

# Greenville County Schools Child Development Centers

*“Laying the Foundation for Future Success!”*



*Amanda Lecaroz, Principal  
Greenville County Schools  
Dr. W. Burke Royster, Superintendent*

## Scope of Action Plan: 2018-19 through 2022-23 Year 2 Update

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Child Development Centers

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.

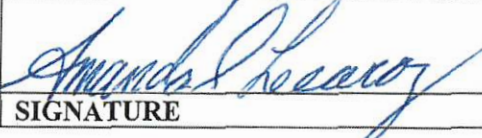
Assurances for the School Renewal Plans

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

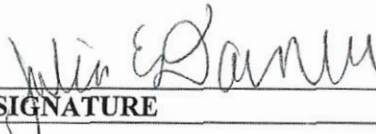
PRINCIPAL

Amanda S. Lecaroz		3/8/2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Julia Darnell		3-8-2021
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Gloria W. Hayes		3-8-21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS:

SCHOOL TELEPHONE: (864)

PRINCIPAL E-MAIL ADDRESS:

## **Stakeholder Involvement for School Renewal**

	<u>Position</u>	<u>Name</u>
1.	Principal	Amanda Lecaroz
2.	Teacher	Julia Darnell
3.	Parent/Guardian	Jessica Donnahoo
4.	Community Member	Stephen Varda Meme Reid
5.	Paraprofessional	Joann Voros
6.	School Improvement Council Member	Amanda Tucci
7.	Read to Succeed Reading Coach	Cacey Miles
8.	School Read To Succeed Literacy Leadership Team Lead	Gloria Hayes
9.	School Read To Succeed Literacy Leadership Team Member	Amy Lemons

## School Assurances

### **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></p> <p>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 type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><b>Academic Assistance, Grades 4–12</b></p> <p>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></p> <p>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></p> <p>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></p> <p>The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<p><b>Innovation</b></p> <p>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></p> <p>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></p> <p>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	<p><b>Half-Day Child Development</b></p>

<input type="radio"/> No <input type="radio"/> N/A	<p>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>  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>  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>  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>  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>

Greenville County Schools  
Child Development Centers Strategic Plan  
2018-2023

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## **INTRODUCTION**

The six child development centers function with a principal and six assistant principals which ensure that the curriculum, program and facility management is consistent among all six centers. The Child Development Centers have one School Improvement Committee (SIC) committee reflecting the distinct needs of the community by incorporating representation from all six centers.

A planning process included multiple meetings with center administrators, teachers, parents and community stakeholders where feedback was given and incorporated into this strategic plan. The tagline “Laying the Foundation for Future Success” was established as the new mission for the child development centers.

## **EXECUTIVE SUMMARY**

Greenville County Schools is proud to offer our young children and their families six Child Development Centers to serve them including, Dunbar Child Development Center, Golden Strip Child Development Center, Riley Child Development Center, Northwest Crescent Child Development Center, Overbrook Child Development Center, and Greenview Child Development Center. These centers are strategically located across the district in high-risk communities. The Child Development Centers provide high-quality programs including 4K and Preschool Special Education.

Concepts and skills are the building blocks of knowledge that allow children to organize and categorize information. The concepts that a child acquires are influenced by culture and environmental experience. Understanding concepts is important to language and reasoning, and children who have problems understanding concepts are often at risk for experiencing difficulty in school. MyIGDIs Sound Letter Identification and Literacy Survey Letter Identification data from 2017-18 indicate significant growth in pre-literacy skills by the 4 year old children in the 4K and preschool special education programs at the Child Development Centers. During the 2017-18 school year Letter Identification knowledge grew from 16% to 84% amongst the 4 year olds in the 4K and preschool special education program. Letter sound identification skills from the same group grew from 37% to 80%. Conceptual knowledge of counting provides an important foundation for higher level numerical reasoning. The Math Survey demonstrates meaningful knowledge of numbers by counting, showing one to one correspondence and creating sets. Data from the 2017-2018 post math survey indicates that the 4 year old children in the Child Development Centers grew from 13% to 81% in their ability to demonstrate one to one correspondence from a set of ten.

The six Child Development Centers function under the leadership of principal, Amanda Lecaroz. Mrs. Lecaroz has been in the education field for over 25 years and has served in multiple roles

including elementary, middle and special education teacher, principal, curriculum director and superintendent of schools. Additional leadership assistance is provided by six assistant principals. All staff, leadership, teachers, nurses, clerks, and custodians, work collaboratively to ensure the well-being and safety of each child. In addition, as the child's first and most important teacher, parents are encouraged to participate in a variety of ways through parenting classes, literacy/math nights and volunteering in the classroom and at events.

School climate provides the foundation on which instruction can occur and all students will be engaged in learning. A positive climate exists when students feel valued, accepted, and secure in an environment where they can interact with caring adults that they trust. It includes the social/emotional environment, physical environment, and the learning environment. A positive school climate is a culture that affects students, staff, parents, and the community. Survey results indicate that only 90.5% of "Students at my school behave well in class" and 91.9% of "Students at my school behave well in the hallways, in the lunchroom, and on school grounds".

Children who participate in the programs offered by the Child Development Centers have established risk factors and/or are in need of special education services. Risk factors may include developmental delays, low family income, and parent education.



## **SCHOOL PROFILE**

The six Child Development Centers serve at-risk 4K and preschool special education students (half-day for 3s and full-day for 4s). Each center is staffed with certified teachers and full-time instructional aides in every classroom. The centers are the first stop for many children on their way to becoming better graduates with the Greenville County Schools. The early childhood curriculum, aligned to the South Carolina Early Learning Standards, is designed to encourage children to be active and creative explorers who are eager to become independent, develop friendships, and to learn through play. In a safe and nurturing environment, the program works to develop the academic, physical, and social-emotional needs of the children.

A brief history of the network of Child Development Centers:

### **Overbrook Child Development Center**

Overbrook, Greenville County Schools' first child development center was established in 1972 through federal grant dollars to provide comprehensive programming for at risk children and their families. In 1995, Overbrook was designated as Palmetto's Finest. In the winter of 2000, the facility was completely renovated.

### **Golden Strip Child Development Center**

Golden Strip Child Development Center was established in 1996 with five 4K classrooms, serving 200 students in half-day sessions as part of the multi-service community center, Golden Strip Human Resource Center. In 2000, the nonprofit agency changed its name to the Golden Strip Family and Child Development Center to reflect the collaboration of early childhood and human services partners. In 2005, a new facility was completed and named Golden Strip Child Development Center where students are now served in a full-day program.

### **Greenview Child Development Center**

Established in 2009, Greenview became the sixth child development center in the district. It opened in the totally renovated former Greenview Elementary School.

### **Northwest Crescent Child Development Center**

Furman University invited the School District, Greenville Hospital Center, and United Way's Success by 6 to jointly apply for a Duke Endowment grant to serve young children and families in the Berea and Furman University communities. The center was established in 1998 in the

old Berea Elementary building and moved after one year to the former Arrington Elementary school site. In 2005, a new facility was completed and is now named Northwest Crescent Child Development Center.

### Paul L. Dunbar Child Development

Dunbar Child Development Center was established in 1999 in the former East Greer Elementary School with resources supplemented by the employee charity of a local business partner. A new facility was completed in the fall of 2005.

### Riley Child Development Center

**Riley Child Development Center**, named in honor of former US Secretary of Education Governor Richard Riley and the late Mrs. Riley, opened in August of 2005. The center is the result of collaboration between Greenville County First Steps and Greenville County Schools. The Riley Center is located on the site of the former Ellen Woodside Elementary in Pelzer, South Carolina.

The Child Development Centers are thankful for the many community sponsors of the various centers:

Augusta Road Methodist Church	Greenville First Steps	Ocean’s Floor
Berea High School	The Greenville Rotary Club	Pets in the Classroom
Carolina Therapy Dogs	Greenville Sanitation Department	Publix
Center for Community Services	Greenville Sheriff’s Department	PNC Bank
Chick-fil-a	The Greenville Spinners	Rail Line Restaurant
Commercial Bank	Greenville Triumph	Scantron
Donors Choose	Greer High School	Shady Grove Baptist Church
Ellen Woodside Elementary	Home Depot	Share/Head Start
First Presbyterian Church of Greer	Huff’s Outdoor Power Equipment	South Carolina Children’s Museum
	Kiwanis Club of Simpsonville	South Carolina Children’s Theatre

Food Lion	Laughton and Co.	South Greenville Fire Department
FSI Office	Lowe's	Woodmont High
Furman University	McDonald's Moonville	USC Upstate School of Education
Grace Church Downtown	MK Fundraising	
Greenville County Library	North Greenville University	

**School Personnel Data (2017-18)**

School	Admini strator	Teacher	Assistant	% of teachers w/ Master's Degree	# Male Staff Members	# Female Staff Members	# Racially Diverse Staff Members
Greenview	1	17	23	71%	0	41	8
Golden Strip	1	9	11	67%	1	20	1
Riley	1	7	8	33%	0	16	2
Overbrook	1	7	10	57%	1	17	0
NW Crescent	1	8	11	38%	0	20	2
Dunbar	1	11	14	82%	0	26	8

The Child Development Centers have a total of 59 teachers, 37 are 4K teachers and 22 are preschool special education teachers. Additional personnel include 77 instructional aides, one secretary, six office clerks, and 3.5 registered nurses. Speech-Language Pathologists provide speech/language therapy at each center for enrolled students as well as private students. The centers also provide the services of certified school psychologists, occupational therapists, physical therapists and other related services as needed. The faculty and staff primarily consists of Caucasian females.

**School Personnel Data (2018-19)**

School	Admini strator	Teacher	Assistant	% of educators w/ Master's Degree	# Male Staff Members	# Female Staff Members	# Racially Diverse Staff Members
Greenview	1	17	23	72%	0	41	6
Golden Strip	1	9	11	80%	1	20	1
Riley	1	7	8	38%	0	16	3
Overbrook	1	7	10	71%	1	17	0
NW Crescent	1	8	11	44%	0	20	3
Dunbar	1	11	14	83%	1	25	9

**School Personnel Data (2019-20)**

School	Administrator	Teacher	Assistant	% of teachers w/ Master's Degree	# Male Teachers	# Female Teachers	# Racially Diverse Teachers
Greenview	1	16	21	75%	0	16	2
Golden Strip	1	9	11	78%	1	8	1
Riley	1	8	10	38%	0	8	0
Overbrook	1	7	10	57%	0	7	0
NW Crescent	1	8	11	63%	0	8	0
Dunbar	1	11	14	73%	1	10	2

## Student Population Data

The Child Development Centers have a long history of providing high quality programming to young children and their families most at risk for school success. A changing demographic within our communities is an increase in children who do not have English as their primary language. The following charts detail the demographics in our centers for the 2017-18 school year related to enrollment, ethnicity, primary language, attendance, and special education.

**Table 1: CDC Student Enrollment, Attendance, FARMs Status**

**CDC Student Enrollment, Attendance, FARMs Status (2017-18 School Year)**

School	Enrollment 4K	Enrollment PreSpEd	Attendance	Free Lunch	Reduced Lunch
Greenview	185	73	91%	81%	7%
Dunbar	166	37	91%	57%	6%
Golden Strip	152	20	91%	50%	13%
NW Crescent	99	37	90%	62%	8%
Overbrook	60	41	88%	50%	9%
Riley	126	11	93%	56%	11%

**CDC Student Enrollment, Attendance, FARMs Status (2018-19 School Year)**

School	Enrollment 4K	Enrollment PreSpEd	Attendance (most recently completed year)	Free Lunch	Reduced Lunch
Greenview	179	48	91%	70%	14%
Dunbar	143	25	91%	46%	7%
Golden Strip	146	18	91%	45%	12%
NW Crescent	88	20	90%	60%	17%

Overbrook	57	26	88%	63%	16%
Riley	122	9	93%	44%	10%

**CDC Student Enrollment, Attendance, FARMs Status (2019-20 School Year)**

School	Enrollment 4K	Enrollment PreSpEd	Attendance	Free Lunch	Reduced Lunch
Greenview	200	60	82%	67.1%	7.36%
Dunbar	179	44	84%	56.2%	9.8%
Golden Strip	152	32	82%	46.3%	11.1%
NW Crescent	100	41	84%	60.9%	7.3%
Overbrook	67	41	87%	56.2%	12.36%
Riley	122	22	78%	47.3%	11.28%

**Table 2: CDC Student Ethnicity/Primary Language.**

**CDC Student Ethnicity/Primary Language (2017-18 School Year)**

School	Caucasian	African American	Hispanic	Other	Primary Language Other than English
Greenview	16%	40%	39%	5%	33%
Dunbar	38%	23%	28%	11%	23%
Golden Strip	36%	34%	22%	9%	19%
NW Crescent	35%	25%	34%	6%	24%

Overbrook	32%	28%	23%	18%	14%
Riley	50%	33%	11%	7%	4%

**CDC Student Ethnicity/Primary Language (2018-19 School Year)**

Center	Caucasian	African American	Hispanic	Other	Primary Language Other than English
Greenview	17%	35%	42%	6%	33%
Dunbar	38%	21%	30%	11%	27%
Golden Strip	35%	37%	21%	8%	12%
NW Crescent	30%	20%	44%	6%	34%
Overbrook	30%	27%	31%	12%	17%
Riley	44%	35%	8%	13%	6%

**CDC Student Ethnicity/Primary Language (2019-20 School Year)**

School	Caucasian	African American	Hispanic	Other	Primary Language Other than English
Greenview	13%	36%	40%	12%	40%
Dunbar	38%	23%	26%	14%	30%
Golden Strip	38%	30%	20%	12%	15%
NW Crescent	45%	15%	34%	6%	38%
Overbrook	33%	31%	20%	10%	30%
Riley	37%	41%	11%	11%	3%



## Programs and Initiatives

The Child Development Centers are committed to providing high quality programming founded on developmentally appropriate instructional strategies and systematic assessment to guide and differentiate based on individual student needs.

- The Literacy and Math Survey are used to document children's skills and growth in the areas of letter identification, name writing, and number sense.
- High Scope Curriculum is used as a basic framework to implement the SC Early Learning Standards
- Six common inquiry based multi-week units are used to facilitate children's academic development throughout the year.
- PreK Calendar Math
- Read it Once Again Curriculum is implemented in the special education classrooms to provide specialized instruction in literacy skills.
- iPADS- Each classroom has 3-4 iPADS and access to an iPad cart for large and small group instruction.
- All classrooms are furnished with a promethean board to facilitate interactive classroom instruction.
- Faculty Forum is an opportunity for representatives from each center to share and present best practices.
- Team Planning occurs each month with classroom teachers and assistants as well as during 10 district provided half-days. A team planning log is completed at each meeting.
- The Child Development Centers also receive the services of a Literacy Specialist that provides training and coaching cycles for instructional staff both during and after the school day.
- Family nights focused on literacy development and effective 5K transition are provided annually to all children and facilities.

## **Mission, Vision, Beliefs**

### **Mission Statement**

*Laying the foundation for future success.*

### **Vision**

We support and inspire the development of young children in partnership with families as we prepare them for their future.

### **Beliefs**

We believe:

- Education is a partnership of home, school and community.
- Students achieve best in a safe and inviting environment where they are engaged in meaningful and inspiring experiences.
- It is our responsibility to support children in their social-emotional and academic development.
- Our educational program should evolve and change to reflect the world around us.
- Schools must meet the needs of each learner through the implementation of best practices.
- Early reading, mathematical thinking and school readiness skills are the foundations of educational success.

**Data Analysis and Needs Assessment:**

**Table 1: Student Achievement Literacy**

**(2017-18 School Year)**

Center	My IGDIs: Sound Letter ID		Literacy Survey: Letter Identification	
	Pre	Post	Pre	Post
Dunbar	46%	93%	20%	92%
Golden Strip	56%	89%	16%	89%
Greenview	25%	71%	7%	77%
Northwest Crescent	24%	68%	9%	72%
Overbrook	43%	69%	35%	81%
Riley	30%	87%	9%	92%
<b>Total</b>	<b>37%</b>	<b>80%</b>	<b>16%</b>	<b>84%</b>

**(2018-19 School Year)**

PALS Literacy Assessment has been implemented for the first time for the 2018-19 school year and baseline data was established with this new assessment.

PALS Print and Word Awareness Subtest			
Center	Fall (Pre)	Spring (Post)	% Increase
Dunbar	13%	84%	71%
Golden Strip	25%	93%	68%
Greenview	12%	63%	51%
NW Crescent	11%	83%	72%
Overbrook	17%	71%	54%
Riley	14%	92%	78%
<b>Total:</b>	<b>15%</b>	<b>83%</b>	<b>68%</b>

**(2019-20 School Year)**

Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.

**Table 2: Student Achievement Math**

**(2017-18 School Year)**

Math Survey: Creates a Set		
Center	Pre	Post
Dunbar	10%	90%
Golden Strip	26%	86%
Greenview	1%	74%
Northwest Crescent	12%	73%
Overbrook	23%	73%
Riley	4%	92%
Total	13%	81%

**(2018-19 School Year)**

Math Benchmark Assessments have been implemented for the first time for the 2018-19 school year and baseline data is being established by the end of this school year.

The Magnitude of Numbers Benchmark Assessment has been implemented for the first time for the 2018-19 school year and baseline data was established with this new assessment.

Center	Mid-Year Reasonable Explanation	Spring Reason-able Explanation	% Increase Reason-able Explanation
Dunbar	60%	76%	16%
Golden Strip	74%	92%	18%
Greenview	31%	47%	16%
NW Crescent	28%	59%	31%
Overbrook	35%	56%	21%
Riley	48%	82%	34%
Total:	47%	68%	21%

**(2019-20 School Year)**

Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.

**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.

### **Student Achievement Needs Assessment**

The Child Development Centers are committed to ongoing and systematic analysis of child data, both formative and summative, in order to meet the needs of children and improve instruction.

Data Sources

- myIGDIs
- Literacy/Math Survey
- Portfolio
- Informal Assessments

The data collected through the above sources have indicated the following:

- Our children show growth in the area of literacy through developing letter identification and sound letter identification skills while in the 4K program.
- Our children show growth in counting and grouping numbers of items throughout their time in the 4K program.
- We lack a method to evaluate print awareness in our children as this is a fundamental skill for literacy development.
- Our children are able to move beyond “creating a set” of items to beginning to understand a magnitude of a number; an essential skill to math literacy in future schooling.
- Many of our children need direct instruction in the area of appropriate socialization and self-regulation skills.

### **Teacher Administrator Quality**

The Child Development Center provide a variety of professional learning opportunities for instructional staff throughout the school year to address areas of concern or focus. Listed below are the opportunities provided during the 2017-18 school year:

PreK Curriculum Training—Essential Elements Overview	New 4K and Preschool Special Education Teachers and Assistants <i>(required)</i>
PreK Curriculum Training—Calendar Math	New 4K and Preschool Special Education Teachers <i>(required)</i> —both 8/22 sessions
Assessment & Portfolios	4K & Preschool Special Education Teachers
HUE Camera How-To's *Tech support for any teachers who need assistance with HUE camera set-up.	4K & Preschool Special Education Teachers
Preschool Special Education Programming and IEP Essentials	Preschool Special Education Teachers <i>(required)</i>
Concepts About Print: Foundational Skills for Literacy Engagement	4K & Preschool Special Education Teachers & Assistants <i>(required)</i>
Setting Up Students for Success: Scaffolding Social-Emotional Competence	4K & Preschool Special Education Teachers & Assistants
PreK Literacy Institute: Language Development	4K & Preschool Special Education Teachers & Assistants
PreK Literacy Institute: Phonological & Phonemic Awareness, Part 1	4K & Preschool Special Education Teachers & Assistants
PreK Curriculum Training—Supporting Emergent Readers and Writers	New 4K and Preschool Special Education Teachers <i>(required)</i>
PreK Literacy Institute: Phonological & Phonemic Awareness, Part 2	4K & Preschool Special Education Teachers & Assistants
PreK Literacy Institute: Vocabulary	4K & Preschool Special Education Teachers & Assistants
Preschool Special Education Teacher Roundtable—Trending Needs in Special Education Programming	Preschool Special Education Teachers
Preschool Special Education Assistant Roundtable—Trending Needs in Special	Preschool Special Education Assistants

Preschool Special Education Training— Preparing for 5K Transitions	Preschool Special Education Teachers (required)
PreK Curriculum Training— Mathematical Thinking and Content Integration	New 4K and Preschool Special Education Teachers (required)
***DIAL-4 Training	***Screening Interpreters (required)
***DIAL-4 Training	***Screeners and Scorers (required)
***At-Risk 4K Screening Procedures	***Checkers (required)
***At-Risk 4K Screening	***4K and Preschool Special Education Teachers and Assistants (required)
PreK Literacy Institute: Accountable Talk	4K & Preschool Special Education Teachers & Assistants

**2018-19 Professional Development Opportunities:**

- Three different book studies focused on literacy, number sense and social emotional development were provided for all staff.
- Shared reading professional learning session for all teachers.
- Three separate coaching cycles focused on print awareness and shared reading were provided for 18 different teachers.
- “Reaching the Wounded Child” professional learning session for members of the Self-Regulation Strategic Planning Committee.
- District 4K Professional Learning was provided throughout the school year to all staff (listed below)

Topic	Audience
PeK New Teacher Curriculum Coaching: Introduction and Overview <i>(This is a repeated session, register for <a href="#">Aug. 7</a> OR <a href="#">Aug. 15</a>)</i>	New 4K & Preschool Special Education Teachers (required)
PreK Curriculum & Standards Launch	4K & Preschool Special Education Teachers (required)
PALS Administration & Scoring Training	4K Greenview, Golden Strip, NWC, Overbrook, Riley, & ALL Preschool Special Education Teachers (required)
PALS Administration & Scoring Training	4K Elementary & Dunbar Teachers (required)
Preschool Special Education Programming and IEP Essentials	Preschool Special Education Teachers (required)
PreK Literacy Institute: Language Development	4K & Preschool Special Education Teachers & Assistants
<a href="#">Intentional Planning &amp; Data-Driven Instruction</a>	4K & Preschool Special Education Teachers & Assistants
<a href="#">PreK New Teacher Curriculum Coaching: Learning Environments &amp; Classroom Structures</a>	New 4K & Preschool Special Education Teachers (required)
<a href="#">Positive Behavior Supports &amp; Social Interactions with Amanda Turner</a>	4K & Preschool Special Education Teachers & Assistants
PreK Literacy Institute: Phonological & Phonemic Awareness, Part 1	4K & Preschool Special Education Teachers & Assistants
<a href="#">Literacy and Mathematical Thinking: Small Group Instruction Forum</a>	4K & Preschool Special Education Teachers & Assistants
PreK Literacy Institute: Phonological & Phonemic Awareness, Part 2	4K & Preschool Special Education Teachers & Assistants
<a href="#">PreK New Teacher Curriculum Coaching: Portfolios and Assessment Data</a>	New 4K and Preschool Special Education Teachers (required)
PreK Literacy Institute: Vocabulary	4K & Preschool Special Education Teachers & Assistants



PreK Literacy Institute: Accountable Talk	4K & Preschool Special Education Teachers & Assistants
<a href="#">PreK New Teacher Curriculum Coaching: Mathematical Thinking and Content Integration</a>	New 4K and Preschool Special Education Teachers ( <b>required</b> )
Preschool Special Education Teacher Roundtable: Trending Needs In Special Education Programming	Preschool Special Education Teachers
Preschool Special Education Assistant Roundtable: Trending Needs In Special Education Support	Preschool Special Education Assistants
PreK Literacy Institute: Language Development--Diving Deeper	4K & Preschool Special Education Teachers & Assistants
<a href="#">Print &amp; Word Awareness: PAI-S Data Review</a>	4K & Preschool Special Education Teachers ( <b>required</b> )
Preschool Special Education Training: Preparing for 5K Transitions	Preschool Special Education Teachers ( <b>required</b> )
PreK Literacy Institute: Phonological & Phonemic Awareness--Diving Deeper	4K & Preschool Special Education Teachers & Assistants
PreK Literacy Institute: Vocabulary--Diving Deeper	4K & Preschool Special Education Teachers & Assistants
DIAL-4 Training	Screening Interpreters ( <b>required</b> )
DIAL-4 Training	Screeners and Scorers ( <b>required</b> )
At-Risk 4K Screening Procedures	Checkers ( <b>required</b> )
At-Risk 4K Screening	4K and Preschool Special Education Teachers and Assistants ( <b>required</b> )
PreK Literacy Institute: Accountable Talk-Diving Deeper	4K & Preschool Special Education Teachers & Assistants
<a href="#">Literacy and Mathematical Thinking: Small Group Instruction Forum</a>	4K & Preschool Special Education Teachers & Assistants
<a href="#">PreK New Teacher Curriculum Coaching: Supporting Emergent Readers &amp; Writers</a>	New 4K and Preschool Special Education Teachers ( <b>required</b> )
PreK Curriculum Updates	4K & Preschool Special Education Teachers ( <b>required</b> )

## 2019-20 Professional Development Opportunities

- Three different book studies focused on literacy, number sense and social emotional development were provided for all staff.
- Interactive read-aloud professional learning session for all teachers.
- Coaching cycles focused on shared reading and interactive read-alouds were provided for teachers at all 6 centers.
- “Poverty Simulation” and “Oh, Boy” professional learning session for all staff to better understand the impact of poverty on our children and families and how boys can be better supported in the early childhood environment.
- District 4K Professional Learning was provided throughout the school year to all staff (listed below)

Topic	Target Audience
<u>PreK Curriculum Updates</u>	All 4K Teachers (required)
<u>4K Instructional Expectations: Social Emotional Supports</u>	All 4K Teachers (required)
<u>Preschool Special Education: Programming and IEP Essentials</u>	All Preschool Special Educaiton Teachers (required)
<u>Preschool Special Education Training: Preparing for 5K Transitions</u>	All Preschool Special Educaiton Teachers (required)
<u>PreK New Teacher Support: Introduction and Overview</u>	All New 4K & Preschool Spec Ed Teachers (required)
<u>PALS Administration &amp; Scoring Training</u>	All New 4K & Preschool Spec Ed Teachers (required)
<u>PreK New Teacher Support: Literacy</u>	All New 4K & Preschool Spec Ed Teachers (required)
<u>PreK New Teacher Support: Math</u>	All New 4K & Preschool Spec Ed Teachers (required)
<u>4K Instructional Expectations: Closer Look</u>	All PreK Teachers and Assistants
<u>Supporting PreK Students in Inclusive Settings</u>	All PreK Teachers and Assistants
<u>Project Approach &amp; Reggio Inspired Practices</u>	All PreK Teachers and Assistants
<u>4K Instructional Expectations: Literacy Supports</u>	All PreK Teachers and Assistants
<u>Analyzing PALS Student Data and Making Instructional Decisions</u>	All PreK Teachers and Assistants

## School Climate Needs Assessment

In the 2017-18 Teacher Survey results indicated that teachers believed that only 90.5% of “Students at my school behave well in class” and 91.9% of “Students at my school behave well in the hallways, in the lunchroom, and on school grounds”. These results support more qualitative data received during the strategic planning feedback process where social-emotional development and self-regulation behaviors of students were identified as areas of concern by teachers, staff and community members.

The Fall 2019 Upbeat Teacher Survey Results indicated that the Child Development Centers:

Pre-COVID Closure

School Climate Indicator	CDC % Agree	District % Agree	Difference
Have Principal/Teacher Trust	96%	82.8%	+13.2%
Believe School is Safe and has Order	96%	90%	+6%
Teachers are Appreciated	77%	67.9%	+9.1%
Have Job Satisfaction	92%	86.1%	+5.9%

The Spring 2020 Upbeat Teacher Survey Results indicated that the Child Development Centers:

During COVID Closure

School Climate Indicator	CDC % Agree	District % Agree	Difference
Have Principal/Teacher Trust	96%	88%	+8.4%
Believe School is Safe and has Order	96%	86%	+10.2%
Teachers are Appreciated	89%	82%	+6.7%
Have Job Satisfaction	93%	Not Available	Not Available

**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:** *Print awareness concepts/skills of 4K students in the CDCs will increase by 10% as measured by PALS by June of 2023.*

*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:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
PALS Assessment data file	% Meets Expectations and Exceeds Expectations (2018-19 Fall Data)	<b>School Projected</b>	39%	57%	57%		
	Baseline will be established May 2018	<b>School Actual</b>	68%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			

<b>ACTION PLAN FOR PERFORMANCE GOAL 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. Establish Baseline of Print Awareness Achievement Data.	2018	Principal and Literacy Specialist	\$0	SDE	Baseline Data
2. Shared Reading/Interactive Read Aloud Professional Learning.	2018-2020	Literacy Specialist	\$0	N/A	PD Attendance Roster
3. Coaching Cycles Focused on Print Awareness	2018-2023	Literacy Specialist	\$1000	PD Funds	Coaching Schedules
4. Create an Action Plan to Increase Identified Print Awareness Concept/Skill Weak Areas with Annual Reviews and Revisions	2018-2023	Principal, Literacy Specialist and Print Awareness Strategic Planning Committee	\$0	N/A	Action Plans
5. Utilize Parent Literacy Nights to Highlight and Share Print Awareness Activities that Can Be Done At Home	2018-2023	Assistant Principals and Teachers	\$1200/year for activity supplies	Student Activity Funds	Parent Sign-in Sheets and Activity Samples
6. Conduct Annual Print Awareness Teacher Selected Book Studies.	2018-2023	Assistant Principal and Literacy Specialist	\$35/book-approximately \$300/year.	PD Funds	PD Attendance Roster
7. R43-205 Greenville County Schools requests a waiver to	2020-2021	Director of Early Intervention			Waiver

<b>ACTION PLAN FOR PERFORMANCE GOAL 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>
<p>increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of preschool students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.</p>		<p>and Student Support</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 2: The percentage of 4K students in the CDCs demonstrating understanding of the magnitude of numbers as defined in standard MTE-1r will increase by 10% by June of 2023.**

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Magnitude of Numbers Common Assessment	% Meets Expectations and Exceeds Expectations (2018-19)	<b>School Projected</b>	<b>21%</b>	<b>24%</b>	<b>24%</b>		
	Baseline will be established May 2018	<b>School Actual</b>	21%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			

<b>ACTION PLAN FOR PERFORMANCE GOAL #2:</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. Create a common assessment to measure the understanding of magnitude of numbers.	2018	Principal and Magnitude of Numbers Strategic Planning Committee	\$0	N/A	Common Assessment
2. Establish baseline of magnitude of number achievement data.	2019	Principal	\$0	N/A	Baseline Data
3. Create an Action Plan to Increase Magnitude of Numbers Understanding Weak Areas with Annual Reviews and Revisions	2018-2023	Principal, Magnitude of Numbers Strategic Planning Committee	\$0	N/A	Action Plans
4. Utilize Parent Math Nights to Highlight and Share Magnitude of Numbers Activities that Can Be Done At Home	2018-2023	Assistant Principals and Teachers	\$1200/year for activity supplies	Student Activity Funds	Parent Sign-in Sheets and Activity Samples
5. Conduct Annual Magnitude of Numbers Teacher Selected Book Studies.	2018-2023	Assistant Principal	\$35/book-approximately \$300/year.	PD Funds	PD Attendance Roster



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

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

**PERFORMANCE GOAL #3:** The school will have qualified, diverse teachers, staff and volunteers (gender and ethnicity) by 2023.

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual	Gender Diversity =yes Ethnic Diversity = yes	Gender Diversity =yes Ethnic Diversity = yes			
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%			

<b>ACTION PLAN FOR PERFORMANCE GOAL #3:</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. Provide Quality Professional Learning Opportunities for All CDC Teachers and Staff to Address Goals of Strategic Plan.	2018-2023	Principal, Literacy Specialist, Assistant Principals	\$35/book-approximately \$300/year. \$1000 for coaching cycles	PD Funds	PD Attendance Roster
2. Analyze current staffing diversity and create action plan to attract candidates that are more reflective of our communities.	2018-2023	Principal and Assistant Principals	\$0	N/A	Action Plans
3. Encourage community partnerships that will involve the parents in center-wide and classroom activities.	2018-2023	Assistant Principals and Teachers	\$1200/year for activity supplies	Student Activity Funds	Parent Sign-in Sheets and Activity Samples

**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 / Academic Goal and 1 Additional Goal  Gifted and Talented: Other

**PERFORMANCE GOAL #4:** During unstructured play times, the percentage of students interacting with peers in an appropriate manner through maintaining personal space, sharing of materials and using a respectful voice (self-regulation behaviors) will increase by 10%.

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Self-Regulation Behavior Checklist Common Assessment	(2018-19)	<b>School Projected</b>	<b>TBD June 2020</b>	<b>TBD June 2020</b>	<b>TBD June 2021</b>		
	Baseline will be established in May 2018	<b>School Actual</b>	TBD June 2020	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			

<b>ACTION PLAN FOR PERFORMANCE GOAL #4:</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. Create a common checklist to measure identified self-regulation behaviors.	2018-2019	Principal and Social-Emotional Strategic Planning Committee	\$0	N/A	Common Assessment
2. Establish baseline of self-regulation behavior data.	2019-2020	Principal	\$0	N/A	Baseline Data
3. Create an Action Plan to Increase Frequency of Self-Regulation Behaviors Weak Areas with Annual Reviews and Revisions	2018-2023	Principal, Social Emotional Strategic Planning Committee	\$0	N/A	Action Plans
4. Utilize Parent Literacy and Math Nights to Highlight and Share Self-Regulation Behavior Activities that Can Be Done At Home	2018-2023	Assistant Principals and Teachers	\$1200/year for activity supplies	Student Activity Funds	Parent Sign-in Sheets and Activity Samples
5. Conduct Social Emotional Development Teacher Selected Book Studies.	2018-2023	Assistant Principal	\$35/book-approximately \$300/year.	PD Funds	PD Attendance Roster
6. Provide Triple P (Positive Parenting Program) with Julie Valentine Center and Palmetto Basics Parent programming to CDC parents.	2018-19	Principal	\$3,000 for food for participants at six sessions.	Student Activity Funds	Attendance Rosters