

Greenville County School District

Diane Jackson, Principal
Dr. Burke Royster, Superintendent

Scope of plan: 2018-19 through 2022-23



SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Tigerville Elementary
SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)
SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 (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

C. Diane Jackson		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Lisa Hansen		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Lisa Greene		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 25 Tigerville Elementary School Road
 SCHOOL TELEPHONE: (864) 355-4600
 PRINCIPAL E-MAIL ADDRESS: cdjackso@greenville.k12.sc.us

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

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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).</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes	<p>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,</p>

<input type="radio"/> No <input type="radio"/> N/A	they may be housed at locations with other grade levels or completely separate from schools.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>

Stakeholder Involvement for School Renewal

Position	Name
1. Principal:	C. Diane Jackson
2. Teacher:	Bethany Imms
3. Instructional Coach:	Steven Thompson
4. Parent/Guardian:	Emily Jennings
5. Community Member:	Linda Wells
6. Community Member:	Rhonda Batson
7. Paraprofessional:	Sonya Howard
8. School Improvement Council Member:	Jennings Autry
9. Read to Succeed Reading Coach:	Lisa Greene
10. School Read To Succeed Literacy Leadership Team Lead:	Lisa Greene
11. School Read To Succeed Literacy Leadership Team Member:	Amanda Van Patton

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

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Introduction

The strategic planning process at Tigerville involves all members of the faculty and staff. Teams are formed and use data and narrative summaries for each section of the portfolio. These teams collaborate after school to construct rough drafts of their findings, strengths, weaknesses, and next steps. After teams have finalized their research, the entire faculty meets two or three times to refine and conduct a consensus on each teams’ findings. After each section has been approved by everyone, the administrative team comes together to finalize the portfolio. Upon the final edits by the administrative team, the final portfolio is presented one final time to the faculty before it is submitted.

Portfolio Teams:

Teams	Curriculum and Planning		Other Curriculum Areas		Instructional Methods, Interventions, and Assessments		School Climate and Culture		Engaging Families and Community	
	Name	Grade Level	Name	Grade Level	Name	Grade Level	Name	Grade Level	Name	Grade Level
	Spindler Hansen Guthrie Ward Upton VanPatton Parsons Henley	3 rd IC 4K 4 th K5 2 nd 1 st Para	Imms Cummings S. Smith Bartlett	Media PE Art Speech	Kitchens Belt Magaha M. Smith Childs Augustin Howard Boone Jackson	4 th 2 nd Interv Sp.Ed Bal. Lit. 5 th Para 1 st Princ.	Paolini Goodwin Arms Goodwin Messer Morgan	Guid. K5 3 rd 5 th Clerk Para	Greene Albin Biondo Cannada Lewan	3 rd Admin. Music 1 st Secreta ry

Executive Summary

Needs Assessment:

Student Achievement - Our school uses many data points/sources when it comes to use of our funding, allocations, and instructional planning and delivery. We utilize all employees at the school in order to “reach and teach” all of our students as well as meet their individual needs. The needs of our students are defined not only as deficit areas, but also as areas to grow and capitalize upon through any means necessary. We believe that our intentional instructional planning, use of data, and a true sense of urgency are all key to attaining student achievement, along with student growth and success.

SC READY ELA:

Our SC Ready ELA data shows that in Grade 3, the number of students scoring “Does Not Meet” (DNM) decreased by 4.7% from 2016 to 2017, with an increase of 26.9% in the category of “Meets”. Although this same group of students dropped by 12.4% in the “Exceeds” category, overall they increased by 14.5% in total number of students “Meets” or “Exceeds” standard. Grade 4 data showed an increase from 0% to 18.6% in the number of students scoring “Does Not Meet” (DNM), increased by 5.9% in the category of “Meets”, and a decline of 9.0% in students scoring in the “Exceeds” category. The total number of students scoring “Meets” or “Exceeds” declined by 3.1% from 2016 to 2017. Grade 5 data showed an 8.6% decline in the number of students scoring “Does Not Meet” (DNM) along with a 2.8%

increase in the percent of students scoring “Meets”. The percent of students meeting or exceeding standard increased by 10.9% from 2016 to 2017.

When comparing our school’s 2017 scores to those of our district’s, our students scored 14.2 % higher in regards to students scoring “Meets” or “Exceeds” than the district average. The number of our students scoring “Meets” or “Exceeds” increased 7.4% from 2016 to 2017. Our school was rated eighth out of fifty-three elementary schools in the district for our ELA performance on SC Ready in 2017

SC READY MATH:

The SC Ready Math data indicates the following: In regards to Grade 3, the number of students scoring “Does Not Meet” (DNM) declined by 12.8% from 2016 to 2017. These same students showed an 11.4% increase in students scoring “Meets”, as well as a 3.5% increase in the percentage of students scoring “Exceeds”. From 2016-2017 testing years, Grade 4 students showed an 11.6% increase in the number of students scoring “Does Not Meet” (DNM), a 9.0% decrease in students scoring “Meets”, and a .4% increase in students scoring “Exceeds”. Grade 5 students had 0 students scoring “Does Not Meet” (DNM) in 2017. From 2016-2017 testing years, the percentage of students scoring “Meets” decreased by 15.7% and the percent of students scoring “Exceeds” increased by 36.2%.

When comparing our school’s 2017 raw data scores to those of the district, our students scored 26.5% higher with students scoring “Meets” or “Exceeds”. The number of our students scoring “Meets” or “Exceeds” increased 11.4% from 2016 to 2017. Our school was rated first out of fifty-three elementary schools in the district for our Math performance on SC Ready in 2017.

SC PASS Data:

SC PASS Social Science and Social Studies are administered to our 4th (Science) and 5th (Social Studies) grade students. The data below shows our performance in these two content areas for the past three years. The 2016-2017 information is based on raw data received from our district.

Our students have continued to show continued growth in Social Studies. According to our data (Chart #5) Grade 4 had 100% of their students score “Met or “Exemplary” in the 2015-2016 school year; while Grade 5 had 100% of their students meet or exceed in the 2016-2017 school year (raw data).

When comparing our school’s 2017 raw data scores to those of our district, our students scored 13.4% higher with students scoring “Met” or “Exemplary” than our school district average. The number of our students scoring “Met” or “Exemplary” increased from 91.7% to 96.3% for a 4.6% increase from 2016 to 2017. Our school was rated first out of fifty-three elementary schools in the district for our Social Studies performance on SC PASS in 2017.

When comparing our school’s 2017 raw data scores to those of our district, our students scored 30.5% higher with students scoring “Met” or “Exemplary” than our school district average. The number of our students scoring “Met” or “Exemplary” declined from 89.7% to 83.8% for a 6.1% decrease from 2016 to 2017. Our school was rated first out of fifty-three elementary schools in the district for our Science performance on SC PASS in 2017.

Teacher and Administrative Quality:

Based on SC Ready results over the past few years, we have made more significant gains in math than ELA. Therefore, we have set ELA as a priority in order to raise student achievement. Our professional development plan includes a graduate writing course and trainings on how to create higher level questions for formative and summative assessments. Teachers also had the opportunity to participate in a phonics graduate course as well. Most teachers/staff took advantage of this opportunity.

Based on end of the year surveys, the staff indicated a need for Love and Logic refresher training. This training took place over nine sessions and was completed by November. The entire staff noticed an increase in student accountability for their actions. This translated into students being more accountable for their learning as well.

School Climate:

The school report card surveys indicate that the percentage of teachers, students, and parents who are satisfied with the learning environment is above 93%. At least 89% of teachers, students, and parents are satisfied with the social and physical environment. Overall, teachers, students, and parents are at least 78% satisfied with school-home relations. It is noted that parents were the least satisfied in all three categories.

Significant Challenges:

We have seen a deficit area in vocabulary and writing. Through faculty meeting and grade level discussions, it was clear that we needed to begin with our end in mind. We needed to provide our tested grades with a stronger base and scaffolding. We have put an emphasis on increasing writing student achievement through providing our teachers with onsite graduate course work through Project Read. We also have dedicated intense support for lesson planning, standard interpretation and modeling with our primary grades to provide a stronger foundation in these two.

Significant Awards, Results, or Accomplishments:

Tigerville has seen steady growth in standardized test scores over the past three years. This year we were recognized as a National Blue Ribbon School. We were recommended to become a Palmetto's Finest. Our SC READY scores, as mentioned above, have gained district and state level attention; but more importantly, demonstrate that our students are achieving and that we are continuing to evolve and meet each students' needs with each school year.

School Profile

School Community:

Tigerville Elementary School, situated in the heart of a small, rural, mountain community, was first built in 1866 as a one-room schoolhouse. The community feels pride and ownership of the school. In fact, before the year 2000, the community rallied together to prevent our school from closing or being converted to a child development center. The school moved from a traditional wooden schoolhouse structure into a bright, cheerful child-friendly building over a decade ago. Today the school serves 282 students in four-year-old kindergarten through fifth grade. Currently, we have 54 students with special

permission to attend our school. Universal breakfast, a free breakfast/snack program, is available to all of our students. Our poverty index is 47.4, and we believe this to be relatively inaccurate because our parents are proud and do not complete the free and reduced forms offered.

As a small school, several challenges appear in the way of funding. A low student population equals lower funds in general. Additionally, a smaller school has a smaller PTA and smaller fundraising capabilities. The majority of our parents are blue-collar labor workers. It is not uncommon that our current students represent the third generation of Tigerville families to come through our school. While being small presents funding hurdles, it gives the faculty and staff greater opportunities to work with students and invest in the individual child. Each day administration, teachers, and staff members greet each child by name; we are truly a family. While our size can be a great weakness, it presents our greatest opportunity.

Business partnerships are a vital part of support at Tigerville. Our partners include:

North Greenville Univeristy	Cliffs Outreach Organization	Glassy Elves
Tyger Baptist Church	Greenville Drive	Buchanan Oil
C & M Grading	Tigerville Fire Department	Greer Charter High School
Blue Ridge High School	Coca Cola	

School Personnel:

Our Principal is presently completing her seventh year at Tigerville Elementary. Our Administrative Assistant is completing his second year. We presently have fifteen classroom teachers, four resource teachers, specialists and coaches, one guidance counselor and three paraprofessionals. The custodial team is comprised of one plant engineer and three other custodians. The cafeteria manager is assisted by two additional staff positions. Tigerville has one attendance clerk, school secretary, and nurse. Our average student-classroom teacher ratio is 19:1.

Staff Level of Education:

Education Level	Bachelor’s Degree	Bachelor’s +18	Master’s Degree	Master’s+30
# of Teachers	4	4	18	2

Student Population:

Our student attendance rate for the 2017-2018 school year was 95.4% and teacher attendance was 83.2%. The percent of Gifted and Talented students is 11% of student population

	3 rd Grade	4 th Grade	5 th Grade
# of Students in Gifted and Talented Program	16	4	11

Present enrollment is 279 students. Demographics are:

	4K	K5	1 st	2 nd	3 rd	4 th	5 th
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Male	13	25	19	18	32	22	23
Female	9	18	19	18	29	16	18

Racial/Ethnic Composition:

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or more Races
Percentage	0%	1%	3%	2%	0%	91%	3%

Special Education Services – 11% - 32 Students

	Autism	Developmentally Delayed	Other Health Impaired,	Specific Learning Disability	Speech or Language Impairment
# of Students	2	3	6	21	26

Student retention rate is 0%, attendance rate is 95.4% and mobility rate is 10.49%.

School’s Major Academic and Behavioral Features/Programs/Initiatives:

Tigerville’s core curriculum is multi-faceted. Faculty and staff conversations are data-driven to identify and establish school initiatives. All lesson plans are based on the Learning Focused format. The curricula foundations for all content areas lies first in: the state standards/indicators, the district’s breakdown of standards (knows/dos) found in the Rubicon Atlas scope and sequence pacing guide, and individual classroom students’ needs.

Tigerville’s teachers are lifelong learners that strive to keep current on new developments in technology, integration of curriculum, and the utilization of vertical teaming. Tigerville faculty is flexible and forgiving, as well as willing to stop to regroup if that is in the best interest of their students.

In addition to the curricula foundations for all content listed above, Reading/ELA’s curriculum is based on the Fountas and Pinnell balanced literacy approach. This approach utilizes small, fluid guided reading groups based on individual student reading levels determined through formal and informal benchmarking, anecdotal notes, and teacher observations. The administrative team, support staff, and community volunteers all assist with the implementation of these groups. The Balanced Literacy Specialist and Literacy Mentors (primary and intermediate) provide additional support for Reading. They share and model effective ELA strategies with other faculty members. Our school incorporates Project Read components such as phonics, grammar, and writing instruction in all grade levels to further enhance student achievement. Teacher/student-created anchor charts are the foundation of Reading/ELA mini-lessons in our classrooms. These anchor charts serve as a teaching tool not just for that day of instruction, but as a student reference tool throughout the unit and school year.

The implementation of a schoolwide Fast Facts initiative five years ago has extended Math’s curricula foundations. This extension was in response to a need for students to master basic computation facts (addition, subtraction, multiplication, division) at each grade level. Each year goals setting takes place

through vertical teaming. Each grade “owns” components of the four basic math operations and each grade level builds on the skills from the previous year and allows students opportunities to move beyond that grade level’s expectations. At the beginning of each school year, teachers talk about how well-prepared the children are with knowing their basic math facts. Goals have steadily increased in rigor based on student progress each year in surpassing set goals. As in reading, our teachers also incorporate daily small, flexible math groups that are formed and served based on the same criteria as the Reading small groups.

Science and Social Studies at Tigerville do not take a back seat to the core Reading/ELA/Math curricula. The curriculum foundations described above apply to both of these disciplines as well. In the area of Social Studies, field trips and in-house speakers support content. Other extensions of this curriculum include Career Day, Veterans’ Day, and numerous community-based food/toy drives that directly correlate with our district’s G+ Graduation Career Cluster and College Readiness initiative. The curriculum foundations have further support through the integration of informational and literary text units, novel studies, articles, electronic research, and leveled texts. Interactive notebooking in both Science and Social Studies provides opportunities for our students to respond to the standards and indicators of both disciplines.

Science’s curriculum foundations are extended and supported through field trips to Greenville’s Roper Mountain Science Center, science lab experiences for fourth and fifth grades, hands-on experiments, and project-based learning experiences. District science kits provide our teachers and students with experiments, lesson plans, resources and assessments for each unit of study. Gifted and Talented students (grades 3-5) participate in STEAM/STEM project-based learning experiences that support both the Social Studies and Science curriculums for these grade levels.

The foundation of our 4K program focuses on building background knowledge for our students through immersion of language and concepts of print. This immersion takes the form of a print-rich classroom environment and ongoing opportunities for students to explore words through the use of pictures and books. This curriculum focuses on the whole child by further immersing our students in real-world opportunities known as learning centers. Through these centers, students practice how to interact socially while learning academically. This classroom prepares our students with the background knowledge and the stamina needed for progression throughout the grade levels.

Tigerville Elementary wanted to establish a school environment where everyone felt welcomed, respected, and loved. To foster this atmosphere, Tigerville began using the Love and Logic approach to behavior management. The premises of Love and Logic is to establish positive relationships between teachers and students and to shape responsible, agreeable, and accountable students.

Mission, Vision, and Beliefs

Mission

We will provide quality educational experiences tailored to meet the individual needs of students.

Vision

“Where Children Are At The Top!”

Beliefs

The curriculum must be:

- Based on state and district standards
- Developmentally appropriate and adaptive to student needs
- Real World relevant

Instruction must include:

- Current instructional tools and methodology
- A variety of strategies
- Adaptations for meeting individual student needs and learning styles

The assessment must be:

- Reflective to guide future instruction
- Considerate of diverse learning styles
- Varied and developmentally appropriate

The environment must provide:

- Physical and emotional safeness
- A variety of field experiences
- Opportunity for parent and community involvement and support

Data Analysis and Needs Assessment

The SDE School Report Card is the data source used for identifying Student Achievement Needs Assessment. The school’s professional development plan is the data source used to identify the Teacher and Administrator Quality Needs Assessment. School report card surveys found on the SDE website is the data source used for the School Climate Needs Assessment analysis.

Action Plan

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 64% in 2016-17 to 79% in 2022-23. <i>Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.</i>
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	64% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	67%	70%	73%	76%	79%
		School Actual Elementary 72%					
SC READY ELA SC READY test data file	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary	52	55	58	61	64
		District Actual Elementary 52					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Participate in a Graduate course on reading comprehension	July 2018- October 2018	Teachers	No Cost	N/A	Lesson plans and classroom observations
2. Create a vocabulary focus in K5-2 nd grade (Making Words)	August 2018- June 2019	Teachers	\$300	District funds	Lesson plans and classroom observations
3. Create higher level standards based questions using Mastery Connect	August 2018- June 2019	Teachers	No Cost	N/A	Mastery Connect reports, lesson plans and classroom observations
4. Utilize IXL program target specific skill/standards	August 2018- June 2019	Teachers	No Cost	N/A	IXL reports, lesson plans and classroom observations

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 81% in 2016-17 to 91% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	81% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	83%	85%	87%	89%	91%
		School Actual Elementary 81%					
SC READY Math SC READY test data file	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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Continue with implementation with grade level fast facts	August 2018- June 2019	Teachers	No Cost	N/A	Fast fact goal sheet, Lesson plans, and classroom observations
2. Utilize IXL program target specific skill/standards	August 2018- June 2019	Teachers	No Cost	N/A	IXL reports, lesson plans and classroom observations
3. Create higher level standards based questions using Mastery Connect	August 2018- June 2019	Teachers	No Cost	N/A	Mastery Connect reports, lesson plans and classroom observations

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

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

PERFORMANCE GOAL: 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 1% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	88%	89%	90%	91%	92%
		School Actual Elementary 87					
SCPASS Science SCPASS test data file	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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Integrating content leveled readers into Guided Reading groups	August 2018- June 2019	Teachers	\$400	District funds	Lesson plans and classroom observations
2. Utilize IXL program target specific skill/standards	August 2018- June 2019	Teachers	No Cost	N/A	IXL reports, lesson plans and classroom observations
3. Create higher level standards based questions using Mastery Connect	August 2018- June 2019	Teachers	No Cost	N/A	Mastery Connect reports, lesson plans and classroom observations

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

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

PERFORMANCE GOAL: 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 .5% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	School Projected Elementary	95.5%	96.0%	96.5%	97.0%	97.5%
		School Actual Elementary 95%					
SCPASS Social Studies SCPASS test data file	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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Integrating content leveled readers into Guided Reading groups	August 2018- June 2019	Teachers	\$400	District funds	lesson plans and classroom observations
2. Utilize IXL program target specific skill/standards	August 2018- June 2019	Teachers	No Cost	N/A	IXL reports, lesson plans and classroom observations
3. Create higher level standards based questions using Mastery Connect	August 2018- June 2019	Teachers	No Cost	N/A	Mastery Connect reports, lesson plans and classroom observations

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

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

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	N/A% Meets Expectations and Exceeds Expectations	School Projected Hispanic	N/A	N/A	N/A	N/A	N/A
SC READY ELA SC SDE Website		School Actual Hispanic N/A					
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	N/A % Meets Expectations and Exceeds Expectations	School Projected AA	N/A	N/A	N/A	N/A	N/A

SC READY ELA SC SDE Website		School Actual AA N/A					
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	N/A % Meets Expectations and Exceeds Expectations	School Projected SWD	N/A	N/A	N/A	N/A	N/A
SC READY ELA SC SDE Website		School Actual SWD					
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	N/A % Meets Expectations and Exceeds Expectations	School Projected LEP	N/A	N/A	N/A	N/A	N/A
SC READY ELA SC SDE Website		School Actual LEP N/A					

SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33					
SC READY ELA SC SDE Website	58% Meets Expectations and Exceeds Expectations	School Projected SIP	61	64	67	70	73
SC READY ELA SC SDE Website		School Actual SIP 69					
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	N/A % Meets Expectations and Exceeds Expectations	School Projected Hispanic	N/A	N/A	N/A	N/A	N/A
SC READY Math SC SDE Website		School Actual Hispanic N/A					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51

SC READY Math SC SDE Website		District Actual Hispanic 42					
SC READY Math SC SDE Website	N/A% Meets Expectations and Exceeds Expectations	School Projected AA	N/A	N/A	N/A	N/A	N/A
SC READY Math SC SDE Website		School Actual AA N/A					
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	N/A % Meets Expectations and Exceeds Expectations	School Projected SWD	N/A	N/A	N/A	N/A	N/A
SC READY Math SC SDE Website		School Actual SWD N/A					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16					

SC READY Math SC SDE Website	N/A % Meets Expectations and Exceeds Expectations	School Projected LEP	N/A	N/A	N/A	N/A	N/A
SC READY Math SC SDE Website		School Actual LEP N/A					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42					
SC READY Math SC SDE Website	78% Meets Expectations and Exceeds Expectations	School Projected SIP	80	82	84	86	88
SC READY Math SC SDE Website		School Actual SIP 74					
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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide early morning classroom	August 2018-	Teachers	No Cost	N/A	Classroom observations

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
enrichment	June 2019				
2. Provide afterschool tutorial for ELA and math	August 2018- June 2019	Teachers as needed	\$3000	Flex allocation funds	Attendance records, pre- and post-assessment

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

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

PERFORMANCE GOAL: 6 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	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	School Projected		Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %
	2 nd grade criteria RIT = 189 62 nd percentile 5 th grade criteria RIT = 216 66 th percentile	School Actual	Grade 2 – 38% Grade 5 – 70%				

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	% 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
	2 nd grade criteria RIT = 189 62 nd percentile 5 th grade criteria RIT = 216 66 th percentile	District Actual	Grade 2 – 40% Grade 5 – 42%				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Participate in a Graduate course on reading comprehension	July 2018-October 2018	Teachers	No Cost	N/A	Lesson plans and classroom observations
2. Create a vocabulary focus in K5-2 nd grade	August 2018-June 2019	Teachers	\$300	District funds	Lesson plans and classroom observations

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
(Making Words)					
3. Create higher level standards based questions using Mastery Connect	August 2018- June 2019	Teachers	No Cost	N/A	Mastery Connect reports, lesson plans and classroom observations
4. Utilize IXL program target specific skill/standards	August 2018- June 2019	Teachers	No Cost	N/A	IXL reports, lesson plans and classroom observations

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

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

PERFORMANCE GOAL: 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	TBD

		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Actively recruit diverse teachers at Shinning Stars	July 2018-October 2018	Teachers	No Cost	N/A	Lesson plans and classroom observations

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

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

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey	97%	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 97%					
	100%	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100%					
	89%	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Parents 97%					
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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Ensure the Ignore the Door policy followed	July 2018-October	All staff and students	No Cost	N/A	Observations

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
	2018				
2. Frequent walks through the building by administrators	July 2018-October 2018	Administrators	No Cost	N/A	Observations
3. Ensure all guests and visitors have badges	July 2018-October 2018	All staff	No Cost	N/A	Observations

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 0					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8					

Annual Expulsion Rate

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Employ Love and Logic	July 2018-October 2018	All Staff	No Cost	N/A	Discipline 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 Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

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	Baseline established in 2017-18	School Projected	94.5%	95%	95.5%	96%	96.5%
		School Actual 94%					
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Employ Love and Logic	July 2018-October 2018	All Staff	No Cost	N/A	Observations and discipline reports
2. Recognize two students per class and mail post cards	July 2018-October 2018	Teachers	No Cost	N/A	Observations and discipline reports
3. Recognize a student weekly in their newsletters	July 2018-October 2018	Teachers	No Cost	N/A	Observations and discipline 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 Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 95%	School Projected	95%	95%	95%	95%	95%
180 th Day Attendance Report		School Actual 97%					
	(2016-17) 95	District Projected	95	95	95	95	95
180 th Day Attendance Report		District Actual 95					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Make daily contact with absent students	August 2018- June 2019	Attendance clerk	No Cost	N/A	Attendance log
2. Recognition at monthly assembly for class with the highest attendance	August 2018- June 2019	Diane Jackson	No Cost	N/A	Pictures and bulletin board

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	School Projected	Afraid ≤ 1.5 Lonely ≤ 12.5 Angry ≤ 9.5	Afraid ≤ 1 Lonely ≤ 12 Angry ≤ 9	Afraid ≤ .5 Lonely ≤ 11.5 Angry ≤ 8.5	Afraid ≤ 0 Lonely ≤ 11 Angry ≤ 8	Afraid ≤ 0 Lonely ≤ 10.5 Angry ≤ 7.5

		School Actual Afraid – 2% Lonely – 13% Angry – 10%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid ≤ 5% Lonely ≤ 10% Angry ≤ 8%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Employ Love and Logic	July 2018-October 2018	All Staff	No Cost	N/A	Observations and discipline reports
2. Provide whole group and small group guidance lessons	July 2018-October 2018	Guidance Counselor	No Cost	N/A	Observations, lesson plans, and survey results
3. Provide small group and individual guidance sessions targeting specific needs	July 2018-October 2018	Guidance Counselor	No Cost	N/A	Observations, lesson plans, and survey results