Pelham Road Elementary

"A Community of Learners"

Strategic Plan/Portfolio
2020-21 through 2022-23

Mrs. Kristy Qualls, Principal
Pelham Road Elementary School

W. Burke Royster, Superintendent
Greenville County School District

100 All Star Way
Greenville, SC 29615
Phone: 864-355-7600
Web Site: www.greenville.k12.sc.us/pelham/

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Pelham Road Elementary

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 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	*WBurke Royster*	April 13, 2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Kristy Qualls	*Kristy Qualls*	3/1/21
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jason Gillespie	*Jason Gillespie*	3/1/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Heather Popat	*Heather Popat*	3/1/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 All Star Way Greenville SC 29615

SCHOOL TELEPHONE: (864) 355-7600

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

Stakeholder Involvement for School Renewal

Position   Name

1.   Principal   Kristy Qualls

2.   Teacher   Caroline Duncan

3.   Parent/Guardian   Diana Crow

4.   Community Member   John Redmond

5.   Paraprofessional   Sheila Hartwell

6.   School Improvement Council Member   Jason Gillespie

7.   Read to Succeed Reading Coach   Heather Popat

8.   School Read To Succeed Literacy Leadership Team Lead   Heather Popat

9.   School Read to Succeed Literacy Leadership Team Member   Tracy Winetroub

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

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)]

__x___   **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).

__x___   **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).

__x___   **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.

__x___   **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*.

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

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

__x___   **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.

__x___   **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.

__x___   **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.

__x__ 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.

__x__ 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.

__x__ 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.

Table of Contents

Introduction and Executive Summary

Pelham Road Elementary School Portfolio

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

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

The categories utilized in this school portfolio are:

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

Executive Summary

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

	Literacy	Math	Science	Social Studies	Technology
K5	Sinclair	Smallridge	Riservato	Riservato	Nguyen
1st	Stepp	Fox	A. Brown	Adams	Gallagher
2nd	Holtzclaw	Duncan	Revell	Earley	Garrett
3rd	Brown	Stokes	Jeffress	Banning	
4th	Ashmore	Harden	Coan	Mason	Mason
5th	Lovello	Carpenter	Peck	Peck	Bolin
Specialist	Popat Winetroub	Dujardin Dye	Brice	Smith	Edmonston Qualls
Related Arts	Meekins		Hobbs	Norris	Jones
Additional Members	Farmer	Orr	Garrison		

Summarized Findings of Student Achievement

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

- 72.8 % of third through fifth grade students met and/or exceeded standard on SC Ready ELA during 2015-2016 with a slight increase to 73.5% during 2016-2017.
- 73.5 % of third through fifth grade students met and/or exceeded standard on SC Ready ELA during 2016-2017 with an increase to 76.2% during 2017-2018.
- 76.2 % of third through fifth grade students met and/or exceeded standard on SC Ready ELA during 2017-2018 with an increase to 79.1% during 2018-2019.
- 74.3% of third through fifth grade students met and/or exceeded standard on SC Ready Math during 2015-2016 with an increase to 78.2% during 2016-2017
- 78.2% of third through fifth grade students met and/or exceeded standard on SC Ready Math during 2016-2017 with an increase to 79.7% during 2017-2018.
- 79.7% of third through fifth grade students met and/or exceeded standard on SC Ready Math during 2017-2018 with an increase to 83.0% during 2018-2019.
- 82.7% of fourth and fifth grade students scored met and/or exemplary on SCPASS Science during 2015-2016 with a decrease to 71.8% during 2016-2017
- 71.8 % of fourth and fifth grade students scored met and/or exemplary on SCPASS Science during 2016-2017 with an increase to 73.0% (fourth grade) during 2017-2018.
- 73.0% of fourth grade students scored met and/or exemplary on SCPASS Science during 2017-2018 with a slight increase to 73.1% during 2018-2019.
- 89.9% of fourth and fifth grade students scored met and/or exemplary on SCPASS Social Studies during 2015-2016 with an increase to 90.3% during 2016-2017
- 90.3% of fourth and fifth grade students scored met and/or exemplary on SCPASS Social Studies during 2016-2017 with an increase to 93.5% (fifth grade) during 2017-2018.
- 93.5% of fifth grade students scored met and/or exemplary on SCPASS Social Studies during 2017-2018 with a slight decrease to 93.1% during 2018-2019.
- For the 2017-2018, 2018-2019 and 2019-2020 school years, our Winter MAP scores in both second and fifth grades scored above the district average in both reading and math.
- For the 2020-2021 school year, our Winter MAP scores in second grade scored above the district average in both reading and math.

Steps for Continuous Improvement

- Continue to examine and monitor student progress and results as identified through standardized testing and Mastery Connect (TE21) Benchmarking.
- Working extensively with our Special Education team to create a stronger model for delivery of services including both inclusive and pullout services. We are working closely with the district to implement a program that will meet the individual needs of all special education students.
- Continue the support of Pelham Road's Balanced Literacy Framework.
- Continue the ongoing academic evaluation of technology within each classroom.

- Continue to develop and grow ourselves as an effective PLC, including the use of common assessments, common grading practices and the continued use of effective instructional strategies in the classroom.
- A plan for purposeful, differentiated and meaningful staff development.
- Training and implementation of Fountas & Pinnell and a strong Balanced Literacy Program.
- Training and implementation of differentiated Guided Math Groups within classrooms.
- The Instructional Coach will work with teachers to target student needs within Coaching Cycles.
- Utilize district supported curriculum with all students.
- Provide support to teachers in the use of state standards.
- Ongoing evaluation of the strategic five-year school plan.
- Increase the use of Depth of Knowledge Descriptors, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom.

Summarized Findings for Teacher and Administrator Quality

- 100% of Pelham Road administration and staff are highly qualified
- 64% of Pelham Road teachers and staff members hold advanced degrees
- 10 Pelham Road teachers hold National Board certification
- Quality staff development is provided on campus and through Greenville County School District
- Professional development focus is in the area of Balanced Literacy, including Language and Word Study, Reader's Workshop, Writer's Workshop and Guided Reading as well as Guided Math Implementation and Meaningful Technology Integration
- Staff development is designed to help teachers maintain highly qualified certification
- The Leadership Team, with input from the staff, has created a professional development plan that will focus on building teacher leaders and strengthening our instructional program
- Technology staff development is provided to help teachers meet State Department technology proficiency as well as provide a student-centered approach to learning

Needs Assessment for Teacher and Administrator Quality

- Reaching all ability levels to close the achievement gap for all subgroups
- Continuing to fund computer lab instructor/s through local funds
- Increasing meaningful use of student technology in all classrooms
- Continuing to provide current and trending educational technology professional development
- Continuing to provide professional development in the area of Balanced Literacy
- Providing opportunities for Guided Math professional development to assist with differentiation of instruction
- Continue to analyze common formative and summative assessments and plan instruction through the use of data analysis in Professional Learning Communities
- Continue to look for ways to challenge our high-performing students
- Offer after-school and in-school tutoring for students with academic needs

Summarized Findings for School Climate

Needs Assessment for School Climate (Parent Survey)
- According to our parent survey from the yearly report card, the following percentage of parents indicated satisfaction with our learning environment:
  2015- 84.9%
  2016- 93%
  2017- 89.6%
  2018- 95.4%
  2019- 90.5%
  2020- waiver
- According to our parent survey from the yearly report card, the following percentage of parents indicated satisfaction with our school-home relations:
  2015- 68%
  2016- 84%
  2017- 75%
  2018- 88.5%
  2019- 79.2%
  2020- waiver
- We will continue to work to improve communication, increase participation, and help parents be an integral part of their child's education.

Pelham Road's Significant Challenges
- Achievement Gap between disabled and non-disabled in ELA and Math
- Achievement Gap with African American students in ELA and Math
- Achievement Gap between our males and females in the area of ELA

Pelham Road's Significant Awards and Accomplishments
- National Blue-Ribbon School of Excellence
- Palmetto's Finest
- South Carolina Blue Ribbon School Award
- Exemplary Writing School
- Red Carpet School Award
- School Incentive Award Winner
- Terrific Kids
- Safe Kids School Award Winner
- State PTA Reflection Winner
- District Science Fair Winner
- Palmetto Gold Award Winner
- Palmetto Silver Award Winner
- National PTA School of Excellence
- PTA 100% membership for 35 consecutive years
- 10 National Board-Certified Teachers
- Greenville Drive Reading Hall of Fame School
- Award winning Choral Program
- Presidential Academic Fitness Award
- Afterschool Chess Club for K-5

- Afterschool Lego Club
- Afterschool Clay Club
- Afterschool Sign Language Club
- Afterschool Garden Club
- Afterschool Coding Club
- Afterschool Cheer Camp
- TASCK Force (Kindness Club)
- National Junior Beta Club
- Upstate Mentor Program

**Due to the global pandemic many afterschool and during school activities cannot be offered during the 2020-2021 school year.

School Profile

Pelham Road Elementary School is helping all students develop world class skills and life and career characteristics of the Profile of the South Carolina Graduate by the blending of traditional studies and technology in a supportive, student-centered, and academically challenging learning environment. This environment is provided through the implementation of our school vision: "**A Community of Learners**." We demonstrate this vision by challenging our students with best practices to reach their full potential and by the continuous professional development of our teachers. Our teachers are continually seeking ways to learn new and effective strategies to implement in their classrooms. Strong reading and writing integration across the curriculum provide students with a solid Language Arts foundation. Teachers implement Greenville County School's Balanced Literacy Framework, Guided Math, science kits and a variety of online enrichment computer programs. We also provide early reading intervention through our Reading Interventionists, vertical articulation, technology instructors, and interactive technology use with promethean boards, 1:1 Chromebooks for grades K5-5 and additional iPads for our K-1 students.

We are proud of our history of academic success at Pelham Road Elementary. The Palmetto Gold and Silver Awards Program recognizes and rewards schools for attaining high levels of absolute performance and high rates of growth. We have a variety of factors that ensure our success including an outstanding volunteer program with over 31,500 volunteer hours logged each year. However, these hours do not reflect the COVID 19 global pandemic (2020-2021 school year) due to the fact parents and volunteers are prohibited from entering the building. On a given year, our volunteers tutor, help during field trips and assist with special programs such as our SIC Book Blast, Read Across America Day, STEAM Day and various afterschool enrichment programs. Our student leadership raises money for local charities such and agencies that help abused and neglected animals, impoverished communities in our local area and our military veterans. We also pride ourselves for offering a variety of afterschool enrichment opportunities four our students such as Lego, Cheer, Coding, Garden, Clay, Sign Language and Volleyball Clubs. Our extended day program provides safe and stimulating activities for more than 100 children, starting with homework help and enrichment offerings in art, music, and PE. At Pelham Road Elementary we believe the school, family and community must share the educational responsibility of our students. Our mission, in partnership with our home and community, is to **PREPARE, RESPECT, ENRICH and SUCCEED**. We will continue to move forward to maintain the excellent education we provide for our students and community. We are indeed proud to be called "**A Community of Learners**".

Student Population/Enrollment

Demographics	2017-2018	2018-2019	2019-2020	2020-2021
Total Enrollment	772	770	803	488 (in-person)
African American	75	75	90	47
Caucasian	553	566	573	379
Hispanic	43	33	37	22
Asian	52	56	56	14
Other	39	42	47	26
Disabled	94	111	99	75
Pupils in Poverty	153	134	258	193

Pelham Road Elementary is a neighborhood school with most neighborhoods being middle class. Approximately 78% of our students are Caucasian, 9% African American, 4% Hispanic and 3% Asian. Our poverty index is approximately 29%. We serve 118 students in our challenge program (including our virtual students) and 75 of our students are identified as disabled receiving services such as, but not limited to, speech, occupational therapy, resource, as well as our ED and Multi-Categorical self- contained students.

Enrollment for 2020-2021 school year by grade level is as follows:

Grade	In-Person Students	Virtual Students	Total Students
K5	71	23	94
1	85	39	124
2	92	29	121
3	78	23	101
4	81	40	121
5	81	29	110
TOTAL	488	183	671

<div align="center">**School Personnel**</div>

Our Administration

Mrs. Kristy Qualls

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

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

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

Mrs. Dye, Assistant Principal

I am honored to be named Assistant Principal of Pelham Road Elementary. I am strongly committed to the success of our students and proudly serve Greenville County Schools, where I was once a student as well. Growing up I attended Plain Elementary, Bethel Elementary, Hillcrest Middle and Mauldin High School. I then attended Clemson University and received a Bachelor's Degree in Elementary Education. Go Tigers!

I began my teaching career at Homeland Park Elementary in Anderson School District Five. While at Homeland Park, I taught Second Grade and Fifth Grade and was named Teacher of the Year. While teaching in Anderson, I decided to begin graduate school and attended Furman University, receiving a Master's Degree in School Leadership and Supervision. After six years in Anderson School District Five, I returned home to teach in Greenville and was fortunate to join the staff of the newly built AJ Whittenburg Elementary. I taught Second, Third, Fourth and Fifth Grades and was named Teacher of the Year. After twelve years as a classroom teacher, I stepped into administration at Mitchell Road Elementary School, serving as Administrative Assistant and Assistant Principal in my four years as a Mustang. I was selected as a member of Greenville County School's Instructional Leadership Academy and also completed the Greenville County School's Aspiring Principal's Institute. When I'm not working, I enjoy spending time with my family, traveling, and attending live music concerts.

Instructional Staff

The staff at Pelham Road Elementary School includes: 1 principal, 1 assistant principal, 1 instructional coach, 2 school counselors, 27 classroom teachers, 2 self-contained special education teachers, 2 resource teachers, 1 speech teacher, 1 media specialist, 1 challenge teacher, 1 media clerk, 4 kindergarten assistants, 5 special education assistants, 1 music teacher, 2 art teachers, 1 physical education teacher, 2.25 reading interventionists, .5 literacy specialist/coach and a .5 Math Coach. We currently have a total of 51 in-person Teachers/Professional Staff and 10 virtual teachers.

School Counselor's Support

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

PTA

Pelham Road Elementary has a very active PTA. Our PTA continuously raises funds to enhance our school both physically and educationally. They have raised funds to install an outdoor track which has become an integral part of our physical education program as well as paid for copies and supplied countless volunteers to assist with various programs. Each year PTA supplies teachers with supply money for their classrooms. They also boost morale and spread cheer by providing staff breakfasts, lunches and numerous treats throughout the year. They have also purchased student technology for our classrooms such as Chrome Books, iPads, and Promethean Boards, as well as assisting in the funding of new state of the art furniture for our media center. Pelham Road is proud to have 100% PTA membership for the last 38 years.

Pelham Road Elementary is blessed with parents who volunteer to support our educational priorities. In each of the last three years, our parents have logged over 31,500 volunteer hours. (Of course, these hours do not reflect the 2020-2021 school year due to the COVID-19 global pandemic.) Volunteer parents and community volunteers help manage and support helping teachers by making copies, working on hall displays, classroom tutoring, promoting Box tops 4 Education and STEAM Day. Parents also provide support services to teachers in the classroom. The Pelham Road PTA conducts Boosterthon, Art Night, Reflections, Spring Fling, Donuts for Dudes and Housewise Streetwise.

SIC

The School Improvement Council (SIC) serves as an advisory body to the school's principal and faculty. The council works collaboratively to develop and implement a five-year school improvement plan. They also monitor and evaluate success in reaching the plan's objectives and to write an annual report to the parents about the progress of the plan. This year our SIC has been keeping abreast of policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational opportunities and most important, school safety. SIC sponsors the WATCH D.O.G.S. Program, as well as Real Dudes Read, a grassroots reading program to spotlight the enjoyment of reading in males. During the 2020-2021 school year, we are hosting a PRES Community Reads Virtual Program the last Friday of each month for students to continue to see the importance, value and love for reading in our community. SIC continues to play a key role in bringing together parents, educators, and community stakeholders to work collectively to improve Pelham Road.

Business Partners/Community Partnership

Pelham Road Elementary is fortunate to collaborate with Bob Jones University, Furman University, USC Upstate, Converse College, Clemson University and North Greenville University. Eastside High School

Teacher Cadets, practicum students and student teachers collaborate with our staff and students. This partnership allows students at the universities the ability to work with students in a school under the supervision of highly qualified staff members. The exchange of innovative ideas is reciprocal and both communities are enriched by the collaboration. Community partners include Moe's Southwest Grille, Sharon Gillespie, TCBY, Summers Orthodontics, Palmetto Orthodontics, Piedmont Podiatry, Carolina Academy, Chick-Fil-A, Chuck E Cheese, Tipsy Taco, State Farm, Texas Roadhouse, Strossner's Bakery, Greenville Drive and the Greenville Swamp Rabbits.

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

**However, due to COVID-19, our PTA, SIC and Community Partnerships have had to limit involvement in the numerous projects in which they each spearhead.

Major Academic and School Programs

Vertical Teams

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

Data Teams

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

Faculty Council

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

Balanced Literacy

Greenville County Schools have adopted the model for teaching reading and writing called balanced literacy. Balanced literacy refers to a set of instructional literacy practices, which include procedures for teaching to the whole class, small groups, and individuals according to the need and interest of students. The goal of balanced literacy is to create a genuine appreciation for reading and writing and build lifelong readers. Engagement and motivation are crucial components for children as they learn to read. Adults must foster joy in and purposefulness for reading because students will not become proficient readers if they do not enjoy the experience or see any value in it.

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

The following are keys principles in effective reading instruction:

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

Community of Makers

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

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

Response to Intervention

The overall goal of RTI is to accelerate students who do not meet grade level reading expectations by improving their reading and comprehension skills to the level of achievement that they need to become independent and successful readers. Fountas and Pinnell's Leveled Literacy Intervention (LLI) program is used to instruct students. LLI is a scripted yet carefully designed intervention program that provides intensive small group

instruction to students who find reading and writing difficult. There are four basic activities that are essential parts of LLI lessons: rereading text, phonics and word work, reading a new book, and writing about reading. Lessons are designed to provide students with opportunities to read more complex texts with accuracy, fluency, and comprehension

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

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

Tutoring Programs

To help 'close the gap' with students who have academic needs, during the 2020-2021 school year, we have put in place afterschool tutoring opportunities for students in grades 2-5 in both reading and math, as well as in-school tutoring opportunities for specific students in the area of reading based on data and teacher input. We also have implemented a before school tutoring program in first grade for our English Language Learners and have added a full-time Reading Interventionist for students in grades K-2 to help close the gap for students who have academic needs.

Technology Integration

Instructional staff members are trained to use Promethean Boards, iPads, Chromebooks and document cameras to incorporate technology into instructional delivery to assist with meaningful student engagement. Our staff has participated in numerous professional development trainings in the area of Personalized Learning, various technology platforms and Discovery Education trainings to support student achievement. We are fortunate to have three staff members dedicated to assisting teachers and students in the use of our technology and its vast uses to enhance student achievement.

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

- RAZ Kids
- Flocabulary
- Freckle
- IXL
- Imagine Math
- Larson's Math
- News ELA
- Read Works

OnTrack Greenville

Pelham Road was a pilot school for the OnTrack Greenville Initiative during the 2017-2018 school year and continues the OnTrack process as this program is designed to addresses each student's unique needs. The members of this valuable team meet twice monthly to assist in creating customized plans to reach the needs of students.

- Fueled by a federal Social Innovation Fund grant, United Way of Greenville County, the Greenville Partnership for Philanthropy, the Riley Institute at Furman University and nonprofit partners have teamed up with Greenville County Schools to transform our community's ability to help students stay on track, graduate and build a successful, thriving future.
- *OnTrack Greenville* is focused on implementing an Early Warning and Response System.
- Piloted effectively in other communities around the country, *OnTrack Greenville's* Early Warning and Response System will utilize real-time data to identify students beginning to disengage from school as indicated by attendance, behavior, and course performance.
- Once a student is identified, a coordinated team of educators and experts develop a customized plan to match the student with the right response interventions and then monitor his/her progress over time.

G+ Initiative

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

Mentor Upstate

Since the 2018-2019 school year, Pelham Road has been partnering with Mentor Upstate to help students be able to navigate life's journey. Adults in the community are trained through Mentor Upstate and have to meet Level 2 approval to volunteer their time to meet with a student. It requires 30 minutes each week to have intentional time with one student to encourage and support. These supporting relationships have made a big difference in the lives of our students. Teachers have also seen improvement in behavior and higher academic achievement. This year, we are working to make this a positive virtual experience between our students and mentors.

TASCK Force

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

All-star community by modeling compassion and teamwork, and spreading kindness to everyone. This school year, we are hosting a kindness week for students to participate, in lieu of our TASCK Force afterschool club and as a means to incorporate more Social Emotional Learning.

Extended Day Program

We are in our sixteenth year of our Extended Day Care program that is staffed by Pelham Road teachers, high school, and college students. Our program offers snacks, homework help, enrichment activities, and organized games to over 110 students each day during the 2020-2021 school year. Money generated from this program is used to help pay for educational materials and supplies as well as an Interventionist to assist in the Response to Intervention Program and a part-time Math Coach.

Student Involvement Programs

We continue to offer extra-curricular activities such as safety patrol, an award-winning chorus, Beta Club, recycling club, morning news anchors, afterschool enrichment classes such as our Chess, Gardening, Sign-Language, Cheer, Coding and Lego Clubs along with various contests through PTA Reflections. However, as stated earlier, due to the COVID-19 global pandemic, we are unable to offer many of our afterschool clubs during the 2020-2021 school year.

Mission, Vision, and Beliefs

Pelham Road Elementary certified staff members and representatives from stakeholder groups met throughout the 2016-2017 school year to review and amend the Beliefs, Vision, and Mission of our school. The group was divided randomly into 8 groups which discussed each topic following a brief explanation. This activity generated a lot of good interaction and discussion. Over the course of the next month, the results of the inventory were presented and final revisions were made to the Beliefs, Vision, and Mission statements.

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

Data Analysis and Needs Assessment

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

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

Student Achievement

SC Ready Overall Performance

	Pelham Road	Greenville County Schools
ELA Total % Meets	2016 72.8 2017 73.5 2018 76.2 2019 79.1	2016 49.9 2017 49.0 2018 48.9 2019 54.7
Math Total % Meets	2016 74.3 2017 78.2 2018 79.7 2019 83.0	2016 56.4 2017 54.0 2018 52.5 2019 54.5
	**Waivers were granted for SC Ready for the 2019-2020 school year.	

SC Ready Data ELA 2018-2019

English Language Arts (Reading and Writing) - Percent Met or Exceeding
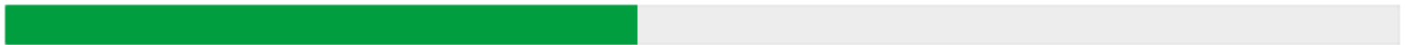
School
80.6% (299 / 371)

District
54.7% (19022 / 34794)

State
45.4% (159686 / 351481)

ELA	THIRD			FOURTH			FIFTH		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Total % Meets	73.9	78.9	86.1	78.8	69.7	77.0	67.6	77.1	79.2

SC Ready Data Math 2018-2019

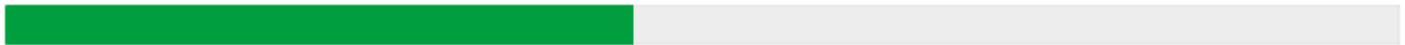Mathematics - Percent Met or Exceeding

School
84.6% (314 / 371)

District
54.5% (18952 / 34794)

State
45.1% (158655 / 351479)
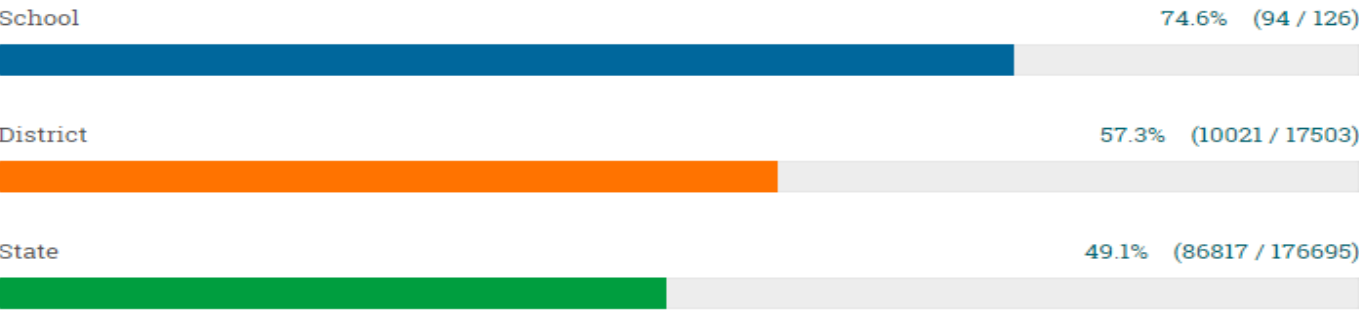
MATH	THIRD			FOURTH			FIFTH		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Total % Meets	83.8	81.3	88.7	86.0	76.5	81.7	63.0	80.2	83.8

SCPASS Science 2018-2019

Science - Percent Met or Exceeding

School
74.6%   (94 / 126)

District
57.3%   (10021 / 17503)

State
49.1%   (86817 / 176695)

SCIENCE	FOURTH GRADE		
	2017	**2018**	**2019**
Total % Meets and Above	76.9	74.2	74.6

SCPASS Social Studies 2018-2019

Social Studies - Percent Met or Exemplary

School
93.8%   (122 / 130)

District
77.2%   (9033 / 11695)

State
67.6%   (80123 / 118555)

Social Studies	FIFTH		
	2017	**2018**	**2019**
Total % Meets and Above	84.7	93.5	93.8

Teacher and Administrator Quality
This chart reflects the 2019-2020 school year.

	Our School	Change from Last Year
Total Number of Teachers	49	Up from 46
Percent of teachers with advanced degrees	61.2	Down from 63.0
Average teacher salary	$56,012	Up from $54,238
Percent of teachers on continuing contract	87.8	Down from 89.1
Percent of teachers returning from previous year - current year	92.7	Down from 97.5
Percent of teachers returning from previous year - three year average	92.5	No change
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Percent of inexperienced teachers teaching in core classes	8.3	Down from 100
Number of inexperienced teachers teaching in core classes	3	Up from 1
Percent of out-of-field teachers teaching in core classes	0.0	No change
Number of out-of-field teachers teaching in core classes	0	No change

Greenville County Schools uses the Performance Assessment for Teachers (PAS-T) as the model for our teacher evaluation. The PAS-T model is a South Carolina State Department approved model of teacher evaluation and is a modified form of ADEPT. This model provides assurance that schools are staffed with competent professionals who possess the knowledge and skills necessary to meet the needs of all students.

ADEPT stands for Assisting, Developing, and Evaluating Professional Teachers and is the state regulation for supporting and evaluating teachers at all contract levels. In the ADEPT/PAS-T system, there are different levels of support and evaluation. These levels are based on the contract the teacher holds.

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

ANNUAL: Teachers can also be issued an Annual or Annual Diagnostic Assistance (ADA) Contract. Teachers holding an Annual Diagnostic Assistance contract are in many cases those teachers who have never taught in South Carolina before and come to Greenville County Schools with at least two years of successful experience from out of state. Some teachers are given an ADA contract because they may need an additional year of support prior to a formal evaluation year. Teachers with ADA contracts are supported with a trained mentor and are coached informally on the PAS-T system. In some cases, ADA contract teachers are also given an ADEPT Teacher Leader to help in assisting and developing them. Teachers in their second year of teaching or those teachers who held an ADA contract the previous year, are formally evaluated using the PAS-T model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. This three-person team is made up of a building level administrator, an ADEPT

Teacher Leader, and a peer teacher from another school. Each one of the team members observes the teacher and reviews artifacts two times during the school year in an unannounced observation. Following each of the observations, the teacher receives feedback in our electronic data warehouse called ePAS. Following three observations in the fall, the team meets together for a consensus meeting where the teacher's performance is discussed. The team comes to a consensus about the teacher's performance and assigns a rating to the performance. This process is repeated in the spring semester as well. Written feedback is given to the teacher prior to winter break and prior to April 15th.

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

The PAS-T System has 8 Performance Standards
Each Performance Standard contains Performance Indicators that identify the key points in each of the standards.

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

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

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

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

Professional Development/Meeting Schedule
2020-2021 School Year

Meeting Title	Meeting Schedule
Faculty Council Meetings	Third Wednesday - Monthly
Faculty Meetings	Second Wednesday – Monthly
Leadership Meetings	Tuesdays – Weekly
OnTrack Meetings	Second and Fourth Thursdays
Grade Level Meetings	Weekly
Professional Development Title	**Meeting Date/Schedule**
Social Emotional Learning Building Emotional Resilience	Monthly
Lesson Planning with the Instructional Coach	½ Day Fall and Spring
Guided Math with Stephanie Burdette	November 11th
Learning Labs Pear Deck, Choice Boards, ELA and Math Workshops, Shared Reading	March 4th, March 18th
Technology Tuesdays Pear Deck, Choice Boards, Interactive Slides, Newsela, Jamboard	Monthly November-March
District Remote Course Offerings Literacy, Math, Technology	Virtual on Demand

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

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

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

	Teachers	**Students**	**Parents**
Number of surveys returned	54	132	84
Percent satisfied with learning environment	100.0%	94.7%	90.5%
Percent satisfied with social and physical environment	94.5%	96.2%	97.6%
Percent satisfied with school-home relations	100.0%	96.2%	79.2%

Needs Assessment for School Climate:

According to our parent survey from the 2017-2018 school report card, 85.5% of our parents indicated satisfaction with school-home relations. During the 2018-2019 school year, 79.2% of parents were satisfied with our school-home relations. This is a decrease from the 2017-2018 school year. We will continue to implement strategies and have two-way communication in order to improve our school-home relations with our parents and the community.

	2015	**2016**	**2017**	**2018**	**2019**
Student Rate of Attendance	**97.0%**	**97.0%**	**96.8%**	**96.4%**	**96.5%**
Teacher Rate of Attendance	**93.8%**	**94.5%**	**93.4%**	**94.0%**	**91.2%**

Please follow the following link to view 2018-2019 SDE School Report Card:
https://www.screportcards.com/overview/?q=eT0yMDE5JnQ9RSZzaWQ9MjMwMTA3OQ

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from _73.5____% in 2016-17 to _76.5____% in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE website and School Report Card	73.5x% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 74%**	**74.5**	**75**	**75.5**	**76**	**76.5**
		School Actual Elementary 76%	**79.1**	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. Teachers will create, administer, and analyze common formative and summative assessments and plan instruction from data analysis.	2018-2023	Administration, Instructional Coach, Teachers	None	None	Data Team Minutes, Teacher Student Learning Objectives
2. Teachers will implement the Balanced Literacy Framework and differentiate instruction based on individual needs.	2018-2023	Administration, Instructional Coach, Teachers	None	None	Lesson Plans, F&P Reading Levels (Fall to Spring), Walkthrough Observation Feedback, Coaching Cycle Notes
3. Teachers will expand flexible grouping to target deficit areas based on SC Ready data.	2018-2023	Teachers	None	None	Lesson Plans and Classroom Instruction

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from___78.2   % in 2016-17 to   81.2   % in 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SDE website and School Report Card	78.2 % Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 78.7**	**79.2**	**79.7**	**80.2**	**80.7**	**81.2**
		School Actual Elementary 79.7	**83**	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. Teachers will create, administer, and analyze common formative assessments and plan instruction from data analysis.	2018-2023	Administration, Instructional Coach, Teachers	None	None	Data Team Minutes, Teacher Student Learning Objectives
2. Teachers will implement math best practices and guided math groups.	2018-2023	Administration, Instructional Coach, Teachers	None	None	Teacher Observations, Unit Plans / Lesson Plans, Professional Development Opportunities, Sharing of Best Practices
3. Teachers will use a combination of approaches, like posing purposeful questions, supporting productive struggle, and eliciting student thinking during core math instruction.	2018-2023	Administration, Instructional Coach, Teachers	None	None	Teacher Observations, Lesson Plans

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

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by___.5   % annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only 74.2 %	School Projected Elementary	74.7	75.2	75.7	76.2	76.7
		School Actual Elementary 74.2	74.1	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			

38

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	61% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 61.5**	**62**	**62.5**	**63**	**63.5**	**64**
SC READY ELA SC SDE Website		**School Actual Hispanic 67**	-	Waiver			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 36**	**36**	**39**	**42**	**45**	**48**

40

SC READY ELA SC SDE Website		**District Actual Hispanic** 34	40	Waiver			
SC READY ELA SC SDE Website	39 % Meets Expectations and Exceeds Expectations	**School Projected AA 39.5**	40	40.5	41	41.5	42
SC READY ELA SC SDE Website		**School Actual AA** 36	-	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	24 % Meets Expectations and Exceeds Expectations	**School Projected SWD 24.5**	25	25.5	26	26.5	27
SC READY ELA SC SDE Website		**School Actual SWD** 24	36.6	Waiver			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	**District Projected SWD 14**	14	17	20	23	26

Source	Meets Expectations	Measure					
SC READY ELA SC SDE Website		**District Actual SWD** `12`	21	Waiver			
SC READY ELA SC SDE Website	`60` % Meets Expectations and Exceeds Expectations	**School Projected LEP**	**61.5**	**62**	**62.5**	**63**	**63.5**
SC READY ELA SC SDE Website		**School Actual LEP** `61`	-	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	`39` % Meets Expectations and Exceeds Expectations	**School Projected SIP 39.5**	**40**	**40.5**	**41**	**41.5**	**42**
SC READY ELA SC SDE Website		**School Actual SIP** `37`	55.4	Waiver			
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	Waiver			
SC READY Math SC SDE Website	69 % Meets Expectations and Exceeds Expectations	**School Projected Hispanic 69.5**	70	70.5	71	71.5	80
SC READY Math SC SDE Website		**School Actual Hispanic 77**	-	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	36 % Meets Expectations and Exceeds Expectations	**School Projected AA 36**	36.5	37	37.5	38	38.5
SC READY Math SC SDE Website		**School Actual AA 36**	-	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	32 % Meets Expectations and Exceeds Expectations	**School Projected SWD** **32**	32.5	33	33.5	34	34.5
SC READY Math SC SDE Website		**School Actual SWD** **39**	40.6	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	61 % Meets Expectations and Exceeds Expectations	**School Projected LEP** **61**	61.5	62	62.5	63	63.5
SC READY Math SC SDE Website		**School Actual LEP** **73**	-	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	27 % Meets Expectations and Exceeds Expectations	**School Projected PIP 27.5**	28	28.5	29	29.5	30
SC READY Math SC SDE Website		**School Actual PIP 35**	59.8	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. Teachers will use test and other informational data on students' performance in instructional planning.	**2018-2023**	Administration, Instructional Coach, Teachers	None	None	Summative and Formative Test Data, Lesson Plans, Professional Development Opportunities
2. Offer greater text selection during Interactive Read-Alouds to increase student achievement for diverse populations.	**2018-2023**	Administration, Instructional Coach, Teachers	None	None	Walkthrough Observations, Lesson Plans
3. Provide several opportunities during the day for physical activity, follow high-energy activities with sitting activities, and create literacy activities suited to kinesthetic learners.	**2018-2023**	Teachers	None	None	Walkthrough Observations, Lesson Plans, Grade Level Meeting Minutes, Teacher Sharing Opportunities

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

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

PERFORMANCE GOAL: 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 K5-5th	Criterion Reference Measure	**School Projected**	**79**	**80**	**81**	**82**	**83**
		School Actual	**79**	Data point not available due to state-wide school closures – COVID-19 pandemic.			
Fastbridge K5-1st	Norm Reference Measure	**School Projected**		**K5 - 51 1 – 80**	**K5 – 52 1 – 81**	**K5 – 53 1 – 82**	**K5 – 54 1 – 83**
		School Actual	**K5 – 50 1 – 79**	Data point not available due to state-wide school closures – COVID-19 pandemic.			

47

Assessment	Criteria	Level					
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**School Projected**		Grade 2 – 50% Grade 5 –63%	Grade 2 – 50% Grade 5 – 63%	Grade 2 – 50% Grade 5 –63 %	Grade 2 –50 % Grade 5 – 63%
South Carolina MAP Linking Study – December 2016	2nd grade criteria RIT = 190 62nd percentile 5th grade criteria RIT = 217 66th percentile	**School Actual**	Grade 2 –48 % Grade 5 – 62%	Grade 2 – 50 Grade 5 – 55	Grade 2 Attending 56% Grade 2 Enrolled 53% 5th grade data point not available -School Board waiver for 5th		
Fountas and Pinnell K5 – 5th		**District Projected**		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	**69%**	Data point not available due to state-wide school closures – COVID-19 pandemic			
Fastbridge K5 – Grade 1		**District Projected**		5K 52% or above Gr. 1 57% or above	5K 54% or above Gr. 1 59% or above	5K 56% or above Gr. 1 61% or above	5K 82% or above Gr. 1 63% or above
		District Actual	**5K – 50% 1 – 55%**	Data point not available due to state-wide school closures – 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	2nd grade criteria RIT = 190 62nd percentile 5th grade criteria RIT = 217 66th 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 waiver		

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-2017	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 Ethnic Diversity= yes	Gender Diversity= yes Ethnic Diversity= yes		
Employment report		**District Projected**	92%	94%	96%	98%	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	Gender Diversity-99 Ethnic Diversity -96		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Pelham Road Elementary will carefully consider all genders when hiring when hiring for teacher/staff positions.	Ongoing	Principal	TBD	GCS	GCS Human Resources Data Report
2. Pelham Road Elementary will carefully consider all ethnicities when hiring for teacher/staff positions.	Ongoing	Principal	TBD	GCS	GCS Human Resources Data Report
3.					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	100	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 100	97.6	Waiver			
SDE School Report Card Survey	98	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100	100	Waiver			

53

SDE School Report Card Survey	94.8	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents 96.6	97.6	Waiver			
SDE School Report Card Survey	92	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students 86	89	Waiver			
SDE School Report Card Survey	98	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers 97	97	Waiver			
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. Continue to Offer TASK Force (Kindness Club) for Students.	2018-2023	Teacher Leaders	None	None	Meeting Agendas and Notes, Pictures and Student Projects
2. Teach Social/Emotional Strategies During Guidance Lessons	2018-2023	Guidance Counselors	None	None	Lesson Plans, Observations
3. Encourage Family Involvement	2018-2023	Administration, Instructional Coach, Faculty and Staff	None	None	PTA Meeting Agendas, SIC Meeting Agendas, WATCH Dog Schedule, Teacher/Parent Conference Schedules, Volunteer Hours

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

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *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**	≤ .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. Utilize a Positive Reinforcement System	2018-2023	Administration, Teachers	None	None	Classroom Behavior System, Observations
2. Utilize Individual Behavior Modification Plans (for students with behavioral issues)	2018-2023	Administration, Teachers, Parents	None	None	504 Plans, IEP's, Individual Behavior Modification Plans
3. Offer Regular Parent Communication with Parents	2018-2023	Administration, Teachers	None	None	Phone Logs/Notes, Conference Log/Notes, Communication Notes

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Culture & Climate Surveys		**School Projected**	90	90	90	90	90
		School Actual 89	94	94	Data point not available due to state-wide school closures – COVID – 19 pandemic		
Cognia Culture & Climate Surveys		**District Projected**	**90**	**90**	**90**	**90**	**90**
		District Actual 89	90	92	Data point not available due to state-wide school closures – 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. Actively Listen to Students	2018-2023	Administration, Faculty and Staff	None	None	Observation
2. Value Opinions and Experiences by Asking for Student Feedback	2018-2023	Administration, Faculty and Staff	None	None	Observation
3.					

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 97	**School Projected**	95+	95+	95+	95+	95+
180th day Attendance Report		**School Actual** 96	96.5	97			
	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
180th day Attendance Report		**District Actual** 95	95	96			

61

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

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

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

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the 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):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Culture & Climate Surveys	Baseline established in 2017-2018	**School Projected**	**Afraid ≤ 3** **Lonely ≤ 6** **Angry ≤ 5**	**Afraid ≤ 3** **Lonely ≤ 6** **Angry ≤ 5**	**Afraid ≤ 3** **Lonely ≤ 6** **Angry ≤ 5**	**Afraid ≤ 3** **Lonely ≤ 5** **Angry ≤ 4**	**Afraid ≤ 3** **Lonely ≤ 5** **Angry ≤ 4**
		School Actual Afraid – 3% Lonely – 7% Angry – 5%	Afraid –3 Lonely-6 Angry-3	Data point not available due to state-wide school closures – COVID -19 pandemic	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**
Cognia Culture & Climate Surveys	Baseline established in 2017-2018	**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 – COVID -19	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**	**Afraid ≤** **Lonely ≤** **Angry ≤**

				pandemic			

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