources to use within the classroom
- meeting the needs of the individual student by addressing a range of learning styles through strategies such as Balanced Literacy, hands on manipulatives, and technology
- Ensuring that modifications are to allow every ESOL student to experience success in ESOL resource classroom and regular classroom settings.

Having an ESOL program at Grove Elementary has been vital in sustaining the progress and achievements of the ESOL students. We have seen a tremendous growth in our LEP students, not only in their academic progress, but also their social and emotional well-being. This is primarily due to the opportunity available for them to receive extra assistance in acquisition and mastery of social and academic English.

Communities in Schools

During the 2014 – 2015 school year, Communities in Schools began a partnership with Grove Elementary. Communities in Schools is the nation's largest and most effective organization dedicated to keeping kids in school and helping them succeed in life. Their unique model positions site coordinators inside schools to assess students' needs and provide resources to help them succeed in the classroom and in life. CIS partner with local businesses, social service agencies, health care providers and volunteers. Whether it is food,

school supplies, health care, counseling, academic assistance or a positive role model, Communities In Schools is there to help.

Behavioral Programs/ Initiatives

Positive Behavior Interventions and Support (PBIS)

Grove began implementing the PBIS philosophy in the 2006-2007 school year. Each year, behavior increasingly improves through using school-wide procedures, expectations, and positive reinforcements.

Capturing Kids' Hearts

The primary focus of Capturing Kids' Hearts is to develop healthy relationships between members of a school's educational community and to teach effective skills that help teachers. Teachers use the EXCEL model to communicate with students. Students create their own social contract. Students create their own rules through a social contract. Students hold each other accountable using "checks" and "fouls". An environment is created that emphasizes positivity through "good things" and "affirmations".

The EXCEL model:

- "Engage": Students are greeted at the door with a handshake, eye contact and a welcome.
- "X-plore": Teachers listen and attend to the personal, emotional and academic needs of our students.
- "Communicate": Teachers communicate care as well as content.
- "Empower": Teachers empower students to gain the ability to "use and do" the things they have been taught.
- "Launch": Deals with how we "end and send" our students into the world. The purpose is to start our students on a course of action by ending our classes on a powerful note.

The Social Contract:

The Social Contract is created by the students, assisted by the teacher, in effort to answer four questions regarding the environment of the classroom. The four questions include:

- How do you want to be treated by the teacher?
- How do you want to be treated by each other?
- How do you think the teacher wants to be treated by you?
- How do we want to treat each other when there is conflict?

The resulting answers make up a list of adjectives which serve as the basis for student expectations of behavior in the classroom. The Social Contract is signed by all classroom members including the teacher. The document is also shown to classroom visitors and they are encouraged to sign the contract as well. The document is a living document and is referred to on a regular basis to highlight success and serves as a guide for when problems arise.

The Four Behavior Questions:

These are questions that we ask each other to help stay true to the social contract:

- What are you doing?
- What are you supposed to be doing?
- Are you doing that?
- What are you going to do about that?

Checks and Fouls:

- When a student is not following the social contract, other students will "check" that student. It is a silent reminder of a thumbs up to remind the student that they need to change their behavior.
- When a student is being unkind, other students will "foul" that student. The student is then asked to give two "put ups" for the "put down" they gave.

Good Things:

At the beginning of classes teachers will start with "good things", in which students share something good that is going on with them. This creates an environment of positivity and helps build relationships.

Behavior Interventionist

During the 2017 – 2018 school year, Grove Elementary employed a Behavior Specialist who worked to design, implement, coordinate and evaluate a comprehensive behavior support program. In addition, the Behavior Specialist worked with identified students to adopt behaviors that substantially increase their academic performance. The Behavior Interventionist will continue to support and expand Capturing Kids’ Hearts program.

Guidance Services

Students receive monthly classroom guidance lessons focusing on character education, life skills, and career development and exploration. Small groups are held to serve students in all grades. Group topics include transitions, school success and study skills, social/emotional control, and self-concept. These groups change as needed. Counselor provides individual services to students based on need, as well as crisis response. Counselor also serves as 504 Coordinator overseeing the implementation of all plans. The mentoring program is coordinated through Guidance, bringing together outside mentors to our Grove students. Guidance facilitates middle school transition and middle school registration. Students visit their perspective middle schools and representatives from each school attend a parent meeting to provide information about the school programs and expectations. In addition, the counselor plans and conducts quarterly awards ceremonies to honor Terrific Kids, Perfect Attendance, and Honor Roll.

Mission, Vision, and Beliefs

Mission Statement

Grove Elementary School will develop and promote an environment that ensures all students will attain the highest level of academic success as determined by state and national standards. The entire school population: faculty and staff, parents, students, and community members will function as a system of support to provide an atmosphere where mutual respect, promoting a high quality curriculum, and embracing learning as a life-long activity is fostered.

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. The staff brainstormed independently before we produced our core beliefs about what instruction, curriculum, and assessment will increase our students' learning.

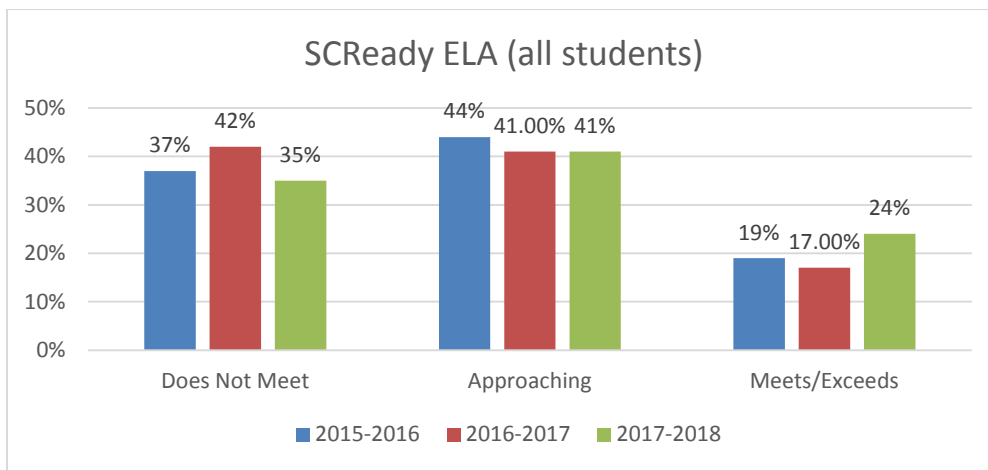
We believe:

- All students deserve an environment that is nurturing and safe, where cultural diversity is respected and celebrated.
- All students can acquire the knowledge and skills necessary to become productive citizens and members of society; therefore, students will excel in an environment that engages them in rigorous academics that promote higher level thinking, creative thinking, and questioning.
- Students learn in different ways; therefore, teachers must provide a variety of approaches to support the diverse learning styles in every classroom.
- The whole child must be nurtured in a variety of ways; therefore, physical activities, advancements in technology, the fine arts, character development, and extra-curricular activities must compliment a rigorous academic program.
- Assessment of student learning must provide a variety of opportunities for students to demonstrate the achievement of rigorous standards.
- Students, parents, staff, and community members must form a caring unit that values each individual student's unique needs.
- The school program should foster leadership opportunities both in the school environment and throughout the community as well.
- Collegiality and teaming for excellence is central to the decision-making process. All aspects of the learning environment must be committed to continuous improvement for all.

Data Analysis and Needs Assessment

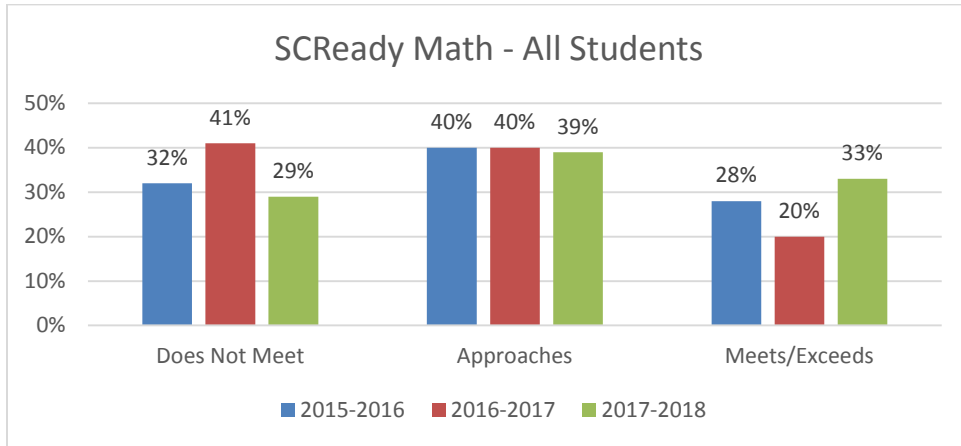
The South Carolina College-and Career-Ready (SC READY) assessment was given to students in grades 3-8 in the Spring of 2017. Students were assessed in the subject areas of Reading, English, Mathematics and Writing.

Performance Levels for English/ Reading (All Students)



ELA - Grade Level Comparisons	3rd	4th	5th
Meets/Exceeds (3/4)	30%	27%	15%
Approaches (2)	39%	35%	50%
Does Not Meet (1)	32%	38%	35%

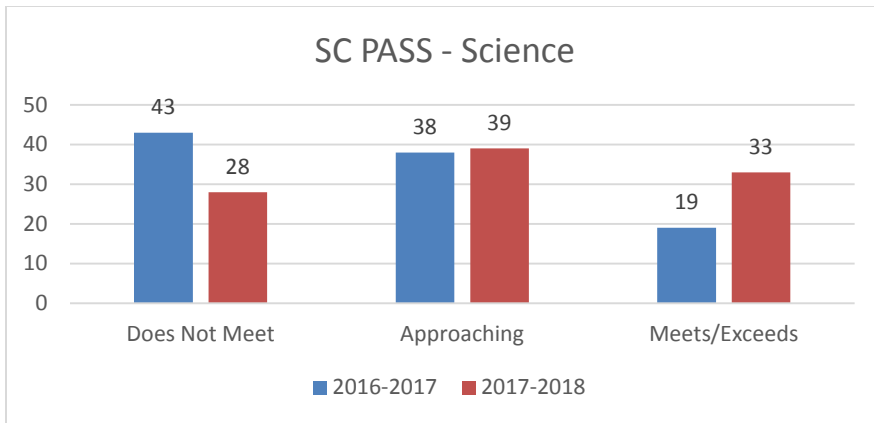
Performance Levels for Math (All Students)



Grade Level Comparisons	3rd	4th	5th
Meets/Exceeds (3/4)	42%	31%	25%
Approaches (2)	32%	43%	40%
Does Not Meet (1)	27%	26%	35%

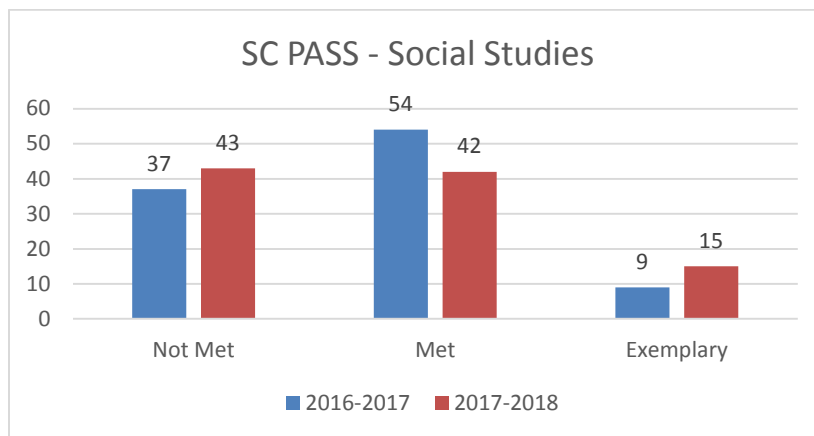
SCPASS Science

Students in grade four were assessed in the area of Science on the SC Palmetto Assessment of State Standards (SCPASS).



SCPASS Social Studies

Students in grade five were assessed in the area of Social Studies on the SC Palmetto Assessment of State Standards (SCPASS).



Teacher and Administrator Quality

Professional Development Plan

The current professional development plan is linked to action plan strategies, addresses teacher and student needs, and supports research-based teaching and learning elements. We have dedicated every second Wednesday of each month to professional development. Other opportunities may occur on other dates and in grade level, vertical teams and data day team meetings. In addition, staff members are encouraged to attend workshops and conferences at the district, state and national level.

Professional development during the 2018-2019 school year included: technology integration, using data to drive instruction, Balanced Literacy Framework, and math instruction.

Date	Topic	Audience	Presenter	District Support Staff
8/9/2018	Leadership Retreat	Faculty Council	Stowe/Kenney/Duncan	
8/29/2018	Capturing Kids Hearts Refresher	Grove Staff	Process Champions	

9/10/2018	Mentee Training	Mentees/Mentors	Whitnee Grant/Jeanette Hearn	
9/18/2018	Parent Involvement/Conferences	Grove Staff	Lauren Phillips	
9/19/2018	GCS Balanced Literacy Framework	Grove Staff	Whitnee Grant/Jeanette Hearn	
9/20/2018	Data Days	Grove Staff	Whitnee Grant/Jeanette Hearn	Kristen Griffen
9/26/2018	Data Days	Grove Staff	Whitnee Grant/Jeanette Hearn	Kristen Griffen
9/27/2018	Data Days	Grove Staff	Whitnee Grant/Jeanette Hearn	Kristen Griffen
10/2/2018	Data Days	Grove Staff	Whitnee Grant/Jeanette Hearn	Kristen Griffen
10/3/2018	Data Days	Grove Staff	Whitnee Grant/Jeanette Hearn	Kristen Griffen
10/4/2018	Data Days	Grove Staff	Whitnee Grant/Jeanette Hearn	
10/15/2018	Mentee Training	Mentees/Mentors	Whitnee Grant/Jeanette Hearn	Brandi Massey
10/17/2018	Vertical Teams: Algebraic Thinking	Grove Staff	Whitnee Grant/Jeanette Hearn	
10/24/2018	Interactive Read Aloud	Grove Staff	Brandi Massey	
10/25/2018	Word Study	K5/1 Teachers	Whitnee Grant/Jeanette Hearn	
10/29/18	IRA Modeled	2-5 Teachers	Brandi Massey	
11/8/18	SS Unit Planning	5th Grade	Whitnee Grant/Jeanette Hearn	Tami Finley
11/12/2018	Mentee Training	Mentees/Mentors	Whitnee Grant/Jeanette Hearn	
11/13/19	Accountable Talk/Benchmarking	Grove Staff	Whitnee Grant/Jeanette Hearn	Lauren Jennings
11/14/19	Mini-Lessons	Grove Staff	Whitnee Grant/Jeanette Hearn	Brandi Massey
11/15/18	Math Unit Planning	3rd Grade	Whitnee Grant/Jeanette Hearn	Kristen Griffen
12/6/18	Math Unit Planning	5th Grade	Whitnee Grant/Jeanette Hearn	Kristen Griffen
12/12/18	Capturing Kids Hearts	Grove Staff	Process Champions	
12/17/2018	Mentee Training	Mentees/Mentors	Whitnee Grant/Jeanette Hearn	
12/19/18	Vertical Teams	Grove Staff	Whitnee Grant/Jeanette Hearn	
1/8/19	Math Unit Planning	4th Grade	Whitnee Grant/Jeanette Hearn	Kristen Griffen
1/16/2019	Text Dependent Analysis	Grove Staff	Brandi Massey	
1/9/19	Capturing Kids Hearts	Grove Staff	Process Champions	
1/28/2019	Mentee Training	Mentees/Mentors	Whitnee Grant/Jeanette Hearn	

2/13/19	Capturing Kids Hearts	Grove Staff	Process Champions	
2/20/19	Mathematical Process Skills	Grove Staff	Whitnee Grant/Jeanette Hearn	Kristen Griffen
2/26/2019	Mentee Training	Mentees/Mentors	Whitnee Grant/Jeanette Hearn	
3/4/19	K5-1st Data Days/ Math Unit Planning	Grove Staff	Whitnee Grant/Jeanette Hearn	Kristen Griffen
3/5/19	2nd/3rd Data Days/Math Unit Planning	Grove Staff	Whitnee Grant/Jeanette Hearn	Kristen Griffen
3/6/19	4th/5th Data Days/Math Unit Planning	Grove Staff	Whitnee Grant/Jeanette Hearn	Kristen Griffen
3/13/19	Capturing Kids Hearts	Grove Staff	Process Champions	
3/18/2019	Mentee Training	Mentees/Mentors	Whitnee Grant/Jeanette Hearn	
3/20/19	Vertical Teams	Grove Staff	Whitnee Grant/Jeanette Hearn	
4/10/19	Writing Workshop	Grove Staff	Whitnee Grant/Jeanette Hearn	
4/22/2019	Mentee Training	Mentees/Mentors	Whitnee Grant/Jeanette Hearn	
5/6/19	5K Math Unit Planning	Grove Staff	Whitnee Grant/Jeanette Hearn	Kristen Griffen
5/7/19	1st Math Unit Planning	Grove Staff	Whitnee Grant/Jeanette Hearn	Kristen Griffen
5/8/19	Capturing Kids Hearts	Grove Staff	Process Champions	
5/9/19	2nd Math Unit Planning	Grove Staff	Whitnee Grant/Jeanette Hearn	Kristen Griffen
5/13/19	3rd Math Unit Planning	Grove Staff	Whitnee Grant/Jeanette Hearn	Kristen Griffen
5/14/19	4th Math Unit Planning	Grove Staff	Whitnee Grant/Jeanette Hearn	Kristen Griffen
5/16/19	5th Math Unit Planning	Grove Staff	Whitnee Grant/Jeanette Hearn	Kristen Griffen

School Climate

School climate is a vital piece to student achievement. Teachers, fifth grade students, and fifth grade parents are surveyed annually to provide feedback to districts and schools regarding the school environment.

School Report Card Survey Data			
Percentage Satisfied with Learning Environment	2016	2017	2018
Parents	81.1%	93.1%	84.1%

Students	92.1%	89.6%	80%
Teachers	92.4%	90.2%	87%

School Report Card Survey Data			
Percentage Satisfied with Social and Physical Environment	2016	2017	2018
Parents	84.4%	86.2%	83.7%
Students	89.2%	90.5%	95%
Teachers	98.1%	97.6%	92.8%

School Report Card Survey Data			
Percent Satisfied with School-Home Relations	2016	2017	2017
Parents	84.4%	86.7%	76.8%
Students	91.1%	87.3%	86.4%
Teachers	83.1%	68.3%	49.1%

Link to Grove Elementary School's Report Card:

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTEwNA>

Action Plan

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 17.8% in 2016-17 to 35.2% 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 2.9% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 17.8 (2016-17)	School Projected Elementary 20.7	23.6	26.5	29.4	32.3	35.2
		School Actual Elementary 24					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52					

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level.	2018-2023	Instructional Leadership Team	0.00	District	Mastery Connect data; Walkthrough/Observations of Teachers; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world-class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Instructional Leadership Team * Guidance Counselor	0.00	District	Walkthroughs/Observations; Student Surveys
3. Increase instructional capacity through utilization of district/school professional development and regional and local conferences.	2018-2023	Instructional Leadership Team	TBD	District, General Fund, Title I Funds	Attendance reports; staff members sharing new knowledge during faculty meetings
4. Reduce class size to facilitate more classroom differentiation and skills mastery in ELA.	2018-2023	Instructional Leadership Team	TBD	Title I Funds	Mastery Connect data; Walkthrough/Observations of Teachers; SLO Data

ACTION PLAN FOR STRATEGY #2: Increase rigor and expectations in both instruction and assessment across content areas K-5 to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional learning opportunities to support teachers' development of learning targets, strategies that promote rigor, best practices for Balanced Literacy instruction, including Writers Workshop and Word Study.	2018-2023	Instructional Leadership Team; District Academic Specialists	29,000	Title I	Walkthroughs/Observations
2. Implement coaching cycles to improve common planning and instruction.	2018-2023	Instructional Leadership Team; * Instructional Coaches; Literacy Coach	\$0	NA	Walkthroughs/Observations; artifacts collected during coaching cycles; coaching cycle schedule
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Instructional Leadership Team; District Academic Specialists	\$0	NA	Mastery Connect Reports; Walkthroughs/Observations
4. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018-2023	Instructional Leadership Team; District Academic Specialists	\$0	NA	Mastery Connect Reports; Walkthroughs/Observations

ACTION PLAN FOR STRATEGY #2: Increase rigor and expectations in both instruction and assessment across content areas K-5 to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2018-2023	Instructional Leadership Team; District Academic Specialists	\$0	NA	Mastery Connect Reports; Walkthroughs/Observations
6. Provide Response to Intervention instruction to support students requiring extra support.	2018-2023	Instructional Leadership; Response to Intervention Teachers	200,000	District; Title I; State funds	Mastery Connect Reports (grade 2); FastBridge data
7. Continue to implement a Balanced Literacy program consisting of independent reading time, standards based instruction, and individualized guided reading instruction.	2018-2023	Instructional Leadership Team; Classroom Teachers	\$0	NA	Walkthroughs/Observations
8. Use the GCSD Instructional Protocol to guide instructional planning and delivery.	2018-2023	Instructional Leadership Team	\$0	NA	Evidence of collaborative planning, classroom observations, coaching cycle documentation

ACTION PLAN FOR STRATEGY #3: Provide extended opportunities for students to master grade level standards.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide additional instructional support in ELA and test-taking skills through tutorial offered after school. Students identified through Mastery Connect data.	2020	Title I Instructional Facilitator	\$7,447	Title I	Pre/Post Test Analysis; Mastery Connect data

ACTION PLAN FOR STRATEGY #4: Provide appropriate technology for student learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to provide professional development and coaching cycles to teachers through district technology facilitator.	2018-2023	Instructional Leadership Team; Technology Facilitator	\$0	NA	Classroom observations; lesson plans
2. Technology materials refreshed for student use.	2019-2023	Instructional Leadership Team; Technology Committee; District personnel	TBD	District; Title I	Technology purchased

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 20.4% in 2016-17 to 36.96% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2.76% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 20.4 (2016-17)	School Projected Elementary 23.16	25.92	28.68	31.44	34.2	36.96
		School Actual Elementary 34					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 54 (2016-17)	District Projected Elementary 57	57	60	63	66	69
		District Actual Elementary 60					

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level.	2018-2023	Instructional Leadership Team	0.00	District	Mastery Connect data; Walkthrough/Observations of Teachers; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world-class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	Instructional Leadership Team * Guidance Counselor	0.00	District	Walkthroughs/Observations; Student Surveys
3. Increase instructional capacity through utilization of district/school professional development and regional and local conferences.	2018-2023	Instructional Leadership Team		District, General Fund, Title I Funds	Attendance reports; staff members sharing new knowledge during faculty meetings
4. Reduce class size to facilitate more classroom differentiation and skills mastery in Math.	2018-2023	Instructional Leadership Team		Title I Funds	Mastery Connect data; Walkthrough/Observations of Teachers; SLO Data

ACTION PLAN FOR STRATEGY #2: Increase rigor and expectations in both instruction and assessment across content areas K-5 to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional learning opportunities to support teachers' development of learning targets, strategies that promote rigor, best practices for Math and promotes reasoning and problem solving.	2018-2023	Instructional Leadership Team; District Academic Specialists	\$0	Title I	Walkthroughs/Observations
2. Implement coaching cycles to improve common planning and instruction.	2018-2023	Instructional Leadership Team; *Instructional Coaches; Literacy Coach	\$0	NA	Walkthroughs/Observations; artifacts collected during coaching cycles; coaching cycle schedule
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Instructional Leadership Team; District Academic Specialists	\$0	NA	Mastery Connect Reports; Walkthroughs/Observations
4. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2018-2023	Instructional Leadership Team; District Academic Specialists	\$0	NA	Mastery Connect Reports; Walkthroughs/Observations
5. Use formative assessments to	2018-2023	Instructional Leadership	\$0	NA	Mastery Connect Reports; Walkthroughs/Observations

ACTION PLAN FOR STRATEGY #2: Increase rigor and expectations in both instruction and assessment across content areas K-5 to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
inform remediation and enrichment for the purpose of increasing DOK.		Team; District Academic Specialists			
6. Provide Response to Intervention instruction to support students requiring extra support.	2018-2023	Instructional Leadership; Response to Intervention Teachers	\$50,000	District; Title I	Mastery Connect Reports
7. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary.	2018-2023	Instructional Leadership Team District Academic Specialists	\$0	NA	Observations, lesson plans, classroom evidence of vocabulary instruction (word walls, student talk, etc.)
8. Use the GCSD Instructional Protocol to guide instructional planning and delivery.	2018-2023	Instructional Leadership Team	\$0	NA	Evidence of collaborative planning, classroom observations, coaching cycle documentation

ACTION PLAN FOR STRATEGY #3: Provide extended opportunities for students to master grade level standards.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide additional instructional support in Math and test-taking skills through tutorial offered after school. Students identified through Mastery Connect.	2019	Title I Facilitator	\$8000	Title I	Pre/Post Test Analysis; Mastery Connect data

ACTION PLAN FOR STRATEGY #4: Provide appropriate technology for student learning.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to provide professional development and coaching cycles to teachers through district technology facilitator.	2018-2023	Instructional Leadership Team; Technology Facilitator	\$0	NA	Classroom observations; lesson plans
2. Technology materials refreshed for student use.	2018-2023	Instructional Leadership Team; district personnel	TBD	District; Title I	Technology purchased

ACTION PLAN FOR STRATEGY #5: Build metacognitive awareness with texts valued in mathematics (such as graphs, charts, and real-world word problems).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Scaffold student thinking through	2018-2023	Instructional Leadership Team	\$0	NA	Unit/lesson plans, classroom

ACTION PLAN FOR STRATEGY #5: Build metacognitive awareness with texts valued in mathematics (such as graphs, charts, and real-world word problems).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
modeling and think alouds to support independence as mathematicians who are conceptual and critical thinkers.					observations, evidence of collaborative planning
2. Incorporate real-world problem solving and critical thinking opportunities into daily instruction and assessment.	2018-2023	Instructional Leadership Team	\$0	NA	Rigorous, aligned formative assessment; classroom observations, lesson plans

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

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 2.06% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only 33%	School Projected Elementary 33	35.06	37.12	39.18	41.24	43.3

		School Actual Elementary 33					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary 60					

ACTION PLAN FOR STRATEGY #1: Provide extended opportunities for students to master grade level standards.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Grade level teams will work collaboratively to dissect standards and build units using a backwards planning model. Integration, including related arts, will be a focus.	2018-2023	Instructional Coaches; District Academic Specialists	NA	NA	Mastery Connect data; walkthroughs/observations; lesson plans
2. Implement coaching cycles to improve common planning and instruction.	2018-2023	Instructional Leadership *Instructional Coaches; Literacy Coach	\$0	NA	Walkthroughs/Observations; artifacts collected during coaching cycles; coaching cycle schedule

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

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

PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 1% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only 57%	School Projected Elementary 57	58	59	60	61	62
		School Actual Elementary 57					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	District Projected Elementary 81	81	84	87	90	93
		District Actual Elementary 78					

ACTION PLAN FOR STRATEGY #1: Provide extended opportunities for students to master grade level standards.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Grade level teams will work collaboratively to dissect standards and build units using a backwards planning model. Integration, including related arts, will be a focus.	2018-2023	Instructional Coaches; District Academic Specialists	NA	NA	Mastery Connect data; walkthroughs/observations; lesson plans
2. Implement coaching cycles to improve common planning and instruction.	2018-2023	Instructional Leadership Team *Instructional Coaches; Literacy Coach	\$0	NA	Walkthroughs/Observations; artifacts collected during coaching cycles; coaching cycle schedule

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

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

PERFORMANCE GOAL: 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	23% Meets Expectations and Exceeds Expectations	School Projected Hispanic 26	28	31	33	36	39
SC READY ELA SC SDE Website		School Actual Hispanic 28					
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	13% Meets Expectations and Exceeds Expectations	School Projected AA 16	19	22	26	23	32
SC READY ELA SC SDE Website		School Actual AA 18					

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	4% Meets Expectations and Exceeds Expectations	School Projected SWD 8	11	15	19	23	26
SC READY ELA SC SDE Website		School Actual SWD 7					
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	8% Meets Expectations and Exceeds Expectations	School Projected LEP 11	15	18	22	25	28
SC READY ELA SC SDE Website		School Actual LEP 28					
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	17 % Meets Expectations and Exceeds Expectations	School Projected SIP 20	23	26	29	32	35
SC READY ELA SC SDE Website		School Actual SIP 24					
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	28 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 30	33	35	38	40	42
SC READY Math SC SDE Website		School Actual Hispanic 39					
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	17 % Meets Expectations and Exceeds Expectations	School Projected AA 20	23	26	29	32	35
SC READY Math SC SDE Website		School Actual AA 22					

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	7 % Meets Expectations and Exceeds Expectations	School Projected SWD 11	14	18	21	25	29
SC READY Math SC SDE Website		School Actual SWD 12					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16					
SC READY Math SC SDE Website	17 % Meets Expectations and Exceeds Expectations	School Projected LEP 20	23	26	29	32	35
SC READY Math SC SDE Website		School Actual LEP 38					
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	20 % Meets Expectations and Exceeds Expectations	School Projected SIP 23	26	29	32	35	38
SC READY Math SC SDE Website		School Actual SIP 32					
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: Increase the effectiveness of data-based core instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide support for implementing data driven reflective conversations to improve teaching practice.	2018-2023	Instructional Leadership Team	\$0	NA	Grade level/curriculum meetings
2. Provide strategy and content support for teachers.	2018-2023	Instructional Leadership Team	\$0	NA	District/school based professional development that provide best practice strategies to teachers; lesson plans; observations
3. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Instructional Leadership Team	\$0	NA	PD offerings, evidence of strategies in lesson plans and during observations

ACTION PLAN FOR STRATEGY #2: Improve use of Multi-Tiered Systems of Support (MTSS).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to implement OnTrack to evaluate and monitor attendance, behavior, and grades for individual students in order to provide needed support.	2018-2023	Instructional Leadership Team * OnTrack Facilitator, School Psychologist	\$0	NA	Evidence of EWRS intervention logs and regular team meetings
2. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2023	Instructional Leadership Team	\$0	NA	Evidence of EWRS intervention logs and regular team meetings

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell	Criterion Reference Measure	School Projected					

		School Actual	Baseline will be established in Spring 2019				
Fastbridge	Norm Reference Measure	School Projected					
		School Actual	Baseline will be established in Spring 2019				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds	School Projected		Grade 2 – 36% Grade 5 – 22%	Grade 2 – 38% Grade 5 – 25%	Grade 2 – 40% Grade 5 – 28%	Grade 2 – 42% Grade 5 – 31%
South Carolina MAP Linking Study – December 2016	2 nd grade criteria RIT = 189 62 nd percentile 5 th grade criteria RIT = 216 66 th percentile	School Actual	Grade 2 – 33.6% Grade 5 – 18.6%				
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	District Projected		Grade 2 – 38% or above Grade 5 – 34% or	Grade 2 – 38% or above Grade 5 – 34% or	Grade 2 – 38% or above Grade 5 – 34% or	Grade 2 – 38% or above Grade 5 – 34% or

South Carolina MAP Linking Study – December 2016	2 nd grade criteria RIT = 189 62 nd percentile 5 th grade criteria RIT = 216	District Actual	Grade 2 – 40% Grade 5 – 42%				
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ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implementation of professional development to support K5 teachers in building capacity for consistent implementation of all the GCS Balanced Literacy Framework components.	2018-2023	Instructional Leadership Team; District Academic Specialists	\$0	District	Professional Development Plan; observations; lesson plans
2. Implement Balanced Literacy with fidelity.	2018-2023	Instructional Leadership Team	\$0	NA	Observations, lesson plans
3. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness).	2018-2023	Instructional Leadership Team; District Academic Specialists	\$0	NA	Observations, lesson plans, increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments
4. Continue to implement common planning across grade levels to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Instructional Leadership Team	\$0	NA	Master schedule, evidence of common planning –agendas, lesson plans

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Coach teachers in instructional best practices using the district coaching framework.	2018-2023	Instructional Leadership Team * Instructional Coaches; Literacy Coach	\$0	NA	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
6. Support comprehension and effective communication through intentional planning and authentic use of vocabulary.	2018-2023	Instructional Leadership Team	\$0	NA	Classroom evidence of content vocabulary usage; lesson plans, assessments, observations
7. Provide intentional support for consistently scheduled, sustained independent reading.	2018-2023	Instructional Leadership Team	\$0	NA	Continue to replenish classroom libraries that offer a wide selection of texts; observations of teacher lead focused reading conferences and small groups; students can articulate and demonstrate progress toward their goal
8. Scaffold student thinking through modeling, think alouds, and/or guided practice to support stamina, decision-making, and understanding of content.	2018-2023	Instructional Leadership Team	\$0	NA	Evidence provided in lesson plans and observations

ACTION PLAN FOR STRATEGY #2: Provide targeted reading interventions aligned to student needs as identified through evidence-based assessment (IE: FastBridge and Fountas and Pinnell Assessments).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Coach teachers in instructional best practices for Tier 2 and Tier 3 classroom interventions.	2018-2023	Instructional Leadership Team	\$0	NA	Coaching cycle documentation; observations; lesson plans
2. Implement the MTSS framework and intervention guidelines with fidelity.	2018-2023	Instructional Leadership Team * OnTrack Coordinator	\$0	NA	Formative and summative assessments to inform about the focus, duration, and effectiveness of the intervention.
3. Track pull-out interventions with students to ensure fidelity of implementation.	2018-2023	Instructional Leadership Team * RtI Coordinator/ Literacy Specialist	\$0	NA	Intervention data
4. Provide intensive professional development to reading interventionists to ensure the implementation of best practices.	2018-2023	District Instructional Leadership Team	\$0	NA	District professional development agendas; observations

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

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

PERFORMANCE GOAL: 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		TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	District Projected		TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1: Early identification of diverse teachers.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Identify teams where diversity is limited.	2018-2023	Instructional Leadership Team	0	NA	Ongoing focus; staff hired and interviewed
2. Identify quality diverse candidates.	2018-2023	Instructional Leadership Team	0	NA	Ongoing identification of candidates
3. Attend Shining Stars to recruit quality candidates.	2018-2023	Instructional Leadership Team	0	NA	Ongoing identification of candidates

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	95.8	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 94.5					

SC SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 94.5					
SC SDE School Report Card Survey	100	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 79					
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: Enhance lines of communication between the school and stakeholders regarding existing safety measures.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and effectively with all stakeholders that the school emergency response plan is in place and includes explanations of the training and drills that take place each year.	2018-2023	Administration	\$0	NA	Newsletters, social media posts, PTA/SIC Agendas
2. Continue to utilize social media, phone blasts, and newsletters to encourage parents, students, teachers, and community members to report any concerns or issues.	2018-2023	Administration	\$0	NA	Tips received from multiple stakeholder groups

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 0					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8					

Annual Expulsion Rate

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

ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.0	School Projected 0	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual 0					
ESSA Federal Accountability and SDE School Report Card	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual .04					

ACTION PLAN FOR STRATEGY #1: Increased community and student based education about Level II infractions and the criminal and disciplinary consequences.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to utilize Communities in Schools, mental health and guidance counselors, social worker, and behavior interventionist to identify and assist at-risk students.	2018-2023	Instructional Leadership Team	\$0	NA	Students matched with services
2. Increase awareness of community based resources that families can reach out to for guidance and support.	2018-2023	Social Worker, Title I Facilitator, Guidance Counselor, Parent Involvement Coordinators	\$0	NA	Information disseminated and utilized
3. Disseminate through student	2018-2023	Administration	\$0	NA	Documentation of information

ACTION PLAN FOR STRATEGY #1: Increased community and student based education about Level II infractions and the criminal and disciplinary consequences.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.					disseminated through various formats

ACTION PLAN FOR STRATEGY #2: Continued implementation of mental health intervention programs and other resources to identify potential issues and intervene in a timely manner.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to utilize the mental health counselor, guidance counselor, and behavior interventionist to identify potential issues, and provide interventions for student behaviors.	2018-2023	Instructional Leadership Team	\$0	NA	High fliers identified and interventions in place
2. Educate students, teachers, and parents so they are able to identify changes in behavior for themselves and peers, which may signify a need for intervention. (Use of Capturing Kids Hearts)	2018-2023	Social Worker, Guidance Counselor, Title I Facilitator, Parent Involvement Coordinators, Behavior Interventionist, School Psychologist, Mental Health	\$0	NA	Ongoing implementation of Capturing Kids Hearts

ACTION PLAN FOR STRATEGY #2: Continued implementation of mental health intervention programs and other resources to identify potential issues and intervene in a timely manner.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Counselor , Administration			

ACTION PLAN FOR STRATEGY #3: Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive school environment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Enhance the utilization of the Early Warning Systems to proactively intervene with students.	2018-2023	Instructional Leadership Team * OnTrack Facilitator	\$0	NA	GCSorce and interventions used throughout the district
2. Ensure every student connected with a caring adult.	2018-2023	Instructional Leadership Team	\$0	NA	Students connected with adults in school buildings or buses

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators) to establish a positive rapport with students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand mentoring program for students.	2018-2023	Guidance Counselor; Behavior Interventionist	\$0	NA	Mentor schedule
2. Enhance professional development to increase staff awareness and understanding of community served.	2018-2023	Instructional Leadership Team	\$0	NA	Community Tour for new staff

ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators) to establish a positive rapport with students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Continue to use Capturing Kids Hearts as protocol among all adults to communicate positively with students.	2018-2023	Instructional Leadership Team	\$0	NA	Observations

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

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95.2	School Projected	95	95	95	95	95
		School Actual 95.6					
	(2016-17) 95	District Projected	95	95	95	95	95

		District Actual 95					
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ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Consistently monitor attendance trends.	2018-2023	Instructional Leadership Team Attendance Clerk Social Worker	\$0	NA	Attendance Reports Review of attendance policies
2. Establish school protocol for personal contact to absent students.	2018-2023	Instructional Leadership Team * Attendance Clerk, Social Worker	\$0	NA	Documented Contacts
3. Use data from GCSource, teacher/staff, and parent referrals to identify at-risk students.	2018-2023	Instructional Leadership Team * OnTrack Facilitator	\$0	NA	Intervention Connection System reports for truant and chronically absent students

ACTION PLAN FOR STRATEGY #2: Implement and maintain a proactive attendance program.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Promote attendance with students and parents as an important part of school success.	2018-2023	Attendance Clerk, Social Worker	\$0	NA	Teacher/school direct contact with students

ACTION PLAN FOR STRATEGY #2: Implement and maintain a proactive attendance program.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Improve school-level interventions related to attendance.	2018-2023	Attendance Clerk, Social Worker, OnTrack Facilitator	\$0	NA	Parental participation in interventions.
3. Continue to increase hands-on, real world learning experiences to enhance student engagement	2018-2023	Instructional Leadership Team Teachers	\$0	NA	Observations; lesson plans
4. More actively involve students in mapping their future education plans and identifying life goals and the steps to attain those goals.	2018-2023	Instructional Leadership Team Guidance Counselor Teachers	\$0	NA	Goal setting conference documentation

ACTION PLAN FOR STRATEGY #3: Identify underlying causes of behavior and provide appropriate support.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase staff awareness and understanding of the community served.	2018-2023	Instructional Leadership Team	\$0	NA	Community Tour
2. Use data from GC Source, teachers/staff, and parent referrals to identify at-risk students to provide additional support.	2018-2023	Instructional Leadership Team	\$0	NA	Staff awareness of student concerns

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

ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Collect data surrounding social-emotional needs through student surveys	State to provide	Instructional Leadership Team	\$0	NA	Survey data collected and analyzed
2. Continue to implement OnTrack process, utilizing data and social-emotional survey results to match interventions school-wide and individual student needs.	2018-2023	Instructional Leadership Team * OnTrack Facilitator	\$0	NA	OnTrack data
3. Continue to use Capturing Kids Hearts and PBIS as relationship building tools.	2018-2023	Instructional Leadership Team	\$0	NA	Referral data
4. Utilize menu of support resources provided by the district to guidance counselors and social workers to meet student needs.	2018-2023	Instructional Leadership Team * OnTrack Facilitator, School Psychologist	\$0	NA	OnTrack data

ACTION PLAN FOR STRATEGY #2: Increase connectivity to health and wellness services.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide an annual community resource	2018-2023	Title I Facilitator, Parent	\$0	NA	Fair agenda

ACTION PLAN FOR STRATEGY #2: Increase connectivity to health and wellness services.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
fair for staff and parents.		Involvement Coordinators, Social Worker			
2. Provide community resources to families through community outreach programs that go into Grove neighborhoods.	2018-2023	Title I Facilitator, Parent Involvement Coordinators, Social Worker	\$0	NA	Agendas
3. Increase opportunities for physical activity throughout the school day to include learning through movement and active brain breaks.	2018-2023	Instructional Leadership Team Teachers	\$0	NA	Documentation of activity in lesson plans; observations

ACTION PLAN FOR STRATEGY #3: Reduce incidents of bullying through awareness training and promotion of healthy relationships.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Train staff and students on the anonymous reporting process.	2018-2023	Instructional Leadership Team	\$0	NA	Students/staff aware and able to report; meeting agendas
2. Education students on appropriate vs. inappropriate behaviors and the impact of their choices.	2018-2023	Administration	\$0	NA	School handbook

ACTION PLAN FOR STRATEGY #3: Reduce incidents of bullying through awareness training and promotion of healthy relationships.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Continue to implement a character education program that addresses bullying.	2018-2023	Guidance Counselor	\$0	NA	Lesson plans; observations
4. Explain district bullying policy with examples at PTA meeting during the first quarter of the school year.	2018-2023	Administration	\$0	NA	Meeting agenda
5. Seek opportunities to develop empathy among students.	2018-2023	Administration Teachers	TBD	Local	School initiatives to end social isolation and build empathy

ACTION PLAN FOR STRATEGY #4: Develop and foster social and emotional skills in students to develop the whole child.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement a strong social/emotional component into existing school character education plan.	2018-2023	Guidance Counselor	\$0	NA	Increased percentage of student scoring higher on the Social/Emotional portion of the WIN Learning Test
2. Provide professional development for teachers on best practice strategies for building social/emotional skills in students.	2018-2023	Instructional Leadership Team	\$0	NA	Evidence of strategies being used in classrooms during observations

ACTION PLAN FOR STRATEGY #4: Establish a classroom environment that promotes social, emotional, and intellectual well-being.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Build a positive learning environment supportive of all students.	2018-2023	Instructional Leadership Team Teachers	\$0	NA	Classroom conversations and reflections to support problem solving occurring across the school day; established classroom social contract, procedures, and expectations; students exercising autonomy and respect for adults and peers.