

Summit Drive Elementary

"Leaders Changing the World"

Strategic Plan / Portfolio 2018-2019 through 2022-2023



Mrs. Kelly Hellams, Principal
Summit Drive Elementary School

W. Burke Royster, Superintendent
Greenville County School District

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Summit Drive Elementary

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

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

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

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

PRINCIPAL

Kelly Hellams		4/13/2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Anne Kelsey-Zibert		2-26-2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Amy K Hawkins		2-26-21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 424 Summit Drive, Greenville SC 29609

SCHOOL TELEPHONE: (864) 355-8801

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

Stakeholder Involvement for School Renewal

<u>Position</u>	<u>Name</u>
1. Principal	Kelly Hellams
2. Teacher	Angelica Childes(TOY)
3. Parent/Guardian	David Clinkscales
4. Community Member	Rachelle Carosiello
5. Paraprofessional	Amy Hill
6. School Improvement Council Member	Anne Kelsey-Ziebert
7. Read to Succeed Reading Coach	Amy Hawkins
8. School Read To Succeed Literacy Leadership Team Lead	Amy Hawkins
9. School Read To Succeed Literacy Leadership Team Member	Emily Johnson

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

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

POSITION

Administrative Assistant
Teacher Literacy Mentor
Steam Coordinator
PTA Member

NAME

Jan Barrett
Linda Bennett
Susan Merrill
Laura Campuzano

Assurances for School Renewal Plan

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

[S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004)]

✓ **Academic Assistance, PreK–3**

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

✓ **Academic Assistance, Grades 4–12**

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

✓ **Parent Involvement**

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

✓ **Staff Development**

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

✓ **Technology**

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

✓ **Innovation**

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

✓ **Collaboration**

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

✓ **Developmental Screening**

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

✓ **Half-Day Child Development**

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

✓ **Developmentally Appropriate Curriculum for PreK–3**

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

✓ **Parenting and Family Literacy**

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

✓ **Recruitment**

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

✓ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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Introduction

Summit Drive Elementary School faculty and administration reviewed information for the School Portfolio and schools Needs Assessment as part of our PLC (Professional Learning Community). The strategic planning process is on-going. Teachers met according to their Action Teams. Through the PLC of each Action Team, input into our portfolio, Needs Assessment, and Action Plan were collected. Reviewing this data, the leadership team collaborated and combined the information. The leadership team consists of the principal, assistant principal, instructional coach, and school counselor. Next, administration shared the document with the School Improvement Council (SIC) and PTA for further input. These groups consisted of parents, community members and staff members. Additional input was gathered and changes/additions were updated.

In addition to the process above, several other committees work toward improving Summit Drive's student achievement, teacher and administrative quality as well as the climate of students, parents and staff. Kelly Hellams leads our Lighthouse Team, which consists of grade level team leaders. Gresham Brown leads our literacy leadership team which consists of our Literacy Coach, two literacy mentor teachers, and administration. The faculty and staff along with parent members of SIC and PTA assist in the review of the school portfolio and action plan yearly. Everyone graciously contributes to the partnership and strategic planning process at Summit Drive Elementary School.

The committee structure is as follows:

Leadership Team

Principal, Administrative Assistant, Instructional Coach, School Counselor

Literacy Leadership Team

Principal, Administrative Assistant, Instructional Coach, Literacy Coach, two literacy mentors

Lighthouse Team

Principal, Administrative Assistant, Instructional Coach, and one teacher per grade level or area

Action Teams

Environment, Data, Student Learning, Family Learning, Shared Leadership, Events, Professional Development

Other: SIC (School Improvement Council), PTA

Executive Summary

Summarized Findings for Student Achievement

- In 2018-2019, our 3rd-5th grade students scored above the district average on ELA for SC Ready. Overall, a main area of strength was in reading and analyzing informational texts. Summit Drive third graders showed strength in analyzing informational texts. Our fourth graders showed strength in literary texts, while our fifth graders showed strength in the language portion of the writing assessment. Overall, the main area for growth is in inquiry. Our third and fourth graders need to focus on the language, meaning context, and craft in the area of writing. Our fifth graders area for improvement is language, craft, and structure for literary texts.
- In the area of math, our 3rd-5th grade students also scored above the district average on Math for SC Ready. A main area of strength for our school was in Number Sense and Base Ten. Our fourth and fifth graders showed strong understanding of Base Ten and Number Sense, while our third graders had high achievement in geometry. As a school-wide goal, our students can show growth within the Algebra standard. Third graders can grow in Fractions, and our 4th graders can grow in Geometry. Our fifth graders can show growth in Algebra.
- When analyzing sub-groups of students, we see an achievement gap with African American and Hispanic students compared to white students, as well as students in poverty compared to non-students in poverty.

Summarized Findings for Teachers and Administrator Quality

- All teachers and administrators at Summit Drive Elementary are certified as highly qualified to meet criteria required to teach in their field.
- 79.4% of teachers hold advanced degrees.
- 8 teachers have received National Board certification.
- Grade levels will continue to create common assessments in reading, math, science and social studies throughout the school year and utilize formative assessments to guide instruction prior to summative assessments.
- The staff will continue to use Leader in Me to assist with students establishing goals and encourage student self-assessment for continuous improvement.
- Grade levels will meet on a regular basis with their PLC to focus on student data. Teachers will conduct action research (see-do-get) to refine best practice according to data.
- The Instructional Coach will continue coaching cycles based on formative assessment and teacher need.
- The school will work to improve communication with parents, outside agencies and organizations to yield more involvement and participation in the school.
- The leadership team will work to increase knowledge and practice of Greenville County Schools Instructional Protocol to improve instructional environment, knowledge base, assessment and feedback, and delivery.
- Teachers continue to implement a balanced literacy approach so that students on various reading levels are best served.
- RTI continues to serve students in kindergarten, first, and second grades.
- Word Study in K -2 continues to be refined to best meet the needs of all students.

School Climate

Student survey

- Student Survey (81 surveys returned)
- Students believe their teacher expects them to learn and behave. They know their teachers want them to understand and not just learn facts. They feel their teacher spend enough time helping them learn. Students use computers and technology to help them learn. Students think teachers give tests on material they have learned. Students think their teachers do a good job teaching math. Students are satisfied with their learning

environment and they feel safe at school. Students think their parents know what is expected of them and how they are doing in school.

- Areas that were lower include the following: 50% of students know of a student that has been bullied. 38% do not think the bathrooms are kept clean at my school. 38% of students do not feel students behave well in class. 30% of students surveyed do not think their peers behave in class or in the hallway/ lunchroom/ playground. 27% do not think classes are challenging. 26% have been bullied in school. 22% of students do not think their teacher praises students for good work. The Leader in Me curriculum and program addresses all of these areas that were lower on the survey.

Teacher Survey

- Teachers feel that our school provides challenging programs for students. Teachers feel they effectively implement State Curriculum Standards. They feel they use assessment information to plan instruction. Teachers respect each other at school. Teachers feel that students are motivated and interested in learning. Teachers feel we have sufficient computers that are used effectively for instructional use. Teachers feel the hallways are kept clean. They feel safe going and coming to school. They also feel teachers and students get along well. Teachers feel that parents support instructional decisions and that they attend conferences requested by teachers. Teachers feel that the staff has a shared vision. They feel their decisions about instruction and student progress are supported.
- Areas that were lower include the following: 68% do not feel their class size allows them to meet the educational needs of their students. 62% do not feel that the district provides training to prevent and deal with bullying. 37% do not think rules and consequences for behavior are clear to students. 30% think non-instructional duties interfere with their essential role of educating students. 30% believe local, state and national policies do not assist them in meeting the educational needs of students. 30% do not feel that students behave in the hallway, lunchroom, and on school grounds. 30% do not feel that rules are enforced at school. 26% do not feel teacher evaluation focuses on instructional improvement. 26% do not believe the rules for student behavior are fair. 25% do not feel there are sufficient resources available to allow teachers to take advantage of professional development opportunities. 25% do not feel they have sufficient space in the classroom to meet the educational needs of students. 25% do not feel their school has a good selection of library and media materials.

Parent Survey

- Parents feel the school sets high expectations for learning. They feel that teachers encourage their child. They feel that teachers give homework that helps their child. Teachers return phone calls and emails promptly. Parents feel that the school is kept neat and clean. They feel that teachers care about their child. Students feel their child is safe at school.
- While the overall perception of Summit Drive is positive, our parents still have the opportunity to share concern in certain areas. As we strive for excellence, areas that we can improve on according to parents are:
- My child's teacher invited me to visit my child's classroom during the school day. (20% disagree)
- My child's teacher contacts me to say good things about my child. (29% disagree)

Significant Challenges

- Closing the achievement gap with our minority students, ESOL students, special education students, and students on subsidized meals
- Providing reading and math intervention in grades 4th and 5th
- New school focus on Entrepreneurial Design
- New school expansion

Significant Accomplishments/Results in past three years

- Report Card rating of Good for the 2018 and 2019 school years.

- According to 2017 end of year testing data, Summit Drive is ranked 55th out of 640 elementary schools in SC. It is ranked better than 91.4% of elementary schools in SC. It is ranked 9th out of 51 elementary schools in Greenville County.
- Safe Schools Award by Safe Kids of the Upstate for the past ten years
- Awarded a grant by LiveWell Greenville for our efforts toward health and wellness
- 2017– 2020 implementation of Leader In Me
- 100% PTA Membership Award 25 years+
- Accredited by AdvancED
- Fourteen National Board Certified Teachers
- District Teacher of the Year 2020-2021, Angelica Childes
- Palmetto Silver Award 2018-2019 and 2017-2018
- LiveWell Grant for Extended Day Program
- New school focus on Entrepreneurial Design

School Profile

School Community

Summit Drive Elementary School is a neighborhood school located in the city of Greenville. The school opened in 1953 and a new building was built behind the old one in 2001. The facility includes a student led wireless broadcast studio, Interactive STEAM Lab, butterfly garden, organic garden and community playground. Our school has had a long-standing tradition of support from the neighborhood. In addition to parents and grandparents, volunteer hours exceed 1,000 in 2018-2019 school year. Other involvement includes tutors from various colleges, therapy dogs for student motivation to read, Fall Festival volunteers from Wade Hampton High School.

Summit Drive Elementary underwent construction of a new wing in 2020-2021. This two-story wing adds close to twenty classrooms, as well as a multi-purpose room used for Design Thinking (our new school focus). This new addition will allow us to add 250 more students in the coming years.

For over 36 years, the PTA has consistently sponsored many school-wide events such as Back to School Night, Open House, meals for staff, Fall Festival, and Beautification Day. In addition, they sponsored monthly grade level performances and transition nights at the end of each year. All profits from PTA events benefit the students. In addition, the PTA and SIC have undertaken several school projects. They have worked together to provide instructional materials, Science Lab enhancement, Artist in Residence, field trip support for students, landscaping for campus beautification and an upper grade level playground.

The PTA and staff members continually work to seek additional funding for school projects. Grants and funding have been received from the South Carolina Arts Commission for an Artist in Residence and our fifth grade students have partnered with Bosch Rexroth.

Parental and community involvement is essential for our continued success. The Parent Teacher Association (PTA) and School Improvement Council (SIC) are actively involved in our decision making. Our PTA and staff share the same vision by providing our students with the necessary tools and support for success. We have implemented a STEAM (Science Technology Engineering Arts and Math) program with a full time STEAM coordinator who provides students with activities such as coding with movement of robots and development of hands on science activities. Our team approach with parents and community has enabled us to have a Robotics Club, Service Club and a Weekly Running Club. The PTA and community support learning in math, language arts, science, and character building through The Leader in Me. Some of the programs that PTA and community support are: Literacy Night, holiday meals, Raise Craze, Fall Festival, Kiwanis Terrific Kid Program, STEAM Night with support from Clemson University, Scholastic Book Fair, school store, fifth grade day, and grade level student-led conferences.

School Personnel Data

The staff at Summit Drive Elementary includes 2 administrators and 35 teachers and professional staff (3 of which are virtual). Our professional staff includes twenty classroom teachers, a part-time Challenge teacher, two self-contained special education teachers, two full-time resource teachers, one half-time resource teacher, one Literacy Specialist, one first grade interventionist, one full-time interventionist for upper grades, one speech teacher, one ESOL teacher, one guidance counselor, and one instructional coach. Our leadership team includes our principal and assistant principal. We have a number of paraprofessional that serve in kindergarten classrooms, the media center, and in our self-contained special education classes.

Additional support staff include the district psychologist and occupational therapist. Support personnel include the secretary, clerk, plant engineer, three custodians, school nurse, and four food service workers.

79.4% of the certified teaching staff at Summit Drive has earned a Master's Degree or higher. 8 teachers have received National Board Certification. 76.5 % of our teachers have continuing contracts. Teacher retention at Summit Drive is high with 91% of teachers returning from the previous year. All teachers are highly qualified in their respective areas.

Teacher attendance is 98.4% (based on the 2018-2019 school year).

Teaching Experience

0-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years
9 teachers	5 teachers	4 teachers	8 teachers	7 teachers	28 teachers

School Personnel by Race/Ethnicity

African American	Asian	Caucasian	Hispanic	Other
3.5%	1.8%	86.0%	1.8%	7.0%

School Personnel by Gender

- Male: 14%
- Female: 86%

Student Population Data

Baseline data for student enrollment at Summit Drive Elementary is a total of 436 students. 342 of these students are “brick-and-mortar” students who attend physically at Summit Drive Elementary. 94 of these students attend virtually.

Grade level enrollment is as follows:

- Kindergarten: 56 students
- 1st grade: 73 students
- 2nd grade: 75 students
- 3rd grade: 78 students
- 4th grade: 81 students
- 5th grade: 73 students

Student Ethnicity/Race

Caucasian	Black of African American	Hispanic/Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	American Indian or Alaska Native
65%	14%	12%	5%	3%	1%

41% percent of our student population are considered to be students in poverty.

There are two self-contained special education classes (multi-categorical). One classroom serves students in grades K-2, and the other classroom serves students in grades 3-5. We currently have one full-time and one half-time resource teachers who utilize the pull-out and inclusion models to serve grades K5 through 5th grade. Out of our total student population, 19% receive special education services (including speech services), and 2% are served with 504s.

We have 61 students in grades 3-5 who are served in Challenge, the district’s gifted and talented program. Seven of these students are in the virtual program. Third grade students are served for 125 minutes per week, and fourth and fifth grade students are served for 200 minutes each week.

There are 56 students in our school identified as ESOL students. Forty-three of these are “brick-and-mortar” students who attend school each day, and thirteen are virtual students.

Maximum class sizes for all grade levels are within state and district limitations.

The retention rate for students at Summit Drive during the 2019-2020 school year was 1.4%.

Summit Drive follows the South Carolina attendance law. Parents receive the state regulations regarding school attendance at the beginning of the school year. Students who exceed the policy are considered truant. The student attendance rate at Summit Drive was 96% for the 2019-2020 school year.

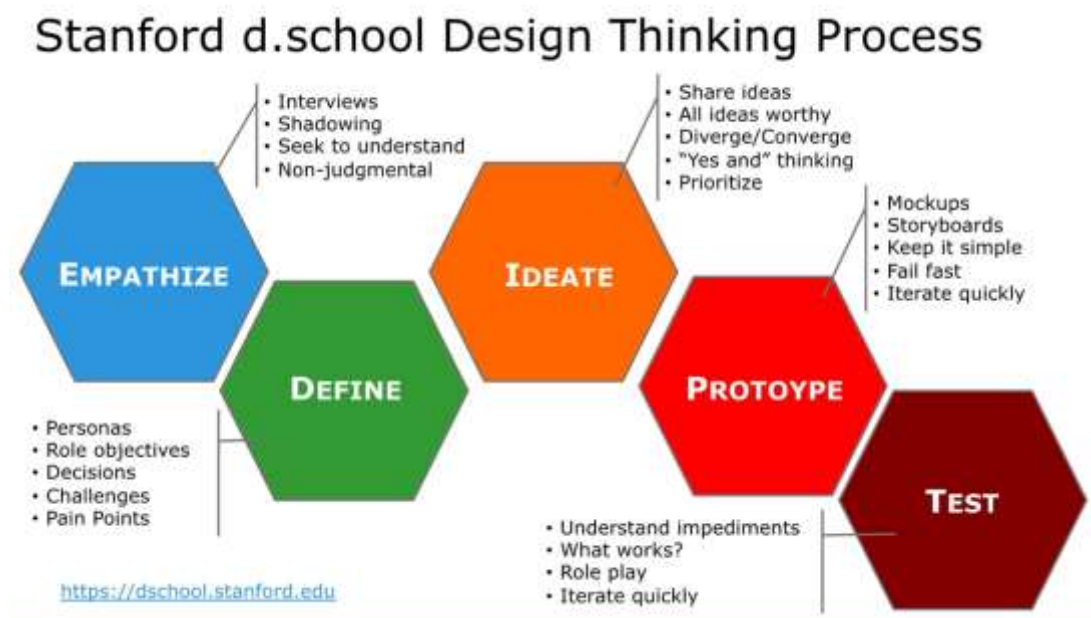
Academic and Behavioral Programs and Initiatives

Summit Drive Elementary has recently adopted a new school focus on Entrepreneurial Design. Students will be equipped in three main areas through this focus:

- Design Thinking
- Entrepreneurial Mindsets
- Leader in Me

Design Thinking

Design Thinking is a combination of human-centered, inquiry-based scaffolding and innovation-friendly mindsets where students apply transdisciplinary knowledge/skills with creative practices to collaboratively discover empathetic insights, generate and explore radical ideas, and create, test, and improve tangible outcomes. It is having courage and attempting to bring meaningful change to people's (or their own) lives, improve real-world experiences, or develop solutions to complex problems. Design Thinking empowers students with the skills and confidence to believe they can make a constructive impact on any situation. Designers usually follow a process such as the following:



Entrepreneurial Mindsets

As designers use Design Thinking to solve problems in the world, they must embrace certain mindsets. Values and mindsets allow creative outcomes to emerge. We call these "entrepreneurial mindsets." We understand that not all of our students will become actual business entrepreneurs, but we want all of our students to embrace mindsets that entrepreneurs use. Key mindsets can include:

- Learning from failure
- Bias towards action
- Creative confidence
- Growth mindset
- Resiliency
- Optimism
- Flexibility

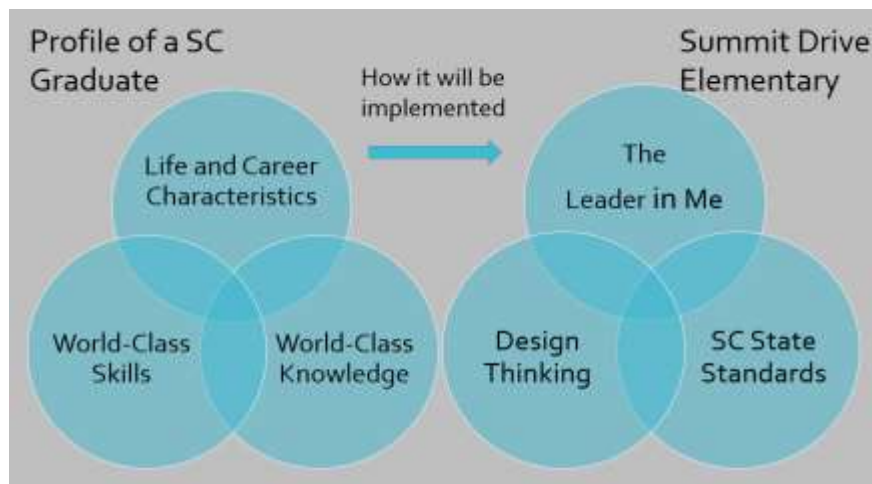
- Opportunity thinking
- Resourcefulness

Leader in Me

Leader in Me is Franklin Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. The Leader in Me is aligned with best-in-class content and concepts practiced by global education thought leaders. It provides a logical, sequential and balanced process to help Summit Drive proactively design the culture that reflects our vision of being a community of motivated leaders and learners. We hold ourselves and others to the highest level of accountability and honor the talents of others. Content from The 7 Habits of Highly Effective People is a key component of the overall The Leader in Me process. The 7 Habits is a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal, which are secular in nature and common to all people and cultures.

Integrated Approach

Through this process, we will merge Leader in Me with Design Thinking and Entrepreneurial Mindsets to enable us to better meet the needs of a SC Graduate.



Leadership and Entrepreneurial Design		
Foundation	Process	Mindset
Leadership The Leader in Me	Design Thinking	Entrepreneurship
<ul style="list-style-type: none"> • Goal Setting • Being a transition person • Vision for the future • Having a Plan • Prioritize to achieve goals • Time Management • Organization • Conflict Management • Social Responsibility • Value Differences • Listening • Empathy • Speaking Skills • Problem Solving • Teamwork 	<ul style="list-style-type: none"> • Empathy/Understanding • Redefining and focusing questions • Creative problem solving • Building representations and models for ideas • Testing and encouraging feedback 	<ul style="list-style-type: none"> • Opportunity seeking • Creative problem solving • Resourcefulness • Resiliency
Embedded and interwoven into the SC State Standards		

OnTrack System

Our administrative assistant leads our OnTrack System. OnTrack focuses on implementing an Early Warning and Response System. Early Warning and Response System utilizes real-time data to identify students beginning to disengage from school as indicated by attendance, behavior, and course performance. Once a student is identified, a coordinated team of educators and community experts develop a customized plan to match the student with the right response interventions and then monitor his/her progress over time.

Response to Intervention

Kindergarten assistants continue to provide RTI to their struggling students. We have a first grade allocated teacher who provides intervention to first grade. The state funded reading specialist works with second and third grades on LLI (Leveled Literacy Intervention). Students are chosen from Fast Bridge data and are progress monitored every ten days. With CARES ACT funding, we recently hired a full-time interventionist to work with our 4th and 5th grade students. This interventionist uses LLI for two fourth grade reading groups and one fifth grade reading group. The interventionist also pushes in to classrooms to support math instruction.

Guidance Services

Students in grades 1-5 receive monthly classroom guidance lessons focusing on character education and life skills. Kindergarten also receives monthly classroom guidance lessons with a focus on empathy training. Small groups are held to serve students in all grades. Group topics include family transition, school success, study skills, and self-concept. These groups meet for six sessions. These groups change as needed. The counselor coordinates service projects to assist those in the community. Each year the counselor leads our Terrific Kids program and aligns this with our 7 Habits every nine weeks. Our counselor is also charged with planning and executing a Career Day each year.

Extended Day Program

This program provides supervised childcare for the 180 day school year for children enrolled in Kindergarten through fifth grade at Summit Drive. The program operates from 2:30-6 each school day. Students have a structured daily schedule of homework, outdoor activities, creative playtime, and games.

Enrichment Programs

In previous years, we offer enrichment classes to our students in karate, Bricks for Kids, and dance, but these classes were put on hold due to COVID. We look forward to offering enrichment classes again in the future. These are a paid programs.

Common Assessments

Teachers administer common assessments in reading and math. Teachers use this information to make instructional decisions and plan instruction.

Mastery Connect

Greenville County Schools implements an assessment system called Mastery Connect. It is an online resource that helps teachers identify and track student mastery of South Carolina College and Career Readiness (SCCCR) Standards to inform teaching practice. Specifically, teachers are able to share curriculum maps, resources, and assessments in one place. Also, this platform allows teachers to develop, administer, and score assessments easily. Mastery Connect has a social media component that enables schools - across the district and the state - to share assessments and resources with other teachers. TE21's Collaborative Assessments Solutions for Education (CASE) is the provider of the South Carolina College and Career Ready Standards-aligned assessments. The assessments are aligned specifically to our GCS district curriculum in core subjects. The third party vendor (CASE TE21) creates benchmark assessments according to the SC blueprints, score the benchmark assessments, and produce CASE reports for each school. Additionally, a secure item bank will be available for teachers to create classroom assessments. These assessments can be created, administered, and scored in Mastery Connect saving teachers a tremendous amount of time - time that can be directed to instruction. Mastery Connect/CASE TE21 is a bundle of resources that provide teachers and administrators with tools to assist them in managing data and evaluating student growth, along with resources that support strategies to improve student success.

Fountas and Pinnell

Teachers use the F and P Benchmark Assessment at the beginning of the year to get a baseline of data for leveled grouping. At the end of the year, the assessment is administered again in order to determine growth in the students' reading levels. Teachers also have access to the Interactive Read Aloud (IRA) resources for each grade level. This resource provides picture books that can be used to support specific reading skills.

STEAM

In 2015-2016, Summit Drive teachers received 60 hours training in STEAM from our district coordinator. This deepened our knowledge of project-based learning as we collaborated each week on our STEAM projects. We studied STEM Lesson Essentials (Vasquez) school-wide to learn how other teachers blended engineering and technology practices into existing math and science lessons. Our first step in the STEAM unit was to create a driving question and map out units. It was difficult to loosely plan the unit knowing that the students would need to guide the direction. Halfway through planning the project, we collaborated with various educators in the district through a critical friends' protocol. This process allowed us to receive feedback and begin to plan next steps. Reading, researching, writing and presentation were integrated with content area learning, engineering, critical thinking and problem solving into each unit. We learned the value of having experts in the community be a part of students' experiences. The process helped me let go of control and give students more choice. We learned about the web-site resources such as Symbaloo, Newsela, and Readworks. Students learned to collaborate effectively with peers, valuing each other's unique contributions. Students had choice in creating the end product which included I-movies, posters, brochures and dioramas. Projects were created for real audiences including students, community members and parents.

Math Instruction

Teachers use manipulatives daily to model mathematical concepts and to assess student's understanding. Teachers also document using checklists with noted dates standards introduced, reinforced and maintained. Assessments include performance tasks open-ended questions, recorded observations, student interviews, journal entries, tests, quizzes, student presentations, student self-assessments. Teachers follow the district pacing guide and use the Big Ideas textbook as a resource for instruction.

Social Studies, Science and Health

Social studies, health and science are taught in unit format. Instruction and expectations include a high degree of rigor. Lessons actively engage and involve students in the learning process. All levels of the revised version of Bloom's Taxonomy are used when questioning students. An on-going grade level timeline for social studies is visible in each fourth and fifth grade classroom, which is added to and reviewed throughout the year. Teachers and students use maps during instruction. Science and social studies should be integrated with other content areas such as language arts and math. Lessons are based on state social studies standards. A variety of assessment tools are used in the evaluation process. The district provides science kits to teach support teaching science standards. Teachers provide engaging inquiry experiences and follow-up discussions.

Technology

As in all schools in Greenville County, each student is provided with a Chromebook. Teachers use a variety of programs and applications that enable students to create and share their thinking with others.

Design Thinking Coordinator

In 2015-2016, we used extra funded to hire a half time technology teacher for 2nd – 5th grade. She now works full time for our school. She sees each grade level once a week during our related arts time to guide students through Design Thinking activities. She also uses one day a week to help teachers implement Design Thinking in their classrooms.

Grade Level Meetings

The administration and instructional coach meet with individual grade levels weekly. During these meetings, we discuss curriculum issues. Information and training from the district is reviewed. Teachers learn the latest methods of delivering instruction. Data from all mandated assessments are analyzed and a plan of action is created to improve student achievement.

Lighthouse Team

Teachers in each grade level are represented on the school's Lighthouse Team (our faculty council). We also have a representative from related arts and resource. The Lighthouse Team is a way to utilize a shared leadership approach within the school. The team collaborates to make shared decisions for the school.

Mission, Vision and Beliefs

We are a community of leaders who ***work hard to stretch our minds, inspire others, and learn new things through perseverance.*** Recently, we have updated our motto to reflect the vision of our school – “Summit Drive, Leaders Changing the World.” We believe our rigorous, technology-rich curriculum will prepare every student for successful engagement in the 21st Century. It is our mission to provide our students with a safe and caring learning environment that will prepare them for a successful future.

WE COMMIT To:

Modeling, living and applying the 7 Habits

Building Relationships

Learning through risks and struggles

At Summit Drive Elementary, we are a community of motivated learners and leaders.

Data Analysis and Needs Assessment

Student Assessment Needs Assessment

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19. Elementary schools in the state did not participate in SC READY (English language arts and mathematics) or SC PASS (science in grades 4 and 6). The following data reflects our most current scores that were obtained in the spring of 2019.

In 2019, students in grades 3-5 took the SC Ready Math and ELA test. Text dependent writing is included in the ELA test. Students in 4th SC Pass Science test and 5th grade students took SC Pass social studies test. As a school, our weakest area is ELA with 65.4% meets and exceeds, while math is 70.9% meets and exceeds. We did better than the district and the state in math and ELA. Below is five years of data by grade level and subject.

3rd Grade ELA

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
2015-2016	18	35	30	17
2016-2017	17	24	40	19
2017-2018	21	18	26	34
2018-2019	15	15	27	42
2019-2020	waiver	waiver	waiver	waiver

4th Grade ELA

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
2015-2016	12	23	28	37
2016-2017	23	21	32	24
2017-2018	20	25	24	31
2018-2019	24	5	15	56
2019-2020	waiver	waiver	waiver	waiver

5th Grade ELA

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
2015-2016	19	31	31	19
2016-2017	15	32	37	17
2017-2018	16	32	33	19
2018-2019	17	29	28	26
2019-2020	waiver	waiver	waiver	waiver

3rd Grade Math

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
2015-2016	16	18	35	31
2016-2017	12	11	35	42
2017-2018	17	20	24	40
2018-2019	12	9	35	44
2019-2020	waiver	waiver	waiver	waiver

4th Grade Math

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
2015-2016	9	18	26	47
2016-2017	9	22	34	34
2017-2018	8	24	19	49
2018-2019	13	12	24	51
2019-2020	waiver	waiver	waiver	waiver

5th Grade Math

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
2015-2016	16	28	31	25
2016-2017	11	24	28	37
2017-2018	16	21	39	24
2018-2019	12	27	30	31
2019-2020	waiver	waiver	waiver	waiver

SC PASS Science – 4th grade

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
2016-2017	10	28	36	25
2017-2018	16	23	25	37
2018-2019	17	15	20	48
2019-2020	waiver	waiver	waiver	waiver

SC Ready Strengths and Areas of Growth

ELA	School-Wide	Grade 3	Grade 4	Grade 5
Strength	Informational Texts	Informational Texts	Literary Texts	Writing - Language
Area of Growth	Inquiry	Writing – Language	Writing – Meaning, Context, Craft	Literary Texts – Language, Craft, Structure

Math	School-Wide	Grade 3	Grade 4	Grade 5
Strength	Base Ten	Geometry	Base Ten	Base Ten
Area of Growth	Algebra	Fractions	Geometry	Algebra

Teacher and Administrator Quality

Teacher Data

	Our School	Change from Last Year
Total Number of Teachers	34	Up from 32
Percent of teachers with advanced degrees	79.4	Up from 75.0
Percent of teachers on continuing contract	76.5	Up from 71.9
Percent of teachers returning from previous year – current year	96.2	Up from 84.6
Percent of teachers returning from previous year – three year average	88.8	Up from 86.5
Teacher attendance rate (last data was 2018-2019)	98.4	Up from 94.5

Professional Development 2020-2021

Elearning Professional Development

The following professional development opportunities were offered to Summit Drive teachers and staff during July and August of 2020 in preparation for the elearning that would occur during the first and second nine weeks:

- Google Classroom Basics
- Google Classroom Assignments
- Navigating the Chromebook
- Seesaw Basics (K-1)
- Seesaw Intermediate (K-1)
- Screencasting: Screencastify
- Screencasting: Loom
- Edpuzzle
- Interactive Activities with Google Slides and Drawings
- Assessments with Google Forms
- eLearning Lesson Design
- Viewing comprehension
- Online Collaboration Tools for Google Meet

Monthly Professional Development Calendar

- The Lighthouse Team serves as our faculty council as a form of shared leadership within the school. This team is comprised of the leadership team and representatives from each grade level who meet to discuss issues and make decisions for the school.
- Staff Meetings are held to share important school and district information with the staff. We also utilize staff meetings for various professional development opportunities.
- Action Teams are comprised of members of our professional staff. Each Action Team has a focus that promotes the betterment of our school. Action teams have both long-term and short-term goals.
- Grade levels meet on the 4th Wednesday of the month to analyze student data and make informed decisions about instruction.

1st Wednesday Lighthouse Team	2nd Wednesday Staff Meeting	3rd Wednesday Action Teams	4th Wednesday Data Analysis
September 2	September 9	September 16	September 23
October 7	October 14	October 21	October 28
November 4	November 11	November 18	
December 2	December 9	December 16	
January 6	January 13	January 20	January 27
February 3	February 10	February 17	February 24
March 3	March 10	March 17	March 24
	April 14	April 21	April 28
May 5	May 12	May 19	May 26

Design Thinking Professional Development

With our new school focus on Entrepreneurial Design, we will offer target professional development on the Design Thinking approach during March and April. We plan to provide teachers with three two-hour sessions (6 hours of professional development) for the following:

- Design Thinking Introduction
- Design Thinking Application
- Design Thinking for the Future

During the month of May, teachers will meet with their grade levels to create a design thinking unit of study that will be incorporated in science and social studies during the first nine weeks of the 2021-2022 school year.

Leader in Me Professional Development

Grade level teams and all professional staff will meet with a Leader in Me Coach on October 14 and February 24 during planning times for professional development. These sessions will be created based on a needs assessment conducted by the Leader in Me Coach and the school leadership team. The coach will also spend time after school working with the leadership team and Lighthouse team.

Book Study

During the months of March, April, and May, K-2 teachers are invited to a book study. The professional book is *Shifting the Balance* by Jan Burkins and Kari Yates. This book explores how systematic phonics instruction fits within a balanced literacy program. Participants will read the book and have 3 book club discussions: one in March, one in April, and one in May.

Grade-Level Coaching

The Instructional Coach and available members of the leadership team meet with grade levels once a week to provide coaching and support as teachers reflect on student data and plan instruction.

Other Professional Development

- August 11 & 12 – Flipped Classroom and eLearning
- August 11 & 12 – Lesson Planet and District eLearning Resources
- September 16 – Edpuzzle Advanced
- October 17 – Pear Deck: Interactive Slides
- January 13 – Mid-Year Reflection on Student Learning
- February 1 – Questioning Techniques in Design Thinking
- March 10 – Entrepreneurial Mindsets

School Climate Needs Assessment

Survey Results

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data is used by schools to determine appropriate ways to

assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement.

Due to Covid, schools were not able to collect survey results for the 2019-2020 school year. The following results are the latest data from 2018-2019. Survey results indicate that the teachers, students, and parents are satisfied with Summit Drive Elementary.

	Teachers	Students	Parents
Number of surveys returned	16	81	62
Percent satisfied with learning environment	93.8%	91.3%	93.3%
Percent satisfied with social and physical environment	87.6%	91.4%	93.5%
Percent satisfied with school-home relations	93.8%	93.8%	88.6%

Links to Report Cards

- [2019-2020 Summit Drive School Report Card](#)
- [2018-2019 Summit Drive School Report Card](#)

Data Analysis and Needs Assessment

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

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

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

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

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

PERFORMANCE GOAL 1: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 57 % in 2016-17 to 70% 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		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 57 (2016-17)	2017-2018 School Projected Elementary 60	56	59	62	65	70
		School Actual Elementary 56	65.4	waiver			
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52	58	waiver			

ACTION PLAN FOR STRATEGY #1: Improve Achievement in ELA					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

Provide RTI instruction to support students having difficulty in reading (Kindergarten – third grades)	2018-2023	K assistants, Ruben Rodriguez, Amy Hawkins,	0	NA	Intervention Schedule
Assess student data reading growth in grades 5K-1 and special ed. using Fast Bridge and lowest achievers in MAP for 2nd grade.	2018-2023	K-2 Teachers, Amy Hawkins, Ruben Rodriguez, Special Ed teachers	0	NA	Fast Bridge Data
Utilize the 3 rd grade LLI kit provided by the district to provide intervention to 3 rd grade students not reading on grade level	2018-2023	IC, Literacy Coach, Huelbe, Resource teacher, 3 rd grade teachers	\$5,500	District	Lesson Plans, observations
Continue Balanced Literacy during ELA Instruction	2018-2023	All teachers	0	NA	Lesson plans, Observations
Integrate instructional strategies to support critical thinking and depth of knowledge	2018-2023	All teachers	0	NA	Lesson plans, Observations
Meet the needs of LEP students with focus on reading, writing, vocabulary, and comprehension	2018-2023	ESL teacher, classroom teachers	0	NA	Lesson plans, Observations
Analyze ELA common assessments, Mastery Connect Benchmarks and unit scores	2018-2023	Instructional Coach, K-5 teachers, Administration	0	NA	Reports
Determine individual reading goals for independent reading.	2018-2023	K-5 teachers, Media Specialist	Fully Fund the media center to replenish books	District	Reading logs Accelerated Reader
Administer and analyze running records	2018-2023	All teachers	0	NA	Running Records
Utilize the bookroom to support multi-leveled approach to reading	2018-2023	K-5, Special Education	0	NA	Check-out System

Participate in the All-Star Reading Incentive provided by the district	2018-2023	Media Specialist, Teachers	0	NA	Participation Log
Participate in Battle of the Books (4 th and 5 th Grades)	2018-2023	Media Specialist	0	NA	Contest @ District level
Full-time Literacy Coach works with 2 nd – 3 rd grade students and coaches teachers	2018-2023	Literacy Coach	0	NA	Observation
5 th grade utilizing Common Lit web-site to practice rigorous passages and questioning	2018-2023	5 th Grade teachers	0	NA	Observation, Lesson plans
Continue using “We’re All Ears” with 1st grade students – dog therapy volunteers	2018-2023	1st grade teachers	0	NA	Schedule
Author’s Visit/ School-wide literacy night	2018-2023	Media Specialist/ IC	\$400	PTA	Pictures
Community Book Club	2018-2023	Media Specialist	\$1000	Grant	Pictures, agenda, sign in
Sounds in Motion 5K kinesthetic collaborated phonemic awareness	2018-2023	5k teachers	0	NA	Observation and Lesson Plans
Use Reading Strategies Book as a resource for Reading Instruction	2018-2023	All teachers	0	NA	Lesson plans
Partner with Public Education Partners to provide free books for students in grades k-5 to read over the summer and add to their home library	2018-2023	Pell Fain, Public Education Partners	Cost of books	Public Education Partners	Observation, books, schedule
Use coaching cycles to improve student achievement	2018-2023	Admin, Instructional Coach, Amy Hawkins	0	NA	Record keeping, Observations
Continue to use district writing benchmarks to assess students’ writing.	2018-2023	All teachers	0	NA	Data

Use authentic writing process during Writer's Workshop in all grades and <i>Writing Strategies Book</i> as resources. Teach narrative, opinion and informational writing in all grade levels.	2018-2023	All Teachers	0	NA	Observations, lesson plans, Bulletin Board displays
Continue to use Noggin Notebooks writing in Kindergarten	2018-2023	Kindergarten Teachers	0	NA	Notebooks
Continue interactive notebooks that support writing/EL goals	2018-2023	1-5 grades	0	NA	Journals
Continue to develop integrated curriculum and literacy skills across all core content areas	2018-2023	All teachers	0	NA	Lesson plans, Observations
Use systematic organization T-chart to answer Text-dependent analysis writing questions and practice this type of writing in upper grades. Use the SC Ready text dependent Rubric in 3 rd - 5 th grades.	2018-2023	3-5 teachers	0	NA	Observations
First graders write and illustrate a Book and have a share day with parents and staff	2018-2023	1st grade teachers	\$200	NA	Pictures, Observation
Administer Mastery Connect Benchmarks three times a year to monitor progress toward achievement	2018-2023	Classroom teachers 2 nd -5 th , IC	0	NA	testing schedule
Collaborate during grade level planning and to assure collaborative, effective standard driven instruction and differentiation for student needs.	2018-2023	Classroom Teachers, IC, Administration	0	NA	Lesson plans, Observations
2 nd grade classes make a treasure book with various class writing pieces	2018-2023	2 nd grade teachers	0	NA	Book

Implement a framework for explicit and consistent instruction in language and word study for k – 2 nd grades (phonics and phonological awareness)	2018-2023	IC, Reading Coach, Administration, teachers	Word study kits	District	Lesson plans, observations
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Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required)
☐ District Priority

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

PERFORMANCE GOAL 2: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 68% in 2016-17 to 77% 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		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 68 (2016-17)	2017-2018 School Projected Elementary 71	65	68	71	74	77
		School Actual Elementary 65	70.9	waiver			
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 54 (2016-17)	District Projected Elementary 57	62	64	66	68	69

		District Actual Elementary 60	63	waiver			
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ACTION PLAN FOR STRATEGY #1: Improve Achievement in Math					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Disaggregate math data from Mastery connect and SC Ready	2018-2023	Administration, IC	0	NA	Spreadsheets
Use coaching cycles to improve student achievement	2018-2023	Admin, Instructional Coach	0	NA	Record keeping, Observations
Administer common assessments to determine math level and differentiate instruction to meet individual students' needs (Mastery Connect)	2018-2023	Classroom Teachers	0	NA	Results, Common Assessment Data Analysis Form
Ensure spiral review of math skills	2018-2023	Classroom Teachers	0	NA	Observation
Administer Mastery Connect Benchmarks three times a year to monitor progress toward achievement	2018-2023	Classroom teachers 2 nd -5 th , Instructional Coach	0	NA	testing schedule
Student goal setting for fast facts	2018-2023	Classroom Teachers	0	NA	Observations, charts
Collaborate during grade level planning to assure collaborative, effective standard	2018-2023	Classroom Teachers, IC, Administration	0	NA	Lesson plans, Observations

driven instruction and differentiation for student needs.					
Interactive Note booking	2018-2023	teachers	0	NA	Observation
Utilize the technology program prodigy where students work through a math path designed for their needs.	2018-2023	teachers	0	NA	Observation, lesson plans

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

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	64	67	70	73	76
		School Actual Elementary 64	64	waiver			
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	waiver			

ACTION PLAN FOR STRATEGY #1: Improve Achievement in Science					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Common Assessments	2018-2023	Teachers	0	NA	Documentation/ observation
2. Coaching Cycles	2018-2023	IC, Administration	0	NA	Documentation/ observation
3. Steam/ Technology teacher 4 days a week as part of related arts	2018-2023	Susan Merrill	her salary	Flexible position provided by district	Observation
4. Data Analysis of weakest units on PASS/ Mastery Connect Benchmarks	2018-2023	IC, Administration teachers	0	NA	report
5. Use Mastery Connect to create rigorous unit tests	2018-2023	IC 4 th grade teachers	0	NA	Test examples
6. Progress Monitor and reteach according to data	2018-2023	teachers	0	NA	Lesson plans
7. Integration into ELA	2018-2023	teachers	0	NA	Lesson plans
8. Interactive Note booking grades 3-5	2018-2023	3-5 grade teachers	0	NA	observations
9. Edible student garden	2018-2023	PTA garden coordinator	varies	NA	observation
10. Intentional field trips related to science	2018-2023	teacher	varies	parents	Schedule

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	31% Meets Expectations and Exceeds Expectations	School Projected Hispanic	28	31	34	37	40
SC READY ELA SC SDE Website		School Actual Hispanic 28	54	waiver			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48

SC READY ELA SC SDE Website		District Actual Hispanic 34	40	waiver			
SC READY ELA SC SDE Website	24 % Meets Expectations and Exceeds Expectations	School Projected AA	30	33	36	39	42
SC READY ELA SC SDE Website		School Actual AA 27	24	waiver			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31	waiver			
SC READY ELA SC SDE Website	20 % Meets Expectations and Exceeds Expectations	School Projected SWD 23	32	35	38	41	44
SC READY ELA SC SDE Website		School Actual SWD 32	22	waiver			

SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12	21	waiver			
SC READY ELA SC SDE Website	18 % Meets Expectations and Exceeds Expectations	School Projected LEP	31	34	37	40	43
SC READY ELA SC SDE Website		School Actual LEP 28	48	waiver			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33	44	waiver			
SC READY ELA SC SDE Website	35 % Meets Expectations and Exceeds Expectations	School Projected SIP 38	32	35	38	41	44

SC READY ELA SC SDE Website		School Actual SIP 32	41	waiver			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected SIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual SIP 33	45	waiver			
SC READY Math SC SDE Website	41 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 46	49	52	55	58	63
SC READY Math SC SDE Website		School Actual Hispanic	65	waiver			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43	waiver			

SC READY Math SC SDE Website	46 % Meets Expectations and Exceeds Expectations	School Projected AA	37	40	43	46	49
SC READY Math SC SDE Website		School Actual AA 34	28	waiver			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28	30	waiver			
SC READY Math SC SDE Website	28 % Meets Expectations and Exceeds Expectations	School Projected SWD	35	38	41	44	47
SC READY Math SC SDE Website		School Actual SWD 32	31	waiver			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30

SC READY Math SC SDE Website		District Actual SWD 16	20	waiver			
SC READY Math SC SDE Website	24 % Meets Expectations and Exceeds Expectations	School Projected LEP	46	49	52	55	58
SC READY Math SC SDE Website		School Actual LEP 43	60	waiver			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	waiver			
SC READY Math SC SDE Website	54% Meets Expectations and Exceeds Expectations	School Projected SIP	46	49	52	55	58
SC READY Math SC SDE Website		School Actual SIP 46	51	waiver			

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

ACTION PLAN FOR STRATEGY #1: Closing the Achievement Gap					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement data driven reflective conversations to improve teaching practice (school and individual data).	2018-2023	Administration, IC, teachers	0	NA	Evidence of data driven conversations from school meetings.
2. Implement Professional Learning Community	2018-2023	Administration, IC, teachers	0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans
3. Provide strategy and content support for teachers	2018-2023	Administration, IC, Literacy Coach, Special Education teachers, ESOL teacher	0	NA	School-based professional development offerings that provide best practice strategies and content to teachers
4. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Administration, IC, Literacy Coach, Special Education	0	NA	District and School-based professional development offerings that provide best

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell	Criterion Reference Measure	School Projected		Kindergarten through 5 th grades = 79%	Kindergarten through 5 th grades = 81%	Kindergarten through 5 th grades = 83%	Kindergarten through 5 th grades = 85%
	Meets and Exceeds	School Actual	Kindergarten through 5 th grades = 77%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			
Fastbridge	Norm Reference Measure	School Projected		Kindergarten = 62% grade 1 = 59%	Kindergarten = 64% grade 1 = 61%	Kindergarten = 66% grade 1 = 63%	Kindergarten = 68% grade 1 = 65%
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	School Actual	Kindergarten = 61% grade 1 = 57%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	School Projected		Grade 2 – 45% Grade 5 – 51%	Grade 2 – 48% Grade 5 – 54%	Grade 2 – 51% Grade 5 – 57%	Grade 2 – 54% Grade 5 – 60%
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	School Actual	Grade 2 – 47% Grade 5 – 46%	Grade 2 – 44% Grade 5 – 58%	Grade 2 – 61% <i>5th grade data point not available - School Board decision to waive 5th grade testing</i>		
Fountas and Pinnell		District Projected			K-5 71% or above	K-5 73% or above	K-5 77% or above
		District Actual	K-5 69%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
Fastbridge and Kindergarten and Grade 1	Norm Reference Measure	District Projected	K-5 69%	5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
		District Actual	5k = 50% Grade 1 = 55%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	District Projected		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above

South Carolina MAP Linking Study – February 2018 and July 2020	<u>2018</u> 2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile <u>2020</u> 2 nd grade criteria RIT = 188 72 nd percentile 5 th grade criteria RIT = 227 65 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 due to Act 142 testing requirements.		
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Note: All students participate in MAP testing except for students with disabilities on an alternate curriculum.

ACTION PLAN FOR STRATEGY #1: Improve Achievement in students reading on grade level					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Provide RTI instruction to support students having difficulty in reading (Kindergarten – 3 rd grades)	2018-2023	K assistants, Amy Hawkins, Ruben Rodriguez	0	NA	Intervention Schedule
Assess student data reading growth in grades 5K-1 and special ed. using Fast Bridge and lowest achievers in MAP for 2nd grade.	2018-2023	K-2 Teachers, Ruben Rodriguez, Amy Hawkins, Special Ed teachers	0	NA	Fast Bridge Data
Continue Balanced Literacy during ELA Instruction	2018-2023	All teachers	0	NA	Lesson plans, Observations
Integrate instructional strategies to support critical thinking and depth of knowledge	2018-2023	All teachers	0	NA	Lesson plans, Observations

5 th grade utilizing Common Lit web-site to practice rigorous passages and questioning	2018-2023	5 th Grade teachers	0	NA	Observation, Lesson plans
Meet the needs of LEP students with focus on reading, writing, vocabulary, and comprehension	2018-2023	ESL teacher, classroom teachers	0	NA	Lesson plans, Observations
Analyze ELA common assessments, Mastery Connect Benchmarks and unit scores	2018-2023	IC, K-5 teachers, Administration	0	NA	Reports
Determine individual reading goals for independent reading.	2018-2023	K-5 teachers, Media Specialist	Fully Fund the media center to replenish books	District	Reading logs Accelerated Reader
Administer and analyze running records	2018-2023	All teachers	0	NA	Running Records
Utilize the bookroom to support multi-leveled approach to reading	2018-2023	K-5, Special Education	0	NA	Check-out System
Participate in the All-Star Reading Incentive provided by the district	2018-2023	Media Specialist, Teachers	0	NA	Participation Log
Participate in Battle of the Books (4 th and 5 th Grades)	2018-2023	Media Specialist	0	NA	Contest @ District level
Literacy Coach and Instructional Coach works with 1 st -3 rd grade students and coaches teachers	2018-2023	Literacy Coach Instructional Coach	0	NA	Observation
Continue using "We're All Ears" with 1st grade students – dog therapy volunteers	2018-2023	1st grade teachers	0	NA	Schedule
Author's Visit / School-wide literacy night	2018-2023	Media Specialist/ IC	\$400	PTA	Pictures
Community Book Club	2018-2023	Media Specialist	\$1000	Grant	Pictures, agenda, sign in

Sounds in Motion 5K kinesthetic collaborated phonemic awareness	2018-2023	5k teachers	0	NA	Observation and Lesson Plans
Use Reading Strategies Book as a resource for Reading Instruction	2018-2023	All teachers	0	NA	Lesson plans
Implement Word Study K-2	2018-2023	IC, Hawkins, 5k -2nd grade teachers	Cost of kits	district	Observation, lesson plans
Partner with Public Education Partners to provide free books for students in grades k-5 to read over the summer and add to their home library	2018-2023	IC, Public Education Partners	Cost of books	Public Education Partners	Observation, books, schedule
Use coaching cycles to improve student achievement	2018-2023	Admin, Instructional Coach, Amy Hawkins	0	NA	Record keeping, Observations
Administer Mastery Connect Benchmarks three times a year to monitor progress toward achievement	2018-2023	Classroom teachers 2 nd -5 th , IC	0	NA	testing schedule
Collaborate during grade level planning and to assure collaborative, effective standard driven instruction and differentiation for student needs.	2018-2023	Classroom Teachers, IC, Administration	0	NA	Lesson plans, Observations
Implement a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	IC, Literacy Coach, Administration, teachers	Word study kits	District	Lesson plans, observations
Utilize the 3 rd grade LLI kit provided by the district to provide intervention to 3 rd grade students not reading on grade level	2018-2023	IC, Literacy Coach, ESOL Teacher, Resource Teacher, 3 rd grade teachers	\$5,500	District	Lesson Plans, observations

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = yes/no Ethnic Diversity = yes/no			
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99%	Gender Diversity = 96%	Gender Diversity = 99%	Gender Diversity = 100%		

		Ethnic Diversity = 90%	Ethnic Diversity = 91%	Ethnic Diversity = 96%	Ethnic Diversity = 97%		
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ACTION PLAN FOR STRATEGY #1: Achieving Diversity in Teaching Staff					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Continue to add to the diversity of Summit Drive teaching staff. Over the past 3 years we have added three male teachers and one African American teacher.	2018-2023	Administration	0	0	Teachers at Summit Drive

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey	94	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 96.9	96	waiver			
SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 96.3	93.8	waiver			

SDE School Report Card Survey	100	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 92.5	98.4	waiver			
SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	waiver			
SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	waiver			
SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Parents 88	89	waiver			
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ACTION PLAN FOR STRATEGY #1: Communicate and Promote Safety					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Continued use of the Level I and Level II background checks.	2018-2023	Front Office Staff	Changes annually	General Fund	Volunteer checks completed
Continue to implement the safety plan	2018-2023	Administration	0	NA	Safety Plan
Continue having police officers present a various times on school grounds	2018-2023	Administration, District	0	NA	Presents of police officers
Communicate clearly and effectively with all stakeholders that school emergency response plans are in place and include explanations of the training and drills that take place	2018-2023	Principals	0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
Take a proactive approach by periodically pushing out information about the safety measures that we take at Summit Drive.	2018-2023	Principal	0	NA	Safety stories on web, social media, etc.

Performance Goal Area: Gifted and Talented Requires Goal and 1 Additional Goal	<input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 2: The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.	
PERFORMANCE GOAL 3: The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.	
INTERIM PERFORMANCE GOAL: Meet annual targets below.	

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0	0	0			
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

GCS Expulsion Report		District Actual 0.8	1.5				
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Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		School Actual 0	0	0			
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.10	.03			

ACTION PLAN FOR STRATEGY #1: Improve Student Behavior					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

Implementation of Leader in Me and 7 habits of happy kids	2018-2023	Administration, school counselor, teachers	\$16,000	General Funds. Local	observation
LEAD groups for boys and girls in 5 th grade	2018-2023	School counselor	varies	Local funds	Agenda, observation
Buddy classes	2018-2023	Classroom teachers	0	NA	observation
Morning Meeting school-wide to promote Leader in Me and 7 Habits of Happy Kids	2018-2023	Administration, school counselor, teachers	0	NA	Observation, lesson plans
Provide Guidance lessons that promote positive behavior	2018-2023	school counselor	0	NA	Observation, lesson plans
School Counselor and Administration work closely to provide a multi-tiered intervention to find root causes	2018-2023	Administration, school counselor, teachers	0	NA	documentation

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Survey	Baseline established in 2017-2018	School Projected	91	91	91	91	91
		School Actual 91	91	91	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.		
Cognia Climate & Culture Survey	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.		
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ACTION PLAN FOR STRATEGY #1: Promote Caring About Students					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Teachers implement the 7 Habits within the relationships with their students	2018-2023	Administration, School Counselor, teachers	0	NA	Lesson plans, observation
Develop peer mentoring programs to support students pairing classes.	2018-2023	Administration, School Counselor, teachers	0	NA	Peer mentoring in schools
Honor every students gifts by developing leadership roles throughout the school	2018-2023	Administration, School Counselor, teachers	0	NA	observation
Continue seeking adults mentors for students in need	2018-2023	Administration, School Counselor	0	NA	Observation, list of mentors
Student led conferences	2018-2023	Administration, School Counselor, teachers	0	NA	Observation, list of mentors
Celebrations throughout the year honoring goals achieved	2018-2023	Administration, School Counselor, teachers	0	NA	Observation, list of mentors
Buddy classes	2018-2023	Classroom Teachers	0	NA	Observations

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

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

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

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

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

ACTION PLAN FOR STRATEGY #3: Student Attendance					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Monitor student attendance on a daily basis and conduct intervention conferences as necessary	2018-2023	Attendance Clerk	0	NA	Daily Attendance Percentage
Complete attendance referrals as necessary for students with attendance issues.	2018-2023	Attendance Clerk	0	NA	Daily Attendance
School Counselor works with District social worker to determine if support is needed/ reason behind truancy	2018-2023	School Counselor	0	NA	Documentation

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤8 Lonely ≤11 Angry ≤5	Afraid ≤8 Lonely ≤11 Angry ≤5	Afraid ≤8 Lonely ≤11 Angry ≤5	Afraid ≤8 Lonely ≤11 Angry ≤5	Afraid ≤8 Lonely ≤11 Angry ≤5
		School Actual Afraid – 5% Lonely – 11% Angry – 8%	Afraid ≤ 6 Lonely ≤ 5 Angry ≤ 5	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid ≤5 Lonely ≤10 Angry ≤8	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Afraid ≤5 Lonely ≤10 Angry ≤7	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1: Promote Emotional Health					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Mental Health Counselor works with families and students in need	2018-2023	Mental Health Counselor	0	NA	Schedule of meetings
School Counselor holds one-on-one sessions with students as well as with small groups	2018-2023	School Counselor	0	NA	Schedules of meetings
School Counselor teaches whole group lessons promoting emotional health	2018-2023	School Counselor	0	NA	Schedules of meetings
Through learning 7 habits of happy kids, students learn how to treat each other and how to solve problems in relationships in healthy ways	2018-2023	Administration, School Counselor, teachers	0	NA	Lesson plans, observations
Classroom teachers refer any issues they see with students emotionally to School Counselor and Mental Help Counselor	2018-2023	School Counselor	0	NA	Documentation of referral
School Counselor provides discreet ways for students to contact her about their needs and concerns	2018-2023	School Counselor	0	NA	documentation