

Pelham Road Elementary

“A Community of Learners”

Strategic Plan/Portfolio

2018-19 through 2022-23



Mrs. Kristy Qualls, Principal
Pelham Road Elementary School

W. Burke Royster, Superintendent
Greenville County School District

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SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Pelham Road Elementary

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

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

Required Signature Page

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

Dr. W. Burke Royster		3/29/19
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Kristy Qualls		3/29/19
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		3/29/19
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jason Gillespie		3/29/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kay Phillips		3/29/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 All Star Way, Greenville South Carolina, 29615

SCHOOL TELEPHONE: (864) 355-7600

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Kristy Qualls
2. Teacher	Tracy Winetroub
3. Parent/Guardian	Diana Crow
4. Community Member	Catie Klutz
5. Paraprofessional	Margaret McCanless
6. School Improvement Council Member	Elizabeth Garrett
7. Read to Succeed Reading Coach	Kay Phillips
8. School Read To Succeed Literacy Leadership Team Lead	Kay Phillips
9. School Read to Succeed Literacy Leadership Team Member	Jaime Lovello

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

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

<input type="radio"/> No <input type="radio"/> N/A	account the student's social and cultural context.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parenting and Family Literacy</p> <p>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</p> <p>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</p> <p>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>

Table of Contents

INTRODUCTION AND EXECUTIVE SUMMARY	7
SCHOOL PROFILE	11
MISSION, VISION, AND BELIEFS	19
DATA ANALYSIS AND NEEDS ASSESSMENT	20
PROFESSIONAL DEVELOPMENT	25
ACTION PLAN	34

Introduction and Executive Summary



Pelham Road Elementary School Portfolio

The motto of Pelham Road Elementary is “**A Community of Learners**”. The Pelham Road Elementary portfolio documents our journey through the continuous improvement process. The portfolio provides our school community with an ongoing means for communication, continuous improvement and accountability. The portfolio also provides assurance to the public regarding the educational quality of our school by obtaining reaffirmation of our accreditation from AdvancED.

The categories used in this portfolio are based upon a model of continuous improvement, which is an expectation of our district and our state. These categories were selected because we believe these are merits for a strong foundation of a quality school.

The categories utilized in this school portfolio are:

Executive Summary

School Profile

Mission, Vision and Beliefs

Data Analysis and Needs Assessment

Action Plan

Executive Summary

As a result of a Greenville County Initiative every school is required each spring to complete a comprehensive evaluation of all school systems and report the findings and Action Plan in a school portfolio. With leadership from Administration, the Instructional Coach and teacher input, the members of Pelham Road are assigned to committees that update and revise the portfolio each year. The portfolio is aligned with the requirements of Greenville County Schools and the State Department of Education. All parents and members of the School Improvement Council are invited to participate in this process. An electronic copy is available for parents, faculty, and staff on the Pelham Road website.

	Literacy	Math	Science	Social Studies	Technology
K5	Sinclair	Duncan	Smallridge	Riservato	Nguyen
1 st	Foster-Lee	Fox	A. Brown	Coker, Adams	Gallagher
2 nd	Holtzclaw	Lollis	LoVine	Capelli	Garrett
3 rd	Banning	Jeffress	B. Brown	Gandy-Miller	Revell
4 th	Harden	Stokes	Coan	Gilmore	Earley
5 th	Lovello	Peck	Dujardin	Carpenter	Reeder
Specialist	Jordan Phillips Winetroub		Roberts	Brice	Edmonston Qualls
Related Arts			Hobbs	Goodrick	Brearley
Additional Members	Farmer	Robbins	Sultan	Garrison	Yarem

Summarized Findings of Student Achievement

Academic goals are the foundation for the delivery of instruction within the classroom. At Pelham Road, we make the necessary steps to ensure that all students are learning at their potential. After careful review of demographic data, survey questionnaire results, and student achievement data, an effective strategic plan for student achievement, complete with goals and objectives, was created. Benchmarks were identified for gains in both reading and math. Staff development activities, which include the implementation of STEAM projects, Fountas and Pinnell Balanced Literacy and our continual development for effective PLC's, are all focused on meeting students' various academic needs. The staff, Faculty Council, and SIC update the goals and objectives determined by the strengths and limitations of current data. Data is disaggregated, discussed, and priorities are established for the upcoming school year

- 72.8 % of third through fifth grade students met and/or exceeded standard on SC Ready ELA during 2015-2016 with a slight increase to 73.5% during 2016-2017.

- 73.5 % of third through fifth grade students met and/or exceeded standard on SC Ready ELA during 2016-2017 with an increase to 76.2 % during 2017-2018.
- 74.3% of third through fifth grade students met and/or exceeded standard on SC Ready Math during 2015-2016 with an increase to 78.2% during 2016-2017
- 78.2% of third through fifth grade students met and/or exceeded standard on SC Ready Math during 2016-2017 with an increase to 79.7% during 2017-2018.
- 82.7% of fourth and fifth grade students scored met and/or exemplary on SCPASS Science during 2015-2016 with a decrease to 71.8% during 2016-2017
- 71.8 % of fourth and fifth grade students scored met and/or exemplary on SCPASS Science during 2016-2017 with an increase to 74.2% (fourth grade) during 2017-2018.
- 89.9% of fourth and fifth grade students scored met and/or exemplary on SCPASS Social Studies during 2015-2016 with an increase to 90.3% during 2016-2017
- 90.3% of fourth and fifth grade students scored met and/or exemplary on SCPASS Social Studies during 2016-2017 with an increase to 93.5% (fifth grade) during 2017-2018.
- For the 2017-2018 and 2018-2019 school years, our Winter MAP scores in both second and fifth grades scored above the district average in both reading and math.

Steps for Continuous Improvement

- Continue to examine and monitor student progress and results as identified through standardized testing and Mastery Connect (TE21) Benchmarking
- Working extensively with our Special Education team to create a stronger model for delivery of services including both inclusive and pullout services. We are working closely with the district to implement a program that will meet the individual needs of all special education students.
- Continue to grow our Makerspace Lab
- Continue the support of Pelham Road's Literacy Mentors
- Continue the ongoing evaluation of technology within each classroom.
- Continue to develop and grow ourselves as an effective PLC, including the use of common assessments, common grading practices and the continued use of effective instructional strategies in the classroom.
- A plan for purposeful, differentiated and meaningful staff development.
- Training and implementation of Fountas & Pinnell and a strong Balanced Literacy Program.
- Utilize district supported curriculum with all students
- Provide support to teachers in the use of state standards
- Ongoing evaluation of the strategic five-year school plan.
- Increase the use of Depth of Knowledge Descriptors, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom

Summarized Findings for Teacher and Administrator Quality

- 100% of Pelham Road administration and staff are highly qualified
- 83% of Pelham Road staff members hold advanced degrees
- 7 Pelham Road teachers hold National Board certification
- Quality staff development is provided on campus and through Greenville County School District
- Professional development focus is in the area of Balanced Literacy – Language and Word Study, Reader's Workshop, Writer's Workshop and Guided Reading
- Staff development is designed to help teachers maintain highly qualified certification
- The Leadership Team, with input from the staff, has created a professional development plan that will focus on building teacher leaders and strengthening our instructional program

- Technology staff development is provided to help teachers meet State Department technology proficiency as well as provide a student-centered approach to learning

Needs Assessment for Teacher and Administrator Quality

- Reaching all ability levels to close the achievement gap for all subgroups
- Continuing to fund a computer lab instructor through local funds
- Increasing the use of student technology in all classrooms
- Continuing to provide current and trending educational technology professional development
- Continuing to provide professional development in the area of Balanced Literacy
- Continue to analyze common formative and summative assessments and plan instruction through the use of data analysis in Professional Learning Communities
- Continue to look for ways to challenge our high-performing students

Summarized Findings for School Climate

Needs Assessment for School Climate (Parent Survey)

- According to our parent survey from the yearly report card, the following percentage of parents indicated satisfaction with our learning environment:
2015- 84.9%
2016- 93%
2017- 89.6%
2018- 95.4%
- According to our parent survey from the yearly report card, the following percentage of parents indicated satisfaction with our school-home relations:
2015- 68%
2016- 84%
2017- 75%
2018- 88.5%
- We will continue to work to improve communication, increase participation, and help parents be an integral part of their child's education.

Pelham Road's Significant Challenges

- Achievement Gap between disabled and non-disabled in ELA and Math
- Achievement Gap with African American students in ELA and Math
- Achievement Gap between our males and females in the area of ELA

Pelham Road's Significant Awards and Accomplishments

- National Blue Ribbon School of Excellence
- Palmetto's Finest
- South Carolina Blue Ribbon School Award
- Exemplary Writing School
- Red Carpet School Award
- School Incentive Award Winner
- Terrific Kids
- Safe Kids School Award Winner

- State PTA Reflection Winner
- District Science Fair Winner
- Palmetto Gold Award Winner
- Palmetto Silver Award Winner
- National PTA School of Excellence
- PTA 100% membership for 35 consecutive years
- 7 National Board Certified Teachers
- Greenville Drive Reading Hall of Fame School
- Presidential Academic Fitness Award
- Afterschool Chess Club for K-5
- Afterschool Lego Club
- Afterschool Coding Club
- TASCK Force (Kindness Club)
- National Junior Beta Club
- Upstate Mentor Program

School Profile

Pelham Road Elementary School is helping all students develop world class skills and life and career characteristics of the Profile of the South Carolina Graduate by the blending of traditional studies and technology in a supportive, student-centered, and academically challenging learning environment. This environment is provided through the implementation of our school vision: “**A Community of Learners.**” We demonstrate this vision by challenging our students with best practices to reach their full potential and by the continuous professional development of our teachers. Our teachers are continually seeking ways to learn new and effective strategies to implement in their classrooms. Teachers implement Greenville County School’s Balanced Literacy Framework, Guided Math, science kits and a variety of online enrichment computer programs. We also provide early reading intervention through our Reading Interventionists, vertical articulation, computer lab instruction, and interactive technology use with promethean boards, Chromebooks and iPads. Strong reading and writing integration across the curriculum provides students with a solid Language Arts foundation.

We are proud of our history of academic success at Pelham Road Elementary. The Palmetto Gold and Silver Awards Program recognizes and rewards schools for attaining high levels of absolute performance and high rates of growth. We have a variety of factors that ensure our success including an outstanding volunteer program with over 31,500 volunteer hours logged each year. Our volunteers tutor, provide assistance during field trips and in school labs, and help with special programs such as our SIC Book Blast, Read Across America Day and STEAM Day. Our student leadership raises money for local charities such and agencies that help

abused and neglected animals and impoverished communities in our local area. We also pride ourselves for offering a Coding and Lego Club for our intermediate grades as well as a Chess Club after school for students in kindergarten through fifth grades. Our extended day program provides safe and stimulating activities for more than 200 children, starting with homework help and enrichment offerings in art, music, and PE. At Pelham Road Elementary we believe the school, family and community must share the educational responsibility of our students. Our mission, in partnership with our home and community, is to **PREPARE, RESPECT, ENRICH and SUCCEED**. We will continue to move forward to maintain the excellent education we provide for our students and community. We are indeed proud to be called “**A Community of Learners**”.

Student Population/Enrollment

Demographics	2015-2016	2016-2017	2017-2018	2018-2019
Total Enrollment	706	724	772	770
African American	100	80	75	75
Caucasian	511	523	553	566
Hispanic	37	40	43	33
Asian	22	41	52	56
Other	n/a	40	39	42
Disabled	143	101	94	128
Subsidized Meals	188	165	153	134

Pelham Road Elementary is a neighborhood school with most neighborhoods being middle class. Approximately 73% of our students are Caucasian, 10% African American, 4% Hispanic and 8% Asian. Our poverty index is approximately 28.19% and our FARMS population is approximately 17%. We serve 141 students in our challenge program and 128 of our students are identified as disabled receiving services such as, but not limited to, speech, occupational therapy, resource, as well as our ED and Multi-Categorical self-contained students.

Enrollment for 2018-2019 by grade level is as follows:

K5	First	Second	Third	Fourth	Fifth	Total
135	124	130	121	131	131	772

School Personnel

Our Administration

Mrs. Kristy Qualls

I am truly humbled and blessed to be a part of an outstanding school community with a strong reputation for academic success and parental support. The outstanding work that has been accomplished at Pelham Road speaks to the dedication and commitment of collaboration within the school. I share the same drive and passion for excellence!

I received my undergraduate degree from Clemson in Early Childhood Education. I also have a Master's degree from Columbia College in Divergent Learning and a Master's in School Leadership from Furman University. I have been dedicated to public education and Greenville County Schools for more than seventeen years. My teaching career began at Alexander Elementary School as a classroom teacher, mostly in 3rd grade. I taught 2nd and 3rd grades at A.J. Whittenburg for two years. My administrative journey also began at A.J. Whittenburg! I was named Administrative Assistant in 2012 and served in this role for 3 years before transitioning to Welcome Elementary School as Assistant Principal for the 2015-2016 school year.

I am elated to work as a partner in education continuing to provide students with a quality education. I love building positive, healthy relationships with the school community and work hard to continue and grow the legacy of success established at Pelham Road.

Mrs. Roberts, Assistant Principal

I am pleased to continue my professional journey where it started! In 1997 I completed my student teaching experience in a first grade classroom at Pelham Road Elementary. I was then offered my first teaching job in that very same open classroom for the following school year. For 17 years I taught first, second, and third grades in various locations and settings. Each year stretched my passion for serving the families and communities of Greenville County Schools. After completing my master's degree in Educational Administration at The University of South Carolina (Go Gamecocks!), I have spent the past three years serving Sara Collins Elementary as Administrative Assistant. I am honored to bring my experiences back to Pelham Road. The love I have for this school and community has not diminished. Once an All Star, always an All Star!

I'm proud to be a part of an excellent, "All Star" staff that is fully committed to promoting and enhancing a positive, safe, learning environment for all of our students.

Instructional Staff

The staff at Pelham Road Elementary School includes: 1 principal, 1 assistant principal, 1 instructional coach, 1 guidance counselor, 34 classroom teachers, 3 self-contained special education teachers, 2 resource teachers, 1.5 speech teachers, 1 media specialist, 1 challenge teacher, 1 media clerk, 6 kindergarten assistants, 5 special education assistants, 1.2 music teachers, 1.2 art teachers, 1.2 physical education teachers, 1.5 reading interventionists, and .5 literacy specialist/coach.

The faculty and staff's educational levels include 17 that have a Bachelor's degree, 35 that have an advanced degree, one Doctoral degree and seven that have National Board certification. Teaching experiences range from 1 to 44 years with an average of 21.5 years.

Guidance Support

Students at Pelham Road Elementary receive a high level of support from our school counselors. Students are provided a comprehensive, developmental guidance program for all students. Direct services include classroom guidance lessons, small group sessions and individual counseling. As needed, our counselors provides crisis intervention for the school community. Indirect services include consultation with parents, teachers and administrators. The program assists students' growth in the three major areas as defined by the state. They are: Learning to learn (academic development), Learning to work (career development), and Learning to live (personal/social development).

PTA

Pelham Road Elementary has a very active PTA. Our PTA continuously raises funds to enhance our school both physically and educationally. They have raised funds to install an outdoor track which has become an integral part of our physical education program as well as paid for copies and supplied countless volunteers to assist with various programs. Each year PTA supplies teachers with supply money for their classrooms. They also boost morale and spread cheer by providing staff breakfasts, lunches and numerous treats throughout the year. They have also purchased student technology for our classrooms such as Chrome Books, iPads, and Promethean Boards. Pelham Road is proud to have 100% PTA membership for the last 37 years.

Pelham Road Elementary is blessed with parents who volunteer to support our educational priorities. In each of the last three years, our parents have logged over 31,500 volunteer hours. Volunteer parents and community volunteers help manage and support helping teachers by making copies, working on hall displays, classroom tutoring, promoting Box tops 4 Education and STEAM Day. Parents also provide support services to teachers in the classroom. The Pelham Road PTA conducts Boosterthon, Art Night, Reflections, Spring Fling, Donuts for Dudes and Housewise Streetwise.

SIC

The School Improvement Council (SIC) serves as an advisory body to the school's principal and faculty. The council works collaboratively to develop and implement a five-year school improvement plan. They also monitor and evaluate success in reaching the plan's objectives and to write an annual report to the parents about the progress of the plan. This year our SIC has been keeping abreast of policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational opportunities and most important, school safety. SIC plays a key role in bringing together parents, educators, and community stakeholders to work collectively to improve Pelham Road.

Business Partners/Community Partnership

Pelham Road Elementary is fortunate to collaborate with Bob Jones University, Furman University, USC Upstate, Converse College, Clemson University and North Greenville University. Teacher Cadets, practicum students and student teachers collaborate with our staff and students. This partnership allows students at the universities the ability to work with students in a school under the supervision of highly qualified staff members. The exchange of innovative ideas is reciprocal and both communities are enriched by the collaboration. Community partners include Moe's Southwest Grille, Sharon Gillespie, TCBY, Summers

Orthodontics, Palmetto Orthodontics, Piedmont Podiatry, Carolina Academy, Chick-Fil-A, Chuck E Cheese, Topsy Taco, State Farm, Texas Roadhouse, Strossner's Bakery, Greenville Drive and Greenville Swamp Rabbits.

Each year our student council sponsors service events to raise money and supplies for organizations in need. Students participate in many charitable and service-oriented projects including food and clothing drives, collecting items for our troops, and raising money for organizations such as Harvest Hope, ALS Center, Make a Wish Foundation and The Last Chance Animal Rescue.

Major Academic and School Programs

Vertical Teams

Our school has adopted a shared Professional Learning Communities (PLC) approach to leadership. The faculty is divided into five committees (ELA, Math, Science, Social Studies and Technology). These committees gather data pertaining to their curriculum area and meet together monthly to analyze our student achievement data and ensure that all students are making gains. These vertical teams are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do. Pelham Road is using a vertical teaming approach that includes a representative of each grade level as well as a member of the Related Arts team and Leadership. Vertical teams meet once a month to ensure that teachers have the opportunity to collaborate in order to improve upon best practices of teaching and learning.

Data Teams

Each team member meets regularly to hold ongoing discussions concerning data within their particular grade level. Teachers collaborate to collect and chart data, analyze strengths and obstacles of student work, brainstorm best practice strategies for the varied levels of work, establish achievable goals and determine results indicators for their students. This process is designed to bring about greater learning for teachers to ultimately increase student achievement.

Faculty Council

Faculty Council is one of the most valuable vertical team/professional learning communities in the building. This team meets with the Leadership Team monthly. The team discusses everything from schedules, professional development opportunities, curriculum, as well as assessments and data which drive our instructional practices.

Balanced Literacy

Greenville County Schools have adopted the model for teaching reading and writing called balanced literacy. Balanced literacy refers to a set of instructional literacy practices, which include procedures for teaching to the whole class, small groups, and individuals according to the need and interest of students. The goal of balanced literacy is to create a genuine appreciation for reading and writing and build lifelong readers. Engagement and motivation are crucial components for children as they learn to read. Adults must foster joy in and

purposefulness for reading because students will not become proficient readers if they do not enjoy the experience or see any value in it.

Literacy gets “balanced” through instruction in reading, writing, and word study. In a balanced literacy classroom, the teacher will gradually release support as the students become more capable and are able to learn on a more independent level.

The following are keys principles in effective reading instruction:

- Students learn to read by reading continuous text.
- Students need to read high-quality texts, a variety of texts, and a large quantity of text to build a reading process.
- Students need to read different text for different purposes.
- Students need to hear many texts read aloud.
- Students need different levels of support at different times.
- “Level” means different things in different instructional context.
- The more students read for authentic purposes, the more likely they are to make a place for reading in their lives.

Community of Makers

Community of Makers is a STEAM driven extension of the library funded by a grant from Public Education Partners. Greenville County Schools has established a Makerspace as a student-centered area where students can practice creativity and innovation while thinking critically and solving problems. The PRES Makerspace follows GCS recommendations by providing students with a place where they can demonstrate the Standards for the 21st Century Learner, including the ability to:

- Inquire
- Think Critically
- Gain Knowledge
- Draw Conclusions
- Make Informed Decisions
- Apply Knowledge to New Situations
- Create New Knowledge

Response to Intervention

The overall goal of RTI is to accelerate students who do not meet grade level reading expectations by improving their reading and comprehension skills to the level of achievement that they need to become independent and successful readers. Fountas and Pinnell’s Leveled Literacy Intervention (LLI) program is used to instruct students. LLI is a scripted yet carefully designed intervention program that provides intensive small group instruction to students who find reading and writing difficult. There are four basic activities that are essential parts of LLI lessons: rereading text, phonics and word work, reading a new book, and writing about reading. Lessons are designed to provide students with opportunities to read more complex texts with accuracy, fluency, and comprehension

All kindergarten and first grade students are screened in the fall, winter, and spring. Students who fall in the “high risk” below the 15th percentile range are served in small reading intervention groups. Progress monitoring is done every 10 lessons on students in the program. A student is considered for dismissal from the program when he/she meets his/her FastBridge fluency goal. The student must successfully meet or surpass his/her goal three times. Students who have been dismissed are monitored for the remainder of the year to ensure their success.

Second and third grade students are screened in the fall, winter, and spring. Students who fall in the “at risk” (Fast Bridge - below 25th percentile and Fountas and Pinnell - below Grade Level) range are served in small reading intervention groups. Progress monitoring is done every 10 lessons on students in the program. A student is considered for dismissal from the program when he/she meets his/her FastBridge fluency goal. The student must successfully meet or surpass his/her goal three times. Students who have been dismissed are monitored for the remainder of the year to ensure their success.

Technology Integration

Instructional staff members are trained to use Promethean Boards, iPads, Chromebooks and document cameras to incorporate technology into instructional delivery to assist with meaningful student engagement. Our staff has participated in numerous professional development trainings in the area of Personalized Learning, various technology platforms and Discovery Education trainings to support student achievement.

The school also provides access to several computer based learning programs that aide in differentiating our curriculum. These programs are used in various grade levels for collaborative groups, in computer labs, enrichment activities and even at home. Students have access to:

- RAZ Kids
- Hearbuilder
- Star Reading
- Flocabulary
- Freckle
- Larson’s Math
- News ELA
- Read Works

OnTrack Greenville

Pelham Road was a pilot school for the OnTrack Greenville Initiative during the 2017-2018 school year and continues the OnTrack process as this program is designed to addresses each student’s unique needs.

- Fueled by a federal Social Innovation Fund grant, United Way of Greenville County, the Greenville Partnership for Philanthropy, the Riley Institute at Furman University and nonprofit partners have teamed up with Greenville County Schools to transform our community’s ability to help students stay on track, graduate and build a successful, thriving future.
- *OnTrack Greenville* is focused on implementing an Early Warning and Response System.
- Piloted effectively in other communities around the country, *OnTrack Greenville’s* Early Warning and Response System will utilize real-time data to identify students beginning to disengage from school as indicated by attendance, behavior, and course performance.

- Once a student is identified, a coordinated team of educators and experts develop a customized plan to match the student with the right response interventions and then monitor his/her progress over time.

G+ Initiative

Pelham Road students have had numerous experiences this school year with the District's initiative in "Building a Better Graduate" which supports our career awareness standards. It is best understood by the following statement from a global Google educator: "Don't ask kids what they want to be when they grow up but what problems do they want to solve." (Jaime Casap) Through field trips, implementing strategies for developing a growth mindset, working in small groups, collaborating with grade level teams, and creating career suggestions for our school mascot Uncle Jake, as well as hosting a Career Day for students in grades 2-5, Pelham Road keeps a strong focus on creating 'Career Awareness' and building character in all of our students.

Mentor Upstate

Pelham Road has been partnering with Mentor Upstate this year as we now have 20+ mentors. Adults in the community are trained through Mentor Upstate and have to meet Level 2 approval to volunteer their time to meet with a student. It requires 30 minutes each week to have intentional time with one student to encourage and support. These supporting relationships have made a big difference in the lives of our students. Teachers have also seen improvement in behavior and higher academic achievement.

TASCK Force

In the 2016-2017 school year, a fifth grade student spearheaded the creation of a kindness club and TASCK Force was born. Currently students in K-5 are nominated by teachers to participate in this group. Currently the TASCK Force boasts more than 20 members and a list of accomplishments as impressive as their student created mission statement: The All Star Compassion and Kindness Force is committed to inspiring a positive All-star community by modeling compassion and teamwork, and spreading kindness to everyone.

Extended Day Program

We are in our thirteenth year of our Extended Day Care program that is staffed by Pelham Road teachers, high school, and college students. Our program offers snacks, homework help, enrichment activities, and organized games to over 200 students each day. This past year, money generated from this program was used to help pay for educational materials and supplies as well as an Interventionist to assist in the Response to Intervention Program.

Student Involvement Programs

We continue to offer extra-curricular activities such as safety patrol, an award winning chorus, Beta Club, recycling club, morning news anchors, afterschool enrichment classes such as our Chess, Coding and Lego Clubs and various contests through PTA Reflections.

Mission, Vision, and Beliefs

Pelham Road Elementary certified staff members and representatives from stakeholder groups met throughout the 2016 school year to review and amend the Beliefs, Vision, and Mission of our school. The group was divided randomly into 8 groups which discussed each topic following a brief explanation. This activity generated a lot of good interaction and discussion. Over the course of the next month, the results of the inventory were presented and final revisions were made to the Beliefs, Vision, and Mission statements.

- Our mission of **Prepare, Respect, Enrich, and Succeed** (PRES) embodies our beliefs that all children can learn at high levels. The mission is being realized through the team efforts and examples set by our staff, parents, and other community volunteers.
- Our staff believes that effective learning must include curriculum and instruction that are aligned with state standards, integrated, and include opportunities for the use of technology and writing in all areas. Character education, after school enrichment opportunities, and inclusive practices provide a well-rounded education for all our students. In addition, our instruction is multi-tiered, takes place in individual, small, and large groups, and addresses the diverse learning styles of our population. A variety of assessments inform our instruction such as standardized tests, rubrics, benchmarks, conferencing, project based, observation, and peer and student evaluations. Differentiated testing models are used to insure that all students have the opportunity to show mastery in subject areas. They are utilized on an individualized basis. Our environment is enhanced through a community atmosphere, flexible scheduling in the Media Center, high expectations, a supportive administration, and a highly qualified and collegial staff.
- Due to these beliefs, we envision a school where there is mutual respect, responsibility and cooperation among the home and school community, the curriculum meets the needs of all students, and the environment is safe and inviting to all.

Data Analysis and Needs Assessment

The focus on Pelham Road Elementary is to provide equal education opportunities to all students, promote attitudes of self-worth, responsibility, success and confidence and provide a rigorous, comprehensive instructional program. Our comprehensive instructional programs focus on education as a shared responsibility between students, home, and staff. Alongside safety, student achievement and the academic growth of our students continue to be our top priority. We analyze data to determine school goals that address the academic needs of all students and ensure that our long range plans promote continuous improvement.

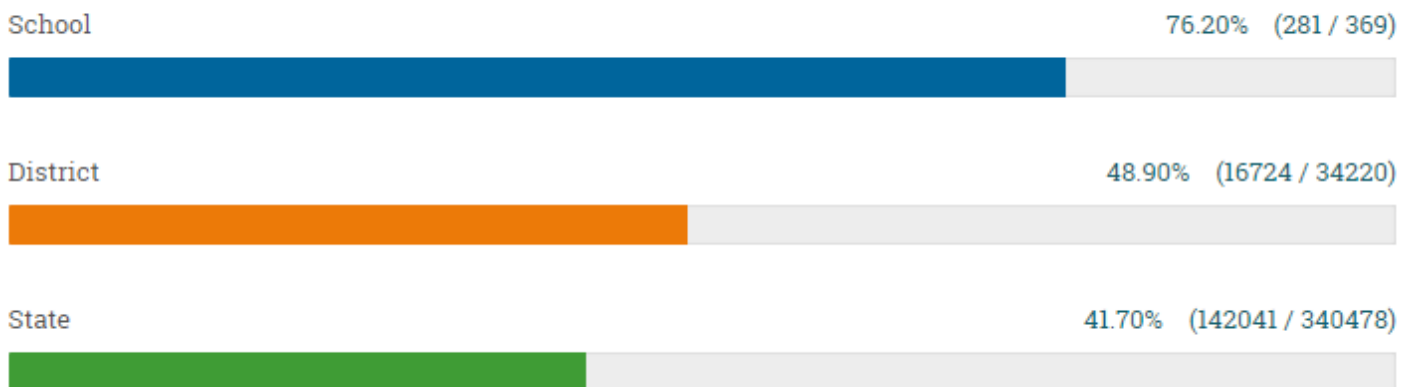
Student Achievement

SC Ready Overall Performance

	Pelham Road		Greenville County Schools	
ELA Total % Meets	2016	72.8	2016	49.9
	2017	73.5	2017	49.0
	2018	76.2	2018	48.9
Math Total % Meets	2016	74.3	2016	56.4
	2017	78.2	2017	54.0
	2018	79.7	2018	52.5

SC Ready Data ELA 2017-2018

English Language Arts (Reading and Writing) - Percent met and exceeding



ELA	THIRD			FOURTH			FIFTH		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Total % Meets	80.7	73.9	78.9	70.8	78.85	69.7	66.9	67.6	77.1

SC Ready Data Math 2017-2018

Mathematics - Percent met and exceeding

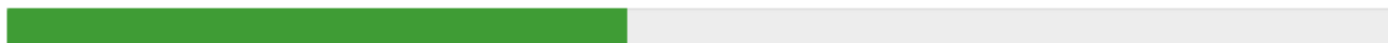
School 79.70% (294 / 369)



District 52.50% (17969 / 34218)



State 44.60% (151716 / 340466)



MATH	THIRD			FOURTH			FIFTH		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Total % Meets	81.6	83.8	81.3	75.3	86.0	76.5	66.9	63.0	80.2

SCPASS Science 2017-2018

Science - Percent Met or Exceeding

School 74.20% (95 / 128)



District 55.90% (9468 / 16951)



State 49.40% (83307 / 168710)



SCIENCE	FOURTH			FIFTH		
	2016	2017	2018	2016	2017	2018
Total % Meets and Above	78.8	76.9	74.20	86.6	66.7	N/A

SCPASS Social Studies 2017-2018

Social Studies - Met or Exemplary



Social Studies	FOURTH			FIFTH		
	2016	2017	2018	2016	2017	2018
Total % Meets and Above	92.4	95.9	N/A	87.4	84.7	93.5

Teacher and Administrator Quality

	Our School	Change from Last Year
Total Number of Teachers	43.0	Up from 42.0
Percent of teachers with advanced degrees	62.8	Down from 71.4
<u>Teacher attendance rate</u>	94.0	Up from 93.4
Average teacher salary	\$54,172	Up from \$52,135
Percent of teachers on continuing contract	88.4	Up from 88.1
Percent of teachers returning from previous year - current year	87.2	N/A
Percent of teachers returning from previous year - three year average	91.5	Down from 94.9
Percent of teacher vacancies for more than 9 weeks	0.0	No change
<u>Prime instructional time</u>	90.1	Up from 89.9
<u>Student-teacher ratio in core subjects</u>	23.0 to 1	Up from 22.1 to 1
Percent of inexperienced teachers teaching in core classes	12.5	N/A
Number of inexperienced teachers teaching in core classes	4	N/A
Percent of out-of-field teachers teaching in core classes	0.0	N/A
Number of out-of-field teachers teaching in core classes	0	N/A

Greenville County Schools uses the Performance Assessment for Teachers (PAS-T) as the model for our teacher evaluation. The PAS-T model is a South Carolina State Department approved model of teacher evaluation and is a modified form of ADEPT. This model provides assurance that schools are staffed with competent professionals who possess the knowledge and skills necessary to meet the needs of all students. ADEPT stands for Assisting, Developing, and Evaluating Professional Teachers and is the state regulation for supporting and evaluating teachers at all contract levels.

In the ADEPT/PAS-T system, there are different levels of support and evaluation. These levels are based on the contract the teacher holds.

INDUCTION: First year teachers are given Induction Contracts. Greenville County uses a First Year Success program to assist first year teachers in their Induction Year. Vital to this First Year Success program is a Mentoring Program. In their first year, teachers are assigned a trained mentor in their building to assist them as needed. They are also given written feedback periodically throughout the school year by their administrator and their mentor. In addition, First Year Success Seminars are held 5 times during the school year. The purpose of these seminars is to provide Induction teachers with a knowledge base of the PAS-T Performance Standards and to prepare them for formal evaluation. Induction Teachers are required to maintain a portfolio that is reviewed by their administration at the end of the school year. The Instructional Coach and Administration at Pelham Road meets regularly Induction Contract teachers to ensure both growth and success in the profession.

ANNUAL: Teachers can also be issued an Annual or Annual Diagnostic Assistance (ADA) Contract. Teachers holding an Annual Diagnostic Assistance contract are in many cases those teachers who have never taught in South Carolina before and come to Greenville County Schools with at least two years of successful experience from out of state. Some teachers are given an ADA contract because they may need an additional year of support prior to a formal evaluation year. Teachers with ADA contracts are supported with a trained mentor and are coached informally on the PAS-T system. In some cases, ADA contract teachers are also given an ADEPT Teacher Leader to help in assisting and developing them. Teachers in their second year of teaching or those teachers who held an ADA contract the previous year, are formally evaluated using the PAS-T model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. This three person team is made up of a building level administrator, an ADEPT Teacher Leader, and a peer teacher from another school. Each one of the team members observes the teacher and reviews artifacts two times during the school year in an unannounced observation. Following each of the observations, the teacher receives feedback in our electronic data warehouse called ePAS. Following three observations in the fall, the team meets together for a consensus meeting where the teacher's performance is discussed. The team comes to a consensus about the teacher's performance and assigns a rating to the performance. This process is repeated in the spring semester as well. Written feedback is given to the teacher prior to winter break and prior to April 15th.

CONTINUING: Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally evaluated using the PAS-T model. Teachers in cycle three receive a summative evaluation of their performance at the end of their cycle three year. Additional information about the cycles of evaluation can be found in the PAS-T Handbook. Overview of the Performance Assessment System for Teachers (PAS-T)

The PAS-T System has 8 Performance Standards

Each Performance Standard contains Performance Indicators that identify the key points in each of the standards.

1. Knowledge of Curriculum, Subject Content, and Developmental Needs
2. Instructional Planning
3. Instructional Delivery
4. Assessment
5. Learning Environment
6. Communication
7. Professionalism
8. Student Achievement

Each Performance Standard is rated on a four point scale.

1. Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria.
2. Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria
3. Needs Improvement: Minimal performance which requires assistance in order to produce high quality results
4. Unsatisfactory: Performance has not met the requirements contained in the job description as expressed in the evaluation criteria

Information on a teacher's performance is collected using multiple data sources.

Teachers will maintain information on their performance in a Portfolio. Teachers will also distribute Student Surveys. Observations, either formal or informal will be conducted by the members of the evaluation team. Teachers will use the process of Academic Goal Setting to show how the work of the teacher results in student progress.

We believe in providing teachers and staff members with quality professional development to support school goals. Our professional development plan is developed with input from all stakeholders in order to promote a community of professional learners. The district requires each teacher to participate in a minimum of 24 hours per year. At the school level, we provide teachers with a minimum of 12 of those hours.

Professional Development/Meeting Calendar

Pelham Road Elementary School

2018-2019

Faculty Meeting, PLC, Professional Development, Leadership, PTA, SIC, Office Staff

Date	Activity	Responsible Party
Aug. 13	Faculty Meeting	Principal
Aug. 14	Grade Level Mtgs.	Administration/Instructional Coach
Aug. 17	Power Teacher PRO Training	Instructional Coach / Mary Garrett
Aug. 21	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Aug. 23	District LLI Training	Literacy Specialist, Reading Interventionist
Aug. 24	District LLI Training	Literacy Specialist, Reading Interventionist
Aug. 27	Guided Reading Training	D. Rosenow, K-1 Teachers
Aug. 28	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Aug. 28	Guided Reading Training	D. Rosenow, 2-5 Teachers
Aug. 28	District IC/Literacy Specialist Training	Instructional Coach, Literacy Specialist
Aug. 29	SIC Meeting	SIC Chair, Administration, Instructional Coach, Guidance
Aug. 30	Discovery Education Training (Onsite)	DLC Members
Sept. 4	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Sept. 5	Curriculum Team Chair Meeting	Content Chairperson, Instructional Leadership Member
Sept. 6	PTA Homeroom Parent Meeting	PTA Representative
Sept. 7	PTA Board Meeting	PTA Board Members, Administration, Instructional Coach, Guidance
Sept. 10	District IC Math Training	Instructional Coach
Sept. 10	PTA Open House	PTA President, Principal, Faculty
Sept. 11	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Sept. 12	Personalized Learning Training (Technology PD)	Instructional Technology
Sept. 13	District AA/AP Meeting (onsite)	Assistant Principal

Sept. 18	District Principal/IC Meeting	Academic Specialist
Sept. 18	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Sept. 18	Technology Tuesday	DLC Team Members
Sept. 19	Faculty Council Meeting	Instructional Leadership, Grade Level Representatives
Sept. 21	District IC/Literacy Specialist Training	Academic Specialist
Sept. 24	New Teacher to PRES Support Mtg.	Principal, Assistant Principal, Instructional Coach
Sept. 25	Discovery Education Training (onsite)	DLC Team Members
Sept. 25	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Sept. 26	SIC Meeting	SIC Chair, Administration, Instructional Coach, Guidance
Sept. 26	Faculty Meeting	Principal
Sept. 26	Teach Like a Pirate – Online Book Study (9 weeks)	Instructional Coach
Sept. 28	District Reading Interventionist Training	Literacy Specialist
Oct. 1	District Principal/IC Meeting	Academic Specialist
Oct. 2	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Oct. 3	Curriculum Teams Meeting	Content Chairperson, Instructional Leadership Member
Oct. 4	Discovery Education Training (offsite)	DLC Members
Oct. 5	PTA Board Meeting	PTA Board Members, Administration, Instructional Coach, Guidance
Oct. 9	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Oct. 9	Data Meeting	Principal, Assistant Principal, IC, Grade Level Teachers
Oct. 10	Discovery Education Meeting (Offsite)	DLC Members
Oct. 10	Personalized Learning Training (Technology PD)	Instructional Technology
Oct. 11	Guided Reading Training	D. Rosenow, K-5 Teachers
Oct. 12	PLC Cohort 3 Meeting	Principal, Assistant Principal, Instructional Coach
Oct. 16	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance

Oct. 16	Technology Tuesday	DLC Members
Oct. 17	Discovery Education Training (offsite)	DLC Members
Oct. 17	Faculty Council Meeting	Instructional Leadership, Grade Level Representatives
Oct. 19	District IC/Literacy Specialist Training	Academic Specialist
Oct. 23	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Oct. 24	Faculty Meeting	Principal
Oct. 29	New Teacher to PRES Support Mtg.	Principal, Assistant Principal, Instructional Coach
Oct. 30	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Oct. 31	SIC Meeting	SIC Chair, Administration, Instructional Coach, Guidance
Nov. 2	PTA Board Meeting	PTA Board Members, Administration, Instructional Coach, Guidance
Nov. 7	Curriculum Teams Meeting	Content Chairperson, Instructional Leadership Member
Nov. 8	District New IC Meeting @ PRES	Academic Specialist
Nov. 12	District IC Math Training	Instructional Coach
Nov. 13	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Nov. 14	Personalized Learning Training (Technology PD)	Instructional Technology
Nov. 16	District IC/Literacy Specialist Training	IC, Literacy Specialist
Nov. 19	Data Meetings	Principal, Assistant Principal, IC, Grade Level Teachers
Nov. 20	District Principal/IC Meeting	Academic Specialist
Nov. 20	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Nov. 27	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Nov. 28	SIC Meeting	SIC Chair, Administration, Instructional Coach, Guidance
Nov. 28	Faculty Meeting	Principal
Nov. 29	Discovery Education Training (onsite)	DLC Team Members
Nov. 29	PLC Cohort 3 Training	Principal, Instructional Coach
Nov. 30	District Reading Interventionist	Literacy Specialist

	Training	
Dec. 3	Discovery Education Meeting (Offsite)	DLC Members
Dec. 4	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Dec. 5	Curriculum Teams Meeting	Content Chairperson, Instructional Leadership Member
Dec. 7	PTA Board Meeting	PTA Board Members, Administration, Instructional Coach, Guidance
Dec. 10	PTA Meeting	PTA President, Administration, Teachers
Dec. 11	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Dec. 12	Personalized Learning Training (Technology PD)	Personalized Learning Team Members
Dec. 13	Discovery Education Training (onsite)	DLC Team Members
Dec. 14	District IC/Literacy Specialist Training	Instructional Coach, Literacy Specialist
Dec. 17	Front Office Meeting	Principal, Assistant Principal, Office Staff
Dec. 17	Data Meeting	Principal, Assistant Principal, IC, Grade Level Teachers
Dec. 18	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Dec. 19	Faculty Council Meeting	Instructional Leadership, Grade Level Representatives
Jan. 8	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Jan. 11	PTA Board Meeting	Board Members
Jan. 15	Discovery Education Training (onsite)	DLC Members
Jan. 15	District Principal/IC Meeting	Academic Specialist
Jan. 15	Technology Tuesday	DLC Members
Jan. 15	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance Counselors
Jan. 16	Faculty Council Meeting	Instructional Leadership, Grade Level Representatives
Jan. 17	Data Meeting with Interventionists	Literacy Specialist, Reading Interventionist, ESOL Teacher
Jan. 22	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Jan. 23	Faculty Meeting	Principal
Jan. 25	District IC/Literacy Specialist Training	Instructional Coach, Literacy Specialist

Jan. 28	District Reading Interventionist Training	Literacy Specialist
Jan. 28	New Teacher to PRES Support Meeting	Principal, Assistant Principal, Instructional Coach
Jan. 29	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Jan. 30	SIC Meeting	SIC Chair, Administration, Instructional Coach, Guidance
Feb. 1	PTA Board Meeting	Board Members
Feb. 5	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Feb. 6	Curriculum Teams Meeting	Content Chairperson, Instructional Leadership Member
Feb. 11	District IC Math Training	Instructional Coach
Feb. 12	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Feb. 12	Data Meetings	Principal, Assistant Principal, IC, Grade Level Teachers
Feb. 13	Discovery Education Training (onsite)	DLC Team Members
Feb. 13	Personalized Learning Training (Technology PD)	Personalized Learning Team Members
Feb. 19	District Principal/IC Meeting	Academic Specialist
Feb. 19	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Feb. 19	Technology Tuesday	DLC Team Members
Feb. 20	Faculty Council Meeting	Instructional Leadership, Grade Level Representatives
Feb. 20	Discovery Education Training (Pelham Road Host)	DLC Team Members
Feb. 25	New Teacher to PRES Support Meeting	Principal, Assistant Principal, Instructional Coach
Feb. 26	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Feb. 27	SIC Meeting	SIC Chair, Administration, Instructional Coach, Guidance
Feb. 27	Faculty Meeting	Principal
Mar. 1	District IC/Literacy Specialist Training	Instructional Coach, Literacy Specialist
Mar. 1	PTA Board Meeting	Board Members
Mar. 4	PTA Meeting / Art Night	PTA President, Mrs. Goodrick
Mar. 4	Data Meetings	Principal, Assistant Principal, IC, Grade Level Teachers

Mar. 5	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Mar. 5	Discovery Education Training (onsite)	DLC Team Members
Mar. 5	Technology Tuesday	DLC Team Members
Mar. 6	Curriculum Teams Meeting	Content Chairperson, Instructional Leadership Member
Mar. 7	Guided Reading Training	D. Rosenow, K-5 Teachers
Mar. 12	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Mar. 13	Personalized Learning Training (Technology PD)	Personalized Learning Team Members
Mar. 15	District Reading Interventionist Training	Literacy Specialist
Mar. 19	District Principal/IC Meeting	District Academic Specialist
Mar. 19	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Mar. 20	Faculty Council Meeting	Instructional Leadership, Grade Level Representatives
Mar. 25	New to PRES Support Meeting	Principal, Assistant Principal, Instructional Coach
Mar. 26	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Mar. 27	SIC Meeting	SIC Chair, Administration, Instructional Coach, Guidance
Mar. 27	Faculty Meeting	Principal
Mar. 28	Discovery Education Training (onsite)	DLC Team Members
Apr. 2	Discovery Education Training (offsite)	DLC Team Members
Apr. 2	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Apr. 3	Curriculum Teams Meeting	Content Chairperson, Instructional Leadership Member
Apr. 5	District IC/Literacy Specialist Training	Instructional Coach, Literacy Specialist
Apr. 5	PTA Board Meeting	Board Members
Apr. 9	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Apr. 9	Discovery Education Training (onsite)	DLC Team Members
Apr. 10	Personalized Learning Training (Technology PD)	Personalized Learning Team Members

Apr. 12	Front Office Meeting	Principal, Assistant Principal, Front Office Staff
Apr. 23	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
Apr. 24	SIC Meeting	SIC Chair, Administration, Instructional Coach, Guidance
Apr. 24	State Testing Training	Assistant Principal, Instructional Coach
Apr. 29	District Reading Interventionist Training	Literacy Specialist
Apr. 29	Data Meetings	Principal, Assistant Principal, IC, Grade Level Teachers
Apr. 30	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
May 1	Curriculum Team Meetings	Content Chairpersons, Instructional Leadership Members
May 7	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
May 8	Personalized Learning Training (Technology PD)	Personalized Learning Team Members
May 13	PTA Meeting	PTA President, Principal
May 14	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
May 15	Faculty Council Meeting	Instructional Leadership, Grade Level Representatives
May 17	PTA Board Meeting	Board Members
May 21	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
May 22	Faculty Meeting	Principal
May 28	Instructional Leadership Meeting	Principal, Assistant Principal, Instructional Coach, Guidance
May 29	SIC Meeting	SIC Chair, Administration, Instructional Coach, Guidance

**School Climate Needs Assessment
School Climate Surveys**

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement.

Survey responses are recorded in the chart. Results indicate that the respondents are satisfied with Pelham Road.

	Teachers	Students	Parents
Number of surveys returned	42	113	87
Percent satisfied with learning environment	100.0%	94.7%	95.4%
Percent satisfied with social and physical environment	97.6%	93.8%	96.7%
Percent satisfied with school-home relations	100.0%	94.6%	85.5%

Needs Assessment for School Climate:

According to our parent survey from the 2017-2018 school report card, 85.5% of our parents indicated satisfaction with school-home relations, which was the lowest percentage concerning our school climate. This is an increase of over 10% from the 2016-2017 school year. We will continue to implement strategies to improve our school-home relations with our parents and the community.

	2014	2015	2016	2017	2018
Student Rate of Attendance	96.0%	97.0%	97.0%	96.8%	96.4%
Teacher Rate of Attendance	95.0%	93.8%	94.5%	93.4%	94.0%

Please follow the following link to view 2017-2018 SDE School Report Card:
<https://screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTA3OQ>

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 **73.5 %** in 2016-17 to **76.5 %** 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 **.5 %** annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	73.5x% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 74%	74.5	75	75.5	76	76.5
		School Actual Elementary 76%					
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will create, administer, and analyze common formative and summative assessments and plan instruction from data analysis.	2018-2023	Administration, Instructional Coach, Teachers	None	None	Data Team Minutes, Teacher Student Learning Objectives
2. Teachers will implement the Balanced Literacy Framework and differentiate instruction based on individual needs.	2018-2023	Administration, Instructional Coach, Teachers	None	None	Lesson Plans, F&P Reading Levels (Fall to Spring), Walkthrough Observation Feedback, Coaching Cycle Notes
3. Teachers will expand flexible grouping to target deficit areas based on SC Ready data.	2018-2023	Teachers	None	None	Lesson Plans and Classroom Instruction

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 **78.2 %** in 2016-17 to **81.2 %** in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by **.5 %** annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	78.2 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 78.7	79.2	79.7	80.2	80.7	81.2
		School Actual Elementary 79.7					
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	57	60	63	66	69
		District Actual Elementary 60					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will create, administer, and analyze common formative assessments and plan instruction from data analysis.	2018-2023	Administration, Instructional Coach, Teachers	None	None	Data Team Minutes, Teacher Student Learning Objectives
2. Teachers will implement math best practices and math groups.	2018-2023	Administration, Instructional Coach, Teachers	None	None	Teacher Observations, Unit Plans / Lesson Plans, Professional Development Opportunities, Sharing of Best Practices
3. Teachers will use a combination of approaches, like posing purposeful questions, supporting productive struggle, and eliciting student thinking during core math instruction.	2018-2023	Administration, Instructional Coach, Teachers	None	None	Teacher 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 **.5 % annually**.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only 74.2 %	School Projected Elementary	74.7	75.2	75.7	76.2	76.7
		School Actual Elementary 74.2					
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary 60					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Students will learn about science through laboratory investigations and experiments.	2018-2023	Teachers	None	None	Lesson Plans, Science Kits
2. Students will participate in STEAM Day increasing opportunities to apply science standards, technology, engineering and mathematical practices in integrated and meaningful ways.	2018-2023	Administration, Instructional Coach, Teachers	\$200 per grade level per year	None	Designated STEAM Day, Lesson Plans
3.					

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	School Projected Elementary	94	94.5	95	95.5	96
		School Actual Elementary 93.5					
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	District Projected Elementary	81	84	87	90	93
		District Actual Elementary 78					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Students will use graphic organizers such as charts, webs, diagrams, templates, timelines and maps to organize and display information for better understanding.	2018-2023	Teachers	None	None	Lesson Plans, Observations
2. Students will use oral and visual forms of literacy, such as picture interpretations, photos, drawings, audio conferences, booklets, biographies, interviews, etc.to comprehend South Carolina Social Studies standards.	2018-2023	Teachers	None	None	Lesson Plans, Observations
3. Students will be given opportunities to collaboratively work together to achieve shared learning goals.	2018-2023	Teachers	None	None	Lesson Plans, Observations

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	61% Meets Expectations and Exceeds Expectations	School Projected Hispanic 61.5	62	62.5	63	63.5	64
SC READY ELA SC SDE Website		School Actual Hispanic 67					
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	39% Meets Expectations and Exceeds Expectations	School Projected AA 39.5	40	40.5	41	41.5	42
SC READY ELA SC SDE Website		School Actual AA 36					
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	24% Meets Expectations and Exceeds Expectations	School Projected SWD 24.5	25	25.5	26	26.5	27
SC READY ELA SC SDE Website		School Actual SWD x					
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	60 % Meets Expectations and Exceeds Expectations	School Projected LEP	61.5	62	62.5	63	63.5
SC READY ELA SC SDE Website		School Actual LEP 61					
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	39 % Meets Expectations and Exceeds Expectations	School Projected SIP 39.5	40	40.5	41	41.5	42
SC READY ELA SC SDE Website		School Actual SIP 37					
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	69 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 69.5	70	70.5	71	71.5	80
SC READY Math SC SDE Website		School Actual Hispanic 77					
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	36 % Meets Expectations and Exceeds Expectations	School Projected AA 36	36.5	37	37.5	38	38.5
SC READY Math SC SDE Website		School Actual AA 36					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39

SC READY Math SC SDE Website		District Actual AA 28					
SC READY Math SC SDE Website	32 % Meets Expectations and Exceeds Expectations	School Projected SWD 32	32.5	33	33.5	34	34.5
SC READY Math SC SDE Website		School Actual SWD 39					
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	61 % Meets Expectations and Exceeds Expectations	School Projected LEP 61	61.5	62	62.5	63	63.5
SC READY Math SC SDE Website		School Actual LEP 73					
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	27 % Meets Expectations and Exceeds Expectations	School Projected SIP 27.5	28	28.5	29	29.5	30
SC READY Math SC SDE Website		School Actual SIP 35					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected SIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual SIP 38					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will use test and other informational data on students' performance in instructional planning.	2018-2023	Administration, Instructional Coach, Teachers	None	None	Summative and Formative Test Data, Lesson Plans, Professional Development Opportunities
2. Offer greater text selection during Interactive Read-Alouds to increase student achievement for diverse populations.	2018-2023	Administration, Instructional Coach, Teachers	None	None	Walkthrough Observations, Lesson Plans
3. Provide several opportunities during the day for physical activity, follow high-energy activities with sitting activities, and create literacy activities suited to kinesthetic learners.	2018-2023	Teachers	None	None	Walkthrough Observations, Lesson Plans, Grade Level Meeting Minutes, Teacher Sharing Opportunities

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell	Criterion Reference Measure	School Projected					
		School Actual	Baseline will be established in Spring 2019				
Fastbridge	Norm Reference Measure	School Projected					
		School Actual	Baseline will be established in Spring 2019				

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	School Projected		Grade 2 – 50% Grade 5 – 60%	Grade 2 – 50% Grade 5 – 60%	Grade 2 – 50% Grade 5 – 60%	Grade 2 – 50% Grade 5 – 60%
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 – 55% Grade 5 – 74%				
Fountas and Pinnell		District Projected					
		District Actual	Baseline will be established in Spring 2019				
Fastbridge		District Projected					
		District Actual	Baseline will be established in Spring 2019				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	District Projected		Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above
South Carolina MAP Linking Study – December 2016	2 nd grade criteria RIT = 189 62 nd percentile 5 th grade criteria RIT = 216 66 th percentile	District Actual	Grade 2 – 40% Grade 5 – 42%				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will use test and other informational data on students' performance in instructional planning.	2018-2023	Administration, Instructional Coach, Reading Interventionists, Teachers	None	None	Summative and Formative Test Data, Lesson Plans, Professional Development Opportunities
2. Engage teachers in strengthening curriculum and instruction through implementing and maintaining Guided Reading groups that reaches all learners through pinpointed instructional practices.		Instructional Coach, Reading Interventionists, Teachers	None	None	Summative and Formative Test Data, Lesson Plans, Professional Development Opportunities
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey	100	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 100					
SDE School Report Card Survey	98	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100					

SDE School Report Card Survey	94.8	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 96.6					
SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86					
SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97					
SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to Offer TASK Force (Kindness Club) for Students.	2018-2023	Teacher Leaders	None	None	Meeting Agendas and Notes, Pictures and Student Projects
2. Teach Social/Emotional Strategies During Guidance Lessons	2018-2023	Guidance Counselors	None	None	Lesson Plans, Observations
3. Encourage Family Involvement	2018-2023	Administration, Instructional Coach, Faculty and Staff	None	None	PTA Meeting Agendas, SIC Meeting Agendas, WATCH Dog Schedule, Teacher/Parent Conference Schedules, Volunteer Hours

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 / 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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0					
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8					

Annual Expulsion Rate

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize a Positive Reinforcement System	2018-2023	Administration, Teachers	None	None	Classroom Behavior System, Observations
2. Utilize Individual Behavior Modification Plans (for students with behavioral issues)	2018-2023	Administration, Teachers, Parents	None	None	504 Plans, IEP's, Individual Behavior Modification Plans
3. Offer Regular Parent Communication with Parents	2018-2023	Administration, Teachers	None	None	Phone Logs/Notes, Conference Log/Notes, Communication Notes

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 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	89	School Projected	90	90	90	90	90
		School Actual 94					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual 90					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Actively Listen to Students	2018-2023	Administration, Faculty and Staff	None	None	Observation
2. Value Opinions and Experiences by Asking for Student Feedback	2018-2023	Administration, Faculty and Staff	None	None	Observation
3.					

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 97	School Projected	95+	95+	95+	95+	95+
180 th day Attendance Report		School Actual 96					
	(2016-17) 95	District Projected	95	95	95	95	95
180 th day Attendance Report		District Actual 95					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Regularly Monitor Attendance and Absence Patterns (Intervention Approach)	2018-2023	Administration, Attendance Clerk, OnTrack Facilitator	None	None	OnTrack Meeting Agendas/Notes, Early Warning Response System, GCSource
2. Increase Student Engagement by Fostering Positive, Open Communication with Students and Parents	2018-2023	Administration, Faculty and Staff	None	None	Lesson Plans, Student Activities as Noted on Agendas and Planning Notes
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	Afraid – 3% Lonely – 7% Angry – 5%	School Projected	Afraid ≤ 3 Lonely ≤ 6 Angry ≤ 5	Afraid ≤ 3 Lonely ≤ 6 Angry ≤ 5	Afraid ≤ 3 Lonely ≤ 6 Angry ≤ 5	Afraid ≤ 3 Lonely ≤ 5 Angry ≤ 4	Afraid ≤ 3 Lonely ≤ 5 Angry ≤ 4
		School Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Students Will Receive Regular Guidance Lessons	2018-2023	Guidance Counselors	None	None	Lesson Plans, Observations
2. Use Read-Alouds for Exploring Social Emotional Themes	2018-2023	Guidance Counselors, Teachers	None	None	Lesson Plans, Observations
3. Work in Partnerships and Groups to Learn to Cooperate and Build Community	2018-2023	Guidance Counselors, Teachers	None	None	Lesson Plans, Observations