

# Welcome Elementary School



Wallace Cobbs, Principal  
Greenville County School District  
Dr. Burke Royster, Superintendent  
2018-2019 through 2022-2023

## SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Welcome Elementary School

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

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

### Required Signature Page

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

### Assurances for the School Renewal Plans

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

### SUPERINTENDENT

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

### PRINCIPAL

Wallace Cobbs		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

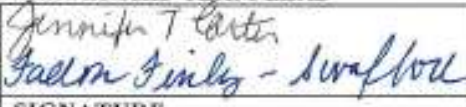
### CHAIRPERSON, BOARD OF TRUSTEES

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

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Luisa Piza		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Jennifer Carter, IC Fallon Finley-Swofford, AP		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 36 E. Welcome Rd, Greenville, SC 29611

SCHOOL TELEPHONE: (864) 355-3900

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

## Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Wallace Cobbs
2. Teacher	Morgan Freeman
3. Parent/Guardian	Luisa Piza
4. Community Member	Janet Harvey
5. Paraprofessional	Heather Cantrell
6. School Improvement Council Member	Shana Hirsch
7. Read to Succeed Reading Coach	Latasha Chappell
8. School Read To Succeed Literacy Leadership Team Lead	Jennifer Carter, Fallon Finley-Swofford
9. School Read To Succeed Literacy Leadership Team Member	Latasha Chappell

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

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

## ASSURANCES FOR SCHOOL RENEWAL PLANS

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

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

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

**x** **Academic Assistance, PreK–3**

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

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

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

**x** **Parent Involvement**

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

**x** **Staff Development**

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance.

The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

**x      Technology**

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

**x      Innovation**

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

**x      Collaboration**

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

**x      Developmental Screening**

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

**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.

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## Introduction

The vision of Welcome is to educate and empower each child to be an independent lifelong learner, and a productive, responsible citizen. This school portfolio is a working document that shows the progress our school has made while working continuously to improve all areas of instruction, learning environment, and parent and community involvement. It also provides our staff with an ongoing means for communication, self-assessment, accountability, and continuous improvement.

This plan is an evolving document that describes Welcome Elementary. It includes evidence of our work, and describes who we are, our vision for our school, goals, plans, achievements, and progress in the context of student demographics and needs. School partnerships are also described. The strategic plan also shows how we build and utilize our overall school plan for increasing student academic success, our ultimate goal.

Stakeholders collaborated to create the strategic plan for school improvement. Members of the Leadership Team are central to the success of our self-study process. The role of this team is to provide an organizational plan, and provide guidance in the study process. This committee meets monthly and serves as a body from all instructional areas that serves the school in decision-making processes. All stakeholders, including the staff, PTA, and School Improvement Council have roles and responsibilities. Representatives from these groups serve as valuable resources and provide essential support and input during the self-study process. Due to broad and consistent stakeholder involvement, this document reflects a balance of diverse backgrounds, disciplines, interests, and experience of our school community. Stakeholder input is sought after and continues to be incorporated into our self-study.

- **Administrative Instructional Team** is composed of the principal, assistant principal, instructional coaches, and Title I facilitator. This team works together weekly to discuss curriculum, instruction, achievement, and school updates.
- **Leadership Team** is composed of the principal, assistant principal, instructional coaches, Title I facilitator, and a representative from each grade level and intervention team. This team works together to make school wide decisions for the benefit of all students, including preserving a safe school environment, and a culture of engaged learning.
- **Data Teams** meet within each grade level; these teams consist of grade level teachers, and they serve to constantly monitor and support student achievement through analysis of assessments and utilization of outstanding instructional practices.
- **On Track Team** is composed of the On Track facilitator, principal, assistant principal, instructional coaches, school counselor, social worker, and others as necessary. This is a problem-solving team that works together to discuss student grades, attendance, and behavior and designs action steps to meet the needs of all students.

- **School Improvement Council** consists of parents, administrators, teachers, and business partners in order to bring about the safest school environment conducive to all children performing in the best way they can.
- **PTA Board** is a group of individuals elected from the PTA general membership. This group works closely with SIC and the Leadership Team to support the mission of the faculty in providing a quality learning environment for the students.
- **PBIS Team** is composed of the assistant principal and a representative from each grade level and intervention/related arts team. This team works together to make school-wide behavior incentives decisions for the benefit of all students. This team also analyzes behavior data for the current and previous school year to inform decisions.

Together, these groups help make up the community that supports the planning and constant improvement at Welcome. We hope that you will enjoy this look into Welcome Elementary. It is the story of who we are and how we work together to ensure academic success for children as we prepare them to be productive, responsible citizens.



# Executive Summary

## Assessment Findings:

- SC Ready ELA.....Meets or Exceeds Expectations 45%
- SC Ready Math.....Meets or Exceeds Expectations 53%
- SCPASS Science.....Meets or Exceeds Expectations 40%
- SCPASS Social Studies.....Meets or Exceeds Expectations 65%

\*data from 2018-19 school year - waiver for 2019-20

## Teacher and Administrator Quality:

- 2 Administrators
- 51 Teachers/Professional Staff
- 100% of the teaching faculty is highly qualified.
- 3 National Board Certified Teachers

## School Climate Findings:

Students, parents, and staff feel as if:

- School is a safe and clean place.
- Everyone is treated fairly and with respect.
- The school sets high expectations for all learners.
- Teachers and staff are always supportive of students.
- Teachers care about the students.
- There is open communication between school and home.

## Significant Challenges from the Past 3 Years:

- School closure and beginning the year on a hybrid schedule
- Lack of parent support during eLearning days
- PPE, shields, and plexiglass make it difficult to work with students
- Student readiness level is extremely low.
- We have a transient student population.
- Maintaining consistent attendance of all students, especially those who are homeless.
- Special education disabled population continues to score significantly below their peers in all academic areas.
- Limited English Proficient and African American male students scored below their peers in all academic areas.

## Significant Awards and Accomplishments:

- Palmetto Silver Award for General Performance 2019
- Safe Schools Award every year since 2012
- Energy Conservation Award every year since 2012
- Fresh Fruits and Vegetables Snack Grant 2012-2021



- Novo Nordisk CATCH School Award
- National RAMP Award, 2017
- Numerous Donors Choose Grants every year



## School Profile

Welcome Elementary is a Title I school with 454 brick and mortar students in five-year-old Kindergarten through 5th grade. We have an additional 188 students in the virtual program. We are ethnically diverse with a student population consisting of 24.7% African American, 13.7% Caucasian, 53.3% Hispanic, and 8.3% other. 100% of our student population is eligible to participate in the free or reduced lunch program. We have 99 students identified as having learning disabilities and/or speech services, which is 22% of our school. We serve 235 students considered English Language Learners, which is 51.8% of our school. School leadership includes a principal with five years of administrative experience and an assistant principal in her first year as an administrator.

## Historical Events

Long ago, the area, which is now known as Welcome, was part of the unexplored foothills in the section of Carolina called "back country." Here the land was marked with tall pines alternating with grassy open spaces. Wild turkeys roamed in plenty, and only the soft tread of deer or the chatter of many small animals broke the cool quiet of the forest. Through the foothills of the up country, ran an eighteen-mile ridge. From one side, the water drained off into a river now known as the Reedy. While that on the other side drained off into what we now know as the Saluda. The Indians knew this ridge, and followed it on their journeys northward. The Indian trail along the foothill ridge was learned and used by the first scouts to come into the upcountry. Soon it became worn and marked by travel, until riders and coaches came to depend on it as a highway. One settler, so the legend goes, built an inn on this road, and having a white horse of which he was very fond, he named his inn; the *White Horse Inn*. No doubt, he rode this white horse many times up and down this crest, until the passage became known far and wide, as the *White Horse Road*.

In 1909 on the White Horse Road, the population had grown until the need for a school was felt. By this time the community had become known as Welcome, and the school acquired the same name. The building was a two-room affair, and served its purpose for only a short time. Some say this first little school burned down. It no longer stands, and pictures of it are yet to be found. In 1946, Welcome was the third largest high school of the Greater Greenville area. The community around the school was beginning to grow and White Horse Road was taking on the aspect of a boulevard. Today our school serves only elementary students from kindergarten through fifth grade. Our building has 72 rooms. These rooms include; classrooms, offices, cafeteria, gym, library, art room, and computer labs.

## Facilities

With expansion and renovation, Welcome Elementary School now has 39 regular classrooms with five permanent portables (that we lovingly call “cottages”), regulation-sized gym, art room, music room, science lab, media center, media production lab, and computer lab. Inside the office complex is a health room with a waiting area, triage, and cots for patients. The cafeteria has two full-service lines and a stage for PTA performances. Welcome Elementary has the following amenities:

- One computer lab
- All classrooms equipped with Promethean Boards
- Media Production Lab for morning news program, WETV
- One Chromebook cart with 20 Chromebooks to be used by classroom teachers
- Fully-equipped Media Center with mini-lab consisting of 8 laptops, 70-inch portable SMART TV
- Leveled reader book room for teacher access
- Full wireless access throughout the building
- iPads with sync carts located in all K-1 classrooms; one iPad per student
- Chromebook carts located in all K5 classrooms; one Chromebook per student
- Science Lab with sinks and microscopes
- Art Room with kiln, double sinks, and studio tables and work stools
- Music room with soundproof tile flooring
- State-of-the-art sound system
- Itinerant offices and work rooms for Speech, Social Work, Mental Health counselor
- Full health suite includes waiting area, triage, and cots for patients
- All kindergarten through fourth grade classrooms are equipped with restrooms inside each room
- State-of-the-art security system for school safety
- Call buttons from each classroom to contact the office when needed
- Large playground with equipment, track, and basketball court
- Separate playground area for kindergarten students
- Landscaped courtyard and picnic area used for educational purposes
- Parent Resource Room

# Parental Involvement

Welcome Elementary recognizes that the educational success of our students is greatly affected by the level of parental involvement in the educational process. Given our community's demographic profile, it is necessary for us to encourage, guide and support parental involvement. Ultimately, we would like to have a clearly articulated parent school partnership in which parents feel competent and effective in their integral role within our school. We offer numerous opportunities for students' families to actively participate in their child's education. To facilitate this participation, we provide bilingual services whenever possible. Additionally, we regularly hold informational parent meetings on various topics.

In order to keep parents informed of ongoing events at our school, the school provides:

- Welcome Howl: Principal's monthly newsletter
- Teacher newsletters to parents
- School website
- Individual teacher websites
- School marquee
- Facebook
- Remind
- Student/parent handbook
- Events on the district website
- Telephones in classrooms
- E-mail
- Parent Backpack
- Phone messenger of special news and events
- Parent education/input is offered throughout the school year at various times of the day in the following ways:
  - Meet the Teacher
  - Book Fair
  - Challenge/Special Education/Speech
  - Parent Meetings
  - Literacy Night
  - Parent Conferences
  - Parent resource room
  - PTA General Assembly Meetings
  - K5 orientation Night
  - Grade Level Quarterly Awards Programs
  - After school care program available
  - STEAM Night Drive Thru
  - Communities In School Program
  - Gingerbread Fun!
  - Spookley the Pumpkin Literacy Event
  - Sessions with the Title I facilitator and guest speakers on various topics
  - Parent Tours

\*many events had to be done virtually this year due to the pandemic

Parents are involved in planning by serving on the School Improvement Council and volunteering, completing surveys, and participating in PTA. Parents assist in a variety of ways, such as fundraising, supporting classroom teachers, working with the media specialist, teachers, and students, serving on the School Improvement Council, Careers on Wheels, and Field Day.

## Business Partnerships

We are extremely proud of our dedicated business partners, which include:

- Welcome Baptist Church
- Newspring Church
- Tanglewood Baptist Church
- Grace Church
- Salem Methodist Church
- Washington Baptist Church
- Reedy River Baptist Church
- Bethesda United Methodist
- Simpsonville Baptist Church
- Partners for Public Education (PEP)
- Mentor Greenville
- Communities in School
- Furman University
- Junior Achievement
- Clemson Education Department
- Clemson Architecture students
- South Carolina Children's Theater
- Greenville Little Theatre
- Julie Valentine Center
- Parker Fire Department
- Greenville Hospital System
- Operation Santa
- Tanglewood Crime Watch
- AXA Financial
- Carolina High School
- SC Department of Revenue
- Jacob's Engineering
- Gordian
- Grainger Industrial
- Tajh Boyd Foundation
- Place of Hope Community Outreach
- Greenville Family Partnership
- Greenville County Sheriff's Office
- Greenville Mental Health
- Greenville County Library
- Department of Social Services
- United Way
- Fluor Daniel
- Chick-Fil-A
- CH2M
- Wendy's on White Horse Road
- McDonald's on White Horse Road
- P3 Group North America
- Papa John's
- Dr. Gwinn, Pediatrician
- AMECO
- Arnett Dentistry
- Pelham Links Dentistry
- IFMA
- Frazee Center
- Shoes for Sharing
- Harvest Hope Food Bank
- Agfa Healthcare
- Youth Base
- Bank of America
- Buffalo Soldiers Greenville Chapter



# School Personnel Data

Teachers are encouraged to pursue higher education degrees. Teachers' commitment to the community and school is shown through a consistently low turnover rate.

Education Level	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
BA and/or BS	20	23	24	22		
BA +18	1	0	2	1		
Master's	33	30	32	22		
Master's + 30	9	10	8	5		
PhD	0	0	0	1		

\*Number of Teachers

Years of Experience	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
0-3	9	14	15	8		
4-6	15	9	9	9		
7-10	9	11	14	13		
11-15	8	12	13	9		
16-20	5	4	2	2		
21+	14	13	13	10		

\*Number of Teachers

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Gender of Teachers</b>						
Male	7%	6%	10.6%	11.3%		
Female	93%	94%	89.4%	88.7%		
<b>Race of Teachers</b>						
African American	9%	10%	9.6%	8.75%		
White	88%	90%	84%	82.5%		
Hispanic	0%	0%	2%	3.75%		
Two or More races	4%	0%	4%	3.75%		

## School Personnel Information: SDE School Report Card

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Teachers with advanced degrees	56.4%	56.4%	57.1%	54.9%		
Continuing contract teachers	70.9%	78.2%	83.7%	78.4%		
Teachers returning from previous year	85.3%	82.4%	73.9%	86.7%		
Teacher attendance rate	91.4%	90.7%	92.3%	N/A		

## Student Population Data

Student Enrollment	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Males	368	346	335	227		
Females	366	345	335	227		
Total	<b>734</b>	<b>691</b>	<b>670</b>	<b>454</b>		

\*We have an additional 188 students attending the virtual program.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Caucasian	18%	18%	16%	14%		
Hispanic	37%	41%	44%	53%		
African American	37%	34%	33%	25%		
Other	8%	6%	7%	8%		

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Student retention rate	0.7%	1%	1.5%	.9%		
Student attendance rate	95.9%	94.8%	94.95%	90%		
Eligible for gifted and talented program	1.9%	3.6%	5.9%	5.3%		

## Academic and Behavioral Programs

- Balanced Literacy
- Literacy Framework
- Multi-Tier System of Supports (MTSS)
- On-Track Process
- Team Planning
- Personalized Learning Communities (PLC)
- Positive Behavior Incentive Supports (PBIS)
- Capturing Kids Hearts
- Trauma Professional Development
- Kagan Cooperative Learning
- Personalized Learning with 1:1 iPads (grades K-1)
- Personalized Learning with 1:1 Chromebooks (grades K-5)
- Reduced class sizes through Title I funds
- Online learning through Reflex, Nearpod, IXL, RAZ-Kids, and Brainpop
- Response to Intervention in all grade levels K5 through 5th grade in reading and math
- Inclusive practices with Special Education and ESOL teachers
- Junior Beta Club
- Communities In Schools
- Student Mentor Program
- Digital Leader Program
- G Plus Initiatives



# Mission, Vision, and Beliefs

In the spring of 2018, the Welcome Elementary staff revisited the Mission, Vision, and Beliefs, to ensure alignment to the Greenville County Schools goals.

## Mission

Welcome Elementary students will learn in a safe, nurturing environment to achieve academic success and become productive citizens.

## Vision

The vision of Welcome Elementary is to educate and empower each child to be an independent lifelong learner, and a productive, responsible citizen. We will achieve this by creating a safe and nurturing environment for all students. Our South Carolina College and Career standards-based curriculum will be progressive, challenging, and rigorous. Instruction will be interactive, providing opportunities that are developmentally appropriate and will integrate technology across all areas of the curriculum.

## Beliefs

- We believe all students can learn, achieve, and succeed.
- We believe schools should provide a physically safe and nurturing environment conducive to learning in which everyone is treated with dignity and respect.
- We believe in providing 1:1 advanced opportunities for the 21<sup>st</sup> Century learner.
- We believe each child can develop into a self-directed, independent learner and a productive, responsible citizen.
- We believe that curriculum and assessments should be standards-based, rigorous, and integrated.
- We believe instruction should involve best practices, differentiation, and utilize a hands-on, multi-sensory approach.
- We believe education is the shared responsibility of teachers, parents, and the community.
- We believe in promoting a healthy lifestyle through physical activities and a variety of nutritional choices.
- We believe we should be good stewards of the financial resources afforded to our school.



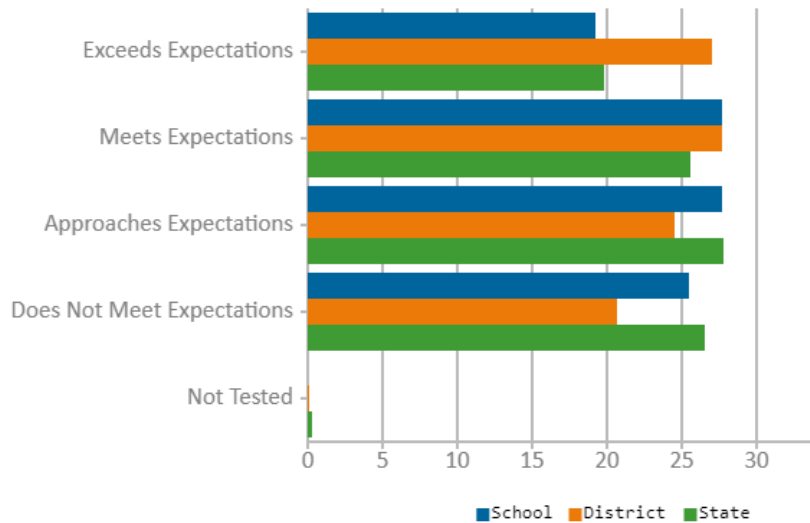


# Data Analysis and Needs Assessment

## Student Achievement Needs Assessment 2018-19

### Reading

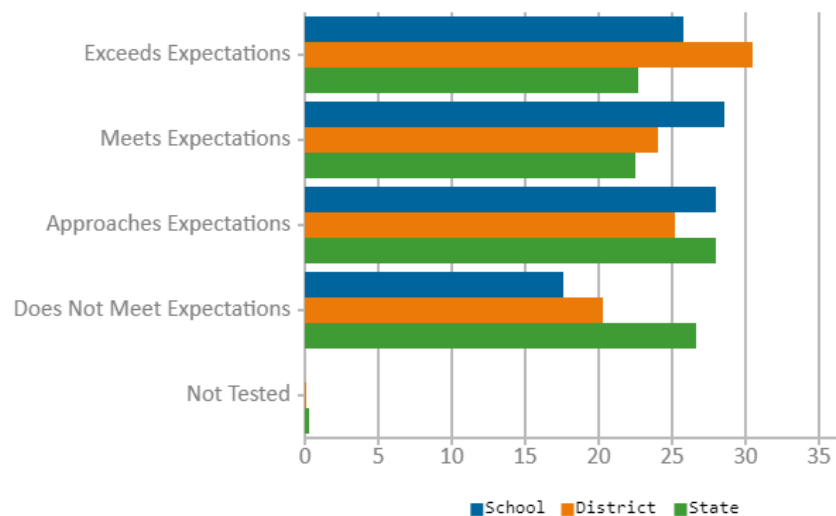
#### English Language Arts (Reading and Writing)



Note: Results from alternate assessments were included in the calculations where available.

### Math

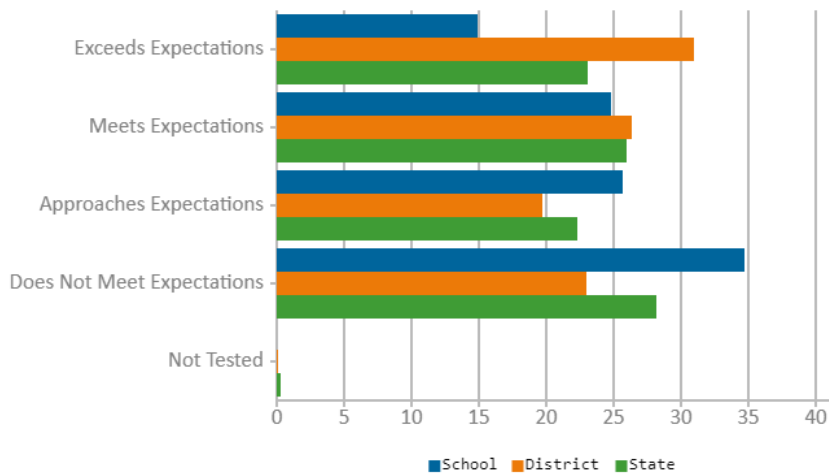
#### Mathematics



Note: Results from alternate assessments were included in the calculations where available.

# Science

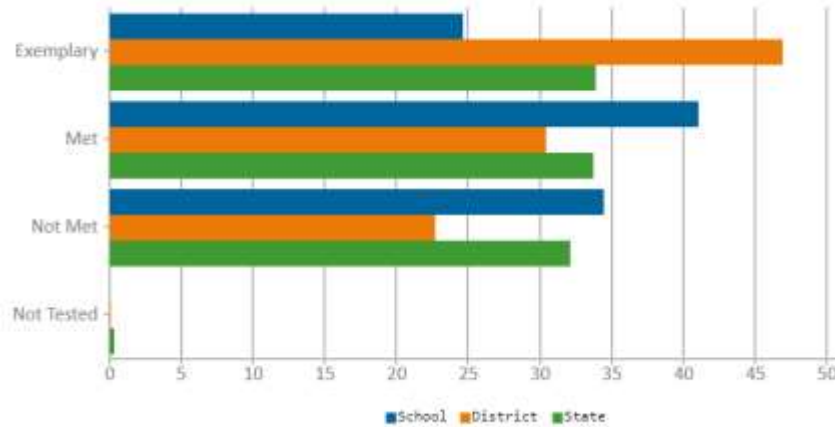
Science



*Note: Results from alternate assessments were included in the calculations where available.*

# Social Studies

Social Studies



*Note: Results from alternate assessments were included in the calculations where available.*



# Teacher and Administrator Quality

## 2020-2021 PD Plan for Welcome Elementary School

When	Professional Development	Audience	Presenter
July 29- 5th July 30- K5 August 4- 1st & 4th August 5- 2nd & 3rd	Grade Level Planning Days: Google Classroom Lesson Planet Technology Updates ELA pacing and updates Hybrid Learning Seesaw	K5-5th grades	Carter Tilley Carrie Fesperman Brandi Massey
August 11 1:00-2:00 (Media Center)	Capturing Kids Hearts	All new to Welcome teachers	Chappell
August 11-13	New Social Studies Standards	1st, 3rd, and 5th grade teachers	Carter Tilley
August 11-13	Benchmarking Basics	All teachers who need a refresher	Carter Tilley
August 12 8:30-10:00 ( K, 3rd) 10:15-11:45 (1st, 4th) 1:00-2:30 (2nd, 5th)	Big Ideas Math Hybrid Learning	All teachers (Math planners classroom)	Carter Tilley
August 13 8:30-10:30	MAP Training for LEAP via Zoom	K-2nd teachers	FFS Keith
August 13 10:30-11:30	FastBridge Training via Zoom	K5 teachers	FFS Keith
August 13 1:00-3:00	ESOL Accommodations via Zoom	All teachers	Janiskee Harris Jinks
August 28 Grade Level Zoom Meetings	Technology Updates: Google Classroom Benchmarking procedures PowerTeacher Pro	K-5 teachers RTI	Carter Tilley
September 4 Grade Level Zoom Meetings	ELA Assessments	K-5 teachers RTI	Carter Tilley
September 11 Grade Level Zoom Meetings	Math Updates, pacing, and pre- assessments	K-5 teachers RTI	Carter Tilley
September 30 3:00-4:00 (Media Center)	Newcomer Reading Groups PreA Reading Groups Emergent Reading Groups	Open to all	Carter Tilley
October 5 3:00-4:00	Rime Magic	2nd grade & anyone else interested	Carter Tilley

Media Center			
October 12 3:00-4:00 (Computer Lab)	Google Sites	All new teachers & those who need refresher	FFS Tilley Carter
October 15th 3:00 - 4:15 (Media Center)	CoGat and IOWA testing training	All involved in Testing	FFS JC
November 9- K5 10- 1st 16- 2nd 18- 3rd 19- 4th 23- 5th (Media Conference)	Planning Day Math In Practice/Data Analysis	K-5 teachers	Kristen Griffin
November 19th 3:00-4:30	MAP Training	All involved in Testing	FFS JC
<b>January</b> 25- 1st 27- 2nd 28-3rd 29- K5 <b>February</b> 1- 4th 2- 5th (Media Conference)	Planning day TDA Grading	K-5	Carter Tilley Academic Specialists
<b>March</b> 30-K5 31-1st <b>April</b> 14- 2nd 15- 3rd 19- 4th 20- 5th (Media Conference)	Planning day TDA Grading	K-5	Carter Tilley Academic Specialists
April 29 3:00-5:00 (Media Center)	Testing training	All involved	FFS JC

## School Climate Needs Assessment

<b>Percent Satisfied with Learning Environment School Report Card Data</b>						
	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Teachers	94.7%	88.7%	93.8%	No data due to school closure		
Students	92.3%	86.8%	84%			
Parents	94.2%	85.8%	95.2%			

<b>Percent Satisfied with Social and Physical Environment School Report Card Data</b>						
	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Teachers	82.5%	90.4%	93.8%	No data due to school closure		
Students	92.5%	89%	81.7%			
Parents	89.4%	85%	92.9%			

<b>Percent Satisfied with School/Home Relations School Report Card Data</b>						
	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Teachers	73.7%	72.5%	82.9%	No data due to school closure		
Students	83.7%	79.5%	74.8%			
Parents	86%	85.1%	87.8%			

**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 27.2% in 2016-17 to 59% in 2022-23.

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	27.2% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary 32.2%</b>	<b>39%</b>	<b>44%</b>	<b>49%</b>	<b>54%</b>	<b>59%</b>
		<b>School Actual Elementary 34%</b>	<b>45%</b>	<i>waiver</i>			
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary 52</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>
		<b>District Actual Elementary 52</b>	<b>58</b>	<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. using standards- based instruction	2018 - 2023	teachers instructional coaches administration	\$0	N/A	teacher lesson plans, classroom observation log/feedback by coaches and administration, SC Ready data, Mastery Connect data. FastBridge data
2. implementing all components of the Literacy Framework	2018 - 2023	teachers instructional coaches administration	\$0	N/A	teacher lesson plans, classroom observation log/feedback by coaches and administration, SC Ready data, Mastery Connect data, FastBridge data
3. common assessment (summative and formative) and data discussions	2018 - 2023	teachers instructional coaches administration	\$0	N/A	teacher lesson plans, classroom observation log/feedback by coaches and administration, SC Ready data, Mastery Connect data, FastBridge data
4. provide reading intervention for identified students in Kindergarten through 5th grade	2018 - 2023	teachers instructional coaches administration	\$0	N/A	FastBridge data Mastery Connect data SC Ready data



5. utilization of GCSource and Early Warning Response System	2018 - 2023	On Track team	\$0	N/A	On Track minutes
6. Personalized Learning Initiative	2018 - 2023	Instructional Leadership Team	\$0	District	lesson plans, site licence usages, SC Ready data
7. school and district instructional coaches/academic specialists support	2018 - 2023	administration instructional coaches district academic specialists	\$75,000	N/A	grade level minutes professional development calendar
8. weekly grade level planning meetings	2018 - 2023	teachers instructional coaches administration	\$0	N/A	Grade level minutes SC Ready data FastBridge data

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

**PERFORMANCE GOAL 2:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 38% in 2016-17 to 72% in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	38% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary 43%</b>	<b>52%</b>	<b>57%</b>	<b>62%</b>	<b>67%</b>	<b>72%</b>
		<b>School Actual Elementary 47%</b>	<b>53%</b>	<i>waiver</i>			
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	<b>District Projected Elementary 57</b>	<b>62</b>	<b>64</b>	<b>66</b>	<b>68</b>	<b>69</b>
		<b>District Actual Elementary 60</b>	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. using standards- based instruction	2018 - 2023	teachers instructional coaches administration	\$0	N/A	teacher lesson plans, classroom observation log/feedback by coaches and administration, SC Ready data, Mastery Connect data, district math benchmark data
2. common assessment (summative and formative) and data discussions	2018 - 2023	teachers instructional coaches administration	\$0	N/A	teacher lesson plans, classroom observation log/feedback by coaches and administration, SC Ready data, Mastery Connect data, District math benchmark data
3. provide math intervention for identified students in Kindergarten through 5th grade	2018 - 2023	teachers instructional coaches administration	\$0	N/A	district benchmark data Mastery Connect data SC Ready data
4. utilization of GCSource and Early Warning Response System	2018 - 2023	On Track team	\$0	N/A	On Track minutes
5. Personalized Learning Initiative	2018 - 2023	Instructional Leadership Team	\$0	District	lesson plans, site licence usages, SC Ready data
6. school and district instructional coaches/academic specialists	2018 - 2023	administration	\$75,000	N/A	grade level minutes

		instructional coaches district academic specialists			professional development plan
7. weekly grade level planning meetings	2018 - 2023	teachers instructional coaches administration	\$0	N/A	grade level minutes SC Ready data

<b>Performance Goal Area:</b> <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</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL 3:</b> 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.							
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3% annually.							

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>School Projected Elementary</b>	<b>43%</b>	<b>47%</b>	<b>50%</b>	<b>53%</b>	<b>56%</b>
		<b>School Actual Elementary</b> 41%	<b>40%</b>	<i>waiver</i>			
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary</b>	<b>63</b>	<b>66</b>	<b>69</b>	<b>72</b>	<b>75</b>
		<b>District Actual Elementary</b> 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. using standards- based instruction	2018 - 2023	teachers instructional coaches administration	\$0	N/A	teacher lesson plans, classroom observation log/feedback by coaches and administration, SCPASS data, Mastery Connect data
2. common assessment (summative and formative) and data discussions	2018 - 2023	teachers instructional coaches administration	\$0	N/A	teacher lesson plans, classroom observation log/feedback by coaches and administration, SCPASS data, Mastery Connect data
3. utilization of science kits	2018 - 2023	teachers instructional coaches administration	\$0	N/A	lesson plans SCPASS scores
4. Personalized Learning Initiative	2018 - 2023	Instructional Leadership Team	\$0	District	lesson plans, site licence usages, SCPASS data
5. weekly grade level planning meetings	2018 - 2023	teachers instructional coaches administration	\$0	N/A	grade level minutes SCPASS 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:** Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	28% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic 31%</b>	<b>34%</b>	<b>37%</b>	<b>40%</b>	<b>43%</b>	<b>46%</b>
SC READY ELA SC SDE Website		<b>School Actual Hispanic 29%</b>	<b>48%</b>	<i>waiver</i>			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
SC READY ELA SC SDE Website		<b>District Actual Hispanic 34</b>	40	<i>waiver</i>			
SC READY ELA SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>School Projected AA 18%</b>	<b>36%</b>	<b>39%</b>	<b>42%</b>	<b>45%</b>	<b>48%</b>

SC READY ELA SC SDE Website		<b>School Actual AA</b> <b>27%</b>	<b>33%</b>	<i>waiver</i>			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected</b> <b>AA</b> <b>25</b>	<b>25</b>	<b>28</b>	<b>31</b>	<b>34</b>	<b>37</b>
SC READY ELA SC SDE Website		<b>District Actual</b> <b>AA</b> <b>25</b>	31	<i>waiver</i>			
SC READY ELA SC SDE Website	8 % Meets Expectations and Exceeds Expectations	<b>School Projected</b> <b>SWD</b> <b>11%</b>	<b>14%</b>	<b>17%</b>	<b>20%</b>	<b>23%</b>	<b>26%</b>
SC READY ELA SC SDE Website		<b>School Actual</b> <b>SWD</b> <b>7.6%</b>	<b>16%</b>	<i>waiver</i>			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected</b> <b>SWD</b> <b>14</b>	<b>14</b>	<b>17</b>	<b>20</b>	<b>23</b>	<b>26</b>
SC READY ELA SC SDE Website		<b>District Actual</b> <b>SWD</b> <b>12</b>	21	<i>waiver</i>			
SC READY ELA SC SDE Website	16 % Meets Expectations and Exceeds Expectations	<b>School Projected</b> <b>LEP</b> <b>19%</b>	<b>22%</b>	<b>25%</b>	<b>28%</b>	<b>31%</b>	<b>34%</b>



SC READY ELA SC SDE Website		<b>School Actual LEP 31%</b>	<b>44%</b>	<i>waiver</i>			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 35</b>	<b>35</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>
SC READY ELA SC SDE Website		<b>District Actual LEP 33</b>	44	<i>waiver</i>			
SC READY ELA SC SDE Website	16% Meets Expectations and Exceeds Expectations	<b>School Projected PIP 19%</b>	<b>22%</b>	<b>25%</b>	<b>28%</b>	<b>31%</b>	<b>33%</b>
SC READY ELA SC SDE Website		<b>School Actual PIP 33%</b>	<b>43%</b>	<i>waiver</i>			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Projected PIP 38</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>	<b>50</b>
SC READY ELA SC SDE Website		<b>District Actual PIP 33</b>	45	<i>waiver</i>			
SC READY Math SC SDE Website	35 % Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic 38%</b>	41%	44%	47%	50%	53%

SC READY Math SC SDE Website		<b>School Actual Hispanic</b> 50%	<b>59%</b>	<i>waiver</i>			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic</b> 39	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>	<b>51</b>
SC READY Math SC SDE Website		<b>District Actual Hispanic</b> 42	43	<i>waiver</i>			
SC READY Math SC SDE Website	39 % Meets Expectations and Exceeds Expectations	<b>School Projected AA</b> 39%	39%	42%	45%	48%	51%
SC READY Math SC SDE Website		<b>School Actual AA</b> 42%	53%	<i>waiver</i>			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA</b> 27	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>
SC READY Math SC SDE Website		<b>District Actual AA</b> 28	30	<i>waiver</i>			
SC READY Math SC SDE Website	10% Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b> 13%	16%	19%	22%	25%	28%

SC READY Math SC SDE Website		<b>School Actual SWD 21.7%</b>	<b>30%</b>	<i>waiver</i>			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 18</b>	<b>18</b>	<b>21</b>	<b>24</b>	<b>27</b>	<b>30</b>
SC READY Math SC SDE Website		<b>District Actual SWD 16</b>	20	<i>waiver</i>			
SC READY Math SC SDE Website	24 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP 27%</b>	30%	33%	36%	39%	42%
SC READY Math SC SDE Website		<b>School Actual LEP 50.8%</b>	<b>56%</b>	<i>waiver</i>			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 40</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>
SC READY Math SC SDE Website		<b>District Actual LEP 42</b>	46	<i>waiver</i>			
SC READY Math SC SDE Website	41% Meets Expectations and Exceeds Expectations	<b>School Projected PIP 41%</b>	44%	47%	50%	53%	56%

SC READY Math SC SDE Website		<b>School Actual PIP</b> 47%	53%	<i>waiver</i>			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected PIP</b> 36	36	39	42	45	48
SC READY Math SC SDE Website		<b>District Actual PIP</b> 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. using standards- based instruction	2018 - 2023	teachers instructional coaches administration	\$0	N/A	teacher lesson plans, classroom observation log/feedback by coaches and administration, SC Ready data, Mastery Connect data, FastBridge data, district math benchmark data
2. implementing all components of the Literacy Framework	2018 - 2023	teachers instructional coaches administration	\$0	N/A	teacher lesson plans, classroom observation log/feedback by coaches and administration, SC Ready data, Mastery Connect data, FastBridge data, district math benchmark data
3. common assessment (summative and formative) and data discussions	2018 - 2023	Teachers	\$0	N/A	teacher lesson plans, classroom observation log/feedback by coaches and administration,

		Instructional Coaches Administration			SC Ready data, Mastery Connect data, FastBridge data, district math benchmark data
4. provide reading and math intervention for identified students in Kindergarten through 5th grade	2018 - 2023	Teachers Instructional Coaches Administration	\$0	N/A	FastBridge data District Benchmarks data Mastery Connect data SC Ready data
5. utilization of GCSource and Early Warning Response System	2018 - 2023	On Track team	\$0	N/A	On Track minutes
6. Personalized Learning Initiative	2018 - 2023	Instructional Leadership Team	\$0	District	lesson plans, site licence usages, SC Ready data,
7. school and district instructional coaches/academic specialists	2018 - 2023	administration instructional coaches district academic specialists	\$75,000	N/A	grade level minutes professional development plan
8. weekly grade level planning meetings	2018 - 2023	teachers instructional coaches administration	\$0	N/A	grade level minutes SC Ready 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

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**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.

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	School Projected		>66%	>68%	>70%	>72%
	Meets and Exceeds	School Actual	66%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		K - >44% 1 - >39%	K - >46% 1 - >41%	K - >48% 1 - >43%	K - >50% 1 - >45%
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	School Actual	K - 44% 1 - 39%	<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	<b>School Projected</b>		Grade 2 – at or above 20 % Grade 5 –at or above 30 %	Grade 2 – at or above 20 % Grade 5 –at or above 30 %	Grade 2 – at or above 20 % Grade 5 –at or above 30 %	Grade 2 – at or above 20 % Grade 5 –at or above 30 %
South Carolina MAP Linking Study – February 2018	2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile	<b>School Actual</b>	Grade 2 –14.6 % Grade 5 – 24.5%	Grade 2 –14.6 % Grade 5 – 24.5%	Grade 2 – 14% 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing due to Act 142 testing requirements.		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	<b>District Projected</b>		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		<b>District Actual</b>	K-5 69%	Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	<b>District Projected</b>		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	<b>District Actual</b>	5K – 50% Grade 1 – 55%	Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.			

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>District Projected</b>		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018	2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile	<b>District Actual</b>	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing due to Act 142 testing requirements.		

Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. using standards- based instruction	2018 - 2023	teachers instructional coaches administration	\$0	N/A	teacher lesson plans, classroom observation log/feedback by coaches and administration, SC Ready data Mastery Connect data, FastBridge data, Fountas and Pinnell reading level data
2. implementing all components of the Literacy Framework	2018 - 2023	teachers instructional coaches administration	\$0	N/A	teacher lesson plans, classroom observation log/feedback by coaches and administration, SC Ready data Mastery Connect data, FastBridge data, Fountas and Pinnell reading level data



3. common assessment (summative and formative) and data discussions	2018 - 2023	teachers instructional coaches administration	\$0	N/A	teacher lesson plans, classroom observation log/feedback by coaches and administration, SC Ready data Mastery Connect data, FastBridge data, Fountas and Pinnell reading level data
4. provide reading intervention for identified students in Kindergarten through 5th grade	2018 - 2023	teachers instructional coaches administration	\$0	N/A	FastBridge data Mastery Connect data SC Ready data Fountas and Pinnell reading level data
5. utilization of GCSource and Early Warning Response System	2018 - 2023	On Track team	\$0	N/A	On Track minutes
6. Personalized Learning Initiative	2018 - 2023	Instructional Leadership Team	\$0	District	lesson plans, site license usages, SC Ready data
7. school and district instructional coaches/academic specialists support	2018 - 2023	administration instructional coaches district academic specialists	\$75,000	N/A	grade level minutes professional development plan
8. weekly grade level planning meetings	2018 - 2023	teachers instructional coaches administration	\$0	N/A	grade level minutes SC Ready data Fountas and Pinnell reading level data

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input checked="" 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 1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL 1:</b> The school will have qualified, diverse teachers (gender and ethnicity) by 2023.							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							
DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		<b>School Projected</b>			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	<b>School Actual</b>		Gender Diversity = yes/no Ethnic Diversity = yes/no			
Employment report		<b>District Projected</b>	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	<b>District Actual</b>  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. Equal opportunity employment and interview opportunities	2018-2023	administration	N/A	N/A	interview logs
2. work to retain qualified diverse teachers	2018-2023	administration	N/A	N/A	coaching support mentor professional development

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

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	92.5%	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 86.8%	81%	<i>waiver</i>			
SC SDE School Report Card Survey	82.5%	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 88.7%	95.4%	<i>waiver</i>			
SC SDE School Report Card Survey	89.4%	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		<b>School Actual Parents</b> 91%	95.3%	<i>waiver</i>			
SC SDE School Report Card Survey	<b>92</b>	<b>District Projected Students</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Students</b> 86	89	<i>waiver</i>			
SC SDE School Report Card Survey	<b>98</b>	<b>District Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Teachers</b> 97	97	<i>waiver</i>			
SC SDE School Report Card Survey	<b>91</b>	<b>District Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Parents</b> 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. wearing faculty and staff badges	2018 - 2023	administration	0	N/A	badges
2. daily law enforcement visits	2018 - 2023	Greenville County Police Department	0	N/A	law enforcement presence
3. "Ignore the Door"	2018 - 2023	administration	0	N/A	stickers on exterior doors
4. requirement of safety videos by all staff members	2018 - 2023	administration	0	N/A	online certificates
5. all visitors check-in to the office through Raptor system	2018 - 2023	administration	0	N/A	Raptor system visitor log
6. character Education program with focus on Bullying Prevention	2018 - 2023	guidance teachers	0	N/A	guidance lesson plan teacher lesson plans
7. required Safety Drills	2018 - 2023	administration	0	N/A	documentation of drills
8. communication of safety procedures to parents	2018 - 2023	administration	0	N/A	documentation of communication
9. students travel in buddies	2018 - 2023	administration all staff	0	N/A	compliance with buddy system

**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

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**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 %.

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

Percent Recommended for Expulsion

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

<b>DATA SOURCE(s):</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
	(2016-17) 0	<b>School Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		<b>School Actual</b> 0	0	0			
	(2016-17) .04	<b>District Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		<b>District Actual</b> .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. Positive Behavior Intervention and Support	2018-2023	PBIS committee	\$4,000	Flex	discipline data through Incident Management System
2. behavior intervention specialist	2018-2023	administration	\$65,000	Title I	discipline data through Incident Management System

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" 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</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL 4:</b> 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.							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>School Projected</b>	90%	90%	90%	90%	90%
		<b>School Actual</b> 83%	x	x	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>
		<b>District Actual</b> <b>89</b>	90	92	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. continuous implementation of Capturing Kids Hearts	2018-2023	administration	\$0	N/A	survey results professional development
2. Positive Behavior Interventions and Supports	2018-2023	PBIS Committee	\$4,000	Flex	discipline data through Incident Management System

**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) 96.1%	School Projected 95%	95%	95%	95%	95%	95%
180 <sup>th</sup> day Attendance Report		School Actual 95.2%	94.6%	96.3%			
	(2016-17) 95	District Projected	95	95	95	95	95
180 <sup>th</sup> 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. WETV news promotions to help improve attendance and tardies	2018-2023	school social worker	\$0	N/A	increased student attendance
2. trophies and banners to recognize highest percentage classes and grade levels	2018-2023	school social worker	\$0	N/A	increased student attendance
3. attendance incentives	2018-2023	school social worker	\$0	N/A	increased student attendance
4. attendance parent conference and Incident Management referrals	2018-2023	school social worker	\$0	N/A	increased student attendance
5. school messenger messages to parents	2018-2023	school social worker	\$0	N/A	increased student attendance

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" 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</i> <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL 6:</b> 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.							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>School Projected</b>	<b>Afraid ≤8% Lonely ≤10% Angry ≤ 10%</b>	<b>Afraid ≤8% Lonely ≤10% Angry ≤ 10%</b>	<b>Afraid ≤8% Lonely ≤10% Angry ≤ 10%</b>	<b>Afraid ≤8% Lonely ≤10% Angry ≤ 10%</b>	<b>Afraid ≤8% Lonely ≤10% Angry ≤ 10%</b>
		School Actual Afraid - 7% Lonely - 15% Angry - 14%	Afraid - 9% Lonely - 19% Angry - 13%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	<b>Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7</b>	<b>Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7</b>	<b>Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6</b>	<b>Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6</b>	<b>Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5</b>
		<b>District Actual</b> Afraid – 5% Lonely – 10% Angry – 8%	<b>Afraid – 5% Lonely – 10% Angry – 7%</b>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. on-site Mental Health Counselor	2018-2023	Greenville Mental Health	\$0	N/A	A decrease on the survey in the amount of students feeling lonely, afraid, or scared at school
2. mentor program	2018-2023	Mentor Greenville	\$0	N/A	A decrease on the survey in the amount of students feeling lonely, afraid, or scared at school
3. guidance lessons for emotional support	2018-2023	guidance	\$0	N/A	A decrease on the survey in the amount of students feeling lonely, afraid, or scared at school
4. teacher PD to increase awareness and equip with strategies to help students manage these feelings	2018-2023	guidance	\$0	N/A	A decrease on the survey in the amount of students feeling lonely, afraid, or scared at school