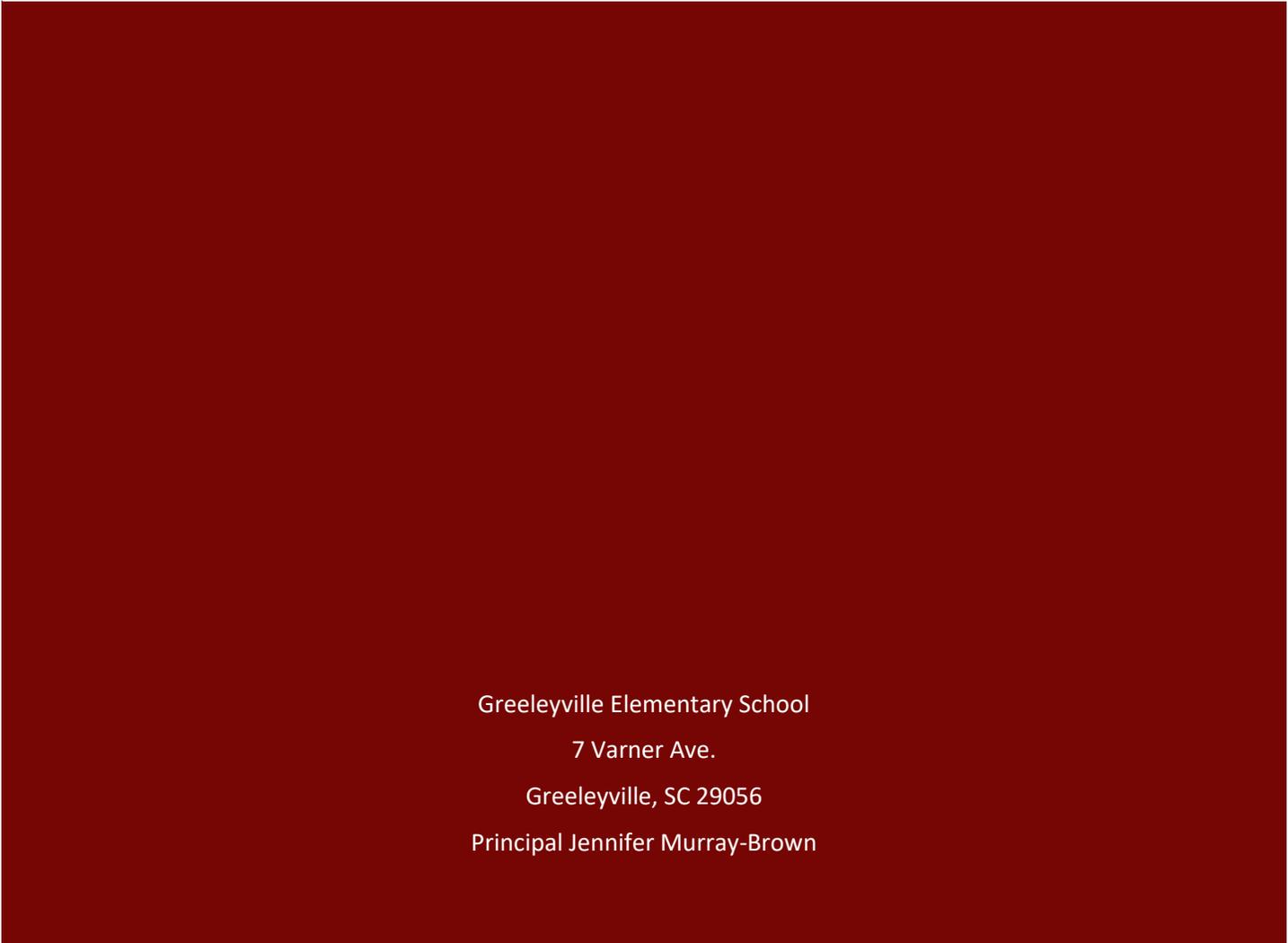




**GREELEYVILLE
ELEMENTARY SCHOOL
SCHOOL RENEWAL PLAN
2021 - 2026**



Greeleyville Elementary School

7 Varner Ave.

Greeleyville, SC 29056

Principal Jennifer Murray-Brown

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Read to Succeed

NEEDS ASSESSMENT DATA

Provide the link to your school's most recent State Report Card: [2019 School Report Card](#)

Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning, **especially if any performance goals are using data not found in the state report card.** (Charts, graphs, or other formats of data may be used.)

Fall 2020 PALS Data

Task	Max Score	District Mean (Average)	GES Mean (Average)
Name Writing	7	3	4
Uppercase Alphabet	26	6	3.8
Lowercase Alphabet	26	4	4
Letter Sounds	26	1	0.6
Beginning Sound Awareness	10	2	1
Print and Word Awareness	10	3	4
Rhyme Awareness	10	3	4
Nursery Rhyme Awareness	10	3	3.4

Kindergarten Readiness Assessment (KRA) 2020

KRA Results	District %	GES%
Demonstrating Readiness	16.7%	14%
Approaching Readiness	42.6%	39%
Emerging Readiness	40.7%	41%

Reading MAP Data Analysis: Winter 2020

Grade	% of Students who met projected growth goals (District)	% of Students who met projected growth goals (GES)
1	55.9%	69%
2	42.9%	31%
3	43.9%	40%
4	33.8%	43%
5	37.4%	37%

Math MAP Data Analysis: Winter 2020

Grade	% of Students who met projected growth goals (District)	% of Students who met projected growth goals (GES)
1	46.21%	48%
2	40.12%	28%
3	48.75%	39%
4	47.2%	42%
5	55.7%	44%

Spring 2019 SC Ready Data

SC Ready by Grade Level

English Language Arts (ELA)

Grade	Number Tested	Below Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations
3	50	40.00%	48.00%	10.00%	2.00%	12.00%
4	44	38.60%	27.30%	27.30%	6.80%	34.10%
5	54	29.60%	37.00%	27.80%	5.60%	33.30%

Mathematics

Grade	Number Tested	Below Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds Expectations
3	50	52.00%	28.00%	16.00%	4.00%	20.00%
4	44	47.70%	40.90%	4.50%	6.80%	11.40%
5	54	44.40%	37.00%	14.80%	3.70%	18.50%

Teacher/Administration Quality

Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	15.0	Down from 17.0
Percent of teachers with advanced degrees	73.3	Up from 64.7
<u>Teacher attendance rate</u>	96.2	Down from 98.8
Average teacher salary	\$49,206	Up from \$46,411
Percent of teachers on continuing contract	60.0	Down from 82.4
Percent of teachers returning from previous year - current year	69.2	Down from 86.7
Percent of teachers returning from previous year - three year average	73.5	Down from 78.2
Percent of teacher vacancies for more than 9 weeks	6.7	Up from 5.9
<u>Prime instructional time</u>	90.7	Down from 94.7
<u>Student-teacher ratio in core subjects</u>	20.2 to 1	Up from 19.2 to 1
Percent of inexperienced teachers teaching in core classes	0.0	No change
Number of inexperienced teachers teaching in core classes	0	No change
Percent of out-of-field teachers teaching in core classes	8.3	No change
Number of out-of-field teachers teaching in core classes	1	No change

2019 Report Card Data-School Climate

Student Safety

Evaluations By Parents 🗨	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	87.1	40
"My child's teachers and school staff prevent or stop bullying at school."	66.7	40
Evaluations By Teachers 🗨	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	100.0	21
"The rules for behavior are enforced at my school."	57.2	21

Number of Unsafe Incident Information as reported in the 2018-2019 Incident Management System (IMS)

Students with in-school suspensions	13
Students with out of school suspensions	45

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

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.

[State Report Card for districts and schools data](#)

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement, including sub-groups

Early Childhood/Primary (PK–2):

The 2020 fall PALS and KRA data provided greater insight into why Greeleyville Elementary has seen a significant decline in reading proficiency in recent years in our primary grades, which has also had a tremendous impact on the students' performances on the state assessment as they matriculate through the elementary grade levels. According to the data, GES students averaged less than one point for letter sounds and fall well below the max score of ten in phonemic awareness indicators on the fall 2020 PALS assessment. Furthermore, only 16.7% of students enter kindergarten demonstrating readiness, which means that 83.3% of the students were either emerging or approaching readiness at the start of the 2020-2021 school year. The 2020 winter MAP data indicated that 69% and 31% of first and second grade students met their projected growth goals in reading respectively. Second grade's percentage is 11.9% lower than the district's percentage of 42.9%. Additionally, the 2020 winter MAP data revealed that 48% and 28% of first and second grade students met their projected growth goals in math respectively. Although first grade showed percentages higher than that of the district's, more than half of the second grade students did not meet the projected growth goals for reading nor math.

Elementary/Middle (3–5):

Spring 2019 SC Ready data shows that only 12% of third grade students met or exceeded expectations in English Language Arts. This means that out of 50 students tested only six students met state standards. In Addition, out of 148 students that tested in mathematics in grades 3-5, approximately 25 students meet state standards. Based on the most recent assessment data, it can be concluded that the students' overall performance in both reading and math are extremely concerning. Moreover, the 2020 winter MAP data tells us that third through fifth grade percentages for student meeting projected growth goals for both reading and math did not surpass 50%. On the other hand, the 2020 reading MAP data for third through fifth grade students indicate that an average of 40% of the students met their projected growth goals compared to the district average of 38.3. However, there is still a great number of students who are at risk of not meeting grade level standards and benchmarks.

To meet our annual goal of increasing the percentage of students demonstrating academic proficiency on benchmarks, we will strategically and methodically strive for instructional excellence as we build the efficacy of both our teachers and students.

Teacher/Administrator Quality

As we take a closer look at the winter MAP math data, there is a clear indication that teachers lack the skill and efficacy needed to design and execute math lessons tailored to improving students' understanding of the conceptual learning framework. An average of 40% of our students met their projected growth goal in math, compared to an average of 44% who met in ELA. Additionally, based on observation data, 100% of the teachers have struggled to provide satisfactory math instruction virtually and face to face. This can be attributed to the fact that teachers need training on how to teach using math manipulatives and creating common formative assessments. The first essential step to increasing teacher/administration quality is to provide training on expectations for implementing the district's curriculum. After a year of implementation, baseline data can be collected and analyzed to determine how effective teachers were in executing the curriculum. Training will be provided to incorporate the gradual release instructional framework, which is another layer of staff development that teachers need.

School report data from 2019 revealed the following factors that are reflective of teacher quality: a decline in the teacher attendance rate from 98.8% to 96.2, a decrease of the percentage of teachers on continuing contracts from 82.4% to 60%, and a decrease in prime instructional time from 94.7% to 90.7. The teachers and staff of GES aim to provide students with high quality, standards-based instruction; however, there are some noted academic concerns in all areas of the curriculum as indicated by the data. With the exception of first grade reading, no other grade level exceeded 50% of students who met their projected growth goals for reading or math during the winter MAP administration. The impact of the current pandemic revealed the need for teachers to continue professional learning that supports their efforts to provide effective online and face and face instruction. This is vitally important as we look to close the achievement gap and address all areas of math, which students have experienced the greatest learning loss as specified in the winter administration of MAP data.

An overall goal is to shift away from traditional approaches to teaching as we release the accountability of learning to the students. Project based learning is a student-centered pedagogy that aligns to the culture dynamic we are looking to create in all classrooms using the district's curriculums. We will progress monitor quarterly using teacher observation notes and student data points at all levels of tiered instruction.

School Climate

Studies have proven that there is a direct correlation between student behavior and student achievement. Therefore, Greeleyville Elementary will fully implement its MTSS framework for behavioral and social emotional learning. The most recent report card data from 2019 revealed that there was a total of 13 students with in-school suspensions and 45 students with out of school suspensions documented in the incident management system.

Also, the school climate data from the 2019 report card noted that 87.1% of parents agreed that their child feels safe at school, and 66.7% agreed that their child's teacher and school staff prevented or stopped bullying at school. Furthermore, the 2019 report card data states that although 100% of the teachers feel safe at the school, only 57.2% feel the rules for behavior are enforced at Greeleyville Elementary. A significant step in ensuring that our school climate improves is to make sure all staff members are provided training on expectations for implementing the MTSS behavior plan.

Data from the 2020 report indicates that 15.6% of students received out of school suspensions. The goal is to reduce this percent to 14.6% or lower by the end of the 2021-2022 school year by supporting the behavior interventionist and closely monitoring all interventions being provided. Student safety and well-being should be a top priority for school leaders, so creating a school culture and climate that supports learning is paramount in our efforts to provide students with a high, quality instruction.

PERFORMANCE GOAL AREA: (* required)

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal (**Districts only**)

- X Student Achievement*** Teacher/Administrator Quality*
- School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* District Priority
- Gifted and Talented: Academic Gifted and Talented: Social and Emotional
- Gifted and Talented: Artistic Gifted and Talented: Other

PERFORMANCE GOAL:

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.

SMART goal must include:
WHO will do WHAT, as measured by HOW and WHEN.

Goal: By 2026, all GES students will demonstrate academic proficiency by meeting the following benchmarks annually:

- PALS**—Test data is used as baseline for all incoming kindergarteners.
- KRA**—The percentage of students demonstrating readiness will increase by 5% annually.
- MAP**—The percentage of students meeting their projected growth goals will increase by 5% annually in reading and math.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE (s): Measures of Academic Progress (MAP) – Reading and Mathematics

AVERAGE BASELINE:

Reading Percentage	44%	Math Percentage	40.2%
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	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	Reading-49% Math-45.2%	Reading-54% Math-50.2%	Reading-59% Math-55.2%	Reading-64% Math-60.2%	Reading-69% Math-65.2%
Actual Data					

Action Plan for Strategy 1: Provide school level staff development on evidence and research-based practices.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Create a staff development plan designed to provide teachers with instructional tools and resources needed to deliver quality instruction.	2021-2026 Ongoing	Principal, Assistant Principal, Teachers, Instructional Coach, Reading Coach	\$1,000	Title I	Sign-in sheets, agendas, staff development plan, staff development calendar, observations
2. Implement and monitor the staff development plan.	2021-2026 Ongoing	Principal, Instructional Coach, Reading Coach, CD – 5 th Grade Teachers	\$500	Title I	Sign-in sheets, agendas, PBL Planning Templates
3. Assess and refine the staff development plan.	2021-2026 Ongoing	Principal Instructional Coach Reading Coach CD – 5 th Grade Teachers	\$500	Title I	Sign-in sheets, agendas, staff development plan, observations, staff development evaluations
4. Analyze observation data to revisit staff development needs.	2021-2026 Ongoing	Principal, Assistant Principal Instructional Coach, Reading Coach	\$100	Title I	Observation data, teacher reflections, sign-in sheets, agendas

Action Plan for Strategy 2: Build teacher efficacy in delivering quality ELA and math instruction.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Provide teacher led staff development with a focus on the instructional delivery framework.	2021-2026 Ongoing	Instructional Coach K-5 Math Teachers Math Interventionist	\$750	Local and Title I Funds	Lesson Plans/Observations Student Work Samples, Sign-in sheets, Agendas, Handouts, Training Evaluations
2. Conduct regular observations and provide structured, actionable feedback.	2021-2026 Ongoing	Principal, Assistant Principal, Instructional Coach, Reading Coach	\$200	Local Funds	Lesson Plans/Observations Data Notebooks
3. Conduct peer observations.	2021-2026 Ongoing	CD-5 Grade Teachers	\$150	Local Funds	Observation feedback notebook

PERFORMANCE GOAL AREA: (* required)

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal (**Districts only**)

- Student Achievement* **Teacher/Administrator Quality***
- School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* District Priority
- Gifted and Talented: Academic Gifted and Talented: Social and Emotional
- Gifted and Talented: Artistic Gifted and Talented: Other
-

PERFORMANCE GOAL:

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.

SMART goal must include:
WHO will do WHAT, as measured by HOW and WHEN.

Goal: By 2026, GES will implement the district-wide curriculum and support teachers with implementation as measured by the increase in the number of students showing growth on formative and summative assessments.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE (s): Measures of Academic Progress (MAP)

AVERAGE BASELINE: Not Available-Will obtain after the first year of the plan.

	2021-22	2022-23	2023-24	2024-25	2025-206
Projected Data					
Actual Data	Baseline Year				

Action Plan for Strategy 1: Provide staff development on the expectations for implementing the district’s curriculums.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Facilitate monthly staff development to ensure that the district’s curriculums are implemented with fidelity.	2021-2026 Ongoing	Principal, Assistant Principal Instructional Coach, Reading Coach, School Counselor, Media Specialist	\$8,000	Title I, Local Funds	Agendas, sign-in sheets, staff development plan
2. Organize a teacher leader team to assist with the monitoring and implementation of the district’s curriculum.	2021-2026 Ongoing	Instructional Support Team	\$20,000	Title I, Local Funds	Staff evaluations and surveys, meeting logs, agendas, sign-in sheets
3. Establish a timeline for conducting observations and learning walks as well as monitoring lesson plans and providing actionable feedback to teachers. Revise as needed.	2021-2026 Ongoing	Principal, Assistant Principal Instructional Coach, Reading Coach, School Counselor, Media Specialist	\$500	Title I, Local Funds	Observation timeline, Conferencing notes, learning walk feedback forms and data, agendas, sign-in sheets

Action Plan for Strategy 2: Administer summative and formative assessments.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Create school assessment schedule that aligns to the district's schedule.	2021-26 Ongoing	Instructional Coach Reading Coach	\$175	Title I Funds	Completed School Assessment Schedule
2. Establish a school wide standard for administering assessments and analyzing data.	2021-26 Ongoing	Principal, Assistant Principal, Instructional Coach, Reading Coach	\$500	Title I Funds	Assessment Protocol Document, Sign-in sheets, agendas
3. Analyze data by content and grade-level to inform instructional practices to determine teachers' needs.	2021-26 Ongoing	Instructional Coach, Reading Coach CD-5 Teachers	\$600	Title I Funds	Data Binder, Sign-in sheets, agendas

PERFORMANCE GOAL AREA: (* required)

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal (**Districts only**)

- Student Achievement* Teacher/Administrator Quality*
- X School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*** District Priority
- Gifted and Talented: Academic Gifted and Talented: Social and Emotional
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-

PERFORMANCE GOAL:

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.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

Goal: By 2026, the out-of-school suspension rate will decrease by 1% annually from 15.6% as measured by PowerSchool incident management reports.

DATA SOURCE (s): PowerSchool Incident Management Reports

AVERAGE BASELINE: 15.6%

	2021-22	2022-23	2023-24	2024-25	2025-26
Projected Data	14.6%	13.6%	12.6%	11.6%	10.6%
Actual Data					

Action Plan for Strategy 1: Refine and implement the school’s MTSS framework for behavior and social emotional learning.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Refine behavior plan and provide staff development to all stakeholders.	2021-2026 Ongoing	RTI Team Members	\$100	Title I Funds, Local Funds	Completed MTSS Plan for behavior and social emotional learning, sign-in sheets, agendas
2. Implement the school’s MTSS Framework for behavior and social emotional learning.	2021-2026 Ongoing	CD-5 Teachers	\$700	Title I Funds, Local Funds	MTSS Framework for behavior and social emotional learning, Evaluation Rubric, MTSS Evidence Binder
3. Progress monitor and revise the school’s MTSS Framework for behavior and social emotional learning quarterly.	2021-2026 Ongoing	RTI Team Members	\$250	Title I Funds, Local Funds	Intervention Data, Classroom Observations, Sign-in Sheets, agendas,

Action Plan for Strategy 2: Support the behavior interventionist hired by the district.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Create a schedule for monthly check-ins to provide guidance and support as noted by their job description.	2021-2026 Ongoing	RTI Team Members, Behavior Interventionist	\$100	Local Funds	Monthly check-in calendar, Job description, sign-in sheets and minutes
2. Implement the MTSS behavior plan.	2021-2026 Ongoing	Behavior Interventionist, School Counselor, Mental Health Counselor, Special Education Teachers CD-5 Teachers	\$375	Local Funds	Intervention Referral Forms, Counselor's Logs, MTSS Behavior Plan, Agendas, sign-in sheets, classroom observations, MTSS Evidence Binder
3. Monitor and refine the implementation of the MTSS behavior plan.	2021-2026 Ongoing	Behavior Interventionist, School Counselor, Mental Health Counselor, Special Education Teachers CD-5 Teachers	\$200	Local Funds	End of the year action plan, Agendas, sign-in sheets, Evaluation Rubric

Action Plan for Strategy 3: Monitor the school's MTSS behavior/socio-emotional plan.

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Monitor and refine the implementation of the MTSS behavior/socio-emotional plan in conjunction with the behavior interventionist and designated stakeholders.	2021-2026 Ongoing	RTI Team Behavior Interventionist CD-5 Teachers	\$2,000	Local Funds	Annual Stakeholder Review, sign-in sheet, agenda, handouts, survey
2. Conduct a quarterly analysis of behavior intervention data using the seven-step behavior system as outlined in the MTSS behavior/socio-emotional plan.	2021-2026 Ongoing	RTI Team Members PowerSchool Operator	\$350	Title I Funds	PowerSchool Incident Reports, sign-in sheets, agendas
3. Analyze data to determine effectiveness of interventions being provided.	2021-2026 Ongoing	RTI Team Members	\$200	Title I Funds	PowerSchool Incident Reports, progress monitoring data, sign-in sheets, agendas