

Pelham Road Elementary

“A Community of Learners”

Strategic Plan/Portfolio

2018-19 through 2022-23



Mrs. Kristy Qualls, Principal
Pelham Road Elementary School

W. Burke Royster, Superintendent
Greenville County School District

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SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Pelham Road Elementary

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

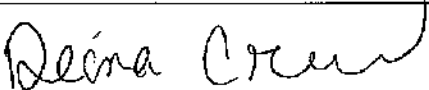
PRINCIPAL

Kristy Qualls		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

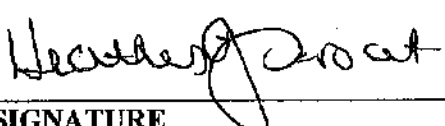
CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Diana Crow		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Heather Popat		April 26, 2022
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Allstar Way, Greenville SC, 29615

SCHOOL TELEPHONE: (864) 355-7600

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Kristy Qualls
2. Teacher	Caroline Duncan
3. Parent/Guardian	Diana Crow
4. Community Member	John Redmond
5. Paraprofessional	Sheila Hartwell
6. School Improvement Council Member	Mary Garrett
7. Read to Succeed Reading Coach	Heather Popat
8. School Read to Succeed Literacy Leadership Team Lead	Heather Popat
9. School Read to Succeed Literacy Leadership Team Member	Tracy Winetroub

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

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

ASSURANCES FOR SCHOOL RENEWAL PLANS

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

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

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

x **Academic Assistance, PreK–3**

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

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

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

x **Parent Involvement**

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

x **Staff Development**

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

x **Technology**

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

x **Innovation**

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

x **Collaboration**

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

x **Developmental Screening**

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

Half-Day Child Development

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

x Developmentally Appropriate Curriculum for PreK–3

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

x Parenting and Family Literacy

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

x Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

x Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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Introduction and Executive Summary



Pelham Road Elementary School Portfolio

The motto of Pelham Road Elementary is “A Community of Learners”. The Pelham Road Elementary portfolio documents our journey through the continuous improvement process. The portfolio provides our school community with an ongoing means for communication, continuous improvement and accountability. The portfolio also provides assurance to the public regarding the educational quality of our school by obtaining reaffirmation of our accreditation from AdvancED.

The categories used in this portfolio are based upon a model of continuous improvement, which is an expectation of our district and our state. These categories were selected because we believe these are merits for a strong foundation of a quality school.

The categories utilized in this school portfolio are:

Executive Summary School Profile

Executive Summary

As a result of a Greenville County Initiative every school is required each spring to complete a comprehensive evaluation of all school systems and report the findings and Action Plan in a school portfolio. With leadership from Administration, the Instructional Coach and teacher input, the members of Pelham Road are assigned to committees that update and revise the portfolio each year. The portfolio is aligned with the requirements of Greenville County Schools and the State Department of Education. All parents and members of the School Improvement Council are invited to participate in this process. An electronic copy is available for parents, faculty, and staff on the Pelham Road website.

	Literacy	Math	Science	Social Studies	SEL
K5	Sinclair	Nguyen	Riservato	Stacy	Smallridge
1st	Templeton, Holtzclaw	Stepp, Brittingham	Fox	Adams	Brown, Dean
2nd	Duncan, Revell	Westlund	LoVine	Yarem	Earley
3rd	Buchanan	Stokes	Jeffress	Banning	Brown
4th	Ashmore	Harden	Coan	Whitehead	Mason
5th	Lovello*	Carpenter*	Peck	Bradstreet	Bolin
Specialist	Popat Jordan Edmonston	Reeder	Winetroub		Prochaska Smith* Jones*
Related Arts	Meekins		Hobbs		Norris
Additional Members	Farmer	Orr	McCarty	Urban	Garrison

Summarized Findings of Student Achievement

Academic goals are the foundation for the delivery of instruction within the classroom. At Pelham Road, we make the necessary steps to ensure that all students are learning at their potential. After careful review of demographic data, survey questionnaire results, and student achievement data, an effective strategic plan for student achievement, complete with goals and objectives, was created. Benchmarks were identified for gains in both reading and math. Staff development activities, which include the implementation of STEAM projects, Fountas and Pinnell Balanced Literacy, Guided Math and our continual development for effective PLC's, are all focused on meeting students' various academic needs. The staff, Faculty Council, and SIC update the goals and objectives determined by the strengths and limitations of current data. Data is disaggregated, discussed, and priorities are established for the upcoming school year

- 73.5 % of third through fifth grade students met and/or exceeded standard on SC Ready ELA during 2016-2017 with an increase to 76.2% during 2017-2018.
- 76.2 % of third through fifth grade students met and/or exceeded standard on SC Ready ELA during 2017-2018 with an increase to 79.1% during 2018-2019.
- 79.1 % of third through fifth grade students met and/or exceeded standard on SC Ready ELA during 2018-2019 and a waiver was granted during the 2019-2020 school year.
- 75.3 % of third through fifth grade students met and/or exceeded standard on SC Ready ELA during 2020-2021 school year.
- 78.2% of third through fifth grade students met and/or exceeded standard on SC Ready Math during 2016-2017 with an increase to 79.7% during 2017-2018.
- 79.7% of third through fifth grade students met and/or exceeded standard on SC Ready Math during 2017-2018 with an increase to 83.0% during 2018-2019.
- 83.0 % of third through fifth grade students met and/or exceeded standard on SC Ready Math during 2018-2019 and a waiver was granted during the 2019-2020 school year.
- 77.0 % of third through fifth grade students met and/or exceeded standard on SC Ready Math during 2020-2021 school year.
- 71.8 % of fourth and fifth grade students scored met and/or exemplary on SCPASS Science during 2016-2017 with an increase to 74.2 % (fourth grade) during 2017-2018.
- 74.2 % of fourth grade students scored met and/or exemplary on SCPASS Science during 2017-2018 with a slight decrease to 74.1% during 2018-2019.
- 74.1 % of fourth grade students scored met and/or exemplary on SCPASS Science during 2018-2019 and a waiver was granted during the 2019-2020 school year.
- 77.0% of third through fifth grade students met and/or exceeded standard on SCPASS Science during 2020-2021 school year.
- 89.9% of fourth and fifth grade students scored met and/or exemplary on SCPASS Social Studies during 2015-2016 with an increase to 90.3% during 2016-2017
- 90.3% of fourth and fifth grade students scored met and/or exemplary on SCPASS Social Studies during 2016-2017 with an increase to 93.5% (fifth grade) during 2017-2018.
- 93.5% of fifth grade students scored met and/or exemplary on SCPASS Social Studies during 2017-2018 with a slight decrease to 93.1% during 2018-2019.
- For the 2017-2018, 2018-2019 and 2019-2020 school years, our Winter MAP scores in both

second and fifth grades scored above the district average in both reading and math.

- For the 2020-2021 school year, our Winter MAP scores in second grade scored above the district average in both reading and math.

Steps for Continuous Improvement

- Continue to examine and monitor student progress and results as identified through standardized testing and Mastery Connect (TE21) Benchmarking.
- Working extensively with our Special Education team to create a stronger model for delivery of services including both inclusive and pullout services. We are working closely with the district to implement a program that will meet the individual needs of all special education students.
- Continue the support of Pelham Road's Balanced Literacy Framework.
- Continue the ongoing academic evaluation of technology within each classroom.
- Continue to develop and grow ourselves as an effective PLC, including the use of common assessments, common grading practices and the continued use of effective instructional strategies in the classroom.
- A plan for purposeful, differentiated and meaningful staff development.
- Training and implementation of Fountas & Pinnell and a strong Balanced Literacy Program.
- Training and implementation of differentiated Guided Math Groups within classrooms.
- The Instructional Coach and Literacy Specialist will work with teachers to target student needs within Coaching Cycles.
- Utilize district supported curriculum with all students.
- Provide support to teachers in the use of state standards.
- Ongoing evaluation of the strategic five-year school plan.
- Increase the use of Depth of Knowledge Descriptors, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom.

Summarized Findings for Teacher and Administrator Quality

- 100% of Pelham Road administration and staff are highly qualified
- 64% of Pelham Road teachers and staff members hold advanced degrees
- 10 Pelham Road teachers hold National Board certification
- Quality staff development is provided on campus and through Greenville County School District
- Professional development focus is in the area of Balanced Literacy, including Language and Word Study, Reader's Workshop, Writer's Workshop and Guided Reading as well as Guided Math Implementation and Meaningful Technology Integration, as well as building strong PLC's and incorporating Rigor across content
- Staff development is designed to help teachers maintain highly qualified certification
- The Leadership Team, with input from the staff, has created a professional development plan that will focus on building teacher leaders and strengthening our instructional program
- Technology professional development is provided to help teachers meet State Department technology proficiency as well as provide a student-centered approach to learning

Needs Assessment for Teacher and Administrator Quality

- Reaching all ability levels to close the achievement gap for all subgroups
- Continuing to fund computer lab instructor/s through local funds
- Increasing meaningful use of student technology in all classrooms
- Continuing to provide current and trending educational technology professional development
- Continuing to provide professional development in the area of Balanced Literacy
- Providing opportunities for Guided Math professional development to assist with differentiation of instruction
- Continue to analyze common formative and summative assessments and plan instruction through the use of data analysis in Professional Learning Communities
- Continue to look for ways to challenge our high-performing students
- Offer after-school and in-school tutoring for students with academic needs

Summarized Findings for School Climate

Needs Assessment for School Climate (Parent Survey)

- According to our parent survey from the yearly report card, the following percentage of parents indicated satisfaction with our learning environment:
2016- 93%
2017- 89.6%
2018- 95.4%
2019- 90.5%
2020- waiver
2021 – 96.8 %
- According to our parent survey from the yearly report card, the following percentage of parents indicated satisfaction with our school-home relations:
2016- 84%
2017- 75%
2018- 88.5%
2019- 79.2%
2020- waiver
2021 – 78.5 %
- We will continue to work to improve communication, increase participation, and help parents be an integral part of their child's education.

Pelham Road's Significant Challenges

- Achievement Gap between disabled and non-disabled in ELA and Math
- Achievement Gap with African American students in ELA and Math
- Achievement Gap between our females and males in the area of ELA
- Achievement Gap between our males and females in the area of Math

Pelham Road's Significant Awards and Accomplishments

- National Blue-Ribbon School of Excellence
- Palmetto's Finest
- South Carolina Blue Ribbon School Award
- Exemplary Writing School
- Red Carpet School Award
- School Incentive Award Winner
- Terrific Kids
- Safe Kids School Award Winner
- State PTA Reflection Winner
- District Science Fair Winner
- Palmetto Gold Award Winner
- Palmetto Silver Award Winner
- National PTA School of Excellence
- PTA 100% membership for 35 consecutive years
- 10 National Board-Certified Teachers
- Greenville Drive Reading Hall of Fame School
- Award winning Choral Program
- Presidential Academic Fitness Award
- Afterschool Chess Club for K-5
- Afterschool Lego Club
- Afterschool Clay Club
- Afterschool Sign Language Club
- Afterschool Garden Club
- Afterschool Coding Club
- Afterschool Cheer Camp
- Afterschool Ukulele Club
- TASCK Force (Kindness Club)
- National Junior Beta Club
- Upstate Mentor Program

School Profile

Pelham Road Elementary School is helping all students develop world class skills and life and career characteristics of the Profile of the South Carolina Graduate by the blending of traditional studies and technology in a supportive, student-centered, and academically challenging learning environment. This environment is provided through the implementation of our school vision: “**A Community of Learners.**” We demonstrate this vision by challenging our students with best practices to reach their full potential and by the continuous professional development of our teachers. Our teachers are continually seeking ways to learn new and effective strategies to implement in their classrooms. Strong reading and writing integration across the curriculum provide students with a solid Language Arts foundation. Teachers implement Greenville County School’s Balanced Literacy Framework, Guided Math, science kits and a variety of online enrichment computer programs. We also provide early reading intervention through our Reading Interventionists, vertical articulation, technology instructors, and interactive technology use with promethean boards, 1:1 Chromebooks for grades K5-5 and additional iPads for our K-1 students.

We are proud of our history of academic success at Pelham Road Elementary. The Palmetto Gold and Silver Awards Program recognizes and rewards schools for attaining high levels of absolute performance and high rates of growth. We have a variety of factors that ensure our success including an outstanding volunteer program with over 31,500 volunteer hours logged each year. However, these hours do not reflect the COVID 19 global pandemic (20-21/21-22 school years) due to the fact parents and volunteers are now only able to volunteer on a limited basis. On a given year, our volunteers tutor, help during field trips and assist with special programs such as our SIC Book Blast, Read Across America Day, STEAM Day and various afterschool enrichment programs. Our student leadership raises money for local charities such and agencies that help abused and neglected animals, impoverished communities in our local area and our military veterans. We also pride ourselves for offering a variety of afterschool enrichment opportunities for our students such as Lego, Cheer, Coding, Garden, Clay, Sign Language, Volleyball and Ukulele Clubs. Our extended day program provides safe and stimulating activities for more than 160 children, starting with homework help and enrichment offerings in art, music, and PE. At Pelham Road Elementary we believe the school, family and community must share the educational responsibility of our students. Our mission, in partnership with our home and community, is to **PREPARE, RESPECT, ENRICH and SUCCEED**. We will continue to move forward to maintain the excellent education we provide for our students and community. We are indeed proud to be called “**A Community of Learners**”.

Student Population/Enrollment

Demographics	2017 -18	2018 - 19	2019 - 20	2020 - 21	2021- 22
Total Enrollment	772	70	803	488(in-person) 669 (total)	759
African American	75	75	90	108	101
Caucasian	553	566	573	444	498
Hispanic	43	33	37	44	51
Asian	52	56	56	69	58
Other	39	42	47	17	51
Disabled	94	111	99	95	118
Pupils in Poverty	153	134	258	232	212

Pelham Road Elementary is a neighborhood school with most neighborhoods being middle class. Approximately 66% of our students are Caucasian, 13% African American, 7% Hispanic and 8% Asian. Our poverty index is approximately 28%. We serve 106 students in our challenge program (including our virtual students) and 16% of our students are identified as disabled receiving services such as, but not limited to, speech, occupational therapy, resource, as well as our ED and Multi-Categorical self- contained students.

Enrollment for 2021-2022 school year by grade level is as follows:

Grade	# of Students
K5	111
1	132
2	247
3	112
4	116
5	141
TOTAL	759

School Personnel

Our Administration

Mrs. Kristy Qualls

I am truly humbled and blessed to be a part of an outstanding school community with a strong reputation for academic success and parental support. The outstanding work that has been accomplished at Pelham Road speaks to the dedication and commitment of collaboration within the school. I share the same drive and passion for excellence!

I received my undergraduate degree from Clemson in Early Childhood Education. I also have a Master's degree from Columbia College in Divergent Learning and a Master's in School Leadership from Furman University. I have been dedicated to public education and Greenville County Schools for more than twenty years. My teaching career began at Alexander Elementary School as a classroom teacher, mostly in 3rd grade. I taught 2nd and 3rd grades at A.J. Whittenburg for two years. My administrative journey also began at A.J. Whittenburg! I was named Administrative Assistant in 2012 and served in this role for 3 years before transitioning to Welcome Elementary School as Assistant Principal for the 2015-2016 school year. Thereafter, in 2016, I was named principal of Pelham Road.

I am elated to work as a partner in education continuing to provide students with a quality education. I love building positive, healthy relationships with the school community and work hard to continue and grow the legacy of success established at Pelham Road.

Mrs. Carrie Prochaska, Assistant Principal

It is truly a blessing to be named the assistant principal at Pelham Road Elementary! For those of you who do not know me, I have been an elementary teacher and assistant principal for over 20 years. I know first-hand that Pelham Road is an All-Star school because I served as the assistant principal from 2014-2018. For the past three years, I have had the pleasure of working as a teacher leader for the district. While I loved serving at many schools and meeting new teachers, I missed being a part of a school family. I am simply thrilled to once again work and serve with the incredible faculty and staff, amazing students, and supportive families at Pelham Road.

Instructional Staff

The staff at Pelham Road Elementary School includes: 1 principal, 1 assistant principal, 1 instructional coach, 2 school counselors, 34 classroom teachers, 3 self-contained special education teachers, 2 resource teachers, 1.25 speech teacher, .75 ESOL teachers, 1 media specialist, 1 challenge teacher, 1 media clerk, 5 kindergarten assistants, 5 special education assistants, 1 music teacher, 1 art teachers, 1 physical education teacher, traveling related arts team, 1.5 computer lab teachers, 1.5 reading interventionists, .5 literacy specialist and a .75 math interventionist. We currently have a total of 71 teachers and professional staff.

School Counselor's Support

Students at Pelham Road Elementary receive a high level of support from our school counselors. Students are provided a comprehensive, developmental guidance program for all students, with a focus on social emotional learning. Direct services include classroom guidance lessons, small group sessions and individual counseling. As needed, our counselors provide crisis intervention for the school community. Indirect services include consultation with parents, teachers and administrators. The program assists students' growth in the three major areas as defined by the state. They are: Learning to learn (academic development), Learning to work (career development), and Learning to live (personal/social development).

PTA

Pelham Road Elementary has a very active PTA. Our PTA continuously raises funds to enhance our school both physically and educationally. They have raised funds to install an outdoor track which has become an integral part of our physical education program as well as paid for copies and supplied countless volunteers to assist with various programs. Each year PTA supplies teachers with supply money for their classrooms. They also boost morale and spread cheer by providing staff breakfasts, lunches and numerous treats throughout the year. They have also purchased student technology for our classrooms such as Chrome Books, iPads, and Promethean Boards, as well as assisting in the funding of new state of the art furniture for our media center. Pelham Road is proud to have 100% PTA membership for the last 38 years.

Pelham Road Elementary is blessed with parents who volunteer to support our educational priorities. Over the past several years, our parents have logged over 31,500 volunteer hours yearly. (Of course, these hours do not reflect the 2020-2021 and 2021-2022 school years due to the COVID-19 global pandemic.) Volunteer parents and community volunteers help manage and support helping teachers by making copies, working on hall displays, classroom tutoring, promoting Box tops 4 Education and STEAM Day. Parents also provide support services to teachers in the classroom. The Pelham Road PTA conducts Boosterthon, Art Night, Reflections, Spring Fling and Donuts for Dudes.

SIC

The School Improvement Council (SIC) serves as an advisory body to the school's principal and faculty. The council works collaboratively to develop and implement a five-year school improvement plan. They also monitor and evaluate success in reaching the plan's objectives and to write an annual report to the parents about the progress of the plan. This year our SIC has been keeping abreast of policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational opportunities and most important, school safety. SIC sponsors the WATCH D.O.G.S. Program, as well as Real Dudes Read, a grassroots reading program to spotlight the enjoyment of reading in males. During the 2020-2021 school year, we hosted a PRES Community Reads Virtual Program the last Friday of each month for students to continue to see the importance, value and love for reading in our community. SIC continues to play a key role in bringing together parents, educators, and community stakeholders to work collectively to improve Pelham Road.

Business Partners/Community Partnership

Pelham Road Elementary is fortunate to collaborate with Bob Jones University, Furman University, USC Upstate, Converse College, Clemson University and North Greenville University. Eastside High School Teacher Cadets, practicum students and student teachers collaborate with our staff and students. This partnership allows students at the universities the ability to work with students in a school under the supervision of highly qualified staff members. The exchange of innovative ideas is reciprocal and both communities are enriched by the collaboration. Community partners include Moe's Southwest Grille, Sharon Gillespie, TCBY, Summers Orthodontics, Palmetto Orthodontics, Piedmont Podiatry, Carolina Academy, Chick-Fil-A, Chuck E Cheese, Topsy Taco, State Farm, Texas Roadhouse, Strossner's Bakery, Greenville Drive and the Greenville Swamp Rabbits.

Each year our student leadership sponsors service events to raise money and supplies for organizations in need. Students participate in many charitable and service-oriented projects including food and clothing drives, collecting items for our troops, and raising money for various organizations such as Harvest Hope, ALS Center, Make-a-Wish Foundation and The Last Chance Animal Rescue, to name a few.

****However, due to COVID-19 and the Global Pandemic, our PTA, SIC and Community Partnerships have had to limit involvement in the numerous projects in which they each spearhead.**

Major Academic and School Programs

Vertical Teams

Our school has adopted a shared Professional Learning Communities (PLC) approach to leadership. In a typical school year, our faculty is divided into five committees (ELA, Math, Science, Social Studies and SEL (Social Emotional Learning)). These committees gather data pertaining to their curriculum area and meet together monthly to analyze our student achievement data and ensure that all students are making gains. These vertical teams are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do. Pelham Road is using a vertical teaming approach that includes a representative of each grade level as well as a member of the Related Arts team and Leadership. Vertical teams meet once a month to ensure that teachers have the opportunity to collaborate in order to improve upon best practices of teaching and learning.

Data Teams

Each team member meets regularly to hold ongoing discussions concerning data within their particular grade level. Teachers collaborate to collect and chart data, analyze strengths and obstacles of student work, brainstorm best practice strategies for the varied levels of work, establish achievable goals and determine results indicators for their students. This process is designed to bring about greater learning for teachers to ultimately increase student achievement.

Faculty Council

Faculty Council is one of the most valuable vertical team/professional learning communities in the building. This team meets virtually with the Leadership Team monthly. The team discusses everything from schedules, professional development opportunities, curriculum, as well as assessments and data which drive our instructional practices.

Balanced Literacy

Greenville County Schools have adopted the model for teaching reading and writing called balanced literacy. Balanced literacy refers to a set of instructional literacy practices, which include procedures for teaching to the whole class, small groups, and individuals according to the need and interest of students. The goal of balanced literacy is to create a genuine appreciation for reading and writing and build lifelong readers. Engagement and motivation are crucial components for children as they learn to read. Adults must foster joy in and purposefulness for reading because students will not become proficient readers if they do not enjoy the experience or see any value in it.

Literacy gets “balanced” through instruction in reading, writing, and word study. In a balanced literacy classroom, the teacher will gradually release support as the students become more capable and are able to learn on a more independent level.

The following are keys principles in effective reading instruction:

- Students learn to read by reading continuous text.
- Students need to read high-quality texts, a variety of texts, and a large quantity of text to build a reading process.
- Students need to read different text for different purposes.
- Students need to hear many texts read aloud.
- Students need different levels of support at different times.
- “Level” means different things in different instructional context.
- The more students read for authentic purposes, the more likely they are to make a place for reading in their lives.

Response to Intervention

The overall goal of RTI is to accelerate students who do not meet grade level reading expectations by improving their reading and comprehension skills to the level of achievement that they need to become independent and successful readers. Fountas and Pinnell’s Leveled Literacy Intervention (LLI) program is used to instruct students. LLI is a scripted yet carefully designed intervention program that provides intensive small group instruction to students who find reading and writing difficult. There are four basic activities that are essential parts of LLI lessons: rereading text, phonics and word work, reading a new book, and writing about

reading. Lessons are designed to provide students with opportunities to read more complex texts with accuracy, fluency, and comprehension

All kindergarten and first grade students are screened in the fall, winter, and spring. Students who fall in the “high risk” below the 15th percentile range are served in small reading intervention groups. Progress monitoring is done every 10 lessons on students in the program. A student is considered for dismissal from the program when he/she meets his/her FastBridge fluency goal. The student must successfully meet or surpass his/her goal three times. Students who have been dismissed are monitored for the remainder of the year to ensure their success.

Second and third grade students are screened in the fall, winter, and spring. Students who fall in the “at risk” (Fast Bridge - below 25th percentile and Fountas and Pinnell - below Grade Level) range are served in small reading intervention groups. Progress monitoring is done every 10 lessons on students in the program. A student is considered for dismissal from the program when he/she meets his/her FastBridge fluency goal. The student must successfully meet or surpass his/her goal three times. Students who have been dismissed are monitored for the remainder of the year to ensure their success.

Tutoring Programs

To help ‘close the gap’ with students who have academic needs, during the 2020-2021 school year, we have put in place afterschool tutoring opportunities for students in grades 2-5 in both reading and math, as well as in-school tutoring opportunities for specific students in the area of reading based on data and teacher input. We also have implemented a before school tutoring program in first grade for our English Language Learners and have added a full-time Reading Interventionist for students in grades K-2 to help close the gap for students who have academic needs. Continuing our tutoring program in the 2021-2022 school year, we have offered both afterschool and in-school tutoring options for students in grades 1-3 to assist in closing those academic gaps in the area of reading. We have continued to add additional support in the area of personnel to target specific skills, standards and strategies for students with academic needs.

Technology Integration

Instructional staff members are trained to use Promethean Boards, iPads, Chromebooks and document cameras to incorporate technology into instructional delivery to assist with meaningful student engagement. Our staff has participated in numerous professional development trainings in the area of Personalized Learning, various technology platforms and Discovery Education trainings to support student achievement. We are fortunate to have two staff members dedicated to assisting teachers and students in the use of our technology and its vast uses to enhance student achievement.

Our school also provides access to several computer-based learning programs that aide in differentiating our curriculum. These programs are used in various grade levels for collaborative groups, enrichment activities and even at home. Students have access to:

- RAZ Kids
- Flocabulary
- Freckle

- Guided Readers
- IXL
- Imagine Math
- Dreambox
- News ELA
- Read Works

OnTrack Greenville

Pelham Road was a pilot school for the OnTrack Greenville Initiative during the 2017-2018 school year and continues the OnTrack process as this program is designed to address each student's unique needs. The members of this valuable team meet twice monthly to assist in creating customized plans to reach the needs of students.

- Fueled by a federal Social Innovation Fund grant, United Way of Greenville County, the Greenville Partnership for Philanthropy, the Riley Institute at Furman University and nonprofit partners have teamed up with Greenville County Schools to transform our community's ability to help students stay on track, graduate and build a successful, thriving future.
- *OnTrack Greenville* is focused on implementing an Early Warning and Response System.
- Piloted effectively in other communities around the country, *OnTrack Greenville's* Early Warning and Response System will utilize real-time data to identify students beginning to disengage from school as indicated by attendance, behavior, and course performance.
- Once a student is identified, a coordinated team of educators and experts develop a customized plan to match the student with the right response interventions and then monitor his/her progress over time.

G+ Initiative

Pelham Road students have had numerous experiences with the District's initiative in "Building a Better Graduate" which supports our career awareness standards. It is best understood by the following statement from a global Google educator: "Don't ask kids what they want to be when they grow up but what problems do they want to solve." (Jaime Casap) Through field trips, implementing strategies for developing a growth mindset, working in small groups, collaborating with grade level teams, creating career suggestion opportunities, as well as hosting a Career Day for students in grades 2-5, Pelham Road keeps a strong focus on creating 'Career Awareness' and building character in all of our students.

Mentor Upstate

Since the 2018-2019 school year, Pelham Road has been partnering with Mentor Upstate to help students be able to navigate life's journey. Adults in the community are trained through Mentor Upstate and have to meet Level 2 approval to volunteer their time to meet with a student. It requires 30 minutes each week to have intentional time with one student to encourage and support. These supporting relationships have made a big

difference in the lives of our students. Teachers have also seen improvement in behavior and higher academic achievement. Last year, we worked to make this a positive virtual experience between our students and mentors and this year (2021-2022), we are able to have in-person mentors meet with students in need.

TASCK Force

In the 2016-2017 school year, a fifth-grade student spearheaded the creation of a kindness club and TASCK Force was born. Currently students in K-5 are nominated by teachers to participate in this group. Currently the TASCK Force boasts more than 20 members and a list of accomplishments as impressive as their student created mission statement: The All-Star Compassion and Kindness Force is committed to inspiring a positive All-star community by modeling compassion and teamwork, and spreading kindness to everyone. This school year, we are also hosting a kindness week affording all students the ability to participate in healthy social emotional awareness activities

Extended Day Program

We are in our seventeenth year of our Extended Day Care program that is staffed by Pelham Road teachers, high school, and college students. Our program offers snacks, homework help, enrichment activities, and organized games to over 110 students each day during the 2020-2021 school year and 158 students each day in the 2021-2022 school year. Money generated from this program is used to help pay for educational materials and supplies as well as an Interventionists to assist in the Response to Intervention Program and a part-time Math Coach.

Student Involvement Programs

We continue to offer extra-curricular activities such as safety patrol, an award-winning chorus, Beta Club, recycling club, morning news anchors, afterschool enrichment classes such as our Chess, Gardening, Sign-Language, Cheer, Coding, Ukulele and Lego Clubs along with various contests through PTA Reflections. However, as stated earlier, due to the COVID-19 global pandemic, we are unable to offer many of our afterschool clubs during the 2020-2021, as well as the 202- 2022 school year.

Mission, Vision, and Beliefs

Pelham Road Elementary certified staff members and representatives from stakeholder groups met throughout the 2016-2017 school year to review and amend the Beliefs, Vision, and Mission of our school. The group was divided randomly into 8 groups which discussed each topic following a brief explanation. This activity generated a lot of good interaction and discussion. Over the course of the next month, the results of the inventory were presented and final revisions were made to the Beliefs, Vision, and Mission statements.

- Our mission of **Prepare, Respect, Enrich, and Succeed** (PRES) embodies our beliefs that all children can learn at high levels. The mission is being realized through the team efforts and examples set by our staff, parents, and other community volunteers.
 - Our staff believes that effective learning must include curriculum and instruction that are aligned with state standards, integrated, and include opportunities for the use of technology and writing in all areas. Character education, after school enrichment opportunities, and inclusive practices provide a well-rounded education for all our students. In addition, our instruction is multi-tiered, takes place in individual, small, and large groups, and addresses the diverse learning styles of our population. A variety of assessments inform our instruction such as standardized tests, rubrics, benchmarks, conferencing, project based, observation, and peer and student evaluations. Differentiated testing models are used to ensure that all students have the opportunity to show mastery in subject areas. They are utilized on an individualized basis. Our environment is enhanced through a community atmosphere, flexible scheduling in the Media Center, high expectations, a supportive administration, and a highly qualified and collegial staff.
 - Due to these beliefs, we envision a school where there is mutual respect, responsibility and cooperation among the home and school community, the curriculum meets the needs of all students, and the environment is safe and inviting to all.

Data Analysis and Needs Assessment

The focus on Pelham Road Elementary is to provide equal education opportunities to all students, promote attitudes of self-worth, responsibility, success and confidence and provide a rigorous, comprehensive instructional program. Our comprehensive instructional programs focus on education as a shared responsibility between students, home, and staff. Alongside safety, student achievement and the academic growth of our students continue to be our top priority. We analyze data to determine school goals that address the academic needs of all students and ensure that our long-range plans promote continuous improvement.

Note on missing data: On March 27, 2020, the U.S. Department of Education approved South Carolina's request to waive spring statewide assessments, accountability ratings, and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19).

Student Achievement

SC Ready Overall Performance

	Pelham Road Elementary		Greenville County Schools	
ELA Total % Meets and Exceeds	2016	72.8	2016	49.9
	2017	73.5	2017	49.0
	2018	76.2	2018	48.9
	2019	79.1	2019	54.7
	2020	-	2020	-
	2021	75/0	2021	50.0
Math Total % Meets and Exceeds	2016	74.3	2016	56.4
	2017	78.2	2017	54.0
	2018	79.7	2018	52.5
	2019	83.0	2019	54.5
	2020	-	2020	-
	2021	77.0	2021	44.0
**Waivers were granted for the SCReady 2019-2020 school year.				

SC Ready Data ELA and Math 2020 – 2021

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations
3	99	7.10%	16.20%	29.30%	47.50%	76.80%	92.90%
4	119	13.40%	12.60%	13.40%	60.50%	73.90%	86.60%
5	104	8.70%	17.30%	37.50%	36.50%	74%	91.30%

Mathematics

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations	Approaches Meets or Exceeds Expectations
3	98	7.10%	14.30%	33.70%	44.90%	78.60%	92.90%
4	119	10.90%	13.40%	25.20%	50.40%	75.60%	89.10%
5	103	9.70%	15.50%	22.30%	52.40%	74.80%	90.30%

ELA	THIRD					FOURTH					FIFTH				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Total Meets and Exceeds	73.9	78.9	86.1	-	76.0	78.8	69.7	77.0	-	75.0	67.6	77.1	79.2	-	75.0

MATH	THIRD					FOURTH					FIFTH				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Total Meets and Exceeds	83.8	81.3	88.7	-	78.0	86.0	76.5	81.7	-	77.0	63.0	80.2	84.0	-	76.0

SCPASS Science 2020 – 2021

Grade	Number Tested	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations
4	118	10.2%	14.4%	21.2%	54.2%	75.4%

SCIENCE	FOURTH GRADE			
	2017	2018	2019	2021
Total % Meets and Exceeds	76.9	74.2	74.6	75.4

SC PASS Social Studies (Not administered during the 2020 – 2021 or 2021 – 2022 school years.)

Social Studies	FIFTH		
	2017	2018	2019
Total % Meets and Above	84.7	93.5	93.8

Teacher and Administrator Quality

This chart reflects the 2020-2021 school year.

	Our School	Change from Last Year
Total Number of Teachers	38	Down from 49
<u>Teacher attendance rate</u>	93.2	N/A
Average teacher salary	\$57,970	Up from \$56,012
Percent of teachers returning from previous year - current year	72.1	Down from 92.7
Percent of teachers returning from previous year - three year average	87.4	Down from 92.5
Percent of teacher vacancies for more than 9 weeks	0.0	No change
<u>Prime instructional time</u>	89.1	N/A
<u>Student-teacher ratio in core subjects</u>	24.7 to 1	N/A
Percent of inexperienced teachers teaching in core classes	0.0	Down from 8.3
Number of inexperienced teachers teaching in core classes	0	Down from 3
Percent of out-of-field teachers teaching in core classes	0.0	No change
Number of out-of-field teachers teaching in core classes	0	No change

Greenville County Schools uses the Performance Assessment for Teachers (PAS-T) as the model for our teacher evaluation. The PAS-T model is a South Carolina State Department approved model of teacher evaluation and is a modified form of ADEPT. This model provides assurance that schools are staffed with competent professionals who possess the knowledge and skills necessary to meet the needs of all students.

ADEPT stands for Assisting, Developing, and Evaluating Professional Teachers and is the state regulation for supporting and evaluating teachers at all contract levels. In the ADEPT/PAS-T system, there are different levels of support and evaluation. These levels are based on the contract the teacher holds.

INDUCTION: First year teachers are given Induction Contracts. Greenville County uses a First Year Success program to assist first year teachers in their Induction Year. Vital to this First Year Success program is a Mentoring Program. In their first year, teachers are assigned a trained mentor in their building to assist them as needed. They are also given written feedback periodically throughout the school year by their administrator and their mentor. In addition, First Year Success Seminars are held 5 times during the school year. The purpose of these seminars is to provide Induction teachers with a knowledge base of the PAS-T Performance Standards and to prepare them for formal evaluation. Induction Teachers are required to maintain a portfolio that is reviewed by their administration at the end of the school year. The Instructional Coach and Administration at Pelham Road meets regularly Induction Contract teachers to ensure both growth and success in the profession.

ANNUAL: Teachers can also be issued an Annual or Annual Diagnostic Assistance (ADA) Contract. Teachers holding an Annual Diagnostic Assistance contract are in many cases those teachers who have never taught in

South Carolina before and come to Greenville County Schools with at least two years of successful experience from out of state. Some teachers are given an ADA contract because they may need an additional year of support prior to a formal evaluation year. Teachers with ADA contracts are supported with a trained mentor and are coached informally on the PAS-T system. In some cases, ADA contract teachers are also given an ADEPT Teacher Leader to help in assisting and developing them. Teachers in their second year of teaching or those teachers who held an ADA contract the previous year, are formally evaluated using the PAS-T model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. This three-person team is made up of a building level administrator, an ADEPT Teacher Leader, and a peer teacher from another school. Each one of the team members observes the teacher and reviews artifacts two times during the school year in an unannounced observation. Following each of the observations, the teacher receives feedback in our electronic data warehouse called ePAS. Following three observations in the fall, the team meets together for a consensus meeting where the teacher's performance is discussed. The team comes to a consensus about the teacher's performance and assigns a rating to the performance. This process is repeated in the spring semester as well. Written feedback is given to the teacher prior to winter break and prior to April 15th.

CONTINUING: Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally evaluated using the PAS-T model. Teachers in cycle three receive a summative evaluation of their performance at the end of their cycle three year. Additional information about the cycles of evaluation can be found in the PAS-T Handbook. Overview of the Performance Assessment System for Teachers (PAS-T)

The PAS-T System has 8 Performance Standards

Each Performance Standard contains Performance Indicators that identify the key points in each of the standards.

1. Knowledge of Curriculum, Subject Content, and Developmental Needs
2. Instructional Planning
3. Instructional Delivery
4. Assessment
5. Learning Environment
6. Communication
7. Professionalism
8. Student Achievement

Each Performance Standard is rated on a four-point scale.

- Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria.
- Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria
- Needs Improvement: Minimal performance which requires assistance in order to produce high quality results
- Unsatisfactory: Performance has not met the requirements contained in the job description as expressed in the evaluation criteria

Information on a teacher's performance is collected using multiple data sources.

Teachers will maintain information on their performance in a Portfolio. Teachers will also distribute Student Surveys. Observations, either formal or informal will be conducted by the members of the evaluation team. Teachers will use the process of Academic Goal Setting to show how the work of the teacher results in student progress.

We believe in providing teachers and staff members with quality professional development to support school goals. Our professional development plan is developed with input from all stakeholders in order to promote a community of professional learners. The district requires each teacher to participate in a minimum of 24 hours per year. At the school level, we provide teachers with a minimum of 12 of those hours.

Professional Development/Meeting Schedule

2021-2022 School Year

Meeting Title	Meeting Schedule
Professional Development	First Wednesday – As Needed
Faculty Council Meetings	Second Wednesday - Monthly
Faculty Meetings	Third Wednesday – Monthly
Curriculum Team Meetings	Fourth Wednesday – Monthly
Literacy Specialist Meetings	Tuesdays - Weekly
Leadership Meetings	Tuesdays – Weekly
OnTrack Meetings	Second and Fourth Thursdays
Grade Level Meetings	Weekly
Professional Development Title	Meeting Date/Schedule
Lesson Planning with the Instructional Coach	½ Day Fall and Spring
District Remote Course Offerings Literacy, Math, Technology	Virtual on Demand

ACE's and TIP's Training	August 9th
MAP Training	September 2nd
Dreambox Grade Level Training	September 13th
Staff 504 Training	September 15th
Classroom Libraries	September 17th
CogAT/IOWA Training	September 23rd
Reading Horizons Training	December 15th
SeeSaw Updates Training	January 5th
Shared Reading	February 11 th , 18 th , 25 th
Analyzing MSV Cueing System	March 30th
SC Ready/SCPASS Training	April 6th
Science Standards Implementation	April 13 th , May 18th

School Climate Needs Assessment School Climate Surveys

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement.

Survey responses are recorded in the chart. Results indicate that the respondents are satisfied with Pelham Road.

	Teachers	Students	Parents
Number of surveys returned	34	82	93
Percent satisfied with learning environment	100.0%	98.7%	96.8%

Percent satisfied with social and physical environment	100.0%	98.8%	93.5%
Percent satisfied with school-home relations	100.0%	90.2%	78.5%

In all of the above areas, this is a positive increase from the 2018-2019 school year. We will continue to implement strategies and have two-way communication in order to improve our school-home relations with our parents and the community.

	2015	2016	2017	2018	2019	2021
Student Rate of Attendance	97.0%	97.0%	96.8%	96.4%	96.5%	91.5%
Teacher Rate of Attendance	93.8%	94.5%	93.4%	94.0%	91.2%	93.2%

To view Pelham Road's 2020-2021 School Report Card, please click on the following link:
<https://screportcards.com/overview/?q=eT0yMDIxJnQ9RSZzaWQ9MjMwMTA3OQ>

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
- (myIGDI™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

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

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

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

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

PERFORMANCE GOAL 1: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 73.5% in 2016-17 to 76.5% in 2022-23.

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

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	73.5% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 74%	74.5	75	75.5	76	76.5
		School Actual Elementary 76%	79.1	<i>waiver</i>	75		
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	<i>waiver</i>	52		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Teachers will create, administer	2018-2023	Administration, Instructional Coach, Teachers	None	None	Data Team Minutes, Teacher Student Learning Objectives

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
and analyze common formative and summative assessments and plan instruction based on individual needs.					
2. Teachers will implement the Balanced Literacy Framework and differentiate instruction based on individual needs.	2018-2023	Administration, Instructional Coach, Teachers	None	None	Lesson Plans, F&P Reading Levels (Fall to Spring), Walkthrough Observation Feedback, Coaching Cycles
3. Teachers will expand flexible grouping to target deficit areas based on SC Ready data.	2018-2023	Teachers	None	None	Lesson Plans and Classroom Instructional 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 2: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 78.2% in 2016-17 to 81.2% in 2022-23.

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	78.2 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 78.7	79.2	79.7	80.2	80.7	81.2
		School Actual Elementary 79.2	79.7	waiver	77		
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. Teachers will create, administer and analyze common	2018-2023	Administration, Instructional Coach, Teachers	None	None	Data Team Minutes, Teacher Student Learning Objectives

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
formative assessments and plan instruction from data analysis.					
2. Teachers will implement math best practices and guided math groups.	2018-2023	Administration, Instructional Coach, Teachers	None	None	Teacher Observations, Unit Plans / Lesson Plans, Professional Development Opportunities, Sharing of Best Practices
3. Teachers will use a combination of approaches, like posing purposeful questions, supporting productive struggle and eliciting student thinking during core math instruction.	2018-2023	Administration, Instructional Coach, Teachers	None	None	Teacher Observations, 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 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 .5 % 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 74.2 %	School Projected Elementary	74.7	75.2	75.7	76.2	76.7
		School Actual Elementary 74.2	74.1	<i>waiver</i>	77		
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	<i>waiver</i>	56		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Students will learn about science through laboratory investigations and experiments.	2018-2023	Teachers	None	None	Lesson Plans, Science Kits

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Students will participate in STEAM Day increasing opportunities to apply science standards, technology, engineering and mathematical practices in integrated and meaningful ways.	2018-2023	Administration, Instructional Coach, Teachers	\$200 yearly	PTA	Designated STEAM Day, Lesson Plans
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 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	61 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 61.5	62	62.5	63	63.5	64
SC READY ELA SC SDE Website		School Actual Hispanic 67	-	<i>waiver</i>	67		
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	<i>waiver</i>	36		
SC READY ELA SC SDE Website	39 % Meets Expectations and Exceeds Expectations	School Projected AA 39.5	40	40.5	41	41.5	42
SC READY ELA SC SDE Website		School Actual AA 36	-	<i>waiver</i>	47		
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	<i>waiver</i>	28		
SC READY ELA SC SDE Website	24 % Meets Expectations and Exceeds Expectations	School Projected SWD 24.5	25	25.5	26	26.5	27
SC READY ELA SC SDE Website		School Actual SWD 24	36.6	<i>waiver</i>	37		
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	<i>waiver</i>	19		
SC READY ELA SC SDE Website	60 % Meets Expectations and Exceeds Expectations	School Projected LEP	61.5	62	62.5	63	63.5
SC READY ELA SC SDE Website		School Actual LEP 61%	62	<i>waiver</i>	75		
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	<i>waiver</i>	32		
SC READY ELA SC SDE Website	39 % Meets Expectations and Exceeds Expectations	School Projected PIP 39.5	40	40.5	41	41.5	42

SC READY ELA SC SDE Website		School Actual PIP 37	55.4	<i>waiver</i>	56		
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	<i>waiver</i>	37		
SC READY Math SC SDE Website	69 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 69.5	70	70.5	71	71.5	72
SC READY Math SC SDE Website		School Actual Hispanic 77	-	<i>waiver</i>	62		
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	<i>waiver</i>	41		
SC READY Math SC SDE Website	36 % Meets Expectations and Exceeds Expectations	School Projected AA 36.5	37	37.5	38	38.5	39
SC READY Math SC SDE Website		School Actual AA 36	-	<i>waiver</i>	39		
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	<i>waiver</i>	25		
SC READY Math SC SDE Website	32 % Meets Expectations and Exceeds Expectations	School Projected SWD 32	32.5	33	33.5	34	34.5
SC READY Math SC SDE Website		School Actual SWD 39	40.6	<i>waiver</i>	41		
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	61 % Meets Expectations and Exceeds Expectations	School Projected LEP 61	61.5	62	62.5	63	63.5
SC READY Math SC SDE Website		School Actual LEP 73	75	<i>waiver</i>	83		
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	27 % Meets Expectations and Exceeds Expectations	School Projected PIP 27.5	28	28.5	29	29.5	30

SC READY Math SC SDE Website		School Actual PIP 35	59.8	<i>waiver</i>	52		
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. Teachers will use test and other informational data on students' performance in instructional planning.	2018-2023	Administration, Instructional Coach, Teachers	None	None	Summative and Formative Test Data, Lesson Plans, Professional Development Opportunities
2. Offer greater text selection during Interactive Read-Alouds to increase student achievement for diverse populations.	2018-2023	Administration, Instructional Coach, Teachers	None	None	Walkthrough Observations, Lesson Plans
3. Provide several opportunities during the day for physical	2018-2023	Teachers	None	None	Walkthrough Observations, Lesson Plans, Grade Level Meeting Minutes, Teacher Sharing Opportunities

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
activity, follow high- energy activities with sitting activities, create literacy activities suited to kinesthetic learners					

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	79	80	81	82	83
	Meets and Exceeds	School Actual	79	<i>Data point not available due to state-wide school closures on March 17, 2020</i>	80		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		K5 = 51 1 = 80	K5 = 52 1 = 81	K5 = 53 1 = 82	K5 = 54 1 = 83
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more	School Actual	K5 - 50 1 - 79	<i>Data point not available due to state-wide school closures on March 17, 2020</i>	K5= 40% Grade 1 = 62%		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds	School Projected		Grade 2 – 50% Grade 5 – 63%	Grade 2 – 50% Grade 5 – 63%	Grade 2 – 50% Grade 5 – 63%	Grade 2- 50% Grade 5- 63%
South Carolina MAP Linking Study – February 2018 and July 2020	2018 2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	School Actual	Grade 2- 48% Grade 5- 62 %	Grade 2- 50% Grade 5- 55%	Grade 2 – 55% 5 th grade data point not available - School Board decision to	Grade 2 – % 5 th grade data point not available - School Board decision to	
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	K-5 %		
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 (60 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	5K – % Grade 1 – %		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY 2018	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	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile 2020 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 – 37% 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.	Grade 2 – % 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.	

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. Teachers will use test and other informational data on students' performance in	2018-2023	Administration, Instructional Coach, Reading Interventionists, Teachers	None	None	Summative and Formative Test Data, Lesson Plans, Professional Development Opportunities

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
instructional planning.					
2. Engage teachers in strengthening curriculum and instruction through implementing and maintaining Guided Reading groups that reaches all learners through pinpointed instructional practices.	2018-2023	Administration, Instructional Coach, Reading Interventionists, Teachers	None	None	Summative and Formative Test Data, Lesson Plans, Professional Development Opportunities
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: 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		
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%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 99% Ethnic Diversity = 99%	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. Pelham Road Elementary will carefully consider all genders when	2018-2023	Principal	TBD	GCS	GCS Human Resources Data Report

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
hiring for teacher/staff positions.					
2. Pelham Road Elementary will carefully consider all ethnicities when hiring for teacher/staff positions.	2018-2023	Principal	TBD	GCS	GCS Human Resources Data Report
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	100	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 100	97.6	waiver	97.6		
SC SDE School Report Card Survey	98	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 98	100	waiver	100		
SC SDE School Report Card Survey	94.8	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 96.6	97.6	waiver	98.9		
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Students 86	89	<i>waiver</i>	93		
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>waiver</i>	98		
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>waiver</i>	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue to offer TASK Force (Kindness Club) for Students		Teacher Leaders	None	None	Meeting Agendas and Notes, Pictures and Student Projects
2. Teach Social/Emotional Strategies During Guidance Lessons		School Counselors	None	None	Lesson Plans, Observations
3. Encourage Family Involvement	2018-2023	Administration, Instructional Coach, Faculty and Staff	None	None	PTA Meeting Agendas, SIC Meeting Agendas, WATCH Dog Schedule,

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					Teacher/Parent Conference Schedules, Volunteer Hours

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) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0	0	0	0		
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8	1.5	0.9	0.3		

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07

GCS Expulsion Report		School Actual 0	0	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. Utilize a Positive Reinforcement System	2018-2023	Administration, Teachers	None	None	Classroom Behavior System, Observations
2. Utilize Individual Behavior Modification Plans (for students with behavioral issues)	2018-2023	Administration, Teachers, Parents	None	None	504 Plans, IEP's, Individual Behavior Modification Plans
3. Offer Regular Parent Communication w/ Parents	2018-2023	Administration, Teachers	None	None	Phone Logs/Notes, Conference Log/Notes, Communication Notes

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

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

PERFORMANCE GOAL 4: The 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.

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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 89	94	94	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	Data point not available due to state-wide school closures on March 17, 2020 - COVID-	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. Actively listen to students.	2018-2023	Administration, Faculty and Staff	None	None	Observation
2. Value Opinions and Experiences by Asking for Student Feedback	2018-2023	Administration, Faculty and Staff	None	None	Observation
3.					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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.)* (* <i>required</i>) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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) 97	School Projected	95+	95+	95+	95+	95+
180 th day Attendance Report		School Actual 96	96.5	97	92		
	(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. Regularly Monitor Attendance	2018-2023	Administration, Attendance Clerk, OnTrack	None	None	OnTrack Meeting Agendas/Notes, Early Warning Response

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
and Absence Patterns (Intervention Approach)		Facilitator			System, GC Source
2. Increase Student Engagement by Fostering Positive, Open Communication with Students and Parents	2018-2023	Administration, Faculty and Staff	None	None	Lesson Plans, Student Activities as Noted on Agendas and Planning Notes
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: 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 ≤3 Lonely ≤6 Angry ≤5	Afraid ≤3 Lonely ≤6 Angry ≤5	Afraid ≤3 Lonely ≤6 Angry ≤5	Afraid ≤3 Lonely ≤5 Angry ≤4	Afraid ≤3 Lonely ≤5 Angry ≤4
		School Actual Afraid – 3% Lonely – 7% Angry – 5%	Afraid ≤ 3 Lonely ≤ 6 Angry ≤ 3	Afraid ≤ 3 Lonely ≤ 5 Angry ≤ 3	Data point not available due to state-wide school closures on March 17, 2020 -	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 -	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. Students Will Receive Regular	2018-2023	School Counselors	None	None	Lesson Plans, Observations

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Guidance Lessons					
2. Use Read-Alouds for Exploring Social Emotional Themes	2018-2023	School Counselors, Teachers	None	None	Lesson Plans, Observations
3. Work in Partnerships and Groups to Learn to Cooperate and Build Community	2018-2023	School Counselors, Teachers	None	None	Lesson Plans, Observations