



# **Buena Vista Elementary School Strategic Planning**

**2018-19 through 2022-23**

**Mr. David E. Burgess, Principal**

**Dr. W. Burke Royster, Superintendent  
Greenville County Schools**

### SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Buena Vista Elementary School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 (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

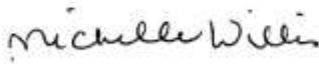
#### PRINCIPAL

Dave Burgess		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

Michelle Willis		3.9.21
PRINTED NAME	SIGNATURE	DATE

#### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Joanno Arnett		3/8/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 310 Batesville Rd. Greer, SC 29650

SCHOOL TELEPHONE: (864) 355-2200

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

### Stakeholder Involvement for School Renewal

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

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

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

#### POSITION

#### NAME

School Improvement Council Member	<u>Michelle Willis, Chair</u>
Special Education Teacher	<u>Cassie Anderson</u>
Kindergarten Teacher /20-21 Teacher of the Year	<u>Jessie Wolfinger</u>
PTA President	<u>Melissa Bache</u>
PTAMember	<u>TiffanyWhitney</u>
Assistant Principal	<u>Kristen McFadden</u>

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

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

<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, PreK–3</b> 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	<b>Academic Assistance, Grades 4–12</b> 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	<b>Parent Involvement</b> 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	<b>Staff Development</b> 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	<b>Technology</b> 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	<b>Innovation</b> 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	<b>Collaboration</b> 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	<b>Developmental Screening</b> 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 type="radio"/> No <input checked="" type="radio"/> N/A	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (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 type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	<b>Developmentally Appropriate Curriculum for PreK–3</b> The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student’s social and cultural context.

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Parenting and Family Literacy</b></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 type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Recruitment</b></p> <p>The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> 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><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></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>

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## **INTRODUCTION**

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

## **EXECUTIVE SUMMARY**

Greenville County Schools (GCS) is widely recognized as a leader in public education. More than half of all teachers (57%) have a Master's Degree or higher in their field. Greenville is known for its cultural diversity and its support of the fine arts. Buena Vista, one of 52 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. The Parent Teacher Association (PTA) in Greenville County is the largest operating PTA unit in the state of South Carolina raising more than \$3 million annually for Greenville County students. Buena Vista is extremely fortunate to have an active and involved parent/teachers' association. The school was built in 1984 and currently houses 814 students and 47 full-time and 10 part-time instructional staff members. In addition, we have 7 staff members serving students as para-professionals. Buena Vista Elementary is located in Greer, South Carolina

Instructional and organizational priorities at Buena Vista Elementary focus on the needs of developing lifelong learners and creating a school-wide culture of literacy. Following the tenets of Continuous Improvement and Total Quality Education teachers implement student learning goals and objectives. They also track student data and growth using quality tools such as lotus diagrams, consensograms, and affinity diagrams to assist in maximizing student learning. A balanced literacy program encourages direct reading instruction, student self-selected reading, writing instruction and practice with vocabulary development utilizing the Fountas and Pinnell reading delivery system. Examples of technology integration can be seen in every classroom at every grade level. Student Response Systems, Promethean Boards, iPads, laptops and chrome books are available and are used throughout the building at all grade levels. These all encourage students and teachers alike to use technology as a tool to increase student engagement, to offer opportunities for personalized, differentiated learning and to increase academic success. In addition, we are in year 4 as a participating school in the Discovery Education's Digital Leadership Corps Pilot, a personalized Learning Initiative from the district to learn how to maximize instructional opportunities integrating technology effectively in the classroom. Science instruction is driven by district science kits which are closely aligned to

state science standards. We are fortunate to be able to offer our student a staffed STEAM lab to supplement science instruction and to heighten natural curiosity.

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

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

The Buena Vista staff see themselves as professional and passionate educators. In 2020-2021, we look forward to maintaining our goal of highly qualified personnel. Our planned professional development will be directly aligned to student achievement and teacher professional desires. We recognize our staff consistency as a strength in our program and appreciate that our small number of new hires will allow us to enhance our cohesive unit where curriculum development and delivery remain the focus. In July 2017, Buena Vista welcomed a new Principal, Mr. Dave Burgess. He comes to us with years of administrative experience, and he considers collaboration and shared leadership a key to success. In addition, we have added on an additional Assistant Principal.

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



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

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

Our school has continued to improve technologically. Due to a very successful extended day program, supportive PTA, and an enrichment program, special facility upgrades have been made. Our vision is to maintain a 1:1 status so that every student has equal access to an individual learning tool. Towards this vision, our school participated in a personalized learning pilot program with the district and with Discovery Education. Through this pilot program, we were able to put a Chromebook in the hands of every student in grades 3-5. Additionally, through innovative use of student activity funds we were able to provide Chromebooks for every student in grade K – 2. We currently own six 3-D printers, and we are excited to say that most of our students were able to create a file in Tinker Cad and were able to print their object with the 3-D Printers this year.

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

## **SCHOOL PROFILE –**

### **The Community of Greer, South Carolina**

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

The community offers many resources and strengths. Greenville County is home to Furman University, Greenville Technical College, North Greenville University, and Bob Jones University. There is also a large university center that offers classes from major state universities. These institutions provide pre-service teacher

preparation and ongoing professional development support. The Greenville-Spartanburg International Airport and the Greenville Municipal Jetport service this area.

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

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

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



## **School-Community Plan**

### ***Broaden Support. Cultivate Identity***

***School Identity: Someplace Special***

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

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

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

## **Our Leaders**

In spring 2017, the School Board of Greenville County Schools approved Dave Burgess as the next Principal of Buena Vista Elementary. Mr. Burgess served as one of our Assistant Principal in 2016-2017

and officially became Principal on July 1, 2017. Dave brings to Buena Vista Elementary 28.5 years' experience in administration with 21.5 years' experience as a Principal. His service has spanned from a small rural elementary school to an inner city Kindergarten through 8th grade International Baccalaureate program. All schools under his guidance attained tremendous student achievement success.

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

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

The school district has awarded Buena Vista an additional Assistant Principal beginning in the 2019-2020 school year. We welcomed Lisa Gilliard to our team. Mrs. Gilliard has worked in the Greenville County School District for 14 years – eight years as a classroom teacher, four years as a Title I Facilitator, and two as an Assistant Principal at Welcome Elementary. She graduated from Clemson University with an Educational Specialist degree in School Administration. She has extensive experience in building relationships with students, families and communities. Over the past six years, she has lead summer camps and extended day programs that provided students with additional reading and math assistance. She has successfully organized numerous PBIS schoolwide events, Dr. Seuss/Read Across America Day, Back To School Bashes, Operation Success which involved making connections with numerous community partners, parents, and local businesses that have built relationships to enhance parent and family engagement.

## **History of Buena Vista**

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

The land changed hands several times between 1810 and 1833. William Bates and Joshua Kilgore formed a partnership for a factory called, the Buena Vista Factory. Bates later opened another textile mill at the shoals of Rocky Creek called Batesville and the community was named the same. Five-pound packages of yarn were used as legal tender in an area short on money. Records from the post office show that between 1830 and 1860 around

400 people were in this area. Several structures dating from this period still survive: The William Bates House and one remaining house built for mill workers probably between 1812 and 1830.

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

William Bates died in 1872 and is buried in what is now the Ebenezer United Methodist Church cemetery. Henry Hammett continued the mill's operation after his death. The Civil War and Reconstruction dealt a blow to the prosperity of Buena Vista. In 1879, the mill was sold to George Putnam, owner of Camperdown Mills on the Reedy River in Greenville. After his death, his daughter, Mary Putnam Gridley, assumed the management of Batesville Mill, becoming the only woman president of a cotton mill in the south. Mrs. Gridley successfully ran the mill until the early 1900's.

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

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

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

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

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

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

Mrs. Barbara A. Barlow, 2<sup>nd</sup> principal, remained in that position from 1992 until January of 2001. Mrs. Brenda Byrd served as the interim principal from January to May of 2001. In May of 2001, Dr. Ann Mohr was appointed as principal of Buena Vista and began her tenure in school year 2001-2002. Dr. Mohr remained in this position until her retirement in July 2017. The current enrollment is approximately 910 students. Buena Vista has been through many changes, and it continues to grow and change daily as we strive to educate the leaders of tomorrow.

## **Facilities**

Buena Vista, one of 52 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. The school was built in 1984 and currently houses approximately 814 students and 59 instructional staff members. Buena Vista Elementary is located in Greer, South Carolina.

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



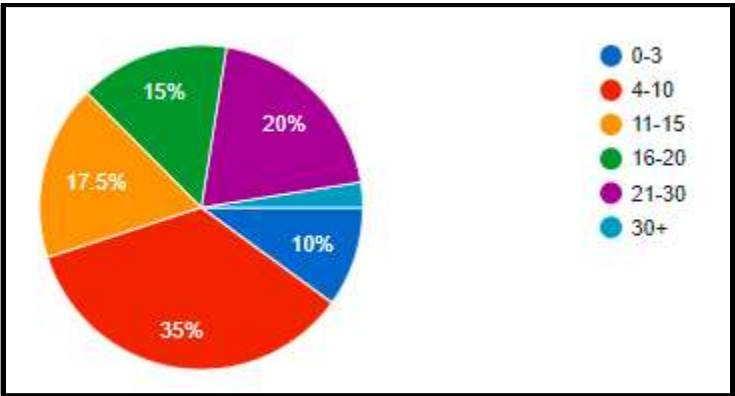
## **School Personnel Data**

The staff at Buena Vista includes: 29 regular education teachers, 13 specialists, 4 special education teachers, two part time guidance counselors, and 1 ESOL teacher. We also have 11 teachers in the virtual program this year. We welcomed a new Instructional Coach this year. Our Instructional Coach works with all teachers to improve student achievement. One of the most extraordinary strengths of this staff is its ability to

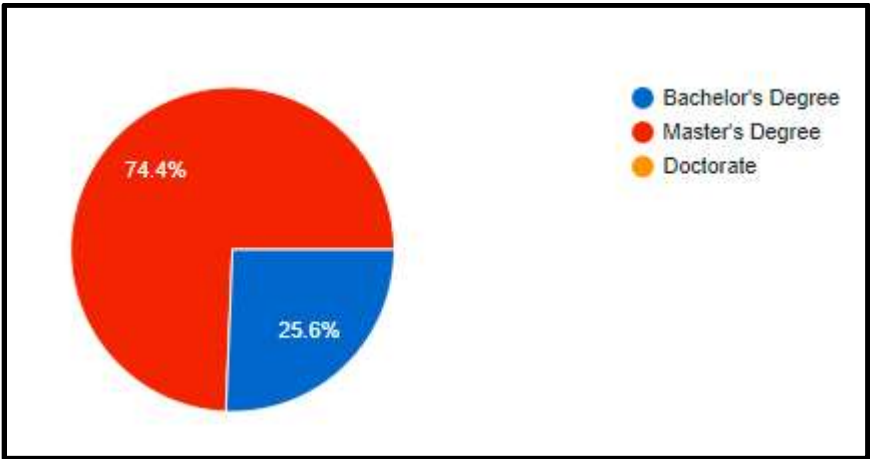
deal with change. All teachers strive to create a classroom and school climate that is nurturing and conducive to learning for all students. There are currently 9 males and 68 females working at Buena Vista. Five staff members are African American, one is Hispanic, and 73 are Caucasian.

The following graphs show the teachers’ overall number of years of experience as well as a comparison of degrees held by our teachers. In addition to this data, we also have three teachers who hold National Board Certificates and several teachers who are teaching as a second career. Thirty-five teachers have successfully completed technology proficiency classes for educators, and our newest teachers are not yet required to take Intel as they wait for their professional certificates.

**Experience as a Teacher**



**Teaching Degrees Held at Buena Vista**



Additional personnel include the school principal, assistant principal, secretary, attendance clerk, .5 office clerk, custodial staff, media specialist and media clerk, literacy specialist, interventionist, STEAM lab instructor and 5 food services workers. Six bus drivers also provide services to students.

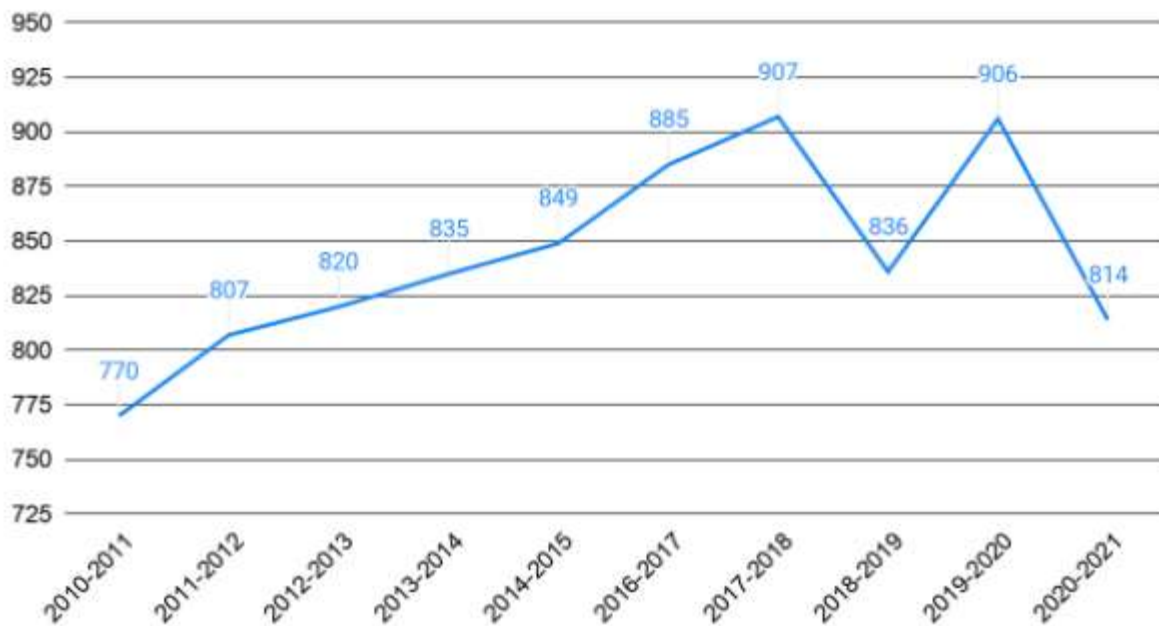
Other support personnel available to assist in meeting the needs of Buena Vista students include four kindergarten paraprofessionals, 2 special education paraprofessionals, the district psychologist, 1 school nurse, one speech and language pathologist, an occupational therapist, a part-time mental health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

### Buena Vista Elementary Students

Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
0	107 47 / 60	12 4 / 8	26 11 / 15	3 1 / 2	0 0 / 0	9 4 / 5	0 0 / 0	57 27 / 30	0 0 / 0
1	128 77 / 51	11 8 / 3	12 8 / 4	16 12 / 4	0 0 / 0	8 6 / 2	0 0 / 0	81 43 / 38	0 0 / 0
2	134 67 / 67	15 8 / 7	25 12 / 13	11 3 / 8	0 0 / 0	8 5 / 3	0 0 / 0	75 39 / 36	0 0 / 0
3	165 88 / 77	17 12 / 5	32 20 / 12	11 4 / 7	3 1 / 2	9 4 / 5	0 0 / 0	93 47 / 46	0 0 / 0
4	127 54 / 73	12 3 / 9	21 11 / 10	7 4 / 3	1 0 / 1	5 1 / 4	0 0 / 0	81 35 / 46	0 0 / 0
5	153 85 / 68	13 7 / 6	14 7 / 7	17 9 / 8	1 1 / 0	7 6 / 1	0 0 / 0	101 55 / 46	0 0 / 0
Total	814 418 / 396	80 42 / 38	130 69 / 61	65 33 / 32	5 2 / 3	46 26 / 20	0 0 / 0	488 246 / 242	0 0 / 0



## Buena Vista Elementary School-Enrollment Over Time



Currently, the student enrollment at Buena Vista is made up of 8 percent Hispanic, 60.1 percent Caucasian, 15.9 percent African-American, 10.2 percent Asian and 6.2 percent “Other”. The primary home languages, in order of student enrollment, are English, Spanish, and Indian dialects. Slight changes in demographics reveal a slight increase in the percentage of Caucasians Hispanic students with a slight decrease in our African American population. A strength of our school is our diversity. The changes in the other categories are statistically insignificant. Services are provided by a trained ESOL teacher to our ESOL student population. Currently, 22% of our student population falls below the poverty index. This number is based on the number of students who receive free and reduced priced meals and Medicaid. The level of FARMs (Free and Reduced Meals) has increased slightly over time.

Buena Vista and the school district strive to meet the needs of all children. Buena Vista Elementary has one self-contained, primary special education classroom and one Learning Lab classes. We are continuing the Inclusion Model to meet the needs of our students with disabilities. Two part-time speech teachers work with students in a pullout schedule. An itinerant teacher for the hearing impaired, a physical therapist, and an occupational therapist work with identified students. The Challenge program includes identified students at grades 3-5. This district program is taught by a qualified teacher and follows a prescribed curriculum. Students participate in quarterly units of study that are curriculum based.

Communication between the home and the school is important to each child’s success. Currently, 100% of the Buena Vista families report having computers in the home with internet access. The school maintains a

website. Each teacher has an individual webpage where weekly newsletters and curriculum updates are posted. Each teacher and administrator has an e-mail account which provides easy access for communication.

### **Attendance and Mobility**

Student attendance rates at Buena Vista have remained steady over the past few years. Buena Vista has an average student daily attendance rate of approximately 95.5% for 2021. The mobility rate is currently at about 5 percent. This number is based on the number of students moving in or out of our student population during the school year.

### **Major Programming Features and Awards**

- Gold Award, “Excellent” on report card
- RtI Reading Intervention at K and 1(serves approximately 65 students per year)
- Full-time Literacy Specialist to support lowest readers in grades 1, 2 and 3
- In house Professional development by members of the Literacy team and/or the Literacy Specialist to ensure that instructional strategies in reading remain consistent and appropriately rigorous across all grade levels.
- In House professional development by members of the technology team or staff members who attended ISTE in 2019 to share best practices in all areas of technology.
- IXL and First in Math - web-based programs, offer support and enrichment opportunities for all students.
- Triple I (Immediate, Intensive Intervention) Data driven, student-centered intervention and enrichment offered weekly by grade level and by subject.
- Implementation of Fountas & Pinnell Balanced Literacy Model in all classrooms
- Implementation of Lucy Calkins Writing in all classrooms
- Half-time Interventionist for identified students needing additional support in math.(*Student Centered Coaching*)
- STEAM Lab instructor targets SEPs, builds on student curiosity, enhances traditional standards-based classroom instruction
- Bobcat Brainbuilder’s Program (in-house tutoring for students of all ages)
- Extended Day Program Enrichment Clubs in math, science, Health/Wellness/Fitness, technology
- Faculty Initiatives with Collaborative Learning Communities and *7 Habits of Highly Successful People* (both of which directly impact student learning)
- Faculty team formed to research, create and presented to our faculty a new school-wide behavior plan designed to establish behavioral expectations, celebrate success and to change inappropriate behaviors
- Guidance program: *The 7 Habits of Highly Successful Students*

- Healthy School Initiative and member of the CATCH program
- SHI grant winner 2014
- Learning Community-our classrooms are organized in clusters of 6 classes around a central open area. This allows teachers to flexibly group students based on demonstrated performance (MAP, unit pre- and post-testing, Mastery Connect, etc.) Students in each cluster participate in PBL units each year; each PBL is designed to include a STEM/STEAM component.
- Related arts enrichment program to enhance opportunities for students in grades 2-5
- Annual Artist in Residence, visiting author, and Battle of the Books to enhance instruction
- Dick and Tunky Riley Award for SIC Excellence, finalist, 2014. Applicant in 2018.
- Participant in Discovery Education's Digital Leaders Pilot Program.

## **Mission, Vision and Beliefs**

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

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

### **Our Beliefs**

1. We believe all members of the Buena Vista community are active learners.
2. We believe social, emotional, and intellectual skills can be learned.
3. We believe a supportive learning environment is characterized by safety, mutual respect, communication, and collaboration among all stakeholders.
4. We believe learning occurs for a variety of reasons, including high expectations, mastery of skills, curiosity, and preparation for the future.

5. We believe learning occurs best through a wide variety of experiences targeting different ability levels and styles of learning, modeling, and technology-rich experiences with hands-on and real-life applications.
6. We believe learning is enhanced by applied technology, the integration of the arts, and a research and project-based curriculum.
7. We believe ongoing assessment and the tracking of long term goals are critical to continuous improvement. We believe assessment results should be shared.

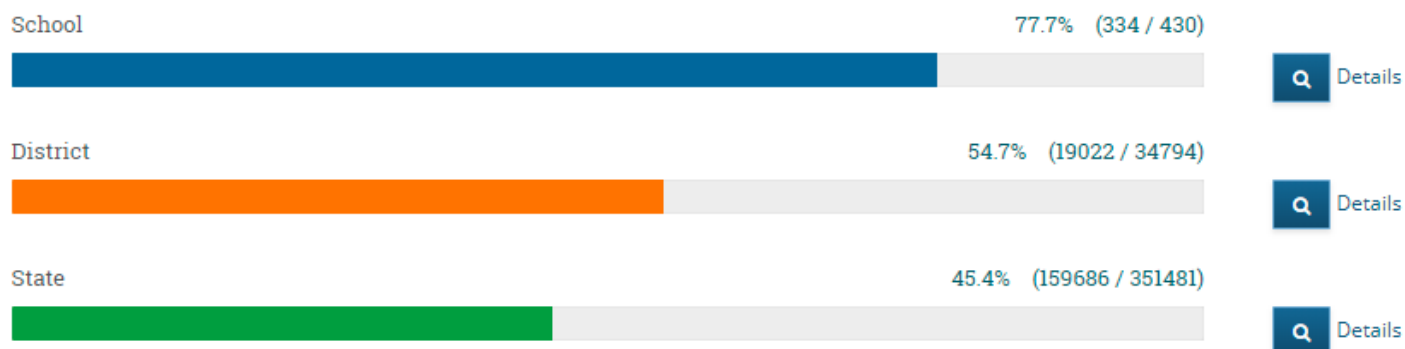
## DATA ANALYSIS AND NEEDS ASSESSMENT –

### SC READY TESTING DATA

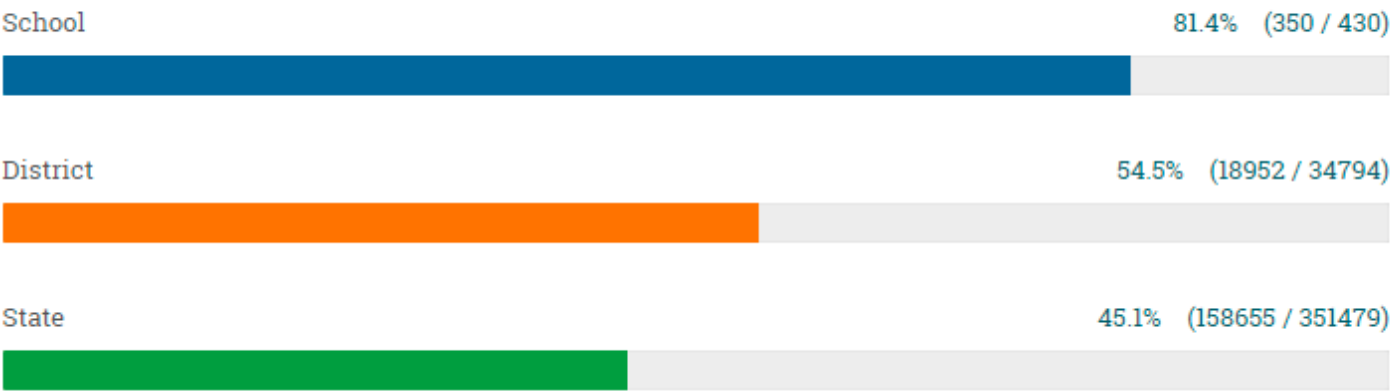
The following graphs show our SC-Ready data from the spring 2019 administrations. The first four figures show the percentage of students scoring in each performance level as compared to similar students in the district and in the state. The next figure shares results by grade level.

#### SC Ready English Language Arts and Mathematics

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

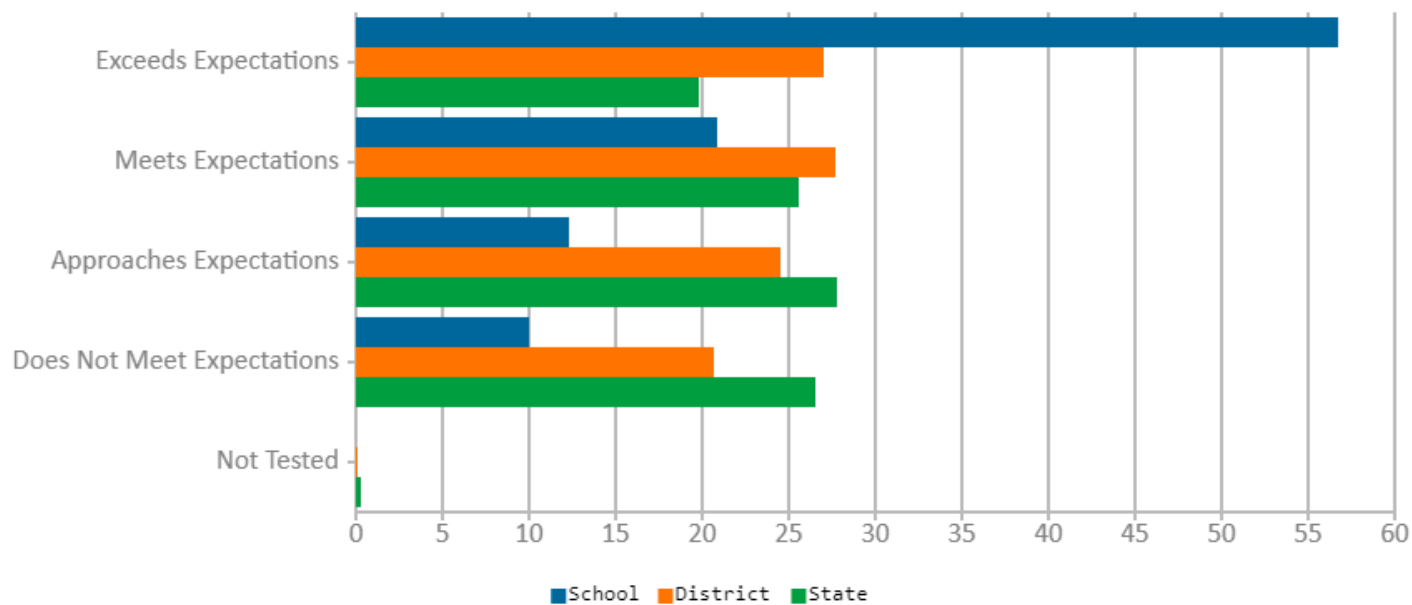


Mathematics - [Percent Met or Exceeding](#)



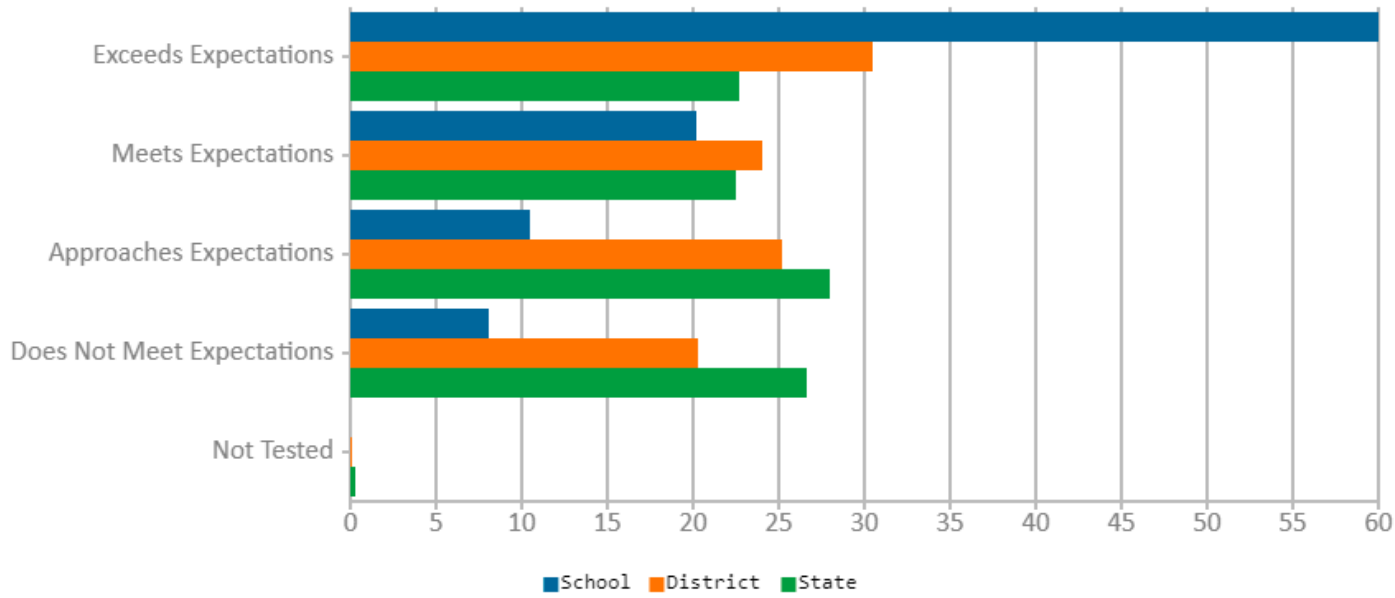
SC READY English Language Arts and Mathematics

English Language Arts (Reading and Writing)



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

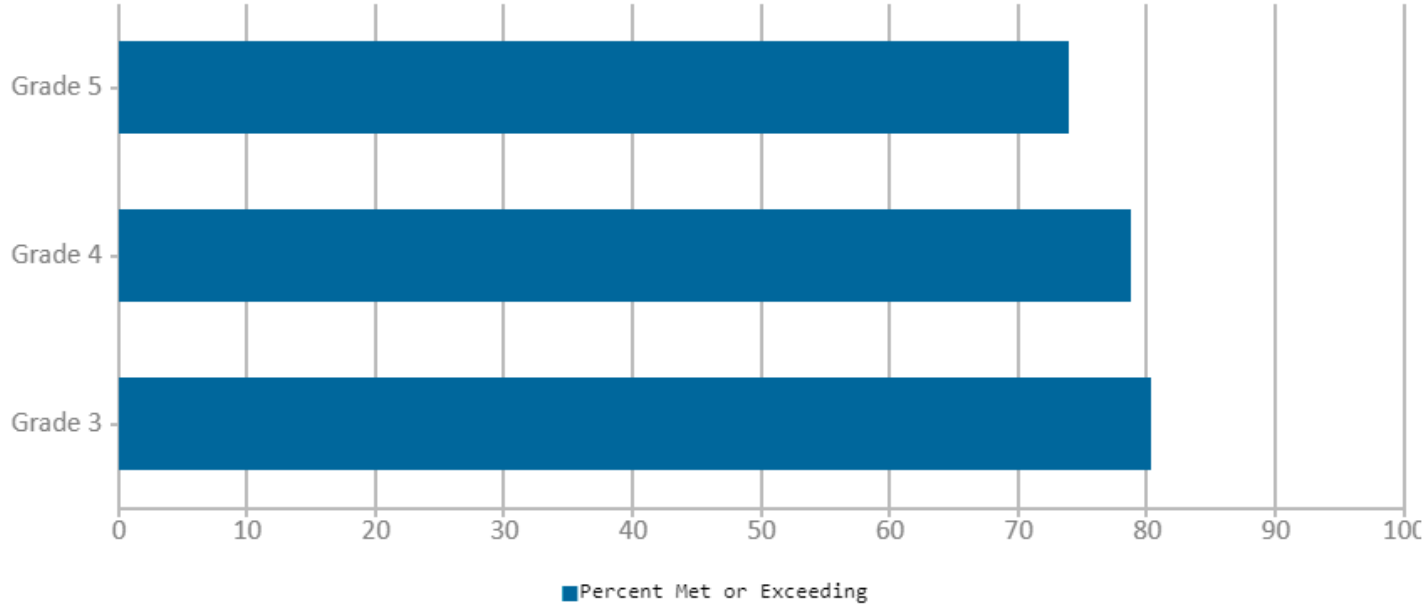
Mathematics



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

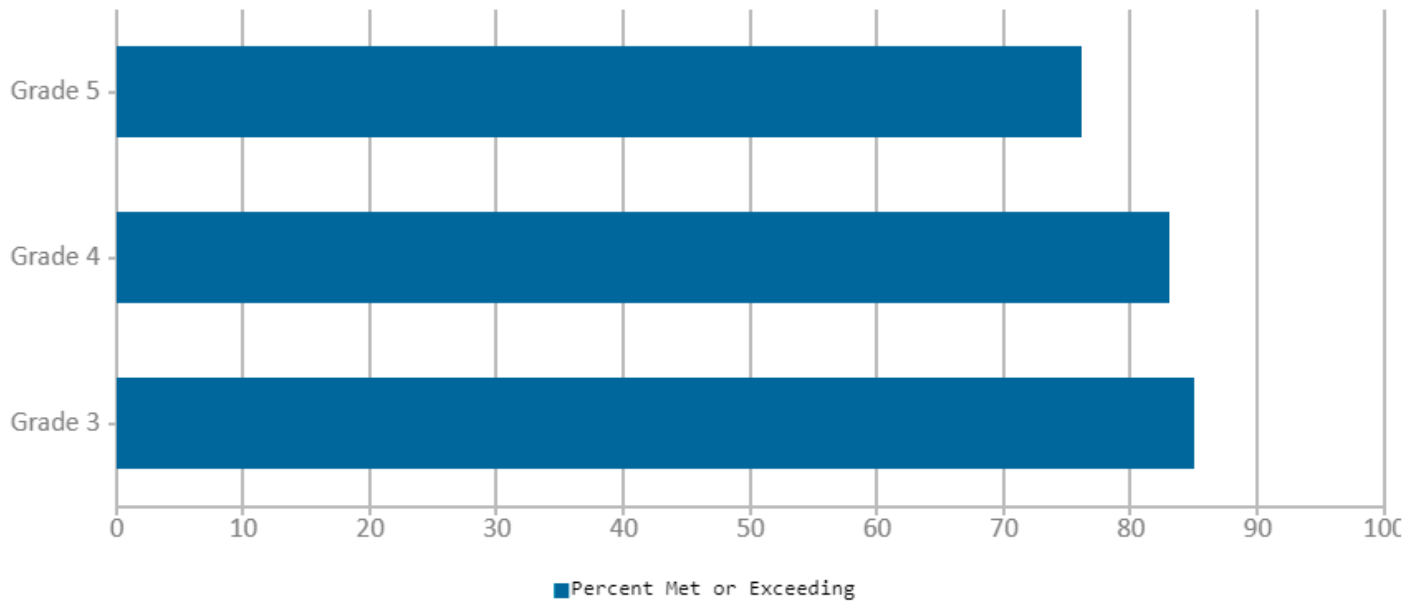
SC READY Performance by Grade Level

English Language Arts (Reading and Writing)



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

Mathematics



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

The next graphs show similar information from SC-Pass 2019 for Science by performance level.

SC Pass by Grade Level

Science

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations	Mean Score	Standard Deviation
4	154	11.7%	12.3%	22.7%	53.2%	76.0%	88.3%	1,468.1	25.4

## Teacher and Administrator Quality:

### **Buena Vista Elementary School** **Professional Development Schedule for 2020-21**

Date	Topic and Purpose
July 23	Tech Mex: Tech Tips and Takeaways
August 5	Tech Mex: Top 10 eLearning Tips
August 10	Welcome Back: Review of Procedures Flipped Classroom Tech Mex: Virtual Meet the Teacher
August 11	Lesson Planning Training Faculty Council Meeting
August 13	Testing Training
August 14	Implicit Bias Training Staff Meeting- Updates
August 19	Tech Mex: How can I make my students independent with technology?
August 26	Staff Meeting
September 16	Faculty Council Meeting
Sept 24	Be About It - Session 1
September 25	Coaching
September 30	Data Differentiation Staff Meeting
October 7	Tech Team Meeting
October 8	Be About It -Importance of a Name
October 14	Staff Meeting- ACEs Training

October 21	Faculty Council
October 22	Be About It- How to Think
October 28	Staff Meeting- In Person Instructional Strategies and Resources
November 4	Committee Meeting
November 12	Be About It- How to Think
November 18	Staff Meeting- Benchmark Data Analysis
December 2	Committee Meeting
December 3	Be About It- Culture
January 6	Tech Mex- Tech Tip Tutorial
January 14	Be About It
January 25	Be About It- Economics, Geography, and Civics
January 27	MasteryConnect Tutorial
February 3	Tech Mex- Game of Games
February 8	Be About It: Global Perspectives
February 10	Data Analysis and Triple I
February 22	Be About It- Unconscious Bias
March 3	Tech Mex- FBI
March 8	Be About It
March 10	Faculty Meeting
March 22	Be About It
March 31	Faculty Meeting
April 7	Faculty Meeting
April 14	Tech Mex
April 19	Be About it
April 28	Faculty Meeting
May 3	Be About It
May 12	Faculty Meeting
May 17	Be About It
May 26	Faculty Meeting

## Needs Assessment Summary:

The challenge that we face at Buena Vista is to continue to encourage each student to meet their academic potential. Specifically, addressing the needs of our subgroups and our international learners will continue to be a focus for us, as will meeting the needs of our highest performing students. Changes in staff, instructional models, standards, and student demographics are all to be expected. We must continue to find ways to face



those changes while maintaining our focus on the achievement of all of our students. We are hopeful that our intervention procedures, staff professional development and certification in GT instruction, our data analysis routines, our technology integration, our flexible instructional groups will help support all student as they strive to improve achievement.

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

In the area of teacher and administrator quality, we will continue to hold high expectations in order to maintain our high level of success. We follow the district guidelines for professional development and for teacher mentoring and evaluation. One idea that came out of the self-evaluation process was to improve our in-house peer coaching strategies. Currently, peer coaching is only used regularly for our newest staff members. However, the faculty feels that expanding this to include our entire staff would bring strong results. In previous years, we focused peer observations in the area of literacy instruction in first grade. The staff members involved reported significant success and positive impact, and we are now expanding in to other grade levels and other subjects. Also under consideration is something similar in the area of technology integration, to meet the expectations of the Digital Leadership Pilot in which we are participating. We are hopeful that tapping into our in-house talents and successes will impact all students in their levels of academic success. Progress in this area is clearly evident with the number of staff members who have lead professional development for our own teachers in-house, for teachers in our district across our state, and/or nationally. Also, in an effort to meet the needs of our highest performing students, the majority of our teachers are participating in graduate level classes in Gifted and Talented instruction. Many of us are now able to add the GT Endorsement to our teaching certificates.

Last, we considered our school climate. According to the indicators that we used, our parents, students, and staff are well-pleased with the school climate. However, one frustration that we feel could easily be addressed

is in the area of technology support from the district. Our administrators, staff, and our PTA have made significant effort to keep Buena Vista on the front of the technology wave. We have a considerable number of devices to enhance learning, but if there is not enough tech support to assist with maintenance and repairs in a timely manner, then instruction is impacted.

Please use the following link to access our 2019-2020 School Report Card  
<https://screportcards.com/overview/?q=eT0yMDIwJnQ9RSZzaWQ9MjMwMTA5Mw>

### **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);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i> ) <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
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<b>PERFORMANCE GOAL 1:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from <u>76.8</u> % in 2016-17 to <u>91.8</u> % in 2022-23.
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<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>
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**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY ELA SDE website and School Report Card	77% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary</b>	<b>79.8</b>	<b>82.8</b>	<b>85.8</b>	<b>88.8</b>	<b>91.8</b>
		<b>School Actual Elementary 76.9</b>	<b>75.1</b>	<i>waiver</i>			
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary 52</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>
		<b>District Actual Elementary 52</b>	<b>58</b>	<i>waiver</i>			

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Implementation of Fountas and Pinnell, school-wide, including explicit, content-rich activities, Serravallo's <u>Reading Strategies Book</u>	Ongoing	Administrative Team, IC, Teacher	Annual purchase of folders, additional books	No purchase needed	Yearend summary sheets, lesson plans
Focused writing instruction (Lucy Calkins program) using Atlas plans and Serravallo's <u>Writing Strategies</u> book as	Ongoing	Administrative Team, IC, Teachers	-	No purchase needed	Lesson plans, observations

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
supplemental resources					
Use of GCS Writing Prompts with vertical and horizontal articulation	As directed by district	Teachers, IC	-	District	Data Analysis, meeting notes, lesson plans
Student-centered enrichment periods to meet the immediate needs of students. Triple I	Implemented fall 2016, ongoing	Administrative Team, IC, Teachers	-	No purchase needed	Observations, data analysis, grade level meeting notes, lesson plans
Focused support by Literacy Specialist for lowest performing readers in grades 1-2	Sustained	Administrative Team, IC, Lit. Specialist		State/District	FastBridge and F&P progress reports, lesson plans
Focused Professional Development for all staff members by the Literacy Specialist and other Literacy Team Members	Oct-May, varied days and times	Admin Team, Literacy Specialist, Lit. Team Members			Attendance logs, pre/post MAP data
Early Reading Intervention for Tier II students using Aimsweb and RTI (grades K, 1)	Sustained	Leadership Team, teachers- Grades K-1	Materials on hand	District	PM data, observations, summary reports
Participate in IXL to enrich and remediate students	Sustained	Teachers, Admin Team	Site License	PTA	Observations, grade level reports
Continue to expand the SpEd Inclusion Model to include	Sustained	Leadership Team, IC, SpEd and GenEd teachers		District	

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
more glasses/grade levels					
Use of community resources to assist with differentiation and to enhance instruction (PTA Brain Builders, Riverside Cadets and Service Learning Students, Junior Achievement in Gr. 1, etc.)	Sustained	IC, Counselor, Goal Team and Grade Level Reps, Teachers	-	-  No Purchase Needed	Meeting notes, lesson plans, observations

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

**PERFORMANCE GOAL 2:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 79.8% in 2016-17 to 94.9% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by \_\_\_3\_\_\_% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	79.8 % Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary</b>	<b>82.8</b>	<b>85.8</b>	<b>88.8</b>	<b>91.8</b>	<b>94.8</b>
		<b>School Actual Elementary 81.7</b>	<b>79</b>	<i>waiver</i>			

SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary 57</b>	<b>62</b>	<b>64</b>	<b>66</b>	<b>68</b>	<b>69</b>
		<b>District Actual Elementary 60</b>	63	<i>waiver</i>			

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Use of manipulatives, both concrete and electronic	Sustained	Teachers	On hand	-	Lesson plans, observations
Use of GCS Atlas resources and pacing guides	Sustained	Teachers	On hand		Data Analysis, Lesson plans, and Grade level Loti
Student-centered enrichment periods to meet the immediate needs of students. Triple I	Implemented fall 2016, ongoing	Administrative Team, IC, Teachers	-	No purchase needed	Observations, data analysis, grade level meeting notes, lesson plans
Use of M.A.T.H centers to differentiate instruction	Sustained	Admin Team, IC, Teachers		No purchase needed	Lesson plans
Integration of science and social studies into ELA and Math lessons (through leveled non-fiction readers, writing activities, note booking, project-based learning, etc.)	Sustained	Administrative Team, IC, Teachers	Leveled Readers	PTA	Lesson plans, observations, samples of student work

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Interactive Note booking across all core subjects, in Intermediate classes (paperback and digital)	Sustained	Teachers	??/student (estimated)	Parents, PTA scholarship for FARMS students	Observations, student samples, lesson plans
Continued use of grade level math pre- and post-testing with item analysis to guide instructional decisions	Sustained	Leadership Team, IC, Teachers		No purchase needed	Classroom, Grade Level, and School-Wide Reports

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

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by \_\_\_\_1\_\_% annually.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>School Projected Elementary</b>	<b>84.3</b>	<b>85.3</b>	<b>86.3</b>	<b>87.3</b>	<b>88.3</b>
		<b>School Actual Elementary 83.3</b>	<b>76</b>	<i>waiver</i>			
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary</b>	<b>63</b>	<b>66</b>	<b>69</b>	<b>72</b>	<b>75</b>
		<b>District Actual Elementary 60</b>	<b>64</b>	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Standards-based Field Trips at each grade level	Traditionally 2 of each, annually	Administrative Team, IC, Teachers	Varies by trip	Parents, PTA	Field Trip Request Forms, lesson plans, observations
Staffed STEAM lab to encourage exploration and heighten curiosity	Sustained	Administrative Team, Science Lab instructor	??	??	Lesson plans, observations, products created



ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Vertical and Horizontal discussions and data analysis with Data Teams to guide instructional planning	Sustained	Administrative Team, IC, Teachers	-	No purchase needed	Data analysis meeting, summaries, lesson plans

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	x% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
SC READY ELA SC SDE Website		<b>School Actual Hispanic</b> N/A	<b>Not enough to form a subgroup</b>	<i>waiver</i>			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
SC READY ELA SC SDE Website		<b>District Actual Hispanic</b> 34	40	<i>waiver</i>			
SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	<b>School Projected AA</b>	<b>37</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>
SC READY ELA SC SDE Website		<b>School Actual AA</b> 37% (in grades 4/5)	<b>39.7</b>	<i>waiver</i>			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA 25</b>	<b>25</b>	<b>28</b>	<b>31</b>	<b>34</b>	<b>37</b>

SC READY ELA SC SDE Website		<b>District Actual AA 25</b>	31	<i>waiver</i>			
SC READY ELA SC SDE Website	38 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>	<b>50</b>
SC READY ELA SC SDE Website		<b>School Actual SWD 38</b>	<b>35.5 (in grades 4/5)</b>	<i>waiver</i>			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 14</b>	<b>14</b>	<b>17</b>	<b>20</b>	<b>23</b>	<b>26</b>
SC READY ELA SC SDE Website		<b>District Actual SWD 12</b>	21	<i>waiver</i>			
SC READY ELA SC SDE Website	77 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	<b>35</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>
SC READY ELA SC SDE Website		<b>School Actual LEP 77 (Grades 3/5)</b>	<b>69.6 (in 4<sup>th</sup>)</b>	<i>waiver</i>			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 35</b>	<b>35</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>
SC READY ELA SC SDE Website		<b>District Actual LEP 33</b>	44	<i>waiver</i>			
SC READY ELA SC SDE Website	47 % Meets Expectations and Exceeds Expectations	<b>School Projected PIP</b>	<b>47</b>	<b>50</b>	<b>53</b>	<b>56</b>	<b>59</b>
SC READY ELA SC SDE Website		<b>School Actual PIP 47</b>	<b>44.2</b>	<i>waiver</i>			

SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Projected PIP 38</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>	<b>50</b>
SC READY ELA SC SDE Website		<b>District Actual PIP 33</b>	45	<i>waiver</i>			
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>	x	x	x	x	x
SC READY Math SC SDE Website		<b>School Actual Hispanic N/A not enough</b>	x	<i>waiver</i>			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 39</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>	<b>51</b>
SC READY Math SC SDE Website		<b>District Actual Hispanic  42</b>	43	<i>waiver</i>			
SC READY Math SC SDE Website	43 % Meets Expectations and Exceeds Expectations	<b>School Projected AA</b>	43	46	49	52	55
SC READY Math SC SDE Website		<b>School Actual AA 43% (in grades 3,4)</b>	39	<i>waiver</i>			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA 27</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>
SC READY Math SC SDE Website		<b>District Actual AA 28</b>	30	<i>waiver</i>			

SC READY Math SC SDE Website	52 % Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	52	55	58	61	64
SC READY Math SC SDE Website		<b>School Actual SWD</b> 52	41	<i>waiver</i>			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD</b> 18	18	21	24	27	30
SC READY Math SC SDE Website		<b>District Actual SWD</b> 16	20	<i>waiver</i>			
SC READY Math SC SDE Website	77 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	77	80	83	86	89
SC READY Math SC SDE Website		<b>School Actual LEP</b> 77 (grades 4-5)	87 (grade 4)	<i>waiver</i>			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP</b> 40	40	43	46	49	52
SC READY Math SC SDE Website		<b>District Actual LEP</b> 42	46	<i>waiver</i>			
SC READY Math SC SDE Website	58 % Meets Expectations and Exceeds Expectations	<b>School Projected PIP</b>	58	61	64	67	70
SC READY Math SC SDE Website		<b>School Actual PIP</b> 58	51.4	<i>waiver</i>			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected PIP</b> 36	36	39	42	45	48

SC READY Math SC SDE Website		<b>District Actual PIP 38</b>	43	<i>waiver</i>			
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Faculty training led by our ESOL teacher-strategies to be used in the classroom	Yearly	ESOL Teacher, Admin Team, IC, Teachers	-	No purchase needed	Lesson plans, training agenda, sample report card
2. PTA International Night to enhance engagement	Yearly	ESOL, PTA, Admin Team	-	Parents	Photographs, meeting program
3. International Mentor Group to bridge cultural gaps	Jan 2019, ongoing	ESOL teacher, GT Teachers, Admin Team, IC, students, teachers	-	No purchase needed	Meeting notes, planning schedules, photographs

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ 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	<b>School Projected</b>	85.5	87.0	88.5	90	91.5
	Meets and Exceeds	<b>School Actual</b>	84%	<i>Data point not available due to state-wide school closures on March 17, 2020</i>			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	<b>School Projected</b>		Kindergarten n = 70% Grade 1 = 77%	Kindergarten n = 72% Grade 1 = 79%	Kindergarten n = 74% Grade 1 = 81%	Kindergarten n = 76% Grade 1 = 83%
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1	<b>School Actual</b>	Kindergarten n = 68% Grade 1 = 75%	<i>Data point not available due to state-wide school closures on March 17, 2020</i>			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring	<b>School Projected</b>		Grade 2 – 93.7 % Grade 5 – 94.9%	Grade 2 – 94.2% Grade 5 – 95.4%	Grade 2 – 94.7 % Grade 5 – 95.9 %	Grade 2 – 95.2 % Grade 5 – 96.4 %
South Carolina MAP Linking Study – February 2018	2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile	<b>School Actual</b>	Grade 2 – 93.2 % Grade 5 – 94.4%	Grade 2 – % Grade 5 – %	Grade 2 – 56% <i>5<sup>th</sup> grade data point not available - School Board decision to waive 5<sup>th</sup> grade testing due to Act 142 testing requirements.</i>		

Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	<b>District Projected</b>		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		<b>District Actual</b>	K-5 69%	<i>Data point not available due to state-wide school closures on March 17, 2020</i>			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	<b>District Projected</b>		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 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately	<b>District Actual</b>	5K – 50% Grade 1 – 55%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectation	<b>District Projected</b>		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 and July 2020	2018 2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile 2020 2 <sup>nd</sup> grade criteria RIT = 188	<b>District Actual</b>	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing due to Act 142 testing requirements.		

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. Data analysis and formation of flexible groups for	Ongoing	Teachers, Literacy Specialist, Admin Team, IC			Group assignments, measurable student growth



ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
remediation, Triple I					
2. Focused Training by the Literacy Specialist	2018-2019, ongoing	Admin Team, Literacy Teachers	-	No purchase needed	Agenda, training schedule, observation
3. Acquisition of additional F&P and LLI materials	Summer 2018, ongoing as needed as funding is available	Literacy Specialist, Admin Team	\$30,000 estimated	Combination of local general, PTA	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 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		<b>School Projected</b>	92% Caucasian Female	90% Caucasian Female	Gender Diversity = Increase or Maintain Ethnic Diversity =	Gender Diversity = Increase or Maintain Ethnic Diversity =	Gender Diversity = Increase or Maintain Ethnic Diversity =
GCS Human Resources Department	Baseline established in 2019-2020	<b>School Actual 94% Winter 2019</b>		Gender Diversity = yes/no Ethnic Diversity = yes/no			
Employment report		<b>District Projected</b>	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	<b>District Actual</b> Gender Diversity = 99%	Gender Diversity = 96% Ethnic Diversity =	Gender Diversity = 99% Ethnic Diversity =	Gender Diversity = 100% Ethnic Diversity = 97%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Team interviews for potential candidates	As needed	Teachers, Admin team			Interview schedules, interview notes

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC SDE School Report Card Survey	x	<b>School Projected Students</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>School Actual Students</b> x	x	<i>waiver</i>			
SC SDE School Report Card Survey	x	<b>School Projected Teachers</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>School Actual Teachers</b> 100%	x	<i>waiver</i>			
SC SDE School Report Card Survey	x	<b>School Projected Parents</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>School Actual Parents</b> 96.1	x	<i>waiver</i>			
SC SDE School Report Card Survey	<b>92</b>	<b>District Projected Students</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$

		<b>District Actual Students 86</b>	89	<i>waiver</i>			
SC SDE School Report Card Survey	<b>98</b>	<b>District Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Teachers 97</b>	97	<i>waiver</i>			
SC SDE School Report Card Survey	<b>91</b>	<b>District Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Parents 88</b>	89	<i>waiver</i>			

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Maintain high standards for building security	Ongoing	Plant Engineer, Admin Team, Teachers		District	Sign in data
2. Adhere to and highlight monthly safety drills	Ongoing	Admin Team, Principals, Plant Engineer, School Nurse	-	-	Lesson plans, sample locator sheets
3. Maintain Emergency Response Team	Ongoing	Admin Team, School Nurse, Teachers, Team Members	-	-	Nurse's logs, First Aid cards, successful, district drills

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

Percent Recommended for Expulsion

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

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07

GCS Expulsion Report		<b>School Actual</b> 0	0				
	(2016-17) .04	<b>District Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		<b>District Actual</b> .04	.10	.03			

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

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

**PERFORMANCE GOAL 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.

<b>DATA SOURCE(s):</b>		<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>School Projected</b>	90	90	90	90	90
		<b>School Actual</b> 90	x	95	<i>Data point not available due to state-wide school closures on March 17, 2020 -</i>		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>
		<b>District Actual</b> 89	90	92	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		

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



ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
morning meetings in the classroom					
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) 96	<b>School Projected</b>		96	96	96	96
180 <sup>th</sup> day Attendance Report		<b>School Actual</b> 96	95				
	(2016-17) 95	<b>District Projected</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
180 <sup>th</sup> day Attendance Report		<b>District Actual</b> 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. Establish teacher and parent communication	Sustained	Teacher	-	-	Attendance rate
2. Intervention conference with attendance clerk	Sustained	Admin, Attendance Clerk	-	-	Attendance rate

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Parent notes required for all absences (district expectation)	Sustained	Parent, Teacher, Attendance Clerk	-	-	Attendance rate

**Performance Goal Area:**   ☐ Student Achievement\*   ☐ Teacher/Administrator Quality\*   ☒ School Climate (Parent 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	<b>School Projected</b>	Afraid ≤ 5 Lonely ≤ 5 Angry ≤ 3	Afraid ≤ 4 Lonely ≤ 5 Angry ≤ 3	Afraid ≤ 4 Lonely ≤ 4 Angry ≤ 2	Afraid ≤ 4 Lonely ≤ 4 Angry ≤ 2	Afraid ≤ 4 Lonely ≤ 4 Angry ≤ 2
		School Actual Afraid – 5% Lonely – 6% Angry – 4 %	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ 4 Lonely ≤ 9 Angry ≤ 5	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	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
		<b>District Actual</b> Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 7%	<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 ≤

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