# Greenville County Schools
# **Grove Elementary School**
## *Home of the #EngagedEagles*

**SCHOOL RENEWAL PLAN FOR YEARS: 2018 – 19 THROUGH 2022 – 23**

**SCHOOL RENEWAL ANNUAL UPDATE FOR: 2020 – 2021**

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

Dr. W. Burke Royster, Superintendent
Greenville County Schools



At Grove Elementary, we love, empower, and educate the whole child, so that students will use their unique gifts and talents to become successful and productive citizens of society.

**https://www.greenville.k12.sc.us/grove/**   @GroveEagles   grove_elementary   @GroveElementary

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**SCHOOL NAME: Grove 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**

| Mr. Joseph J. Stowe | | March 8, 2021 |
|---|---|---|
| **PRINTED NAME** | **SIGNATURE** | **DATE** |

**CHAIRPERSON, BOARD OF TRUSTEES**

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

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

| Veronica Martinez | | March 8, 2021 |
|---|---|---|
| **PRINTED NAME** | **SIGNATURE** | **DATE** |

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

| Samantha Rochester | | March 8, 2021 |
|---|---|---|
| **PRINTED NAME** | **SIGNATURE** | **DATE** |

**SCHOOL ADDRESS:** 1220 Old Grove Road, Piedmont, SC 29673

**SCHOOL TELEPHONE:** (864) 355-5900

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

# Stakeholder Involvement for School Renewal

Position: Name

1. **Principal:** Joseph J. Stowe
2. **Teacher:** Karen Simmons
3. **Parent/Guardian:** Daniela Gasca
4. **Community Member:** Ronnie Jones
5. **Paraprofessional:** Donna Rich
6. **School Improvement Council Member:** Veronica Martinez
7. **Read to Succeed Reading Coach:** Samantha Rochester
8. **School Read To Succeed Literacy Leadership Team Lead:** Samantha Rochester
9. **School Read To Succeed Literacy Leadership Team Member:** Whitnee Grant
10. **Title I Instructional Facilitator:** Misty Kink

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

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

| Literacy Leadership Team for Read to Succeed | |
| --- | --- |
| **Position** | **Team Member** |
| Principal | Joseph J. Stowe |
| Assistant Principal | Shane Kenney |
| Administrative Assistant | Stephanie Duncan |
| Title I Instructional Facilitator | Misty Kink |
| Instructional Coach | Dr. Whitnee Grant |
| Instructional Coach | Jeanette Hearn |
| Literacy Specialist | Samantha Rochester |
| Reading Interventionist | Mary Simpson |
| Classroom Teacher | Katherine Wilson |

# ASSURANCES FOR SCHOOL RENEWAL PLANS

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

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

☑ **Academic Assistance, PreK–3**
The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

☑ **Academic Assistance, Grades 4–12**
The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

☑ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

☑ **Staff Development**
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

☑ **Technology**
The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

☑ **Innovation**
The district funds innovative activities to improve student learning and accelerate the performance of all students.

☑ **Collaboration**
The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

☑ **Developmental Screening**
The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

☑ **Half-Day Child Development**
The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

☑ **Developmentally Appropriate Curriculum for PreK–3**
The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

☑ **Parenting and Family Literacy**
The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

☑ **Recruitment**
The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

☑ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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# Introduction

The Grove Elementary School Portfolio was developed to document the updates and progress our school make annually as we attain short term goals and work toward our long-term goals. This plan is constantly evolving and documents our actions and adjustments we have made to support student achievement. We believe the School Portfolio provides staff a means to further develop capacity, self-reflect, communicate and work strategically while remaining accountable during the process. The School Portfolio was developed through collaboration with all stakeholders. The faculty and staff, along with parent and community members of SIC and Title I planning committee, assisted in the self-reflection process in order to better build our plan for the purpose of the growth and development of the students. In order to maintain high standards and expectations, a great deal of discussion centered on changes over the past three to five years, such as school community relations, vision, student needs, instructional practices and programs, professional development, paradigm shifts and progress in each area. As each section of the portfolio was reviewed and updated, feedback was considered essential and provided the Leadership Team with the opportunity to develop a document representative of Grove Elementary School.

| Faculty Council | For the Good of Grove Committee | SIC Members | Title I Planning Committee |
|---|---|---|---|
| Joseph Stowe, Principal | Joseph Stowe, Principal | Joseph Stowe, Principal | Joseph Stowe, Principal |
| Shane Kenney, AP | Haley Bray | Veronica Martinez | Misty Kink, T1 Facilitator |
| Stephanie Duncan, AA | Joseph "Brandon" Brock | Patrick A. McDonald | Randolyn Harmon |
| Misty Kink, T1 Facilitator | Nan Cannady | James Brookey | Diana Kerley |
| Samantha Rochester, Lit. Spec. | Yvette Case | Lisa Sweeney | Whitnee Grant |
| Whitnee Grant, Instr. Coach | Harper Middleton-Lopiano | Mary Simpson | Nan Cannady |
| Jeanette Hearn, Instr. Coach | Terry Manigault | Suzy Schmalbeck | Karen Simmons |
| Jordan Miller, School Couns. | Channon Reid | Diana Kerley | Evelin Lugo |
| Mary Simpson, Interventionist | Jessie Rodriguez | Victoria Salas | Amanda Wood |
| Glaizza Castillo, Sp.Ed. | Nieve Santamaria | Daniela Gasca | Veronica Martinez |
| Julian Cantrell, Rel. Arts | Suzy Schmalbeck | | Tamzen Trott |
| Dana Kindelmann, Grade 5 | Candice Spearman | | Tommy Loftis |
| Brianna Evans, Grade 4 | Charlotte Taylor | | Ronnie Jones |
| Katherine Wilson, Grade 3 | Amanda Wood | | |
| Dylan Brooks, Grade 2 | | | |
| Karen Simmons, Grade 1 | | | |
| Charlotte Taylor, 5K | | | |

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

- components of the plan are shared with parents and community members at monthly SIC meetings

- components of the plan are shared with parents, students, teachers, and community members at Title I meetings

- components of the plan are shared with teachers and faculty members at faculty meetings during leadership meetings, faculty council meetings, For the Good of Grove committee meetings, grade level meetings and full faculty/staff meetings

- components of the plan are available for viewing in a hard copy and digital formats for any stakeholder

# Executive Summary

**Student**

**Achievement**

**SCREADY**

- In Spring 2019 ELA SC Ready Performance, 31.4% of students Met/Exceeded expectations which was an 6.4% increase from the 2017 - 2018 academic school year.  During the 2020 – 2021 school year, the percentage of students (grades 3-5) Meeting/Exceeding expectations on ELA SCReady will increase from 31.4% in spring 2019 to 36.4% in spring 2021.  *** Due to the impact of Covid-19, SC Ready was not administered during the 2019 – 2020 academic school year.

- In Spring 2019 Math, 34.1% of students Met/Exceeded expectations which was a 0.1% increase from the 2017 – 2018 academic school year.  During the 2020 - 2021 school year, the percentage of students (grades 3-5) Meeting/Exceeding expectations on math SCReady will increase from 34.1% to 39.1% in Spring 2020.  *** Due to the impact of Covid-19, SC Ready was not administered during the 2019 – 2020 academic school year.

**SCPASS**

- In the Spring 2019 Science SCPASS Performance Assessment, 34.6% of students (grades 3 – 5) Met/Exceeded expectations.  During the 2020 – 2021 school year, the percentage of students (grades 3-5) Meeting/Exceeding expectations on Science SCPASS will increase from 34.6% in spring 2019 to 39.4% in spring 2021.  *** Due to the impact of Covid-19, SC PASS was not administered during the 2019 – 2020 academic school year.

- In the Spring 2019 SC PASS Social Studies Performance Assessment, 57.1% of students (grades 3 – 5) Met/Exceeded expectations.  During the 2020 – 2021 school year, the percentage of students (grades 3 – 5) Meeting/Exceeding expectations on Social Studies SCPASS will increase from 57.1% in spring 2019 to 60.1% in spring 2021.  *** Due to the impact of Covid-19, SC PASS was not administered during the 2019 – 2020 academic school year.

## Teacher and Administrator Quality

Grove Elementary strives to have a strong instructional team to lead our learners to their greatest potential. 100% of the administrators, leadership team and instructional staff are certified and highly qualified. To ensure positive teacher growth and student learning, research-based best practices are implemented to increase student achievement, professional development opportunities are provided in various ways and settings, including weekly curriculum meetings, data driven discussions in and outside of regular meetings, required professional development in the areas of math, reading, science, social studies and technology. Following our goal of continuous improvement in the core content areas administrators and instructional leaders guide teaching and learning.  This is accomplished using formative and summative data, research-based methods, student-centered best practices, collaborative efforts with district level academic specialists within the scope of the school's strategic plan and guidance from the building principal and supporting administrators. More specifically, teachers receive guidance and support through analyzing various types of data, application to instructional decisions, including the differentiation of instructional methods. On-going professional development to teachers related to instruction, peer coaching, and classroom climate is also provided to the certified staff through individualized and group assistance, coaching cycles and model teaching. Administrators provide accountability to teachers through formal observations, informal observations/classroom walkthroughs and observations to indicate areas of strength and additional support.  High qualified staff are in the presence of students leading the progress toward student achievement each school year.

## School Climate

Grove Elementary School is a modern, attractive, well-maintained school which provides an environment conducive to student learning and social emotional needs.  Teachers, students, and parents are surveyed annually, and results are reported on the school report card issued through the State of South Carolina's Department of Education.  Results from the 2018-2019 survey indicate that majority of parents (85.7%) agree or strongly agree that they feel their child is safe while attending school.  93% of parents and 90% of students are satisfied with the learning environment.  88.1% of parents and 88.4% of students are satisfied with the social and physical environment. 89.6% of parents and 88.3% of students are satisfied with the home school environment.  Majority of teachers (88.5%) also agreed or strongly agreed that they feel safe at the school before and after hours. Based on the feedback of the staff and in addition to the academic goals for the school year, the following have also been introduced as schoolwide goals:

☐ Improve School Environment – Provide guidance and support to staff and students, which helps promote improvement of the school climate and culture.

☐ Effectively utilize technology to improve and support instruction.

☐ Expand Social-Emotional supports for students and colleagues through collective and intentional implementation of strategies

☐ Collectively Improve Home-School Relations.

Plans that have been implemented, based on stakeholder feedback and observation include the school building principal created a "For the Good of Grove" group to allow more staff voices to speak directly with the principal and assist directly in guiding progress. The principal also streamlined communication efforts to morning messages and afternoon update email to staff daily (5-days a week), sends weekly newsletters each Sunday, responds positively to student work displays, speaking directly to the class of children. Morning intercom greetings are also delivered with a focus on engagement, social emotional learning, celebrating accomplishments, improving schoolwide attendance and raising the academic bar with motivation, celebration and extended challenges. With the assistance of the "For the Good of Grove" committee and assistant administrators, the principal has also established an Employee of the Month recognition system, weekly shout outs shared through a "Shout Out" board and electronically through newsletters and daily workday updates. This group has also helped guide and promote the schoolwide focus on improving home-school relations. Students and families received guidance and assistance from the all in the building as personal connections are made through individual mentor opportunities, supports provided through the school's counselor, parent involvement coordinator, social worker, feeder schools, local religious bodies, veteran organizations, health systems and so much more. It is enjoyable to visit, attend, work with and work at Grove Elementary School.

## Significant Challenges from the Past 3 Years

☐ Covid-19 Impact on Instructional Delivery and Student Achievement

☐ Covid-19 Impact of School Attendance (GCS Virtual Academy, Brick and Mortar)

☐ Summer learning loss (On average, children lose about a month of reading and math skills during their first summer vacation. And during their second summer vacation, they lose three full months of skills in reading and math.)

☐ Low Parent engagement from White and African Americans parents

☐ Rapid rise of English Language Learners, 1:1 Communication with parents; Reduction in EL teachers

☐ Below grade level performance in ELA and Math

☐ Progress of students with disabilities receiving special educations services

☐ High mobility rate of students/families

☐ Entering 5-year old children: Acclimation to school and performance on the Kindergarten Readiness Assessment 5K students entering school for the first year.

# Significant Accomplishments

### School Based Accomplishments

- ☐ Lieutenant Governor, Guest speaker at 2020 Jr. Beta Club Induction Ceremony
- ☐ Bilingual Translation (Spanish) and Parent Involvement Coordinator
- ☐ Gifted/Talented Challenge Program
- ☐ Early Reading Intervention (ERI) and Response to Intervention (RTI)
- ☐ Title I Funded - Reduced Class Sizes
- ☐ Grove Network News (GNN) Morning Show
- ☐ STEAM Program (including drama and dance instruction)
- ☐ Visionary Leaders Mentor Program
- ☐ Leading Ladies Mentor Program
- ☐ Schoolwide Mentoring Program
- ☐ Technology Club Program
- ☐ Successful Academic Competitions (Academic Madness, Spelling Bee, etc…)
- ☐ Communities in Schools Partnership (After-school and Summer School program)
- ☐ Extended Day Achievement Institute (Fee-based Program)
- ☐ Parenting Partners Education Enhancement Classes
- ☐ Morning Enrichment / Peer Tutoring
- ☐ Community and Business Partnerships
  - o Michelin North America
  - o West Gantt Baptist Church and Rockvale Baptist Church
  - o General Electric (GE)
  - o Publix Corporation
  - o Molina Health
- ☐ Student Council
- ☐ Grade 3 – 5 Overnight Trip Opportunities
- ☐ Family-Fun Field Day

## State and District Recognition

- ☐ 2021 Upstate Parent Best and Brightest 5th Graders Acknowledgement
- ☐ 2021 National Jr. Beta Club Quiz Bowl, 5th Place
- ☐ 2019-2020 National Beta Club School of Distinction
- ☐ 2018, 2019, 2020 Energy Start Certified School
- ☐ Multiple Donors Choose class projects funded
- ☐ #Teach864 Highest Teacher Participation Award
- ☐ LiveWell Greenville Great Strides Award
- ☐ Numerous Safe Kids Upstate Award
- ☐ Safe Routes to School Silver Award
- ☐ Jump Rope for Heart Fundraising and Participation Recognition
- ☐ Awarded Fresh Fruits and Vegetables Grant
- ☐ February 19, 2019 Upstate Black History Maker, Principal of Grove Elementary
- ☐ March 2019 98.9 Radio Station Teacher Who Makes Magic Honor, Grade 1 Teacher

# School Profile

Grove Elementary

1220 Old Grove Rd.
Piedmont , SC 29673
Telephone: (864) 355-5900
Fax: (864) 355-5965
www.greenville.k12.sc.us/grove/

**Grades:** K - 5th Grade

**Enrollment:** 382 (in-person) 237 (virtual)

**School Location:** Piedmont

School/Center Directions

**Principal:** Joseph Stowe
Email: jstowe@greenville.k12.sc.us

At Grove we love, empower, and educate the whole child, so that students will use their unique gifts and talents to become successful and productive citizens of society. Our school tagline is #EngagedEagles…Run, Walk, and Fly High. We employ a staff that promotes a safe, calm, and inviting environment for students. Grove's goal is to support children academically, socially, and emotionally to inspire them to think critically and creatively outside the box, collaborate with others in a positive way, and to become successful members of society.

**Facilities**

Grove is a safe two-story structure designed to support the educational needs of the students and staff. Within the structure, there are classrooms for general education, special education instruction, and intervention supports. There is a front office, business offices for designated personnel, locations for health services, counseling supports, breakfast or lunch dining, participation in physical education, visual arts instruction, music curriculum learning, media center (library), parent involvement activities/events, recess, and multiple uses for most educational spaces. Technology, with wireless access to the internet, is present to support the teaching and learning which occurs five days a week. Two portable structures are on the campus as well as outdoor storage and a covered play area. The largest playground area also has playground equipment, soccer goals an open field and a track with a Born Learning Trail installed with our partners at United Way of Greenville. All 5K – grade 5 students have Chromebooks utilized for traditional learning in the school setting, eLearning opportunities and for students enrolled in GCS Virtual Academy.

**School Personnel**

- ☐ **Administrators:** 3
- ☐ **Teachers/Professional Staff:** 64 (in-person) 12 (virtual)
- ☐ **Support Staff:** 25

Grove faculty consists of 3 Administrators, 2 Instructional Coaches, 1 Title I Instructional Facilitator, 1 Guidance Counselor, 1 Literacy Specialist, 35 Homeroom Teachers including 2 LD Multi-cat Teachers, 7.5 Related Arts Teachers, 3 Interventionists, 0.4 Challenge Teacher, 3 Special Education LD-Resource/Inclusion Teachers, 2 Speech Pathologists, 2.0 ESOL Teachers, 1 Social Worker, 1 Nurse, 1 Parent Involvement Coordinator, 1 Secretaries, 1.5 Attendance Clerk, 1 Plant Engineer, 5 Custodians, and 9 Cafeteria Workers. 35.4% of teachers hold advanced degrees, and 83.3% have continuing contracts. 70.4% of teachers returned from the previous year, and teacher attendance rate is 90.5%.

**Student Population**

Currently, for the 2020-2021 school year, we have 676 students at Grove Elementary with an average daily student attendance rate of 95.56%. Our poverty percentage is 92.2% (up from 89.4%), and approximately 100% of Grove's student population is currently eligible for free and reduced lunches. The student body at Grove Elementary is composed of 249 (36.8%) African American, 1 (0.1%) Asian, 88 (13%) Caucasian, 297 (43.9%) Hispanic, and 41 (6.1%) Multi-Racial. There has been a rise in the number of special needs students served by the school as we now have two Special Education Self-Contained classes. Currently 18.34% of students are being served by Special Education, 0.89 require a 504 Plan, and 2.1% are enrolled in our Challenge Program. 56% of our students speak English in the home, and 44% speak Spanish inside the home. Currently, 0.6% of students were retained for the 2019 - 2020 school year.

**Major Academic and Behavior Features/Programs/Initiatives**

- ☐ Anti-Bullying Curriculum and Character Education Program
- ☐ Schoolwide Behavior/Incentive Program
- ☐ Academic / Service Organization: Jr. Beta Club
- ☐ Principal's Honor Roll and A/B Honor Roll
- ☐ Prompt and Present Attendance Awards
- ☐ Good News Club
- ☐ Newcomer Support Group
- ☐ Bilingual Translation (Spanish) and Parent Involvement Coordinator
- ☐ Bilingual (Spanish) Attendance Clerk

- ☐ Gifted/Talented Challenge Program
- ☐ Early Reading Intervention (ERI) and Response to Intervention (RTI)
- ☐ Title I Funded - Reduced Class Sizes (Grade 2, 3 and 4)
- ☐ Grove Network News (GNN) Morning Show
- ☐ STEAM Program (including drama and dance instruction and performances)
- ☐ Visionary Leaders Mentor Program
- ☐ Leading Ladies Mentor Program
- ☐ Schoolwide Mentoring Program (Staff Member -to- child; Upstate Mentor -to- child)
- ☐ Technology Club Program
- ☐ Successful Academic Competitions (Academic Madness, Spelling Bee, etc…)
- ☐ Communities in Schools Partnership (After-school and Summer School program)
- ☐ Extended Day Achievement Institute (Fee-based Program)
- ☐ Parenting Partners Education Enhancement Classes
- ☐ Morning Enrichment / Peer Tutoring Opportunities
- ☐ Community and Business Partnerships
  - o Michelin North America
  - o West Gantt Baptist Church and Rockvale Baptist Church
  - o General Electric (GE)
  - o Publix Corporation
  - o Molina Health
- ☐ Student Council
- ☐ Grade 3 – 5 Overnight Trip Opportunities
- ☐ Annual Family-Fun Field Day, Rib Challenge, Literacy, Math, and Health Fair Nights
- ☐ Grove Network News (GNN) Morning Show
- ☐ Universal Breakfast and Lunch Program
- ☐ Fresh Fruits and Vegetables Grant
- ☐ Engaged Eagles' Safety Patrol
- ☐ Engaged Eagles' Honors Chorus
- ☐ Schoolwide Recycling Program
- ☐ "A Cup of Joe with Stowe" Cocoa or Coffee with the Principal

*For a closer look...*

For more in-depth information on this school including programs, course offerings, extracurricular activities, and more - visit www.greenville.k12.sc.us/grove/

If you would like information about the School Report Card rating, visit the State Department of Education Website, screportcards.com.

For more information, call INFOLine at 864-355-3100, visit our website at www.greenville.k12.sc.us.

# Identity Statement, Mission, Vision, and Beliefs

**Identity Statement**

At Grove we love, empower, and educate the whole child, so that students will use their unique gifts and talents to become successful and productive citizens of society.

**Mission**

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

**Vision**

Develop and maintain Strong Minds, Strong Programs, and Strong Partners.

**Values and Beliefs**

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

We believe:

- All students deserve an environment that is nurturing and safe, where cultural diversity is respected and celebrated.
- All students can acquire the knowledge and skills necessary to become productive citizens and members of society; therefore, students will excel in an environment that engages them in rigorous academics that promote higher level thinking, creative thinking, and questioning.
- Students learn in different ways; therefore, teachers must provide a variety of approaches to support the diverse learning styles in every classroom.
- The whole child must be nurtured in a variety of ways; therefore, physical activities, advancements in technology, the fine arts, character development, and extra-curricular activities must compliment a rigorous academic program.
- Assessment of student learning must provide a variety of opportunities for students to demonstrate the achievement of rigorous standards.

- Students, parents, staff, and community members must form a caring unit that values each individual student's unique needs.
- The school program should foster leadership opportunities both in the school environment and throughout the community as well.
- Collegiality and teaming for excellence is central to the decision-making process. All aspects of the learning environment must be committed to continuous improvement for all.

# Data Analysis and Needs Assessment

- Student Achievement Needs Assessment
  - **ES**
    - SDE School Report Card – website = https://screportcards.com/and https://ed.sc.gov/data/test-scores/
      - SC READY ELA and Math (2018-2019) – by grade level by performance level
      - SCPASS Science (2018-2019) – by performance level

- Teacher and Administrator Quality
  - Professional Development Calendars for 20-21

# Grove Professional Development 2020-2021

| Date | Professional Development | Audience | Presenters |
|---|---|---|---|
| 8/4/20 | New Teacher Orientation | Teachers New to Grove | Grant, Hearn, Rochester |
| 8/10/20 | Create a Collective Mission Statement | All Staff | Grant & Hearn |
| 8/28/20 | Structure of the PLC | K-5, ESOL, RTI, Special Ed PLCs | Grant & Hearn |
| 9/2/20 | Tech Tools to Support the Assessment & Feedback Loop (Backpack, Big Ideas, iXL) | All Staff | Grant, Hearn, Kink |
| 9/4/20 | Common Formative Assessments w/in the PLC | K-5, ESOL, RTI, Special Ed PLCs | Grant, Hearn |
| 9/16/20 | Unpacking and Exploring the Components of Literacy Footprints Kits | All Staff | Rochester |
| 9/25/20 | Flipped PD - Parts of a Guided Reading Lesson | K-5, RTI, Special Ed | Grant, Hearn, Rochester |

| 9/30/20 | SEL for Teachers #1 Self-Awareness | All Staff | Miller |
|---|---|---|---|
| 10/2/20 | Using Benchmarking Data to Create Small Group Goals w/in a PLC | K-5, RTI, Special Ed PLCs | Grant, Hearn, Rochester |
| 10/9/20 | Implementing prompting and teaching strategies within guided reading lessons to build problem-solving independence | K-5, RTI, Special Ed PLCs | Grant, Hearn |
| 10/16/20 | Progress monitoring within small group instruction | K-5, RTI, Special Ed PLCs | Grant, Hearn |
| 10/23/20 | Adjusting Small Group Guided Reading Goals based on Progress monitoring | K-5, RTI, Special Ed PLCs | Grant, Hearn |
| 11/4/20 | ESOL Accommodations PD | Grades 2-5, Related Arts, ESOL | Gibson |
| 11/11/20 | ESOL Strategies PD | Grades K & 1, RTI, ESOL | Gibson |
| 11/11/20 | Freckle PD: Using Freckle to support process of progress monitoring, providing feedback, and adjusting and planning for small groups | 2nd-5th grade | Grant, Hearn |
| 11/13/20 | DATA DAY #1 Grade Level Teams will review benchmark data to set goals | K-2, RTI, Special Ed PLCs | Grant, Hearn |
| 11/18/20 | DATA DAY #1 Grade Level Teams will review benchmark data to set goals | 3-5, RTI, Special Ed PLCs | Grant, Hearn |
| 12/2/20 | IXL PD | K-5 Teachers | Grant, Hearn |
| 12/9/20 | SEL for Teachers #2 Social Awareness | All Staff | Miller |
| Jan 2021 | SEL for Teachers #3 Decision-Making | All Staff | Miller |
| Jan 2021 | Guided Reading Fishbowl PD | Spearman, Schmalbeck, Evans, Cannady, Cannada, Suchon, Batson, Brooks | Taylor, Kindelmann |
| 2/12/21 *postponed* | Math instructional strategies to improve teacher clarity, questioning, and feedback. | K-5 Teachers | Grant, Hearn |
| 2/19/21 *postponed* | Learning Labs and reflections of Math instructional strategies to improve teacher clarity, questioning, and feedback. | K-5 Teachers | Grant, Hearn |

| March 11, 2021 | SAMR PD | K-5th | Roper |
|---|---|---|---|
| March 25, 2021 | SAMR PD | K-5th | Roper |
| March 31, 2021 | SEL for Teachers #4 Relationship Skills and Social Awareness | All Staff | Miller |
| April 2021 | DATA DAY #2 Grade Level Teams will review benchmark data to set goals | K-5, RTI, Special Ed PLCs | Grant, Hearn |
| April 21, 2021 | Flex PD | K-5, RTI, Special Ed, ESOL | TBD |

- School Climate Needs Assessment
  - SDE School Report Card – website = https://ed.sc.gov/data/report-cards/
  - 18-19 SDE School Report Card and Cognia Survey results

## School Climate

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

| School Report Card Survey Data | | | | |
|---|---|---|---|---|
| Percentage Satisfied with Learning Environment | **2016** | **2017** | **2018** | **2019** |
| **Parents** | 81.1% | 93.1% | 84.1% | 69.2% |
| **Students** | 92.1% | 89.6% | 80% | 90% |
| **Teacher** | 92.4% | 90.2% | 87% | 93.1% |

| School Report Card Survey Data | | | | |
|---|---|---|---|---|
| Percentage Satisfied with Social and Physical Environment | **2016** | **2017** | **2018** | **2019** |
| **Parents** | 84.4% | 86.2% | 83.7% | 82.1% |
| **Students** | 89.2% | 90.5% | 95% | 88.4% |
| **Teachers** | 98.1% | 97.6% | 92.8% | 69.3% |

| School Report Card Survey Data | | | | |
|---|---|---|---|---|
| Percent Satisfied with School-Home Relations | **2016** | **2017** | **2018** | **2019** |
| **Parents** | 84.4% | 86.7% | 76.8% | 89.6% |

| | | | | |
|---|---|---|---|---|
| **Students** | 91.1% | 87.3% | 86.4% | 88.3% |
| **Teachers** | 83.1% | 68.3% | 49.1% | 42.3% |

- 2019-20 SC SDE School Report Card*
https://screportcards.ed.sc.gov/overview/?q=eT0yMDIwJnQ9RSZzaWQ9MjMwMTEwNA

# 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:** ☒Student Achievement\*   ☐Teacher/Administrator Quality\*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* *(\* required)*   ☐District Priority*Gifted and Talented Requires*        ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other |
| **PERFORMANCE GOAL 1:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from _**17.8 %** in 2016-17 to _**35.2_%** in 2022-23. <br><br> *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.* |
| **INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by **2.9 %** annually. |

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| SC READY ELA SDE website and School Report Card | 17.8% Meets Expectations and Exceeds Expectations (2016-17) | School Projected Elementary 20.7 | 23.6 | 26.5 | 29.4 | 32.3 | 35.2 |
|---|---|---|---|---|---|---|---|
| | | School Actual Elementary 25.6 | 31.4 | *waiver* | | | |
| 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 | *waiver* | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Effectively use formative assessments to inform instruction at a rigorous level. | 2018-2023 | Instructional Leadership Team | 0.00 | District | Mastery Connect data; Walkthrough/Observations of Teachers; SLO Data |
| 2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world-class knowledge, skills, and life/career characteristics) | 2018-2023 | Instructional Leadership Team * Guidance Counselor | 0.00 | District | Walkthroughs/Observations; Student Surveys |

| | | | | | |
|---|---|---|---|---|---|
| by incorporating themes into district curriculum. | | | | | |
| 3. Increase instructional capacity through utilization of district/school professional development and regional and local conferences. | 2018-2023 | Instructional Leadership Team | TBD | District, General Fund, Title I Funds | Attendance reports; staff members sharing new knowledge during faculty meetings |
| 4. Reduce class size to facilitate more classroom differentiation and skills mastery in ELA. | 2018-2023 | Instructional Leadership Team | TBD | Title I Funds | Mastery Connect data; Walkthrough/Observations of Teachers; SLO Data |

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

**PERFORMANCE GOAL 2:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 20.4_% in 2016-17 to 36.96_% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by _2.76_% annually.

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SC READY Math SDE website and School Report Card | 20.4 % Meets Expectations and Exceeds Expectations (2016-17) | **School Projected Elementary 23.16** | **25.92** | **28.68** | **31.44** | **34.2** | **36.96** |
| | | **School Actual Elementary 34** | **34.1** | *waiver* | | | |
| SC READY Math SDE website and School Report Card | 54% Meets Expectations and Exceeds Expectations (2016-17) | **District Projected Elementary 57** | **62** | **64** | **66** | **68** | **69** |
| | | **District Actual Elementary 60** | 63 | *waiver* | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1. Effectively use formative assessments to inform instruction at a rigorous level. | 2018-2023 | Instructional Leadership Team | 0.00 | District | Mastery Connect data; Walkthrough/Observations of Teachers; SLO Data |
| 2. Consistently emphasize the themes of the | 2018-2023 | Instructional Leadership Team  * Guidance | 0.00 | District | Walkthroughs/Observations; Student Surveys |

| | | | | | |
|---|---|---|---|---|---|
| Profile of the South Carolina Graduate (world-class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum. | | Counselor | | | |
| 3. Increase instructional capacity through utilization of district/school professional development and regional and local conferences. | 2018-2023 | Instructional Leadership Team | | District, General Fund, Title I Funds | Attendance reports; staff members sharing new knowledge during faculty meetings |
| 4. Reduce class size to facilitate more classroom differentiation and skills mastery in Math. | 2018-2023 | Instructional Leadership Team | | Title I Funds | Mastery Connect data; Walkthrough/Observations of Teachers; SLO Data |

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

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

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

| DATA SOURCE(s): | | | 2017-18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|---|
| SCPASS Science SDE website and School Report Card | Baseline will be established in 2017-18 Grade 4 only | **School Projected Elementary** 33 | | 35.06 | 37.12 | 39.18 | 41.24 | 43.3 |
| | | **School Actual Elementary** 33 | 34.6 | *waiver* | | | | |
| SCPASS Science SDE website and School Report Card | Baseline will be established in 2017-18 Grade 4 only | **District Projected Elementary** | **63** | **66** | **69** | **72** | **75** | |
| | | **District Actual Elementary** 60 | 64 | *waiver* | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1. Grade level teams will work collaboratively to dissect standards and build units using a backwards planning | 2018-2023 | Instructional Coaches; District Academic Specialists | NA | NA | Mastery Connect data; walkthroughs/observations; lesson plans |

| | | | | | |
|---|---|---|---|---|---|
| model. Integration, including related arts, will be a focus. | | | | | |
| 2. Implement coaching cycles to improve common planning and instruction. | 2018-2023 | Instructional Leadership<br><br>*Instructional Coaches; Literacy Coach | $0 | NA | Walkthroughs/Observations; artifacts collected during coaching cycles; coaching cycle schedule |
| 3. | | | | | |

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

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

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

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| SC READY ELA SC SDE Website | 23% Meets Expectations and Exceeds Expectations | **School Projected Hispanic** 26% | **28** | **31** | **33** | **36** | **39** |
| SC READY ELA SC SDE Website | | **School Actual Hispanic** 28% | x | *waiver* | | | |

| Source | Description | Group | | | | | |
|---|---|---|---|---|---|---|---|
| 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 | *waiver* | | | |
| SC READY ELA SC SDE Website | 13 % Meets Expectations and Exceeds Expectations | **School Projected AA** 16% | **19** | **22** | **26** | **23** | **32** |
| SC READY ELA SC SDE Website | | **School Actual AA** 18% | **x** | *waiver* | | | |
| SC READY ELA SC SDE Website | 22% Meets Expectations and Exceeds Expectations | **District Projected AA** 25 | **25** | **28** | **31** | **34** | **37** |
| SC READY ELA SC SDE Website | | **District Actual AA** 25 | 31 | *waiver* | | | |
| SC READY ELA SC SDE Website | 4 % Meets Expectations and Exceeds Expectations | **School Projected SWD** 8% | **11** | **15** | **19** | **23** | **26** |
| SC READY ELA SC SDE Website | | **School Actual SWD** 7% | **x** | *waiver* | | | |
| SC READY ELA SC SDE Website | 11% Meets Expectations and Exceeds Expectations | **District Projected SWD** 14 | **14** | **17** | **20** | **23** | **26** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SC READY ELA SC SDE Website | | **District Actual SWD** 12 | 21 | *waiver* | | | |
| SC READY ELA SC SDE Website | 8 % Meets Expectations and Exceeds Expectations | **School Projected LEP** 11% | **15** | **18** | **22** | **25** | **28** |
| SC READY ELA SC SDE Website | | **School Actual LEP** 28% | **x** | *waiver* | | | |
| 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 | *waiver* | | | |
| SC READY ELA SC SDE Website | 17 % Meets Expectations and Exceeds Expectations | **School Projected PIP** 20% | **23** | **26** | **29** | **32** | **35** |
| SC READY ELA SC SDE Website | | **School Actual PIP** 24% | **x** | *waiver* | | | |
| SC READY ELA SC SDE Website | 35% Meets Expectations and Exceeds Expectations | **District Projected PIP** 38 | 38 | 41 | 44 | 47 | 50 |
| SC READY ELA SC SDE Website | | **District Actual PIP** 33 | 45 | *waiver* | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SC READY Math SC SDE Website | 28 % Meets Expectations and Exceeds Expectations | **School Projected Hispanic** 30% | 33 | 35 | 38 | 40 | 42 |
| SC READY Math SC SDE Website | | **School Actual Hispanic** 39% | x | *waiver* | | | |
| 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 | *waiver* | | | |
| SC READY Math SC SDE Website | 17 % Meets Expectations and Exceeds Expectations | **School Projected AA** 20% | 23 | 26 | 29 | 32 | 35 |
| SC READY Math SC SDE Website | | **School Actual AA** 22% | x | *waiver* | | | |
| 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 | *waiver* | | | |
| SC READY Math SC SDE Website | 7 % Meets Expectations and Exceeds Expectations | **School Projected SWD** 11% | 14 | 18 | 21 | 25 | 29 |

| SC READY Math SC SDE Website | | School Actual SWD 12% | x | *waiver* | | | |
|---|---|---|---|---|---|---|---|
| SC READY Math SC SDE Website | 15% Meets Expectations and Exceeds Expectations | District Projected SWD 18 | 18 | 21 | 24 | 27 | 30 |
| SC READY Math SC SDE Website | | District Actual SWD 16 | 20 | *waiver* | | | |
| SC READY Math SC SDE Website | 17 % Meets Expectations and Exceeds Expectations | School Projected LEP 20% | 23 | 26 | 29 | 32 | 35 |
| SC READY Math SC SDE Website | | School Actual LEP 38% | x | *waiver* | | | |
| SC READY Math SC SDE Website | 37% Meets Expectations and Exceeds Expectations | District Projected LEP 40 | 40 | 43 | 46 | 49 | 52 |
| SC READY Math SC SDE Website | | District Actual LEP 42 | 46 | *waiver* | | | |
| SC READY Math SC SDE Website | 20 % Meets Expectations and Exceeds Expectations | School Projected PIP 23% | 26 | 29 | 32 | 35 | 38 |
| SC READY Math SC SDE Website | | School Actual PIP 32% | x | *waiver* | | | |

| SC READY Math SC SDE Website | 33% Meets Expectations and Exceeds Expectations | District Projected PIP 36 | 36 | 39 | 42 | 45 | 48 |
|---|---|---|---|---|---|---|---|
| SC READY Math SC SDE Website | | District Actual PIP 38 | 43 | *waiver* | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | | EVALUATION |
|---|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** | |
| 1. Provide support for | 2018-2023 | Instructional | $0 | NA | Grade level/curriculum | |
| implementing data | | Leadership Team | | | meetings | |
| driven reflective | | | | | | |

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

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

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

| DATA SOURCE(s): | | 2017-18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| Fountas and Pinnell Kindergarten through Grade 5 | Criterion Reference Measure | **School Projected** | | Kindergarten through Grade 5 = | Kindergarten through Grade 5 = | Kindergarten through Grade 5 = | Kindergarten through Grade 5 = |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Meets and Exceeds | **School Actual** | Kindergarten through Grade 5 = | *Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.* | | |
| FastBridge Kindergarten and Grade 1 | Norm Reference Measure | **School Projected** | | Kindergarten = 32% Grade 1 = 25% | Kindergarten = 35% Grade 1 = 28% | Kindergarten = 38% Grade 1 = 31% | Kindergarten = 41% Grade 1 = 34% |
| | K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more accurately read words per minute (40th percentile) | **School Actual** | Kindergarten = 32% Grade 1 = 22% | *Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.* | | |
| MAP Winter Reading | % students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA | **School Projected** | | Grade 2 – 36% Grade 5 – 22% | Grade 2 – 38% Grade 5 – 25% | Grade 2 – 40% Grade 5 – 28% | Grade 2 – 42% Grade 5 – 31% |
| South Carolina MAP Linking Study – February 2018 | 2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile | **School Actual** | Grade 2 33.6 % Grade 5 18.6 % | Grade 2 – % Grade 5 – % | Grade 2 – % 5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements. | |
| Fountas and Pinnell Kindergarten through Grade 5 | Criterion Reference Measure | **District Projected** | | K-5 71% or above | K-5 73% or above | K-5 75% or above | K-5 77% or above |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | **District Actual** | K-5 69% | *Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.* | | | |
| FastBridge Kindergarten and Grade 1 | Norm Reference Measure | **District Projected** | | 5K – 52% or above Grade 1 – 57% or above | 5K – 54% or above Grade 1 – 59% or above | 5K – 56% or above Grade 1 – 61% or above | 5K – 58% or above Grade 1 – 63% or above |
| | K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more accurately read words per minute (40th percentile) | **District Actual** | 5K – 50% Grade 1 – 55% | *Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.* | | | |
| MAP Winter Reading | % students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA | **District Projected** | | Grade 2 – 36% or above Grade 5 – 32% or above | Grade 2 – 36% or above Grade 5 – 32% or above | Grade 2 – 36% or above Grade 5 – 32% or above | Grade 2 – 36% or above Grade 5 – 32% or above |
| South Carolina MAP Linking Study – February 2018 and July 2020 | 2018 2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile 2020 2nd grade criteria RIT = 188 72nd percentile 5th grade criteria RIT = 227 65th percentile | **District Actual** | Grade 2 – 38% Grade 5 – 39% | Grade 2 – 38% Grade 5 – 41% | Grade 2 – 37% *5th grade data point not available - School Board decision to waive 5th 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. Implementation of professional development to support K5 teachers in building capacity for consistent implementation of all the GCS Balanced Literacy Framework components. | 2018-2023 | Instructional Leadership Team; District Academic Specialists | $0 | District | Professional Development Plan; observations; lesson plans |
| 2. Implement Balanced Literacy with fidelity. | 2018-2023 | Instructional Leadership Team | $0 | NA | Observations, lesson plans |
| 3. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness). | 2018-2023 | Instructional Leadership Team; District Academic Specialists | $0 | NA | Observations, lesson plans, increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments |
| 4. Continue to implement common planning across grade levels to ensure alignment of instructional | 2018-2023 | Instructional Leadership Team | $0 | NA | Master schedule, evidence of common planning – agendas, lesson plans |

| | | | | | |
|---|---|---|---|---|---|
| practices and support intentional unit and lesson planning responsive to student needs. | | | | | |
| 5. Coach teachers in instructional best practices using the district coaching framework. | 2018-2023 | Instructional Leadership Team<br>*<br>Instructional Coaches; Literacy Coach | $0 | NA | Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices |
| 6. Support comprehension and effective communication through intentional planning and authentic use of vocabulary. | 2018-2023 | Instructional Leadership Team | $0 | NA | Classroom evidence of content vocabulary usage; lesson plans, assessments, observations |
| 7. Provide intentional support for consistently scheduled, sustained independent reading. | 2018-2023 | Instructional Leadership Team | $0 | NA | Continue to replenish classroom libraries that offer a wide selection of texts; observations of teacher lead focused reading conferences and small groups; students can articulate and demonstrate progress toward their goal |

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

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

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

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

| GCS Human Resources Department | Baseline established in 2017-2018 | **District Actual**<br><br>Gender Diversity = 99%<br>Ethnic Diversity = 90% | Gender Diversity = 96%<br>Ethnic Diversity = 91% | Gender Diversity = 99%<br>Ethnic Diversity = 96% | Gender Diversity = 100%<br>Ethnic Diversity = 97% | | |

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

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

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

| INTERIM PERFORMANCE GOAL: Meet annual targets below. |
|---|

| DATA SOURCE(s): | 2016-17 | 2017-18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| SC SDE School Report Card Survey | 95.8% | **School Projected Students** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **School Actual Students** 94.5% | 95.7% | *waiver* | | | |
| SC SDE School Report Card Survey | 94.5% | **School Projected Teachers** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **School Actual Teachers** 94.5%x | 88.5% | *waiver* | | | |
| SC SDE School Report Card Survey | 100% | **School Projected Parents** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **School Actual Parents** 79% | 85.7% | *waiver* | | | |
| SC SDE School Report Card Survey | 92 | **District Projected Students** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **District Actual Students** 86 | 89 | *waiver* | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SC SDE School Report Card Survey | 98 | **District Projected Teachers** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **District Actual Teachers** 97 | 97 | *waiver* | | | |
| SC SDE School Report Card Survey | 91 | **District Projected Parents** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **District Actual Parents** 88 | 89 | *waiver* | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1. Communicate clearly and effectively with all stakeholders that the school emergency response plan is in place and includes explanations of the training and drills that take place each year. | 2018-2023 | Administration | $0 | NA | Newsletters, social media posts, PTA/SIC Agendas |

| 2. Continue to utilize social media, phone blasts, and newsletters to encourage parents, students, teachers, and community members to report any concerns or issues. | 2018-2023 | Administration | $0 | NA | Tips received from multiple stakeholder groups |
|---|---|---|---|---|---|
| 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 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** 0% | ≤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): | 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 | | **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: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1. Continue to utilize | 2018-2023 | Instructional Leadership | $0 | NA | Students matched with services |

| | | | | | |
|---|---|---|---|---|---|
| Communities in Schools, mental health and guidance counselors, social worker, and behavior interventionist to identify and assist at- risk students. | | Team | | | |
| 2. Increase awareness of community based resources that families can reach out to for guidance and support. | 2018-2023 | Social Worker, Title I Facilitator, Guidance Counselor, Parent Involvemen t Coordinator s | $0 | NA | Information disseminate d and utilized |
| 3. Dissemin ate through student | 2018-2023 | Administration | $0 | NA | Documentati on of information |
| 1. Continue to utilize the mental health counselor, guidance counselor, and behavior interventionist to identify potential issues, and provide interventions for student behaviors. | 2018-2023 | Instructional Leadership Team | $0 | NA | High fliers identified and interventions in place |
| 2. Educate | 2018- | Social | $0 | NA | Ongoing |

| students, teachers, and parents so they are able to identify changes in behavior for themselves and peers, which may signify a need for intervention. (Use of Capturing Kids Hearts) | 2023 | Worker, Guidance Counselor, Title I Facilitator, Parent Involvement Coordinators, Behavior Interventionist, School Psychologist, Mental Health | | | implementation of Capturing Kids Hearts |
|---|---|---|---|---|---|

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

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

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

| DATA SOURCE(s): | | 2017-18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| Cognia Climate & Culture Student Survey | Baseline established in 2017-18 | **School Projected** | 90 | 90 | 90 | 90 | 90 |
| | | **School Actual** 80% | 90% | 90% | *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: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1. Expand mentoring program for students. | 2018-2023 | Guidance Counselor; Behavior Interventionist | $0 | NA | Mentor schedule |
| 2. Enhance professional development to increase staff awareness and understanding of community served. | 2018-2023 | Instructional Leadership Team | $0 | NA | Community Tour for new staff |
| 3. Continue to use schoolwide systems among all adults to communicate positively with students. | 2018-2023 | Instructional Leadership Team | $0 | NA | Observations |

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

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

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

| DATA SOURCE(s): | AVERAGE BASELINE | 2017-18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| | (2016-17) 95.2% | **School Projected** | 95% | 95% | 95% | 95% | 95% |
| 180th day Attendance Report | | **School Actual** 95.7% | 95.3% | 96.3% | | | |
| | (2016-17) **95** | **District Projected** | 95 | 95 | 95 | 95 | 95 |
| 180th day Attendance Report | | **District Actual** 95 | 95 | 96 | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION | |
|---|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** | |
| 1. Consistently monitor attendance trends. | 2018-2023 | Instructional Leadership Team Attendance Clerk Social Worker | $0 | NA | Attendance Reports Review of attendance policies | |

| 2. Establish school protocol for personal contact to absent students. | 2018-2023 | Instructional Leadership Team  *  Attendance Clerk, Social Worker | $0 | NA | Documented Contacts |
|---|---|---|---|---|---|
| 3. Use data from GCSource, teacher/staff, and parent referrals to identify at-risk students. | 2018-2023 | Instructional Leadership Team  *  OnTrack Facilitator | $0 | NA | Intervention Connection System reports for truant and chronically absent students |

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

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

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

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

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | School Actual **Afraid – %** **Lonely – %** **Angry – %** | **Afraid ≤ 10** **Lonely ≤10** **Angry ≤ 10** | **Afraid ≤** **Lonely ≤** **Angry ≤** | *Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.* | **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 ≤ 8** **Angry ≤ 7** **Angry ≤ 5** |
| | | **District Actual** **Afraid – 5%** **Lonely – 10%** **Angry – 8%** | **Afraid – 5%** **Lonely – 10%** **Angry – 8%** | **Afraid – 5%** **Lonely – 10%** **Angry – 7%** | *Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.* | **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. SEL Data Collection | Ongoing | Instructional Leadership Team | $0 | NA | Survey data collected and analyzed |
| 2. Continue to implement OnTrack process, utilizing data and social-emotional survey results to match interventions school- | 2018-2023 | Instructional Leadership Team * OnTrack Facilitator | $0 | NA | OnTrack data |

| | | | | | |
|---|---|---|---|---|---|
| wide and individual student needs. | | | | | |
| 4. Utilize menu of support resources provided by the district to guidance counselors and social workers to meet student needs. | 2018-2023 | Instructional Leadership Team<br><br>* OnTrack Facilitator, School Psychologist | $0 | NA | OnTrack data |