

Robert E. Cashion Elementary School Strategic Plan 2018-2023



**Robert E Cashion Elementary School
1500 Fork Shoals Road
Greenville, South Carolina 29605
864-355-8000**

**Ryan Streetman, Principal
Greenville County Schools**

Dr. W. Burke Royster, Superintendent

Action Plan 2018-2019 through 2022-2023

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Robert E. Cashion

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 (one year)

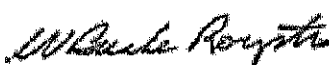
Required Signature Page

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.

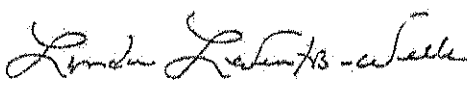
SUPERINTENDENT

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

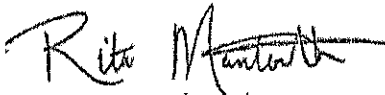
PRINCIPAL

Ryan Streetman		Feb. 23, 2021
PRINTED NAME	SIGNATURE	DATE


CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Rita Mantooth		Feb. 24, 2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Jennifer Murphy		Feb. 23, 2021
PRINTED NAME	SIGNATURE	DATE

School Address: 1500 Fork Shoals Road, Greenville SC 29605

School Telephone: (864) 355-8000

Principal E-mail Address: rstreetm@greenville.k12.sc.us

Stakeholder Involvement Page

Position	Name
Principal	Ryan Streetman
Teacher	Anna Kay Ferrell
Parent/Guardian	Amanda Cepeda
Community Member	Donald Broome
Paraprofessional	Debbie Cain
School Improvement Council Member	Kyla Swift
Read to Succeed Reading Coach	Jennifer Murphy
School Read to Succeed Literacy Leadership Team Lead	Jennifer Faust
School Read to Succeed Literacy Leadership Team Member	Melissa Campbell

Assurances

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.

X 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 – Page 4

School Profile – Page 9

School Demographics – Page 10

School Staff – Page 11

Student Support Services – Page 14

Student Activities – Page 16

Academic Programs – 17

Media Center – Page 21

Data Analysis and Needs Assessment – Page 23

Professional Development Calendar – Page 26

School Action Plan – Page 30

Introduction

During the 2017-18 school year, Robert Cashion Elementary updated the School Strategic Plan using the South Carolina State Department and Greenville County guidelines. The plan includes Student Achievement, Teacher/Administrator Quality, and School Climate. Our faculty team updated the various sections of the Strategic Plan by looking at data, which always drives our decisions. The Robert E. Cashion School strategic plan was developed to document the progress the school has made, while working to continuously improve.

Teams

A	B	C	D
Vision, Mission, Beliefs	School Profile	Last 5 Years/Strategies	Action Plan
Teacher Data	Parent Data	Student Achievement	Student Data
Lisa Spence	Sally Clark	Kay Cook	Nikki Tucker
Anna Leeke	Angela Bagwell	Sarah Bisson	Monica Caldwell
Kim Dickson	Kelly Allison	Kelly Childers	Pressly Brown
Morgan Kuykendall	Whitney Humphries	Ashley Megregian	Becky Waldrep
Rebekah Clyborne	Molly Graves	Jennifer Faust	Katie Trotter
Dana Wham	Shelley Peak	Jonathan Cvammen	Leigh Anne Buckley
Christina Cook	Teresa Knepp	Susan Harper	AJ Jeffcoat
Sierra Brown	Mary McCall	Colleen Wilson	Vilma Turner
Elizabeth Muir	Ericka Lasenbery	Linda Fox	Caroline Easley
Shelley Polatty	Karen Richardson	Lindsey Elsenhiemer	Janelle Dodd
Anna Johnson	Ouimette, Anne	Melissa Riznyk	Jennifer Murphy
Mandie Wilmott	Tracy Thackston		
Bradshaw	Jackson	Florence	Frederiksen

- Bolded people are the co-chairs and will run the meetings
- Bradshaw, Jackson, Florence, and Frederiksen will serve as facilitators
- Streetman will float between groups

Executive Summary

Robert E. Cashion Elementary School is helping all students develop the world-class skills in life and career characteristics of the Profile of the South Carolina Graduate by following our vision: ***we will provide an academically challenging program in a safe, caring and nurturing environment.*** Our 'tag line' summarizes our actions – ***Reaching... Educating... Caring.*** We demonstrate this by challenging our students with best practices to assist them in reaching their full potential, and providing our teachers and staff with continuous professional development necessary for guiding students toward goal attainment. Our teachers are engaged in ongoing professional development focusing on learning effective methods and instructional strategies. These researched based methods and strategies strengthen our teachers' ability to deliver the most effective and challenging instruction supporting world-class life and career skills.

Needs Assessment for Student Achievement

- *Due to waived state testing (COVID-19) in 2019-2020 year, the data below is the same for this year.*
- We scored a 60 (Good) on the School Report Card
- In ELA we improved 9% from 2018-2019 and has had an increase of 15% in the last 3 years with 17% of students scoring in the exceeds category
- We have seen a 15% increase in the last 3 years in Math from 35%-50%
- In the last 3 years we have increased 21% in Science from 39%-60%
- We have seen a 22% increase in Social Studies in the last 3 years from 47%-69%

Needs Assessment for Teacher and Administrator Quality

- Robert E. Cashion has 100% Highly Qualified Teachers
- Professional Development will continue to focus on teacher needs and survey results. In 2016-2017 PD focused on vocabulary development, and in 2017-2018 PD include Fountas & Pinnell balanced literacy implementation and Google sites. In 2018-2019 staff PD focused on differentiated support for balanced literacy and writing across the curriculum, guided math instruction, Google classroom, and unit planning. For the 2019-2020 year, PD focused on SEL, technology integration and rigor, and analysis of common assessments and Mastery Connect data. PD in 2020-2021 focuses on Math in Practice, Technology tools for teaching in person and virtually, Reading Conferences, and SEL.
- A major focus has been on hiring and retaining teachers, and we have monthly meetings with a team of teachers to promote the school culture and climate within the school.
- Robert E. Cashion is dedicated to being a student centered school, and all teachers participate in yearly book clubs to continue to promote the positive school culture and climate

Needs Assessment for School Climate (not all taking place due to COVID-19 restrictions)

- According to the school report card, 89% of parents are satisfied with the learning environment of the school.
- We are working to continue to improve school-home relations with events such as:
 - Cashion's Friendsgiving
 - Sweetheart Dance
 - Hispanic Night
 - STEAM night
 - Cashion Spring Block Party
 - Fall Festival
 - Talent Show

Significant Challenges-from past 3 years

- Meeting the needs of our diverse population of students with emotional and social needs continues to be a priority. We are completing SEL training with our school counselor to support meeting these needs.
- We have new to Greenville County teachers, and we are working to fill the gaps in the Literacy Framework understanding through professional development, and coaching cycles with teachers.
- We have a high population of students who do not have personal experiences to make connections to instructional content (be it community, personal, or global). We are using technology to broaden the horizons of our students.

Significant Awards

- Silver High Performance Palmetto Award for 2017-2018 and 2018-2019
- United Way Campaign
- Greenville County Battle of the Books Runner-up
- Good Report Card Rating
- National Board Certified Teacher
- Partners in Education (PEP) Summer Reading Program
- Reading All Stars Participation through Greenville Drive

At Robert E. Cashion Elementary, we have a quote from Henry Ford that sums up our philosophy for our school community: ***“Coming Together is a Beginning. Keeping Together is Progress. Working Together is Success.”*** We believe the school, family, and community must share the educational responsibility of our students. We realize there are students still needing to close the basic skill gap. However, we are very aware of the need to rapidly expand our opportunities for all of our students to attain the world-class skills and life and career characteristics of the Profile of the South Carolina Graduate. To this end, we at Robert E. Cashion Elementary, with the assistance of the family and community, are dedicated to finding and implementing ways to help our students develop these skills.

School Profile

School Community

Previously, Robert E. Cashion Elementary was known as East Gantt Elementary, which had operated as a kindergarten through fifth grade elementary school since the 1960's. After the 2002-2003 school year, Mr. Robert E. Cashion retired and a new school was built in a new location (approximately 4 miles away from the previous building). The new school was named after Mr. Cashion, the former principal of East Gantt.

Robert E. Cashion Elementary School is now a K4 through grade five public school built in 2003. It is located in southern Greenville County. Our school has made several contacts with the businesses within this community. Mauldin and Simpsonville are two heavily populated and fast growing communities within ten minutes of the school.

We have an active PTA program that helps make decisions on various levels. They support the school with their time, energy and finances. Parents are also an integral part of our volunteer program and serve as chaperones and room parents for classes.

The staff of Robert E. Cashion School believes that our community and students' families work in cooperation with our staff to help our children succeed. Our school has been fortunate in having community partners; however, we plan to increase involvement in the future through additional partnerships with local church groups and businesses. Robert E. Cashion parents and family members are encouraged to become involved in school activities through PTA membership. Volunteers currently support our school by assisting with and working in the media center, supporting classroom teachers, tutoring, chaperoning field trips, raising funds, and working in our school store.

Community members and business partners currently involved with our school are: 3-M Corporation, South Greenville Fire Department, Kiwanis Club, Farm Bureau, Greenville Evening Rotary Club, Publix, Relentless Church, Reedy Fork Greenville Church, Wendy's, and Papa John's. Robert E. Cashion also benefits from having mentors from 3M work with our students.

School Demographics

Student Population

A diverse population exists within our school, which includes the following student breakdown: 419 African Americans, 4 Asian, 120 Hispanics, 198 Caucasians, 2 American Indian, and 40 students of two or more races. There are 383 females and 400 males with a total student population of 783 students. Sixty-five percent of our students qualify for free or reduced meals. The remaining population falls into the low to middle socioeconomic categories.

Enrollment Based on Gender	
Male	Female
400	383

School Year	Enrollment
2012-2013	678
2013-2014	712
2014-2015	693
2015-2016	669
2016-2017	694
2017-2018	683
2018-2019	701
2019-2020	719
2020-2021	783

Student Group	Enrollment	Percentage	
African American	419	54%	
American Indian or Alaska Native	2	<.01 %	
Caucasian	198	25%	
Hispanic	120	15%	
Two or More Races	40	.5%	
Free Meals	311	59.6%	Total 64.5%
Reduced Meals	26	4.9%	

School Staff

School Leaders

Principal - Ryan Streetman



Mr. Streetman was born and raised in Simpsonville, South Carolina. He graduated from Hillcrest High School in 1995 and after graduation he attended Erskine College where he graduated in 1999 with a Sports Management degree. However, before graduation he decided he wanted to pursue a career in Elementary education. He then enrolled at Lander University where he graduated in 2002 with a degree in Elementary Education. His teaching career began at Fountain Inn Elementary, where he taught for 8 years in both 4th and 5th grade. After earning his Masters in Supervision and Leadership from Clemson University, he started his administrative career at Ralph Chandler Middle where he served as the administrative assistant for 3 years. He spent one year at Simpsonville Elementary as the Assistant Principal and another year at Plain Elementary before being appointed principal of Robert E. Cashion Elementary School in 2015.

In his sixth year as principal at Robert E. Cashion Elementary, Mr. Streetman continues to strive for continuous improvement in all areas of the school.

Mr. Streetman believes that children need to be educated in a positive environment where all stakeholders are working together as a team to ensure success for every child. His philosophy has been summarized in a quote from Henry Ford; "Coming Together is a Beginning, Keeping Together is Progress, Working Together is

Success.” He also believes that we, as educators, must continue to learn in order to better meet the needs of the students we now serve.

Beyond school life, he is dedicated to his wife and three children, Emma, Charlie, and Murphy.

Assistant Principal – April Frederiksen



Robert E. Cashion’s Assistant Principal is Mrs. April Frederiksen. Mrs. Frederiksen is a product of Greenville County Schools. She is married and is a proud mother of four children. She received her Bachelor of Arts degree in Elementary Education from Clemson University and a Master of Arts Degree in School Leadership/Administration from Furman University.

This is Mrs. Frederiksen’s tenth year as Assistant Principal at Robert E. Cashion Elementary School. Previously, she served as Assistant Principal at Gateway Elementary for four years and Administrative Assistant at Slater-Marietta Elementary School for two years. Before becoming an administrator, Mrs. Frederiksen taught in Greenville County in grades 1, 3, 4 and 5.

Mrs. Frederiksen is a trained ADEPT and PAS-T evaluator. She also has been trained in other initiatives such as Baldrige/Quality Tools, Pat Cunningham’s Four Blocks, Fountas and Pinnell, Learning Focused, Positive Behavior Intervention System (PBIS), and differentiated instruction. She participated in Greenville County’s Assistant Principal Institute (API) for prospective principals as well as the Developing Aspiring Principal’s Program (DAPP) offered by the South Carolina State Department of Education.

It is Mrs. Frederiksen’s intention to bring her experience and knowledge to Robert E. Cashion Elementary in order to affect children directly as well as indirectly. She has a deep passion for helping children and teachers. It is her desire to instill the love of learning into every person she encounters.

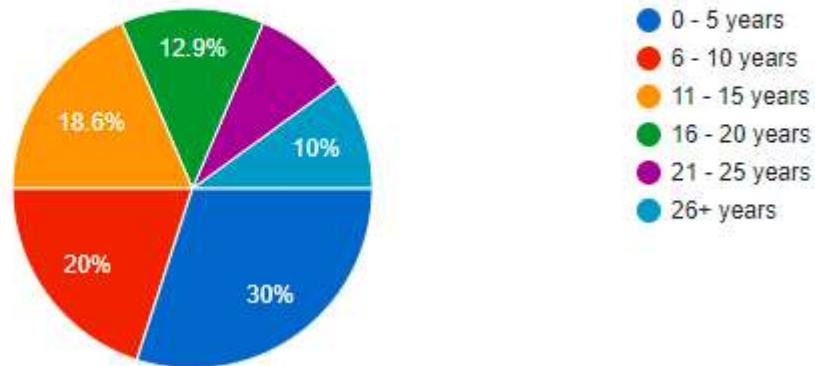
School Personnel Data

Robert E. Cashion has 36 regular education teachers, 5 special education teacher, 4 related arts teachers, 3.3 instructional support staff, 12 paraprofessionals, 2 administrators, a nurse, a plant engineer, 5 custodians, and 7 food service workers. Our faculty holds 30+ advanced degrees and 1 National Board Certified teacher. We also share three related arts teachers, an ESOL teacher, and a Challenge teacher with other schools. We have two self-contained special education classes that serve our Multi-Categorical disabled students, while the other resource teachers serve students with learning disabilities. We have two speech therapists that serve students with language and articulation disabilities. Other support personnel available to assist at Robert E. Cashion Elementary include a Greenville Mental Health counselor, the district psychologist, social worker, a school counselor, media specialist, a literacy specialist, a Title I Facilitator, a Behavior Interventionist, a Parent Involvement Coordinator, and an Instructional Coach.

Teacher Experience

Years of Experience

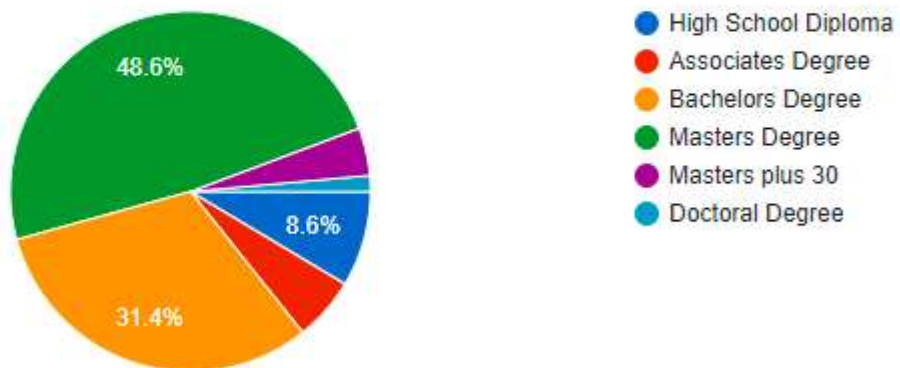
70 responses



The student/teacher ratio is 22:1 in K4, 21:1 in K5, 15:1 in 1st grade, 18:1 in 2nd grade, 20:1 in 3rd grade, 23:1 in 4th grade, and 24:1 in 5th grade. Of our 55 certified teachers in the building, 7% are African-American, and 2% are Hispanic. There are two certified teachers that are male.

Education

70 responses



Education responses above include classroom assistants, paraprofessionals, and aide positions.

Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	47.0	Up from 44.0
Percent of teachers with advanced degrees	57.4	Up from 52.3
<u>Teacher attendance rate</u>	92.3	Up from 91.7
Average teacher salary	\$50,076	Up from \$48,542
Percent of teachers on continuing contract	76.6	Down from 86.4
Percent of teachers returning from previous year - current year	87.2	Down from 89.5
Percent of teachers returning from previous year - three year average	88.3	Up from 84.7
Percent of teacher vacancies for more than 9 weeks	0.0	No change
<u>Prime instructional time</u>	87.6	Up from 87.1
<u>Student-teacher ratio in core subjects</u>	20.3 to 1	Down from 21.2 to 1
Percent of inexperienced teachers teaching in core classes	87.5	Up from 20
Number of inexperienced teachers teaching in core classes	7	Up from 6
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

ESSA regulations require states to post on their report cards information about teachers with emergency or provisional credentials. South Carolina does not award emergency or provisional credentials, thus that metric is not listed.

Classroom Environment Chart comes from school report card in 2019-2020.

Student Support Services

School Counseling

The primary goal of the school counseling program is to support the academic achievement of all students. In order to accomplish this goal, developmental counseling services are provided which focus on the academic, career, and personal/social development of students.

The **School counselor** provides a variety of services through the counseling program. Among these services are Classroom Counseling, Small Group Counseling, and Individual Counseling.

Classroom Counseling

The school counselor teaches whole-group lessons to each class of students on **an** monthly schedule. The lessons are aligned with the standards from the American School Counseling Association (ASCA) and take place in the counselor's classroom.

Small Group Counseling

Small groups consist of six to eight students usually from the same grade level and include topics such as study skills and other topics that students have in common. Group members have the opportunity to learn and grow from each other.

Individual Counseling

Individual counseling sessions are provided throughout the school year to discuss and develop strategies that relate to personal matters concerning students. This service is provided on a short-term basis and could

sometimes result in a referral to outside resources. Students can refer themselves or a parent, teacher, or administrator can refer them.

Social Work Services

Robert E. Cashion Elementary has a social worker through Title I funds. The social worker provides intervention services to assist students in reaching their maximum potential by identifying, assessing and resolving barriers that interfere with student academic achievement, attendance and school adjustment. These services include making home visits to help both the school and the families understand each other, arranging parent conferences, promoting regular attendance, and referring parents to appropriate agencies for assistance.

Mental Health Counseling

Robert E. Cashion also has a school-based mental health counselor, employed by Piedmont Mental Health Center. The program provides early identification and intervention in emotional disturbances and assists parents, teachers, and counselors in developing comprehensive strategies to resolve these disturbances. School-based mental health services provide both individual and family therapy.

Early Act First Knight Program (EAFK)

The Early Act First Knight Program (EAFK) which is sponsored by the Rotary Club of Greenville for character education. It is themed around the exciting world of knights and chivalry. The program combines different elements that work together to motivate successful student involvement, reduce teacher workload, and encourage parental support from home. EAFK offers the following learning experiences:

1. Campus visits by staff knights in medieval armor (suspended 20-21 due to COVID-19)
2. Student Service-Learning Club
3. An online curriculum with daily mini-lessons
4. Faculty training in program implementation
5. School-wide knighting ceremonies to recognize students for exemplifying the monthly
6. character traits
7. Parent involvement

Mentor Upstate (suspended for 20-21 due to COVID-19)

Robert E. Cashion Elementary School has a partnership with Mentor Upstate to provide a mentoring program for the students. Mentor Upstate assists by recruiting and training mentors, providing resources and support to mentors, and enlisting community involvement. The mentors are employed by local businesses and industries and they volunteer to eat lunch with a student weekly as well as participate in other activities.

We believe that students can be more successful with additional role models who serve as a guide and friend. Although mentors can fill any number of different roles, all mentors and school employees have the same goal in common: to help students achieve their potential and discover their strengths. While we are continuing to increase participation in the mentoring program, we will support as many students as possible through positive, one-on-one relationships.

PTA

PTA has played an essential role in providing engaging and empowering family events to broaden and enhance our school community. Some of the events include:

- PTA Back to School Supplies
- Back to School Packets
- Open House
- Fall Fundraiser
- Fall Festival
- Red Ribbon Week activities

- Spirit Wear/School Store
- Bingo Night
- Yearbook
- Holiday Shoppe
- Sweetheart Dance
- Literacy March Madness
- Concessions
- Volunteer Appreciation
- PTA Meetings (6 times a year)
- Spring Block Party
- Field Day
- Newsletters

School Improvement Council

SIC has been instrumental in facilitating outreach to the community. Parent committee members are involved in developing collaborative improvement plans with teachers and staff in a supportive environment. In addition, parent members help coordinate volunteer efforts such as mentoring opportunities and the development of potential community sponsors. Beautification of the campus is achieved through a partnership with Trees Greenville to plant trees around the school.

Student Activities

Cashion Step Team

The Cashion Step Team is a group of highly motivated, school spirited, respectful 3-5th graders who perform during our school's talent show and other school-related activities. The group performs as a synchronized unit by "stepping" in rhythm, designing formations, utilizing appropriate choreography, and chanting positive messages. Members of the Cashion Step Team are to promote school and team spirit, creativity, community service, and to enhance the unity and promotion of individual skills into team performance. All Cashion Step Team Members are held to high academic and behavioral standards. Step Team members are expected to faithfully abide by the rules and regulations of the team and school. They are also required to demonstrate exceptional moral character, in and out of school, and must always display good sportsmanship.

Cashion Chorus (suspended for 20-21 due to COVID-19)

The Cashion Chorus is an extracurricular music group comprised of fourth and fifth grade students. The size of this ensemble varies from year to year, based on auditions in the fall. Students meet twice a week (Tuesday/Thursday or Wednesday/Thursday) before school hours. Rehearsals run from October through May. Students develop music reading skills, performance etiquette, and they learn how to best utilize their singing voice. The Cashion Chorus performs several times each school year for the school and community: PTA BINGO Night, winter concert, Related Arts Night, and a field trip performance to a local nursing home. The music teacher, Janelle Dodd, directs this chorus.

Change the F.O.C.U.S

Change the F.O.C.U.S is comprised of a group of 3rd -5th grade boys to learn more about themselves and their development as young men, and to build a positive and supportive brotherhood within the school community. They are advised by our school's Behavior Interventionist. The group meets weekly for character education, and has a quote and word of the week that is focused on for growth. Students in the group have a F.O.C.U.S pledge, and wear dress shirts and ties each Wednesday. The goal of the Change the F.O.C.U.S group is to empower young men to have positive character in school, and in life.

BETA Club

BETA Club promotes the ideals of academic achievement, character, service and leadership among our 5th grade students. We recognize and honor high academic achievement, prepare our 5th graders for life, empower them to be successful, develop leaders of tomorrow, and demonstrate the motto: Lead by Serving others.

I'm a Lady Group

I'm a Lady is comprised of a group of young ladies striving to learn more about themselves and development of the whole girl. They are advised by our school's Assistant Principal, School Counselor, Instructional Coach, and Title I Facilitator. The group of ladies and advisors meet bi-monthly to offer opportunities for the girls to learn about etiquette, being a good friend, carrying yourself as young lady, self-image, self-hygiene, etc. The goal of the I'm a Lady group is to help young ladies learn more about themselves and discover their inherent strengths and value themselves.

Safety Patrol

We have a selected group of 5th grade students that are a part of our school Safety Patrol. These patrols open car doors in the morning and afternoon as students arrive and dismiss each day. Our safety patrols are also responsible for putting up and taking down the American and SC flag every day.

Running Club/Girls on the Run

Girls in 3-5th grade can participate in a running club called Girls on the Run. They learn about character education, friendship, and health as they prepare to run a 5K at the end of their season. This club is coached by various teachers from within the school, and takes place after school.

REC News Show

Our 5th grade students audition for the Morning News Show. Those who make the team participate by being news anchors on our REC Morning Show. They present the Word of the Day, lead the school in the Pledge of Allegiance, the School Pledge, and the Moment of Silence. They communicate important news to the school including the weather, field trips, Character Building information, and College and Career information.

After School Program

We offer a fee-based After School Program for our families who need after school care for their children at our school. While the students are in our After School Program they receive a healthy snack from the cafeteria. Homework assistance is offered for each student. Students participate in activities in the gym, cafeteria, library, and computer lab. The profit the school makes is spent back into the school for a variety of ways to support our students and staff.

Academic Programs

Special Education

Our three resource teachers work closely with the general classroom teachers with accommodations and strategies to help the resource student achieve success in the least restrictive educational environment. Some students are served directly within the special education classroom. These students are taught deficit skills in small instructional level groups. When appropriate, our resource teachers use the Inclusion Model. The inclusion model requires much less transitioning because the resource teacher comes into the general education classroom. Inclusion includes a mixture of co-teaching and small group instruction. The Indirect Model (Consultative) is also used at Robert E. Cashion Elementary. This model allows the resource student to remain in the general classroom with support given to the general classroom teacher in the form of strategies, support materials, and current research on how best to teach the student. We feel that students should always be in the

least restrictive environment and these special placements and accommodations allow our students to reach their academic potential. (PL94-142, Individuals with Disabilities Education Act—IDEA)

At Robert E. Cashion Elementary School, the needs of our special education students with mild to moderate disabilities are served in two self-contained classroom settings. Robert E. Cashion Elementary School has a primary (K-2) and intermediate (2-5) Multi-Categorical class. All students in these classes have Individual Education Plans that are specific to their individual academic needs. The teachers of these exceptional children are certified in special education. The teachers focus on the academic goals as outlined by each student's IEP, but give additional attention to developing the emotional and social behaviors of the students, as well. Teachers in these classrooms utilize specialized programs such as "Touch Math", multi-sensory phonics instruction, SPIRE, "SRA", and other approaches which accommodate different learning styles and modalities of special needs students. All self-contained special education students are mainstreamed with regular education students into all Related Arts classes. Some students are mainstreamed into regular education classrooms for content areas when specified in their IEP. They also participate fully in school-wide activities, programs, and field trips. High expectations coupled with a rigorous "individualized" curriculum ensure success for all our special needs students.

Technology Support

During the 2017-2018 school year REC received the services of a Title I Technology Specialist. He trained the staff on the Google products and worked with individual teams and teachers on various technology products. Our focus was using technology to enhance instruction and student engagement.

During the 2018-2019 school year all second thru fifth grade students received the district's Chromebook training series. Based on a teacher needs survey, many teachers expressed interest in learning more about the Google Suite as well as device integration strategies. The teachers received whole group trainings to ensure that all teachers have a full understanding of using the Chromebook devices effectively. Basing the afternoon professional development sessions on broad topics and multiple tools gave teachers a variety of tools to choose from as well as teaching strategies. Our Title I Technology Specialist met with all grade levels once a month during grade level planning sessions to discuss ways they can integrate technology in daily lessons.

Kindergarten and 1st grade focused on Seesaw as a communication and content creation tool for the iPads, as well as content creation apps. Our Title I Technology Specialist met with these teams during grade level planning as well.

In the 2019-2020 school year, technology support continued to focus on deepening the use of google programs, as well as integrating technology into flipped, or blended learning environments. Teachers received training on how to utilize more than one technological tool at a time, and how to increase rigor and feedback through technology. In the second half of the school year, teachers' focus will shift to deeper understanding of specific tools and application within their classroom via iPad or Chromebook.

In the 2020-2021 school year, technology support was number one on the teacher needs survey due to the COVID closure from the previous spring, and a hybrid start to the year. Teachers participated in PD Pathways, and in the technology pathway learned about programs like Peardeck and Kami that can be used in conjunction with google classroom to support instruction both in person and digitally.

Balanced Literacy

We believe that balanced literacy is of central importance to our curriculum vision and goals. Teachers have received resources such as the Lucy Calkins Reading and Writing Units of Study, Jennifer Serravallo's Reading and Writing Strategies Books and Reading Conferences Book, Fountas and Pinnell Word Study Kits (in grades K-2), Fountas and Pinnell Guided Reading Kits, Shared Reading Kits, and Mini Lesson Books. In each grade level, teachers implement the balanced literacy framework as shared through Greenville County Schools Academics Department. Students are introduced to grade level high frequency words, and have daily interactive

read aloud time in the classroom. In Writing Workshop, students receive concise, standards based mini lessons, and have independent work time to apply strategies and skills learned. During this time, teachers educate students in narrative, opinion, and informational writing, and meet with students in small groups and individual conferences. In Reading Workshop, students participate in mini lessons with standards-based instruction in fiction, nonfiction, and inquiry. Students have time each day to independently apply reading skills, and meet with their teacher individually, in small strategy groups, or guided reading groups. Students are taught strategies for phonics and spelling patterns, handwriting, and typing skills.

During the 2017-2018, and 2018-2019 school year REC funded a part-time writing position in order to emphasize writing strategies to help students respond to text dependent analysis passages. In the 2019-2020 school year, the literacy specialist and instructional coach provide differentiated professional development to teachers, and support literacy instruction through coaching cycles with teachers in all grades. For the 2020-2021 school year, teachers who selected literacy for their PD Pathway learned more about reading conferences.

Response to Intervention

The goal of the Response to Intervention (RTI) program is to accelerate students' reading ability by increasing their skills in phonics, reading fluency, sight word recognition, and reading comprehension. The intent is for students to improve their reading skills, so that they can access grade level material. Students are identified for the program through FASTbridge benchmark screenings in fall and winter. Students' Fountas and Pinnell levels, teacher recommendations, past participation in the RTI program, and Mastery Connect information are used in the decision-making process.

Beginning in the 2018-2019 school year, Fastbridge composite scores were used to determine which students in k5 and first grade are high risk. We used CBM-Reading screening scores to determine which students are high risk in 2nd and 3rd grade. After the administration of FASTbridge, the students who score in the "High Risk" or below the 20th percentile are considered for inclusion in RTI.

One interventionist serves kindergarten students using the ERI program. Research recommends that groups consist of four students each, so we strive to stay within this limit. One full-time interventionist, one half-time interventionist, and the Literacy Specialist serve first through third grade students. All of the groups are served for 30 minutes four or five days per week. The groups are flexible and based upon the needs of our school. Most students are taught using the Fountas & Pinnell Leveled Literacy Intervention System (LLI). For some groups, components of the Barton System, or Orton-Gillingham are added.

Once the students are identified for inclusion in RTI, they are intentionally placed into groups by level. These students are progress monitored every two weeks. If they score above their goal line for three data points, a decision is required in order to determine whether the student will continue in the RTI program or be dismissed. The final decision is made based upon FASTbridge data, teacher recommendation, Fountas and Pinnell reading level, and classroom performance. Students who are dismissed from the program continue to be screened every two weeks. If they fall below their goal line and/or their classroom performance is compromised, they come back into RTI. Reviews are also completed for students who fall below expectation on their goal line and adjustments are made. These adjustments may include (but are not limited to): targeted ideas given to classroom teachers, parent contact made, the student may be moved into a different group, or the student may be referred to the A-Team.

A yellow folder with RTI data is in each students' permanent record. Data includes student attendance, student screening data, and progress monitoring data.

English for Speakers of Other Languages Program

The English for Speakers of Other Languages (ESOL) Program at Robert E. Cashion Elementary School began in August of 2005. There is currently one part time ESOL teacher serving 73 students who represent various nationalities such as Malaysia, Germany, Honduras, Guatemala, Ecuador, El Salvador, Mexico, Colombia, Dominican Republic and Puerto Rico. Teaching ESOL at Robert E. Cashion allows the teacher to help each EL student make gains in their language acquisition through the following: one-on-one and small group instruction through the ESOL pull out model, meeting with parents to discuss their child's progress, assisting the

administration staff with Power School codes, keeping the student's cumulative records updated, testing of all new ESOL students' language acquisition level, collaborating with the student's teacher, arranging for volunteers to work with the students individually, providing teachers with resources to use in class with the LEP student, meeting a broad range of learning styles of the LEP students through strategies such as guided reading, writer's workshop, hands on manipulatives, internet, and making modifications where needed to insure the students' success in their regular classroom. Having an ESOL program at Robert E. Cashion Elementary has been vital in sustaining the progress and filling in the academic gaps of the LEP students. There has been growth in LEP students, not only in their academic progress, but also their social and emotional well-being due to the opportunity for them to gain extra assistance in their language acquisition.

The ESOL academic assistance model is our main avenue of serving the LEP students. The one-on-one and small group ESOL instruction outside of the regular classroom has proven to be vital in filling in the learning gaps of these students. Grade appropriate curriculum and materials can be used to meet the student's reading, writing, and speaking level more effectively in small groups verses an entire classroom of students. Upon enrolling into our ESOL program, each student is tested on their language acquisition level using the W-APT - Individualized Proficiency Test. In the spring of each school year, the students test using the ACCESS Assessment to measure progress from year to year. These scores help to determine how many minutes per week of direct ESOL instruction each LEP student needs to receive to insure academic progress. After reviewing the students' scores and conferencing with their teachers, it is determined how much time each student needs to be pulled out of their regular classroom on an individual basis. ESOL classes integrate age appropriate activities with grade appropriate skills. Guided reading, writer's workshop, working with words, vocabulary skills, survival English, language arts and reading skills are used to meet state and national standards. Along with the end of the year ACCESS testing, teacher made writing rubrics, daily oral language, quizzes, observation through group games, and running records are used to measure the students' progress. Bilingual progress reports are used to communicate the LEP students' progress to their parents and teachers.

In order to effectively serve the LEP students at Robert E. Cashion Elementary School and support the faculty and staff, the ESOL teacher continues to help each LEP student:

- make gains in their language acquisition through one-on-one and small group instruction through the ESOL academic assistance model
- meeting with parents to discuss their child's progress
- assisting the attendance clerk with PowerSchool codes
- keeping the students' cumulative records updated
- testing of all new ESOL students' language acquisition level
- collaborating with the student's teacher
- arranging volunteers to work with the students individually
- providing teachers with resources to use in class with the LEP student
- meeting a broad range of learning styles of the LEP students through strategies such as guided reading, writer's workshop, hands on manipulatives,
- making modifications where needed to insure the student's success in their regular classroom
- Coordinating student use of Reading Eggs and RAZ-Kids software

Gifted/Talented

In November of each year, the State Department of Education provides testing for students in grades two to determine their eligibility for Gifted and Talented Programs. The Iowa, an achievement test, and the Cognitive Abilities Test (CogAT) and aptitude test, are administered to all public school students enrolled in grade two. These results are available by mid-January.

Beginning in grade three, students who meet the state criteria may be placed in the academically gifted and talented program. This program is called “Challenge” in Greenville County Schools.

At the elementary level, Challenge is a pull-out program. In third grade students attend Challenge for at least 125 minutes each week. Students in grades four and five attend Challenge for at least 200 minutes each week. Each teacher has a Challenge teacher based upon the number of qualified students in that school. Students are taught classes with a teacher/pupil ratio of 1 to 20 or less

Robert Cashion Elementary also participates in a “Trial Placement” program which is an optional program where students are placed on a trial basis into the school’s Challenge program. Students must meet one of the two state criteria and may only be placed for one year. Robert Cashion Elementary had 13 students in our trial placement program for the 2020-2021 school year.

Coaching Cycles

Beginning in the 2018-2019 school year, our Instructional Coach has conducted coaching cycles with all teachers in the building. Teachers take part in a 4-6 week coaching cycle in a subject area of their choice or need. This includes personalized planning with the instructional coach, modeled lessons, co-teaching, or other observational strategies, data analysis, and reflection. Other types of coaching cycles, that teachers may participate it are mini coaching cycles, technology coaching, curriculum and unit planning, and data analysis. This targeted approach helps grow student success and instructional practices.

Media Center

Collection Development Plan

The Media Center at Robert E Cashion Elementary began a five-year collection development plan in 2017-2018. We have identified and prioritized the main areas of need for each school year, with some areas of need extending over multiple years. The plan is as follows:

Year One: 2017-18 – Fiction (chapter books) grades 2-5 / Picture books

Year Two: 2018-19 – Picture books / 790s (sports)

Year Three: 2019-20 – 790s (sports) / 620s (vehicles)

Year Four: 2020-21 – 550-599 (plants and animals)

Year Five: 2021-22 - 500-549 (general science) / 636 (pets)

As our students continue learning that the library is a space where they can freely choose any book they like, our focus in 2017-2018 was on new fiction and high interest chapter books and picture books. Our goal is to update our collection to include the newest titles in popular series, as well as purchasing entire series that are missing. We will continue to target a wide range of reading levels, so that lower grades can begin to explore and get excited about more complex chapter stories. Graphic novels will be included as needed. Beginning in 2018-2019, we moved into specific non-fiction areas of need, including outdated topics that need modernization, like sports and cars.

Allocation: The Media Center collection development allocation varies each year, but is generally close to \$1500. In addition to these funds, the library general fund balance is used almost exclusively for collection development in order to accomplish our goals.

Mini-grant: In collaboration with the PTA, the Media Center was allocated \$200 in the 2017-2018 school year to purchase paperback books and popular titles from the Scholastic Book Fair. The Media Center will apply for the same mini-grant in the 2018-2019 school year.

Scholastic dollars: The media center currently has \$7200 in Scholastic dollars, which are used exclusively for collection development.

Professional Library: During the 2017-2018 school year a Professional Library plan was established. A room was designated to house the materials as well as provide a professional area for staff to work and plan. The Media Specialist and Instructional Coach worked with teacher teams to create a wish list of titles. Over \$1500 worth of books were ordered for teachers to use for interactive read alouds. Closets were cleaned out and books were found and cataloged and then housed in the Professional Library. We continue to add to our collection. Each year, more books are added to the instructional book room for grade levels.

Resource/Leveled Reader Library: During the 2017-2018 school year we worked with grade levels for using content readers during their guided reading groups. Our leveled reader library needed additional books in order for teachers to integrate science, social studies, and math with their ELA instruction. Title I funds purchased four complete sets (grades K-5) of math leveled readers as well as two sets of science leveled readers that correlate with specific science units at each grade level. We also cleaned out closets and found hundreds of books with science, math, and social studies content. The Instructional Coach sorted and grouped all the books and created a content section in the Instructional Materials Room. Teachers have easy access to the materials, as well as a section with student magazines, math activities, and instructional games.

Instruction and Technology: Our Media Center has a fixed/flex (A/B) schedule where each class is seen once every two weeks. This provides each student with an opportunity to check out books regularly. In addition to providing time to check out books during class, students are also welcome during all flex hours to come in individually to check out books or use other resources (i.e. use computers or Chromebooks for research and project completion). The Media Center continued with this schedule in the 2018-2019 school year. The Media Center is currently 1:1 with computers/Chromebooks, as well as 1:1 with iPads. The Media Center received a new Promethean ActivPanel with ActivConnect OPS-G (built-in operating system) in the 2017-2018 school year. Beginning in the 2019-2020 school year our students in 2nd-5th grade received a Chromebook for personalized learning, and our classrooms in K-1 are 2:1 with iPads, and in 2020-2021 all students grades K4-5th grade received their own Chromebook for school use. Students use these devices daily within their learning, and teachers continue to receive training and support for instruction with technology.

Reading Programs: Battle of the Books- Each year the Media Specialist works with a team of teachers to participate in the annual Battle of the Books competition. A team of several students are selected to read ten South Carolina Children's Book Award nominees; the team meets once a week starting in October. Weekly practices consist of updates on reading goals, exchanging books, and answering practice questions. All students in grades 4 and 5 are invited to participate. The 2017-2018 Battle of the Books team was narrowed from 27 students interested in competing, to our final 7 teammates.

South Carolina Picture Book Award: Each year the Media Specialist reads all 20 SCPBA nominees to grades K-2. The Media Specialist collaborates with classroom teachers and helps facilitate language arts and reading standards with read-alouds of the SCPBA books. After all 20 books are completed, the students vote on which was their favorite. Our students' votes are submitted to the South Carolina Association of School Librarians for a statewide vote. Our students are given the results of both the school wide choice and the statewide winner.

Read Your Way to the Big Game: Each year the Media Specialist works with a team of teachers to participate in the Read Your Way to the Big Game reading program. In the 2017-2018 school year, 221 students (31% student body participation) read six books to complete their reading log and were entered to win the grand prize (tickets to the Clemson/Carolina football game). The goal for the 2019-2020 school year is 100% participation.

Summer Reading: At the end of the 2017-2018 school year students were provided with two summer reading program options. Students could read four books over the summer and return their reading log to the Media Specialist in the fall to receive a prize. Students were also given information about the public library's summer reading program. The Media Center will be open two days over the 2018 summer so that students may check out books to help them reach their goal. On the first day of opening the Media Center (June 19th), 22 books were checked out to students.

Mission, Vision, and Beliefs

Mission

The mission of Robert E. Cashion Elementary School is to prepare students to become competent and responsible individuals.

Vision

Robert E. Cashion Elementary School provides an academically challenging program in a safe, caring, and nurturing environment.

Values and Beliefs

We believe that all students can learn, and that learning is a priority.

- Curriculum and instruction must be standards driven, uniform within each grade level, and articulated across grade levels.
- Teachers and students should hold high expectations of the teaching and learning process. Mastery level teaching and learning are the desired outcomes of this process.
- Children must be prepared to take their place in a changing world using technology and all available tools to become a functioning member of society.
- Children must learn the skills necessary to be self-directed life-long learners
- Children have the right to learn in a safe, orderly, and nurturing environment
- There are absolute standards of responsible citizenship and inappropriate behavior solicits corrective feedback or clearly stated consequences.
- Quality education is a cooperative process involving the home, the community, and all school personnel
- School staff is committed to continuous improvement in all aspects of the school environment
- Student performance should be assessed in a variety of ways. Assessment should reflect instructional content, strategies, and the developmental level of the child
- An effective teacher has adequate materials and administrative support
- The teacher's time should be focused on instruction and meeting all students' needs
- Teachers should be given flexibility with instructional methods as they evaluate and incorporate new ideas
- The total school environment needs to be inviting and stimulating in order to create eager learners.
- All cultures have value
- Everyone is unique and worthy of respect.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

Percent of Students Scoring Met and Exceeds on SCREADY and SCPASS

2015-2019

ELA SCREADY	3rd		4th		5th		Overall	
	REC	GCS	REC	GCS	REC	GCS	REC	GCS
2016	35%	50%	40%	51%	29%	48%	36%	50%
2017	31%	51%	33%	51%	37%	48%	34%	50%
2018	43.7%	54.8%	45.5%	53.2%	30.8%	47.0%	39.9%	51%
2019	48%	60%	68%	63%	38%	53%	49%	58%
2020 waived								

Math SCREADY	3rd		4th		5th		Overall	
	REC	GCS	REC	GCS	REC	GCS	REC	GCS
2016	43.6%	61%	50.4%	56%	37.2%	52%	44.7%	56.3%
2017	34.4%	61%	36.7%	56%	34.6%	52%	35.2%	56.3%
2018	46.6%	64.5%	39.5%	59.7%	38.4%	55.9%	44.9%	60%
2019	47%	69%	67%	64%	38%	57%	50%	63%
2020 waived								

Science SCPASS	4th Grade		5th Grade		4th and 5th	
	REC	GCS	REC	GCS	REC	GCS
2016	69.9%	71.4%	47.7%	71.7%	58.8%	71.6%
2017	35.8%	52.7%	45.7%	53.3%	40.8%	53.0%
2018	58.3%	55.0%	n/a	n/a	n/a	n/a
2019	63%	59%	n/a	n/a	n/a	n/a
2020 waived						

SS SCPASS	4th Grade		5th Grade		4th and 5th	
	REC	GCS	REC	GCS	REC	GCS
2016	86.8%	85.4%	53.5%	77.0%	70.2%	81.2%
2017	81.5%	85.8%	74.0%	79.1%	77.8%	82.4%
2018	n/a	n/a	60.9%	74.0%	n/a	n/a
2019	n/a	n/a	69%	76%	n/a	n/a
2020 waived						

Teacher and Administrator Quality

Professional Development Calendar

Robert E Cashion Elementary School

All teachers must participate in a minimum of 24 hours of professional development during each school year. Professional development may include workshops, conferences, in-services, and coursework. At least 12 of these 24 hours are offered by the school/principal. This is a minimum requirement and does not limit the authority of the principal to require additional training to meet individual and school needs. This is a fluid document and subject to change as the need arrives.

Faculty Meetings

Date	Focus
Aug. 12	Team Planning and Academics Set Up
Aug. 13	Welcome Back Guest Speaker Todd Nesloney (zoom)
Aug. 26	Vertical Team Meetings
Sept. 2	PD Pathway Session 1
Sept 9	Freckle Training
Sept. 23	Genius Hour Data and SLO
Sept 30	Book Club Discussion #1
Oct. 7	PD Pathway Session 2
Oct. 14	Faculty Council
Oct. 21	Social Emotional Learning with ADHD
Oct. 21	Cog/AT IOWA Training
Oct. 20	Book Club Discussion #2
Nov. 4	PD Pathway Session 3
Nov. 11	Faculty Council
Nov. 18	Genius Hour Benchmark Data and Test Analysis
Dec. 2	PD Pathway Session 4
Dec. 9	Working with Students with Trauma
Dec. 18	Book Club Discussion #3

Jan. 6	PD Pathway Session 1 (series 2)
Jan. 13	Faculty Council
Jan. 27	Enneagram-Understanding Personality Types
Jan. 30	Book Club Discussion #4
Feb. 3	PD Pathway Session 2 (series 2)
Feb. 10	Faculty Council
Feb. 26	Book Club Discussion #5
Mar. 3	PD Pathway Session 3 (series 2)
Mar. 10	Faculty Council
Mar. 24	Social Emotional Learning
Apr. 14	PD Pathway Session 4(series 2)
Apr. 28	Faculty Council
May 3	State Test Training
May 12	Social Emotional Learning
May 26	End of Year Procedures

PD Pathway Meetings

Teachers chose from Technology, Literacy, or Math for Semester 1, then chose a different one for Semester 2.

Date	Technology Focus	Literacy Focus	Math Focus
Aug.	Set up, Google classroom and Chromebooks		
Sept 2	Series 1 Pear Deck	Series 1 Reading Conferences	Series 1 Letting Students do the Thinking
Oct. 7	Series 1 Kami	Series 1 Setting Reading Goals	Series 1 Connecting Math Concepts
Nov. 4	Series 1 Google Jamboard	Series 1 Notice and Naming Strengths	Series 1 Representations in Math Class
Dec. 2	Series 1 Google Classroom Organization	Series 1 Strategies to Individuals and Groups	Series 1 Math Talk and Formative Assessments
Jan. 6	Series 2 (repeat Pear Deck)	Series 2 (repeat Conferences)	Series 2 (repeat Thinking)
Feb. 3	Series 2 (repeat Kami)	Series 2 (repeat Goals)	Series 2 (repeat Connecting)

Mar. 3	Series 2 (repeat Jamboard)	Series 2 (repeat Notice and Name)	Series 2 (repeat Representations)
Apr. 14	Series 2 (repeat Classroom Organization)	Series 2 (repeat Strategies)	Series 2 (repeat Talk)

Academic Meetings (Take Place during Grade Level Meetings)

Sept	3 Unit Plans-working document to update 10 SLO 17 Common Assessments 24 eLearning tools (Kami, Google Meet updates)
Oct	1 YouTube Training 8 Math-checklists for LTs and building in remediation 15 Benchmark #1 training (3-5th) 22 End of Quarter 29 Academic Updates for Q2-Techbook trial in Discovery Ed.
Nov.	5 Pacing and Plans 12 (3-5th) TDAs selected (K-2) Pacing and Plans 19 COVID updates and possible Attendance Plan 0 expectations
Dec.	3 Live streaming, and Lexia 10 Grade Level Planning Time 17 n/a
Jan	7 Pacing/Planning Update (3-5 TDA and standards taught google sheet) 14 Activating Strategies (3-5 Post Test data) 21 Summarizing Strategies 28 Using Student Evidence to Guide Instruction
Feb.	4 Rigor (wheel and 3 charts) 11 Genius Hour and Grade Level Planning Time 18 Reading Responses 25 Reading Responses
Mar.	TBD
Apr.	TBD
May	TBD

REC's Professional Development calendar for the 2020-2021 school year reflects needs of staff based on COVID. Sessions are usually held as whole group, grade level teams, focus groups, and individually; however this year are conducted via zoom. Sessions are mandatory or optional depending upon content and teachers' area of instruction. Professional Development activities are determined by student achievement data, teacher observations, teacher input, and research based needs.

Staff development activities for the 2017-2018 school year included Fountas and Pinnell balanced literacy refresher sessions, Google Sites webpage design, grade level planning to foster collaboration, data teams analyzing common assessments and Mastery Connect data, improving science instruction, and using available technology to increase student engagement. Additional PD was provided on the research and instruction of vocabulary development. In the 2018-2019 school year, staff development included differentiated support for balanced literacy refresh, guided mathematics instruction, writing across the curriculum, and unit planning. For the 2019-2020 school year, staff professional development focused on SEL training, continued refresh on balanced literacy implementation with focus on Writing About Reading (TDAs), rigor in instruction, book clubs for continuing to improve school culture and climate, and analysis of common assessments including Mastery Connect data.

School Report Card: 2017-2018

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTExMw>

School Report Card 2018-2019

<https://screportcards.com/overview/?q=eT0yMDE5JnQ9RSZzaWQ9MjMwMTExMw>

School Report Card 2019-2020

<https://screportcards.com/overview/?q=eT0yMDIwJnQ9RSZzaWQ9MjMwMTExMw>

Action Plan

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 35 % in 2016-17 to 53 % 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 3 % annually.

DATA SOURCE(s):	AVERAGE BASELINE 2016-2017	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 35 (2016-17)	School Projected Elementary 38%	41%	44%	47%	50%	53%
		School Actual Elementary 40	49	<i>waiver</i>			
SC READY ELA SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 49 (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52	58	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of preschool students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2020-2021	Director of Early Intervention and Student Support			Waiver
2.Standards Based Common Assessments	8/19/20 – 6/7/2021	Melissa Campbell	\$0	N/A	Grade Level Meetings, Lesson Plans and Observations
3. Small Guided Reading Groups	8/19/20 – 6/7/2021	Melissa Campbell	\$0	N/A	Lesson Plans, Observations, Coaching Cycles
4. Balanced Literacy Implementation	8/19/20 – 6/7/2021	Melissa Campbell and Jennifer Murphy	\$0	N/A	Coaching Cycles, Professional Development, Observation

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* <i>(* required)</i> <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 35 % in 2016-17 to 53 % in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3 % annually.

--

DATA SOURCE(s):	AVERAGE BASELINE 2016-2017	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 35%____ (2016-17)	School Projected Elementary 38	41	44	47	50	53
		School Actual Elementary 45	50	<i>waiver</i>			
SC READY Math SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 54 (2016-17)	District Projected Elementary 57	62	64	66	68	69
		District Actual Elementary 60	63	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Reflex Math	8/19/20 – 6/7/2021	Caroline Easley	\$1500	Title I Fund	Lesson Plans and Observation
2. Freckle	8/19/20 – 6/7/2021	Caroline Easley	\$1500	Title I Fund	Lesson Plans and Observation
3. Rigorous Instruction and Assessment	8/19/20 – 6/7/2021	Admin Team	\$0	N/A	Lesson Plans, Observations, and Coaching Cycles

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
--

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 Met and Exemplary 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 Met and Exemplary on SCPASS Science will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SCE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	61	64	67	70	73
		School Actual Elementary 58	63	<i>waiver</i>			
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary 60	64	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Interactive Notebooks	8/19/20 – 6/7/2021	Melissa Campbell	\$0	N/A	Lesson Plans and Observations
2. Steam Teacher	8/19/20 – 6/7/2021	Caroline Easley	\$30,000	Title I	Lesson Plans and Observations
3. Rigorous Hands On Science Instruction	8/19/20 – 6/7/2021	Admin Team	\$0	N/A	Lesson Plans and 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: 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 2016-2017	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE Website	% Meets Expectations and Exceeds Expectations 48 (2016-17)	School Projected Hispanic 51	54	57	60	63	66
SC READY ELA SDE Website		School Actual Hispanic 35	51	<i>waiver</i>			
SC READY ELA SDE Website	%Meets Expectations and Exceeds Expectations 33	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SDE Website		District Actual Hispanic 34	40	<i>waiver</i>			
SC READY ELA SDE Website	% Meets Expectations and Exceeds Expectations 27 (2016-17)	School Projected AA 30	33	36	39	42	45
SC READY ELA SDE Website		School Actual AA 35	45	<i>waiver</i>			
SC READY ELA SDE Website	% Meets Expectations and Exceeds Expectations 22	District Projected AA 25	25	28	31	34	37

SC READY ELA SDE Website		District Actual AA 25	31	<i>waiver</i>			
SC READY ELA SDE Website	% Meets Expectations and Exceeds Expectations 3 (2016-17)	School Projected SWD 6	6	9	12	15	18
SC READY ELA SDE Website		School Actual SWD 5	6	<i>waiver</i>			
SC READY ELA SDE Website	% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SDE Website		District Actual SWD 12	21	<i>waiver</i>			
SC READY ELA SDE Website	% Meets Expectations and Exceeds Expectations 31 (2016-17)	School Projected LEP	34	37	40	43	46
SC READY ELA SDE Website		School Actual LEP 24	38	<i>waiver</i>			
SC READY ELA SDE Website	%Meets Expectations and Exceeds Expectations 32	District Projected LEP 35	35	38	41	44	47
SC READY ELA SDE Website		District Actual LEP 33	44	<i>waiver</i>			
SC READY ELA SDE Website	% Meets Expectations and Exceeds Expectations 31 (2016-17)	School Projected PIP 34	34	37	40	43	46
SC READY ELA SDE Website		School Actual PIP 37	46	<i>waiver</i>			

SC READY ELA SDE Website	% Meets Expectations and Exceeds Expectations 35	District Projected PIP 38	38	41	44	47	50
SC READY ELA SDE Website		District Actual PIP 33	45	<i>waiver</i>			
SC READY Math SDE Website	% Meets Expectations and Exceeds Expectations 53 (2016-17)	School Projected Hispanic 56	56	59	62	65	68
SC READY Math SDE Website		School Actual Hispanic 48	49	<i>waiver</i>			
SC READY Math SDE Website	% Meets Expectations and Exceeds Expectations 36	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SDE Website		District Actual Hispanic 42	43	<i>waiver</i>			
SC READY Math SDE Website	% Meets Expectations and Exceeds Expectations 29 (2016-17)	School Projected AA 33	33	36	39	42	45
SC READY Math SDE Website		School Actual AA 37	44	<i>waiver</i>			
SC READY Math SDE Website	%Meets Expectations and Exceeds Expectations 24	District Projected AA 27	27	30	33	36	39
SC READY Math SDE Website		District Actual AA 28	30	<i>waiver</i>			
SC READY Math SDE Website	% Meets Expectations and Exceeds Expectations 11 (2016-17)	School Projected SWD	14	17	20	23	26

SC READY Math SDE Website		School Actual SWD 7	9	<i>waiver</i>			
SC READY Math SDE Website	% Meets Expectations and Exceeds Expectations 15	District Projected SWD 18	18	21	24	27	30
SC READY Math SDE Website		District Actual SWD 16	20	<i>waiver</i>			
SC READY Math SDE Website	% Meets Expectations and Exceeds Expectations 38 (2016-17)	School Projected LEP 41	41	44	47	50	53
SC READY Math SDE Website		School Actual LEP 43	51	<i>waiver</i>			
SC READY Math SDE Website	% Meets Expectations and Exceeds Expectations 40	District Projected LEP 40	40	43	46	49	52
SC READY Math SDE Website		District Actual LEP 42	46	<i>waiver</i>			
SC READY Math SDE Website	% Meets Expectations and Exceeds Expectations 32 (2016-17)	School Projected PIP 36	36	39	42	45	48
SC READY Math SDE Website		School Actual PIP 44	48	<i>waiver</i>			
SC READY Math SDE Website	% Meets Expectations and Exceeds Expectations 33	District Projected PIP 36	36	39	42	45	48
SC READY Math SDE Website		District Actual PIP 38	43	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Family Learning Nights	8/19/20 – 6/7/2021	Caroline Easley	\$1000	Title I	Agenda
2. Parent Workshops	8/19/20 – 6/7/2021	Nancy Purohit	\$250	General Funds	Agenda
3. Summer Learning Packets	8/19/20– 6/7/2021	Caroline Easley	\$2500	Title I	Purchase Order

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):		2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell KDG-5	Criterion Reference Measure	School Projected	Baseline will be established in Spring 2019	61	62	63	64
	Meets and Exceeds	School Actual	60%	<i>Data point not available due to state-wide school closures on March 17, 2020 COVID-19 PANDEMIC</i>			
Fastbridge	Norm Reference Measure	School Projected	Baseline will be established in Spring 2019	K5=39% 1 st =45%	K5=40% 1 st =46%	K5=41% 1 st =47%	K5=42% 1 st =48%

	K5 Criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minutes (40 th)	School Actual	K5= 38% 1 st =44%	<i>Data point not available due to state-wide school closures on March 17, 2020 COVID-19 PANDEMIC</i>			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SCREAY ELA	School Projected	Grade 2 _26_% Grade 5 25%	Grade 2 27% Grade 5 26%	Grade 2 28% Grade 5 27%	Grade 2_29% Grade 5 28%	Grade 2_30% Grade 5_ 29%
South Carolina MAP Linking Study-Feb. 2018	2 nd grade criteria RIT=190 64 th percentile 5 th grade criteria RIT=217 for 68 th percentile	School Actual	Grade 2 _26_% Grade 5 25%	Grade 2 28% Grade 5 34%	Grade 2-18% 5 th grade data point not available-School Board decision to waive 5 th grade testing		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	District Projected		KDG-5 th 71% or above	KDG-5 th 73% or above	KDG-5 th 75% or above	KDG-5 th 78% or above
		District Actual	KDG-5 th 69%	<i>Data point not available due to state-wide school closures on March 17, 2020 COVID-19 PANDEMIC</i>			
Fastbridge Kindergarten and Grade 1	Norm Reference Measure	District Projected		K5-52% 1 st =57%	K5=54% 1 st =59%	K5=56% 1 st =61%	K5=58% 1 st =63%
	K5 Criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minutes (40 th)	District Actual	K5-50% 1 st =55%	<i>Data point not available due to state-wide school closures on March 17, 2020 COVID-19 PANDEMIC</i>			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SCREAY 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—Feb. 2018	2 nd Grade criteria RIT=190 64 th percentile 5 th grade criteria RIT=217 68 th percentile	District Actual	Grade 2— 38% Grade 5— 39%	Grade 2- 38% Grade 5- 41%	Grade 2-37% 5 th grade data point not available-School Board decision to waive 5 th grade testing		

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.R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of preschool students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2020-2021	Director of Early Intervention and Student Support			Waiver
2. Literacy Training	8/20/20 – 6/7/21	Melissa Campbell	\$0	N/A	Agenda, Coaching Cycle
3. Literacy Coaching	8/20/20 – 6/7/21	Jennifer Murphy	\$0	N/A	Coaching Cycle Notes
4. Reading Intervention	8/20/20 – 6/7/21	Jennifer Murphy	\$0	General Fund	RTI Data

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional
<i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s) :	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
Employment report	Baseline will be established at the end of the 2018-2019 school	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	Gender Diversity =Increase or maintain Ethnic Diversity=Increase or Maintain
GCS Human Resources Department		School Actual	3 of 80 are males, 9 of 80 are African American and 1 of 80 are Hispanic	3 of 80 are males, 9 of 80 are African American and 1 of 80 are Hispanic	4 of 74 are males, 12 of 74 are African American		
Employment report	Baseline will be established at the end of the 2018-2019	District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity= 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity= 99% Ethnic Diversity= 96%			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Promote REC to all candidates	8/19/20-6/7/2021	Ryan Streetman	\$0	N/A	Brochure
2. Shining Stars Event	3/2020	Ryan Streetman	\$0	N/A	Agenda, Brochure
3. Use Lawson Global HR System	Anytime Hiring	Ryan Streetman	\$0	N/A	Interview logs

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):	2016-2017		2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey	85.9%	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 85.9	90	<i>waiver</i>			
SC SDE School Report Card Survey	97%	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 97	100	<i>waiver</i>			
SC SDE School Report Card Survey	94%	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 95	89	<i>waiver</i>			
SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>waiver</i>			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Monitor and Adjust our Safety Plan	8/19/20- 6/7/2021	April Frederiksen	\$0	N/A	Safety Plan
2. Behavior Interventionist	8/19/20- 6/7/2021	Caroline Easley	\$45,000	Title I	Discipline Data
3. Character Ed Program	8/19/20- 6/7/2021	Nancy Purohit	\$0	N/A	Program Overview

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):	2016-2017		2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0.0%	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0	0	0			
	(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		2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0.0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		School Actual 0	0				
	(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. Character Ed Program	8/19/20-6/7/2021	Nancy Purohit	\$0	N/A	Program Overview
2. Various Mentor Programs	8/19/20-6/7/2021	April Frederiksen	\$0	N/A	Agendas
3. Behavior Interventionist	8/19/20-6/7/2021	Caroline Easley	\$45,000	Title I	Discipline 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: 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 AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Surveys	Baseline Established in 2017-2018	School Projected	90	90	90	90	90
		School Actual 92	90	90	Data point not available due to state-wide school closures on March 17, 2020-COVID-19 pandemic		

Cognia Climate & Culture Surveys	Baseline established in 2017-2018	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. On Track Initiative	8/19/20-6/7/2021	April Frederiksen	\$0	N/A	On Track Data
2. ACE Training	8/19/20-6/7/2021	Nancy Purohit	\$0	N/A	Agenda
3. Character Ed Program	8/19/20-6/7/2021	Nancy Purohit	\$0	N/A	Program Overview
4. Educator Book Study	8/19/20-6/7/2021	Admin Team	\$100	Local	Participation, responses, reflection, and classroom implementation

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) 95.48%	School Projected	95	95	95	95	95
180 th day Attendance Report		School Actual 96	96	96			
	(2016-17) 95	District Projected	95	95	95	95	95
180 th day Attendance Report		District Actual 95	95	96			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attendance Celebrations	8/19/20-6/7/2021	Janon Myers	\$500	General Funds	Celebration Plans
2. Attendance Conferences	8/19/20-6/7/2021	Janon Myers	\$0	N/A	Conference Plan

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. On Track	8/19/20-6/7/2021	April Frederiksen	\$0	N/A	On Track 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: 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 AdvancED 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		2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Surveys	Baseline established in 2017-18	School 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
		School Actual Afraid – 3% Lonely – 17% Angry – 13%	Afraid 3% Lonely 17% Angry 13%	Data point not available due to state-wide school closures on March 17, 2020-COVID-19 pandemic	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Surveys	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Data point not available due to state-wide school closures on March 17, 2020-COVID-19 pandemic	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Counseling Program	8/19/20-6/7/2021	Nancy Purohit	\$0	N/A	Program Overview
2. Behavior Interventionist	8/19/20-6/7/2021	Caroline Easley	\$45,000	Title I	Discipline Data
3. Mental Health Counselor	8/19/20-6/7/2021	Piedmont Mental Health	\$0	N/A	Counselor Services