



Mitchell Road Elementary

Amy Kern, Principal

Greenville County School District

W. Burke Royster
2018-2019 through 2022-2023

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Mitchell Road Elementary School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 *(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 26, 2022
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mrs. Amy Kern		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. LizziBeth Spence		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Karen Haltiwanger		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 4124 East North Street, Greenville, SC

SCHOOL TELEPHONE: (864) 355-6700

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Amy Kern
2. Teacher	Alison Taylor
3. Parent/Guardian	Sloan Dozier
4. Community Member	Tara Posner, Grace Church
5. Paraprofessional	Ardith Morgan
6. School Improvement Council Member	Lizzi-Beth Spence
7. Read to Succeed Reading Coach	Karen Haltiwanger
8. School Read To Succeed Literacy Leadership Team Lead	Karen Haltiwanger
9. School Read To Succeed Literacy Leadership Team Member	Chappell Hughes

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

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

TABLE OF CONTENTS

I.	INTRODUCTION	7
II.	EXECUTIVE SUMMARY	18
	❖ Needs assessment for student achievement	
	❖ Needs assessment for teacher and administrator quality	
	❖ Needs assessment for school climate	
	❖ Significant challenges from past 3 years	
	❖ Significant awards, results, or accomplishment from past 3 years	
III.	SCHOOL PROFILE	22
	❖ Brief description of School Community	
	❖ Brief description of school personnel data	
	❖ Brief description of student population data	
	❖ Brief description of academic and behavioral features/programs/initiatives	
IV.	MISSION, VISION, and BELIEFS	40
V.	DATA ANALYSIS and NEEDS ASSESSMENT	37
	❖ Student achievement	
	❖ Teacher and administrator quality	
	❖ School climate	
VI.	SCHOOL ACTION PLAN	45
	❖ Performance Goals (5 year)	
	❖ Annual Objectives	
	❖ Strategies / Action	

ASSURANCES FOR SCHOOL RENEWAL PLANS

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

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

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

- ✓ **Academic Assistance, PreK-3**
The district makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- ✓ **Academic Assistance, Grades 4-12**
The district makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- ✓ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
- ✓ **Staff Development**
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.
- ✓ **Technology**
The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.
- ✓ **Innovation**
The district funds innovative activities to improve student learning and accelerate the performance of all students.
- ✓ **Collaboration**
The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

- ✓ **Developmental Screening**
The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.
- ✓ **Half-Day Child Development**
The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
- ✓ **Developmentally Appropriate Curriculum for PreK-3**
The district ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
- ✓ **Parenting and Family Literacy**
The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
- ✓ **Recruitment**
The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
- ✓ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

INTRODUCTION

The motto of Mitchell Road Elementary is “**Learning Today...Leading Tomorrow.**” The portfolio provides the school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories used in this portfolio are based upon a model of continuous improvement which is an expectation in our district. These categories were selected because we agree that the philosophies written into the continuums provide a foundation for a quality school.

The five categories utilized in this school portfolio are:

- ❖ Executive Summary
- ❖ School Profile
- ❖ Mission, Vision, and Beliefs
- ❖ Data Analysis and Needs Assessment
- ❖ Action Plan

Our main priority is meeting the needs of our students. Keeping students first, we can address student achievement, social and emotional needs, and community needs of the children. The teachers are asked on a consistent basis for needs they have in their classrooms so that materials and supplies may be purchased to meet the needs of the students as well as improve the instructional process. The goals of the School District of Greenville County and the South Carolina Instructional Standards are the driving force behind instructional decisions at Mitchell Road Elementary.

The Mitchell Road Elementary faculty, staff, and community developed a comprehensive strategic plan outlining the goals, objectives, and strategies for our school. The goals focus on academic achievement, parent involvement, and a supportive educational environment. The goals address the specific school needs and are aligned to the district’s Education Plan.

The School Improvement Council along with school personnel regularly review the progress made in achieving these goals. Mitchell Road Elementary is an award winning school. In addition to receiving Excellent on the state’s school report card, Mitchell Road Elementary received the Palmetto GOLD award for overall academic performance and the Palmetto SILVER award for closing the gap with student achievement in 2015. As an important part of the education accountability system in South Carolina, the awards program is designed to recognize and reward schools for attaining high levels of absolute performance, for attaining high rates of growth, and for making substantial progress in closing the achievement gap between disaggregated groups. 12 teachers have received National Board Certification.

Capturing Kids Hearts and Greenville County Schools Balanced Literacy Framework are just some of the best practices that have been implemented school-wide. We attribute our continuous improvement to our committed leadership, faculty, students and parents. Our PTA actively supports our school through fundraising and volunteer hours. Parents have many opportunities to be involved in their child’s education. The active involvement of the school’s PTA helps provide programs that benefit all children. Opportunities include tutoring, volunteering in classrooms or the office, mentoring students, serving on committees, landscaping, chaperoning field trips, etc.

We recognize the importance of parent involvement in our school and the impact that it can have on student success. Teachers and staff work together to meet the needs of each student. Every child has the opportunity to

achieve success related not only to academics, but also in areas such as music, art, and physical education. All students are encouraged to do their best at all times! We enjoy celebrating the successes attained by each child.

AdvancEd Self Study Accreditation Process

The School Quality Factor is a critical component of the AdvancED accreditation process. The AdvancED School Quality Factor self-assessment (SQF) is designed to guide schools through a meaningful process of self-assessing their current policies, practices, and conditions in order to identify areas in which they need to improve. The SQF serves as the research based framework for this diagnostic instrument, ensuring that as schools engage in the self-assessment process, their efforts are focused on a key set of factors that research confirms are levers for change and improvement.

Through a series of guiding questions, school assess their performance related to specific practices and conditions that reflect the elements that must be evident to support institutional effectiveness related to each School Quality Factor. Comments, insights, and evidence in support of the school's response to each factor can be provided.

AdvancEd Self Study areas of assessment:

- ❖ **Clear Direction:** The capacity to define and clearly communicate to stakeholders the direction, mission, and goals that the institution is committed to achieving.
- ❖ **Healthy Culture:** The shared values, beliefs, written and unwritten rules, assumptions, and behavior of stakeholders within the school community that shape the school's social norms and create opportunities for everyone to be successful.
- ❖ **High Expectations:** An institution's stated commitment to expectations for all stakeholders, including student learning outcomes, teacher quality, leadership effectiveness, community engagement and parent involvement.
- ❖ **Impact of Instruction:** The capacity of every teacher to purposefully and intentionally create an environment that empowers all learners to be successful and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.
- ❖ **Resource Management:** The ability of an institution to plan, secure and allocate its resources (human, material, and fiscal) to meet the needs of every learner.
- ❖ **Efficacy of Engagement:** The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.
- ❖ **Implementation Capacity:** The ability of an institution to consistently execute actions designed to improve organizational and instructional effectiveness.

School Portfolio Committees

School Quality Factors	Vision, Mission and Beliefs	Data Analysis
Amy Kern (Principal) Seth Stewart (Assistant Principal) Chappell Hughes (Instructional Coach) Karen Haltiwanger (Literacy Specialist) Gina Kincaid (School Counselor)	Grade Level Teams SIC PTA Board	Jennifer Finley (K5) Taylor Oldham (1 st Grade) Stephanie Barksdale (2 nd Grade) Shella Columbia (3 rd grade) Kelly Weekes (4 th grade) Johanna Funderburg (5 th grade) Elizabeth Koontz (Related Arts) Janice Pozsonyi (Special Education)

EXECUTIVE SUMMARY

Student Achievement Findings*

Students in grades 3-5 have consistently performed above the district average in ELA, Math, Science and Social Studies. In ELA, the area of strength is Literary Text. A main area for growth is in writing. Things to consider for ELA are coaching cycles with the IC and Literacy Specialist, continued professional development in writing, and creating common assessments as a focus for teachers.

In the area of math, strengths are measurement and data analysis in 3rd grade, number sense/base tens in 4th grade, and measurement and data analysis in 5th grade. Areas for growth include, algebraic thinking and operations in 3rd grade, algebraic thinking and operations in 4th grade and geometry in 5th grade. Things to consider in raising these scores are using the process standards and math stations to build DOK and using frequent formative assessments in areas of weakness.

In the area of science, 4th grade's strength was in Earth Science-Weather and Climate and growth area in Life Science-Characteristics and Growth of Organisms. Area for growth in 4th grade is light and sound. In considering how to support students and teachers in the area of science the school as implemented a STEM lab.

Teacher and Administrator Quality Findings

All teachers and administrators at Mitchell Road Elementary are certified as highly qualified to meet criteria required to teach in their field.

Professional Development:

The purpose of professional development is to prepare and support educators to help all students achieve to high standards of learning and development. While it requires substantial time and resources, quality professional development is essential for enabling teachers to develop further expertise in all areas of their profession.

Professional development at Mitchell Road is aligned with rigorous state student achievement standards as well as local educational and school improvement goals. It reflects the best available research and practices in teaching, learning, and leadership. Professional Development focuses on teachers as central to student learning, yet includes all other members of the school community. We strive for individual, collegial, and organizational improvement when making decisions regarding professional development

School Climate Findings

The Mitchell Road administration and faculty believe that an emphasis on school, home, and community cooperation helps create a supportive and nurturing environment for the students.

Student attendance (95.8%) and teacher attendance (90.9%) at Mitchell Road is high.

Yearly surveys from the staff, students and parents tell us how the school and community feel about the learning environment and school safety level at Mitchell Road. Results indicate that teachers are highly satisfied with the learning environment, the social and physical environment and home-school relations at Mitchell Road. The lowest rate of satisfaction parents in the area of home-school relations. This is an area that may need to be looked at more closely.

School's Significant Challenges

- ❖ Closing the achievement gap with our minority students, ESOL students, special education students and students on subsidized meals.
- ❖ Meeting the needs of our gifted and talented students.
- ❖ Reaching all ability levels.
- ❖ Providing Reading and Math intervention 5K-2nd.
- ❖ Implementation of South Carolina College and Career Ready Standards and preparing students for SC Ready Test.
- ❖ Maintaining an "A" letter grade per ESEA Waiver.
- ❖ The school needs to expand partnership development for the future.
- ❖ Increasing parent involvement.
- ❖ Increasing the level of partnership with Hispanic families.

Significant Awards and Accomplishments

- ❖ **Excellent** Absolute Report Card Rating
- ❖ State Department of Education Palmetto Gold Award (2016, 2012)
- ❖ State Department of Education Palmetto Silver Award (2016, 2011)

- ❖ AYP Met (since 2006)
- ❖ ESEA Letter Grade: “A”
- ❖ Title 1 Choice School
- ❖ American Heart Association “*Gold Fit-Friendly Worksite*”
- ❖ 2014, 2015 Live Well Greenville “Healthy School “
- ❖ 2013 Safe Kids School
- ❖ *Found Sounds Abound* Grant Recipient
- ❖ GCSD Top 10 Teacher Finalists: Angie Cooley 2014, Sarah Smoke 2017, Alison Taylor 2020, Chappell Hughes 2021
- ❖ Capturing Kids Hearts School 2019-2020



Mitchell Road Elementary

SCHOOL PROFILE

The Community of Mitchell Road Elementary School

Mitchell Road Elementary School is a pre-kindergarten through grade five public school built in 1966 and located on twelve acres in the county of Greenville, South Carolina. The school currently houses 592 students, 48 full-time instructional staff members, and 3 part-time instructional staff members. Mitchell Road Elementary is one of fifty three elementary schools in the School District of Greenville County.

The facilities consist of thirty-one classrooms, an art room with a kiln, a music lab equipped with keyboard stations, a science lab, a working garden, gymnasium, media center, two speech rooms, two special education resource rooms, an occupational/physical therapy room, a computer/writing lab, a gifted and talented classroom, a cafeteria and a courtyard with an outdoor stage. The original facility opened in 1966 and was renovated to a state of the art, 89,922 square feet building in 2002.

The socioeconomic background of our students’ families is varied. We currently have two buses providing transportation for the regular education students at Mitchell Road. Four buses provide transportation for our three self-contained special education classes.

The grade distribution for Mitchell Road Elementary School’s current enrollment is as follows:

PK/4K	5K	1st	2nd	3rd	4th	5th
44	79	121	84	82	89	93

School Leadership

The administrative head of Mitchell Road Elementary School is Mrs. Amy Kern, Principal. Mrs. Kern encourages leadership teams to guide our school in collaboration with stakeholders. Leadership is defined through the leadership team, SIC, PTA, and student activities. The school administration structure is composed of the principal and one assistant principal. The building administrators work as a cohesive team to ensure a safe positive environment that is conducive to teaching and learning. Stakeholder groups (faculty, staff, students, parents, and community members) are part of the shared decision making process through grade level teams and committees.

The purpose of leadership is to allocate and align the human, instructional, financial, and physical resources of the school with the goals of the district, community, school, teachers, and students. The administrative head promotes leadership teams to guide our school in collaboration with stakeholders. A leadership team comprised of members of the faculty/staff meets on a monthly basis.

The leadership uses the mission statement and vision as the foundation for a professional learning community. Faculty/Staff are given opportunity at the end of each school year sign up for curriculum committees for the following year. State mandated celebrations such as: Red Ribbon Week, American Education Week, are a part of the committee's yearly assignment. Curriculum committees also serve as vertical teams and meet monthly.

The role of the faculty leadership team is to facilitate and communicate the operations of the school from staff issues to curriculum issues. All faculty members meet weekly in grade level teams and submit meeting minutes to the Principal, Amy Kern. The faculty leadership team meets on a monthly basis. Faculty concerns and solutions are presented in the monthly meetings by the requesting grade level.

PTA

The Parent – Teacher Association is an integral part of our school operation. We invite parent participation and set the example by being involved ourselves. All teachers attend all PTA functions. PTA parenting nights is held on the second Monday evening of each month. The PTA board, including the principal and teacher representatives (when applicable) meets the first Thursday of each month to make decisions and discuss upcoming events.

The Parent-Teacher Association is an integral part of our school and contributes a tremendous amount of time, talent and energy to our school. The PTA provides on-going support through mini-grants, classroom donations to support student needs, and as volunteers. They coordinate fund raiser and support programs such as: Scholastic Book Fair, Bingo Night, Fall Festival, Student Council, and Beta Club, Lego Club, Chorus, and the Run Hard club. The PTA funds classroom supplies, instructional programs, playground equipment, technology equipment, and faculty development, just to name a few.

School Improvement Council

This council is made up of teachers, parents, community partnership representatives, and administrators. It functions as a liaison between the community at large and the school and also serves as part of our school Guidance Advisory Committee. This group monitors the school goals and issues relating to test scores, programs, and community concerns. This group is also involved in writing the narrative for the School Report Card.

Unlike PTA/PTOs and other voluntary school organizations, councils are mandated by law to exist in every public school in South Carolina. The council has been involved in developing the school improvement plan

since the school began. The council follows an agenda established by the chairman of the School Improvement Council and the school administration. The council meets monthly.

Parental Involvement

The climate for learning at Mitchell Road Elementary is enhanced by involved parents. Parents are invited to join school committees and councils, assist in the classrooms, help with homework, and encourage and honor their child's successes.

Partnerships

Community partnerships are welcomed and encouraged to play a vital role in the success of Mitchell Road Elementary. Mitchell Road has benefited from ongoing business partnerships including two large grocery chains, Publix and Bi-Lo, four restaurants--Chick-fil-A, Zaxby's, Moes, Topsy Taco, and neighboring faith based organizations. PTA members and parents continuously seek additional business partners to assist our school in meeting all of our educational needs.

During 2014 the school began a partnership with Mentor Upstate to provide mentors to students. Mentor Upstate promotes the development of mentoring programs in upstate South Carolina schools and beyond, as well as after-school programs, by recruiting and training mentors, providing resources and support to mentors, and enlisting community involvement. **Their** goal is to support as many children as possible through positive, real one-on-one relationships. We have a partnership with Grace Church Taylors and Español Campus that is providing us with physical resources as well as the possibility of virtual mentors/pen pals. Grace Church is currently providing food, clothing, and instructional resources. They are also providing volunteers for "Just Serve Day" to complete outdoor projects such as a sensory path and courtyard refurbishment.

A relationship with business partners offers our families, community, businesses, and the school district successful partnerships. Our partnerships have an emphasis on academics, citizenship, careers, ground beautification, curriculum, community service, health/fitness, and continuous improvement.

We have developed strong partnerships with the faith based communities of Brushy Creek Baptist church and Mitchell Road Presbyterian Church and Grace Church Taylors. These churches provide an invaluable service to our school community through their community outreach ministries. Programs include:

- ❖ Monthly appreciation breakfast for Faculty and Staff
- ❖ Faculty / Staff appreciation gifts
- ❖ Food bags sent home with students every weekend
- ❖ Coat drives
- ❖ School Supplies
- ❖ Christmas Gift

School Personnel of Mitchell Road Elementary

The staff at Mitchell Road Elementary School includes: 28 regular education classroom teachers, one full time teacher for art, music, and PE, one media specialist, one part-time challenge teacher, two self-contained special education teachers, two full time resource teachers, one full-time Reading Specialist, one full-time reading interventionist, two part-time reading interventionists, one full time speech/language specialist, one part-time speech/language specialist, and one part-time ESOL teacher. Our leadership team includes our principal, administrative assistant, a full-time instructional coach, and a full-time school counselor. We have a number of paraprofessionals: five in kindergarten, one in the media center/science lab, and four in the special education self-contained classes. Number of years taught is displayed in the table below.

Area	First Year	1-5	6-10	11-15	16-20	21-25	26-30	30+
K4/K5		1		2	1			
First Grade		2		1	1			1
Second Grade		3	1					
Third Grade	1		1			1	1	
Fourth Grade		1	2				1	
Fifth Grade	1	1	1	1				
Related Arts		1	1			1		1
Reading/Challenge/ESOL/Guidance/IC							2	2
Special Ed/Speech	1		2					2
Administration		1		1	1		1	

Additional support personnel include the district psychologist, special education coordinator, and two occupational therapists. Other support personnel include the secretary, clerk, plant engineer, four assistant custodians, two school nurses, and five food service workers. 60% of the certified teaching staff at Mitchell Road has earned a Master's Degree or higher. 12 teachers have received National Board Certification. 91.9% are continuing contract teachers. Teacher retention is high at Mitchell Road with 90.3% of teachers returning from the previous year. All teachers are highly qualified in the areas being taught. Teacher attendance is 94.5%

Student Population at Mitchell Road Elementary

Baseline data for student enrollment at Mitchell Road Elementary is 592 students total. 45.9% Caucasian, 26.6% African American, 13.1% Hispanic, 2% Asian, and 11.1% classified as two or more races, 1% American Indian/Alaskan Native or Native Hawaiian/Other Pacific Islander.

The retention rate at Mitchell Road decreased from 2% to 1.8%. 52 students are being served in the gifted and talented program. 86 students are in the ESOL program. There are 50 special education resource students being served, some for two periods each day. Our speech program serves 61 students.

62% of our students are served free and reduced lunch. Our current poverty index is 69%. The student-teacher ratio in all core subjects is in compliance with the state guidelines. Teacher allocations are as follows:

5 Yr Old Kindergarten	26.0 : 1
Primary Grades 1-3	21.5 : 1
Elementary Grades 4-5	25.5 : 1

Maximum class sizes are within limitations. The average class-size for non-self-contained classes is 18 for grades 1-3 and 20 for grades 4-8.

Attendance

Mitchell Road Elementary follows the South Carolina attendance law. Parents receive the state regulations regarding school attendance at the beginning of the school year. Students who exceed the policy are considered truant.

Student attendance rate at Mitchell Road is 94.2%.

Student Sub-groups

There are two Self-contained special education classes. There are two full-time resource teachers that utilize the pull-out and inclusion models to serve grades K5 through five. One full-time teacher and one half-time teacher serve the speech students at Mitchell Road.

**Academic/ Behavioral Features
Programs/ Initiatives**

To achieve academic results, the school utilizes research based models such as: Capturing Kids Hearts, Student-Centered Learning, The GCS Balanced Literacy Framework based on Fountas and Pinnell balanced literacy model, Lucy Calkins Units of Writing, Digital Leader Corp, continuum of special education services, RTI, Everyday Calendar Math, STEM, and differentiation strategies to meet the needs of all of our students.

Instruction at Mitchell Road Elementary is currently based on the South Carolina College and Career Ready Standards for ELA and Mathematics. Instruction in content areas is currently based on the South Carolina Learning Standards for social studies and science. The South Carolina State Department of Education supplies funds for the purchase of textbooks in each subject area for all students in kindergarten through fifth grade. Greenville County currently uses the Houghton-Mifflin 2011 reading basal series and the Houghton-Mifflin 2012 math series in kindergarten through grade five to align with SCCCR standards. Kindergarten, first, and second grades use the 2005 Houghton-Mifflin social studies series, and grades three, four, and five use the 2005 Scott Foresman social studies series. The 2006 Macmillan science series is used in kindergarten through fifth

grade classes. Greenville County provides an extensive online service, Rubicon Atlas, for all teachers in our county. This site provides quality standard based lessons and resources for each grade level in every subject area to assist teachers with planning and instruction.

Mitchell Road incorporates many educational strategies to address our diverse population. Many of these programs are district mandated, while others are solutions that we have found to address the varied needs and learning styles of all our students. Learning Focused strategies, and Xtra Math software are just a few of the many strategies used to provide instruction. We constantly review the success of each program and refine our approaches.

A strong literacy curriculum has been developed based on the Fountas and Pinnell balanced literacy method. This research-based framework has been used successfully in schools across the nation. The reading curriculum includes direct phonics instruction, guided reading, self-selected reading, and writing. During guided reading, teachers work with small groups of students using leveled readers. The books have been selected with the specific students in each group in mind. Teachers are able to provide instruction that allow the readers to meet the demands of more challenging texts over time. A special resource center has been established where teachers can check out sets of leveled readers to use with their various groups. In addition to the Fountas and Pinnell balanced literacy program kindergarten and first grade teachers have carefully researched and implemented literacy stations into their daily class routines. An Early Reading Intervention program using Fastbridge assessments identifies and provides additional support for struggling students in kindergarten, first and second grade. Teachers also integrate science and social studies into the literacy program through the use of non-fiction, historical fiction and read-aloud books. Our school-wide staff development has focused on discovering means to improve student achievement through improved methodologies and instructional practices. Staff development has included school wide in-depth professional book studies, writing workshops from Clemson University's Upstate Writing Project, Fountas and Pinnell's balanced literacy methodology, and the use of common formative assessments in all subject areas.

Our math curriculum uses the newly adopted Houghton-Mifflin series in kindergarten through grade five. To address students' needs, teachers supplement this series in a variety of ways to increase higher level thinking skills. Most teachers at Mitchell Road have been trained to use the Everyday Counts Calendar Math Program to expand the range of student math experiences and ideas. Leapfrog Math and other computer programs are used for practice and review of math skills. The extensive use of manipulatives is used to further learning concepts. The Xtra Math software program is used to supplement and enrich students' math skills. Greenville County provides project science kits for hands-on science units. All kits are equipped with lessons and supplies to offer opportunities for exploration and discovery within the scientific method. Students use science journals to record information throughout the use of each kit. Classes also have access to the STEM that was added to our facility during the renovation. Greenville County's Roper Mountain Science Center is utilized for hands-on experiences in all grade levels. State adopted textbooks are provided for each student.

Kindergarten through second grades use textbooks from Houghton-Mifflin and grades three through five use Scott Foresman texts for social studies. The social studies curriculum is addressed through historical fiction and read-aloud books integrated within the literacy curriculum, as well as field trips to Columbia and Charleston to enhance third and fourth grade social studies standards.

All related arts areas follow the frameworks developed by the state. Art and music both use texts adopted by the district; the Portfolio series for art and the MacMillan's Share series for music. These curricula are supplemented with other books, videos, instruments, reproductions and a variety of media. Creativity is also a large component of the related arts curriculums at Mitchell Road. Physical Education follows the state curriculum guidelines. Mitchell Road is fortunate to be involved in a Coordinated School Health program called **CATCH** which stands for **Coordinated Approach To Child Health**. A coordinated school health is a process which brings a school community together to teach children to be healthy for a lifetime. **CATCH** is the

resource that is going to be used to coordinate this process. **CATCH** is broken down into 4 components, **Child Nutrition** which involves the school cafeteria, **Physical Education** which makes sure the students are involved in moderate to vigorous physical activity, **Classroom** where health and nutrition resources are available to supplement the already existing health curriculum and the **Family** component where there is take home material and hands on activities for families to interact and strike up dialog on healthful living.

Technology is infused into every aspect of the school. Students use the Internet to research and communicate. Digital cameras are very popular with students and teachers for field trips and learning experiences that are supplemented with writing. Various programs are used at all levels to create presentations with varying degrees of assistance. Brainpop, Xtra Math, Google Classroom, Discovery Education Google Apps for Education are just a few of many programs that are utilized at Mitchell Road for remediation and enrichment. Students attend the computer lab to work on various skills, such as keyboarding, researching, and publishing written work at least once per week. All classrooms in grades K-5 are one-to-one with chromebooks. All teachers have permanently mounted Promethean Boards used for interactive lessons. Many teachers at Mitchell Road are not only technologically proficient, but are teaching and mentoring others in the district. Each teacher has an up-to-date web page, which is accessed by parents, teachers and students to stay abreast of school and classroom activities. Parents often use e-mail to keep in contact with their child's teachers. Teachers also utilize Sign-up Genius and Remind 101 to communicate and schedule meetings with parents. Many of our internal communications both district and in-house are now e-mail based. We have a daily school news show written and produced by fourth and fifth grade students with the assistance of the Instructional Coach.

Pre-School Program

Mitchell Road is one of twenty-two elementary schools in the district with a full day four-year old kindergarten program. To be eligible, children must be four years of age by September 1 of the school year. The class at Mitchell Road currently serves twenty students. This program focuses on school readiness and improving literacy by exposing four-year old kindergarten children and adults to an environment rich in language and print.

Gifted and Talented

In Greenville County, the needs of the gifted and talented are met through a pull out program. In the third grade, students attend Challenge for 125 minutes each week. Students in grades four and five attend Challenge for 200 minutes per week. The mission is to maximize the potential of gifted and talented learners by providing programs and services, which match their unique characteristics and needs. Our goals and objectives are:

- ❖ To support mastery of core areas of learning at a pace and depth appropriate for gifted and talented learners.
- ❖ To develop an understanding of the concepts, themes, and issues which are fundamental to the disciplines and an appreciation for interrelationships among the disciplines.
- ❖ To develop independent learning skills.
- ❖ To develop critical and creative thinking, problem-solving, and decision-making skills.
- ❖ To develop effective communication skills.
- ❖ To develop creative expression and aesthetic valuing.

Identification of students is done through multiple criteria set forth by state law. All students are screened every year, beginning in second grade, and may enter the program at any level. Some students may begin Challenge classes in third grade. Once a student has qualified for the program, he or she does not have to qualify again and may be removed from the program only with the parents' consent. Currently, 19% of our third, fourth, and fifth grade students participate in the challenge program.

Assessment

Students are assessed in a variety of ways at Mitchell Road. Teacher observation and conferencing are daily assessments with students. In each grade level, assessments are designed to appropriately evaluate student progress and understanding. Each grade level administers benchmark or unit tests in reading and mathematics on Mastery Connect as well as weekly assessments (formal and informal) using the rigor of Mastery Connect questions. These scores are used for determination of trends and careful monitoring of at-risk students. In addition, teacher-made tests, rubrics and project checklists help students and teachers evaluate work and learning. Portfolios help show student growth and progress.

As a part of the Greenville County Educational Plan, the school district has established a writing assessment for first through fifth grade students. The students are assessed three times during the school year. Each grade level has the same prompt. These writing samples are scored using a rubric and kept in a student portfolio. These assessments are administered to measure progress and growth. Grades are not given for these writing assignments. Running records are administered to all students in the fall, winter, and spring, to establish fluency levels using the Fountas and Pinnell Benchmark Toolkit.

The MAP (Measurement of Academic Progress) test is administered to second and fifth grade students each winter to measure growth in reading, math, and language usage. Staff members have received extensive training in the use of this measurement. Each year our staff and administrators analyze standardized test data from SC Ready and SCPASS tests to determine strengths and weaknesses. Normative and criterion-based data are used to seek patterns in groups of students to determine factors that might affect student progress. Data is examined closely by sub-test, content cluster, and in terms of each student's ability. Teachers examine data from their previous year, as well as results of their current class. This information helps us to fine-tune our instructional program.

Behavioral Education Models

There are many non-instructional interventions and support systems at Mitchell Road. The faculty and staff set high expectations for all students and teach the importance of responsibility and self-reliance. Students are taught to choose appropriate behaviors in various situations.

Mitchell Road has a number of programs to develop self-esteem and promote pride in our school, including Black History Celebration, American Education Week and Red Ribbon Week. The Kiwanis Club sponsors Terrific Kids, a program for students who work to improve grades, leadership skills, and behavior. A Kiwanis volunteer attends the school's quarterly awards ceremonies to present T-shirts and certificates.

A variety of partnerships offer mentoring services to our students. A local church provides mentors for many of our students who are in need of tutoring or an adult role model. Another nearby church facilitates the Good News Club on Tuesdays for approximately 60 of our students. This is a biblical based after school club, in which students listen to stories and make crafts one hour each week. Because of this strong collaboration with different community groups, our school was named a Flagship School of Promise.

Leadership training offers our students additional opportunities to become mentors and leaders. Student Council representatives from third through fifth grade sponsor service projects, which involve everyone. These students collected canned goods for our troops overseas and pet supplies for the Humane Society. Student Council also sponsors hat days and candy gram sales to raise money to provide help for students' field trip needs. Fifth grade students that meet certain criteria, including good grades and model behavior, are recommended by teachers to be inducted into the Junior Beta Club. The Beta Club earns service hours through a variety of projects. Several classrooms participate in book buddies as well as peer tutoring and cooperative learning to allow students to practice leadership skills and responsibility.

Special Education students plant and maintain flowerbeds outside their classrooms with assistance from their peer mentors. Students in the Special Education classes participate in mainstream classes in the areas of science, health, and social studies. These students receive occupational and physical therapy, as well as vision services. Our speech/language pathologists serve students who have been identified with speech/language needs. Some non-verbal students use special computer equipment to enhance the educational process and allow for improved communication and individual progress.

Counseling and Other Student Support Services

Character Education is an integral part of developing *Ready, Respectful, & Responsible students*. Students at Mitchell Road Elementary School receive a high level of support services from an outstanding staff. We have a full time guidance counselor who works with students, parents, teachers, and various social service organizations for the support of our school family. The guidance counselor provides classroom guidance, small group counseling, individual counseling, and also makes home visits when needed. Character education is provided through monthly lessons in the classroom from the Guidance Counselor embedded into the regular education curriculum.

The School Counselor also communicates with outside service providers frequently to support our students and staff.

Our school psychologist serves a number of schools in the district in addition to Mitchell Road Elementary. Our site serves as her home-based school.

Our OnTrack team meets weekly to provide interventions for struggling students prior to a possible psycho educational referral. The team is comprised of a coordinator, an administrator, instructional coach, special education representatives and school psychologist.

The instructional coach at Mitchell Road provides leadership for teachers by planning, collaborating, organizing, mentoring, and facilitating change to improve the instructional program in the school. Instructional coaches attend meetings and receive training in order to provide assistance for teachers and staff members in a variety of ways. She conducts regular coaching cycles with teachers based on student needs.

Extracurricular Activities

Mitchell Road has been able to educate our students, not only through academics, but through a variety of special programs:

- ❖ Mustang Minutes News Show
- ❖ R.T.I. Reading Program
- ❖ Student Honor Roll
- ❖ Chorus
- ❖ Book Buddies
- ❖ After-school Program (ACE)
- ❖ Student Council
- ❖ Science Fair
- ❖ Terrific Kids Program
- ❖ Wireless Capabilities
- ❖ Safety Patrol
- ❖ Mentor Greenville Participant
- ❖ Run Hard Running Club
- ❖ Morning Tutoring
- ❖ Good News Club
- ❖ Beta Club
- ❖ Be A Fan Club
- ❖ Culinary Creations Healthy Menu
- ❖ PEP Free Book Fair
- ❖ Family Reading Night
- ❖ Science Night
- ❖ Technology Night
- ❖ Lego Club

School-wide Discipline Program

Mitchell Road Elementary students, faculty and staff are guided by the principals of Capturing Kids Hearts.

What is it? A relationship building approach to discipline that creates self-managing groups.

How does it work? Teachers use the EXCEL model to communicate with students. Students create their own rules via a social contract. Students hold each other accountable using "checks" and "fouls". An environment is created that emphasizes positivity through "good things" and "affirmations"

The EXCEL model:

- **"Engage"**: Students are greeted at the door with a handshake, eye contact and a welcome.
- **"X-plore"**: Teachers listen and attend to the personal, emotional and academic needs of our students.
- **"Communicate"**: Teachers communicate care as well as content.
- **"Empower"**: Teachers empower students to gain the ability to "use and do" the things they have been taught.
- **"Launch"**: Deals with how we "end and send" our students into the world. The purpose is to start our students on a course of action by ending our classes on a powerful note.

The Social Contract:

The Social Contract is created by the students, assisted by the teacher, in effort to answer four questions regarding the environment of the classroom. The four questions include:

- How do you want to be treated by the teacher?
- How do you want to be treated by each other?
- How do you think the teacher wants to be treated by you?
- How do we want to treat each other when there is conflict?

The resulting answers make up a list of adjectives which serve as the basis for student expectations of behavior in the classroom.

The Social Contract is signed by all classroom members including the teacher.

The document is also shown to classroom visitors and they are encouraged to sign the contract as well.

The document is a living document and is referred to on a regular basis to highlight success and serves as a guide for when problems arise.

The Four Behavior Questions:

These are questions that we ask each other to help stay true to the social contract:

- What are you doing?
- What are you suppose to be doing?
- Are you doing that?
- What are you going to do about that?

Checks and Fouls:

When a student is not following the social contract, other students will "check" that student. It is a silent reminder of a thumbs up to remind the student that they need to change their behavior.

When a student is being unkind, other students will "foul" that student. The student is then asked to give two "put ups" for the "put down" they gave.

Good Things:

At the beginning of classes teachers will start with "good things", in which students share something good that is going on with them. This creates an environment of positivity and helps build relationships.

MISSION, VISION, and BELIEFS

Vision Statement

Mitchell Road Elementary- where students are equipped with a passion for life-long learning.

Mission Statement

Mitchell Road Elementary School connects with families and the community to provide quality learning experiences that cultivate world-class knowledge and skills, while developing character and leadership.

Belief Statements: We believe...

- Each student is unique and valued.
- All students can learn and deserve high-quality, engaging instruction provided by exceedingly qualified, dedicated teachers.
- All students and staff deserve a safe, positive and supportive environment.
- Students learn best when positive relationships and collaboration between home and school are prevalent.

DATA ANALYSIS and NEEDS ASSESSMENT

SC Ready Data

ELA	Spring 2019	Spring 2021
Not Met/Approaching	34% / 42%	44% / 48%
Meets / Exceeds	66% / 58%	56% / 52%

Meets/ Exceeds	Spring 2019	Spring 2021
3 rd Grade	62.5% / 60%	56.4% / 49%
4 th Grade	70.7% / 63%	61.4% / 44%
5 th Grade	66% / 53%	50.6% / 51%

ELA	Strengths	Areas of Growth
3 rd Grade	Literary Text: Language, Craft & Structure	Writing- Language
4 th Grade	Literary Text: Language, Craft & Structure	Writing – Meaning & Context
5 th Grade	Literary Text: Language, Craft & Structure	Writing – Meaning & Context

SC Ready Math

MATH	Spring 2019	Spring 2021
Not Met / Approaching	28% / 37%	46% / 47%
Met / Exceeds	72% / 63%	54% / 53%

Meets / Exceeds	Spring 2019	Spring 2021
3 rd Grade	70.5% / 69%	57.8% / 57%
4 th Grade	65.2% / 63%	53.2% / 52%
5 th Grade	78.7% / 57%	51.7% / 50%

Math	Strengths	Areas of Growth
3 rd Grade	Measurement & Data Analysis	Algebraic Thinking & Operations
4 th Grade	Number Sense & Base Ten	Algebraic Thinking & Operations
5 th Grade	Measurement & Data Analysis	Geometry

SCPASS Science

SCIENCE	Meets/ Exceeds
Spring 2019	66% / 64%
Spring 2021	56.6% / 56.4%

Science	Strengths	Areas of Growth
4th Grade	St. 2- Earth Science: Weather and Climate	St. 5- Life Science: Characteristics and growth of organisms

Teacher and Administrator Quality

Qualified, Diverse Staff

60% of the certified teaching staff at Mitchell Road has earned a Master's Degree or higher. 12 teachers have received National Board Certification. 91.9% are continuing contract teachers. Teacher retention is high at Mitchell Road with 78/1% of teachers returning from the previous year. All teachers are highly qualified in the areas being taught. Teacher attendance is 94.5%.

School Climate Needs Assessment

The Mitchell Road administration and faculty believe that an emphasis on school, home, and community cooperation helps create a supportive and nurturing environment for the students. Results from the yearly parent, student, and teacher survey indicate overall satisfaction with the school learning environment and social and physical environment. Student survey results show some concern with the school-home relations. Efforts to increase satisfaction in this area include more positive conferences and phone calls to celebrate with families, instead of simply contacting parents in negative situations. Teachers have also worked to increase their availability by using applications such as Remind App to give parents a way to communicate more timely with teachers

Impact of COVID-19:

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

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

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

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

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

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority Gifted and Talented Requires <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL 1: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from <u>48.1</u> % in 2016-17 to <u>66.1</u> % in 2022-23.
<i>Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.</i>
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by <u>3</u> % annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	48.1% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 51.1	54.1	57.1	60.1	63.1	66.1
		School Actual Elementary 52.3%	66.4	waiver	56.1		
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52	58	waiver	52		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
3. Implement coaching cycles to improve common planning and instruction	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	Coaching Cycle artifacts and schedule

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

PERFORMANCE GOAL 2: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 60.8 % in 2016-17 to 80.3 % in 2022-23.

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

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

SC READY Math SDE website and School Report Card	60.8 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 63.8	66.8	69.8	72.8	75.8	78.8
		School Actual Elementary 69.6	71.6	waiver	54.2		
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	62	64	66	68	69
		District Actual Elementary 60	63	waiver	53		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	Principal Asst. Principal Teachers IC	\$0	N/A	Evidence of learning targets tied to standards as observed in classroom

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Lit. Spec.			walkthroughs and Instructional Rounds
3. Implement coaching cycles to improve common planning and instruction	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	Coaching Cycle artifacts and schedule

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

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

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	70.4	73.4	76.4	79.4	82.4
		School Actual Elementary 67.4	66.3	waiver	55.1		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary 60	64	waiver	56		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
3. Implement coaching cycles to improve common planning and instruction	2018-2023	Principal Asst. Principal Teachers IC Lit. Spec.	\$0	N/A	Coaching Cycle artifacts and schedule

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	30.6% Meets Expectations and Exceeds Expectations	School Projected Hispanic 33.6	36.6	39.6	42.6	45.6	48.6
SC READY ELA SC SDE Website		School Actual Hispanic	52.2	waiver	Not enough for subgroup		
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34	40	waiver	36		
SC READY ELA SC SDE Website	31 % Meets Expectations and Exceeds Expectations	School Projected AA 34	37	40	43	46	49

SC READY ELA SC SDE Website		School Actual AA 38.7	41.1	waiver	42.9		
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31	waiver	28		
SC READY ELA SC SDE Website	17.5 % Meets Expectations and Exceeds Expectations	School Projected SWD 20.5	23.5	26.5	29.5	32.5	35.5
SC READY ELA SC SDE Website		School Actual SWD N/A	N/A	waiver	N/A		
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SC SDE Website		District Actual SWD 12	21	waiver	19		
SC READY ELA SC SDE Website	35.8 % Meets Expectations and Exceeds Expectations	School Projected LEP 38.8	41.8	44.8	47.8	50.8	53.8

SC READY ELA SC SDE Website		School Actual LEP 38.8	43.5	waiver	N/A		
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33	44	waiver	32		
SC READY ELA SC SDE Website	41.1 % Meets Expectations and Exceeds Expectations	School Projected PIP 44.1	47.1	50.1	53.1	56.1	59.1
SC READY ELA SC SDE Website		School Actual PIP 45.9	61.2	waiver	51.7		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	waiver	37		
SC READY Math SC SDE Website	55.4 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 58.4	61.4	64.4	67.4	70.4	73.4

SC READY Math SC SDE Website		School Actual Hispanic 50	69.6	waiver	N/A		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	43	waiver	41		
SC READY Math SC SDE Website	38.5 % Meets Expectations and Exceeds Expectations	School Projected AA 41.5	44.5	47.5	50.5	53.5	56.5
SC READY Math SC SDE Website		School Actual AA 51.3	49.5	waiver	45		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28	30	waiver	25		
SC READY Math SC SDE Website	48.5 % Meets Expectations and Exceeds Expectations	School Projected SWD 51.5	54.5	57.5	60.5	63.5	66.5

SC READY Math SC SDE Website		School Actual SWD N/A	31	<i>waiver</i>	N/A		
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16	20	<i>waiver</i>	24		
SC READY Math SC SDE Website	49.8 % Meets Expectations and Exceeds Expectations	School Projected LEP 52.8	55.8	58.8	61.8	64.8	67.8
SC READY Math SC SDE Website		School Actual LEP 47.6	65.2	<i>waiver</i>	N/A		
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	<i>waiver</i>	40		
SC READY Math SC SDE Website	53.3 % Meets Expectations and Exceeds Expectations	School Projected PIP 57.3	60.3	63.3	66.3	69.3	72.3

SC READY Math SC SDE Website		School Actual PIP 60.6	65.6	<i>waiver</i>	50.9		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual PIP 38	43	<i>waiver</i>	38		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Principal IC ESOL Resource RTI Lit. Specialist	\$0	NA	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, faculty meetings etc.)
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 5: Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	School Projected		Kindergarten through Grade 5 =N/A	Kindergarten through Grade 5 =>62%	Kindergarten through Grade 5 =64%	Kindergarten through Grade 5 =66%
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 =62%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Kindergarten through Grade 5 =44.1%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten = Grade 1 =	Kindergarten = Grade 1 =	Kindergarten = Grade 1 =	Kindergarten = Grade 1 =
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read % students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC	School Actual	Kindergarten = Grade 1 =N/A	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Kindergarten =32% Grade 1 =25%		
MAP Winter Reading		School Projected		Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %

South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	School Actual	Grade 2 – % Grade 5 – %	Grade 2 –47.4 % Grade 5 – 40.7%	Grade 2 –53 % 5 th grade data point not available - School Board decision to waive 5 th grade testing	Grade 2 –25 % 5 th grade data point not available - School Board decision to waive 5 th grade testing	
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	District Projected		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.	K-5 57%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	District Projected		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	District Actual	5K – 50% Grade 1 – 55%	Data point not available due to state-wide school closures on March 17, 2020 - COVID- 19 pandemic.	5K –28 % Grade 1 – 46%		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	District Projected		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above

South Carolina MAP Linking Study – February 2018 and July 2020	<u>2018</u> 2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile <u>2020</u> 2 nd grade criteria RIT = 188 72 nd percentile 5 th grade criteria RIT = 227 65 th percentile	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – % 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.	Grade 2 – 37 % 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.	
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Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. R43-205 Greenville County Schools requests a waiver to 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 at-risk 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.	2020-21	Director of Early Intervention and Student Support			Waiver
2. Coach teachers in instructional best	2018-2023	IC Lit. Specialist	\$0	\$0	Consistent implementation of

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
practices using the district coaching framework					coaching events during a coaching cycle with grade level teams and reflective practices
3. Support comprehension and effective communication through intentional planning and authentic use of vocabulary	2018-2023	Principal IC Lit. Specialist	\$0	NA	Classroom evidence of content

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = yes Ethnic Diversity = yes	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%	Gender Diversity = 100% Ethnic Diversity = 97%	Gender Diversity = % Ethnic Diversity = %	

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Participate in Shining Stars event to actively recruit diverse candidates.	Yearly in March	Amy Kern, Principal	\$0		Hiring diverse candidates
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 1: Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	x	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 82.1	90.6	waiver	94.7		
SC SDE School Report Card Survey	x	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 91.7	97	waiver	94.4		
SC SDE School Report Card Survey	x	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Parents 95	97.2	waiver	94.7		
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	waiver	93		
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	waiver	98		
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	waiver	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Capturing Kids Hearts Training	August 2019-2023	Principal, Assistant Principal, Instructional Coach, Counselor	\$30,000	Local Funds	Implementation progression evaluated by principal and Flippin Group representative.
2. ACES Training	August 2019-2023	Principal, Counselor, Mental Health Counselor	\$0		Completion of training and subsequent support training.
3. Triple P Parenting Workshops	August 2020-2023	Principal, Counselor	\$0	Grant	Counselor offers monthly parenting seminars on raising resilient students.

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) x	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0	0.002	0	0		
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8	1.5	0.9	0.3		

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) x	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		School Actual 0	0.002	0	0		
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.10	.03	.004		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Capturing Kids Hearts Training	August 2019-2023	Principal, Assistant Principal, Instructional Coach, Counselor	\$30,000	Local Funds	Implementation progression evaluated by principal and Flippin Group representative.
2. ACES Training	August 2019-2023	Principal, Counselor, Mental Health Counselor	\$0		Completion of training and subsequent support training.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Trauma informed practices (book studies, webinars)	August 2020-2023	Principal, Counselor	\$500	Local Funds	Participating in book studies and webinars

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority Gifted and Talented Requires <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
PERFORMANCE GOAL 4: The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the Cognia Culture and Climate Survey.							
INTERIM PERFORMANCE GOAL: Meet annual targets below.							

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	90	90	90	90	90
		School Actual 86	91	91	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Note: Cognia surveys have been discontinued.	Note: Cognia surveys have been discontinued.
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90

		District Actual 89	90	92	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	<i>Note: Cognia surveys have been discontinued.</i>	<i>Note: Cognia surveys have been discontinued.</i>
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Capturing Kids Hearts Training	August 2019-2023	Principal, Assistant Principal, Instructional Coach, Counselor	\$30,000	Local Funds	Implementation progression evaluated by principal and Flippin Group representative.
2. ACES Training	August 2019-2023	Principal, Counselor, Mental Health Counselor	\$0		Completion of training and subsequent support training.
3. Trauma informed practices (book studies, webinars)	August 2020-2023	Principal, Counselor	\$500	Local Funds	Participating in book studies and webinars

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 96.6	School Projected	95	95	95	95	95
180 th day Attendance Report		School Actual 96.6	95.7	95	96		
	(2016-17) 95	District Projected	95	95	95	95	95
180 th day Attendance Report		District Actual 95	95	96	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. On Track	August 2018-2023	Principal, Counselor, Instructional Coach, School psychologist	\$0		Weekly meeting minutes
2. Attendance Conferences/Interventions	August 2018-2023	Assistant Principal	\$0		IMS
3.					

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
PERFORMANCE GOAL 6: The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.							
INTERIM PERFORMANCE GOAL: Meet annual targets below.							

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Capturing Kids Hearts Training	August 2019-2023	Principal, Assistant Principal, Instructional Coach, Counselor	\$30,000	Local Funds	Implementation progression evaluated by principal and Flippin Group representative.
2. ACES Training	August 2019-2023	Principal, Counselor, Mental Health Counselor	\$0		Completion of training and subsequent support training.
3. Trauma informed practices (book studies, webinars)	August 2020-2023	Principal, Counselor	\$500	Local Funds	Participating in book studies and webinars

