



Buena Vista Elementary School Strategic Planning

2018-2019 to 2022-2023

Mr. David E. Burgess, Principal

**Dr. W. Burke Royster, Superintendent
Greenville County Schools**

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: *Buena Vista Elementary*

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (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 assurance requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster	<i>W Burke Royster</i>	8/15/18
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dave Burgess	<i>D Burgess</i>	7-25-18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors	<i>Charles J Saylors</i>	8/28/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Tiffany Whitney	<i>Tiffany Whitney</i>	7-26-18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Joanne Arnett	<i>Joanne Arnett</i>	7-25-18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 310 S. Batesville Dr, Greer, SC 29650

SCHOOL TELEPHONE: (864) 355-2200

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|----------------------------|
| 1. PRINCIPAL _____ | Mr. David E. Burgess _____ |
| 2. TEACHER _____ | Sandy Huguet _____ |
| 3. PARENT/GUARDIAN _____ | Michelle Willis _____ |
| 4. COMMUNITY MEMBER _____ | Toni Connor _____ |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | Tiffany Whitney _____ |
| 6. Read to Succeed Reading Coach _____ | Joanne Arnett _____ |
| 7. School Read to Succeed Literacy Leadership Team Lead _____ | Leslie Cook, IC _____ |
| 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. | |

- | <u>POSITION</u> | <u>NAME</u> |
|--|-----------------------|
| School Improvement Council Member _____ | Ryan Rosenfeld _____ |
| Special Education Teacher _____ | Cassie Anderson _____ |
| 2 nd Grade Teacher /17-18 Teacher of the Year _____ | Carla McDermott _____ |
| PTA President _____ | Melissa Bache _____ |
| PTA Member _____ | Kim Kinard _____ |
| Assistant Principal _____ | Kristen Hill _____ |

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	Academic Assistance, PreK–3 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, Grades 4–12 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parent Involvement 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Staff Development 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Collaboration 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Developmental Screening 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.

<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Developmentally Appropriate Curriculum for PreK–3 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parenting and Family Literacy 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Recruitment The district makes special and intensive efforts to recruit and give priority 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs 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.

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INTRODUCTION

The self-study process for this year's renewal began in February 2017 at Buena Vista. Our first step was to share general information with the staff. In early March, the staff began work to review the Portfolio Action Plan within their grade level teams and their goal-based teams.

Buena Vista has five goal teams: ELA, Math, Science, Social Studies, and School Quality. Each goal team is designed to have representation from all grade levels and from our specialists' team.

A final step was to gather "next step" suggestions and ideas from each staff member through a brainstorming/Needs Assessment meeting in April. In addition, information was shared and input was gathered from our PTA Board members and our SIC (School Improvement Council) members.

EXECUTIVE SUMMARY

Greenville County Schools (GCS) is widely recognized as a leader in public education. More than half of all teachers (57%) have a Master's Degree or higher in their field. Greenville is known for its cultural diversity and its support of the fine arts. Buena Vista, one of 52 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. The Parent Teacher Association (PTA) in Greenville County is the largest operating PTA unit in the state of South Carolina raising more than \$3 million annually for Greenville County students. Buena Vista is extremely fortunate to have an active and involved parent/teachers' association. The school was built in 1984 and currently houses 836 students and 62 instructional staff members. Buena Vista Elementary is located in Greer, South Carolina.

Instructional and organizational priorities at Buena Vista Elementary focus on the needs of developing lifelong learners and creating a school-wide culture of literacy. Following the tenets of Continuous Improvement and Total Quality Education teachers implement student learning goals and objectives. They also track student data and growth using quality tools such as lotus diagrams, consensograms, and affinity diagrams to assist in maximizing student learning. A balanced literacy program encourages direct reading instruction, student self-selected reading, writing instruction and practice with vocabulary development utilizing the Fountas and

Pinnell reading delivery system. Examples of technology integration can be seen in every classroom at every grade level. Laptop carts, ActivExpression or other student response systems, Promethean Boards, iPads, laptops and chrome books available and are used throughout the building at all grade levels.. These all encourage students and teachers alike to use technology as a tool to increase student engagement and to increase academic success. In addition, we are in year 3 as a participating school in the Discovery Education's Digital Leadership Corps Pilot, a personalized Learning Initiative from district to learn how to maximize instructional opportunities integrating technology effectively in the classroom. Science instruction is driven by district science kits which are closely aligned to state science standards. We are fortunate to be able to offer our student a staffed STEAM lab to supplement science instruction and to heighten natural curiosity.

Assessment is developed according to the South Carolina Career and College Readiness Standards for Kindergarten through fifth grade in all subject areas. A school wide color-coded discipline plan allows students adequate warning for appropriate behavior and allows the parent the opportunity to speak to the student directly when misbehavior occurs.

Each year the staff reviews the school's long-range plans to determine areas of strength and needed emphasis in our curriculum. By analyzing students' performance on standardized tests, (Iowa Test of Basic Skills, ACT Aspire, SC READY, MAP, the Palmetto Achievement of State Standards Test and mastery Connect, we are able to identify areas of need and can set grade-level-specific and school-wide academic goals. The administration and instructional coach guide the staff through a review of the long-range plan each spring in order to plan for the following school year. The entire staff is trained in the Fountas and Pinnell balanced literacy delivery system and in the Lucy Caulkins writing model. We have made every effort to address the needs of our identified subgroups and have strategies in place to assist students of all ability levels to maximize their academic potential. As a result, Buena Vista has received a state absolute report card grade of Excellent in multiple years in recent history. Our school has consistently maintained strong student achievement scores on the state PASS assessments and have been consistently by the state department as a Gold award winner. Buena Vista typically leads the district in the achievement scores for Reading, Math, Science, and Social Studies on SC READY and SCPASS. The staff and administration, working together, have made a

concerted effort to focus on the improvement of our subgroup achievement scores especially with the Disabled, Subsidized, and African-American categories of students.

The Buena Vista staff see themselves as professional and passionate educators. In 2018-2019 we look forward to maintaining our goal of highly qualified personnel. Our planned professional development will be directly aligned to student achievement and teacher professional desires. We recognize our staff consistency as a strength in our program and appreciate that our small number of new hires will allow us to build a more cohesive unit where curriculum development and delivery remain the focus. In July 2017, Buena Vista welcomed a new Principal, Mr. Dave Burgess. He comes to us with years of administrative experience, and he considers collaboration and shared leadership a key to success.

Our school climate continues to improve. All staff consider their safety and the safety of the students as paramount. In this year's state report card survey, one hundred percent of the staff responded that they felt safe at school. We look forward to maintaining this level of secure environment since we are already at or above district expectation.

Areas of concern with the age of the school facility and its condition continue to be an issue as a need for storage in classrooms to assist students with organization. No classrooms in the central building have built-in student cubbies or built in bookshelves for classroom libraries. Much of our furniture is dated, but some improvement has been made in the past year.

Challenges to the overall morale of our school have existed and continue to be troublesome. Many of the sources of discontent are related to issues such as class size and limited space available for instruction. Fortunately, veteran staff members have been supportive and have taken a mentoring role for the new staff, offering suggestions for ways to address and minimize these concerns.

Significant honors in recent years have included the state department of education report card status of "A" for federal accountability, Gold award for achievement, and an Excellent rating for improvement.

Our school has continued to improve technologically. Due to a very successful extended day program, supportive PTA, and an enrichment program, special facility upgrades have been made. Our vision is to maintain a 1:1 status so that every student has equal access to an individual learning tool. Towards this vision, our school is participating in a personalized

learning pilot program with the district and with Discovery Education. Through this pilot program, we were able to put a Chrome Book in the hands of every student in grades 3-5. Additionally, through innovative use of student activity funds we were able to provide chrome books for every student in grade K – 2. We currently own three 3-D printers, and we are excited to say that most of our students were able to create a file in Tinker Cad and were able to print their object with the 3-D Printers this year.

Our building is designed with clusters of classroom placed in close proximity to each other. Currently each cluster houses one grade level of classes. This allows grade level teaching teams to plan and teach together. Students move in flexible groups between classrooms, based on their demonstrated needs for enrichment or remediation in specific skills and subject. The classroom environments are designed to nurture and enhance a child's natural curiosity desire to learn through small group interaction, research projects, technology integration and the encouragement of student leadership and responsibility. All work is taught based on the State Standards but allows students to work at their developmental and demonstrated proficiency levels.

SCHOOL PROFILE –

The Community of Greer, South Carolina

The city of Greer, population 25,000+, is situated between the cities of Greenville and Spartanburg. The community from which Buena Vista draws is situated on the outskirts of Greer, a suburb of Greenville, South Carolina. This is a community that has seen tremendous growth and change over the last decade due to growth of business and industry. There has been a surge in neighborhood development as a result.

The community offers many resources and strengths. Greenville County is home to Furman University, Greenville Technical Community College, North Greenville College, and Bob Jones University. There is also a large university center that offers classes from major state universities. These institutions provide pre-service teacher preparation and ongoing professional development support. The Greenville-Spartanburg International Airport and the Greenville Municipal Jetport service this area.

Greenville is known for its cultural diversity and its support of the fine arts. The South Carolina Governor's School for Fine Arts and Humanities is located in Greenville. The students of Buena Vista benefit from a variety of experiences provided by the Peace Center for Performing Arts, the Greenville County Library System, and The Greenville County History Museum and the Museum of Art.

Buena Vista is extremely fortunate to have an active and involved parent/teacher association. The PTA maintains several programs at our school such as Backpack Buddies, Scholastic News or other grade-level publications, The Early Risers Club (for remedial support) and Bobcat Brainbuilders which is a tutoring program. Buena Vista volunteers work in the office, the health room, and the media center. They raise funds for our school through a variety of ways. Our PTA is an award winning organization. The PTA plays an integral part in Buena Vista's success.

The following shows our current School-Community Plan. This gives us an excellent opportunity to build community support and to cultivate our school identity.



School-Community Plan

Broaden Support. Cultivate Identity

School Identity: Someplace Special

Message Points: Technology, PBLs, multiage learning environments, afterschool enrichment programs, STEM and STEAM instructional opportunities

<u>Activities</u>	<u>Audience(s)</u>	<u>Person(s) Responsible</u>	<u>Date(s)</u>	<u>Indicator(s) of Success</u>
<i>Kindergarten Parent Orientation</i>	<i>Parents of incoming K5 students</i>	<i>Admin/K5 teachers</i>	<i>August 15</i>	<i>attendance</i>
<i>Kindergarten Kickoff</i>	<i>Parents and student from our incoming K5 group</i>	<i>K5 Teachers</i>	<i>May 2018</i>	<i>Screening results of incoming students to create</i>

				<i>heterogeneous classes for 18-19</i>
<i>Meet the Teacher</i>	<i>Parents and students</i>	<i>Administration</i>	<i>August 16</i>	<i>Turnout by folders taken</i>
<i>Open House</i>	<i>Parents and students</i>	<i>Teachers/ PTA</i>	<i>Sept 10 - 11</i>	<i>attendance</i>
<i>New Parent Orientations</i>	<i>New parents</i>	<i>Administration and SIC</i>	<i>August 20</i>	<i>attendance</i>
<i>Grandparents Week</i>	<i>Grandparents</i>	<i>Administration, Cafeteria staff</i>	<i>Oct 1-5</i>	<i>Attendance List</i>
<i>Student Led Conferences</i>	<i>Parents, Students, teachers</i>	<i>Teachers</i>	<i>October 22</i>	<i>100% participation</i>
<i>Veteran's Day</i>	<i>Veterans and Community</i>	<i>Social studies goal team</i>	<i>November 12</i>	<i>Turnout, free meal tickets</i>
<i>2nd Grade Freedom Play</i>	<i>2nd grade parents</i>	<i>2nd grade team</i>	<i>TBA</i>	<i>Parent feedback</i>
<i>Kindergarten Thanksgiving Feast</i>	<i>Kindergarten parents</i>	<i>Kindergarten team</i>	<i>November 20</i>	
<i>December Holiday Program</i>	<i>3rd grade parents</i>	<i>PTA, 3rd grade team, music dept</i>	<i>TBA</i>	
<i>February International Night</i>	<i>Parents and students</i>	<i>Science/ Math goal teams</i>	<i>TBA</i>	<i>surveys</i>
<i>Hats Off to Reading</i>	<i>Parents and students</i>	<i>ELA goal team</i>	<i>TBA</i>	<i>Plus/delta</i>
<i>1st Grade Play</i>	<i>Parents</i>	<i>Gr 1 Teachers and students</i>	<i>TBA</i>	<i>Parent feedback</i>
<i>PTA Bingo Night</i>	<i>School Community</i>	<i>PTA</i>	<i>TBA</i>	
<i>April VIV Celebrations</i>	<i>Volunteers</i>	<i>Grade level teams</i>	<i>May, TBA</i>	
<i>All Arts Night and Chorus Performance</i>	<i>School Community/ Chorus parents/ PTA</i>	<i>Related Arts Team</i>	<i>May, TBA</i>	
<i>5th Grade Day</i>	<i>5th graders and parents</i>	<i>5th grade team</i>	<i>May, TBA</i>	
<i>Year End Talent show</i>	<i>4th and 5th graders and parents</i>	<i>Student Council</i>	<i>May, TBA</i>	
<i>Field Days</i>	<i>Parents and students</i>	<i>School Quality</i>	<i>May, TBA</i>	
<i>Awards Days</i>	<i>Parents and students</i>	<i>Each Grade level</i>	<i>May, TBA</i>	
<i>Grade Level PBLs</i>	<i>Parents and</i>	<i>Grade level</i>	<i>Bi-annually</i>	<i>Attendance,</i>

	<i>students</i>	<i>teachers</i>		<i>parent feedback</i>
<i>Monthly Birthday Celebrations</i>	<i>Parents and students</i>	<i>PTA</i>	<i>One Friday each month</i>	
<i>Unity Days</i>	<i>Parents and Community</i>	<i>Faculty and Staff</i>	<i>monthly</i>	<i>Attendance, parent feedback</i>
<i>Cultural Awareness Events</i>			<i>Quarterly, TBA</i>	

Our Leaders

In spring 2017, the School Board of Greenville County Schools approved Dave Burgess as the next Principal of Buena Vista Elementary. Mr. Burgess served as one of our Assistant Principal in 2016-2017 and officially became Principal on July 1, 2017. Dave brings to Buena Vista Elementary 24.5 years' experience in administration with 17.5 years' experience as a Principal. His service has spanned from a small rural elementary school to an inner city Kindergarten through 8th grade International Baccalaureate program. All schools under his guidance attained tremendous student achievement success.

Dave builds relationships through collaboration and shared leadership which empowers all involved to lead. He has found that as people lead, their expectations for themselves and those around them increases, and innovation occurs almost naturally. Bringing people together to create positive change is what he does best.

Our assistant principal is Kristen McFadden. This is her seventh year serving the Buena Vista community. She holds a Bachelor's degree in Elementary Education and a Master's degree in Educational Leadership from Clemson University. Ms. Hill is currently a doctoral student at Clemson University. She has taught first grade and served for four years as an Administrative Assistant at Summit Drive Elementary before accepting the position as Assistant Principal of Buena Vista.

History of Buena Vista

In southeastern Greenville County, twelve miles from the village originally known as Pleasantburg, was a rich section of land between the Enoree River and its tributary, Rocky Creek. From the earliest times, it had been known as Buena Vista. The origin of the name is unknown. This section was centered on what is today the crossroads of Pelham Road, SC Highway 14, and Batesville Road.

The land changed hands several times between 1810 and 1833. William Bates and Joshua Kilgore formed a partnership for a factory called, the Buena Vista Factory. Bates later opened another textile mill at the shoals of Rocky Creek called Batesville and the community was named the same. Five-pound packages of yarn were used as legal tender in an area short on money. Records from the post office show that between 1830 and 1860 around 400 people were in this area. Several structures dating from this period still survive: The William Bates House and one remaining house built for mill workers probably between 1812 and 1830.

In the mid 1840's Mr. Bates became partners with Thomas Cox and Henry P. Hammett to form William Bates and Company. In 1863, the Batesville Mill was sold in confederate currency to a Charleston, S. C. group. With the collapse of the confederacy, the mill returned to Bates' ownership.

William Bates died in 1872 and is buried in what is now the Ebenezer United Methodist Church cemetery. Henry Hammett continued the mill's operation after his death. The Civil War and Reconstruction dealt a blow to the prosperity of Buena Vista. In 1879, the mill was sold to George Putnam, owner of Camperdown Mills on the Reedy River in Greenville. After his death, his daughter, Mary Putnam Gridley, assumed the management of Batesville Mill, becoming the only woman president of a cotton mill in the south. Mrs. Gridley successfully ran the mill until the early 1900's.

The mill changed hands several times until the late 1920's when it closed as a cotton mill. In the early 1970's it became a restaurant, The Old Mill Stream. The Old Batesville Mill then became Fatz Café, which burned in 1998.

In 1830, Mr. Arthur Barnwell, native of South Carolina, had become wealthy in Pelham, New York. Mr. Barnwell bought the factory at Buena Vista and renamed the mill town and mill, "Pelham". In 1880, he completed his home, a beautiful Queen Ann style house, across the river from the mill. The house, now a Bed and Breakfast Inn, still stands today.

The Pelham Manufacturing Co. remained in operation until 1935. After the closure of both the Pelham and Batesville Mills, the activity of the Buena Vista area began to decrease. Many former employees went to work in factories in Greenville, Greer, and Simpsonville. By the early 1960's Buena Vista was a quiet farming community with few reminders of the industrial past.

In the early 1970's a site on Batesville Road was chosen by the school district for a new elementary school to serve the burgeoning East Side. A district-wide contest was held in 1983 for the district elementary school students to compete to name the new school.

At Pelham Road Elementary, Mrs. Doris Hefners's fifth grade class had just been on a field trip to the Batesville/Pelham/Buena Vista area. Mrs. David Ward, present owner of the William Bates House and local historian, guided them. After learning of the history of the area, Mrs. Hefner's students discussed a number of names but picked "Buena Vista" as their entry for the contest. And in June 1983, the site officially became that of the future Buena Vista Elementary School.

Buena Vista was dedicated on Sunday, November 17, 1985 with Dr. Roy Truby officiating. It was a new beginning but its name gave it added ties to an eventful past of an historic community. Mrs. Judith F. Greene was the first principal of Buena Vista. She passed away in January of 1991. The school opened with 650 students. The school faculty was combined with faculty from Brushy Creek Elementary School.

Mrs. Barbara A. Barlow, 2nd principal, remained in that position from 1992 until January of 2001. Mrs. Brenda Byrd served as the interim principal from January to May of 2001. In May of 2001, Dr. Ann Mohr was appointed as principal of Buena Vista and began her tenure in school year 2001-2002. The current enrollment is approximately 910 students. Buena Vista has been through many changes, and it continues to grow and change daily as we strive to educate the leaders of tomorrow.

Facilities

Buena Vista, one of 52 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. The school was built in 1984 and currently houses approximately 836 students and 62 instructional staff members. Buena Vista Elementary is located in Greer, South Carolina.

The facilities at Buena Vista consist of 48 classrooms plus a science/STEAM lab, a cafeteria, a multipurpose room, and a library. Construction of a new wing addition was finished in the summer of 2005. The floor plan has a unique configuration; classrooms are clustered together around a common work area and conference room.

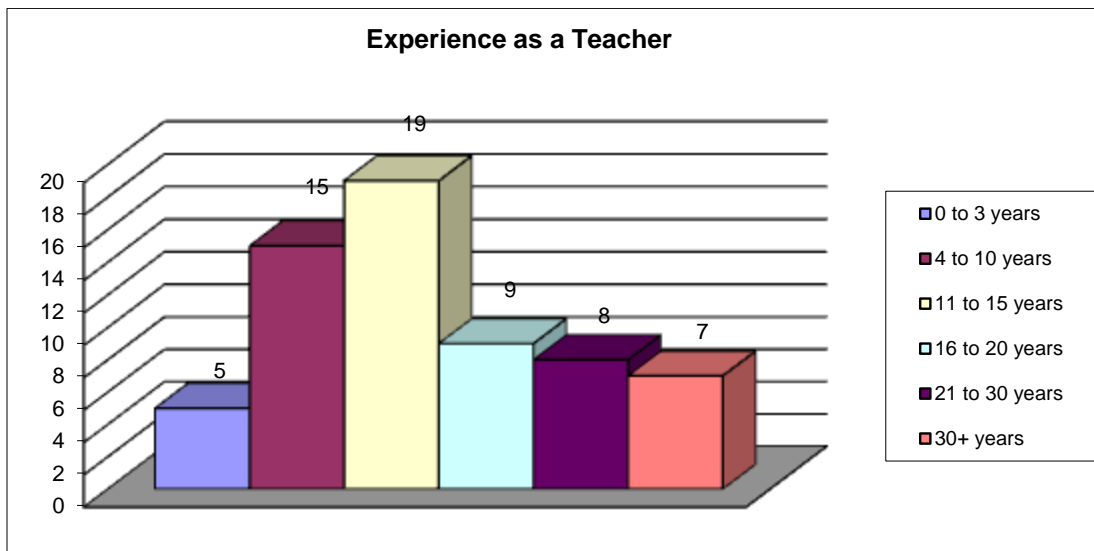


School Personnel Data

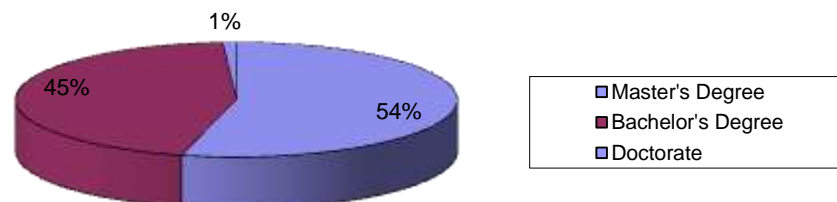
The staff at Buena Vista includes: 38 regular teachers, 9 specialists, 5 special education teachers, a full time and a part time guidance counselor, and 1 ESOL teacher. We welcomed five new teachers to our staff this year. Our Instructional Coach works with all teachers to improve student achievement. One of the most extraordinary strengths of this staff is its ability to deal with change. All teachers strive to create a classroom and school climate that is nurturing and conducive to learning for all students. There are currently 4 males and 80 females working at Buena Vista. Three staff members are African American, three are Hispanic, two are Asian and 76 are Caucasian.

The following graphs show the teachers' overall number of years of experience as well as a comparison of degrees held by our teachers. In addition to this data, we also have five teachers who hold National Board Certificates and several teachers who are teaching as a second career.

Thirty-four teachers have successfully completed technology proficiency classes for educators, and 9 teachers are not yet required to take Intel as they wait for their professional certificates.



Teaching Degrees Held at Buena Vista



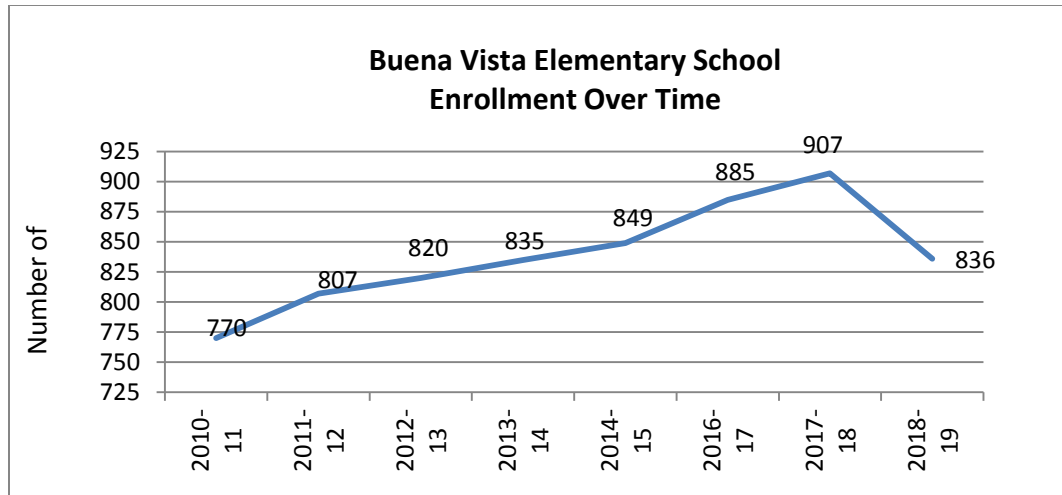
Additional personnel include the school principal, assistant principal, secretary, attendance clerk, .5 office clerk, plant engineer and her staff, media specialist and media clerk, literacy specialist, interventionist, STEAM lab instructor and 7 food services workers. Six bus drivers also provide services to students.

Other support personnel available to assist in meeting the needs of Buena Vista students include five kindergarten paraprofessionals, 2 special education paraprofessionals, the district psychologist, 1 school nurse, 2 speech and language pathologists, a physical therapist, an

occupational therapist, and an English as a Second Language (ESOL) teacher. Our student/teacher ratio is 22 to 1 in Kindergarten, 22.7 to 1 in grades first through third, and 26.3 to 1 in grades four and five.

Buena Vista Elementary Students

Grade Level	Total in Grade	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic/Latino	Two or More Race Categories	Unspecified
<u>-1</u>	<u>0</u> <u>0 / 0</u>	<u>0</u> <u>0 / 0</u>	<u>0</u> <u>0 / 0</u>	<u>0</u> <u>0 / 0</u>	<u>0</u> <u>0 / 0</u>	<u>0</u> <u>0 / 0</u>	<u>0</u> <u>0 / 0</u>	<u>0</u> <u>0 / 0</u>	<u>0</u> <u>0 / 0</u>
<u>0</u>	<u>107</u> <u>58 / 49</u>	<u>0</u> <u>0 / 0</u>	<u>12</u> <u>8 / 4</u>	<u>19</u> <u>9 / 10</u>	<u>0</u> <u>0 / 0</u>	<u>64</u> <u>32 / 32</u>	<u>7</u> <u>5 / 2</u>	<u>5</u> <u>4 / 1</u>	<u>0</u> <u>0 / 0</u>
<u>1</u>	<u>160</u> <u>82 / 78</u>	<u>1</u> <u>0 / 1</u>	<u>19</u> <u>11 / 8</u>	<u>17</u> <u>11 / 6</u>	<u>0</u> <u>0 / 0</u>	<u>103</u> <u>47 / 56</u>	<u>13</u> <u>9 / 4</u>	<u>7</u> <u>4 / 3</u>	<u>0</u> <u>0 / 0</u>
<u>2</u>	<u>132</u> <u>70 / 62</u>	<u>0</u> <u>0 / 0</u>	<u>12</u> <u>6 / 6</u>	<u>20</u> <u>11 / 9</u>	<u>0</u> <u>0 / 0</u>	<u>83</u> <u>44 / 39</u>	<u>8</u> <u>5 / 3</u>	<u>9</u> <u>4 / 5</u>	<u>0</u> <u>0 / 0</u>
<u>3</u>	<u>148</u> <u>84 / 64</u>	<u>1</u> <u>1 / 0</u>	<u>21</u> <u>12 / 9</u>	<u>19</u> <u>11 / 8</u>	<u>0</u> <u>0 / 0</u>	<u>96</u> <u>53 / 43</u>	<u>7</u> <u>3 / 4</u>	<u>4</u> <u>4 / 0</u>	<u>0</u> <u>0 / 0</u>
<u>4</u>	<u>150</u> <u>73 / 77</u>	<u>0</u> <u>0 / 0</u>	<u>11</u> <u>3 / 8</u>	<u>18</u> <u>7 / 11</u>	<u>1</u> <u>1 / 0</u>	<u>105</u> <u>54 / 51</u>	<u>9</u> <u>5 / 4</u>	<u>6</u> <u>3 / 3</u>	<u>0</u> <u>0 / 0</u>
<u>5</u>	<u>139</u> <u>72 / 67</u>	<u>0</u> <u>0 / 0</u>	<u>13</u> <u>6 / 7</u>	<u>18</u> <u>7 / 11</u>	<u>0</u> <u>0 / 0</u>	<u>94</u> <u>52 / 42</u>	<u>10</u> <u>5 / 5</u>	<u>4</u> <u>2 / 2</u>	<u>0</u> <u>0 / 0</u>
<u>Total</u>	<u>836</u> <u>439 / 397</u>	<u>2</u> <u>1 / 1</u>	<u>88</u> <u>46 / 42</u>	<u>111</u> <u>56 / 55</u>	<u>1</u> <u>1 / 0</u>	<u>545</u> <u>282 / 263</u>	<u>54</u> <u>32 / 22</u>	<u>35</u> <u>21 / 14</u>	<u>0</u> <u>0 / 0</u>



Currently, the student enrollment at Buena Vista is made up of 6.5 percent Hispanic, 65.2 percent Caucasian, 13.3 percent African-American, 10.5 percent Asian and 4.3 percent “Other”. Our overall population remains Caucasian. The primary home languages, in order of student enrollment, are English, Spanish, and Indian dialects. Slight changes in demographics reveal a slight increase in the percentage of Caucasians Hispanic students with a slight decrease in our African American population. The changes in the other categories are statistically insignificant. Services are provided by a trained ESOL teacher to our ESOL student population. Currently, 27.1% of our student population falls below the poverty index. This number is based on the number of students who receive free and reduced priced meals and Medicaid. The level of FARMS (Free and Reduced Meal Students) has increased slightly over time. We increase this year from 24.3% in 2016.

Buena Vista and the school district strive to meet the needs of all children. Buena Vista Elementary has one self-contained, primary special education classroom and two resource Learning Lab classes. We are continuing the Inclusion Model to meet the needs of our students with disabilities. Two part-time speech teachers work with students in a pull out schedule. An itinerant teacher for the hearing impaired, a physical therapist, and an occupational therapist work with identified students. The Challenge program includes identified students at grades 3-5. This district program is taught by a qualified teacher and follows a prescribed curriculum. Students participate in quarterly units of study that are curriculum based.

Communication between the home and the school is important to each child's success. Currently, 96% of the Buena Vista families report having computers in the home with internet access. The school maintains a website. Each teacher has an individual webpage where weekly newsletters and curriculum updates are posted. Each teacher and administrator has an e-mail account which provides easy access for communication.

Attendance and Mobility

Student attendance rates at Buena Vista have remained steady over the past few years. Buena Vista has an average student daily attendance rate of approximately 96.7% for 2017 percent. This is a slight decrease from 97.2% in 2016. The mobility rate is currently at about 5 percent. This number is based on the number of students moving in or out of our student population during the school year.

Major Programming Features and Awards

- Gold Award, "Excellent" on report card
- RTI Reading Intervention at K and 1(serves approximately 65 students per year)
- Full-time Literacy Specialist to support lowest readers in grades 1, 2 and 3
- IXL and First in Math - web-based programs, offer support and enrichment opportunities for all students.
- Triple I (Immediate, Intensive Intervention) Data driven, student-centered intervention and enrichment offered weekly by grade level and by subject.
- Implementation of Fountas & Pinnell Balanced Literacy Model in all classrooms
- Implementation of Lucy Calkins Writing in all classrooms
- Early Risers Club for grades 4, and 5 (a remediation program offered before school for underachieving students)
- Half-time Interventionist for identified students needing additional support in math.(*Student Centered Coaching*)
- STEAM Lab instructor targets SEPs, builds on student curiosity, enhances traditional standards-based classroom instruction
- Bobcat Brainbuilder's Program (in-house tutoring for students of all ages)

- Extended Day Program Enrichment Clubs in math, science, Health/Wellness/Fitness, technology
- Faculty Initiatives with Collaborative Learning Communities and *7 Habits of Highly Successful People* (both of which directly impact student learning)
- Guidance program: *The 7 Habits of Highly Successful Students*
- Fully implemented School-wide discipline plan
- Healthy School Initiative and member of the CATCH program
- SHI grant winner 2014
- Learning Community-Classrooms are clustered in groups of six. This allows teachers to flexibly group students based on demonstrated performance (MAP, unit pre- and post-testing, Mastery Connect, etc.) Students in each cluster participate in PBL units each year; each PBL is designed to include a STEM/STEAM component.
- Related arts enrichment program to enhance opportunities for students in grades 2-5
- Annual Artist in Residence, visiting author, and Battle of the Books to enhance instruction
- Dick and Tunky Riley Award for SIC Excellence, finalist, 2014. Applicant in 2018
- Participant in Discovery Education's Digital Leaders Pilot Program.

Mission, Vision and Beliefs

The mission of Buena Vista Elementary School is to educate students while supporting them socially and emotionally as they develop into responsible 21st Century learners.

The vision of Buena Vista Elementary School is to offer a challenging, progressive, character-building, SC College and Career Ready curriculum that enables students to become self-directed learners. We envision students who have a well-developed self-esteem and are open-minded. Our students will become creative problem solvers and independent thinkers who are prepared for the challenges of the 21st Century.

Our Beliefs

1. We believe all members of the Buena Vista community are active learners.
2. We believe social, emotional, and intellectual skills can be learned.
3. We believe a supportive learning environment is characterized by safety, mutual respect, communication, and collaboration among all stakeholders.
4. We believe learning occurs for a variety of reasons, including high expectations, mastery of skills, curiosity, and preparation for the future.
5. We believe learning occurs best through a wide variety of experiences targeting different ability levels and styles of learning, modeling, and technology-rich experiences with hands-on and real-life applications.
6. We believe learning is enhanced by applied technology, the integration of the arts, and a research and project-based curriculum.
7. We believe ongoing assessment and the tracking of long term goals are critical to continuous improvement. We believe assessment results should be shared.

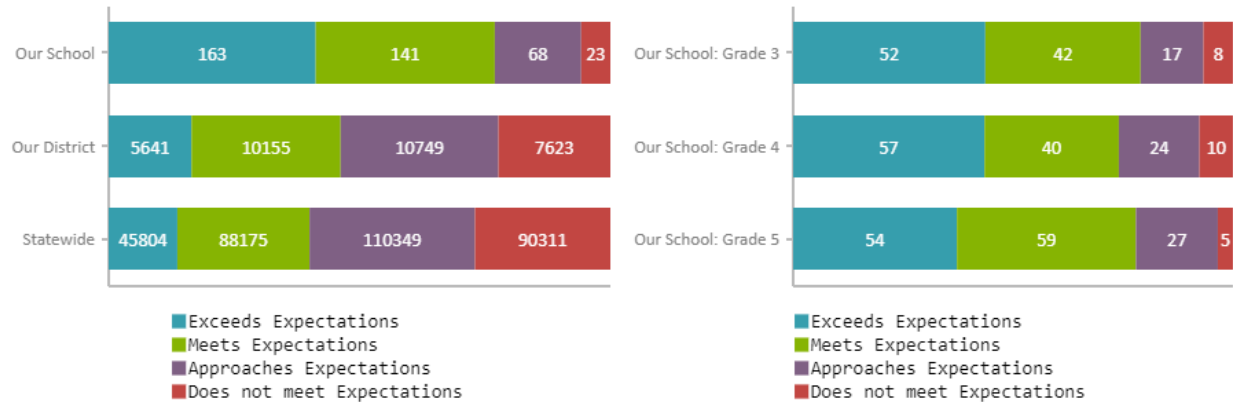
DATA ANALYSIS AND NEEDS ASSESSMENT –

SC READY TESTING DATA

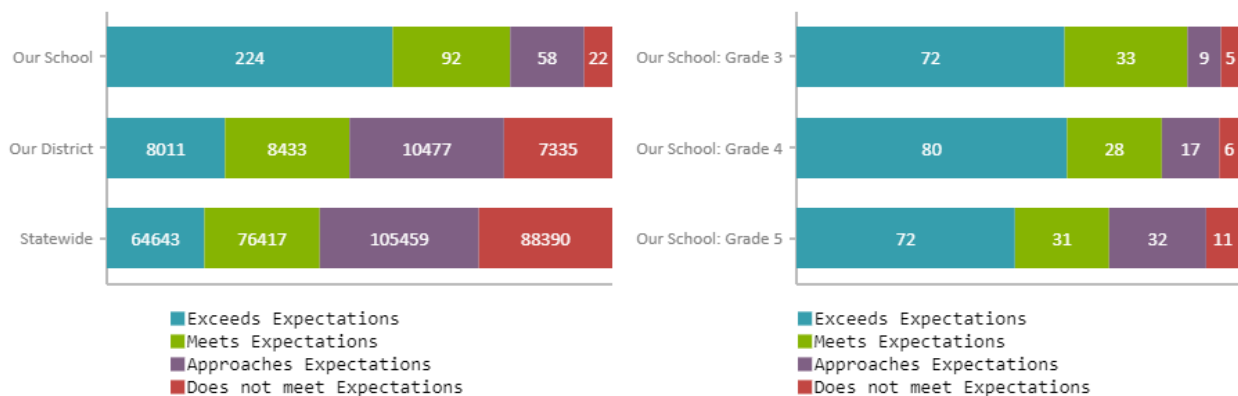
The following two graphs shows our SC-Ready data from the spring 2017 administrations. The figures show the percentage of students scoring in each performance level by grade level.

SC READY South Carolina College- and Career-Ready Assessments

English



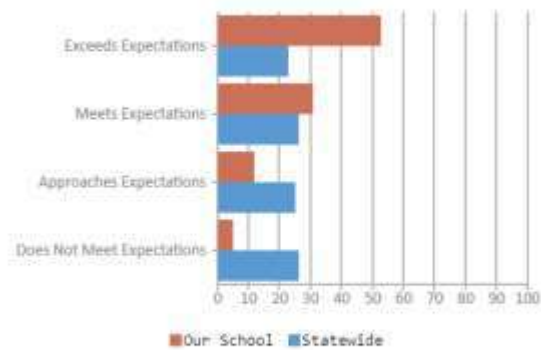
Mathematics



The next two graphs show similar information from SC-Pass 2017 for Science and Social Studies, comparing grade level data.

SCPASS

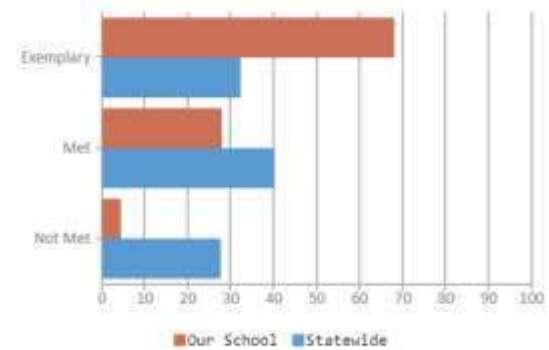
Science



Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
87.0	80.5

Social Studies



Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
96.2	95.2

The state has administered SC-Ready and SC-Pass to students in grades 3-5 at the elementary level for three years. While this is not enough time to show valid trends over time, we are encouraged about our results, compared to the results district- and state-wide.

Needs Assessment Summary:

The challenge that we face at Buena Vista is to continue to encourage all students to meet their academic potential. Specifically, addressing the needs of our subgroups and our international learners will continue to be a focus for us, as will meeting the needs of our highest performing students. Changes in staff, instructional models, standards, and student demographics are all to be expected. We must continue to find ways to face those changes while maintaining our focus on the achievement of all of our students. We are hopeful that our intervention procedures, staff professional development and certification in GT instruction, our data analysis routines, our

technology integration, our flexible instructional groups will help support all student as they strive to improve achievement.

Our School Improvement Council (SIC), working in partnership with our teachers and our administrative team, have directed attention to our school-wide literacy focus. To this end, working with the kindergarten teachers and community members, we have reached out to families of Kindergarten students enrolled for the 2018- 19 school year with books, parenting strategies to be implemented at home, scissors for practicing fine motor skills and more. The hope is that by supporting early literacy skills, more of our students will begin their academic careers at Buena Vista with a stronger foundation. Similarly, we have made substantial efforts to reach out to our parents and the larger ommunity to develop family literacy connection. We have offered “Parent University” sessions and a Family Literacy Night in which reading strategies were shared with parents to be used at home. One of our fourth grade teachers even sponsored an on-line book club with approximately 100 families participating.

In the area of teacher and administrator quality, we will continue to hold high expectations in order to maintain our high level of success. We follow the district guidelines for professional development and for teacher mentoring and evaluation. One idea that came out of the self-evaluation process was to improve our in-house peer coaching strategies. Currently, peer coaching is only used regularly for our newest staff emembers. However, the faculty feels that expanding this to include our entire staff would bring strong results. In previous years, we focused peer observations in the area of literacy insruction in first grade. The staff members involved reported significant success and positive impact, and we are now expanding in to other grade levels and other subjects. Also under consideration is something similar in the area of technology integration, to meet the expectations of the Digital Leadership Pilot in which we are particpating. We are hopeful that tapping into our in-house talents and successes will impact all students in their levels of acadmic success. In an effort to meet the needs of our highest students, the majority of our teachers are participating in graduate level classes in Gifted and Talented instruction. By the end of the 18-19 school year, most teachers will be able to add the gifted endorsement to their teaching certificates.

Last, we considered our school climate. According to the indicators that we used, our parents, students, and staff are well-pleased with the school climate. However, one frustration that we feel could easily be addressed is in the area of technology support from the district. Our administrators, staff, and our PTA have made significant effort to keep Buena Vista on the front of the technology wave. We have a considerable number of devices to enhance learning, but if there is not enough tech support to assist with maintenance and repairs in a timely manner, then instruction is impacted.

Professional Development Calendar
(Tentative and subject to Change!)
2017-2018

Focus: Expanded Digital Leadership, Technology Tips and Integration (Personalized Learning Academy), Student Centeredness, Differentiation and GT Training

August 14	Camp Greenville - All staff (Gallup Strength Finders, Team Building)	January 3	Faculty Meeting, DLC trainer on campus
August 15	Staff PD#1 – School Flex	January 17	Faculty Meeting- MC updates
August 16	Staff PD#2 – School Flex BV Staff Meeting Literacy Focus	January 24	Steering Committee meeting
August 17	Staff PD#3 – District Faculty Meeting . Website training, Google Update, Active Shooter Tr.	January 31	Faculty Meeting - Camp Greenville Tune-Up
August 30	DLC Team	February 7	Faculty Meeting – Raise the Bar with DOK, SpEd State Review
September 6	Faculty Meeting – Tech Tips	February 14	Faculty Meeting
September 13	Faculty Meeting – Goal Conferences	February 21	Faculty Meeting
		February 28	Steering Committee/DLC Team
September 20	Faculty Meeting – Tech Tips, IXL Diagnostics Webinar	March 7	Faculty Meeting – Tech Tips
September 27	Faculty Meeting – MC Drilling down data, Triple I	March 14	Faculty Meeting
October 4	Faculty Meeting- team building	March 21	Faculty – Spring MC Data Analysis, Tech Tips
October 11	Faculty – Grade Level Meeting to analyze preliminary MC data	March 28	Steering Committee/DLC Team, Trainer on campus
October 18	Faculty Meeting – Student Led conference, CoGAT training; FastBridge Webinar	April 11	Faculty Meeting – Tech Tips, Horace Mann
October 25	Faculty Meeting – Team Building	April 18	GT Class #1 with J Snyder
November 1	Faculty Meeting – DLC trainer on campus	April 25	Steering/DLC Team
November 6	Strategies for Teaching the Gifted Child (Bahn)	May 2	Discovery – Scientific Concepts; Testing Insv.
November 8	Faculty Meeting – Tech Tips: Tech Quick Glimpse Into the Future (DLC)	May 9	GT Class #2 with J Snyder
November 15	Faculty Meeting – 3D printers, TESOL conference presentation	May 16	Faculty Meeting – Finishing Strong; Needs Assessment for 18-19
November 29	Goal Team Meeting – vertical articulation and data analysis	May 23	GT Class #3 with J Snyder
December 6	Faculty Meeting – ELEOT Overview	May 30	Faculty Meeting - Making Classes
December 13	Faculty Holiday Celebration	June 6	End of the Year luncheon and celebrations
		July/August	Grade Level Leadership Meetings with Admin

R2S – Foundations of Literacy Class taught by Anna Doyle
 Literacy Mentor Training

Action Plans:

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

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

PERFORMANCE GOAL: 1A The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 76.8__% in 2016-17 to _91.8__% in 2022-23.

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by _3.0_% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 76.8% (2016-17)	School Projected Elementary	79.8	82.8	85.8	88.8	91.8
	Spring 2018= 74.0%	School Actual Elementary					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17)	District Projected Elementary	52	55	58	61	64

		District Actual Elementary					
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ACTION PLAN FOR STRATEGY #1A: ELA					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Implementation of Fountas and Pinnell, school-wide, including explicit, content-rich activities, Serravallo's <u>Reading Strategies</u> Book)	ongoing	Administrative Team, IC, Teachers	Annual purchase of folders, additional books?	??	Yearend summary sheets, lesson plans
Focused writing instruction (Lucy Calkins program) using Atlas plans and Serravallo's <u>Writing Strategies</u> book as supplemental resources	ongoing	Administrative Team, IC, Teachers	-	-	Lesson plans, observations
Use of GCS Writing Prompts with vertical and horizontal articulation	As directed by district	Teachers, IC	-	-	Data Analysis, meeting notes, lesson plans
Student-centered enrichment periods to meet the immediate needs of students. Triple I	Implemented fall 2016	Administrative Team, IC, Teachers	-		Observations, data analysis, grade level meeting notes, lesson plans

ACTION PLAN FOR STRATEGY #1A: ELA					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Focused support by Literacy Specialist for lowest performing readers in grades 1-2	sustained	Administrative Team, IC, Literacy Specialist			AIMSWEB and F&P progress reports, lesson plans
Remediation for targeted (subgroup) intermediate at-risk students through the Early Risers' Club	Oct-May, T/Th, 7:15-7:50 am	SIC volunteers, IC		PTA, SIC	Attendance logs, pre-post MAP data
Early Reading Intervention for Tier II students using Aimsweb and RTI (grades K, 1)	sustained	Leadership Team, teachers – gr K-1	Materials on hand	district	PM data, observations, summary reports
Continue to expand the SpEd Inclusion Model to include more classes/grade levels	sustained	Leadership Team, IC, SpEd and GenEd teachers			
Use of community resources to assist with differentiation and to enhance instruction (PTA Brain Builders, Riverside Cadets and Service Learning Students, Junior Achievement in Gr 1, etc.)	sustained	IC, Counselor, Goal Team and Grade Level Reps, teachers	-	-	Meeting notes, lesson plans, observations

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

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

PERFORMANCE GOAL: 1B The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 79.8____% in 2016-17 to _94.8_% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by _3.0_% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <u>79.8%</u> (2016-17)	School Projected Elementary	82.8	85.8	88.8	91.8	94.8
	Sp 2018= 79.6%	School Actual Elementary					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 54 (2016-17)	District Projected Elementary	57	60	63	66	69
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1B: Math					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Use of manipulatives, both concrete and electronic.	sustained	Teachers	On hand	-	Lesson plans, observations
Use of GCS Atlas resources and pacing guides	sustained	Teachers	Copying costs?		Data Analysis, Lesson plans, Grade level Loti
Student-centered enrichment periods to meet the immediate needs of students. Triple I	Implemented fall 2016	Administrative Team, IC, Teachers	-		Observations, data analysis, grade level meeting notes, lesson plans
Remediation for targeted (subgroup) intermediate at-risk students through	Oct-May, T/Th, 7:15-7:50 am	SIC volunteers, IC		PTA, SIC	Attendance logs, pre-post data

ACTION PLAN FOR STRATEGY #1B: Math					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
the Early Risers' Club					
Integration of science and social studies into ELA and Math lessons (through leveled non-fiction readers, writing activities, note booking, project based learning, etc.)	sustained	Administrative Team, IC, Teachers	Leveled readers		Lesson plans, observations, samples of student work
Interactive Note booking, across all core subjects, in Intermediate classes (paperback and digital)	sustained	teachers	??/student (estimated)	Parents, PTA scholarship for FARMS students	Observations, student samples, lesson plans
Continued use of grade level math pre-and-post testing with item analysis to guide instructional decisions	sustained	Leadership Team, IC, Teachers			Classroom, Grade Level, and School-Wide Reports
Participate in First in Math to enrich and remediate students	Sustained	Teachers, Admin team	Site License	PTA	Observations, grade level reports
Integration of PBL/STEM (Project Based Learning, specifically with Science, Technology, Engineering and Math) activities	sustained	Teachers, Administrative Team, IC	Varies, most by donation		Lesson plans, observations
Continue to expand the SpEd Inclusion Model to include more classes/grade levels	sustained	Leadership Team, IC, SpEd and GenEd teachers			

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: 1C The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 2.0% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only 87.9%	School Projected Elementary	89.9	91.9	93.9	95.9	97.9
		School Actual Elementary					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	TBD	TBD	TBD	TBD	TBD

		District Actual Elementary					
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ACTION PLAN FOR STRATEGY #1C: Science					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Standards-based Field Trips at each grade level (both traditional and virtual)	Traditionally 2 of each, annually	Administrative Team, IC, Teachers	Varies by trip	Parents, PTA	Field Trip Request Forms, lesson plans, observations
Vertical and Horizontal discussions and data analysis with Data Teams will guide instructional planning	sustained	Administrative Team, IC, Teachers	-	-	Data analysis, meeting summaries, lesson plans

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

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

PERFORMANCE GOAL: 1D The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by .5% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only SP 2018= 95.7%	School Projected Elementary	96.2	96.7	97.2	97.7	98.2
		School Actual Elementary					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	District Projected Elementary	TBD	TBD	TBD	TBD	TBD

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

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

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

PERFORMANCE GOAL: 2 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	District Actual Elementary	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	School Projected	91.6% Caucasian female	89.5% Caucasian female	87.5% Caucasian female	85.0% Caucasian female	83.0% Caucasian female
	Fall 2018= 91.6% Caucasian female	School Actual					
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Team Interviews for potential candidates with representation from grade and administration	As needed	Teachers, Admin team			
Rigorous adherence to PAS-T evaluation system	Sustained	Teachers, IC, Admin team			
Continued implementation of the M&M support for new staff	Sustained	Teachers, IC, Admin team			
Intentional Recruitment at Shining Stars and other job fairs	Sustained	Admin Team, IC			

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey		School Projected Students	94.2	94.7	95.2	95.7	96.2
	Survey Results Spring 2018=94.2%	School Actual Students					
		School Projected Teachers	100%	100%	100%	100%	100%

	Survey Results Spring 2018=100%	School Actual Teachers					
		School Projected Parents	$\geq 84.4\%$	≥ 86	≥ 88	≥ 90	≥ 92
	Survey Results Spring 2018=84.4%	School Actual Parents					
SDE School Report Card Survey	91	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					

	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #3:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Adherence to expected safety practices and drills	sustained	Admin Team	--		
2. Maintenance of School Safety Team	Sustained	Admin Team, School Nurse			
3. Unity Day program – focus on safety	September 2018	Admin and Office Staff	--		

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

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

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 4 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
	2017-2018= 0%	School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

		District Actual					
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Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	0%	0%	0%	0%	0%
	2017-2018=0%	School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17)	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School-wide Discipline Plan	Sustained	Admin Team, Teachers, parents, Students	--	--	Referral data
2. Formation of a School Discipline Team to investigate alternate discipline plans	Summer 2018, ongoing	Admin team, IC, teachers	--	--	Meeting notes, faculty meeting agendas
3. Leader in Me Character Education	August 2018, ongoing	Admin Team, Guidance	--		Lesson Plans

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

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

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

PERFORMANCE GOAL: 5 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		School Projected	90	90	90	90	90
	Spring 2018= 90	School Actual					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual					

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. School-wide implementation of the Leader in Me character education program	Aug 2018, ongoing	Admin Team, Guidance Counselors, Teachers	--	--	Lesson plans, survey results, weekly focus in Leadership
2.					
3.					

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 96.7%	School Projected	97%	97%	97%	97%	97%
		School Actual					
	(2016-17) 95	District Projected	95	95	95	95	95

		District Actual					
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ACTION PLAN FOR STRATEGY #6: Student Attendance Rate						EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	
1. Establish teacher and parent communication	sustained	Teacher	--		Attendance rate	
2. Intervention conference with attendance clerk	sustained	Admin, Attendance Clerk	--	--	Attendance rate	
3. parent notes required for all absences (district expectation)	sustained	Parent, Teacher, Attendance Clerk	--	--	Attendance rate	

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys		School Projected	Afraid ≤5 Lonely ≤5 Angry ≤3	Afraid ≤4 Lonely ≤5 Angry ≤3	Afraid ≤4 Lonely ≤4 Angry ≤3	Afraid ≤4 Lonely ≤4 Angry ≤2	Afraid ≤4 Lonely ≤4 Angry ≤2
	Spring '18= Afraid – 5%, 18 students Lonely – 6%, 23 students Angry –4%, 16 students	School Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #6: mental and social/emotional health					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Cross Grade Level student mentoring program	Aug 2018	Guidance, Teachers, Students	---		
2. Mentoring Program (Riverside Service Learning)	sustained	Guidance at BV and RHS, Teachers, students	--		
3. Bobcat Buddies assigned to new students	sustained	Guidance, Teachers, students	--		

Please use the following link to access our 2017 School Report Card:

<https://ed.sc.gov/data/report-cards/historic-school-report-cards/2017/view/?y=2017&t=E&d=2301&s=093>