Taylors Elementary School

"Excellence in Achievements, Actions and Attitudes"

School Portfolio

Guided Self-Study Report utilizing AdvancED and SC SDE Protocols
Scope of Action Plan: 2018-2019 through 2022-2023

Annual Update for 2019

Kindergarten – Fifth Grade

Rhonda Rhodes, Principal
809 Reid School Road ~ Taylors, SC 29687 Phone: 864-355-7450
Web Site: www.greenville.k12.sc.us/taylorse/

The School District of Greenville County
Dr. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Taylors Elementary

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 *(one year)*

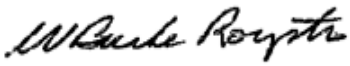
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Rhonda Rhodes		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Justin Smith		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Lisa Owen		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 809 Reid School Road, Taylors, SC 29687

SCHOOL TELEPHONE: (864) 355-7450

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

Stakeholder Involvement for School Renewal

Position		Name
1.	Principal	Rhonda Rhodes
2.	Teacher	Sally Nuss
3.	Parent/Guardian	Sarah Williams
4.	Community Member	Nick Butler
5.	Paraprofessional	Elaine Boykin
6.	School Improvement Council Member	Justin Smith
7.	Read to Succeed Reading Coach	Lisa Owen
8.	School Read To Succeed Literacy Leadership Team Lead	Lisa Owen
9.	School Read To Succeed Literacy Leadership Team Member	Stephanie Martin

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

School Literacy Leadership Team for Read to Succeed – Lisa Owen, Rhonda Rhodes, Terri Wheeler-Hawkins, Monica Brackett, Stephanie Martin, Anne Smeaton, Anne Wilson, Sarah Poole

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

◉ Yes ○ No ○ N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
◉ Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
◉ Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
◉ Yes ○ No ○ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
◉ Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
◉ Yes ○ No ○ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
◉ Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
◉ Yes ○ No ○ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
○ Yes ○ No ◉ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

◉ Yes ○ No ○ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
◉ Yes ○ No ○ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
◉ Yes ○ No ○ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
◉ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

PURPOSE

The purpose of the self-study is twofold:

- To **improve the effectiveness** of Taylors Elementary School
- To **provide assurance to the public regarding the educational quality of our school** by obtaining reaffirmation of our accreditation from AdvancED

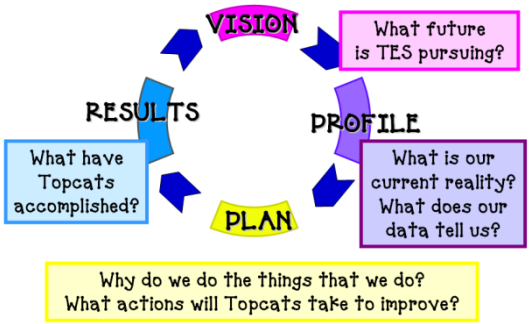
Our School Strategic Plan was developed to document changes and progress our school has made while working to continuously improve everything we do. This document provides an ongoing means for self-assessment, communication, continuous improvement and accountability.

Our plan describes our school and includes actual evidence of our work. It describes who we are, our school vision, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. This document describes how we build and utilize our plan for the purpose of increasing student learning—our ultimate goal.

OVERVIEW OF THE SELF-STUDY PROCESS and STAKEHOLDER INVOLVEMENT

The principal and other members of the School Leadership Team remain central to the success of our self-study process. The role of this team is to provide an organizational plan, guidance, and oversight of the self-study process in its entirety. This committee meets monthly and serves as the decision-making authority on reports, policies and procedures. All stakeholders, including staff, PTA Executive Board and School Improvement Council (SIC) have roles and responsibilities. Representatives from this team serve as resource persons and provide support and input for all stakeholders at PTA Executive Board meetings and SIC meetings.

Due to broad and consistent stakeholder involvement, this document reflects a balance of diverse backgrounds, disciplines, interests and experience of our school community.



Knowing how essential this process is to our continuing success, stakeholders invest many hours on this project: organizing and developing a plan of action, providing information through surveys and interviews, writing and documenting reports, participating in a comprehensive editing process and taking part in the kinds of discussions that the self-study process is designed to facilitate. As a result of our shared experiences, we continue to learn how best to add value to the lives of our students and enrich our community. Please enjoy this comprehensive report as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

School Portfolio Team Members, Roles, and Committees

Executive Summary	Rhonda Rhodes- Principal Monica Brackett- Instructional Coach
School Profile	Rhonda Rhodes- Principal Monica Brackett- Instructional Coach Terri Wheeler-Hawkins- Assistant Principal Betsy Crowe- Resource Teacher Stephanie Martin- Teacher Sara Duncan- Teacher DeeAn Hadley- Attendance Clerk Sally Nuss- Media Specialist Nelda Kay- Guidance Counselor
Mission/Vision/Beliefs	Rhonda Rhodes- Principal Terri Wheeler-Hawkins- Assistant Principal Monica Brackett- Instructional Coach
Data Analysis/Needs Assessment	Rhonda Rhodes- Principal Terri Wheeler-Hawkins- Assistant Principal Monica Brackett- Instructional Coach All Classroom Teachers
Action Plan	Rhonda Rhodes- Principal Terri Wheeler-Hawkins- Assistant Principal Monica Brackett- Instructional Coach All Classroom Teachers
Professional Development Plan	Rhonda Rhodes- Principal Monica Brackett- Instructional Coach Terri Wheeler-Hawkins- Assistant Principal All Classroom Teachers

Executive Summary

The Executive Summary looks at student achievement data, teacher and administrator quality data, school climate data, significant school challenges, and significant awards, results or accomplishments over the past three years.

Summarized Finding of Student Achievement

Academic goals are the foundation for the delivery of instruction within the classroom. At Taylors Elementary, we take the necessary steps to ensure that all students are learning at their potential. After careful review of our demographic data, survey results, and student achievement data, an effective strategic plan for students achievement, including goals and objectives, was created. TE 21 Benchmark data is carefully analyzed for gains in reading, math, social studies, and science. Staff development activities, which include the Framework for Balanced Literacy, The Leader in Me implementation, and our continual development for effective PLC's, are all focused on meeting students' various academic needs.

- Student attendance remains steady at around 95.4%.
- 55% of third through fifth grade students met and/or exceeded standard on SC Ready Math during 2017-2018 with a significant increase from 47.3% during 2016-2017.
- 46.9% of third through fifth grade students met and/or exceeded standard on SC Ready ELA during 2017-2018 with a slight increase from 44.0% during 2016-2017.
- 64.2% of fourth grade students met and/or exceeded standard on SC PASS Science during 2017-2018 with a significant increase from 47.3% during 2016-2017.
- 73.8% of fifth grade students met and/or exceeded standard on SC PASS Social Studies during 2017-2018 with a decrease to 76.1%.
- Our enrollment increased significantly from 2012-2013 and remains steady for the 2017-2018 school year. Our ethnicity enrollment remains steady for all subgroups. Over the last five years the FARMS student numbers also remain steady.
- Our special program numbers, Special Education, English Second Language, and Gifted/Talented students have also remained consistent over the last three years.
- Taylors' second grade students are higher than the district expectation of 50% on both the COGAT and the ITBS/Iowa at 56% in reading, 52% in math, and 57% on COGAT.
- Two 2nd grade students qualified for the Charles Towne Center
- Based on 17-18 Winter Math MAP scores, 71.2% of 2nd graders are on target to meet expectations on 3rd grade testing.
- Based on 17-18 Winter Reading MAP scores, 57.6% of 2nd graders are on target to meet expectations on 3rd grade testing.

Steps for Continuous Improvement

- Continue to examine and monitor student progress and results as identified through standardized testing and TE 21 Mastery Connect Benchmarking
- Continue to work extensively with our Special Education team to create a strong model for delivery of services including inclusive services. Continue to work with Special Education District Support Team to implement curriculum to meet the individual needs of all special education students.
- Continue to support Literacy Mentors and grow Learning Labs

- Continued training and implementation of the primary and intermediate Framework for Balanced Literacy, including Fountas & Pinnell benchmarking with fidelity.
- 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.
- Utilize district support staff to support planning
- A plan for purposeful, differentiated and meaningful staff development.

Summarized Finding for Teacher and Administrator Quality

- 100% of Taylors Elementary administration and staff are highly qualified
- The average teacher attendance is on the rise from 94.6% in 2014-2015 to 97.4% in 2017-2018.
- 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.
- Mrs. Rhodes, our Principal, is South Carolina National Distinguished Elementary Principal of the Year
- Mrs. Rhodes is the Past President of the SCASA Elementary Division and serves on SCASA Executive Board
- Mrs. Rhodes serves as a Principal Mentor for Greenville County Schools.
- Two district trained Literacy Mentors
- Professional development focus is in the area of Balanced Literacy – Language and Word Study and Reader's Workshop

Needs Assessment for Teacher and Administrator Quality

- Increase the use of student technology in all classrooms
- Continue to fund a computer lab instructor through local funds
- Continue to analyze common formative and summative assessments and plan instruction through the use of data analysis in Professional Learning Communities
- Provide training in the SAMR method
- Continue to provide training in the area of Balanced Literacy

Significant School Challenges

- Over the last five years Taylors Elementary has experienced several changes in leadership positions. Mrs. Rhodes is the second building principal and the Instructional Coach has changed five times. In addition, we have had four different Assistant Principals.
- Higher need for students to receive Mental Health Services; as a result, Taylors Elementary employs a full-time Mental Health Counselor, however, this position has changed three times in three years. The current caseload qualifies for a 2nd full-time Mental Health Counselor.
- Many two working parent families have difficult time attending school events or being actively involved in their child's education.
- Achievement Gap between disabled and non-disabled in ELA and Math

Significant Awards, Results, Accomplishments

- RAMP (Recognized ASCA Model Program) Award
- Leader in Me School
- Two Top 10 District Teachers of the Year
- Four Discovery Educator Lead Learners
- Four Google Certified Educators who serve as Adjunct Trainers in our school and across GCS

- SeeSaw Ambassador
- One teacher participating in the Instructional Coach Institute for GCS Schools
- Six Teacher ADEPT Evaluators on Staff for GCS
- Three National Board Certified Educators
- South Carolina Green Steps School
- Safe Kids School Award Winner
- PTA OAK Leaf Award – Recognition of Membership
- PEP Literacy Grant Recipient
- Golden Apple Winners
- State Level Geography Bee participant
- Healthy Schools Live Well School
- SC Honors Choir member
- Terrific Kids
- Three teachers selected as South Carolina Life Changers
- Multiple Donor's Choose teacher winners
- PTA Awarded $20,000 Kaboom and Dr. Pepper Playground Grant

Taylors Elementary School Profile

Taylors Elementary is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing a safe, caring, and academically challenging learning environment. Our mission – Empowering Leaders Today and Tomorrow- promoted within our learning community by teachers who are committed to student-centered instruction and the individual needs of each student.

Our primary goal of raising student achievement is facilitated by our highly-qualified professional teaching staff. The faculty provides learning experiences that engage students in a creative, rigorous, standards-based curriculum. Instruction is driven by research-based best practices and data analysis to ensure that every student has access to individualized instructional strategies. Additionally, each faculty member participates in a variety of professional development opportunities through conferences, literature reviews, graduate courses, and district facilitated trainings. We are proud to have a Top Ten Finalist for Greenville County Schools Teacher of the Year for two years in a row.

In a concentrated effort to develop world class skills, we offer a variety of after school and enrichment programs designed to enhance the academic and social skills of students. As an official Leader In Me school, we focus on school-wide leadership skills and equip our students with the success skills needed to excel in school and beyond our K-12 structure. Students also have ample opportunities to participate in groups such as, Art, Chorus, Green Team, Student Ambassadors, Girls on the Run and a Boys Run Hard Group. We added a Chromebook Computer Lab, in addition to, increasing the number of Chromebooks in Grades 3-5 and iPads in Kindergarten, First and Second Grades. We have a Coding and a Project Lead the Way Robotics Club. Personalized learning is a continued goal to meet the needs of all learners at Taylors Elementary.

As a National RAMP (Recognized ASCA Model Program) our school counseling department provides a comprehensive model program. Additionally, this department has partnered with Greenville Mentoring to train mentors and pair them with students who need additional support. The Watch DOGS (Dads of Great Students) program provides positive male role models who volunteer to assist

in overall school operations. Also, we have combined our Life Savers framework with the Seven Habits of Leader In Me to reinforce good citizenship by outlining the school's expectations for good behavior and the consequences for disregarding them. We are proud recipients of the 2010 South Carolina Schools of Character Award and 2011 South Carolina Schools of Character Award Honorable Mention. Finally, we partner with Greenville County Mental Health to provide a full time Mental Health Counselor housed within our school to serve our students and families of Taylors Elementary.

Raising student achievement is our primary goal. We are utilizing PLCs and data teams to create common assessments and use data to drive instruction. We continue to grow in the area of Balanced Literacy as a means to support and accelerate every child at Taylors Elementary School with the addition of two literacy mentors to continue on-site training. Literacy team has provided after school literacy training and sponsored a Family Reading Day: One Author, One School. Each student will go home with 10 free books to prevent a summer slide in reading ability.

Ultimately, our goal in continuous improvement is for children to understand what is expected and to be able to chart their own growth. Children are setting goals and reflecting on their academic improvement. We believe that, as children understand where they are headed academically, they will become empowered to work towards goals. As we enter our third year as a Leader In Me school, students are using data notebooks for WIGS (Wildly Important Goals) to track academic and personal achievements.

One initiative to address struggling kindergarteners and first through third graders is the addition of Response to Intervention (RTI). We identify students at risk for poor learning outcomes, provide research-based interventions and monitor student progress. During the 2018-2019 school year students in grades K-3 were served by two RTI reading teachers and a literacy coach. Benchmark scores drastically improved with the interventions. With three certified Special Education Resource teachers, we provide both inclusion and resource services to students identified with learning disabilities and/or special needs. We also have two self-contained classrooms who serve students who are mainstreamed to the maximum ability of each learner.

The faculty is collaborating to expand its repertoire of strategies for teaching by reading current literature, attending conferences, taking graduate courses, and sharing ideas with colleagues at faculty meetings and in-services. Summer Academy provides one avenue for extensive training where an increasing number of faculty members are also presenters. Teachers also attend the Upstate Technology Conference to learn new ideas, and fulfill technology proficiency requirements.

In October 2018, our school went through a Technology Refresh program. Fifty-two laptops were ordered for teachers and six desktops for office staff. We ordered 60 Chromebooks for additional classroom use bringing our total to 350 chromebooks. Classrooms were also given multiple iPads for student use. TechKnow Tuesdays were designed to enhance instructional technology and these sessions are led by our district, principal, and staff of Taylors Elementary. We currently have three adjunct Google Instructors for our district who are classroom teachers at Taylors, in addition to four Discovery Education Digital Leadership Corps teachers on site. We also have a Black Magic Studio in our library to project our morning news show school wide. Technology is enhancing our assessments and providing a higher level of engagement for student learning at Taylors

Quality teacher leadership is nurtured and encouraged at our school. Our design of staff development includes the structure of our Wednesdays. Our Faculty Council and Committees meets on the first Wednesday of each month to guide decision making for our school and serve as an advisory team to our administration. From the transformation of traditional teacher meetings to FBI Meetings, Focus on Better Instruction, teachers lead with best practices and presentations from our professional book

study. The third Wednesday allows PLC's to create, design and analyze assessment for student learning. Actions Teams meet on the final Wednesday for discussion of student leadership and next steps of implementation.

Our school counseling department has partnered with Greenville Mentoring to provide training to interested mentors and currently paired twelve volunteers to students who benefit from this support. Additionally, our Watch DOGS (Dads of Great Students) program continues to grow and encourage positive male role models to spend a day volunteering in overall school operations for the day. This year we have been fortunate enough to have a full time mental health counselor placed in our building 5 days a weeks to provide services to students and families through Greenville County Mental Health.

In a concentrated effort to make "every minute count" at Taylors, we participate in the Universal Breakfast Program, providing a free, healthy, and nutritious breakfast to all students. Additionally, we have formed some early morning peer-mentoring groups, and opened our computer lab for students to enhance their mathematical skills with the Compass Learning program in grades second through fifth. We have several after school programs for enrichment: Art, Chorus, Green Team, Student Council, and Topcat Visionary Leaders. We have also partnered with the Greenville Hospital System and have five trained Girls on the Run (GOTR) Coaches and twenty-four girls who have joined the GOTR program. These girls will culminate their participation with a 5K Run in May. Run Hard is a boys running group serving eighteen boys in 2nd-5th grade. There are two coding/robotics clubs that meet after school. One club is for grades 2-3, and the other is for grades 4-5. These groups meet twice a month.

Taylors Elementary is fortunate to have a strong partnership with our PTA. In the 17-18 year, our PTA wrote and received a $20K Kaboom and Dr. Pepper Playground Grant, Additionally, four members participated in the national PTA Conference. To further promote academic success, PTA events are curriculum-based. Past PTA honors include SC PTA Outstanding Unit of the Year, SC PTA Principal of the Year, SC PTA Support Staff of the Year, and SC PTA Enrichment Programs of the Year. The current PTA is eager to regain the recognitions. In addition, School Improvement Council (SIC) takes an active interest in the everyday workings of the school. Parental involvement is encouraged and celebrated with many opportunities to participate in school life. The SIC is working to enhance the Watchdog Program in order to encourage positive male role model participation within the school.

To strengthen the writing program, each class chooses a "The Write Ingredient," student whose works are selected for display during the month and they are invited to a special tea. Students are recognized, receive a certificate, and share their pieces of writing. "Writing Celebrations" have brought a whole new perspective to our writing program. Parents enjoy coming to celebrate student writing.

To facilitate academic motivation, we have now created "Wig Wednesdays". Students are visited by Goal Patrol to celebrate academic growth as indicated by their WIG goals.

A language proficiency assessment is administered in the Spring to ELL students in kindergarten through fifth grade. Students take four sub test in reading, writing, listening, and speaking. The combined scores give each student a language proficiency level for use by the ESOL and classroom teacher to ensure students are receiving accommodations as needed.

Since the inception of state testing, teaching standards through rigorous instruction is a priority. Strategies for addressing higher level thinking skills are embedded throughout school-wide Professional Development to promote critical thinking, problem-solving, and evaluation. Additionally, substitutes are provided for teachers quarterly to analyze TE21 Data and use results to guide daily

instruction. These results provide data with a strong correlation to student performance on SC Ready ELA/Math and SC PASS Science and Social Studies. As a means to provide extra incentive, rubrics were designed for students and teachers to evaluate effort on the TE21 Benchmarks. We also had a student led Academic Pep Rally for test motivation in May. Alternative assessment techniques are embedded throughout the curriculum. Teachers incorporate scoring guides for evaluation purposes. Rubrics are utilized to guide students through activities and projects, as well as to assess their work. Fountas and Pinnell Benchmarks are given to all grade levels to assess reading levels, areas of strength, and specific areas of weakness. Early childhood grades, K5-3rd, use FastBridge, a district literacy assessment that allows for monitoring of student growth. Data teams utilize formative assessment to guide and direct the instructional delivery and academic achievement of all students. Teams meet after school to create common assessments, analyze the results, and devise a plan to achieve and excel student mastery of learning standards.

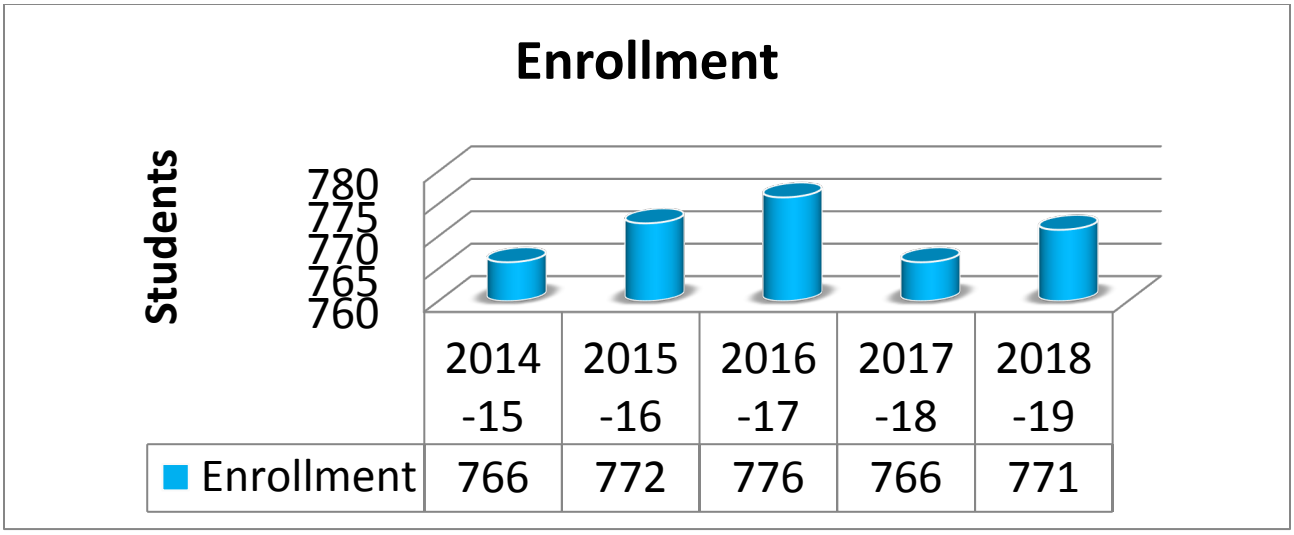
Although we are delighted with the progress we have made in recent years, we are eager to meet the challenges of the future, especially in the areas of increased student achievement and technology. Our faculty is excited about the wonderful possibilities that lie before us in the years to come. As a Leader In Me school, our community has embraced the belief that all students are leaders and prepared to meet the Profile of SC Graduate. It is a time of growth and commitment to “Empower Leaders for Today and Tomorrow”. Greatness starts here!

Demographic Discussion of the School Community

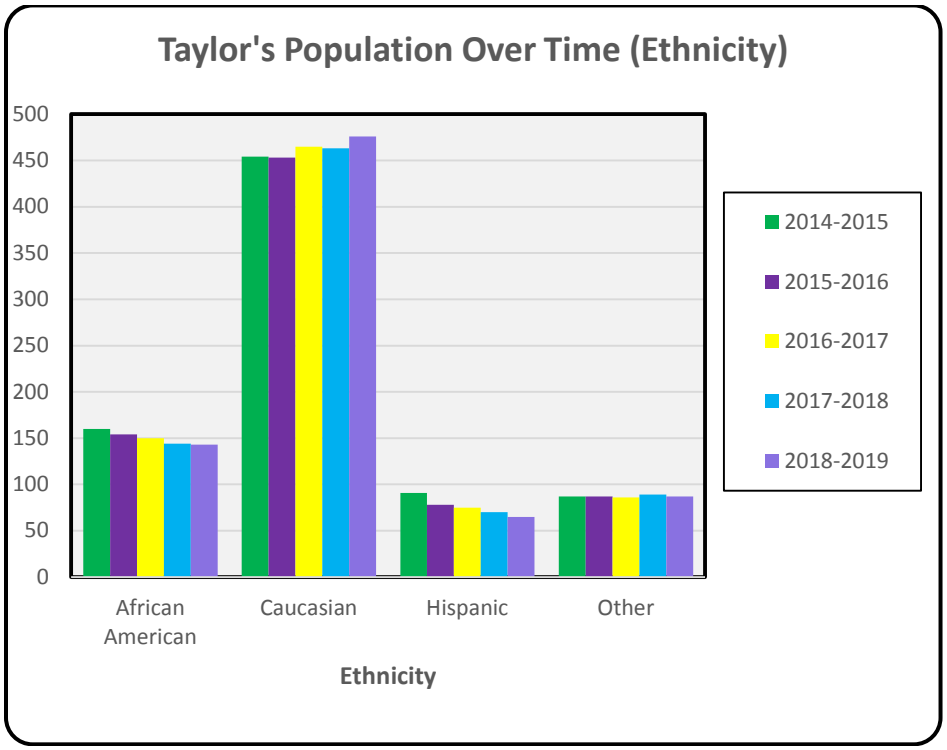
Taylors Elementary School is a suburban school situated on eleven wooded acres in the historic Edwards Forest area of Greenville County. Taylors Elementary opened in 1980 and replaced the original 1917 vintage structure. A new structure built on-site of the previous building was completed prior to the start of the 2006-2007 school year. The walls are multi-faceted and windows face various directions. The architectural design is symbolic of the learning community within: a many-faceted instructional program for diverse student needs, solid academic offerings, students of many nationalities viewing the world through different windows of opportunity, and a supportive school climate.

We serve a culturally diverse population of students: Vietnamese, Arabic, Chinese, Greek, Egyptian, Ukrainian, and Spanish speakers. As an Inclusive Based and Satellite Autism school, students with individual education plans are carefully monitored by the coordinated efforts of the special education teacher and the classroom teacher. Teachers maximize learning for all students, providing personalized learning for challenge and support. Response to Intervention (RTI) is designed to address struggling readers in Kindergarten through second grade.

In efforts to close the achievement gap, our school has designed special programs to meet these needs: For example, selected 4th and 5th grade students mentor Kindergarten and 1st grade students Monday through Thursday on letter recognition, letter sounds and sight words, and our master schedule reflects the push for an Inclusion Based instructional program.



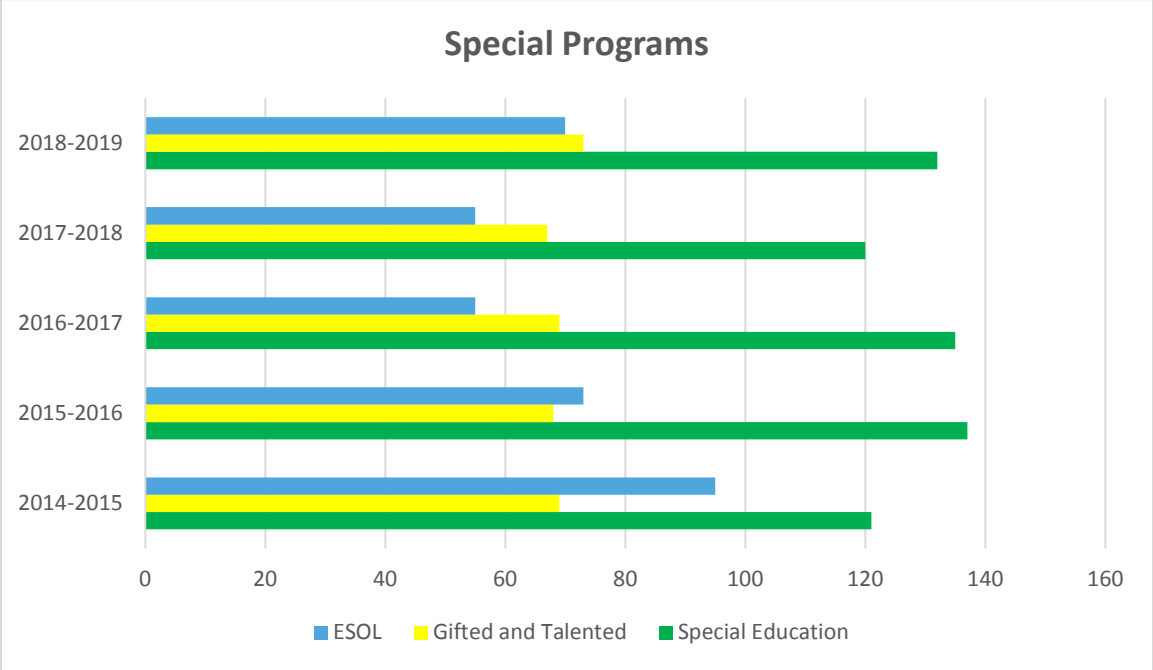
Demographics
2014-2019



Our enrollment has stayed steady over the last 5 years. Our ethnicity enrollment also remains steady for all subgroups. Over the last five years the FARMS student numbers also remain constant. Of the 58% FARMS, 85% of those students receive Free Lunch and only 15% receive Reduced Lunch Status.

FARMS Population 2013-2018

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
FARMS	56.0%	54.0%	52.0%	51.0%	48.0%
Full Pay	54.0%	46.0%	48.0%	49.0%	52.0%



Our special program numbers, Special Education, English Second Language, and Gifted/Talented students have also remained steady over the last three years.

Average Daily Student Attendance

School Year	Student Attendance
2013-2014	97.1%
2014-2015	96.5%
2015-2016	96.7%
2016-2017	96.0%
2017-2018	96.0%

Attendance Data provided by SDE School Report Card. Student attendance remains steady at around 96%.

Summary of School Leadership, Administrative Structures and Partnerships

Administration sets high expectations for students and staff. Teachers are monitored for the implementation of state standards to ensure quality education for all children. Mrs. Rhodes is in her fourth year as principal at Taylors Elementary. She comes with ten years of experience in this role. In fall of 2016, Mr. Stowe joined the Taylors Elementary as Assistant Principal. This is his second year as the Assistant Principal of Taylors Elementary but has brought with him a solid record as an experienced Administrative Assistant for Greenville County Schools.

Parents serve as volunteers and provide services to help enhance and enrich the learning environment. Programs where businesses contribute time and materials include the American Heart Association (Jump Rope for Heart), Kiwanis Club (Terrific Kids), Crisis Response Training (Safe and Drug Free Schools), Chick-Fil-A (Top Cat Accolades), and Family Dentistry Health (Crystal Apple). Currently, we are sponsoring an active WatchDOGS program (Dads of Great Students) to provide positive male role models to all students. Additionally, we have regular trained mentors from Upstate Mentor who meet weekly with assigned students and provide a one on one mentoring relationship.

Analysis and Narrative of School Personnel Data

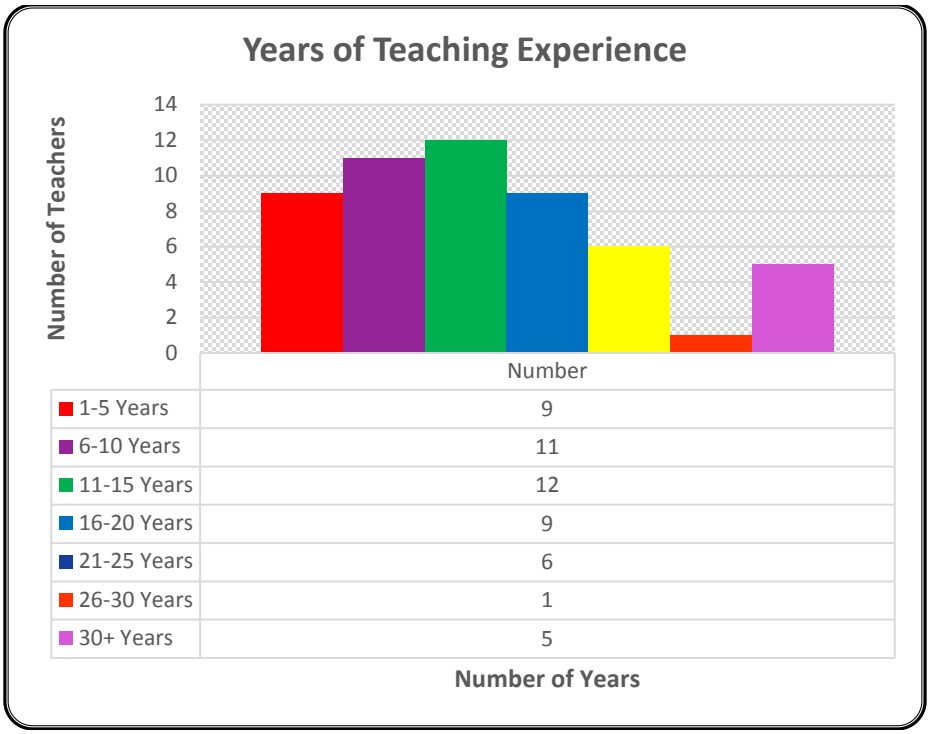
The Taylors staff shares high expectations for student success. Taylors boasts a certified staff of 56 for the 2017-2018 school year. This staff includes administrators, classroom teachers, a library media specialist, three related arts teachers, three part-time related arts teachers, an RTI teacher, a literacy coach, a part-time gifted and talented teacher, a full-time school counselor position, two part-time school counselors, two administrators, eight paraprofessionals, a media clerk, a full-time speech pathologist, a part-time speech pathologist, an ESOL part-time teacher and an instructional coach. Three full-time resource teachers serve students in kindergarten through fifth grade through both pull out and inclusion services. A K-2 developmental class with one teacher and two paraprofessionals address the needs of a targeted population. Being an Autism Satellite School, we also have a full time ASA staff member to assist classified students. Support personnel available to assist with students needs include district psychologists, curriculum coordinators, speech and language pathologists and technology specialists. Additional personnel include the school nurse, a receptionist, an attendance clerk, a secretary, a plant engineer, four custodians, and a cafeteria manager and six food and nutritional service workers.

Taylors' staff has had consistent attendance over the last five years. Each year, we have met the attendance requirements for AYP.

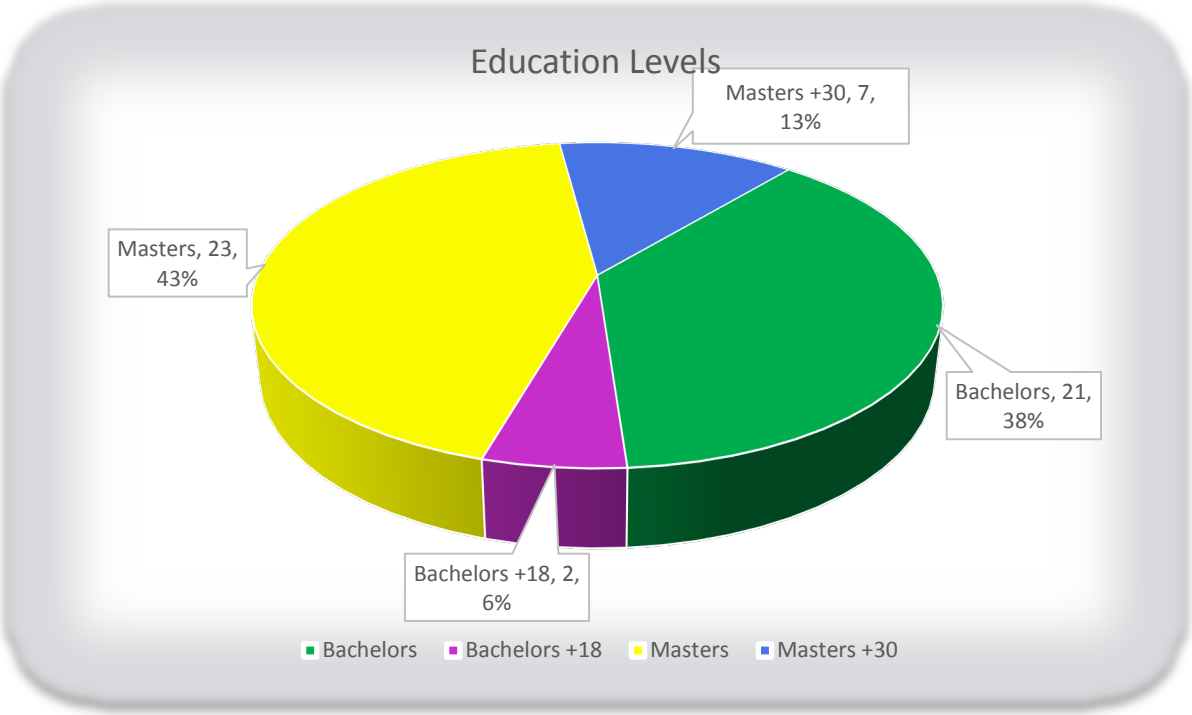
School Year	Teacher Attendance
2013-2014	94.8%
2014-2015	94.6%
2015-2016	95.0%
2016-2017	94.6%
2017-2018	97.4%

Certified Staff Experience
2018-2019

The teaching experience of the certified staff ranges from one year to forty-one years with the majority of the experience in the 1-20 year range (43 teachers). The years of experience spent specifically at Taylors Elementary range from one year to 32 years. The greatest number of the certified staff at Taylors has been at the school for 1-10 years.



This certified staff at Taylors is not only extremely educated, but they have diverse interests as well. All of the regular classroom teachers are certified in Early Childhood or Elementary Education, with many certified in both. Our administrators are certified as classroom teachers and spent many years teaching. Four of the staff are Nationally Board Certified. Elementary Guidance and Counseling degrees are held by five of our staff. Other certifications held by staff members are: Gifted and Talented, Speech, Special Education LD, Special Education EMD, Library Science, Physical Education, Criminal Justice, Forensic Science, Biology, Art, Music, Health Science, English as a Second Language, Elementary Principal/Administrator/Supervisor, Reading, and Communication Disorders.



Our certification percentages almost mirror the experience percentages with 44% of the staff with a Bachelor's degree and 52% of the staff with a Master's degree and above.

The current positions held at Taylors Elementary are:

1 – Principal
1 – Assistant Principal
1 – Instructional Coach
2.0 – Guidance Counselors
0.8 – Challenge Teacher
4.2 – Related Arts Teacher (1.4 of each area)
1 – Secretary
1 – Attendance Clerk
1 – Office Clerk
1 – Nurse
1 – Media Specialist
1 – Media Clerk
1 – Behavioral Interventionist Support
5 – 5K Teachers and 5 – 5K Assistants
1 – Multi-Cat Teacher and – 2 Assistants
1 – ED Teacher and – 2 Assistants

6 – Grade 1 Teachers
6 – Grade 2 Teachers
6 – Grade 3 Teachers
5 – Grade 4 Teachers
5 – Grade 5 Teachers
3 – LD/Resource Teachers
1.6 – Speech Therapists
0.6 – ESOL Teacher
1 – Literacy Specialist
2 - RTI

MISSION, VISION, VALUES AND BELIEFS

AdvancED Accreditation Standard 1: Vision and Purpose
A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Mission Statement: Empowering Leaders Today and Tomorrow

Vision Statement: Our vision is to provide a safe, caring educational environment where students strive to reach their fullest potential as lifelong learners and responsible leaders.

Statement of Beliefs:

- We believe that every student is a leader.
- We believe each child's education program is a shared responsibility.
- We believe in a student centered program that focuses on the total child.
- We believe real world connections inspire our students to achieve their personal best.
- We believe students should synergize and collaborate to be effective members within our community and beyond.

AdvancED Accreditation Standard 3: Teaching and Learning A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

The following are the curriculum, instruction, assessment, and environmental factors that we value and that justify our shared vision and support effective learning for our students:

Curriculum*:* Students, staff, and parents are involved in a variety of learning experiences that are relevant and interesting. Teachers plan in teams to ensure curriculum continuity. Students are afforded opportunities to engage in learning and assessment out of school with community members.

Curriculum must include:

- Research-based models
- Have relevance to everyday life experiences
- Addressing the standards
- Incorporating cross-curricular experiences
- High expectations for all students
- A balanced approach

***Instruction**:* Teaching must be varied and creative to meet the individual needs of students.
Instruction must include:

- Alignment of school vision with instructional focus
- Guided discovery/active inquiry
- Student-centered approaches
- Research-based models
- Innovative teaching and challenging programs
- Connections to real-life situations and prior knowledge
- Authentic tasks (i.e. solving everyday problems, collecting and analyzing data, investigating patterns, keeping journals)
- Opportunities for students to decide performance criteria and methods

***Assessment**:* Assessments are methods used to better understand the current knowledge that a student possesses. Assessments can be as simple as a teacher's subjective judgment based on a single observation of student performance, or as complex as a standardized test. The idea of current knowledge implies that what a student knows is always changing and that we can make judgments about student achievement through comparisons over a period of time. Assessments affect decisions about grades, instructional needs, and curriculum.

Assessment must:

- Address diverse learning styles and respect multiple cultures
- Guide classroom instruction
- Be content appropriate and linked to academic learning content
- Varied and continuous
- Utilized by teachers to build new information based on student strengths
- Provide opportunities for students to engage in self-assessment
- Provide prompt feedback

***Environment*:** Our school provides a nurturing environment committed to achieving excellence. We share with our community the responsibility for the education of all students. Stakeholders actively contribute to a positive learning environment.

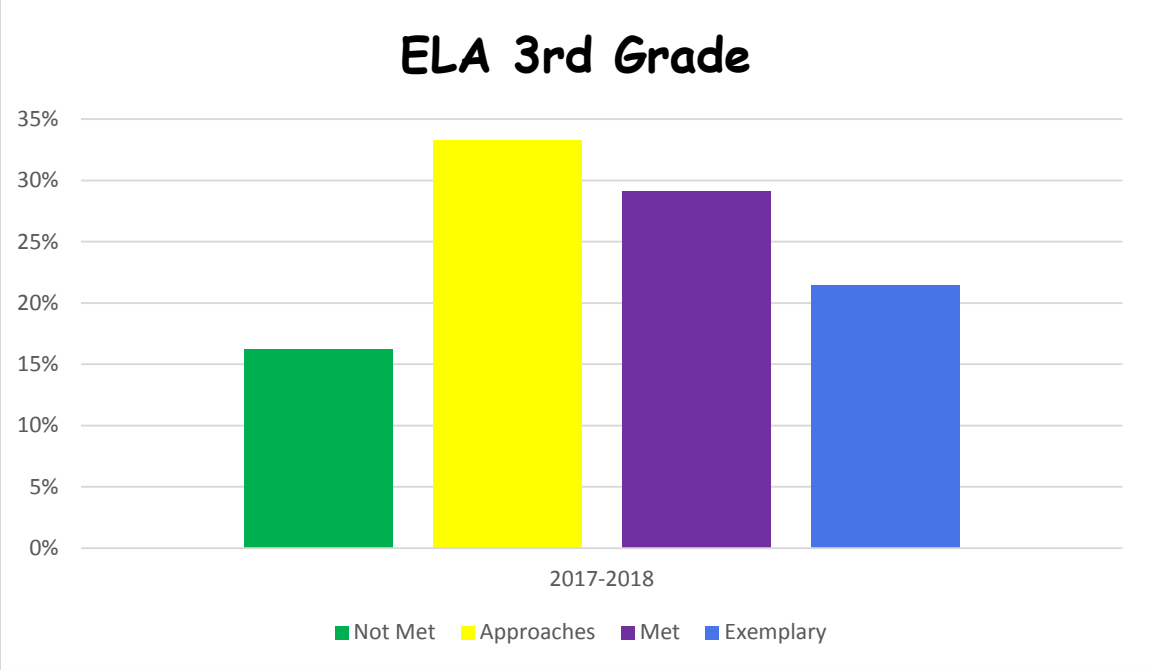
Environment must include:

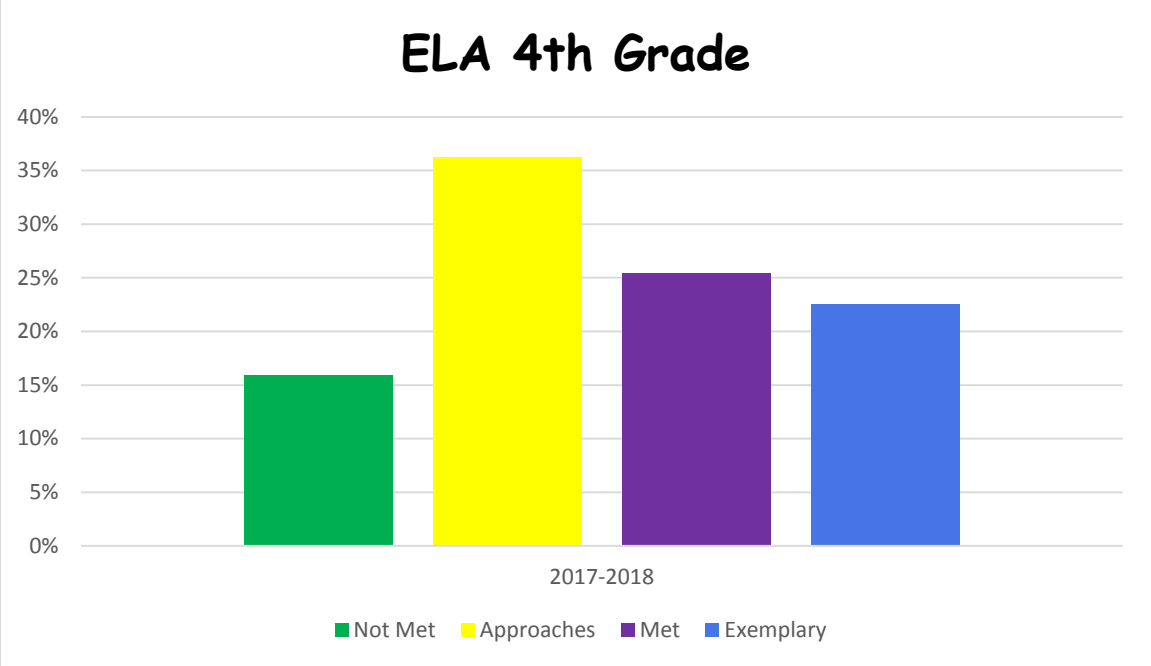
- An exceptional staff that works and shares as a collaborative team
- A parental community that feels valued as full participants in their child's education
- Leadership that is supportive, encouraging, and fosters positive changes
- Meaningful learning experiences for all stakeholders
- An atmosphere that supports each student's academic, personal, and social growth
- A safe, healthy, stimulating, motivating learning environment
- Increase the number of volunteer hours by 10% from 10,889 in the year the year 2011-2012 to 11,978 in the year 2017-2018.
- Document that 100% of parents have opportunities each year to participate in parent/ teacher conferences.
- Increase the use of parents utilizing the parent portal by 5% each year.

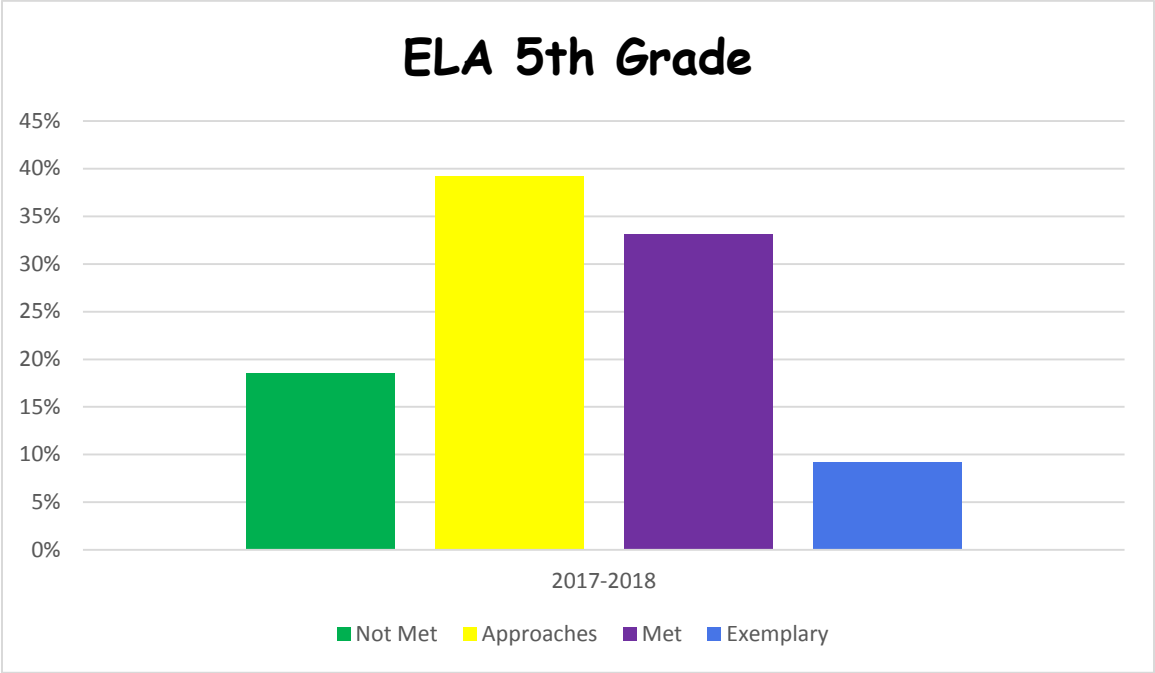
Data Analysis and Needs Assessment

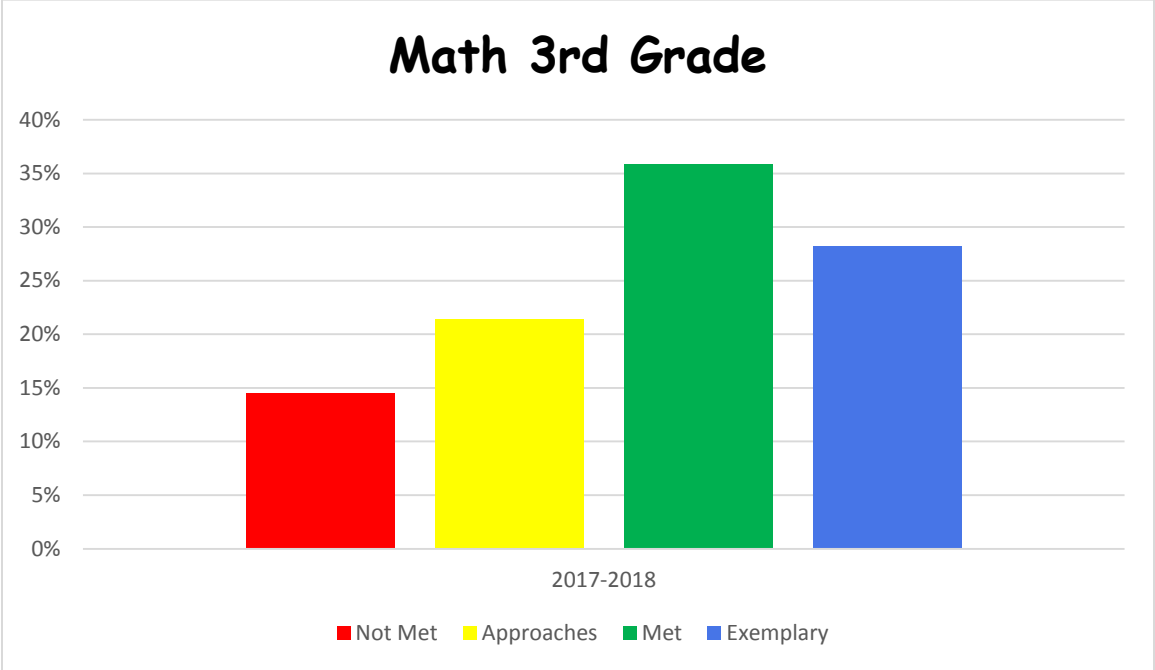
Student Achievement Needs Assessment

SC Ready Results






ELA 5th Grade
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
2017-2018
Not Met
Approaches
Met
Exemplary


Math 3rd Grade
40%
35%
30%
25%
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15%
10%
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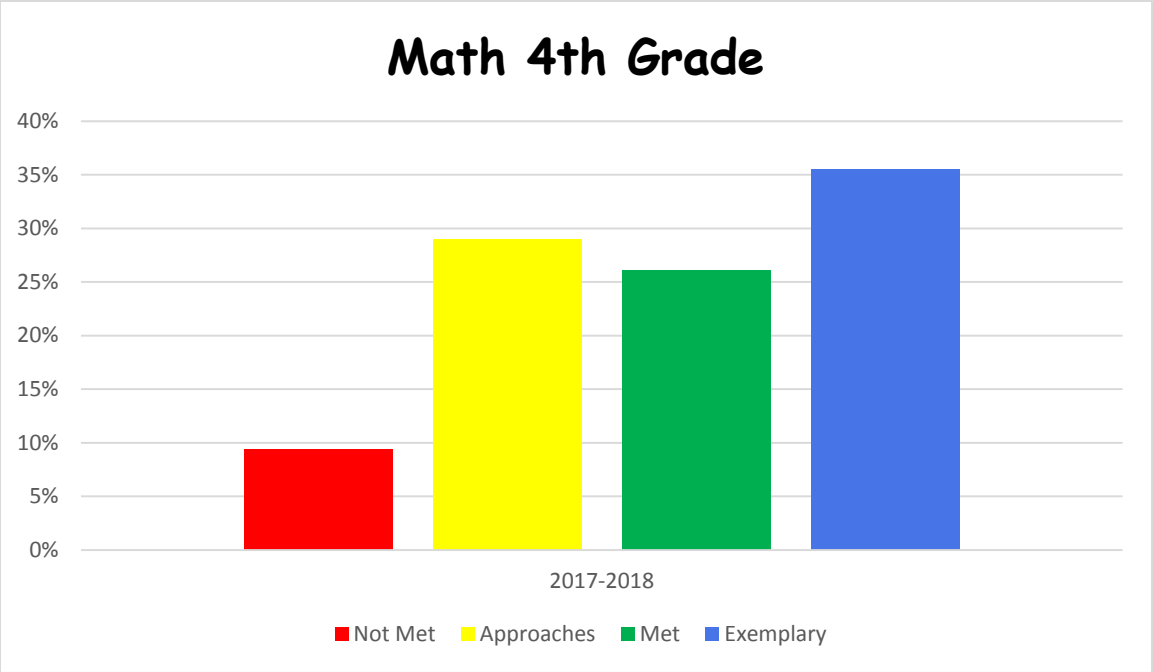
2017-2018
Not Met
Approaches
Met
Exemplary


Math 4th Grade
40%
35%
30%
25%
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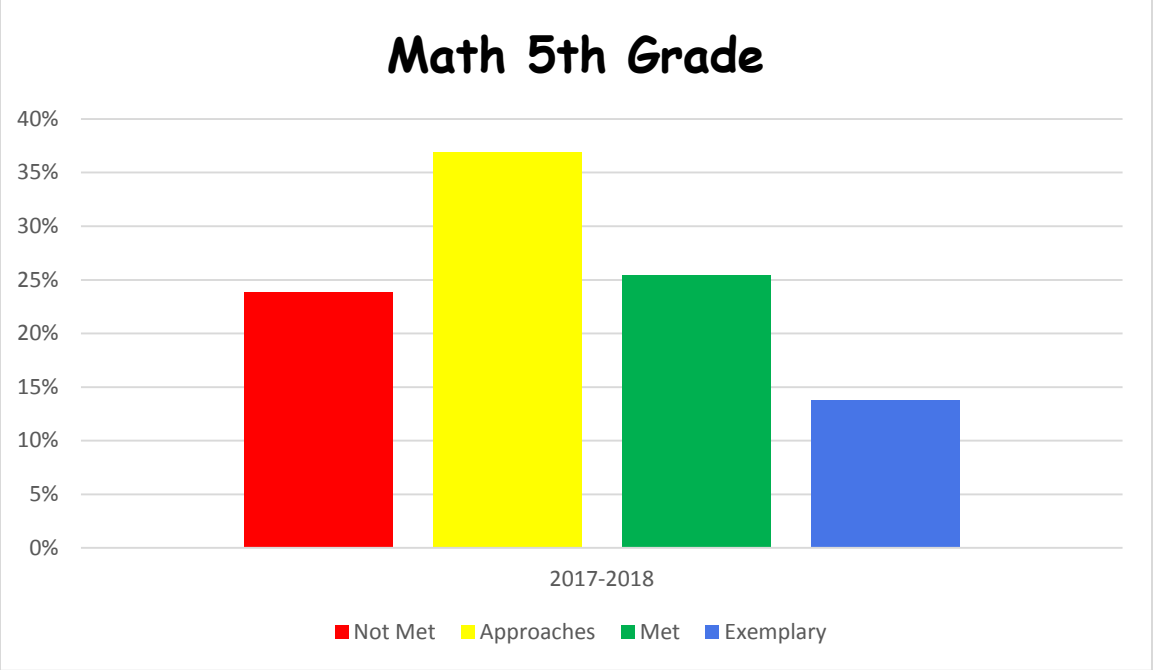
15%
10%
5%
0%
2017-2018
Not Met
Approaches
Met
Exemplary


Math 5th Grade
40%
35%
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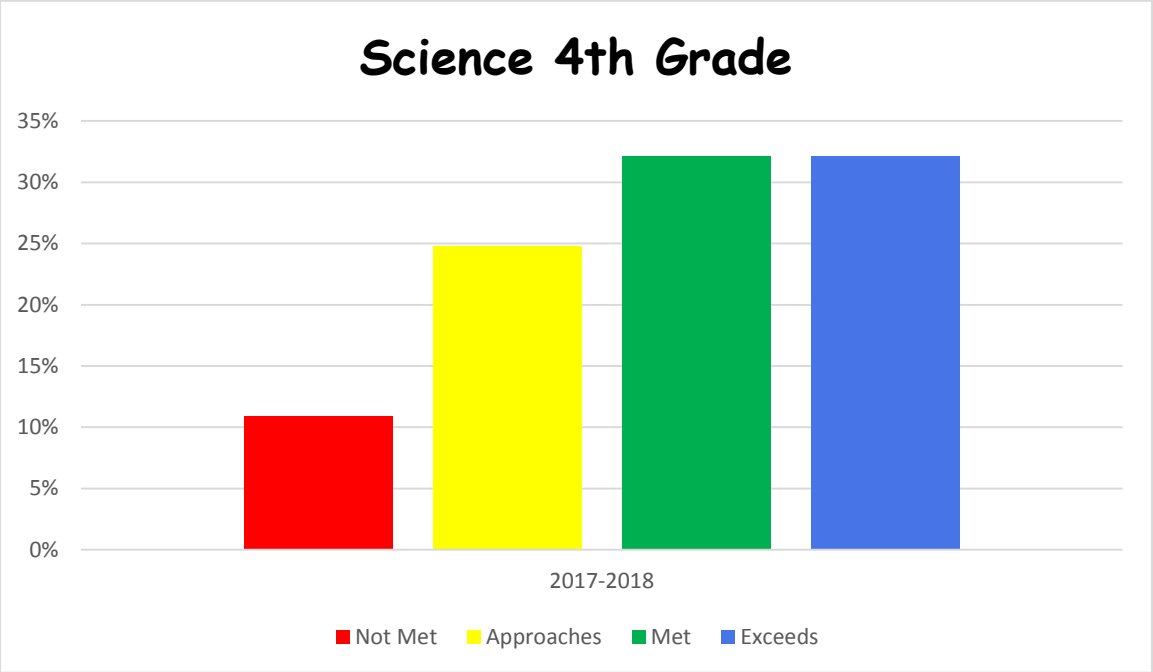
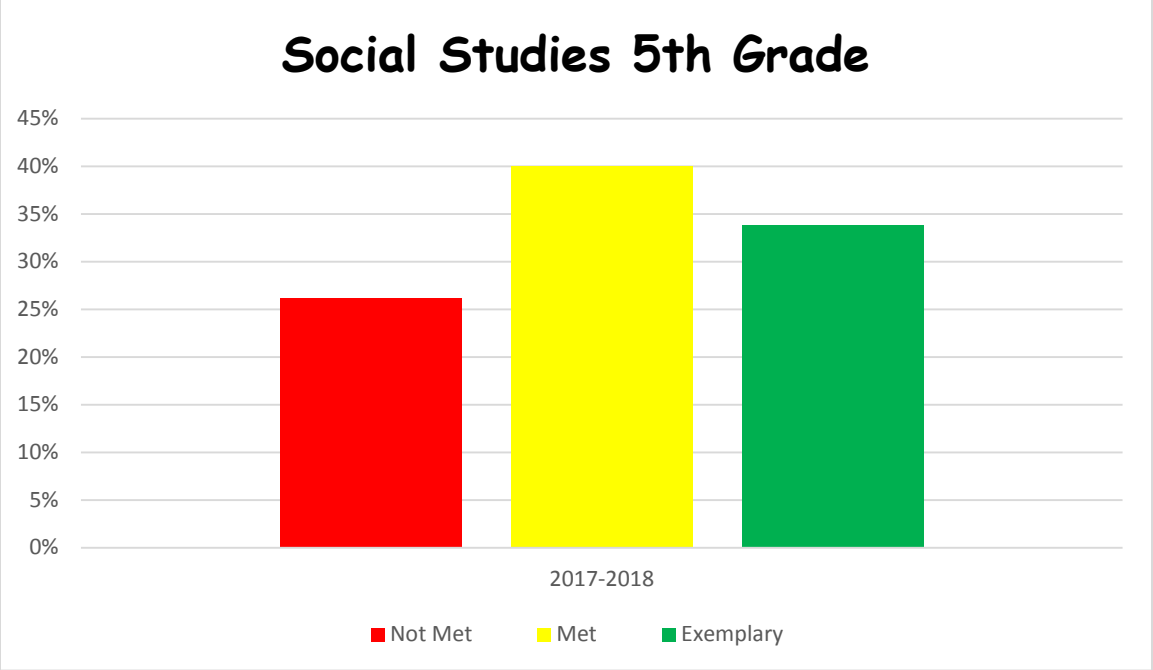
0%
2017-2018
Not Met
Approaches
Met
Exemplary

Palmetto Assessment of State Standards Results





Strategies to Increase Student Learning

Teachers at Taylors Elementary School keep abreast of the latest methods of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered through learning labs, school based learning, and PD offered by our district and through a nearby university, in addition to attending conferences.

We recognize that students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to address the different learning styles of students. Small groups have helped meet individual needs in reading and math.

To the degree that time and budget allow, we encourage all staff to be involved in staff development opportunities that will increase student learning. Of course, our highest priority is implementing the strategies related to our vision. At each grade level, teachers work together as a team and function as a Professional Learning Community. We also work across grade levels regularly to ensure a continuum of learning that makes sense for the students. These 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. Vertical Teams, Grade Level Teams and data analysis promote a collaboration and platform for professional growth and learning.

Using Student Achievement Data

We have systematically tried to use data to inform our decisions about instructional programs. The new teacher evaluation instrument, PAS-T, promotes student achievement data in the decision-making process. As part of teacher evaluation process, teachers develop Student Learning Objectives using baseline data and set learning target goals. A beginning, mid-year and final conference is held with administration to review student achievement and create support in attaining the learning goals

For example:

- Procedures in place have allowed us to track student achievement by grade level and class.
- The use of the strategic plan process and the PAS-T evaluation system has helped us implement more effective methods of tracking student achievement.
- District created benchmarks using TE21 are used three times a year to monitor student mastery of standards and to adjust teaching strategies
- Fastbridge is being used to progress monitor kindergartners in targeted areas.
- Fountas and Pinnell reading benchmarks are being used to measure reading growth
- Math Benchmarks are being utilized to measure growth in mathematical concepts.

Student Support Systems

Recognizing that some students need support in addition to what is available in the classroom; Taylors Elementary School has worked with the district to provide a variety of special services.

- We have three full-time resource teachers who work with students with identified learning differences and gaps in achievement. We also have one self-contained class for students with more pronounced identified learning differences.
- Two RTI specialists pull small groups of students in first and second grades for reading support.
- A Gifted and Talented teacher pulls students that qualify based on the required minutes of service. She also has started an Enrichment program this year in grades 2-5 for students who have partially qualified for the GT program.
- When a teacher believes that a student has special needs that require attention, the student is referred to the school's Assistance Team (A-Team). The team is to determine student needs and to align them with resources that are available through the school, district, or community.
- An ESOL teacher is committed to providing language support to students new to the English language and in assisting families with school communications.
- Two speech and language pathologist serve students with identified language deficits.
- An extended-day program enriches and extends the school day curriculum.
- Taylors Elementary provides a sensory room and break areas designed for sensory breaks and interventions for students with special needs.

Summary of Progress

We have a clear path for increasing student achievement. We know how to implement content and performance standards in our classrooms. The implementation of Profession Learning Communities (PLC) and common formative assessments have assisted in improving our efforts to align instruction with standards. We are utilizing RTI in kindergarten through second grade to help students become better readers. We are providing broadened inquiry based instruction in the classrooms including balanced literacy, and created partnerships with local agencies to support student and family needs. We have also learned to disaggregate student achievement results more effectively and analyze our school processes.

Next Steps

Our work is quite focused and there is broad buy-in by our stakeholders in the school community of our vision. Our goal is to implement the vision throughout the school and in every classroom.

To accomplish this, we plan to:

- Continue the implementation of The Leader in Me program
- Examine student assessment data regularly, as a whole faculty and in vertical teams
- Increase teacher/student conferencing regarding student achievement; have students develop annual individual goals, two academic and one behavior
- Collect authentic assessment data for use in action research
- Share our classroom successes and Best Practices, so that every child in the school will benefit from each teacher's talents
- Consider findings from data analysis in lesson planning/ use of data teams
- Benchmarking using the Fountas and Pinnell Assessment kits

ACHIEVEMENT GAPS AND ROOT CAUSES

We continue to look at our data to ensure the best instruction for all our students. Recognizing a gap exists between disabled and non-disabled students as well as other small groups, we have restructured the scheduling of our school day to more effectively address the needs of our struggling learners. Our hope is to receive credit in all subgroups as measured on the state report card. We are looking forward to next year with scheduling and placement of students with special needs. The teachers are more familiar with inclusive practices and we hope to see gains.

Analysis of school-wide data is used to target areas in our commitment to close the achievement gap. When examining the curriculum, the need for differentiated instruction and strong curriculum alignment with standards may be factors. It is also important to note that SC has identified a large number of standards to be addressed, especially in third grade, fourth grade and fifth grade.

School Climate Needs Assessment

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 Taylors Elementary.

	Teachers	Students	Parents
Number of surveys returned	47	128	62
Percent satisfied with learning environment	91.5%	85.9%	92.0%
Percent satisfied with social and physical environment	97.9%	88.3%	90.3%
Percent satisfied with school-home relations	87.2%	85.9%	83.6%

Needs Assessment for School Climate: (Parent Survey)
https://screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTA4OQ

According to our parent survey from the 2017 school report card, 83.6% of our parents indicated satisfaction with school-home relations, which was the lowest percentage concerning our school climate. We will continue to implement strategies to improve our school-home relations with our parents and the community.

The SC SDE Surveys are administered each spring. Responses indicate we are on the right track to continuous improvement. Although the age level of students who participated in the survey (10-11 year olds) needs to be taken into consideration when weighing responses, student responses were very positive. Certain responses can be expected from this age level.

After a careful review of this survey and other inventories the following conclusions reflect patterns and trends evident from the input of stakeholders:

- Although a high percentage of parents rated the school in a positive manner, a stronger level of parental involvement, both in the home and at the school level, needs to be targeted.

- In-school suspension and The Leader in Me initiative are two strategies we are using to address discipline concerns.
- District-created curriculum maps have kept our school community focused on moving all students forward.
- Web sites provide parents with current information, but perhaps there needs to be more training on how to access that information.
- Also, incentives for families to attend curriculum night need to be incorporated.
- Training on how to access the Student Portal may need to be included in targeting our home/school relations.
- Expectations were considered at a high level by parents, teachers and students.

Teacher and Administrator Quality

	Our School	Change from Last Year
Total Number of Teachers	44.0	Down from 47.0
Percent of teachers with advanced degrees	50.0	Down from 51.1
Teacher attendance rate	95.1	Up from 94.4
Average teacher salary	$48,621	Up from $48,525
Percent of teachers on continuing contract	93.2	Up from 83.0
Percent of teachers returning from previous year - current year	92.5	N/A
Percent of teachers returning from previous year - three year average	84.9	Down from 85.6
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Prime instructional time	90.9	Up from 90.2
Student-teacher ratio in core subjects	17.8 to 1	Down from 22.9 to 1

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 23 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.
1. Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria.

2. Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria

3. Needs Improvement: Minimal performance which requires assistance in order to produce high quality results

4. 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.

TAYLORS ELEMENTARY
2018-2019 Professional Development Calendar

Date	Activity	Responsible Party
July 2-3, 2018	Faculty Council Leadership Retreat	Rhonda Rhodes Terri Wheeler-Hawkins
July 10-11, 2018	Upstate Technology Conference	Instructional Tech.
August 1, 2018	Welcome to Taylors! New Employee Orientation	Rhonda Rhodes Terri Wheeler-Hawkins
August 13, 2018 8:00-3:00	Teacher Workday # 1 Opening Day FBI Staff Breakfast/All Staff Meeting Staff Luncheon Certified Only Meeting	Rhonda Rhodes Terri Wheeler-Hawkins Monica Brackett Nelda Kay Amy Styles
August 14, 2018	The Leader in Me Training	Rhonda Rhodes
August 15, 2018	Teacher Workday # 3	Rhonda Rhodes
August 16, 2018	Teacher Workday #4 Meet the Teacher 3:00-6:00	Rhonda Rhodes Monica Brackett
August 17, 2018	Teacher Workday #5	Rhonda Rhodes
August 20, 2018	First Day for Students	
August 27- Sept. 28, 2018	FastBridge Universal Screener K5 & 1st grade	Terri Wheeler-Hawkins Lisa Owen Anne Wilson Anne Smeaton
August 27-October 17, 2018	Kindergarten Readiness Assessment	Terri Wheeler-Hawkins Lisa Owen Kindergarten Teachers
August 27, 2018 3:00-4:00	K5-5th Science Informational Meeting	Jessica Morton Monica Brackett
August 28, 2018	Supporting Literacy Coaching	Monica Brackett Lisa Owen
August 28, 2018 3:30-5:00	K5 & 1st Math PD Number Sense	Stephanie Burdette
August 29, 2018	Mastery Connect PD	Monica Brackett
August 30, 2018 3:30-5:00	4th & 5th Math PD Mult/ Div. Whole Num.	Stephanie Burdette
September 3, 2018	Labor Day Holiday	
September 4, 2018 3:30-5:00	4th Science PD Sound Light	Jessica Morton
September 6, 2018	Faculty Council/ Committee Meetings	Rhonda Rhodes Terri Wheeler-Hawkins Monica Brackett
September 10, 2018	IC Math Support	Stephanie Burdette Monica Brackett
September 10, 2010 3:00-5:00	4th & 5th Math PD at Taylors	Stephanie Burdette Monica Brackett

September 10, 2018 3:30-5:00	4th Science PD- New to teaching	Jessica Morton
September 11, 2018 3:00-4:00	TLIM Lighthouse Team Meeting- Getting Action Teams going	Anna Claire Butler Betsy Crowe
September 12, 2018 3:30-5:00	FBI Meeting: Literacy Focus (Signs & Signposts)	Literacy Team
September 13, 2018	4th & 5th Math PD Add/ Subt. Fraction	Stephanie Burdette
September 17, 2018 3:30-5:00	3rd-5th SS PD Hist. Think Skills	Tami Finley
September 17, 2018 3:30-5:00	2nd Math PD Measuring Length	Stephanie Burdette
September 17, 2018	Mastery Connect PD – Question session	Monica Brackett
September 18, 2018	FastBridge Training Special Ed	Lisa Owen Special Ed.
September 19, 2018 3:00-4:30	Grade Level PLC's	Rhonda Rhodes Terri Wheeler-Hawkins Monica Brackett Grade Level Chairs
September 21, 2018	Supporting Literacy Coaching	Monica Brackett Lisa Owen
September 24, 2018	Betsy McMahan from DLC	DLC Teachers
September 24, 2018	5th Science PD Changes in Land/Oceans	Jessica Morton
September 24, 2018	5th: SS PD – new to SS	Tami Finley
September 25, 2018 3:15-4:45	K5 PD Primary Word Study- Summit Drive – Session #1	Literacy Team
September 26, 2018	Action Teams- Identifying Big Rocks for School Year	Betsy Crowe Anne Claire Butler Action Chairs
September 28, 2018	RtI PD	Lisa Owen Anne Wilson Anne Smeaton
October 1, 2018 3:30-5:00	3rd Science PD Earth's Materials	Jessica Morton
October 2, 2018 3:15-4:45	K5 PD Primary Word Study- Summit Drive – Session #2	Literacy Team
October 3, 2018	SLO PD for Grade Levels to analyze data and write SLO's	Rhonda Rhodes Monica Brackett
October 3, 2018 3:00-4:00	Faculty Council/ Committee Meetings	Rhonda Rhodes Terri Wheeler-Hawkins Grade Level Chairs
October 4, 2018 3:15-4:45	Primary Benchmark Basics PD- Duncan Chapel	Kristy Jennings
October 4, 2018 3:15-4:45	Intermediate Benchmark Basics PD- Lake Forest	Kristy Jennings
October 8, 2018 3:30-5:00	3rd Math PD- Area	Stephanie Burdette
October 8, 2018	K5 Word Study support- K5 team meeting	Lisa Owen Monica Brackett
October 9, 2018 3:00-4:00	TLIM Lighthouse Team Meeting- Next Steps, communication between teams	Anna Claire Butler Betsy Crowe
October 9, 2018 3:10-4:10	Reflex Math Webinar PD	Stacy Merritt

October 10, 2018 3:00-5:00	FBI Professional Development- TE 21 / Mastery Connect; ESOL; Literacy; Challenge	Rhonda Rhodes Monica Brackett Carey Garcia Wendy Trusty
October 11, 2018	DLC Training	DLC teachers
October 11, 2018	COGAT/ Iowa Training	Monica Brackett Terri Wheeler-Hawkins
October 12, 2018 all day	LLI Training	Special Ed.
October 16, 2018	Betsy McMahan from DLC	DLC teachers
October 16, 2018	Windows 10 Training	Holly Holtzclaw
October 17, 2018 3:00-4:30	Grade Level PLC's	Rhonda Rhodes Terri Wheeler-Hawkins Monica Brackett Grade Level Chairs
October 18, 2018	K5 PD Primary Word Study- East North Street – Session #1	Literacy Team
October 18, 2018 3:30-5:00	4th Science PD Stars	Jessica Morton
October 19, 2018	Supporting Literacy Coaching	Monica Brackett Lisa Owen
October 22, 2018	Workday/Exchange Day #1—turn in 7 after contract hours to IC	Rhonda Rhodes
October 22, 2018	Learning Targets Training	Rhonda Rhodes Monica Brackett
October 23, 2018 8:30-12:30	Admin DLC Training	Rhonda Rhodes Monica Brackett
October 24, 2018 3:00-4:00	ActionTeams Meetings	Betsy Crowe Anne Claire Butler Action Chairs
October 24-26, 2018	COGAT Testing Second Grade	Monica Brackett 2nd Grade Teachers
October 25, 2018 3:30-5:00	K5 PD Primary Word Study- East North Street – Session #2	Literacy Team
October 29-30, 2018	IOWA Testing Second Grade	Monica Brackett 2nd Grade Teachers
October 29, 2018 3:30-5:00	K5-2nd Science PD Integrated Unit	Jessica Morton
October 29, 2018 3:30-5:00	K5-2nd SS PD Integrated Unit	Tami Finley
November 1, 2018 3:30-5:00	4th Math PD Fraction Equi/ Comp.	Stephanie Burdette
November 5, 2018	Workday/Exchange Day #2—turn in 7 after contract hours to IC	Rhonda Rhodes
November 7, 2018 3:00-4:00	Faculty Council/ Committee Meetings	Rhonda Rhodes Terri Wheeler-Hawkins Grade Level Chairs
November 8, 2018 3:30-5:00	2nd Math PD Vol/ Time	Stephanie Burdette
November 12, 2018 3:30-5:00	5th SS PD Great Depression	Tami Finley

November 12, 2018	IC Math Support	Stephanie Burdette Monica Brackett
November 13, 2018 3:15-4:45	Primary Benchmark Basics PD Duncan Chapel	Literacy Team
November 13, 2018 3:30-5:00	Instructional Rounds at Mitchell Road Elem	Tami Finley Rhonda Rhodes Monice Brackett
November 13, 2018 3:15-4:45	Intermediate Benchmark Basics PD Lake Forest	Literacy Team
November 14, 2018	FBI—Literacy, Safety Update	Rhonda Rhodes Terri Wheeler-Hawkins Literacy
November 16, 2018	Supporting Literacy Coaching	Monica Brackett Lisa Owen
November 21-23, 2018	Thanksgiving Holiday—No School	
November 26, 2018	K5-5th Science PD Strategies for Inquiry	Jessica Morton
November 27, 2018	MAP Proctoring Training	Terri Wheeler-Hawkins Monica Brackett 2nd & 5th Teachers
November 27, 2018	Lighthouse Meeting	Betsy Crowe Anna Claire Butler
November 28, 2018	Betsy McMahan from DLC	DLC teachers
December 4-14, 2018	2nd & 5th MAP Window	Monica Brackett 2nd & 5th Teachers
December 4, 2018 3:30-5:03	K5-5th SS PD 3rd-5th Hist. Think Evidence	Tami Finley
December 4, 2018 3:30-5:00	5th Math PD Div. Fractions	Stephanie Burdette
December 5, 2018 3:00-4:00	Faculty Council/ Committee Meetings	Rhonda Rhodes Terri Wheeler-Hawkins Vertical Chairs
December 6, 2018 3:30-5:00	4th Science PD Climate/ Weather	Jessica Morton
December 7, 2018	Instructional Rounds Training	Tami Finley Terri Wheeler-Hawkins
December 11, 2018	Lighthouse Meeting	Betsy Crowe Anna Claire Butler
December 12, 2018	FBI Meeting	Rhonda Rhodes
December 22, 2018- January 4, 2019	Winter Break Holiday—No School	
January 7, 2019	K5 & 1st Math PD Number Sense	Stephanie Burdette
January 9, 2019 3:00-4:30	Faculty Council/ Committee Meetings	Rhonda Rhodes Grade Level Chairs
January 14, 2019 3:30-5:00	K5-5th Science PD Integrated Unit Plan	Jessica Morton
January 14, 2019 3:30-5:00	K5-2nd SS PD Integrated Unit Plan	Tami Finley
January 14, 2019	5th Math PD Mult/ Div Fractions	Stephanie Burdette
January 14, 2019	IC Math Support	Stephanie Burdette

January 16, 2019 3:00-4:30	FBI: Literacy	Rhonda Rhodes Terri Wheeler-Hawkins Literacy Team
January 18, 2019	Betsy McMahan from DLC	DLC teachers
January 21, 2019	MLK Day Holiday-- No School	
January 22, 2019 3:30-5:00	Lighthouse Meeting	Betsy Crowe Anna Claire Butler
January 23, 2019 3:00-4:00	Visual Schedule & Visual Cue Training- Special Ed.	Leigh Whitaker
January 25, 2019	Supporting Literacy Coaching	Monica Brackett Lisa Owen
January 30, 2019 3:30-5:00	Action Teams	Betsy Crowe Anna Claire Butler Action Team Leaders
February 4, 2019	3rd-5th SS PD Hist.Think Periodization	Tami Finley
February 4, 2019	Betsy McMahan from DLC	DLC teachers
February 5, 2019	2nd Math PD Line Plots	Stephanie Burdette
February 6- March 22, 2019	ELL Testing	Caridad Garcia Monica Brackett
February 6, 2019	Faculty Council	Rhonda Rhodes Terri Wheeler-Hawkins
February 7, 2019 3:00-4:00	4th Science PD Char. & Growth of Organisms	Jessica Morton
February 7, 2019	PLC- Data Dives with TE 21	Monica Brackett Rhonda Rhodes
February 11, 2019 3:30-5:00	5th SS PD Cold War	Tami Finley
February 11, 2019	IC Math Support	Stephanie Burdette Monica Brackett
February 12, 2019	K5 Teachers/ Aides ERI/ RTI training	Lisa Owen Terri Wheeler-Hawkins Monica Brackett
February 12, 2019 3:00-4:00	Lighthouse PD	Betsy Crowe Anna Claire Butler
February 13, 2019 3:10-5:00	FBI: ACCESS testing	Rhonda Rhodes Terri Wheeler-Hawkins
February 13, 2019	TE 21 Data Dive Planning- ½ day subs for 2nd-5th, making small groups for instruction	Monica Brackett
February 18, 2019	Presidents' Day Holiday—no school	
February 19- March 7, 2019	GT Testing Window	Wendy Trusty
February 21, 2019	1st Common Assessment data dive	Rhonda Rhodes Terri Wheeler-Hawkins
February 26, 2019	Lighthouse PD with Student Lighthouse	Betsy Crowe Anna Claire Butler
February 27, 2019 3:00-4:00	Action Teams	Betsy Crowe Anna Claire Butler Action Team Leaders
March 1, 2019 3:30-5:00	Supporting Literacy Coaching	Monica Brackett Lisa Owen
March 6, 2019 3:00-5:00	Faculty Council/ Committee Meetings	Rhonda Rhodes Terri Wheeler-Hawkins

March 11, 2019 3:30-5:00	5th SS PD 21st Century	Tami Finley
March 11, 2019	IC Math Support	Stephanie Burdette Monica Brackett
March 12, 2019	Lighthouse meets with Student Lighthouse	Betsy Crowe Nelda Kay
March 13, 2019	FBI Meeting- Autism Conference, TLIM symposium, Math Vertical Activity	Rhonda Rhodes Terri Wheeler-Hawkins Monica Brackett
March 22, 2019	Family Literacy Day – teaching parents how to read with child	Literacy Team
March 26, 2019 3:00-4:00	Lighthouse PD	Betsy Crowe Anna Claire Butler
March 27, 2019 3:00-4:00	Action Team	Betsy Crowe Anna Claire Butler Action Team Leaders
April 1, 2019	3rd-5th SS PD Hist. Think. Continuity & Change	Tami Finley
April 3, 2019	Faculty Council	Rhonda Rhodes Terri Wheeler-Hawkins
April 5, 2019	Supporting Literacy Coaching	Monica Brackett Lisa Owen
April 9, 2019	Lighthouse PD	Betsy Crowe Anna Claire Butler
April 10, 2019	FBI	Rhonda Rhodes Terri Wheeler-Hawkins
April 15-19, 2019	Spring Break—No School	
April 25, 2019	Admin DCL	Rhonda Rhodes Monica Brackett
April 29, 2019	Betsy McMahan from DLC	DLC teachers
April 30, 2019	Lighthouse PD	Betsy Crowe Anna Claire Butler
May 1, 2019 3:00-4:30	FBI Meeting- SC Ready/ SC PASS Testing Inservice	Terri Wheeler-Hawkins Monica Brackett
May 8, 2019 3:00-4:00	Faculty Council	Rhonda Rhodes Terri Wheeler-Hawkins
May 14, 2019 3:00-4:30	Lighthouse PD	Betsy Crowe Anna Claire Butler
May 22, 2019	Action Teams	Betsy Crowe Anna Claire Butler Action Team Leaders
May 27, 2019	Memorial Day	
June 6, 2019	Workday	Rhonda Rhodes
June 10 , 2019	Workday—Exchange Day #4—Turn in 7 after contract hours to IC	Rhonda Rhodes Monica Brackett

**The Instructional Coach will meet with grade levels twice a month for professional development activities.

The school focus will be The Leader in Me Training and Implementation of Year One. Faculty and staff will undergo a two day training over the summer and a leadership training day in August upon our return.

Additionally, our focus in literacy will be on-going and sustained support in the area of Shared Reading as part of our balanced literacy curriculum.

The Writing Strategies, by Jennifer Serravello, will be an on-going professional book study to facilitate writing instruction for all students. Continued support in the area of Interactive Notebooking will be sustained and developed in the areas of science, math and social studies.

Common Formative assessments and data teams will be followed in professional learning communities. Common formative assessments will continue in the areas of math, English/Language Arts and social studies.

Learning labs for reading strategies will be utilized and led by our Literacy Mentors on shared reading.

Support for Induction and New to Taylors teachers will be scheduled quarterly and throughout the year with assigned school mentors.

Continued support for inquiry based learning in the areas of science and mathematics will be provided.

Techknow Tuesdays will continue monthly in the areas of GAFE and Discovery Education to prepare for our 1:1 implementation for the 18-19 school year. Additionally, Learning Labs will be practiced to observe modeling of Discovery Education Lead Teachers.

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 45% in 2016-17 to 60% in 2022-23.

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE website and School Report Card	45% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary**	**48%**	**51%**	**54%**	**57%**	**60%**
		School Actual Elementary 47%					
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					

ACTION PLAN FOR STRATEGY #1: *Ensure rigorous instruction and supports are provided for all students across all grade levels.*					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administrators Teachers Instructional Coach	$5325	District PD Local PD	Mastery Connect usage data (benchmarks and formative). Teacher Observation Data; SLO Data
2. Disaggregate test data to determine strengths and needs in instruction	2018-2023	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
3. Team meetings to discuss curriculum and instruction within grade levels and across grade levels	2018-2023	Administrators Teachers Instructional Coach	None	None	Grade Level Minutes Faculty Council Minutes Leadership Team Minutes
4. Provide additional instructional support to students in grades K-3 through the RTI program	2018-2023	Administrators Teachers Instructional Coach Literacy Coach RTI Teachers (2.0)	2.5 Certified Teaching Positions	District Funded	Quarterly RTI reports
5. Recognize academic achievement in students attaining WIG (Wildly Important Goals) in Reading	2018-2023	Administrators Teachers Lighthouse Team	$500	Local Student Incentive Funds	Records of WIGS Order forms

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐Gifted and Talented: Other
PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 49% in 2016-17 to 67% in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY Math SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary**	**55%**	**58%**	**61%**	**64%**	**67%**
		School Actual Elementary 55%					
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 57%**	**57%**	**60%**	**63%**	**66%**	**69%**

		District Actual Elementary 60%					

ACTION PLAN FOR STRATEGY #1: *Ensure rigorous instruction and supports are provided for all students across all grade levels.*					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administrators Teachers Instructional Coach	$5325	District PD Local PD	Mastery Connect usage data (benchmarks and formative). Teacher Observation Data; SLO Data
2. Disaggregate test data to determine strengths and needs in instruction	2018-2023	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
3. Team meetings to discuss curriculum and instruction within grade levels and across grade levels	2018-2023	Administrators Teachers Instructional Coach	None	None	Grade Level Minutes Faculty Council Minutes Leadership Team Minutes
4. Provide continued professional development in math best practices	2018-2023	Administrators Teachers Instructional Coach	$1600	District PD Local PD	Lesson Plans Observations Session Attendance

ACTION PLAN FOR STRATEGY #1: *Ensure rigorous instruction and supports are provided for all students across all grade levels.*					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
5. Recognize academic achievement in students attaining WIG (Wildly Important Goals) in Reading	2018-2023	Administrators Teachers Lighthouse Team	$500	Students Incentive Funds	Record of student's WIGS Order forms
6. Provide curriculum support for fast facts to help students obtain WIGs (Wildly Important Goals)	2018-2023	Administrators Teachers Computer Lab Specialist	$3200	Local Funds	Reflex reports

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary**	**67%**	**70%**	**73%**	**76%**	**79%**
		School Actual Elementary 64%					
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%					

ACTION PLAN FOR STRATEGY #1: *Ensure rigorous instruction and supports are provided for all students across all grade levels*					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administrators Teachers Instructional Coach	$5325	District PD Local PD	Mastery Connect usage data (benchmarks and formative). Teacher Observation Data; SLO Data
2. Disaggregate test data to determine strengths and needs in instruction	2018-2023	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
3. Team meetings to discuss curriculum and instruction within grade levels and across grade levels	2018-2023	Administrators Teachers Instructional Coach	None	None	Grade Level Minutes Faculty Council Minutes Leadership Team Minutes
4. Utilize Gizmos program in grades 3-5 as learning tool.	2018-2023	Administrators Teachers Instructional Coach Science Academic Specialist	$3,500	District Science Funds	Lesson Plans Observations Session Attendance in Training Webinar

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

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

PERFORMANCE GOAL: 4 The percentage of students scoring Met and Exemplary on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Met and Exemplary on SCPASS Social Studies will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	**School Projected Elementary**	**80%**	**83%**	**86%**	**89%**	**92%**
		School Actual Elementary 77%					
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	**District Projected Elementary**	**81%**	**84%**	**87%**	**90%**	**93%**
		District Actual Elementary 78%					

ACTION PLAN FOR STRATEGY #1: *Ensure rigorous instruction and supports are provided for all students across all grade levels.*					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administrators Teachers Instructional Coach	$5325	District PD Local PD	Mastery Connect usage data (benchmarks and formative). Teacher Observation Data; SLO Data
2. Disaggregate test data to determine strengths and needs in instruction	2018-2023	Administrators Teachers Instructional Coach	None	None	Charts Graphs Meeting Minutes
3. Team meetings to discuss curriculum and instruction within grade levels and across grade levels	2018-2023	Administrators Teachers Instructional Coach	None	None	Grade Level Minutes Faculty Council Minutes Leadership Team Minutes
4. Utilize Virtual Field Trips to provide authentic learning.	2018-2023	Administrators Teachers Instructional Coach	None	None	Lesson Plans Observations Virtual Field Trip Schedules
5. Continued Interactive Notebooking support	2018-2023	Administrators Teachers Instructional Coach	$600	Local Funds	Lesson Plans Observations

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

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

PERFORMANCE GOAL: 5 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):	AVERAGE BASELINE 2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	**36%**	**39%**	**42%**	**45%**	**48%**
SC READY ELA SC SDE Website		**School Actual Hispanic 33%**					
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%**					

SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	**School Projected AA**	**30%**	**33%**	**36%**	**39%**	**42%**
SC READY ELA SC SDE Website		**School Actual AA 30%**					
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%**					
SC READY ELA SC SDE Website	12 % Meets Expectations and Exceeds Expectations	**School Projected SWD**	**13%**	**16%**	**19%**	**22%**	**25%**
SC READY ELA SC SDE Website		**School Actual SWD 10%**					
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%**					
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	**School Projected LEP**	**31%**	**33%**	**36%**	**39%**	**42%**
SC READY ELA SC SDE Website		**School Actual LEP 31%**					
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%**					
SC READY ELA SC SDE Website	38% Meets Expectations and Exceeds Expectations	**School Projected SIP**	**41%**	**44%**	**47%**	**50%**	**53%**
SC READY ELA SC SDE Website		**School Actual SIP 38%**					

SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**District Projected SIP 38%**	**38%**	**41%**	**44%**	**47%**	**50%**
SC READY ELA SC SDE Website		**District Actual SIP 33%**					
SC READY Math SC SDE Website	42% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 45%**	45%	48%	51%	54%	57%
SC READY Math SC SDE Website		**School Actual Hispanic 48%**					
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%**					
SC READY Math SC SDE Website	27 % Meets Expectations and Exceeds Expectations	**School Projected AA 30%**	30%	33%	36%	39%	42%

SC READY Math SC SDE Website		**School Actual AA** 36%					
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%**					
SC READY Math SC SDE Website	17 % Meets Expectations and Exceeds Expectations	**School Projected SWD**	22%	25%	28%	31%	34%
SC READY Math SC SDE Website		**School Actual SWD** 24%					
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%**					

SC READY Math SC SDE Website	30 % Meets Expectations and Exceeds Expectations	**School Projected LEP**	40%	43%	46%	49%	52%
SC READY Math SC SDE Website		**School Actual LEP** 42%					
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%**					
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	**School Projected SIP** x	48%	51%	54%	57%	60%
SC READY Math SC SDE Website		**School Actual SIP 48%**					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected SIP 36%**	**36%**	**39%**	**42%**	**45%**	**48%**

SC READY Math SC SDE Website		**District Actual SIP 38%**					

ACTION PLAN FOR STRATEGY #1: *Increase the effectiveness of data-based core instruction*					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data)	2018-2023	Administrators Teachers Instructional Coach ESOL Literacy Coach	None	None	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, faculty & grade level meetings/PLCs, specialized PD)
2. Implement Professional Learning Community support in schools	2018-2023	Administrators Teachers Instructional Coach ESOL Literacy Coach	None	None	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds.
3. Provide strategy and content support for teachers	2018-2023	Administrators Teachers Instructional Coach ESOL Literacy Coach	None	None	District and school-based professional development offerings that provide best practice strategies and content to teachers
4. Personalized Learning for targeted Learning Groups	2018-2023	Administrators Teachers Instructional Coach ESOL	None	None	Lesson Plans IEPs and 504s ESOL plans

ACTION PLAN FOR STRATEGY #1: *Increase the effectiveness of data-based core instruction*					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
		Literacy Coach Computer Lab Manager			Early Morning Academic Groups

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

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

PERFORMANCE GOAL: 6 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):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Fountas and Pinnell	Criterion Reference Measure	**School Projected**					

		School Actual	**Baseline will be established in Spring 2019**				
Fastbridge	Norm Reference Measure	**School Projected**					
		School Actual	**Baseline will be established in Spring 2019**				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**School Projected**		Grade 2 – 38% Grade 5 – 34%	Grade 2 – 38% Grade 5 – 34%	Grade 2 – 38% Grade 5 – 34%	Grade 2 –38 % Grade 5 –34 %
South Carolina MAP Linking Study – December 2016	2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile	**School Actual**	Grade 2 – 34.3% Grade 5 – 40.5%				
Fountas and Pinnell		**District Projected**					
		District Actual	**Baseline will be established in Spring 2019**				

Fastbridge		**District Projected**					
		District Actual	**Baseline will be established in Spring 2019**				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**District Projected**		Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above
South Carolina MAP Linking Study – December 2016	2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile	**District Actual**	Grade 2 – 40% Grade 5 – 42%				

ACTION PLAN FOR STRATEGY #1: *Provide targeted core reading instruction to meet student's needs (Balanced Literacy Framework)*					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement Balanced Literacy with fidelity across all classrooms.	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	None	None	Observations, anecdotal notes, and lesson plans Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3rd grade

ACTION PLAN FOR STRATEGY #1: *Provide targeted core reading instruction to meet student's needs (Balanced Literacy Framework)*					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2. Implementation of district training and support provided utilizing the framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	None	None	Observations, anecdotal notes, and lesson plans Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments
3. Implement a framework for common planning within school to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	None	None	Collaborative planning, data analysis, unit planning, protected planning times Evidence of Common Planning reflected in school schedule Evidence of common planning through instructional rounds and classroom observations
4. Coach teachers in instructional best practice using the district coaching framework	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	None	None	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
5. Utilize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	None	None	Documentation of ongoing instructional rounds including implications for instructional growth
6. Support comprehension and effective communication through intentional	2018-2023	Administrators Teachers	None	None	Classroom evidence of content vocabulary usage; lesson plans; assessments;

ACTION PLAN FOR STRATEGY #1: *Provide targeted core reading instruction to meet student's needs (Balanced Literacy Framework)*					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
planning and authentic use of vocabulary		Instructional Coach Literacy Coach Literacy Mentors			classwork work as indicated by classroom observation and Instructional Rounds
7. Provide intentional support for consistently scheduled, sustained independent reading.	2018-2023	Administrators Teachers Instructional Coach Literacy Coach Literacy Mentors	None	None	Classroom libraries offer a wide selection of text that reflect students' interests and needs. Teachers lead focused reading conferences and small group work. Students can articulate and demonstrated progress toward their reading goal(s).

Performance Goal Area: ☐Student Achievement* ☒Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Employment report	Baseline will be established at the end of the 2018-19 school year	**School Projected**		**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	**District Projected**		**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1: *Promote education as a career option for all demographics.*					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Create a plan to advocate within our counseling programs to encourage teaching as a profession.	2018-2023	Administration Counseling Dept.	None	None	Career Day Roster

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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):	**AVERAGE BASELINE 2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SDE School Report Card Survey	92.4%	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students 92.0%					
SDE School Report Card Survey	97.5%	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers 97.9%					

SDE School Report Card Survey	93.9%	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents 87.1%					
SDE School Report Card Survey	**92**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students 86					
SDE School Report Card Survey	**98**	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers 97					
SDE School Report Card Survey	**91**	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		District Actual Parents 88					

ACTION PLAN FOR STRATEGY #1: *Enhance lines of communication between the school and stakeholders regarding existing safety measures.*					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location.	2018-2023	Administrators Teachers	None	None	Newsletters, Social Media Posts, SIC, Weekly Principal Phone Calls, Remind Texts, and PTA Agendas
2. Participate in the Upstate Safe Kids/ Live Well Program	2018-2023	Administration Teachers PE Team	None	None	Safe Schools Application
3. Continued use of the Level I and Level II background checks.	2018-2023	Front Office Staff Administration	None	None	Volunteer checks completed
4. Train staff to be first responders	2018-2023	Administration Certified Staff Classified Staff	None	District Funded	List of first responders
5. Post school-wide rules in hallways/ common areas/ classrooms	2018-2023	Administration School Counselors Lighthouse Team	$100 for printing	PTA Local Funds	Posted rules

6. Require staff to complete district safety videos by target date	2018-2023	Administration Nurse	None	None	Certificates of completion
7. Adhere to the district's safety policies/ plan	2018-2023	Administration Teachers	None	None	Safety Plan
8. Provide various safety programs to students (Internet safety, fire safety, walking to school safety, bike safety)	2018-2023	Administration Instructional Coach School Counselors PE Team	None	None	Program description and schedule
9. Provide a Safety Patrol program for fourth & fifth grade students	2018-2023	Administration Safety Patrol Committee	$200	PTA Local Funds	List of Patrol Picture of Group
10. Provide a Leader in Me CASEL approved program schoolwide to promote a positive school climate	2018-2023	Administration	$38,000	Local Funds Business Partners	Program Description List of PD Participants

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

Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 0.0%	**School Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
GCS Expulsion Report		**School Actual** 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%**					

Annual Expulsion Rate

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
	(2016-17) 0.0%	**School Projected**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
GCS Expulsion Report		**School Actual** 0.0%					
	(2016-17) **.04%**	**District Projected**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**	**≤ .07**
GCS Expulsion Report		**District Actual .04%**					

ACTION PLAN FOR STRATEGY #1: *Development and implementation of mental health intervention programs and school based resources to identify potential issues and intervene in a timely manner.*					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide access to trained mental health counselor.	2018-2023	Administration	None	None	Number of students served in mental health capacity
2. Educate students, teachers and parents so they are able to identify changes in behavior for themselves and peers, which may signify a need for intervention.	2018-2023	Administration School Counselors	None	None	Training implemented
3. Develop buddy programs to help elementary students who are struggling to adjust.	2018-2023	Administration School Counselors Behavioral Interventionist	None	None	Schools have program in place

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires 1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional ☐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 AdvancED Culture and Climate Survey.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE 2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Culture & Climate Surveys	91%	**School Projected**	90%	90%	90%	90%	90%
		School Actual x					
AdvancED Culture & Climate Surveys	**89%**	**District Projected**	**90%**	**90%**	**90%**	**90%**	**90%**

		District Actual 90					
DATA SOURCE(s):	**AVERAGE BASELINE 2016-17**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Culture & Climate Surveys	91%	**School Projected**	90%	90%	90%	90%	90%
		School Actual 91%					
AdvancED Culture & Climate Surveys	**89%**	**District Projected**	**90%**	**90%**	**90%**	**90%**	**90%**
		District Actual 90%					

ACTION PLAN FOR STRATEGY #1: *Empower all adults (teachers, custodians, bus drivers, resource officers, administrators, etc.) to establish a positive rapport with students.*					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Expand mentoring program for students	2018-2023	Administration School Counselors	None	None	Students assigned to an adult at the school
2. Build school leadership and embed 7 Habits as a Leader in Me School	2018-2023	Administration Lighthouse Team Student Lighthouse Team	$100,000	Local Funds Business Partners	Leader in Me Rubric, Leader in Me Coach, Student Clubs
3. Continue to grow the Watch DOGS (Dads of Great Students) program	2018-2023	Administration School Counselors	$600	Local Funds	Number of male volunteers, Surveys completed by Watch DOGS, Watch DOG Event participation

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

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

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

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

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

ACTION PLAN FOR STRATEGY #1: *Develop system to respond to attendance trends.*					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Track student attendance	2018-2023	Administration Teachers Students	$2,400	Local- Leader in Me Funds	Student data notebooks tracking WIGS
2. Recognize at-risk students and discuss interventions in admin meetings	2018-2023	Administration School Counselors	None	None	GCSource – EWRS, Intervention Connection
3. Recognize on a quarterly basis students with 5 or less unexcused absences	2018-2023	Administration Attendance Clerk School Counselors	$100 certificates	Local Funds	List of recognized students

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

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Culture & Climate Surveys	Afraid –3 % Lonely –11 % Angry –11 %	**School Projected**	**Afraid** ≤ 3 **Lonely** ≤ 10 **Angry** ≤ 10	**Afraid** ≤ 3 **Lonely** ≤ 9 **Angry** ≤ 9	**Afraid** ≤ 3 **Lonely** ≤ 8 **Angry** ≤ 8	**Afraid** ≤ 2 **Lonely** ≤ 7 **Angry** ≤ 7	**Afraid** ≤ 2 **Lonely** ≤ 7 **Angry** ≤ 6
		School Actual Afraid –3 % Lonely –11 % Angry –11 %	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	**District Projected**	**Afraid ≤ 5** **Lonely ≤ 9** **Angry ≤ 7**	**Afraid ≤ 5** **Lonely ≤ 9** **Angry ≤ 7**	**Afraid ≤ 5** **Lonely ≤ 8** **Angry ≤ 6**	**Afraid ≤ 5** **Lonely ≤ 8** **Angry ≤ 6**	**Afraid ≤ 5** **Lonely ≤ 7** **Angry ≤ 5**
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤

ACTION PLAN FOR STRATEGY #1: *Increase connectivity to health and wellness services.*					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Expand mentoring program for students	2018-2023	Administration School Counselors	None	None	Students assigned to an adult at the school
2. Build school leadership and embed 7 Habits as a Leader in Me School	2018-2023	Administration Lighthouse Team Student Lighthouse Team	$100,000	Local Funds Business Partners	Leader in Me Rubric, Leader in Me Coach, Student Clubs
3. Continue to grow the Watch DOGS (Dads of Great Students) program	2018-2023	Administration School Counselors	$600	Local Funds	Number of male volunteers, Surveys completed by Watch DOGS, Watch DOG Event participation
4. Provide a "Girls on the Run" program for 2nd- 5th grade girls	2018-2023	Administration Teachers Girls on the Run Coaches	None	None	List of students participating
5. Provide a "Run Hard" program for 2nd-5th grade boys	2018-2023	Administration Teachers Run Hard Coaches	None	None	List of students participating
6. Provide Behavior Support Interventionist to facilitate zones of regulation of emotional needs	2018-2023	Administration Behavioral Support Interventionist	$32,000	Above baseline district allocation	Sensory room attendance Record of number of students served