

FOUNTAIN INN ELEMENTARY

STEPHANIE REESE, PRINCIPAL

**608 Fairview Street
Fountain Inn, SC 29644
(864) 355-5100**

www.greenville.k12.sc.us/ftinn

GREENVILLE COUNTY SCHOOLS

DR. BURKE ROYSTER, SUPERINTENDENT



Scope of Action Plan: 2018-2019 through 2022-2023

Annual Update for 2020-2021

SC SDE Cover Page

School NAME: **Fountain Inn Elementary**

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

Stephanie Reese		1/25/21
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

WALT TANNER		1/25/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Anna Williams		1/25/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 608 Fairview Street, Fountain Inn, SC 29644

SCHOOL TELEPHONE: (864) 355-5100

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

SC SDE Stakeholder Involvement

	Position	Name
1.	Principal	Stephanie Reese
2.	Teacher.....	Cindy Owens
3.	Parent/Guardian	Samantha Gilstrap
4.	Community Member	Walt Tanner
5.	Paraprofessional.....	Pam O’Bleness
6.	School Improvement Council Member.....	Stephanie Reese
	.....	Sharon-Marie Smith
	.....	Cindy Owens
	.....	Julie Bridges
	.....	Walt Tanner
	.....	Samantha Gilstrap
7.	Read to Succeed Reading Coach	Anna Williams
8.	School Read To Succeed Literacy Leadership Team Lead	Anna Williams
9.	School Read To Succeed Literacy Leadership Team Members	Stephanie Reese
	.....	Cindy Owens
	.....	Sharon-Marie Smith
	.....	Anna Williams

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**

SC SDE (Act 135) Assurances

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

<input checked="" type="radio"/>	<p>Yes Academic Assistance, PreK–3</p> <p>No The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p> <p>N/A</p>
<input checked="" type="radio"/>	<p>Yes Academic Assistance, Grades 4–12</p> <p>No The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p> <p>N/A</p>
<input checked="" type="radio"/>	<p>Parent Involvement</p> <p>Yes The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.</p> <p>No</p> <p>N/A</p>
<input checked="" type="radio"/>	<p>Staff Development</p> <p>Yes The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.</p> <p>No</p> <p>N/A</p>
<input checked="" type="radio"/>	<p>Yes Technology</p> <p>No The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p> <p>N/A</p>
<input checked="" type="radio"/>	<p>Yes Innovation</p> <p>No The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p> <p>N/A</p>
<input checked="" type="radio"/>	<p>Yes Collaboration</p> <p>No The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p> <p>N/A</p>
<input checked="" type="radio"/>	<p>Developmental Screening</p> <p>Yes The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p> <p>No</p> <p>N/A</p>
<input checked="" type="radio"/>	<p>Yes Half-Day Child Development</p> <p>No The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p> <p>N/A</p>

<input checked="" type="radio"/>	Yes	Developmentally Appropriate Curriculum for PreK–3
	No	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.
	N/A	
<input checked="" type="radio"/>	Yes	Parenting and Family Literacy
	No	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.
	N/A	
<input checked="" type="radio"/>	Yes	Recruitment
	No	The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
	N/A	
<input checked="" type="radio"/>	Yes	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs
	No	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.
<input type="radio"/>	N/A	

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Introduction

Fountain Inn Elementary's Strategic Plan was developed to document the changes and progress our school has made while working to continuously increase student achievement, strengthen community relations, and offer purposeful staff development. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories in our strategic plan are:

- Introduction
- Executive Summary
- School Profile
- Mission, Vision and Beliefs
- Data Analysis and Needs Assessment
- Action Plan

Our strategic plan is a working document that describes Fountain Inn Elementary and includes evidence of our work. It describes our goals, plans, needs assessment based on results, and achievements. The strategic plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome.

Much of the narrative content came from evaluating our program through the AdvanceED Standards Assessment. We have continued these efforts through our Professional Learning Communities in grade level, faculty council, vertical, and leadership meetings.

All of our stakeholders have an investment in our success. With a continued focus on strong collaborative planning and excellence within the classroom, together teachers, students, and the community will continue to exceed our levels of expectation for excellence in the 21st century academic standards.

This portfolio is a reflection of who we are and how we work collaboratively for continuous improvement. We work to prepare our students to become successful citizens and productive participants in the future world!

The Staff of Fountain Inn Elementary



Executive Summary



Student Achievement Summary

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

For the 2018-2019 school year, our school participated in SC READY testing in third through fifth grade. When looking at this data, 54% of students scored Met or Exemplary in English Language Arts and 62% of students scored Met or Exemplary in Math. This is an increase of 15% in ELA and 9% in Math from the previous school year.

For the 2018-2019 school year, all fourth grade students participated in SCPASS Science and all fifth grade students participated in SCPASS Social Studies. In regards to the SCPASS test, 57% of all fourth grade students scored Met or Exceeding on Science and 81% of all fifth grade students scored Met or Exceeding on Social Studies. The percentage of students scoring Met or Exceeding in Social Studies increased by 7% and was above the GCS district average. The percentage of students scoring Met or Exceeding in Science increased by 4%.

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);
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD)

Continual Steps Taken to Continually Improve:

Fountain Inn Elementary School continues to enhance instruction through effective program initiatives. These include:

- ❖ Working extensively with our Special Education team to create a stronger model for delivery of services including inclusive and resource services. We are working closely with the district to implement a program that will meet the needs of our special education students including ability grouping, direct teaching, and using a modified curriculum.
- ❖ Ongoing evaluation of technology. ActivPanels were installed in all classrooms in the fall of 2020. All K4-5th grade students have a Chromebook for their Personalized Learning device. All

teachers also have an iPad with access for our students.

- ❖ Continual development of ourselves as an effective PLC, including the use of common assessments, common grading practices, and the use of effective instructional strategies in the classroom.
- ❖ A plan for purposeful, differentiated, and meaningful staff development.
- ❖ Training and Implementation of specific components of the Balanced Literacy Program.
 - 18-19 school year: Mini-lessons and Instructional Read Alouds (IRA)
 - 19-20 school year: Reading Workshop
 - 20-21 school year: Strengthening Guided Reading through the use of Literacy Footprints
- ❖ Ongoing evaluation of the strategic five-year school plan.

Teacher and Administrator Quality Summary

According to the 2019-2020 state report card, 48.9% of our staff holds advanced degrees which is a 1.3% increase over 2018-2019 and 100% of classes are taught by highly qualified teachers. Ongoing, quality staff development is utilized to maintain a strong Professional Learning Community. We have completed our tenth year striving to serve as a PLC. We will continue to participate in book studies, address issues pertaining to professionalism, develop common assessments, and analyze formative assessment data to guide instruction. Staff development is designed to help teachers maintain highly qualified certification and to continue to grow as a professional educator. Continued professional development focused on technology is provided to help teachers obtain technology proficiency as required by the State Department.

School Climate Summary

On March 27, 2020, the US 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 the widespread school closures related to the novel Coronavirus disease (COVID-19). Therefore there is no school data to report for the 2019-2020 school year.

According to our teacher, student, and parent survey data from the 2019 school report card, 98.4% of teachers, 91.4% of students and 88.9% of parents are satisfied with the learning environment. There was an increase in all stakeholders concerning the learning environment. We will continue to provide and seek out ways to create a school culture that cultivates and celebrates student growth and learning. In regards to school-home relations, 92.2% of teachers are satisfied, but 70% of parents are satisfied, which was the lowest percentage concerning our school climate. However, out of the parents who responded, 16% of parents marked "Don't Know" concerning home-school relations. We will continue to work to improve communication, increase participation, and help parents be an integral part of their child's education.

Significant Challenges

One of our significant challenges from the past three years has continued to be reaching all abilities of the learning spectrum in the classroom. We strive to look for ways to lessen the gaps for our subgroups, as well as challenge our high-performing students. Standardized assessments, such as SC READY, SC PASS, and MAP testing, present challenges associated with maintaining and exceeding student past performance.

As of 2016-2017, we identified two staff members, one at the primary level and one at the intermediate level, to serve as our building Literacy Mentors. These teachers will pave the foundation for building future school-wide reading practices. Additionally, we have added a full-time Literacy Specialist and two full-time Interventionists and one part-time Interventionist to help support and grow literacy practices across classrooms. Furthermore, all teachers are regularly meeting with leveled reading groups to meet individual student's literacy needs. Our staff is committed to continuous professional growth in order to improve reading instruction, which in turn will improve student performance within literacy

and across all other content areas.

Another significant challenge is continuing to fund positions to support classroom instruction. We continue to explore ways to use funding to support our students' learning. The ongoing need for technology upgrades, as well as current staff development in all aspects of the curriculum, pose significant challenges. We strive to grow professionally as life-long learners within a PLC. Though these challenges are present, we are committed to excellence and providing the best environment for our students to grow and develop into productive citizens.

Awards and Accomplishments

For the 2018-2019 school year, Fountain Inn Elementary received an overall report card rating of Excellent in which our school performance substantially exceeds the criteria to ensure all students meet the Profile of the SC Graduate. As a result of our report card ratings of Good Academic Achievement and Good Student Progress, we received the Palmetto Silver Award. Due to the Coronavirus Pandemic and close of schools in the spring of 2019-2020, there is no report card rating for this school year.

Fountain Inn Elementary has established itself as a Professional Learning Community where teachers are committed to a collaborative process for teaching and planning. Our staff is engaged in on-going staff development for increasing their level of effectiveness in the classroom. Collaborative planning and the use of common assessments are in place across all grade levels and curriculum areas. Data analysis assists our teachers in developing rigorous lessons that will support our high expectations for student growth.

Due to the guidelines and restrictions of the COVID-19 pandemic, challenges have limited our community outreach efforts with our students. Opportunities such as the National Junior BETA Club offer our students the ability to serve others inside and outside of our school. We maintain select Positive Behavior and Intervention Supports, along with utilizing our strong guidance department to build students of character. Fifth grade students have the opportunity to apply and interview to be a part of the FIE Morning News Show. This select group produces and directs the show live on a daily basis. Fourth and fifth grade students participate in leadership opportunities that are offered through our Student Council. Our school has also been recognized with the SC Safe Routes to School award, as well as the South Carolina Safe Kids School award.

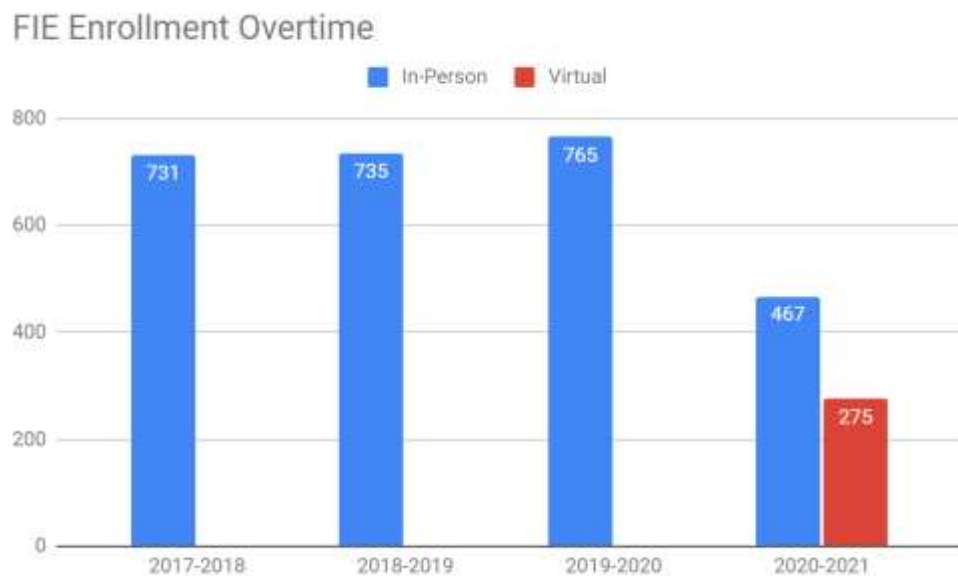
School Profile



Fountain Inn Elementary and its Community:

Fountain Inn Elementary is a kindergarten through grade five public school built in 1998. It is one of fifty-two elementary schools in the School District of Greenville County. Fountain Inn Elementary is located in Fountain Inn, South Carolina. Fountain Inn Elementary serves a community of urban, rural, and agricultural areas. It has been fully accredited by the regional association and is a deregulated school. Originally built in 1939, the new facility was completed in 1998. There are forty-two classrooms, as well as two art rooms, 2 music rooms, science lab, gymnasium, media center, and 2 computer labs. Twelve additional classrooms and a multi-purpose room were added during the spring of 2007.

Fountain Inn is now home to 467 (in-person) and 275 (virtual) students and 36 (in-person) and 17 (virtual) instructional staff members and 13 support staff members. This year, 2020-2021 is year seventy-one of Fountain Inn Elementary's existence.



Fountain Inn Elementary has the following current combined (in-person and virtual) enrollment configuration by grade level:

Student Totals by Grade

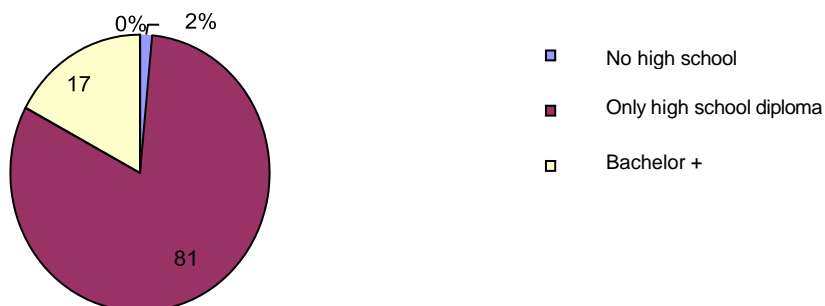
Year	Grade	In-Person Students	Virtual Students	All Students
2020 - 2021	K3	9	2	11
	K4	32	0	32
	K5	81	39	120
	01	73	52	125
	02	58	36	94
	03	79	44	123
	04	74	55	129
	05	61	47	108
2020 - 2021 Total		467	275	742

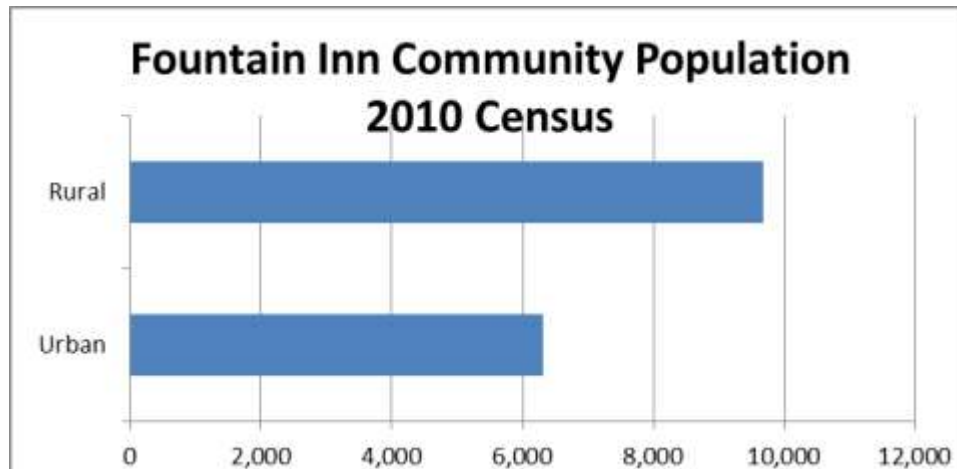
Our school population has stayed within 740-790 over the past five years. It is imperative that we are aware of the ongoing changes throughout Fountain Inn as the town continues the revitalization process in an effort to impact our students and community.

Fountain Inn Community

The Fountain Inn Community reflects the growing national trend toward an increase in the number of single-parent families, families where both parents are working, or families where neither parent is working. This has been further compounded by the current economic conditions. According to the 2010 census for the Fountain Inn zip code of 29644, the population of 15,980 people is divided into two areas: 6,308 from urban areas and 9,672 live in rural areas. The educational level of our community is quite diverse. Approximately 1.5% of the population does not have a high school diploma; 81.3% of the population only has a high school diploma; and only 17.2% of the population has a Bachelor's degree or higher. Approximately 25% of the population consists of single parent households. According to the 2010 Census, 13.5% of the households reported are living below the poverty level in Fountain Inn. This affects the quality of educational resources available to students in their homes.

Fountain Inn Community Educational Level 2010 Census





Parental Involvement and Community Business Partners

School Improvement Council (SIC) meets monthly to review school decisions and policies and offer advice towards meeting our school goals. SIC includes the Principal, Assistant Principal, two teachers, a PTA representative, two parents, and two community/ business members. PTA Board meets monthly to discuss school improvement and projects for the school. The PTA Board includes the President & Vice-President, Treasurer, Secretary, Teacher Liaison, and Ways and Means Chair. Many in the business community have reached out to Fountain Inn Elementary for ways to help the school in meeting the needs of the students and teachers. They have offered incentives for both students and teachers as well as services to enhance the overall program.

School Leadership

Mrs. Stephanie Reese is in her third year as Principal of Fountain Inn Elementary School. This is her 20th year as a school administrator and her 28th year in education. She holds a Master's Degree in School Supervision.

Mrs. Sharon-Marie Smith is in her seventh year as Assistant Principal at Fountain Inn Elementary. This is her 22nd year as an educator. She holds an Honor's Degree in Elementary Education and a Master's in School Leadership and Administration.

Fountain Inn Elementary Staff

The staff at Fountain Inn Elementary School includes: 1 principal, 1 assistant principal, 1 instructional coach, 1.5 guidance counselors, 1 mental health counselor, 35 classroom teachers, 3 self-contained special education teachers, 2.5 resource teachers, 2 speech teachers, 1 media specialist, .3 challenge teacher, 1 media clerk, 3 kindergarten aides, 2 - K-3 aides, 2 - K-4 aides, 2 special education resource self-contained aides, 1.2 music teachers, 1.2 physical education teachers, 1.2 art teachers, 2.5 RTI interventionist, and 1 Literacy Specialist.

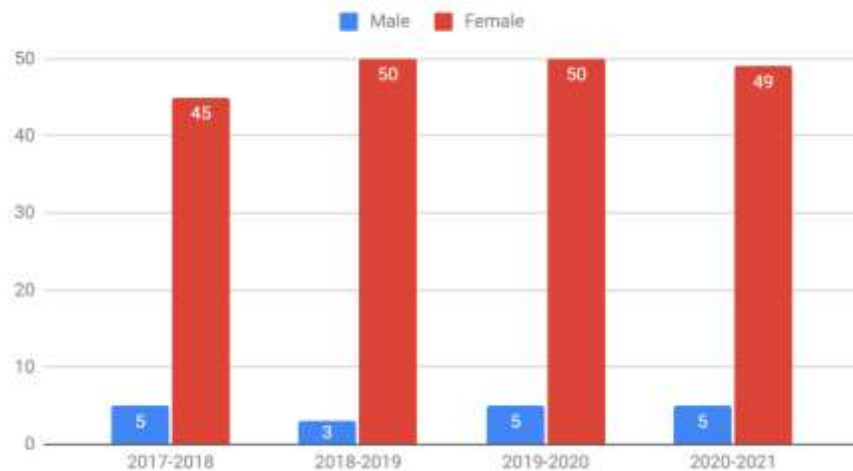
Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	47	Up from 42
Percent of teachers with advanced degrees	48.9	Up from 47.6
Average teacher salary	\$51,908	Up from \$48,563
Percent of teachers on continuing contract	87.2	Down from 90.5
Percent of teachers returning from previous year - current year	89.7	Up from 84.2
Percent of teachers returning from previous year - three year average	87.5	Up from 84.5

Fountain Inn Elementary is centrally located near numerous colleges and universities where continual educational programs are available and accessible. This accessibility provides teachers with the resources to enhance their professional knowledge, and continually upgrade their teaching throughout the year. Staff development programs are based on a review of data and survey results to determine the areas of instructional needs for our staff.

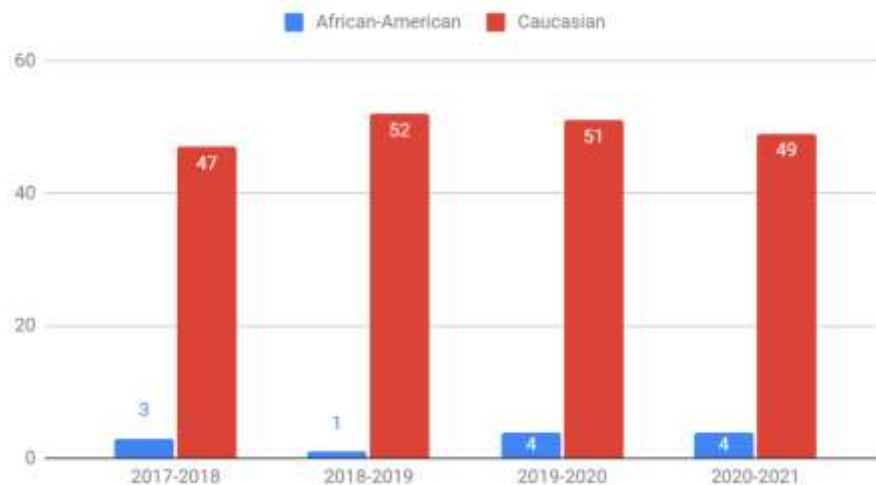
There are currently 49 female and 5 male teachers.

Teacher Gender



There are currently 49 Caucasian and 4 African-American teachers.

Teacher Ethnicity



Additional personnel include 1.5 guidance, one secretary, two attendance clerks, six custodians, and six food services workers. Four bus drivers also provide services to students which include three regular education buses and one special education buses. Other support personnel available to assist in meeting the needs of Fountain Inn Elementary students include the district psychologist, mental health counselor, two speech pathologists, and two school nurses.

Counseling and Other Student Support Services

Students at Fountain Inn Elementary receive a high level of support services from an outstanding staff. Julie Bridges and Libby Baker, our school counselors, provide a comprehensive, developmental guidance program for all students. Direct services include classroom guidance lessons, small group sessions, and individual counseling. As needed, the counselor provides crisis intervention for members of the school community. Indirect services include consultation with parents, teachers, and administrators. The program assists students' growth in three major areas as defined by the state. They are: 1) Learning to learn (academic development), 2) Learning to work (career development), and 3) Learning to live (personal/social development).

Marty McKittrick, our school's site-based Mental Health Counselor, works daily with our school to increase partnerships within our school and community that promote emotional health. His position is funded by the S.C. Department of Mental Health and has a mission of identifying and intervening at early points in emotional disturbances and assisting parents, teachers, and counselors in developing comprehensive strategies for resolving these disturbances. School-based services include individual, family, and group counseling as well as crises intervention and psychiatric consultation as needed. These programs are non-stigmatizing and easily accessible to children and their families in the Fountain Inn Community.

Safety, Cleanliness, and Adequacy of School Facilities

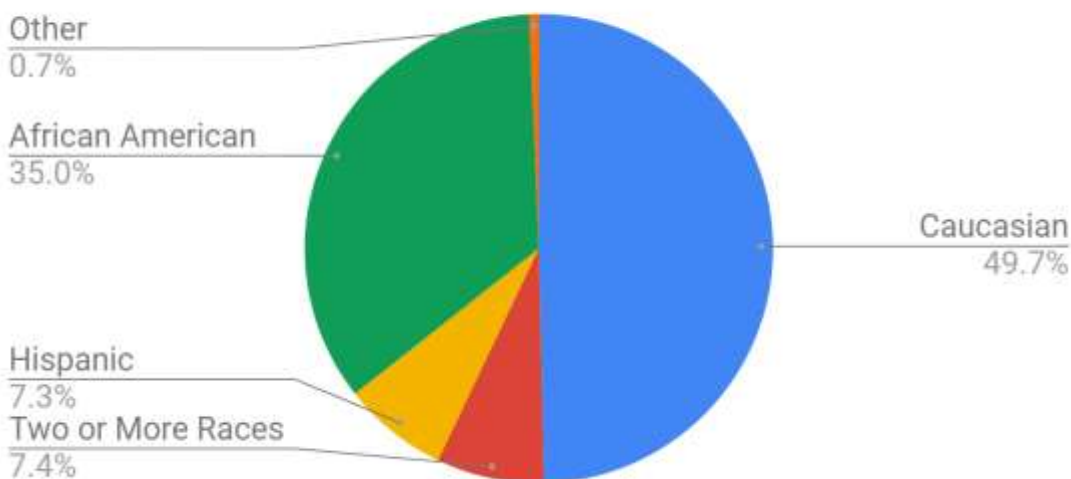
Fountain Inn Elementary and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan. Regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing student safety first. Safety Patrol, originally sponsored by the police department, is now coordinated and supervised by adults in our building.

Specific safety concerns regarding buildings and grounds at the school site are handled by both the maintenance department and site custodians or utility workers assigned to site duties. Our professional staff includes one plant engineer and five custodians who perform basic cleaning operations in every classroom every day.

Fountain Inn Elementary Students:

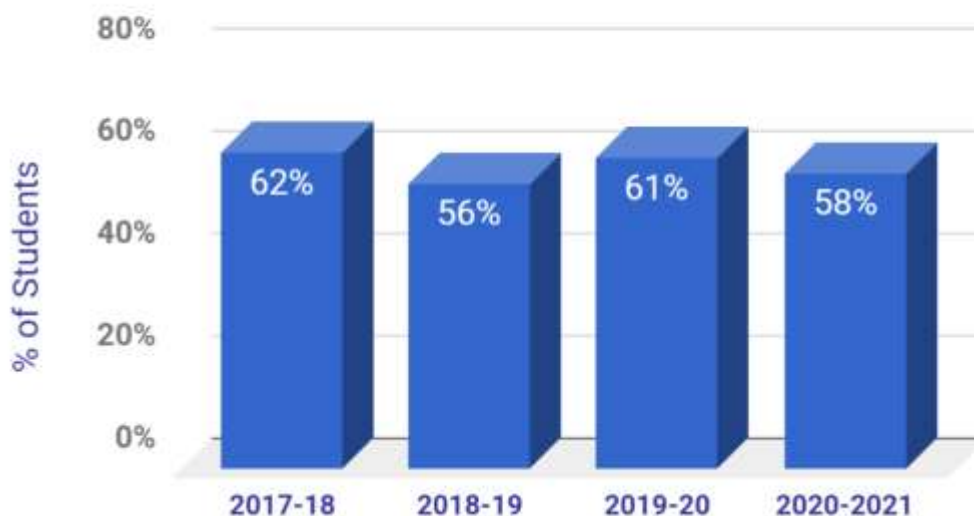
The total enrollment of Fountain Inn Elementary School is 742. At present, the student enrollment at Fountain Inn Elementary is composed of 7.3 percent Hispanic, 49.7 percent Caucasian, 35 percent African-American, 7.4 percent two or more races, and 0.7 percent “Other”, as shown in the pie chart below. The population served by Fountain Inn Elementary has remained consistent with no significant shifts in demographics of ethnic groups over the past years.

Enrollment by Ethnicity



Fountain Inn Elementary currently has 58% of its students qualify for free and reduced priced meals. As shown in the graph below, the percentage of free and reduced lunch has remained relatively constant since the 2017-2018 school year.

Free and Reduced Lunch Overtime

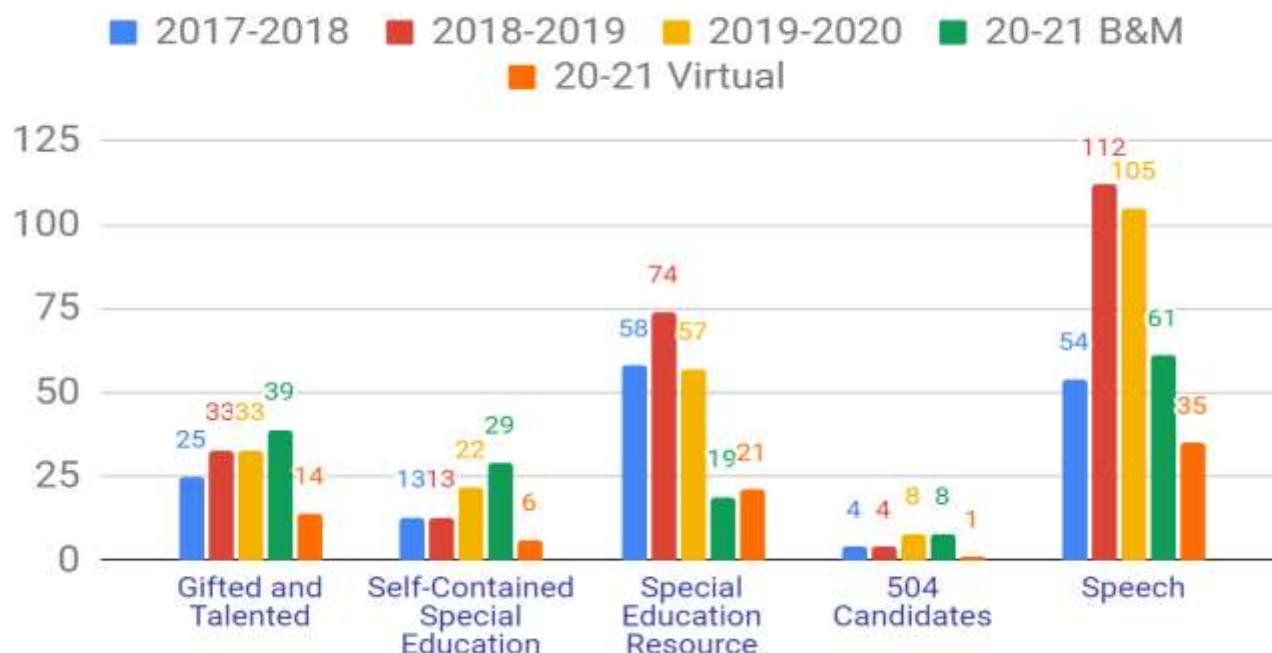


The student population is comprised of students with 6 home languages with 37 students served through ESOL services. These languages, in order of student enrollment, are English, Spanish, Micronesia, Hebrew, Creole, and Hmong. Fountain Inn Elementary has several funded programs which focus on helping “at risk” students and the special needs of all students. This assistance is provided by

having specialized instruction during the school day.

Fountain Inn Elementary has identified 31.4% of its population this year as special needs students. There are 39 in-person and 14 virtual students in the gifted and talented program, 29 in-person and 6 virtual students assigned to self-contained special education classes, 19 in-person and 21 virtual students in special education resource classes, and 61 in-person and 35 virtual speech students. There are 8 in-person and 1 virtual students on a 504 plan.

Special Area Student Population



Fountain Inn Elementary Academic and Behavior Features:

Fountain Inn Elementary School offers a variety of academic programs and accommodations to meet student needs. Data is utilized to determine needs of students and effectiveness of models. The following are academic and behavior features of FIE:

Measures of Academic Progress (MAP) - The Measures of Academic Progress (MAP) test is an additional resource for assessment in Greenville County. This computerized system of testing was administered once this year to all Greenville County Schools second and fifth grade students in both reading and mathematics. MAP correlates with national and state curriculum standards, and is nationally norm-referenced. The difficulty of each test item adjusts to each individual student's performance, meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. MAP results are regularly being used in the schools as one of several data sources for curriculum decisions, student placement, and parent conferences. As MAP testing continues, the results will increasingly be used to help assess students' academic achievement and in district planning.

OnTrack - The OnTrack Team, chaired by our Literacy Specialist, meets weekly to address students with learning problems not resolved by classroom accommodations. Members may refer students for

possible psychological evaluations. This purpose of this team is to explore interventions and strategies to put into place for the purpose of serving student's individual needs. If students qualify based on the psychological testing provided by our district, students will then enter into the inclusive resource program or self-contained resource program.

Reading Intervention - Reading instruction is supported in kindergarten through 5th grade with reading intervention utilizing three positions: two full-time RTI, one full-time Literacy Specialist/Reading Recovery Teacher, and one part-time RTI Teacher. All kindergarten through 5th grade students are screened three times a year with FASTbridge. Students who score in the high-risk area are targeted and provided with 30 additional minutes of reading intervention at least four times per week. High-risk kindergarten students are supported through small group intervention using Fountas and Pinnell's Leveled Literacy Intervention (LLI) orange literacy system. The lowest performing first graders receive support through Reading Recovery one-to-one intervention. The remaining first grade high-risk students receive small group instruction with the LLI green literacy system. Second and third grade students who have been identified as high risk receive small group instruction using the LLI blue literacy system. Fourth and fifth grade high-risk students receive small group instruction using the LLI red literacy system. Student progress is monitored through running records and FASTbridge every 2-3 weeks throughout the school year.

Fountas & Pinnell - All teachers have been trained to implement the Balanced Literacy Language Arts model in the classroom. This program measures proficiency in reading and promotes small group instruction. The Fountas and Pinnell Benchmark Assessment System is used to evaluate reading progression as students increase their reading achievement. A measurement is taken three times a year. All staff has successfully implemented the Fountas and Pinnell leveled reading groups within their classrooms. Teachers regularly meet with leveled reading groups to meet individual student's reading needs.

Technology Integration - Instructional staff members (Kindergarten through fifth grade) are trained to utilize ActivPanels, Laptops, Chromebooks, and Hues to incorporate technology into daily instructional delivery and student engagement. Our staff has also participated in a series of Google Apps for Education training, Discovery Ed training, as well as other technology tools to assist with effectively utilizing Google Chromebooks to support and extend student learning. We began implementing Personalized Learning with Chromebooks in grades 3-5 during the 2017-2018 school year. The 2020 school year introduced PLD to all students in grades K4-5th grade.

STEAM – We are striving to become a STEAM school. Our staff has participated in a series of professional development opportunities to effectively implement PBL practices. We continue to provide ongoing staff development to assist with effectively implementing STEAM strategies and practices to support and extend student learning. Our staff was scheduled to train with the Buck Institute June 8, 9, and 10, 2020. Due to the Covid-19 Pandemic restrictions, our staff was unable to attend the Buck Institute Training in June of 2020.

Data Tracking - We continue to provide staff development focused on instruction strategies and best practices to implement within the classroom. As a school, we are tracking students' progress in setting goals for Fountas and Pinnell reading levels, TE21 District Benchmark assessments, MasteryConnect

formative assessments, FastBridge, and common formative assessments.

PLC (Professional Learning Community) - We continue to provide ongoing staff development for maintaining ourselves as a strong Professional Learning Community. Over the past years as a PLC, we have participated in numerous book studies, addressed issues pertaining to professionalism, developed common grade-level assessments, and utilized a consistent grading system for our school.

After-School Activities – Fountain Inn Elementary supports after-school programs that service many of the students attending the school. These programs include: Good News Club, Junior Beta Club, Safety Patrol, Chorus, Art Club, Run Hard Club, and the After-Care Program. FIKE is also a local free after-school and mentoring center for our students in the community of Fountain Inn. Due to the Covid-19 Pandemic restrictions, many of our after school activities have been postponed. We are moving forward with new restrictions and guidelines for safety in place to reinstate after-school programs for our students.

Classroom Discipline/Learning - Fountain Inn Elementary provides a disciplined, but stimulating, learning climate for students. This climate for learning is enhanced with parental involvement. Parents are encouraged to become involved in school communities and councils, to help with homework, and to encourage and honor their child's successes. Daily instruction directly aligns with our state academic standards and district curriculum support.

Student discipline is the responsibility of all Fountain Inn Elementary staff members. A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behaviors. To reach this goal, Fountain Inn Elementary offers many opportunities for student participation and recognition. Our school's Positive Behavior Intervention Support (PBIS) strategies assist us in promoting positive behaviors and minimizing negative outcomes.

At Fountain Inn Elementary our positive behavior theme, "Let Your Light Shine Bright!" or "SHINE," stands for **S**how Respect, **H**old Yourself Accountable, **I**nspire Others, **N**ever Give Up, and **E**veryday Good Choices. Expectations are clear throughout the school and home. School rules and consequences are posted in every room and additional areas throughout the school. Students are rewarded for following the "SHINE" acronym individually and as a class. Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. Student handbooks and other information about school and classroom rules are distributed and discussed on a regular basis.

Mission, Vision, and Beliefs



Mission, Vision, and Beliefs

School Mission

Illuminating Minds, Unlocking Potential, Orchestrating Greatness

Vision

Fostering a community that Flourishes, Inspires, and Excels.

Core Beliefs

- Students are the center of the learning process.
- Students will have caring and competent teachers, administrators, and support personnel.
- The home, community, and school share the responsibility in educating our students.



Data Analysis and Needs Assessment



Data Analysis and Needs Assessment

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).

Student Achievement Needs Assessment:

Data Source:

- [SDE School Test Scores Website](#)
- [SDE School Report Card Website](#)

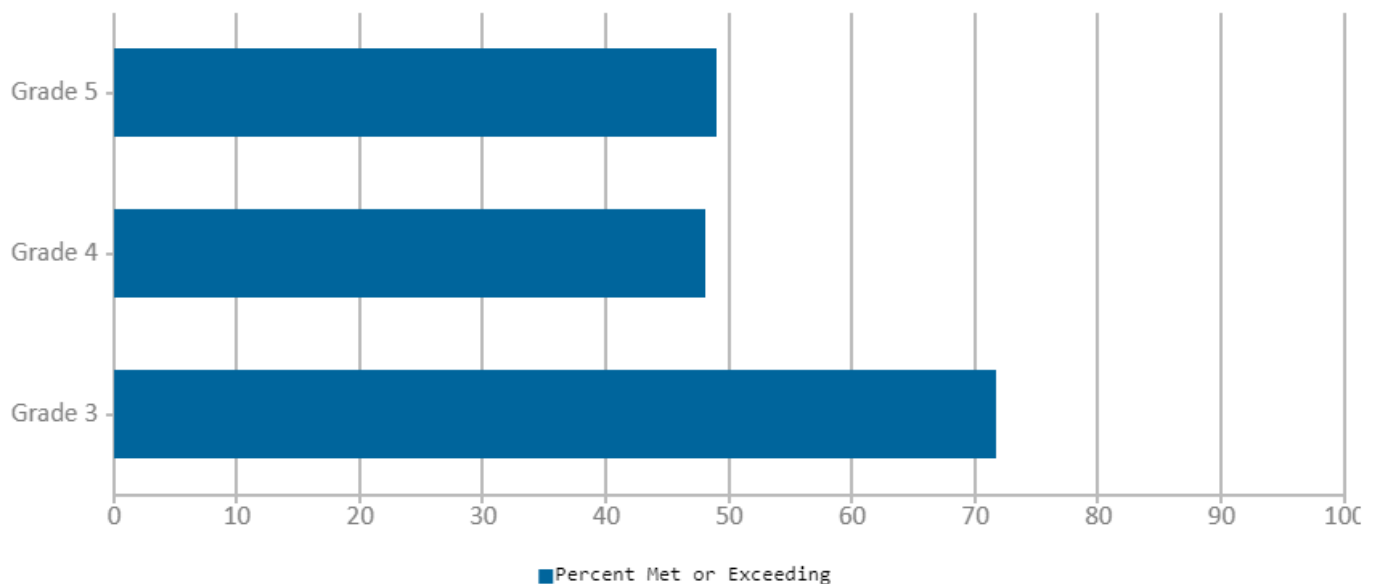
SC READY Analysis for 2018-2019

Each year, students in third through fifth grades at the elementary level took this standardized assessment. The scoring categories included the following SC READY Levels: Exceeds Expectations, Meets Expectations, Approaches Expectations, Does Not Meet Expectations. School performance, as well as grade level performance is below.

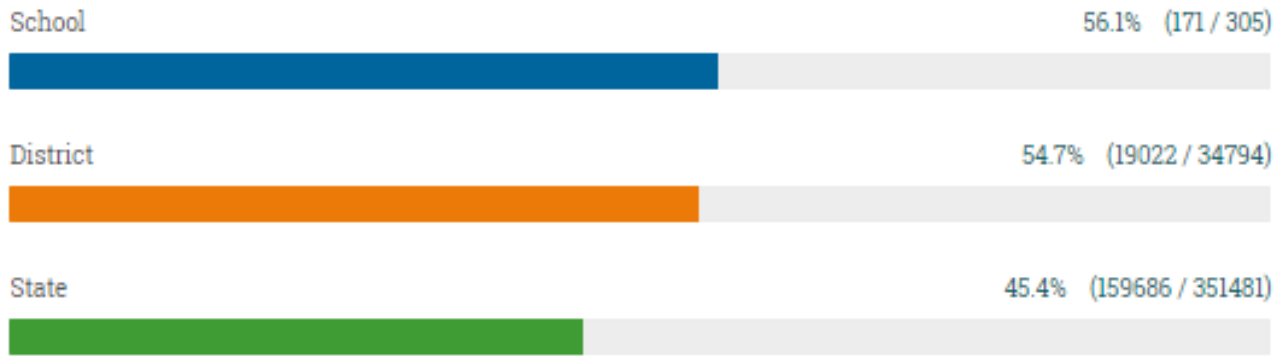
SC READY ELA 2018-2019

SC READY Performance by Grade Level

English Language Arts (Reading and Writing)

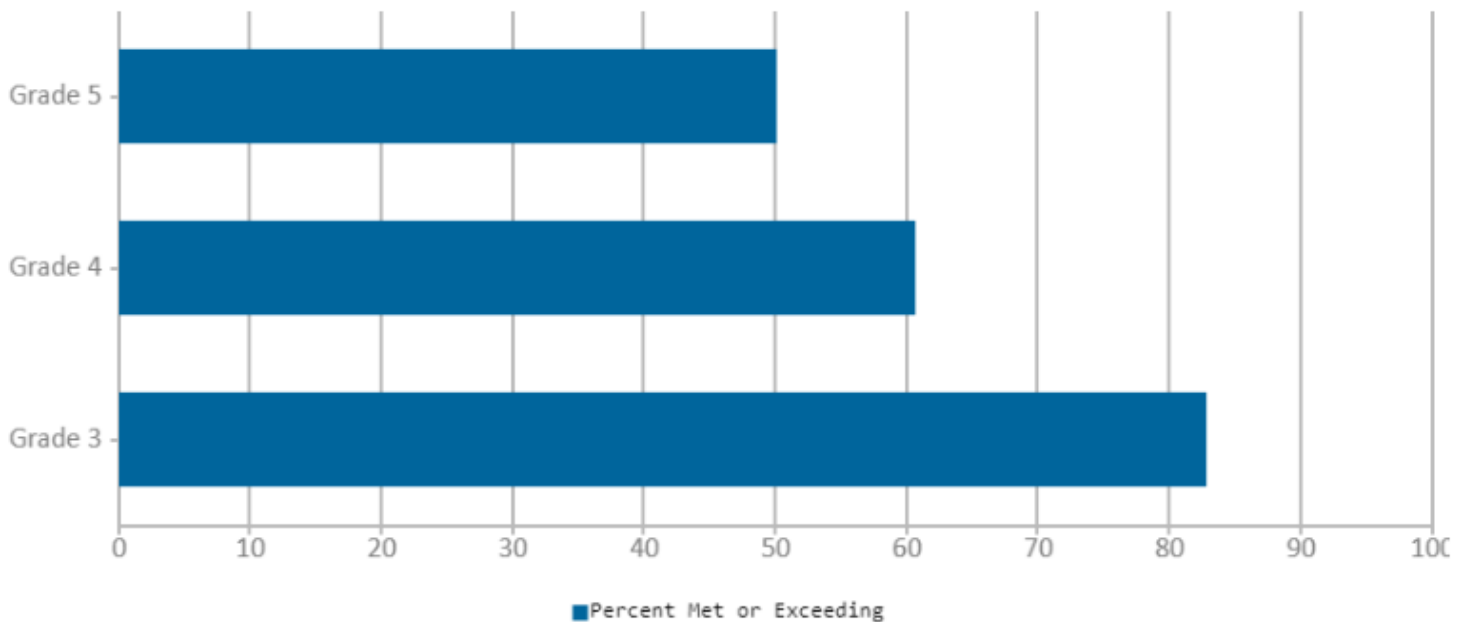


English Language Arts (Reading and Writing) - [Percent Met or Exceeding](#)

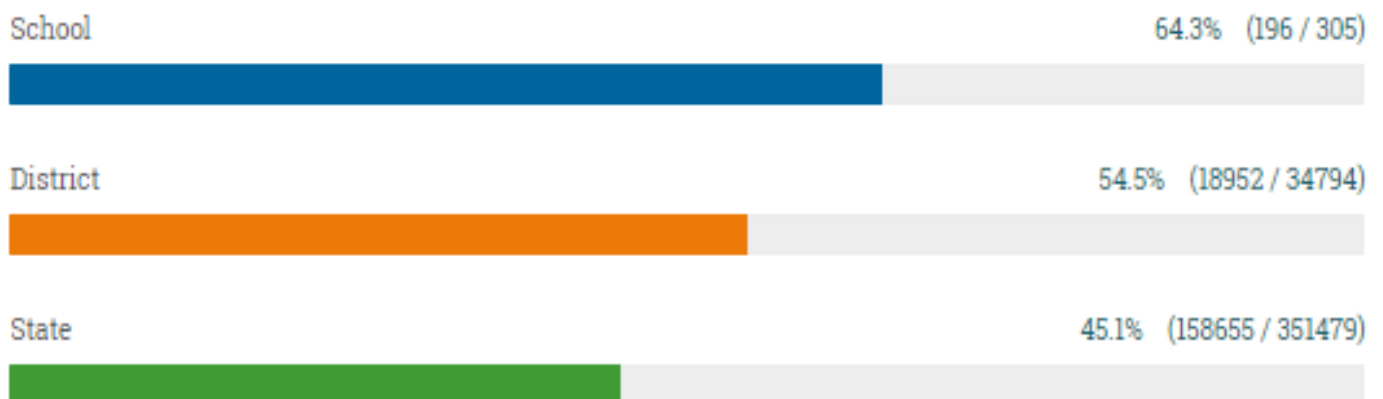


SC READY MATH 2018-2019

Mathematics



Mathematics - [Percent Met or Exceeding](#)



SC PASS SCIENCE 2018-2019 4th Grade

Science - [Percent Met or Exceeding](#)

School 58.7% (61 / 104)



District 57.3% (10021 / 17503)



State 49.1% (86817 / 176695)



SC PASS SOCIAL STUDIES 2018-2019 5TH Grade

Social Studies - [Percent Met or Exemplary](#)

School 80.4% (82 / 102)



District 77.2% (9033 / 11695)



State 67.6% (80123 / 118555)



Teacher and Administrator Quality

Professional Development Calendar							
For School Year 2020-2021							
Title	Presenter	Description	Date	Time	Number Attended	Targeted Group	Correlation to School Goals
PLC Collaboration	Reese Smith Owens Williams	Grade level collaborations focused on instructional practices, academic updates, instructional strategies, and student data	Weekly	During PLC		FIE Staff	Goal 1,2,&3
New Teacher Support	Owens	To discuss methods and strategies that will guide continual improvement of our school.	August 4, 2020	9:00 - 10:00	2	New Teachers to FIE	Goal 1,2,&3
PowerTeacher Pro	Owens	Navigating PTP and establishing individual gradebooks	August 20, 2020	1:00	13	FIE Staff	Goal 1,2,&3
Mastery Connect	Owens	Navigating MC & Setting Up Trackers	August 20, 2020	1:30	13	FIE Staff	Goal 1,2,&3
Balanced Literacy - Reading Comprehension	Reese, Smith, Owens, Williams	To support teachers with understanding of the essential characteristics of Guided Reading with a focus on comprehension	Monthly Grade Level PLC		21	FIE Staff	Goal 1,2,&3
Exploring SeeSaw	Lila Balentine	Participants will be introduced to the world of SeeSaw-- how you can use it for classroom communication, online portfolios and keeping record of mastery of standards: Student driven digital portfolios and simple parent communication!	August 14, 2020	1:00-2:00	11	FIE Staff	Goal 1,2,&3
Reading Interventions for WIN Time	Owens & Williams	To provide teachers with the skillset needed to effectively implement and utilize Literacy Footprints for effective RTI instruction	ongoing	During PLC	21	As assigned	Goal 1,2,&3
Reading Comprehension with Jennifer Serravello	Jennifer Serravello	Strategies to improve reading comprehension	September 24, 2020	9:00-12:00	15	Grade level representatives	Goals 1, 2, & 3
FastBridge	Leadership Team	To provide teachers with support and guidance with progress monitoring and identified intervention support needs for students in reading and math	ongoing	During PLC	21	FIE Staff	Goal 1,2,&3
Working with Words	Leadership Team	To support teachers with understanding the nine areas of phonics and word study, and to become familiar with and utilize lesson to support students with word solving strategies	ongoing	During PLC	11	Kindergarten, 1st & 2nd Grade	Goal 1,2,&3
Imagine Learning	Leadership Team	Implementation and integration of Imagine Learning	TBD	During PLC	21	FIE Staff	Goal 1,2,&3

ACES	Bridges	Recognizing and Identifying Adverse Childhood Experiences	TBD	TBD	FIE Staff	FIE Staff	Goal 1,2,&3
Trauma Informed Practices	Bridges	Implementing Strategies to support students with trauma	TBD	TBD	FIE Staff	FIE Staff	Goal 1,2,&3
Staff Self-Care	Bridges	Staff Social and Emotional Mental Wellness	TBD	TBD	FIE Staff	FIE Staff	Goal 1,2,&3

School Climate Needs Assessment

Data Source: [SDE School Report Card Website](#)

SCHOOL PERCEPTIONS

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.

The survey data below is recorded from the Annual School Report Card from the State of South Carolina. Evaluations are presented from teachers, fifth grade students, and parents of fifth grade students. School climate is recognized as a significant factor related to student achievement. Survey results from 2018 are recorded below.

Survey Data from the Annual Report Card Survey – Teachers					
	2014	2015	2016	2017	2018
Satisfied with learning environment	89.1	98	100	92.3	98.4
Satisfied with social and physical environment	95.5	98	92.6	92.3	95.4
Satisfied with home-school relations	86.9	96	96.3	76.9	92.2

Survey Data from the Annual Report Card Survey – Students					
	2014	2015	2016	2017	2018
Satisfied with learning environment	100	89	83.4	82.8	91.4
Satisfied with social and physical environment	98.2	85	88.6	85.1	93.3
Satisfied with home-school relations	98.2	90	87.5	83.9	84.7

Survey Data from the Annual Report Card Survey – Parents					
	2014	2015	2016	2017	2018
Satisfied with learning environment	92	88	90.8	88.3	88.9
Satisfied with social and physical environment	91.5	83	92.6	83.7	96.2
Satisfied with home-school relations	79.2	63	73.6	83.7	70

According to our 2018 results, there was an increase in all three identified areas for teachers, students and parents with the exception of parents' satisfaction with home-school relations with a total of 70% satisfied with learning environment. However, there was a total of 16% of our parents who responded "Don't Know" to the survey question, "I am satisfied with home-school relations at my child's school." As a result of these findings, will continue to explore and enhance strategies to improve and increase communication, as well as involvement, with our parents and community.

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);
- 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

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <i>required)</i>	Teacher/Administrator Quality*	School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*(*
District Priority		
<i>Gifted and Talented Requires</i> Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> Gifted and Talented: Other		
PERFORMANCE GOAL: 1 The percentage of students scoring <input type="checkbox"/> Meets Expectations and <input type="checkbox"/> Exceeds Expectations on SC READY ELA will increase from <u>36</u> % in 2016-17 to <u>61</u> % in 2022-23. <input type="checkbox"/>		
<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 <u>5</u> % annually.		

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	36% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	41	46	51	56	61
		School Actual Elementary 39.5	54	<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: Increase the rigor and expectations in both instruction and assessment to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of preschool students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2020-2021	Director of Early Intervention and Student Support			<i>Waiver</i>
1. Increase instructional capacity through utilization of school supports (i.e. PLC, mentorships, PD opportunities, coaching cycles)	2018-2023	Instructional Leadership Team	0	N/A	Attendance reports from professional development offerings Coaching cycle schedule
2. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	Instructional Leadership Team	0	N/A	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
3. Expand the use of MasteryConnect to monitor student performance at higher DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect reports
4. Use formative assessments to inform planning and instruction for the purpose of increasing DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect/TE 21 Coaching cycle schedule PLC
5. Use formative assessments to inform remediation and enrichment for the purpose of increasing DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect/TE 21 Coaching cycle schedule PLC

6. Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction	2018-2023	Instructional Leadership Team	0	N/A	Evidence of unit and lesson planning, collaborative dialogue, increase the use of MasteryConnect for assessment alignment, evidence of content specific PLO
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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 38 % in 2016-17 to 63 % in 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	38% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	43	48	53	58	63
		School Actual Elementary 53.5	62.4	<i>waiver</i>			
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	57	60	63	66	69
		District Actual Elementary 60	63	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1: Increase the rigor and expectations in both instruction and assessment to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase instructional capacity through utilization of school supports (i.e. PLC, mentorships, PD opportunities, coaching cycles)	2018-2023	Instructional Leadership Team	0	N/A	Attendance reports from professional development offerings Coaching cycle schedule
2. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	Instructional Leadership Team	0	N/A	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
3. Expand the use of MasteryConnect to monitor student performance at higher DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect reports
4. Use formative assessments to inform planning and instruction for the purpose of increasing DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect/TE 21 Coaching cycle schedule PLC
5. Use formative assessments to inform remediation and enrichment for the purpose of increasing DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect/TE 21 Coaching cycle schedule PLC
6. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018-2023	Instructional Leadership Team	0	N/A	Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction

ACTION PLAN FOR STRATEGY #1: Increase the rigor and expectations in both instruction and assessment to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
7. Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction	2018-2023	Instructional Leadership Team	0	N/A	Evidence of unit and lesson planning, collaborative dialogue, increase the use of MasteryConnect for assessment alignment, evidence of content specific PLO
8. Incorporate real-world problem solving and critical thinking opportunities into daily instruction and assessment	2018-2023	Instructional Leadership Team	0	N/A	Rigorous, aligned formative assessment Evidence of students independently persevering through problem solving. Effective and strategic use of mathematical tools. Evidence of contextual and conceptual reasoning.

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 3 % annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	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	57	60	63	66	79
		School Actual Elementary 53.5	57	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	64.5	waiver			

ACTION PLAN FOR STRATEGY #1: Increase the rigor and expectations in both instruction and assessment to improve student achievement.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase instructional capacity through utilization of school supports (i.e. PLC, mentorships, PD opportunities, coaching cycles)	2018-2023	Instructional Leadership Team	0	N/A	Attendance reports from professional development offerings Coaching cycle schedule
2. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	Instructional Leadership Team	0	N/A	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
3. Expand the use of MasteryConnect to monitor student performance at higher DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect reports
4. Use formative assessments to inform planning and instruction for the purpose of increasing DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect/TE 21 Coaching cycle schedule PLC
5. Use formative assessments to inform remediation and enrichment for the purpose of increasing DoK levels.	2018-2023	Instructional Leadership Team	0	N/A	MasteryConnect/TE 21 Coaching cycle schedule PLC
6. Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction	2018-2023	Instructional Leadership Team	0	N/A	Evidence of unit and lesson planning, collaborative dialogue, increase the use of MasteryConnect for assessment alignment, evidence of content specific PLO

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <i>required)</i> District Priority	Teacher/Administrator Quality*	School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*(*
<i>Gifted and Talented Requires</i> Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> 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):	AVERAGE BASELINE 2016-17 <input type="checkbox"/>	2017-18 <input type="checkbox"/>	2018-19	2019-20 <input type="checkbox"/>	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	38% <input type="checkbox"/> Meets Expectations and Exceeds Expectations	School Projected Hispanic	<input type="checkbox"/> 41	44	<input type="checkbox"/> 47	50	53
SC READY ELA SC SDE Website		School Actual Hispanic 50	65	waiver			

SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34	40	<i>waiver</i>			
SC READY ELA SC SDE Website	25% Meets Expectations and Exceeds Expectations	School Projected AA 23	28	31	34	37	40
SC READY ELA SC SDE Website		School Actual AA 24.1	38	<i>waiver</i>			
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	<i>waiver</i>			
SC READY ELA SC SDE Website	10% Meets Expectations and Exceeds Expectations	School Projected SWD 13	13	16	19	22	25
SC READY ELA SC SDE Website		School Actual SWD 12	26	<i>waiver</i>			

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	<i>waiver</i>			
SC READY ELA SC SDE Website	19% Meets Expectations and Exceeds Expectations	School Projected LEP 22	22	25	28	31	34
SC READY ELA SC SDE Website		School Actual LEP 50	63	<i>waiver</i>			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33	44	<i>waiver</i>			
SC READY ELA SC SDE Website	33.3% Meets Expectations and Exceeds Expectations	School Projected SIP 36	36	39	42	45	48
SC READY ELA SC SDE Website		School Actual SIP 38.2	53	<i>waiver</i>			

SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected SIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual SIP 33	45	<i>waiver</i>			
SC READY Math SC SDE Website	43% Meets Expectations and Exceeds Expectations	School Projected Hispanic	46	49	52	55	58
SC READY Math SC SDE Website		School Actual Hispanic 63	75	<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	24% Meets Expectations and Exceeds Expectations	School Projected AA	27	30	33	36	39
SC READY Math SC SDE Website		School Actual AA 36	42	<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	15% Meets Expectations and Exceeds Expectations	School Projected SWD	20	25	30	35	40
SC READY Math SC SDE Website		School Actual SWD 27	38	<i>waiver</i>			
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	<i>waiver</i>			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	School Projected LEP 27	27	30	33	36	39
SC READY Math SC SDE Website		School Actual LEP 55	75	<i>waiver</i>			

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	<i>waiver</i>			
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations	School Projected SIP	48	51	54	57	60
SC READY Math SC SDE Website		School Actual SIP 45.1	57	<i>waiver</i>			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected SIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual SIP 38	43	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide support for implementing data driven reflective conversations to	2018-2023	Instructional Leadership Team	N/A	N/A	Evidence of data driven conversations from

ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
improve teaching practice.					school meetings and collaborations.
2. Implement Professional Learning Community support	2018-2023	Instructional Leadership Team	N/A	N/A	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide strategy and content support for teachers	2018-2023	Instructional Leadership Team	N/A	N/A	District and school-based professional development offerings that provide best practice strategies and content to teachers
4. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Instructional Leadership Team			<p>Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds</p> <p>Professional Development offerings on diverse learner strategies.</p>

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: 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):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	School Projected		K-5 77% or above	K-5 79% or above	K-5 81% or above	K-5 83% or above
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 = 75%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		5K – 89% or above Grade 1 – 59% or above	5K – 89% or above Grade 1 – 61% or above	5K – 89% or above Grade 1 – 63% or above	5K – 97% or above Grade 1 – 65% 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)	School Actual	5K – 89% Grade 1 – 57%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	School Projected		Grade 2 – 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	School Actual	Grade 2 - 30% Grade 5 - 30%	Grade 2 – 39% Grade 5 - 21%	Grade 2 – 24% <i>5th grade data point not available - School Board decision to waive 5th grade testing</i>		
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	Kindergarten through Grade 5 = 69%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.</i>			
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%	<i>Data point not available due to state- wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
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 – 37 % <i>5th grade data point not available - School Board decision to waive 5th grade testing</i>		

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2020-21	Director of Early Intervention and Student Support			<i>Waiver</i>
2. Implementation of a professional learning plan to build capacity for consistent implementation of all the GCS Balanced Literacy Framework components	2018-2023	Instructional Leadership Team	0	N/A	Evidence of school-based trainings and implementation of GCS Frameworks for Literacy Coaching Cycle/support
3. Implementation of Balanced Literacy with fidelity	2018-2023	Instructional Leadership Team	0	N/A	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3 rd grade

4. Implement explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Instructional Leadership Team	0	N/A	Observations, anecdotal notes, and lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments
5. Implement a framework for common planning to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Instructional Leadership Team	0	N/A	Collaborative planning, data analysis, unit planning, protected planning times. Evidence of Common Planning reflected in school schedule Evidence of common planning through

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					instructional rounds and classroom observations
6. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Instructional Leadership Team	0	N/A	Classroom evidence of content vocabulary usage; lesson plans; assessments; classroom work as indicated by classroom observations and Instructional Rounds
7. Scaffold student thinking through modeling, think alouds, and/or guided practice to support stamina, decision-making, and understanding of content.	2018-2023	Instructional Leadership Team	0	N/A	Evidence of teacher modeling and think alouds Evidence of scaffolds for thinking including visuals, thought prompts, and question stems Students articulate and use scaffolds to answer questions and solve problems
8. Support intentional unit and lesson planning reflective of responsive to student needs	2018-2023	Instructional Leadership Team	0	N/A	Collaborative planning, data analysis, unit planning, protected planning times

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report		School Projected			Gender Diversity = Maintain Ethnic Diversity = Maintain	Gender Diversity = Maintain Ethnic Diversity = Maintain	Gender Diversity = Maintain Ethnic Diversity = Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity =yes Ethnic Diversity = yes	Gender Diversity =yes Ethnic Diversity = yes		
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%			

ACTION PLAN FOR STRATEGY #1: Hire qualified, diverse teachers					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Develop recruitment plan	2018-2023	Instructional Leadership Team	N/A	N/A	Ongoing focus

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey	89.8	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 81%	85.8%	waiver			
SDE School Report Card Survey	69.2	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 95.8%	100%	waiver			

SDE School Report Card Survey	88.1	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 78.6	94.2	<i>waiver</i>			
SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>waiver</i>			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>waiver</i>			
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and effectively with all stakeholders that school-wide emergency response plans are in place and include explanations of the training and drills that take place	2018-2023	Administration	0	N/A	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Take a proactive approach by periodically pushing out information about the safety measures that we take at our school	2018-2023	Administration	0	N/A	Safety stories on web, social media, etc.
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	Administration	0	N/A	Tips received from multiple stakeholder groups

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

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

ACTION PLAN FOR STRATEGY #1: Increased community and student based education about Level III infractions and the criminal and disciplinary consequences					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.	2018-2023	Administration After School Director Guidance Counselors	0	N/A	Students in need being matched with services
2. Increase awareness of community based resources that families can reach out to for guidance and support.	2018-2023	Guidance Counselors	0	N/A	Information disseminated and utilized
3. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.	2018-2023	Administration	0	N/A	Information disseminated through various formats

ACTION PLAN FOR STRATEGY #1: Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive school environment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand and enhance the utilization of Early Warning Systems to proactively intervene with students to limit expellable offenses.	2018-2023	Instructional Leadership Team	0	N/A	GCSources and interventions used throughout district
2. Further develop peer-mentoring programs to support students and	2018-2023	Instructional Leadership Team	0	N/A	Peer mentoring

ACTION PLAN FOR STRATEGY #1: Continue to develop and implement proactive measures and structures to guide student behavior towards positive outcomes, which lead to a safer and more productive school environment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
develop empathy.					
3. Ensure every student connected with a caring adult	2018-2023	Administration	0	N/A	Students connected with adults

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 Climate & Culture Student Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	86	87	88	89	90
		School Actual 85%	91%	92%	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	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.		

ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand mentoring program for students	2018-2023	Administration	TBD	N/A	Students assigned to an adult at the school.
2. Establish protocols among all adults to communicate positively with students (Capturing Kids Heart, RAMP, PBIS, Leader In Me)	2018-2023	Instructional Leadership Team	TBD	N/A	Documentation of communicating protocol to staff
3. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	Instructional Leadership Team	N/A	N/A	Support staff included in decision making and support of students

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) 95	School Projected	95	95	95	95	95
180 th day Attendance Report		School Actual 95.18	95.46	96.97			
	(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: Develop system to respond to attendance trends					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team	N/A	N/A	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Attendance Clerk Admin team	N/A	N/A	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	Attendance Clerk Admin team	N/A	N/A	Students are identified and appropriate supports are assigned
4. Use the Intervention Connection System to assign and monitor interventions for truant and chronically absent students.	2018-2023	Attendance Clerk Admin team	N/A	N/A	Intervention Connection System reports for truant and chronically absent students.

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 & Culture Student Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤5 Lonely ≤10 Angry ≤6	Afraid ≤5 Lonely ≤10 Angry ≤6	Afraid ≤5 Lonely ≤9 Angry ≤5	Afraid ≤5 Lonely ≤9 Angry ≤5	Afraid ≤5 Lonely ≤8 Angry ≤5
		School Actual Afraid –5% Lonely –11% Angry –7%	Afraid –5% Lonely –9% Angry –8%	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%	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 ≤

ACTION PLAN FOR STRATEGY #1: Reduce incidents of bullying through awareness training and promotion of healthy relationships.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Train staff and students on the anonymous reporting process	2018-2023	Administration	N/A	N/A	Students and staff aware and able to report
2. Educate students on appropriate vs. inappropriate behaviors and the impact of their choices	2018-2023	Administration	N/A	N/A	Discipline consequences highlighted in materials for distribution
3. Ensure character education program addresses bullying behaviors	2018-2023	Guidance Counselors	N/A	N/A	Appropriate programs utilized by schools
4. Explain district bullying policy and give examples to parents at PTA meeting during first quarter of the school year	2018-2023	Administration	N/A	N/A	Consequences discussed systematically
6.Seek opportunities to develop empathy among students	2018-2023	Guidance Counselors Instructional Leadership Team	TBD	Local	School initiatives to end social isolation and build empathy