

AUGUSTA CIRCLE ELEMENTARY

Mimi Melehes, Principal

School District of Greenville County

Dr. W. Burke Royster, Superintendent

Scope of Action Plan (2018-19 through 2022-23)



SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Augusta Circle Elementary

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2020-2021 (*one year*)

Required Signature Page

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

Assurances for the School Renewal Plans

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

SUPERINTENDENT

Dr. W. Burke Royster		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mimi Melches		3/8/21
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kimberly B. Howard		3/8/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Suzanne Billings		3/8/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Winyah Street, Greenville, South Carolina

SCHOOL TELEPHONE: (864) 355-1200

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal.....	Mimi Melehes
2. Teacher.....	Kary Mitchell
3. Parent/Guardian.....	Elaine Barnhill
4. Community Member.....	Will Brasington
5. Paraprofessional.....	Susan Batson
6. School Improvement Council Member.....	Kimberly Howard
7. Read to Succeed Reading Coach.....	Mary Anna Pastorek
8. School Read To Succeed Literacy Leadership Team Lead.....	Suzanne Billings
9. School Read To Succeed Literacy Leadership Team Member.....	Mary Margaret Carter

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

Literacy Leadership Team for Read to Succeed

<u>Position</u>	<u>Name</u>
Principal	Mimi Melehes
Assistant Principal	Jennifer Holman
Instructional Coach	Suzanne Billings
Literacy Specialist	Mary Anna Pastorek
Teacher	Ellen Wilson
Teacher	Caroline Aiken
Teacher	Mary Margaret Carter
Teacher	Grace Trail
Teacher	Maddie Gonzalez
Media Specialist	Eileen Conway
Special Education Teacher	Kathy Lupinek

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

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

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

- ☒ **Academic Assistance, PreK–3**
The district 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).
- ☒ **Academic Assistance, Grades 4–12**
The district 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).
- ☒ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children’s education and will make special efforts to meet with parents at convenient times, provide parents with their child’s individual test results, interpretation of the results, and information on the district’s curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal’s and superintendent’s evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
- ☒ **Staff Development**
The district 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*.
- ☒ **Technology**
The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.
- ☒ **Innovation**
The district funds innovative activities to improve student learning and accelerate the performance of all students.

- ✓ **Collaboration**
The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
- ✓ **Developmental Screening**
The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.
- Half-Day Child Development**
The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
- ✓ **Developmentally Appropriate Curriculum for PreK–3**
The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
- Parenting and Family Literacy**
The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
- ✓ **Recruitment**
The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
- ✓ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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INTRODUCTION

Augusta Circle School Renewal Plan

Augusta Circle School Renewal Plan was developed to document the changes and progress our school has made while working to continuously improve every aspect of our school. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability as we meet future challenges that face our school.

The categories used in this school renewal plan are based upon the Greenville County Strategic Planning checklist which is supplied to each school by the school district. These categories were selected because the philosophies will lead to Augusta Circle continuing to be a quality school. Within each category is a description of the intent of the category and a brief summary of where we are as a school.

The committees utilized in this school portfolio are –

- Executive Summary – Stephanie Gamble (chair), Heathley Cassels, Teresa Brazell, Ellis Collins, Ashley McCollum, Caroline Aiken, Eileen Conway, Mimi Melehes, Jennifer Holman, Suzanne Billings
- School Profile – Carroll Farmer (chair), Holtie Mitchell, Grace Trail, Maddie Gonzalez, Kellen Webster, Thayer Berry, Mark Kish, Stephanie Gamble
- Mission, Vision, and Beliefs – Candis Kraning (chair), Lauren Owens, Kirby-Annah Philpot, Mary Margaret Carter, Lindsey Richardson, Kathryn Polley
- Data Analysis and Needs Assessment – Suzanne Billings (chair), Cappy Riley, Meg Plexico, Nicole Bell, Margaret Murphy, Martha Ann Dodd, Meg McKnight
- Action Plan – Kary Mitchell (chair), Ellen Wilson, Rebecca Register, Casey Vazquez, Emily Sanders, Rachel Miller, Kathy Lupinek, Patty Rushing, Mary Anna Pastorek, Mimi Melehes, Jennifer Holman, Suzanne Billings

This school portfolio is a living document that describes Augusta Circle and includes evidence of our work. It describes who we are, our mission and vision for the school, goals, plans, progress, achievements in the context of client demographics and needs, and school partnerships. The strategic plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning for the next five years.

Our Leadership Team for this year includes Lauren Owens, Carroll Farmer, Kirby-Annah Philpot, Emily Sanders, Mary Margaret Carter, Meg McKnight, Eileen Conway, Stephanie Gamble, Mary Anna Pastorek, Mimi Melehes, Jennifer Holman, and Suzanne Billings. Members of our SIC include Ansley Cheatham, Elizabeth Anne Easterling, Brady Godfrey, Beth Holder, Kimberly Howard, Elizabeth Palmer, Will Brasington, Shannon Herman, Amanda Homes, Cara Puntch, and Josh Roach, Mimi Melehes, Jennifer Holman, Patti Rushing, and Suzanne Billings.

Executive Summary

Note on missing data: On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

Needs Assessment and Findings for Student Achievement

- Based on SC Ready ELA assessment results, 85% of students scored in the meets and exceeds categories, which is 27% higher than the district average of 58%.
- Based on SC Ready Math assessment results, 87% of students scoring in the meets and exceeds categories, which is 24% higher than the district average of 63%.
- Based on SCPASS Science assessment results, the percentage of fourth grade students scoring met or exemplary was 90.4%, which is 33% above the district.

Student Achievement Needs Assessment Based on Analysis

- Continue to implement goal setting strategies in our classrooms with students and parents
- Continue to prioritize teaching state standards
- Collect assessment data from Mastery Connect and common assessments in order to guide differentiated instruction
- Continue spiraling from one grade to the next to build on the previous year's experiences, with additional communication needed between teachers
- Continue using a Reading Intervention teacher to assist with specific needs of kindergarten and first grade students based on tests results
- Continue to use our various technology applications for classrooms
- Provide enrichment activities with Virtual Field Trips throughout the world
- Implement the Balanced Literacy model as our language arts delivery system
- Provide guided math groups for small group instruction and Reflex math for basic math fact fluency.
- Continue to provide rigorous science instruction using interactive notebooks and hands-on instruction.

Needs Assessment and Findings for Teacher and Administrator Quality

- Our principal has led the school for the past three years and previously served as principal for another school for six years.
- Our Administrative Assistant has been an administrator at our school for five consecutive years.
- Combined, the administrative leaders have 35 years of experience in education.
- Teacher retention rate was 96% in 2019, 95% in 2018, and 93% in 2017.
- Teacher attendance rate was 95% in 2019, 93% in 2018, and 93.5% in 2017.
- 74% of our teachers had advanced degrees in 2019, 62% in 2018, and 59.4% in 2017.
- 100% of our teachers have continuing contracts, with 94% in 2019.
- All of our teachers are proficient in technology.

Needs Assessment/Findings for School Climate

In evaluating our school climate, we studied the results of our 2019 surveys. The survey questions asked about satisfaction concerning learning environment, social and physical environment, and school-home relations.

- Out of the 28 teachers who completed the survey, all teachers were 100% satisfied in all three areas.
- Fifth grade students and their parents were included in the school survey.
- From the student surveys, students were 98.7% satisfied with the learning environment, 100% satisfied with the social and physical environment, and 98.6% satisfied with school-home relations.
- Parents were 94.1% satisfied with the learning environment, 94.2% satisfied with the social and physical environment, and 88.2% satisfied with school-home relations.

Significant Challenges (past 3 years)

- Training of teachers and implementation of the Balanced Literacy models based on the Fountas and Pinnell framework for instruction and assessment
- Meeting the diverse needs of students who need emotional and social support
- Achievement Gap between economically disadvantaged and non-economically disadvantaged

Significant Awards, Results, & Accomplishments (past 3 years)

- State Palmetto Silver award
- Excellent Report Card Rating
- Greenville Safe Kids School
- Star Energy School
- Attendance Blitz Award
- Artist-in-Residence grants
- South Carolina and Greenville County Honors Choir
- Professional development aligned with goal areas
- Implementation of the Fountas and Pinnell Balanced Literacy model in Grades K-5
- Updated texts and resources in grade level book rooms for reading instruction
- Provided materials and texts for classroom libraries
- Supported teacher initiatives for flexible seating in the classrooms
- Strong partnership with School Improvement Council and PTA for school-wide events and programs

SCHOOL PROFILE

School Community

Augusta Circle is a kindergarten through grade five public school built in 1923. Our school is one of 52 elementary schools in The School District of Greenville County. Augusta Circle is located in Greenville, South Carolina. Our principal is Mimi Melehes. Jennifer Holman serves as our administrative assistant. At the beginning of 2020-21 school year, 497 students enrolled in grades K5 through fifth grades and were served by 40 instructional staff members.

School History:

- ACE is 96 years old – the oldest elementary school in the district.
- The attendance zone is an urban community situated in the middle of the city.
- Many families in the community have a long ancestral history dating back several generations. It is not unusual for our children to have parents and grandparents who attended Augusta Circle.
- The building has been scheduled for demolition two times (1933 and 1974), but the neighborhood has fought to prevent its closure.
- The playground equipment was purchased by the city and the school. In exchange for the city's investment, we open the playground as a city park after school hours.
- In 2016, our school was presented with the Heritage Tree Award for the American Elm tree planted nearly 78 years ago by PTA members and students in honor of B.T. Gault, who resigned his position as a teacher and joined military forces in World War II.

Our School Community includes many factions. Local leaders who support our school community include: Greenville mayor, Knox White; SC State Representative, Bruce W. Bannister; School Board member, Derek Lewis. We have a very active and supportive PTA. Visit our [school PTA website](#) for more information about how they support our school. Our SIC meets monthly and serves as a think tank to improve our school.

Augusta Circle School Personnel Data

The staff at Augusta Circle includes: Augusta Circle's teaching staff includes 26 general education classroom teachers, one virtual general education teacher, one special education teacher, 0.5 virtual special education teacher, one instructional coach, one media specialist, 0.8 media clerk, one art teacher, one music teacher, one physical education teacher, one speech teacher, four instructional aides, 1.8 STEAM lab teachers, one challenge teacher, and one part-time ESOL teacher.

Additional personnel include the school principal, administrative assistant, instructional coach, guidance counselor, challenge teacher, literacy specialist/interventionist, school nurse, secretary, attendance clerk, custodians, and food services workers. Bus drivers and utility workers also

provide services to students. Other support personnel available to assist in meeting the needs of Augusta Circle students include the district psychologist, mental health worker, ESOL teacher, and occupational therapist.

Augusta Circle has 71% of our classroom teachers who have a master's degree or higher. Females make up 97% of our staff and 3% male on our faculty. 100% of our teachers are Caucasian. Our teacher attendance rate is 94%.

For 2020-21,

- the average experience of our teaching staff is 11 years.
- 26% of teachers with 1-5 years of experience, which is a 2% increase from three years ago;
- 35% with 6-10 years of experience, which is a 11% increase from three years ago;
- 15% with 11-15 years of experience, which is 9% decrease from three years ago;
- 15% with 16-20 years of experience, which is a 4% increase from three years ago; and
- 9% with 20+ years of experience, which is a 9% decrease from three years ago.

Student Population Data

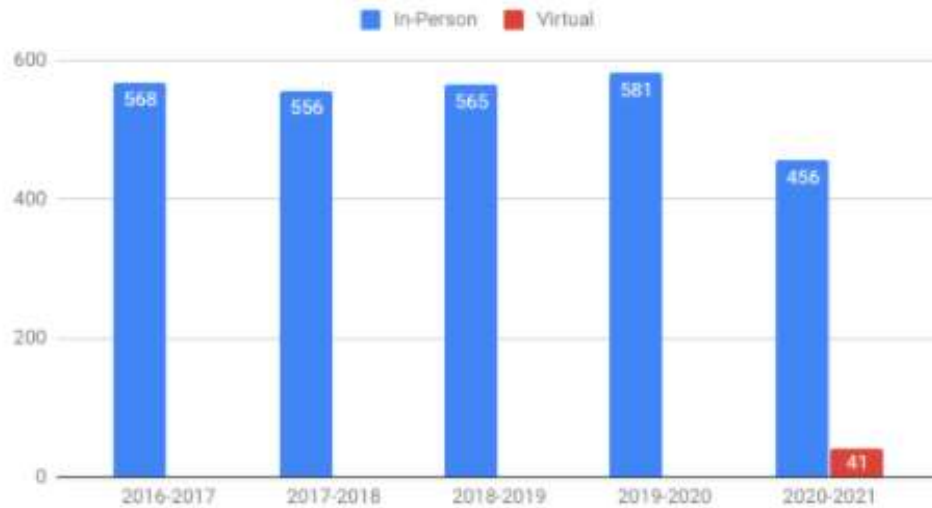
2020-2021 enrollment – grades 5K-5: 497 (*84 students fewer than the previous year*)

Student Demographics:

- Caucasian – 89%
- African-American – 5%
- Hispanic – 2%
- Two or More Races – 3%
- Asian - 1%
- Pupils in Poverty – 7%
- Resource IEPs – 6%
- Speech IEPs – 7%
- 504s – 5%
- G & T – 44% of third, fourth, and fifth graders
- Male Students – 45%
- Female Students – 55%

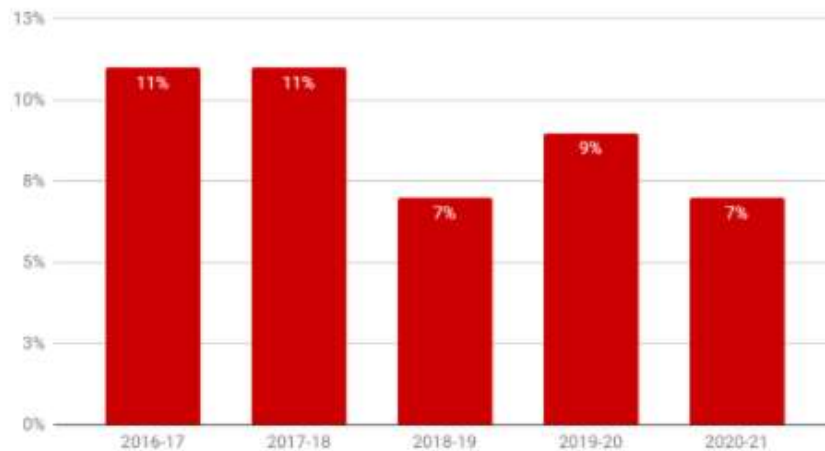
Augusta Circle Enrollment

In- Person and Virtual Enrollment Over Time



In-Person Pupils in Poverty

Pupils in Poverty Over Time



Major Academic and Behavioral Features/Programs/Initiatives

- Fountas and Pinnell Balanced Literacy, Grades K-5th
- Response to Intervention (RTI) for Grades K-3
- Full-time Literacy Specialist
- On Track approach for support of the whole student
- Gifted and Talented Education Program
- Professional Learning Communities
- Digital Learning Corps teachers
- Literacy Mentor teachers
- Professional Development trainings
- Vertical Teams
- STEAM Lab for Science, Technology, Engineering, Art, and Mathematics hands-on learning and curriculum integration
- Guidance Counseling Program: *The 7 Habits of Highly Successful Students*
- Student Council
- ACERS (Augusta Circle Elementary Responsible Students) student leadership
- Student Safety Patrols
- Student Classroom Helpers
- Student led WACE News Show (morning school news show)
- Student published Eagle News (school newspaper)
- Mentor Greenville volunteers/tutors
- Grade Level Book clubs
- IXL Academic Program
- Accelerated Reader
- Battle of the Books
- Annual Artist-in-Residence
- Visiting Authors
- In-school Field Trips
- Virtual Field Trips
- Grade Level student programs and special events
 - K5 – Fifties Day
 - 1st grade – The Rainforest
 - 2nd grade – The Big Chill
 - 3rd grade – SC Salute
 - 4th grade – Colonial Day
 - 5th grade – 5th grade Salute
- Veteran's Day Lunch
- Grandparents and Special Friends Lunch
- ACE Circus family carnival event
- Fall Family Night service projects
- Cultural Arts Day
- Spring into Health Week
- National Read Aloud Day
- National Read Across America Week
- Recognition and celebration of Black History Month and Women's History Month

Mission, Vision, and Beliefs

Mission: Our mission is to provide a quality educational environment, in cooperation with the home and community, which fosters learning and prepares students for lifelong learning and for ethical, productive participation in our democratic, multicultural, and global society.

Vision: Our vision is to be an exemplary, continuously improving educational organization in which all students achieve their maximum potential through a rigorous, engaging curriculum and support systems that cultivate and promote their well-being. Our vision includes curriculum, instruction, assessment, and environmental factors that support effective student learning.

Beliefs: Our beliefs represent the needs of our school community and our stakeholders and the needs of the school district as well. We believe...

- Students are the center of the educational process.
- All students can learn, at different rates, when provided with a variety of instructional approaches that appeal to their learning styles.
- Students should have equal access to educational opportunities.
- Students have the responsibility to be active learners.
- Students should have teachers, support staff, and a principal who are competent and who value their many needs.
- Students learn best in a safe, orderly, and inviting environment.
- The curriculum and instruction should be designed to meet the needs of all students.
- The educational experience should enable students to learn to communicate effectively, solve problems competently, act responsibly, and think critically and creatively.
- Education is the shared responsibility of home, school, and community.
- Parental involvement and volunteer services support and enhance the teaching and learning process.

DATA ANALYSIS AND NEEDS ASSESSMENT

STUDENT ACHIEVEMENT NEEDS ASSESSMENT

SC Ready Data Results

The graphs below show SC Ready scores from 2019 comparing students from Augusta Circle Elementary, Greenville County School District and the State of South Carolina.

SC Ready English Language Arts and Mathematics

English Language Arts (Reading and Writing) - [Percent Met or Exceeding](#)

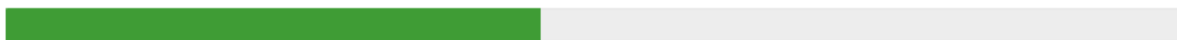
School 85.9% (225 / 262)



District 54.7% (19022 / 34794)



State 45.4% (159686 / 351481)



Mathematics - [Percent Met or Exceeding](#)

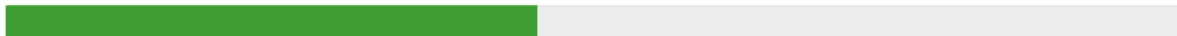
School 88.5% (232 / 262)



District 54.5% (18952 / 34794)

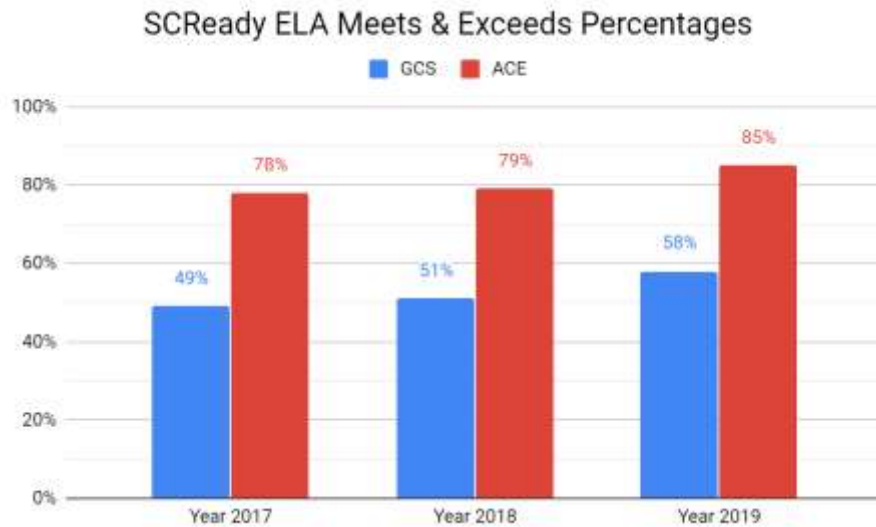


State 45.1% (158655 / 351479)



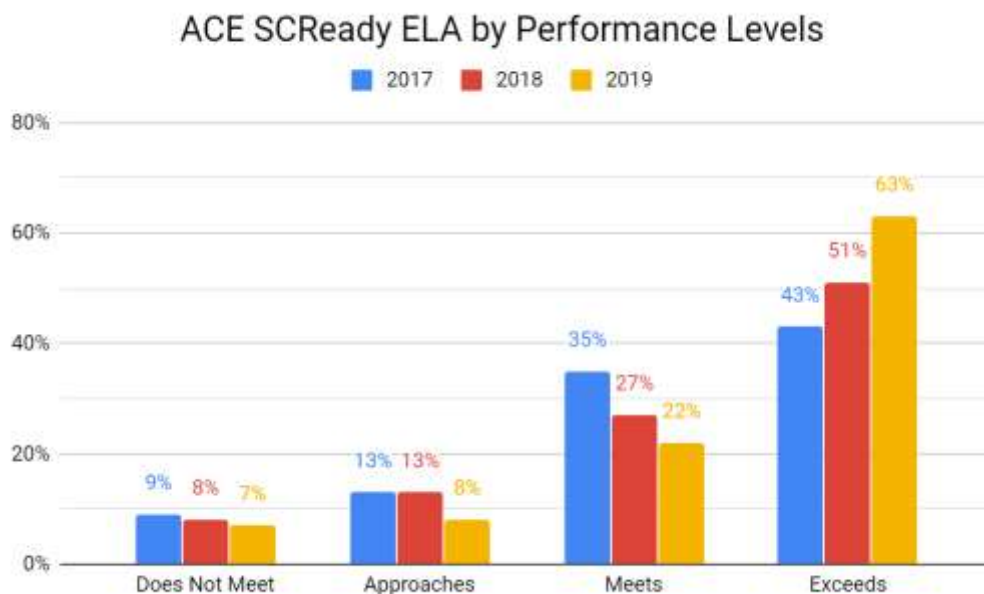
SC Ready ELA Results

The graph below shows SC Ready scores for Augusta Circle compared to norm data for Greenville County Schools. The data shows that Augusta Circle students meeting or exceeding for 2019 was 85% in ELA, which was up from the past two years. When compared to the district, our students scored well above the district average in ELA.



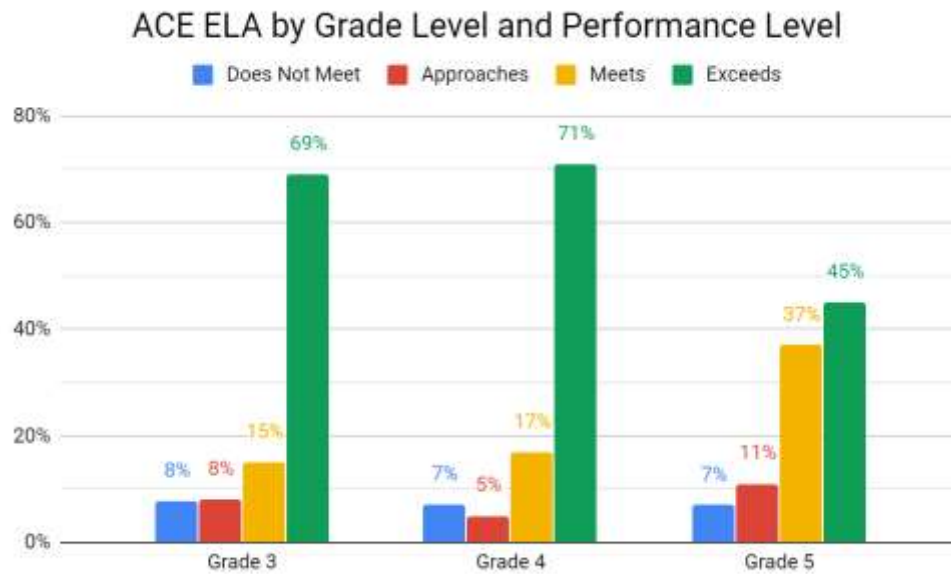
SC Ready ELA Results - Data by Performance Level

When looking at the data by performance level, it shows that students scoring meets or exceeds is significant higher than those students scoring approaches or does not meet. As the meets category has decreased over the past three years by 13%, our students scoring exceeds has increased by 20%. Both does not meet and approaches categories have decreased in percentage over the past three years.



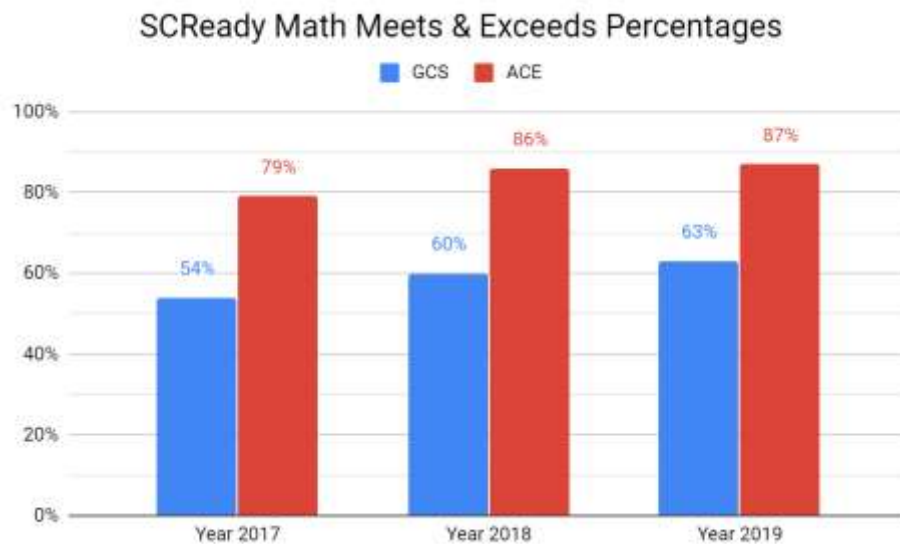
SC Ready ELA Results - Data by Grade Level

In 3rd grade, 84% of the students scored meets or exceeds. In fourth grade, 88% of students scored meets or exceeds. In 5th grade, 82% students scored meets or exceeds. In 2018-2019, the data shows that fourth grade students scoring exceeds in ELA is higher than third grade and significantly higher than fifth grade. Teachers have worked with the Instructional Coach and the Literacy Specialist to plan for more rigorous instruction and have collaborated together to reflect and analyze best practices being used across grade levels.



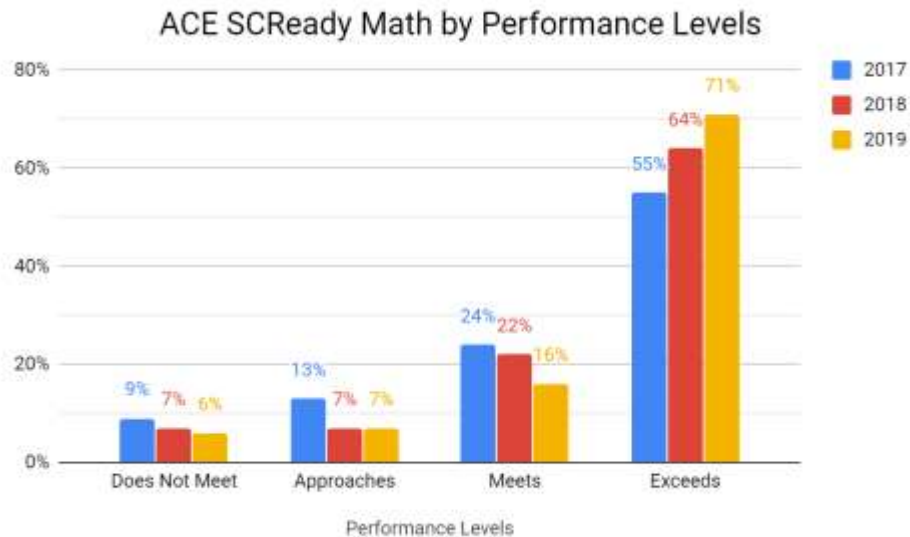
SC Ready Math Results

The data shows that Augusta Circle students meeting or exceeding for 2019 was 87% in Math, which was up 1% from last year and an 8% increase over the past two years. When compared to the district, our students scored well above the district average in Math.



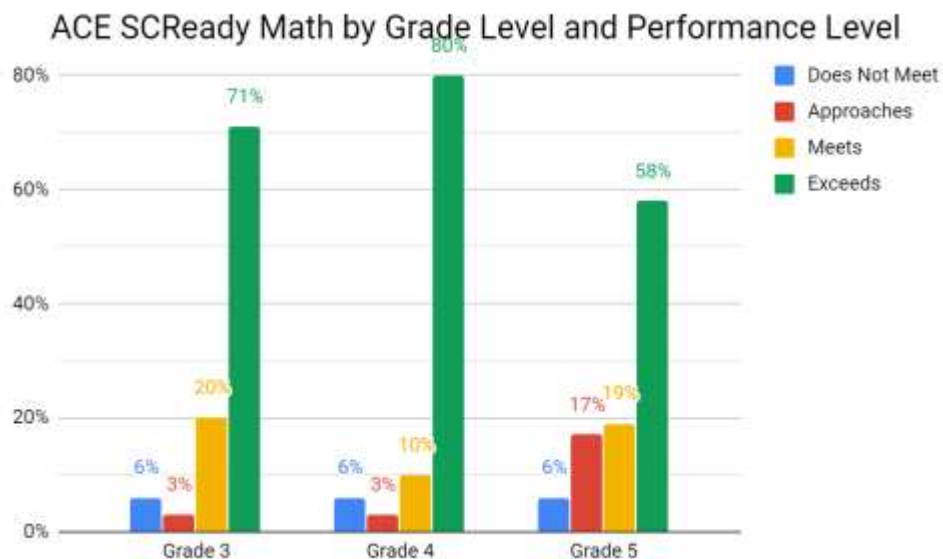
SC Ready Math Results - Data by Performance Level

When looking at the data by performance level, it shows that students scoring meets or exceeds is significantly higher than those students scoring approaches or does not meet. As the meets category has decreased over the past three years by 8%, our students scoring exceeds has increased by 16%. Both does not meet and approaches categories have decreased in percentage over the past three years.



SC Ready Math Results - Data by Grade Level

In 3rd grade, 91% of the students scored meets or exceeds is 91% in 3rd grade. In fourth grade, 90% of students scored meets or exceeds. In 5th grade, 77% students scored meets or exceeds. Fourth grade math percentage for exceeds surpasses both third and fifth grades.

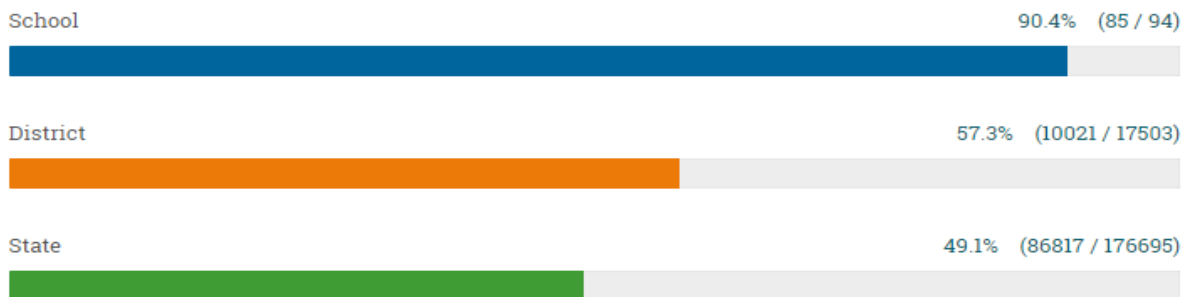


SCPASS Data Results

Fourth grade students are tested in science each year. The graph below show SCPASS Science scores from 2019 comparing students from Augusta Circle Elementary, Greenville County School District and the State of South Carolina. Students from Augusta Circle scored 90.4% in the meets or exceeds categories, which is 33.1% higher than students in our district and 41.3% higher than students in our state.

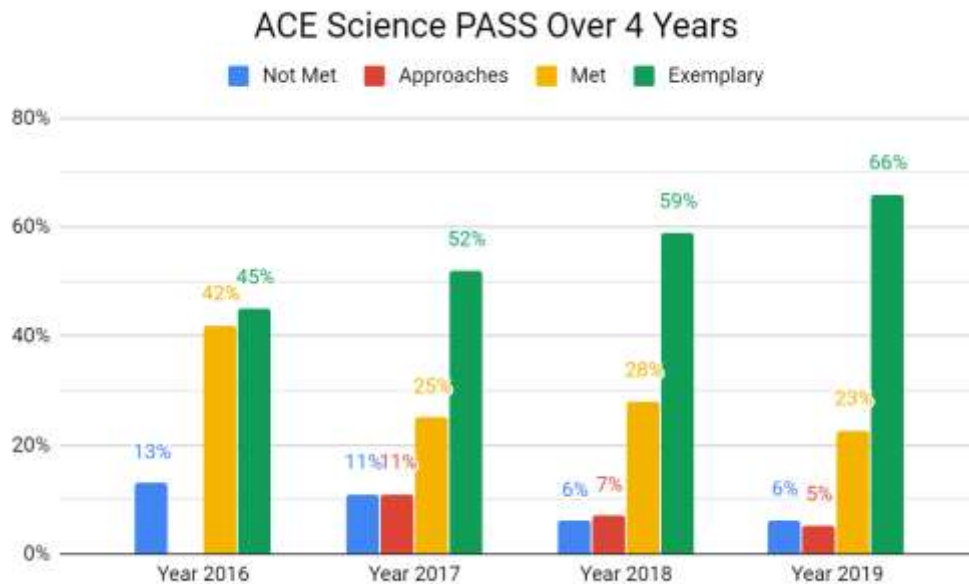
SCPASS Science

Science - [Percent Met or Exceeding](#)



SCPASS SCIENCE FOR GRADE 4

In 2019, over 89% of the fourth grade students at Augusta Circle Elementary scored met or exceeding. Over the past 4 years, our students who have scored exceeds have increased by 21%.



Teacher and Administrator Quality

Teachers and Administrators are expected to develop and/or maintain a high quality of professional skills. Our teachers and administrators participate in continuing education on an annual basis to grow in our profession. Each year, our professional development plan is steered toward our goals and any new initiatives that the district implements from year to year and is also designed to reflect teacher and student needs in our building based on surveys.

Augusta Circle Elementary Professional Development Plan 2020-2021

Focus on: Personalized Professional Development Opportunities;
Expanding our Positive School Culture

August				
Date	Description	Facilitators	Location	Time
August 10-11	ACE eLearning Training online presentation *Flipped Learning prerequisite for in-person training session	Suzanne Billings, Margaret Murphy	Personal Choice of Location	Personal Choice of time of day
August 11-12	ACE eLearning and Flipped Learning Training	Suzanne Billings, Margaret Murphy	Media Center	Grade Level Sessions 8:30-10:00 am 10:15-11:45 am 1:15-2:45 pm
August 12-13	Learning Explorer by Lesson Planet Training online presentation	Suzanne Billings, Margaret Murphy	Personal Choice of Location	Personal Choice of time of day
August 13	Testing Training for State Mandated Testing • 3rd-5th: MasteryConnect	Suzanne Billings	Virtual Zoom meeting	8:30-9:30 am

August 14	Testing Training for State Mandated Testing <ul style="list-style-type: none"> • K5: FastBridge • 1st-2nd: MAP Testing 	Suzanne Billings, Mary Anna Pastorek, Margaret Murphy	Media Center	Grade Level Sessions 10:00-11:00 am 11:00-12:00 1:00-2:00 pm
August 14	Staff Training for Safety Protocols and Expectations for new COVID-19 guidelines	Mimi Melehes, Jennifer Holman, Heather Reynolds	Virtual Zoom meeting	8:30-9:30 am
September				
Date	Description	Facilitators	Location	Time
Ongoing during attendance plans 0-2	Coaching support for grade level teachers	Suzanne Billings, Mary Anna Pastorek, Margaret Murphy	Virtual Zoom Meetings or Teacher Classrooms	Time varies
Ongoing during attendance plans 0-2	Coaching support for parents and students during eLearning	Suzanne Billings, Mary Anna Pastorek, Margaret Murphy	Virtual Zoom Meetings or Teacher Classrooms	Time varies
Sept. 15-16	Grade Level Updates on eLearning and Support	Mimi Melehes, Jennifer Holman, Suzanne Billings	Teacher Classrooms	Grade Level Planning Time
Sept. 16	Reading Workshop scheduling and management strategies during hybrid attendance plan 2	Suzanne Billings	Media Center	2:50-3:50 pm
October				
Date	Description	Facilitators	Location	Time
Oct. 7	Vertical Teams - sharing strategies for effective eLearning	Mimi Melehes, Jennifer Holman, Suzanne Billings	Virtual Zoom Meeting	3:00-4:00 pm

Oct. 21	Leadership Council	Mimi Melehes, Jennifer Holman	Virtual Zoom Meeting or Media Center	3:00-4:00 pm
Oct. 28	PD - Technology training for instructional support and assessment data	Suzanne Billings Margaret Murphy	Live virtual session or online self-paced presentation	3:00-4:00 pm
November				
Date	Description	Facilitators	Location	Time
Nov. 4	Vertical Teams - SEL for students and teachers	Mimi Melehes, Jennifer Holman, Suzanne Billings	Virtual Zoom Meeting	3:00-4:00 pm
Nov. 18	Leadership Council	Mimi Melehes, Jennifer Holman	Virtual Zoom Meeting or Media Center	3:00-4:00 pm
Nov. 25	PD - Math Instructional Support and Best Practices	Suzanne Billings Margaret Murphy	Live virtual session or online self-paced presentation	3:00-4:00 pm
December				
Date	Description	Facilitators	Location	Time
Dec. 2	Vertical Teams	Mimi Melehes, Jennifer Holman, Suzanne Billings	Virtual Zoom Meeting	3:00-4:00 pm
Dec. 9	Leadership Council	Mimi Melehes, Jennifer Holman	Virtual Zoom Meeting or Media Center	3:00-4:00 pm

January				
Date	Description	Facilitators	Location	Time
Jan. 13	Vertical Teams	Mimi Melehes, Jennifer Holman, Suzanne Billings	Virtual Zoom Meeting	3:00-4:00 pm
Jan. 20	Leadership Council	Mimi Melehes, Jennifer Holman	Virtual Zoom Meeting or Media Center	3:00-4:00 pm
Jan. 27	PD - Content Area Instructional Support and Best Practices - Social Studies, Math, and/or Reading	Suzanne Billings Margaret Murphy	Live virtual session or online self-paced presentation	3:00-4:00 pm
February				
Date	Description	Facilitators	Location	Time
Feb. 3	Vertical Teams	Mimi Melehes, Jennifer Holman, Suzanne Billings	Virtual Zoom Meeting	3:00-4:00 pm
Feb. 17	Leadership Council	Mimi Melehes, Jennifer Holman	Virtual Zoom Meeting or Media Center	3:00-4:00 pm
Feb. 24	PD - Technology training for instructional support and assessment data	Suzanne Billings Margaret Murphy	Live virtual session or online self-paced presentation	3:00-4:00 pm
March				
Date	Description	Facilitators	Location	Time
Mar. 3	Vertical Teams	Mimi Melehes, Jennifer Holman, Suzanne Billings	Virtual Zoom Meeting	3:00-4:00 pm

Mar. 17	Leadership Council	Mimi Melehes, Jennifer Holman	Virtual Zoom Meeting or Media Center	3:00-4:00 pm
Mar. 24	PD - Content Area Instructional Support and Best Practices - Social Studies, Math, and/or Reading	Suzanne Billings Margaret Murphy	Live virtual session or online self-paced presentation	3:00-4:00 pm
April				
Date	Description	Facilitators	Location	Time
Apr. 7	Vertical Teams	Mimi Melehes, Jennifer Holman, Suzanne Billings	Virtual Zoom Meeting	3:00-4:00 pm
Apr. 21	Leadership Council	Mimi Melehes, Jennifer Holman	Virtual Zoom Meeting or Media Center	3:00-4:00 pm
Apr. 28	PD - Technology training for instructional support and assessment data	Suzanne Billings Margaret Murphy	Live virtual session or online self-paced presentation	3:00-4:00 pm
May				
Date	Description	Facilitators	Location	Time
May 5	Vertical Teams	Mimi Melehes, Jennifer Holman, Suzanne Billings	Virtual Zoom Meeting	3:00-4:00 pm
May 19	Leadership Council	Mimi Melehes, Jennifer Holman	Virtual Zoom Meeting or Media Center	3:00-4:00 pm

Coaches/Grade Level Support

Instructional Coaches will collaborate with teachers during their grade level meetings to plan for curriculum, pacing, and instruction and promote student learning through student-centered coaching moves.

Coaches One Spot Google Classroom used to communicate and house curriculum and instructional resources, technology tips and tools, and professional links.

Coach	Daily Support
Mary Anna Pastorek, Literacy Specialist/Coach	<ul style="list-style-type: none"> Kindergarten and 1st grade level support with teachers, parents, and students (eLearning and in-person) Intervention support for Grades K-3
Margaret Murphy, Instructional Technology Coach	<ul style="list-style-type: none"> 2nd and 3rd grade level support with teachers, parents, and students (eLearning and in-person) Technology Support for Grades K-5
Suzanne Billings, Instructional Coach	<ul style="list-style-type: none"> 4th and 5th grade level support with teachers, parents, and students (eLearning and in-person) Curriculum and Instructional Support for Grades K-5

Other Professional Development Opportunities:

- District Professional Development Sessions
- District Curriculum Meetings
- District Technology Proficiency Sessions
- Upstate Consortium
- Upstate Technology Conference
- Summer Academy Sessions
- Roper Mountain Science PLUS

School Climate Needs Assessment

In evaluating our school climate, we studied the results of the surveys in our [SDE School Report Card](https://ed.sc.gov/data/report-cards/). It is accessible at: <https://ed.sc.gov/data/report-cards/>.

The latest survey results are from 2018-19 school report cards. Student surveys were given to fifth grade students, the highest school grade in our school. Parent surveys were given to parents of fifth graders, the highest school grade in our school. Teacher surveys were given to all teachers in our school. The survey questions asked about satisfaction concerning learning environment, social and physical environment, and school-home relations.

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students*	Parents*
Number of surveys returned	28	75	34
Percent satisfied with learning environment	100.0%	98.7%	94.1%
Percent satisfied with social and physical environment	100.0%	100.0%	94.2%
Percent satisfied with school-home relations	100.0%	98.6%	88.2%

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

Results of Teacher, Student, and Parent Opinion Surveys

Learning environment of our school

- Students - 98.7% were satisfied, which was 3.9% higher than the previous year.
- Parents - 94.1% were satisfied, which was 1% higher than the previous year.
- Teachers – 100% were satisfied, which was the same as the previous year.

Social and physical environment

- Students – 100% were satisfied, which was a 4% increase from the previous year.
- Parents – 94.2% were satisfied, which was a 1.2% decrease from the previous year.
- Teachers – 100% were satisfied, which was the same as the previous year.

School-home relations

- Students – 98.6% were satisfied, which was a 5.2% increase from the previous year.
- Parents – 88.2% were satisfied, which was a 4.5% increase from the previous year.
- Teachers – 100% were satisfied, which was the same as the previous year.

In analyzing our school climate survey data, it is evident that teachers are the most satisfied with our school climate by scoring 100% satisfaction in all areas of school climate. Students were highly satisfied with our school climate with percentages at 98% or higher in all areas. Parents scored high on satisfaction with 94% or higher in the areas of learning, social, and physical environments.

The lowest score was 88.2% from parent surveys showing a lower satisfaction rate on school-home relations. To improve in school-home relations, teachers, administrators, and support staff can:

- Increase efforts to reach out in communication to parents to keep them informed of school events, classroom learning, and opportunities to be involved in school, classroom, or community events/activities.
- Open, positive communication on a regular basis to provide support to parents and their families.
- Frequent communication may include:
 - scheduled conferences (in person, virtually, or phone call)
 - phone calls
 - emails
 - weekly newsletters
 - letters/notes home
 - classroom and/or school social media posts
 - up-to-date school and teacher websites

ACTION PLAN

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8)
- SCPASS (science in grades 4 and 6)

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 80 % in 2016-17 to 85 % in 2022-23.
<i>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.</i>
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1 % annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	80% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	81	82	83	84	85

		School Actual Elementary 79	86	<i>waiver</i>			
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	58	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Balanced Literacy Implementation	Ongoing	Teachers, Instructional Coach, Literacy Specialist, Principal	NA	NA	Classroom Observations Grade Level Planning Classroom Data Fountas and Pinnell Benchmark Data Lesson Plans Professional Development Opportunities
2. Individual Student Reading Goals	Ongoing	Teachers, Instructional Coach, Literacy Specialist, Principal	NA	NA	Anecdotal Notes Data Team Meeting Minutes Walkthrough Observations
3. Learning Labs	Ongoing	Literacy Mentors Instructional Coach Literacy Specialist	NA	NA	Coaching Cycle Documentation Schedule of Visits

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Common Assessments	Ongoing	Teachers, Administration, Instructional Coach, Literacy Specialist	NA	NA	Unit Data Analysis Pre and Post Test Analysis Data Team Meeting Minutes Use data to plan 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 **81 %** in 2016-17 to **86 %** in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by **1 % annually**.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	81 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	82	83	84	85	86
		School Actual Elementary 86	89	<i>waiver</i>			
SC READY Math SDE website and School Report Card	54 % Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	62	64	66	68	69
		District Actual Elementary 60	63	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Reflex Math	August 2018-June 2020	Teachers, Instructional Coach, Administrators	\$4,000	General Funds	Classroom Observations Reflex Math Data Sheets
2. Guided Math Groups	Ongoing	Teachers, Instructional Coach, Administrators	NA	NA	Professional Development trainings Classroom Observations Lesson Plans
3. Academic Coaching	Ongoing	Administrators, Instructional Coach, Literacy Specialist	NA	NA	Student Goals Schedule Anecdotal Notes
4. IXL program	August 2020- June 2022	Teachers, Instructional Coach, Administrators	\$10,000	CARES Act funds	Diagnostic Analytics Individual Student Scores and Mastery of standards

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

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

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

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	88	90	91	92	92
		School Actual Elementary 87	90	waiver			
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	64	waiver			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. TE 21 Benchmark	End of each quarter	Teachers, Instructional Coach, Administrators	NA	NA	Grade Level Meeting Minutes Data Team Meetings School Reports
2. Coaching Cycles	Ongoing	Teachers, Instructional Coach, Administrators	NA	NA	Coaching Cycle Notes Lesson Plans Classroom Observations
3. Interactive Science Notebooks	Ongoing	Teachers, Instructional Coach, Administrators	NA	NA	Classroom Observations Lesson Plans Grade Level Meeting Minutes



















Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL 4: Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.












DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations	School Projected Hispanic					
SC READY ELA SC SDE Website		School Actual Hispanic		<i>waiver</i>			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 					
SC READY ELA SC SDE Website		District Actual Hispanic 		<i>waiver</i>			

SC READY ELA SC SDE Website	40 % Meets Expectations and Exceeds Expectations	School Projected AA 42	42	44	46	48	50
SC READY ELA SC SDE Website		School Actual AA 27	16	waiver			
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	31	waiver			
SC READY ELA SC SDE Website	34 % Meets Expectations and Exceeds Expectations	School Projected SWD 35	42	55	56	57	58
SC READY ELA SC SDE Website		School Actual SWD 42	55	waiver			
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	21	waiver			

SC READY ELA SC SDE Website	 % Meets Expectations and Exceeds Expectations	School Projected LEP					
SC READY ELA SC SDE Website		School Actual LEP 		<i>waiver</i>			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 		<i>waiver</i>			
SC READY ELA SC SDE Website	 % Meets Expectations and Exceeds Expectations	School Projected PIP					
SC READY ELA SC SDE Website		School Actual PIP 		<i>waiver</i>			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 		<i>waiver</i>			

SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected Hispanic	x	x	x	x	x
SC READY Math SC SDE Website		School Actual Hispanic	x	<i>waiver</i>			
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	43	<i>waiver</i>			
SC READY Math SC SDE Website	33 % Meets Expectations and Exceeds Expectations	School Projected AA 35	35	36	37	38	39
SC READY Math SC SDE Website		School Actual AA 30	26	<i>waiver</i>			
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	30	<i>waiver</i>			

SC READY Math SC SDE Website	39 % Meets Expectations and Exceeds Expectations	School Projected SWD 41	41	43	45	47	49
SC READY Math SC SDE Website		School Actual SWD 46	55	waiver			
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	20	waiver			
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected LEP	x	x	x	x	x
SC READY Math SC SDE Website		School Actual LEP x	x	waiver			
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	46	waiver			

SC READY Math SC SDE Website	 % Meets Expectations and Exceeds Expectations	School Projected PIP					
SC READY Math SC SDE Website		School Actual PIP 		<i>waiver</i>			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 	36	39	42	45	48
SC READY Math SC SDE Website		District Actual PIP 		<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Mentor Greenville	Ongoing	Principal, School Counselor, Mentors	NA	NA	Log of mentor attendance
2. Academic Coaching	Ongoing	Principal, Administrative Assistant, Instructional Coach	NA	NA	Anecdotal Records Teacher Gradebook TE21 Benchmark Data
3. Second Chance Program	Ongoing	Administrative Assistant, Greenville County Schools Student Services	NA	NA	Calendar GCSOURCE

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 the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	School Projected		Kindergarten through Grade 5 = 89	Kindergarten through Grade 5 = 90	Kindergarten through Grade 5 = 91	Kindergarten through Grade 5 = 92
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 = 88	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten = 62 Grade 1 = 86	Kindergarten = 63 Grade 1 = 87	Kindergarten = 64 Grade 1 = 88	Kindergarten = 65 Grade 1 = 89
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more	School Actual	Kindergarten = 61 Grade 1 = 85	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds	School Projected		Grade 2 – 69% Grade 5 – 73%	Grade 2 – 71% Grade 5 – 76%	Grade 2 – 73% Grade 5 – 79%	Grade 2 – 75% Grade 5 – 82%
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	School Actual	Grade 2 – 66% Grade 5 – 70%	Grade 2 – 69% Grade 5 – 80%	Grade 2 – 69% 5 th grade data point not available - School Board decision to waive 5 th grade testing		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	District Projected		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	District Projected		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	District Actual	5K – 50% Grade 1 – 55%	Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.			
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 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above

South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – % 5 th grade data point not available - School Board decision to waive 5 th grade testing		
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Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. RTI intervention for students in K through third grades who are at-risk in reading	2019-2023	Literacy Specialist, RTI reading intervention teacher	NA	NA	Fastbridge Data for K through 2 nd grades Fountas and Pinnell Benchmark Data
2. Strategy groups and guided reading groups differentiated for reading instruction with extra scaffolding for students who are at-risk in reading	2019-2013	Teachers	NA	NA	Fountas and Pinnell Benchmark Data Student Conferencing Data

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Increase Ethnic Diversity = Increase	Gender Diversity = Increase Ethnic Diversity = Increase	Gender Diversity = Increase Ethnic Diversity = Increase
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = no Ethnic Diversity = no	Gender Diversity = no Ethnic Diversity = no		
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%

GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%			
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. District Shining Stars Recruitment Event	Winter/Spring	Principal	NA	NA	Attendance to event Interview quality, diverse candidates for potential teaching positions
2. Interview quality, diverse candidates for future teaching positions	Ongoing	Principal	NA	NA	Interview schedule and 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: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	98	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 97	97	waiver			
SC SDE School Report Card Survey	92	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100	96	waiver			

SC SDE School Report Card Survey	95	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 98	97	waiver			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	waiver			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	waiver			
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	waiver			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School Safety Plan	Ongoing	Administrative Assistant, Principal	NA	NA	Copy of plan
2. First Responders	Ongoing	School Nurse, Trained responders	NA	NA	First Responder Drill Documentation CPR/AED certification log First Responder Meeting Agendas
3. Guidance Lessons	Ongoing	School Counselor, Teachers	NA	NA	Lesson Plans
4. Safety Drills	Ongoing	Administrative Assistant, Principal	NA	NA	Fire Drill Log Tornado Drill Log Earthquake Drill Log Partial/Full Lockdown Drill Log First Responder Drill

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0.0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0.0	0	waiver			
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

GCS Expulsion Report		District Actual 0.8	1.5	0.9			
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Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0.0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		School Actual 0.0	0				
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.10	.03			

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 Cognia Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	96	96	96	96	96
		School Actual 95	96	96	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90

		District Actual 89	90	92	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Instructional Leadership Book Study <i>The Energy Bus</i> by Jon Gordon	September-March	Principal, Assistant Principal, Instructional Coach, Literacy Specialist, and School Counselor	\$125	Local Funds	Calendar Meeting Agendas Book Discussion Notes
2. Classroom/Grade Level Celebrations	Quarterly	Teachers, School Counselor	NA	NA	Classroom/Grade Level Celebration Schedules

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	97	97	97	97	97
180 th day Attendance Report		School Actual 97	97	98			
	(2016-17) 95	District Projected	95	95	95	95	95
180 th day Attendance Report		District Actual 95	95	96			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attendance Conferences	Ongoing	Assistant Principal Attendance Clerk Attendance Supervisor	NA	NA	Conference Form/IMS
2. Home Visits	Ongoing	Administrators Attendance Supervisor			Home Visit Log

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1
		School Actual Afraid – 2% Lonely – 4% Angry – 1%	Afraid ≤ 1% Lonely ≤ 4% Angry ≤ 5%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5

		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Guidance Lessons	Ongoing	Guidance Counselor	NA	NA	Lesson Plans Guidance Calendar to Teachers Character Education Units and Presentations
2. Mental Health Services	Ongoing	Greenville Mental Health Onsite Counselor	NA	NA	Visit Log
3. Safety Training	Ongoing	Administrative Assistant, Principal	NA	NA	Fire Drill Schedule Lockdown Schedule Severe Weather Schedule Internet Safety Presentation with Rick Floyd