

# Sue Cleveland Elementary School Portfolio



Scope of plan 2018-2023  
**Annual Update for 2018-2019**  
**Annual Update for 2019-2020**  
**Annual Update for 2020-2021**  
**Annual Update for 2021-2022**

375 Woodmont School Road Ext.  
Piedmont, SC 29673

Mrs. Christie Earley – Principal  
Mr. Andrew Rigby - Administrative Assistant

*Greenville County Schools*

*W. Burke Royster, PHD., Superintendent*  
**STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN**

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

<b><u>POSITION</u></b>	<b><u>NAME</u></b>
1. PRINCIPAL	Christie Earley
2. TEACHER	Cheryl Banks
3. PARENT/GUARDIAN	Melena Hood
4. COMMUNITY MEMBER	Charity Kilgore
5. SCHOOL IMPROVEMENT COUNCIL	Jessica Bolan, Paula McCallister
6. Read to Succeed Reading Coach	Amanda Hendrich – Instructional Coach
7. Read to Succeed Literacy Leadership Team Lead	Cheryl Banks – Literacy Specialist
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

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

<b><u>POSITION</u></b>	<b><u>NAME</u></b>
Michelin Volunteer	Michele Hernandez
Public Education Partners	Qena Jennings
PTA President	Melena Hood
PTA Secretary	Kimberley Templeton
PTA Treasure	Penny Dubose
PTA Vice President	Kenya McKinney
SIC Member	Craig Drennon
SIC Elected Member	Tracy Miller
SIC Appointed Member	Sue Hooper
SIC Ex-officio Member	Lara Fericola
Parent	Kimberley Templeton
Parent	Melena Hood

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

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

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Academic Assistance, PreK–3</b>          The school 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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Academic Assistance, Grades 4–12</b>          The school 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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Parent Involvement</b>          The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Staff Development</b>          The school 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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Technology</b>          The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Innovation</b>          The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Collaboration</b>          The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Developmental Screening</b>          The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Half-Day Child Development</b>          The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Developmentally Appropriate Curriculum for PreK–3</b></p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Parenting and Family Literacy</b></p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Recruitment</b></p> <p>The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of 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): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

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### Introduction

Sue Cleveland Elementary School's Strategic Plan/Portfolio provides an overview of the school perspective on a quality education. This document provides staff an opportunity to assess and communicate continuous improvement as we help our students to meet the challenges in the world. It also provides information on student data, stakeholders' involvement and the

characteristics of the school. This report is a living document that describes Sue Cleveland Elementary. It describes who we are, our vision, mission for the school, goals and plan of action for student achievement. It shows how all of the parts fit together to make our school a positive environment for our students. This process started with a team of staff members, parents, and community members gathering data and information about our staff, students and community involvement. We used surveys to gather information to complete this process. The teams met to discuss their findings and develop plans for improvement and to ensure alignment with the vision and mission. Students, teachers and parents provided their perceptions of Sue Cleveland Elementary.

The groups provided input, suggesting ways we can improve our practices and the instructional programs. We will continue to update this document yearly to assess our progress and make plans for improvement. We feel that this document tells the whole story of Sue Cleveland Elementary and how we are working together to improve the education of our students. The results are used as we implement plans to address the needs of all students.

<p><b>Executive Summary/Introduction</b>  Casey Altman-Chairperson  Lucy Pollard  Gavin Jackson  Laura Fernicola  Michelle McClellan  Becky Barnhill  Jennifer Grinstead  Anita Culbertson  Allison Landreth  Cheryl Banks</p>	<p><b>School Profile</b>  Stephanie Carberry – Chairperson  Jodi Cowart  Sharon Lingerfelt  Amber Risell  Courtney Wood  Brooke Foster  Bonnie Elrod  Lydia Sanders  Leah Sanders  Angie Wrigley</p>	<p><b>Action Plan</b>  Tammy Boggs - Chairperson  Christy Payne  Renee McCall  Paula McCallister  Davita Scott  Sharon Lingerfelt  Pam Walters</p>
<p><b>Data Analysis and Needs Assessment</b>  Gwen Thompson – Chairperson  Cecil Powell  Gloria Clark  Sean Baker  Kimberly Parenti  Melissa Green  Ashley Luker  Avery Pierron</p>	<p><b>Action Plan</b>  Amanda Hendrich – Chairperson  Kelly Candler  Alison Standridge  Mason Sanders  Velita Jones  Katarina Clegg  Amanda Childress  Alisha Riddle</p>	

**EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS  
(Mandated Component)**

The comprehensive needs assessment that was done by Sue Cleveland addresses the following areas: (1) Student Achievement, (2) Teacher/Administrator Quality and (3) School Climate. For each of these areas, a plan of action was developed to outline strategies for improvement. Strengths, weaknesses and areas of needed improvement were identified by analyzing information

on the school report cards, school accountability document, test scores, survey results, parent/community input and regular school meetings. The results of these findings were used to create a school strategic plan which addresses four basic performance goals:

1) **Student Achievement:**

**Goal 1:** The percentage of students in grades 3-5 scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 25.8% in 2016-17 to 45.1% in 2022-23.

**Goal 2:** The percentage of students in grades 3-5 scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 26.1% in 2016-17 to 56.4% in 2022-23.

**Goal 3:** Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.

2) **Teacher/Administrator Quality:**

**Goal 4:** The administrative staff will continue to recruit and hire only highly qualified teachers for their students.

3) **School Climate:**

**Goal 5:** Achieve and maintain a minimum 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.

**Goal 6:** The school will demonstrate a caring environment as indicated by an increase in the percentage of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

**Goal 7:** Achieve and maintain a student attendance rate of 95% or higher.

SCE works hard to ensure students reach their optimum potential, but we recognize there are areas which need improvement. In analyzing assessment data, the student achievement goals were established based on the percentage of students meeting or exceeding grade level standards for the past three years in the areas of ELA and Math. Although both areas are important, Reading is an immediate concern, especially in all grade levels. Strategies, such as grade specific staff development for teachers; full day staff development emphasizing the inclusion of real world applications; using data to monitor student progress and to guide instructional decisions; and provide professional development for teachers and school leaders in the analysis, interpretation, and effective use of assessment data. Some school-wide tools we implemented to enhance academic achievement are Early Reading Intervention Program, District Benchmark testing, FastBridge, MasteryConnect testing, Before-School Program, MAP testing, Kindergarten Academic Interventionist, technology lab, Odyssey software, two wireless laptop labs, and programs to differentiate learning. Our biggest asset is our faculty and their implementation of instructional techniques. Across all grade levels and subject areas, they are dedicated and determined to see our students become successful achievers. Through continued support and professional development on best practices for instruction, our teacher quality will improve.

In looking at our data for teacher/administrator quality, it was evident that we need to continue to recruit and hire highly qualified teachers. In doing so, we must also be intentional about retaining our highly qualified teachers and provide them with the tools and professional development to maintain highly qualified status. We will also focus on professional development to increase teachers' expertise in using engaging instructional strategies, motivating learners and creating quality assessments aligned to district goals. Through the use of grade level specific staff development, hands-on workshops, book studies, science kit training sessions, collaboration, technology integration, and attending conferences, teachers will be able to continue to provide each student with a strong educational foundation. This goal will be accomplished through providing quality mentoring experiences for new teachers and providing quality staff development to meet the core instructional needs of faculty and staff.

Our final area of focus is based on school climate. The Education Accountability Act of 1998 specifies that "school report cards should include information in such areas as evaluations of the school by parents, teachers, and students." To obtain these evaluations, the Education Oversight Committee (EOC) has composed student, teacher, and parent surveys that are designed to



measure perceptions of three factors: home and school relations, the school's learning environment, and the school's social and physical environment. Additionally, as part of our AdvancED process, we used parent, teacher, and student surveys to obtain more specific data to assist with our goal setting. At SCE, we are focused on increasing three areas based on the survey results: 1) The school will demonstrate a caring environment as indicated by an increase in the percentage of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey. Based on the 2017-2018 AdvancED surveys, 86.0% of students' described their teacher as caring. We expect all teachers to be caring and want to see this reflected in future surveys. 2) Achieve and maintain a student attendance rate of 95% or higher. 3) Achieve and maintain a minimum 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. To increase this, we will conduct periodic reviews of safety plans with faculty and staff, schedule and conduct safety drills and activities, communicate safety plans with parents and students, and consistently communicate school and classroom rules to students and parents.

### **Significant Awards, Results, or Accomplishments**

- Public Education Partners (PEP) – 14,981.00
- Verizon STEM Grant - \$20,000.00
- Michelin Grant for African Drums - \$1,800.00
- Michelin Grant Biographies for 2<sup>nd</sup> grade - \$1,000.00
- Michelin Grant for supplies - \$2,000.00
- Bike Safety Grant
- Avanasie Oliver – Essay Winner for the District
- Public Education Partners (PEP)
- Teacher Grant - Keller Williams Connie Rice and Partners, Simpsonville, SC – Mini iPads (2) - \$1200
- Teacher Grant – Donors Choose – Mini iPads (2) - \$1057
- School Grant - Keller Williams Connie Rice and Partners, Simpsonville, SC – Author Visit - \$225
- School Grant – Dr. Ryan Fitzgerald Piedmont, SC – Author Visit - \$3500
- School Grant – Acadia Development Association – Author Visit - \$400
- School Grant – Specialty Insulation – Author Visit - \$300
- Teacher Grant – Donors Choose – Music Classroom Rug - \$914
- Teacher Grant – Music Club of Greenville and Elks Lodge #858 – Orff Instruments - \$1,000
- Teacher Grant – Donors Choose – Google Android Tablets (5) – Donors Choose - \$250
- Teacher Grant – Donors Choose – Classroom Rug - \$379
- Teacher Grant - Yard Appeal Greenville, SC – Wooble Stools (4) - \$250
- Teacher Grant – Burlington – Classroom Rug - \$647

- Teacher Grant – Target Field Trip Grant - \$700
- Teacher Grant – Donors Choose – Rolling Cart - \$200
- Teacher Grant – Donors Choose – Classroom Rug - \$647
- Teacher Grant – Pets in the Classroom Grant – Terrarium, pet, supplies - \$200
- Teacher Grant – Donors Choose – Classroom Rug - \$647
- Teacher Grant – Donors Choose – Google Android Tablets (6) and Otterbox Cases - \$495
- Teacher Grant – Arbordable – Classroom Picture Books (10) - \$250
- Teacher Grant – Donors Choose – Wobble Stools and Carpet Squares (6 each) - \$610
- Teacher Grant – Donors Choose – 10 CD Players and 20 Books on CD - \$290

## School Profile

Sue Cleveland Elementary School (SCE) is a rural school in the Greenville County School District located in Piedmont, SC. The current principal of Sue Cleveland is Mrs. Christie Payne. Mrs. Renee McCall is the current assistant principal. The school serves ~~592~~ ~~602~~ ~~573~~ ~~534~~ ~~535~~ students in kindergarten through 5<sup>th</sup> grade. Our ethnicity breakdown is as follows: ~~47.6%~~ ~~44.5%~~ ~~39.7%~~ ~~40.6%~~ ~~39.6%~~ Caucasian; ~~35.8%~~ ~~35.2%~~ ~~40.8%~~ ~~40.1%~~ ~~38.1%~~ African American; ~~5.4%~~ ~~7.1%~~ ~~7.8%~~ ~~8.6%~~ ~~11.4%~~ Hispanic/Latino, ~~0.08%~~ ~~0.05%~~ ~~0.03%~~ ~~0.09%~~ Asian, ~~9.63%~~ ~~0.07%~~ ~~0.04%~~ ~~0.08%~~ ~~0.09%~~ other, and ~~12.06%~~ ~~10.3%~~ ~~9.4%~~ ~~8.9%~~ % two or more races. Based on the number of families who qualify for free and reduced meals (82%) we are designated as a Title I school. As a result of this designation, we qualify for federal funds for instructional materials, professional development and additional staff. The school colors are blue and white our mascot is wildcats. Our school slogan is “Dream Big!”

## Our Faculty/Staff

Sue Cleveland’s entire teaching staff meets or exceeds state and federal guidelines for highly qualified status. Four teachers have National Board Certification. Currently 53.5% of our staff holds an advanced degree and others are working toward their Master’s Degree. Teachers spend 10 days throughout the school year engaged in professional development.

Our certified staff consists of one principal, one assistant principal, two instructional coaches, a literacy specialist, a Title I facilitator, and ~~twenty-eight~~ ~~seven~~ ~~eight~~ ~~one~~ ~~twenty-five~~ certified classroom teachers, one guidance counselor, one social worker, one mental health counselor and ~~four~~ ~~six~~ ~~seven~~ paraprofessionals. Our intervention team consists of ~~two~~ ~~four~~ full-time interventionists and ~~two~~ ~~part-time~~ ~~interventionists~~ who serve students in grades K-5. We have

three full-time resource teachers serving students with learning disabilities. The related arts department consists of a music teacher, an art teacher, a physical education teacher, a media specialist, and an innovation lab teacher (classified position). We also have a parent involvement coordinator, a behavior interventionist, and a classroom management coach. Sue Cleveland has four full-day kindergarten classes, ~~seven~~ ~~six~~ ~~five~~ first grade classes, ~~five~~ ~~four~~ ~~five~~ ~~four~~ second grade classes, ~~five~~ ~~four~~ ~~five~~ ~~four~~ third grade classes, ~~five~~ ~~four~~ ~~three~~ ~~four~~ fourth grade classes, ~~five~~ ~~four~~ fifth grade classes and ~~one~~ ~~two~~ self-contained Multi-Cat special education classes. Our ESOL (educating students of other languages) teacher provides services to a total of ~~fifty-six~~ ~~twenty-nine~~ ~~forty-five~~ ~~fifty-two~~ students. The speech therapist serves ~~thirty-four~~ ~~forty-eight~~ ~~forty-nine~~ ~~fifty-seven~~ students five days a week. These teachers and our support staff are here and available to meet the needs of our students.

Our classified staff consists of a full-time office clerk and full-time secretary/bookkeeper. We have four kindergarten assistants. The school's health room is equipped to support the health needs of our students and is operated by a full-time registered nurse. Our school cafeteria, equipped with ~~eight~~ ~~six~~ full-time workers, proudly serves breakfasts and lunch to SCE students each day. Our school is a safe and clean environment thanks to the effort of our plant manager and her ~~his~~ team of ~~five~~ ~~four~~ custodians. Through the cooperative efforts of our faculty and staff, our parents and our community, Sue Cleveland Elementary School strives to prepare our students to perform on or above grade level before proceeding to middle school.

Race/Ethnicity	Admin		Other				Teacher				Employed	% of
	F	M	F	M	F	M	F	M				
African American			1	5.3%	1	33.3%	4	9.8%			6	8.6%
Caucasian	4	100.0%	1	100.0%	12	63.2%	2	66.7%	36	87.8%	2	100.0%
Other			6	31.6%			1	2.4%			7	10.0%
Grand Total	4	100.0%	1	100.0%	19	100.0%	3	100.0%	41	100.0%	2	100.0%

### Teaching Experience for Instructional Staff

- 1-5 years: ~~13~~ ~~teachers~~ ~~8~~ ~~teachers~~
- 6-10 years: ~~10~~ ~~teachers~~ ~~9~~ ~~teachers~~
- 11-15 years: ~~6~~ ~~teachers~~ ~~7~~ ~~teachers~~

- 16-20 years: ~~1 teacher~~ 4 teachers
- 21-25 years: ~~3 teachers~~ 9 teachers
- 26-30 years: ~~1 teacher~~ 3 teachers
- 31-35 years: ~~3 teachers~~ 3 teachers

### **Our Community:**

Sue Cleveland Elementary School is located in the small community of Piedmont, SC. This community is located right outside the city limits of Greenville, SC. and has a total population of about ~~5,103~~ 5,795. The average household income in our area is \$~~40,115~~ 53,179 and the median home value is \$~~103,200~~ 196,593.

The general level of education in our community is a high school diploma. Of adults aged over twenty-five, 77.9% have a high school diploma or higher and 10.5% have a bachelor's degree or higher. The racial composition of the community consists of 85% Caucasian, 10% African American, 2.8% Hispanic, and 2.4% reporting two or more races.

Sue Cleveland Elementary was originally built in the 1940s and was located at the intersection of Highways 20 and 86. At that time, it primarily served students and their families who resided in the rural communities of Piedmont and Pelzer, South Carolina. A vast majority of these students' parents were employed at the nearby J. P. Stevens Piedmont Plant which was at that time a vibrant and prosperous textile mill in southern Greenville County.

Textile manufacturing continued to be the economic driving force surrounding the Sue Cleveland community for roughly the next three decades. Therefore, the population it served remained fairly steady. However, during the late 1970s and early 1980s, the textile industry faced a significant downturn not only locally, but more importantly nationally.

After many families left the area when the textile industry declined, the school attendance area became more of a commuter neighborhood which included several small businesses along with just a couple of scaled back manufacturing plants. It was also during this time that the school received a major renovation. This improvement occurred in 1983.

Despite the modifications of the school; the complexity of the population it served continuously ebbed and flowed over the next twenty or so years. It was indeed a reflection of the ups and downs of the local and national economy. Also, Sue Cleveland began to experience the trend of a transient student population which exists to this present day.

Another significant and major blow to the local economy occurred in 2004. The Delta Mills Estes Spinning and Weaving Plant in Piedmont shut its doors in October of 2004. A few months before this event occurred, the school had just begun to receive funds for Title I targeted assistance.

Sue Cleveland's Title I status expanded school-wide during the school year of 2004-2005. It remains as such to this day. The school also moved its location during the spring of 2005. It is presently housed at a state of the art facility on Woodmont School Road Extension which is approximately four and a half miles from the original school. However, even with the move to a brand new facility, the number of students who receive free/reduced lunch assistance continues to climb, as the overall economy has faltered over the last few years. The poverty index for 2015 was at 83.23%. In December 2015, due to the high number of students receiving free/reduced lunch and the poverty index of the community, Sue Cleveland began a Universal Feeding program for lunch. That meant that all students began receiving free lunch as well as the free breakfast that all students were already receiving.

### **Our Family Involvement**

Sue Cleveland Elementary is a Title I school. One of our main priorities is School/Parent Involvement. As a result, there are numerous ways parents can be involved. In addition to volunteer opportunities through the PTA (such as being room parents or helping out with fundraisers), Sue Cleveland Elementary also offers parents numerous involvement activities throughout the school year. These activities include Meet Your Teacher Night, Sip and Sob for New Parents, Title I Planning Meetings, Awards Days, Curriculum Night, Breakfast with Grandparents, Donuts with Dad, Muffins with Mom, Parent Involvement and Volunteerism, How to Prepare for a Successful Parent Conference, PIP Meeting, Parent's Rights Under Title I, Bullying (with Greenville Family Partnership), Fall Conferences, Math for Mom's and Dad's Literacy Night, Family Math Night, Transition to Middle School, SCReady Prep for Parents, Helping Your Child Achieve, Kindergarten Transition, Title I Spring Meeting, Internet Safety with Rick Floyd, ~~Family Clay Night~~, and Preparing for State Testing and many others.

**Our Enrollment:** (~~updated 3/12/21~~) 3/8/22

Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
0	85 37 / 48	1 0 / 1	33 15 / 18	9 6 / 3	0 0 / 0	7 3 / 4	0 0 / 0	35 13 / 22	0 0 / 0
1	88 43 / 45	1 0 / 1	35 21 / 14	13 6 / 7	2 0 / 2	8 3 / 5	0 0 / 0	29 13 / 16	0 0 / 0
2	81 36 / 45	1 1 / 0	37 18 / 19	6 3 / 3	1 1 / 0	7 3 / 4	0 0 / 0	29 10 / 19	0 0 / 0
3	97 57 / 40	0 0 / 0	39 21 / 18	12 7 / 5	0 0 / 0	7 5 / 2	0 0 / 0	39 24 / 15	0 0 / 0
4	97 55 / 42	2 1 / 1	34 21 / 13	12 7 / 5	1 1 / 0	11 6 / 5	1 0 / 1	36 19 / 17	0 0 / 0
5	87 50 / 37	0 0 / 0	28 9 / 17	9 6 / 3	0 0 / 0	8 6 / 2	0 0 / 0	44 29 / 15	0 0 / 0
Total	535 278 / 257	5 2 / 3	204 105 / 99	61 35 / 26	4 2 / 2	48 26 / 22	1 0 / 1	212 108 / 104	0 0 / 0

## **Student Services:**

In order to meet the needs of all students at Sue Cleveland Elementary School, we offer programs specific to our student needs. At SCE our students in grades K, 1<sup>st</sup>, and 2<sup>nd</sup> can be identified to participate in Early Reading Interventions. Students with identified academic concerns in kindergarten receive additional small group academic interventions. Currently enrolled in this program are 38 kindergarten students. Students identified as Speakers of Other Languages are served in ESOL on a weekly basis. We have ~~122~~ ~~134~~ 116 students with IEP's or Individualized Education Plans, ~~34~~ 31 of these students have dual classifications of speech/language impairment and another documented disability. We currently have a full-time social worker and a full-time mental health counselor who serve our students on-site. She consistently serves students in on-going sessions/programs. These students are identified through number of office referrals, teacher recommendation, and parent requests. We also have a Weekend Backpack Snackpack Program sponsored by the United Way of Greenville County and Golden Harvest Food Bank. Many students receive the Backpack Snackpack every Friday to take home with them to supply them with food for the weekend.

## **Classroom Learning Climate:**

The faculty and staff at Sue Cleveland Elementary School have confidence that if we have established goals, rigor and relevance in our classrooms, and high expectations, all the while maintaining a primary school feeling of fun and wonder; our students will live up to those expectations. It is the intent of the SUE CLEVELAND ELEMENTARY SCHOOL staff to create a safe, innovative, and creative learning environment for our students. We are always striving for excellence. Our mission is to produce lifelong learners who are respectful, responsible, and productive members of our communities.

Parents are provided with a copy of the SCE handbook at the beginning of school. Parents are asked to review this and speak with their child about the expectations at SCE. Parents and students then sign and date a pledge that they will follow all rules and expectations of our school. They sign a Title One Pledge as well.

## **Our Business and Community Partnerships:**

As budget cuts annually increase and continue to impact school districts, the importance of community involvement and business partnerships have become more critical than ever. Sue Cleveland Elementary School is fortunate enough to be located within a very supportive community. Through partnerships that have been established with many businesses and local philanthropists, exciting opportunities have been made available for our students on a yearly basis. Through United Way, our students are offered a program called Back Pack Snack Pack. This program sends home food in the students backpack over the weekend. This snack pack has healthy kid-friendly snacks that the student can fix for themselves and eat at home. It is discreetly placed in the students' backpack out of view of the class.

The financial support of these partnerships helps to cover field trip costs for many students who otherwise would not be able to participate. Also, we have tremendous support from the Michelin Challenge in Education program. These are just a few specific areas where community involvement plays a dual role to enhance student's home life as well as helping families and students with school related needs and supplies or providing students the opportunity to explore other communities and the world through field trips that may be the only time some students will ever get to travel to different areas. These partnerships make huge impacts on the lives of our students, their families and our staff and we are grateful for all the wonderful support we have been provided with as it contributes to our positive and productive learning environment.

Sue Cleveland Elementary has many business partnerships. Through these partnerships we are better prepared to meet the needs of our students. Many of them provide achievement rewards, reading tutoring, and organization for student's data, counseling, book bags filled with food on the weekend, Math curriculum, and Good News Club after school. Without these partnerships we would not be able to meet all these needs for our students. Below is a list of partnerships:

- Michelin Prime
- Michelin US6
- Michelin USO
- Augusta Road Methodist
- Bessie Road Baptist Church
- Valley Brook Baptist
- St. Matthews Baptist
- Chick-fil-A



- Carolina Center for Excellence
- Greenville Chamber
- Public Education Partners
- Piedmont Mental Health
- South Greenville Fire Department
- Kiwanis Club
- United Way
- Food Lion

## **Our Mission**

Sue Cleveland Elementary School, in partnership with its students, families, and the community, meets the social, emotional, and academic needs of each student by providing student-centered, engaging learning experiences in a safe and nurturing environment.

## **Our Vision**

Sue Cleveland Elementary School empowers all students to embrace learning, achieve their personal best, and build their emotional, social, and physical well-being.

## **Our Beliefs**

Sue Cleveland Elementary School believes that all students can be successful if they are provided with:

- A learning environment that is interactive, engaging, and student-centered.
- A positive atmosphere that sets high expectations.
- A nurturing, inspiring, and collaborative school climate.
- A systematic approach to integrating technology into the curriculum.
- An intentional focus on literacy development.
- A mutually respectful atmosphere where risk-taking is valued as a part of a learning system of supports designed to meet the varied needs of our population.

## **Significant Awards/Accomplishments**

- Public Education Partners (PEP) – 14,981.00

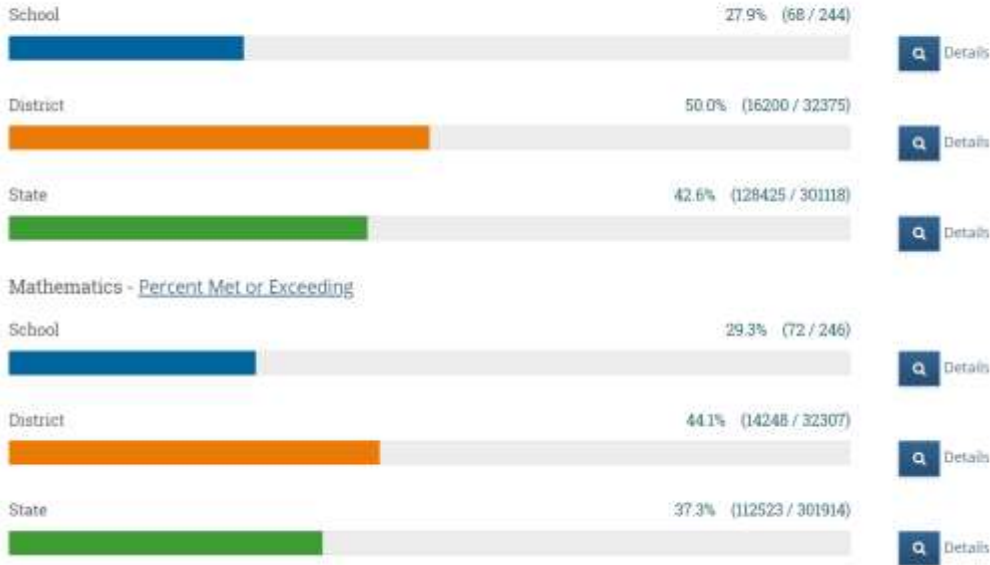
- Verizon STEM Grant - \$20,000.00
- Michelin Grant for African Drums - \$1,800.00
- Michelin Grant Biographies for 2<sup>nd</sup> grade - \$1,000.00
- Michelin Grant for supplies - \$2,000.00
- Bike Safety Grant
- Avanasie Oliver – Essay Winner for the District
- Public Education Partners (PEP)
- Teacher Grant - Keller Williams Connie Rice and Partners, Simpsonville, SC – Mini iPads (2) - \$1200
- Teacher Grant – Donors Choose – Mini iPads (2) - \$1057
- School Grant - Keller Williams Connie Rice and Partners, Simpsonville, SC – Author Visit - \$225
- School Grant – Dr. Ryan Fitzgerald Piedmont, SC – Author Visit - \$3500
- School Grant – Acadia Development Association – Author Visit - \$400
- School Grant – Specialty Insulation – Author Visit - \$300
- Teacher Grant – Donors Choose – Music Classroom Rug - \$914
- Teacher Grant – Music Club of Greenville and Elks Lodge #858 – Orff Instruments - \$1,000
- Teacher Grant – Donors Choose – Google Android Tablets (5) – Donors Choose - \$250
- Teacher Grant – Donors Choose – Classroom Rug - \$379
- Teacher Grant - Yard Appeal Greenville, SC – Wobble Stools (4) - \$250
- Teacher Grant – Burlington – Classroom Rug - \$647
- Teacher Grant – Target Field Trip Grant - \$700
- Teacher Grant – Donors Choose – Rolling Cart - \$200
- Teacher Grant – Donors Choose – Classroom Rug - \$647
- Teacher Grant – Pets in the Classroom Grant – Terrarium, pet, supplies - \$200
- Teacher Grant – Donors Choose – Classroom Rug - \$647
- Teacher Grant – Donors Choose – Google Android Tablets (6) and Otterbox Cases - \$495
- Teacher Grant – Arbordable – Classroom Picture Books (10) - \$250
- Teacher Grant – Donors Choose – Wobble Stools and Carpet Squares (6 each) - \$610
- Teacher Grant – Donors Choose – 10 CD Players and 20 Books on CD - \$290

# Data Analysis and Needs Assessment

## Achievement (Updated 3/13/20) 3-08-22

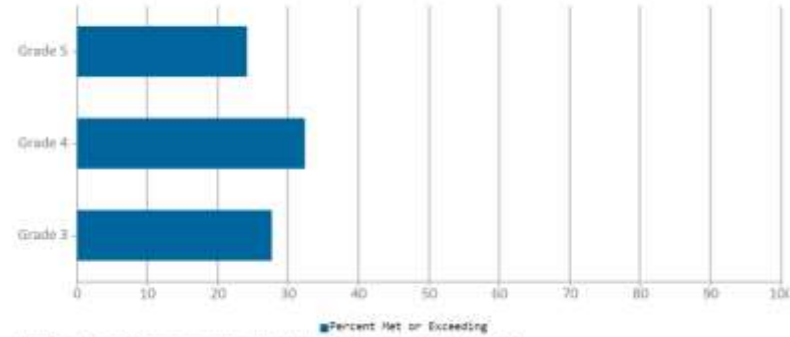
### SC Ready English Language Arts and Mathematics

English Language Arts (Reading and Writing) - [Percent Met or Exceeding](#)



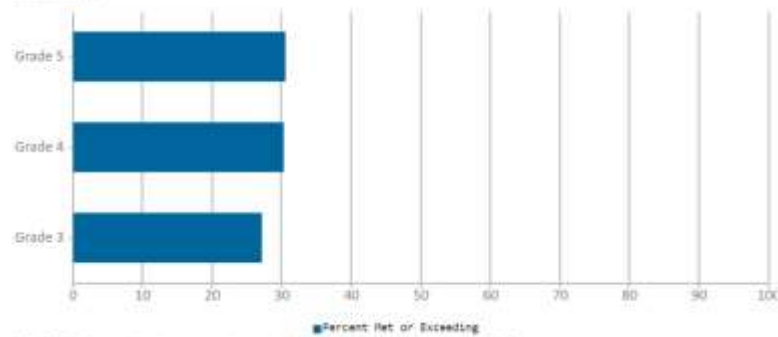
### SC READY Performance by Grade Level

English Language Arts (Reading and Writing)

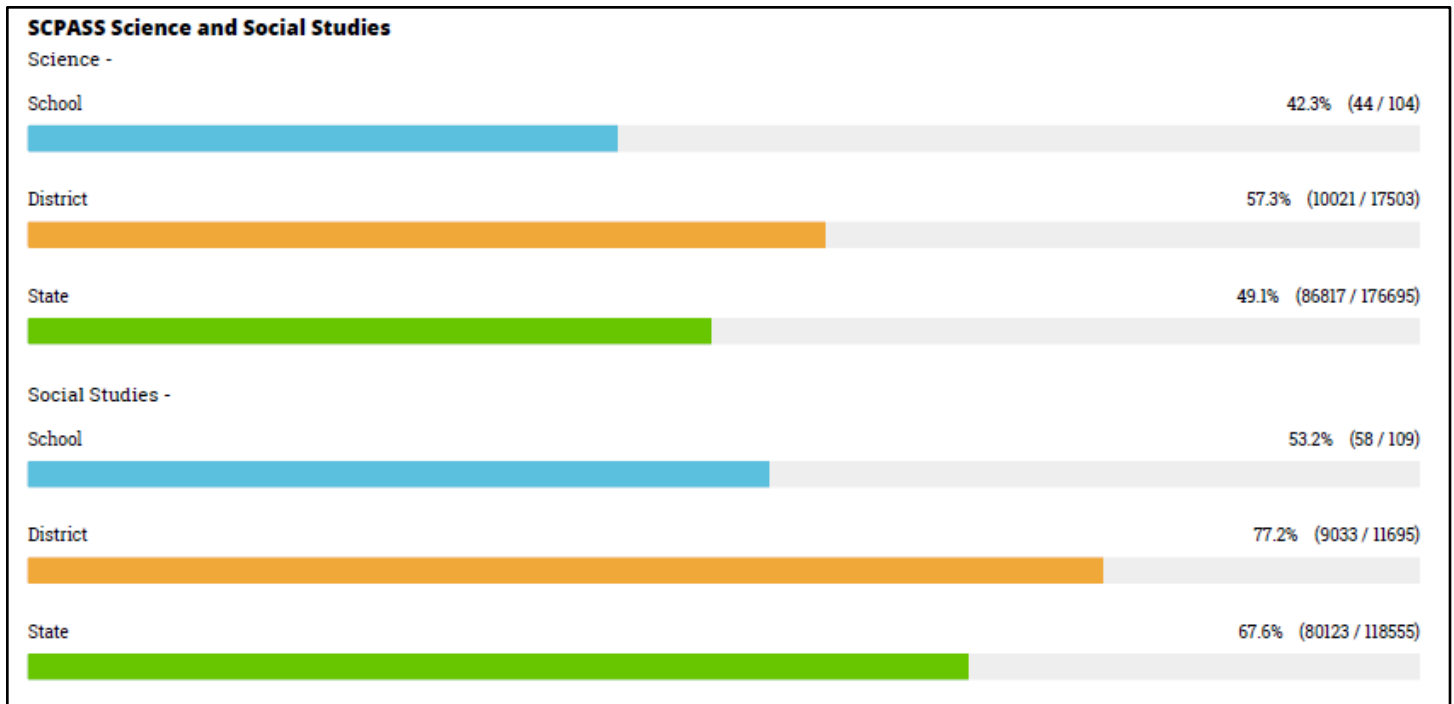


Note: Results from alternate assessments were included in the calculations where available.

### Mathematics



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



## Teacher/Administrator Quality

Sources used: 2016 - 2017 SDE Teacher Survey Results

### Strengths:

- The school administration has high expectations for teacher performance
- The school administration provides effective instructional leadership.
- Student assessment information is used to set goals and plan programs for my school.
- Our school has sufficient computers for instructional use.

### Areas for Improvement:

- My school offers effective programs for students with disabilities.
- The level of teacher and staff morale is high at my school.
- There is sufficient space for instructional programs at my school
- Students at my school behave well in class.

# School Climate

Source used: 2016 - 2017 SDE Teacher/Parent/Student Survey Results

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	34	86	21
Percent satisfied with learning environment	91.1%	77.9%	90.4%
Percent satisfied with social and physical environment	88.2%	76.1%	80.0%
Percent satisfied with school-home relations	47.1%	80.9%	71.4%

## Strengths:

- Over 90% of teachers and parents are satisfied with the learning environment.

## Areas for Improvement:

- Increase the percentage of students satisfied with the learning environment.
- Increase percentage of teachers and parents satisfied with home-school relations.

<p><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</p> <p><i>Gifted and Talented Requires</i>   <input type="checkbox"/> Gifted and Talented: Academic   <input type="checkbox"/> Gifted and Talented: Artistic   <input type="checkbox"/> Gifted and Talented: Social and Emotional   <i>1 Academic Goal and 1 Additional Goal</i>   <input type="checkbox"/> Gifted and Talented: Other</p> <p><b>PERFORMANCE GOAL: 1</b> The percentage of students in grades 3-5 scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from <u>25.8%</u> in 2016-17 to <u>45.1%</u> in 2022-23.</p> <p><i>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.</i></p> <p><b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by <u>5.0%</u> annually.</p>
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<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>25.8%</b> (2016-17) <b>24.1%</b> (2017-18)	<b>School Projected Elementary</b>	<b>25.1%</b>	<b>30.1%</b>	<b>35.1%</b>	<b>40.1%</b>	<b>45.1%</b>
		<b>School Actual Elementary</b>	<b>35.0%</b>	waiver	<b>27%</b>		
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>49%</b> (2016-17) <b>48%</b> (2017-18)	<b>District Projected Elementary</b>	<b>52%</b>	<b>55%</b>	<b>58%</b>	<b>61%</b>	<b>64%</b>
		<b>District Actual Elementary</b>	<b>38.2%</b>	waiver	<b>50.7%</b>		

<b>ACTION PLAN FOR STRATEGY #1: Provide high-quality professional development opportunities on best practices for literacy instruction.</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. Employ K-2 Instructional Coach	2018 - 2023	Principal	\$66, 157 (MA) \$70, 818 (MA +30)	Title I	Coaching Cycle Logs Professional Development Presentations and Handouts
2. Train Literacy Specialist and Instructional Coach in Units of	2018 - 2023	Literacy Specialist	\$11,700	Title I and General	Writers' Workshop Lesson Plans Student Work

Study: Writing (Lucy Calkins)		Instructional Coaches			ICs will participate in district-sponsored UOS Coaching Cohort Spring 2020 and 2020-21 School Year (Grades 2-4)
3. Implementation of guided reading instruction with fidelity	2018 - 2023	Literacy Specialist Instructional Coaches Classroom Teachers	\$2,000	Title I and General Fund	Lesson Plans Guided Reading Re-training for all teachers. Guided Reading Instruction Rounds F&P Benchmark Scores Guided Reading Notebooks Classroom Observations Learning Walks
4. Administer and analyze results of curriculum needs assessment to guide the planning of professional development.	2018 - 2023	Principal Assistant Principal Instructional Coaches	\$0	N/A	Results of Needs Assessment PD Plan
5. Provide high-quality professional development using the expertise of Instructional Coaches, Literacy Coach, and GCS Title I Instructional Support staff.	2018 - 2023	Principal Assistant Principal Instructional Coaches Literacy Coach	\$2,500	Title I General Fund	Session Agendas Teacher Surveys District led F&P Benchmark training for all teachers Title I Instructional Staff provided Re-training in guided reading instruction. PowerHours Agendas (Grade Level PLCs held every other week; led by IC and LS)

ACTION PLAN FOR STRATEGY #2: Use reading assessment data to inform instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Assess student academic development through a variety of measures such as FastBridge, running records, and district benchmark assessments.	2018 - 2023	Principal Assistant Principal Instructional Coaches Classroom Teachers	\$0	N/A	Assessment Data Testing Schedule Lesson Plans F&P scores
2. Disaggregate assessment data to identify achievement needs of special populations.	2018 - 2023	Principal Assistant Principal Instructional Coaches Literacy Coach Classroom Teachers	\$0	N/A	Disaggregated Data Prioritized List of Achievement Needs for Special Populations
3. Conference with teachers to analyze assessment data and establish instructional goals.	2018 - 2023	Principal Assistant Principal Instructional Coaches	\$0	N/A	Conference Schedule Agenda Individual Teacher Goals Title I Academic Specialist provided one on one observations and feedback. Title I Academic Specialist, IC and LS analyzed FB data with K5/1st grade
4. Provide professional development for teachers and school	2018 - 2023	Principal Assistant Principal	\$0	N/A	PD Agenda PD Evaluations



leaders in the analysis, interpretation, and effective use of assessment data.		Instructional Coaches GCS Title I Instructional Support Staff			PowerHours Agendas (Grade Level PLCs held every other week; led by IC and LS)
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<p><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.)* (* required)   <input type="checkbox"/>District Priority</p> <p><i>Gifted and Talented Requires</i>   <input type="checkbox"/>Gifted and Talented: Academic   <input type="checkbox"/>Gifted and Talented: Artistic   <input type="checkbox"/>Gifted and Talented: Social and Emotional   <i>1 Academic Goal and 1 Additional Goal</i>   <input type="checkbox"/>Gifted and Talented: Other</p>
<p><b>PERFORMANCE GOAL: 2</b> The percentage of students in grades 3-5 scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from <u>26.1%</u> in 2016-17 to <u>56.4%</u> in 2022-23.</p>
<p><b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by <u>5.0%</u> annually.</p>

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY MATH SC READY test data file	% Meets Expectations and Exceeds Expectations <b>26.1%</b> (2016-17) <b>26%</b> (2017-18)	<b>School Projected Elementary</b>	<b>36.4%</b>	<b>41.4%</b>	<b>46.4%</b>	<b>51.4%</b>	<b>56.4%</b>
		<b>School Actual Elementary</b>	<b>40.9%</b>	waiver	<b>30%</b>		
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>54%</b> (2016-17) <b>54%</b> (2017-18)	<b>District Projected Elementary</b>	<b>57%</b>	<b>60%</b>	<b>63%</b>	<b>66%</b>	<b>69%</b>

		<b>District Actual Elementary</b>	<b>63.3%</b>	waiver	<b>53%</b>		
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<b>ACTION PLAN FOR STRATEGY #1: Use math assessment data to inform instruction.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Assess student academic development through a variety of measures such as MasteryConnect, grade level and district benchmark assessments.	2018 - 2023	Principal Assistant Principal Instructional Coaches Classroom Teachers	\$0	N/A	Assessment Data Testing Schedule Lesson Plans <a href="#">Mastery Connect Unit Test Development (Gr. 2-5)</a> <a href="#">PowerHours Agendas (Grade Level PLCs held every other week; led by IC and LS)</a>
2. Disaggregate assessment data to identify achievement needs of special populations.	2018 - 2023	Principal Assistant Principal Instructional Coaches Classroom Teachers	\$0	N/A	Disaggregated Data Prioritized List of Achievement Needs for Special Populations <a href="#">Mastery Connect Benchmark Data Meetings and Reflections (Gr. 2-5)</a>
3. Conference with teachers to analyze assessment data and establish instructional goals.	2018 - 2023	Principal Assistant Principal Instructional Coaches	\$0	N/A	Conference Schedule Agenda Individual Teacher Goals <a href="#">PowerHours Agendas (Grade Level PLCs held every other week; led by IC and LS)</a>

4. Provide professional development for teachers and school leaders in the analysis, interpretation, and effective use of assessment data.	2018 - 2023	Principal Assistant Principal Instructional Coaches GCS Title I Instructional Support Staff			<p>PD Agenda</p> <p>PD Evaluations</p> <p>District Math PD for all grade levels</p> <p>Coaching Cycle with Title I Academic Specialists (5th)</p> <p>Title I Academic Specialist - Unit Planning, Lesson Level Planning, Assessment Development, Classroom Observations and Feedback</p> <p>Teachers are required to attend district lead math sessions.</p>
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<b>ACTION PLAN FOR STRATEGY #2: Provide high-quality professional development opportunities on best practices for math instruction.</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. Employ K-2 Instructional Coach.	2018 - 2023	Principal	\$66, 157 (MA) \$70, 818 (MA +30)	Title I	Coaching Cycle Logs Professional Development Presentations and Handouts
2. Implementation of guided math instruction with fidelity.	2018 - 2023	Instructional Coaches Classroom Teachers	\$2,000	Title I and General Fund	Lesson Plans Assessment Results Classroom Observations

3. Administer and analyze results of curriculum needs assessment to guide the planning of professional development.	2018 - 2023	Principal Assistant Principal Instructional Coaches	\$0	N/A	Results of Needs Assessment PD Plan Instructional Rounds Learning Walks
4. Provide high-quality professional development using the expertise of Instructional Coaches and GCS Title I Instructional Support staff.	2018 - 2023	Principal Assistant Principal Instructional Coaches	\$2,500	Title I General Fund	Session Agendas Teacher Surveys  PowerHours Agendas (Grade Level PLCs held every other week; led by IC and LS)
6. Design rigorous, standards-based assessments in all grade levels.	2018 - 2023	Instructional Coaches Classroom Teachers	\$0	N/A	Assessments Prior Assessments and Newly Created Assessments
7. Facilitate teachers' unpacking math standards and developing depth of knowledge in math instruction.	2018 - 2023	Instructional Coaches Classroom Teachers			GLP Agendas Unit Pacing Guides and Lesson Plans  PowerHours Agendas (Grade Level PLCs held every other week; led by IC and LS)  Teachers are required to attend district lead math sessions.

**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** 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.

<b>ACTION PLAN FOR STRATEGY #1:</b> Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					<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. Implementation of a professional learning plan to support school leadership teams (administrators, instructional coach, literacy specialists, and literacy mentors) in building capacity for consistent implementation of all the GCS Balanced Literacy Framework components	2018-2023	Admin Team Instructional Coaches Literacy Specialist		N/A	Evidence of school-based trainings and implementation of GCS Frameworks for Literacy  PowerHours Agendas (Grade Level PLCs held every other week; led by IC and LS)
2. Implement Balanced Literacy with fidelity across all grade levels.	2018-2023	Admin Team Instructional Coaches Literacy Specialist		N/A	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds  Reduce the percentage of third grade students scoring Does Not Meet on SCReady ELA from ___% in 2019–20 to ___% in 2020–21.
3. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Admin Team Instructional Coaches Literacy Specialist	\$20,000-40,000	Special Revenue	Observations, anecdotal notes, and lesson plans. <del>Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments</del>  Increase the number of students identified as low risk on FastBridge

					sentence reading (kindergarten) and CBM-R (first and second grade) from _____% April 2020 to _____% April 2021.
4. Implement a framework for common planning to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Admin Team Instructional Coaches Literacy Specialist	\$0	\$0	Collaborative planning, data analysis, unit planning, protected planning times.  Evidence of Common Planning reflected in school schedule  Evidence of common planning through instructional rounds and classroom observations
5. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Instructional Coaches Literacy Specialist .	\$0	\$0	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
6. Utilize focused instructional rounds that engage teams of teachers in solving a problem of practice related to student learning.	2018-2023	Admin Team Instructional Coaches Literacy Specialist	\$0	NA	Documentation of ongoing instructional rounds including implications for instructional growth
7. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Instructional Coaches  Literacy Specialist	\$0	NA	Classroom evidence of content vocabulary usage; lesson plans; assessments; classroom work as indicated by classroom observations and Instructional Rounds

<p>8. Provide intentional support for consistently scheduled, sustained independent reading</p>	<p>2018-2023</p>	<p>Admin Team Instructional Coaches Literacy Specialist Classroom Teachers</p>	<p>\$0</p>	<p>NA</p>	<p>Classroom libraries offer a wide selection of texts that reflect students' interests and needs.</p> <p>Teachers lead focused reading conferences and small group work.</p> <p>Students can articulate and demonstrate progress toward their reading goal(s).</p>
<p>9. Scaffold student thinking through modeling, think alouds, and/or guided practice to support stamina, decision making, and understanding of content.</p>	<p>2018-2023</p>	<p>Admin Team Instructional Coaches Literacy Specialist School Principals</p>	<p>\$0</p>	<p>NA</p>	<p>Evidence of teacher modeling and think alouds</p> <p>Evidence of scaffolds for thinking including visuals, thought prompts, and question stems</p> <p>Students articulate and use scaffolds to answer questions and solve problems</p>

**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 Administrative Staff will continue to recruit and hire only Highly Qualified Teachers for their students.

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of Highly Qualified teachers 2017-18 10%	<b>School Projected</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
		<b>School Actual</b>	100%	100%	100%	100%	
Employment report	% of Highly Qualified teachers 2017-18	<b>District Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>	TBD	TBD	TBD	TBD	



<b>ACTION PLAN FOR STRATEGY #1: Maintain 100% highly qualified teachers.</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. Participate in Recruitment Days at colleges, universities, and other career fairs. Recruitment Day consist of administrators interviewing potential teachers under the arrangements of the college staff.	2018-2023	Principal Assistant Principal	\$0	N/A	Documentation of interviews
2. Hire only highly qualified teachers.	2018-2023	Principal Assistant Principal	\$0	N/A	HR Reports State Documentation
3. Provide all teachers with a laptop.	2018-2023	Principal Assistant Principal	\$40,000	Title I	Purchasing Receipts Lesson Plans Classroom Observations Surveys

**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** Achieve and maintain a minimum 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.

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	92.5%	<b>School Projected Students</b>	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
		<b>School Actual Students</b>			n		
	95.4%	<b>School Projected Teachers</b>	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
		<b>School Actual Teachers</b>	90.6%				
	89%	<b>School Projected Parents</b>	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

		<b>School Actual Parents</b>	84.5%				
SDE School Report Card Survey	<b>91%</b>	<b>District Projected Students</b>	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
		<b>District Actual Students</b>					
	<b>94%</b>	<b>District Projected Teachers</b>	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
		<b>District Actual Teachers</b>					
	<b>88%</b>	<b>District Projected Parents</b>	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
		<b>District Actual Parents</b>					

<b>ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and all stakeholders regarding existing safety measures</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. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Principal Assistant Principal	\$0	N/A	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Take a proactive approach by periodically pushing out information about the safety measures that we take at each school	2018-2023	Principal Assistant Principal Webmaster Social Media Rep	\$0	N/A	Safety stories on web, social media, etc.
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report	2018-2023	Principal Assistant Principal	\$0	N/A	Tips received from multiple stakeholder groups

any concerns or issues					
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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: 6** The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	88%	School Projected	90%	90%	90%	90%	90%
		School Actual					
AdvancED Culture & Climate Surveys	89%	District Projected	90%	90%	90%	90%	90%

		<b>District Actual</b>					
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<b>ACTION PLAN FOR STRATEGY #1:</b> Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					<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. Expand mentoring program for students	2018-2023	Guidance Counselor Assistant Principal School team Social Worker	TBD	Local	Students assigned to an adult at the school.
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	Admin Team Guidance Counselor	TBD	Local	Bus ride to communities Visit to community ACES (Adverse Childhood ExperienceS) Training for Staff
3. Establish protocols among all adults to communicate positively with	2018-2023	School team	\$0	NA	Documentation of communicating protocol to staff PD Agenda

students (Responsive Classroom)					Monthly Responsive Classroom Faculty Meeting Agendas
4. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School team/PTA	\$0	NA	Support staff included in decision making and support of students  Authenticity Circle Meetings

**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: 7** Achieve and maintain a student attendance rate of 95% or higher.

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

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
ESSA Federal Accountability and SDE School Report Card	(2016-17) <b>95.3%</b>	<b>School Projected</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>
		<b>School Actual</b>		waiver			
	(2016-17) <b>95</b>	<b>District Projected</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>
		<b>District Actual</b>					



<b>ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends.</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. Develop system to respond to attendance trends.	2018-2023	Attendance Clerk  Admin Team  Social Worker	\$0	N/A	Attendance reports  Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Admin team  Teacher  Attendance Clerk	\$0	N/A	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Coordinator  Social Worker  Attendance Clerk	\$0	N/A	Students are identified and appropriate supports are assigned

		Admin team			
4. Use the Intervention Connection System to assign and monitor interventions for truant and chronically absent students.	2018-2023	OnTrack Coordinator  Social Worker  Attendance Clerk  Admin team	\$0	N/A	Intervention Connection System reports for truant and chronically absent students

<b>ACTION PLAN FOR STRATEGY #2: Implement and maintain a proactive attendance program</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. Promote attendance with students and parents as an important component of school success	2018-2023	All Faculty/Staff	\$0	NA	Teacher/school direct contact with parents.
2. Improve school-level interventions related to attendance	2018-2023	School Social Worker  Attendance Team	TBD	General Fund	Parental participation in interventions
3. Continue to increase hands-on, real world learning experiences to enhance student engagement	2018-2023	Admin Team  Classroom Teachers	\$0	NA	More real-world learning
4. More actively involve students in mapping their future	2018-2023	Admin Team  Guidance Counselor  Social Worker	\$0	NA	Students setting goals and plans

education plans and identifying life goals and the steps to attain those goals					
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