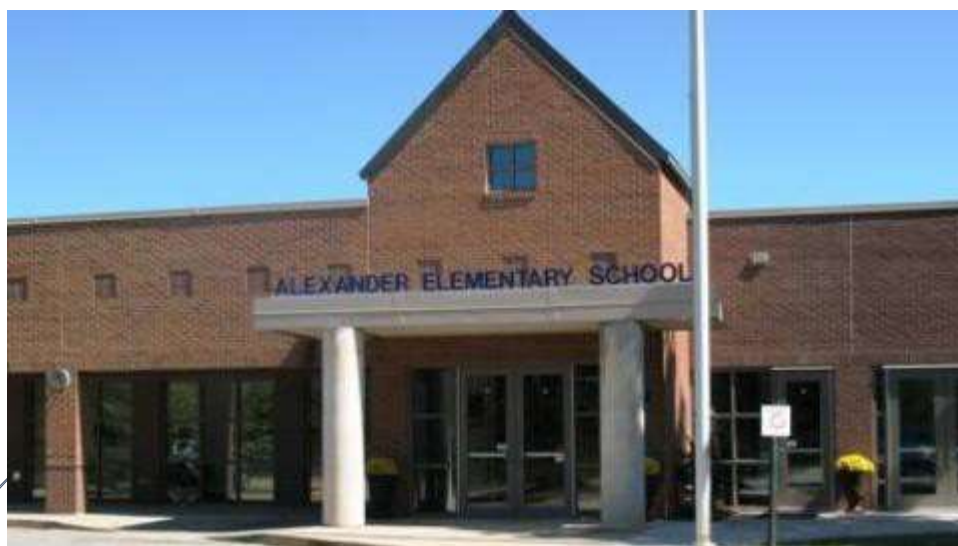


# Alexander Elementary

## School Portfolio

Action Plan: 2017-2018 through 2022-2023



County: Greenville County Schools  
Superintendent: Dr. Burke Royster  
Principal: Dr. Sonya Campbell

**SCHOOL RENEWAL PLAN COVER PAGE**SCHOOL NAME: *Alexander 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	<i>W Burke Royster</i>	8/15/2018
PRINTED NAME	SIGNATURE	DATE

**PRINCIPAL**

Dr. Sonya Campbell	<i>Dr. Sonya Campbell</i>	4/25/18
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, BOARD OF TRUSTEES**

Charles J. Saylors	<i>Charles J. Saylors</i>	8/28/2018
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Mr. Jeffrey Miller	<i>Jeffrey Miller</i>	4/25/18
PRINTED NAME	SIGNATURE	DATE

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

Mrs. Alicia Scott	<i>Alicia Scott</i>	4/25/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1601 W. Bramlett Rd. Greenville SC, 29611

SCHOOL TELEPHONE: (864) 355-1000

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

# STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u><b>POSITION</b></u>  | <u><b>NAME</b></u>          |
|---|-----------------------------|
| 1. PRINCIPAL_____   | Dr. Sonya Campbell_____     |
| 2. TEACHER_____   | Ms. Sarah Cox_____          |
| 3. PARENT/GUARDIAN_____   | Ms. Maria Soriano_____      |
| 4. COMMUNITY MEMBER_____  | Ms. Henrietta Sullivan_____ |
| 5. SCHOOL IMPROVEMENT COUNCIL_____  | Mr. Melvin McDaniels_____   |
| 6. Read to Succeed Reading Coach_____   | Mrs. Alicia Scott_____      |
| 7. School Read to Succeed Literacy Leadership Team Lead_____  | Mrs. Alicia Scott_____      |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)<br>** Must include the School Read to Succeed Literacy Leadership Team. |                             |

<u><b>POSITION</b></u>	<u><b>NAME</b></u>
TIF	Mrs. Brooke Confer
IC	Mrs. Alanda Posey
AA	Mrs. Kara Mann
PTA President	Mr. Anthony Norwood
PIC	Ms. Marie Peralta
Primary Reading Interventionist	Ms. Chris Webb
Upper Elementary Interventionist	Ms. Sarah Cox
_____	_____

**\*REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

# ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

## Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

### x Academic Assistance, PreK–3

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

### x Academic Assistance, Grades 4–12

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

### x Parent Involvement

The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent 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.

### x Staff Development

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

### x Technology

The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

### x Innovation

The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

### x Collaboration

The district (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).

### x Developmental Screening

The district 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.

**x Half-Day Child Development**

The district 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, although they may be housed at locations with other grade levels or completely separate from schools.

**x Developmentally Appropriate Curriculum for PreK–3**

The district 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.

**x Parenting and Family Literacy**

The district 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 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-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

**x 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 no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, 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.

**x 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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<p>Advanced Standard 3: Teaching and Accessing for Learning The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. Advanced</p> <p>Standard 5: Using Results for Continuous Improvement The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.</p>	
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<p><b>Goal 1: Student Achievement</b></p> <p>Advanced Standard 3: Teaching and Accessing for Learning The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.</p>	
<p><b>Goal 2: Teacher/Admin Quality</b></p> <p>Advanced Standard 2: Governance and Leadership The school operates under governance and leadership that promote and support student performance and school effectiveness.</p>	
<p><b>Goal 3: School Climate</b></p> <p>Advanced Standard 4: Resources and Support Systems The school has resources and provides services that support its purpose and direction to ensure success for all students.</p>	

## Introduction

Alexander's portfolio serves to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability. Our portfolio is a living document that describes Alexander and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our action plan for the purpose of increasing student learning.

During the 2002-2003 school year, a Greenville County Initiative required every school to complete a comprehensive evaluation of all school systems and report the findings and Action Plan in a school portfolio was put in place. All school systems were reviewed and updated according to the Victoria Bernhardt model of school improvement. With leadership from the principal and administrative team, the staff works together as a comprehensive team to update and revise the portfolio. Each year, the portfolio is aligned with the requirements of the State Department of Education Standards as well as those of AdvancEd. Members of PTA and SIC are invited to participate in this yearly process. The report is available in the school office for the entire community. Stakeholders provided valuable contributions that shaped our portfolio via participation on Core Task Teams, feedback from PTA and SIC meetings, and completion of the South Carolina State Department of Education Report Card Survey.

Eight Core Task Teams with grade level representatives and other stakeholders were charged with gathering input, compiling information and reporting out. Administration provided guidance for and supported all Core Task Teams in their work. All staff served on teams. Aligned with Advanced Standards and Greenville County's School Strategic Plan, the implementation of the action plan in our portfolio is a cooperative effort of stakeholders. Due to broad and consistent stakeholder involvement, this document reflects a balance of diverse backgrounds, disciplines, interests and experience of our school community. Yearly updates will serve to document our progress.



## Executive Summary

Within this document, our Action Plan identifies strategies that address student achievement, teacher/ administrator quality, and school climate goal statements for the 2017-2018 through 2022-2023 school years. Goal statements were determined based on school, district, and state data. Data sources included the South Carolina State Department of Education School Report Card, the South Carolina Palmetto of State Standards (SCPASS), ACT Aspire Assessments, the Iowa Test of Basic Skills (ITBS), and stakeholder input. Alexander Elementary will track trends over time as data becomes available.

### Needs Assessment for Student Achievement (2016-2017)

SC Ready was a state test given to third, fourth, and fifth graders for the 2016-2017 school year. SC Ready consisted of English, Reading, Writing, and Math. The SC Ready assessment was announced halfway through the school year as the assessment the state would be using. Student achievement is a top priority.

- **Lowest** SC Ready 2017 performance scores for areas tested by grade level:
  - 15.5% of 4<sup>th</sup> graders scored exceeding or ready for SC Ready English Language Arts
  - 24.1% of 5<sup>th</sup> graders scored exceeding or ready for SC Ready Mathematics
- **Highest** ACT Aspire 2017 performance scores for areas tested by grade level:
  - 25.9% of 5<sup>th</sup> graders scored exceeding or ready for SC Ready English Language Arts
  - 44.4% of 3<sup>rd</sup> graders scored exceeding or ready for SC Ready Mathematics

In addition, SC PASS was a state test given to fourth and fifth graders for the 2016-2017 school year for science or social studies.

- **Lowest** SCPASS 2017 performance scores for areas tested by grade level:
  - 17.2% of 4<sup>th</sup> graders scored met or exemplary for SC PASS Science
  - 46.3% of 5<sup>th</sup> graders scored met or exemplary for SC PASS Social Studies
- **Highest** SCPASS 2017 performance scores for areas tested by grade level:
  - 22.2% of 4<sup>th</sup> graders scored met or exemplary for SC PASS Science
  - 63.8% of 5<sup>th</sup> graders scored met or exemplary for SC PASS Social Studies

2014 ITBS performance scores were completed among second graders.

- 2<sup>nd</sup> graders scored lowest in Mathematics Concepts on ITBS:
  - 2017- 26<sup>th</sup> percentile and 2017 22th percentile
- 2<sup>nd</sup> graders scored highest in Reading Comprehension on ITBS:
  - 2017- 27<sup>th</sup> percentile and 2017 36th percentile



## Needs Assessment for Teacher/ Administrator Quality (2017)

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- School Improvement Committee (SIC) identified the pull out intervention programs as beneficial.
- SIC members identified an area of growth would be protect the time of intervention programs.
- Parents identified the additional time before and after school used to assist students with their academic struggles as a major strength.
- Parents identified additional support for primary students as an area needed for improvement.
- 100% of teachers hold “Highly Qualified Status” for the 2017-2018 school year is a strength.
- Students consisted noted strengths as a clean school and grounds, well behaved students, and little bullying occurring.
- Weaknesses noted by students included teachers giving tests on what they learned in class, feeling safe at school, and teachers working together to help students at their school.
- Teachers identified motivated students, well behaved students, and cooperative parents regarding discipline concerns as a strength of the school.
- Weaknesses identified by teachers included administration having high expectations for teacher performance, feeling safe at school, and being bullied by an adult at the school.

## Needs Assessment for School Climate (2017)

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Only students in fifth grade and their parents were included in the evaluations.

- Strengths from the survey included 98.2% of teachers and 92.6% of students are satisfied with the learning environment. Additionally, 98.2% of teachers are satisfied with the social and physical environment of the school.
- Weaknesses identified from the survey included 63.1% are satisfied with school-home relations. In addition, only 83.3% of parents are satisfied with the social and physical environment of the school.

## Significant Challenges

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- ❖ Funding for implementation of Balanced Literacy. Teachers are in need of curriculum reach classroom libraries.
- ❖ An additional guidance counselor. Our students’ families encounter a lot of obstacles within their home life. According to Maslow’s Hierarchy of Needs, our students will not be academically successful until their basic and emotional needs are met.

## Accomplishments and Achievements

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- ❖ School Based Accomplishments and Achievements
  - Gifted and Talented focus groups (primary grades)
  - Teach Town for special education
  - Data Days

- Breakfast in the Classroom
- Mentors and Tutors
- Extended Day Programs (before and after school)
- Men Who Read
- Girls on the R.I.S.E.
- Flexible Math Groups
- Weekly phone messengers
- RAZ Kids (primary grades)
- STEM Projects
- Volunteers/ Parent Involvement
- School Counseling Services including Mental Health
- Early Act First Knight Character Program (provided by Rotary Club)

❖ State and District Recognitions

- Safe Kids School
- United Way Achievement Award
- Fresh Fruits and Vegetables Grant
- Greeks of Greenville Grant Recipient
- Target Grant Award
- Wells Fargo Funding Recipient
- PTA Reflections Program Winner
- Culinary Cuisine
- Palmetto Silver Award Winner

## School Profile

### The History of Alexander Elementary

In 1922, fourteen Greenville communities bound together for mutual education and civic advancement under the vision of Thomas Fleming Parker. The Parker District, as it would become, aimed to become a textile community where individuals could obtain employment and have comfortable homes, churches, schools, and opportunities to grow into whatever they wished to become. Alexander Elementary was built in 1965 and was named after Mr. Milton Osmond Alexander. Mr. Alexander was a respected supporter of the Parker District and the Woodside Mill community. Since 1965, Alexander Elementary has grown from just 20 teachers to over 45 under the leadership of 9 different principals. As Alexander Elementary continues to grow and progress, we are learning today with tomorrow in mind while never forgetting the important historical heritage of our community.

### The Staff of Alexander Elementary

Alexander Elementary has 1 kindergarten for four year olds and 3 kindergartens for five year olds. In addition, there are four aids to assist our kindergarten teachers. There are 4 first grade teachers, 4 second grade teachers, 3 third grade teachers, 4 fourth grade teachers, and 3 fifth grade teachers. Additionally, there are two resource teachers, 2 TMD Neuro teachers, 2 full-time interventionists, 1 part-time interventionist, 1 literacy coach, 2 instructional coaches, 2 full-time ESOL teacher, 1 part-time ESOL teacher, 1 part-time challenge teacher, and full-time media specialist. The speech therapist, art teacher, music teacher, and physical education teacher are at Alexander four days a week. Staff also includes a principal, administrative assistant, attendance clerk, office clerk, school nurse, guidance counselor, Title I Facilitator, mental health counselor (Greenville Mental Health), and full-time parent involvement coordinator. Alexander has a plant engineer, 3 environmental stewards, a cafeteria manager, and 4 café workers. Alexander has 8 minority teachers and 5 teachers that speak Spanish fluently.

The following data reflects the years of experiences for full-time teachers.

<b>2017 Teacher Experience</b>						
<b>Years of Experience</b>	<b>1-2</b>	<b>3-5</b>	<b>6-10</b>	<b>11-15</b>	<b>15-18</b>	<b>19+</b>
<b>Number of Teachers</b>	11	8	1	2	2	5

These tables provide additional information representing our teachers.

<b>Teacher Attendance Rate</b>	
<b>2017</b>	94.28%
<b>2016</b>	94.1%

<b>Nationally Board Certified Teachers</b>	
<b>2013-2014</b>	1
<b>2014-2015</b>	1

<b>Teaching Degree Levels</b>				
	<b>Bachelors</b>	<b>Masters</b>	<b>Masters +30</b>	<b>Doctorate</b>
2016-2017	30.3%	69.1%	.3%	.3%

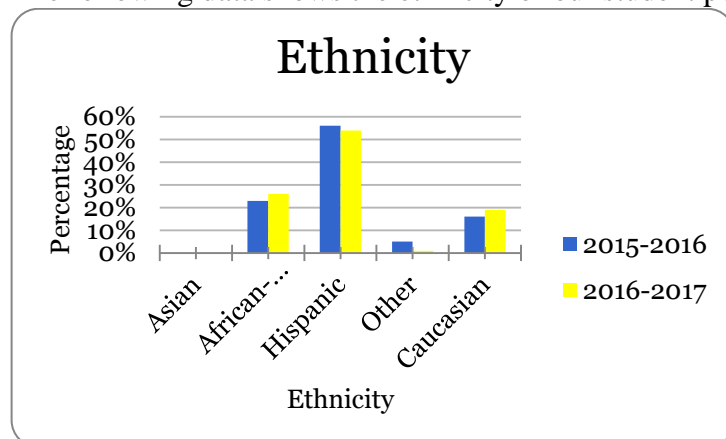
### The Students of Alexander Elementary

The students at Alexander Elementary are SOARing. They are safe, orderly, and respectful. One of the strengths that teachers and students noted was student behavior.

The following table shows Alexander's gender distribution by grade level.

<b>2017 Gender Distribution by Grade Level</b>								
	<b>4K</b>	<b>5K</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>	<b>Total</b>
<b># of Boys</b>	9	41	28	26	41	37	38	220
<b># of Girls</b>	11	22	37	29	36	44	30	209

The following data shows the ethnicity of our student population.



<b>Ethnicity</b>	<b>2016-2017</b>	<b>2017-2018</b>
Asian	0%	0%
African-American	23%	26%
Hispanic	56%	54%
Other	5%	1%
Caucasian	16%	19%

Data Source: PowerSchool

The following data provides the attendance rate of our students.

<b>Student Attendance Rate</b>	
<b>2016-2017</b>	96.0%
<b>2017-2018</b>	96.2%

Source: GCSource

The following data shows the meal status of our student population

<b>Meal Status</b>				
	<b>FARMS</b>		<b>Full Pay</b>	<b># of Students</b>
	<b>Free</b>	<b>Reduced</b>		
<b>2016-2017</b>	439	n/a	n/a	439
<b>2017-2018</b>	435	n/a	n/a	435

The following information displays our English as a Second Language (ESOL) Program.

<b>ESOL Program</b>				
	<b>Hispanic Population</b>	<b>Spanish Speaking Only Households</b>	<b>Qualifies for ESOL Program</b>	<b>Participates in ESOL Program</b>
<b>2015-2016</b>	244	143	199	76
<b>2017-2018</b>	230	140	185	185

To help meet the learning needs of our students Alexander offers an intensive Response to Intervention (RtI) program. Alexander Elementary has one full-time Literacy Coach that pulls students for reading intervention, a full-time reading interventionist, a part-time intermediate interventionist, and a full-time math interventionist. Alexander Elementary also has a full-time and part-time ESOL teacher to help with our English as a Second Language Learners. Alexander Elementary has a Gifted and Talented teacher that visits the school 1.5 days per week. Alexander Elementary has two resource teachers, one speech therapist, and two TMD Neuro teachers. Additionally, Alexander is fortunate to have a part-time social worker and a full-time mental health counselor (from Greenville Mental Health).

In 2016-2017, approximately 90 students receive reading intervention. This preventative academic program serves small groups of students with emphasis on letter names, letter sounds, phoneme segmentation, nonsense words, phonics, fluency, and comprehension. One full-time interventionist conducts a blended instruction. The teacher utilizes MindPlay, a computer assisted program, blended with teacher instruction. Students in K5-3<sup>rd</sup> grade are benchmarked three times a year using the universal screener, AIMSweb. Students in 2<sup>nd</sup>-5<sup>th</sup> grade also use MAP, as a universal screener conducted three times a year. Students that participate in the intervention program is progress monitored every ten days. When students consistently meet targeted benchmarks they are no longer in need this service. If students do not show progress through the intervention program, they may be referred to the Assistance Team.

In the 2015-2016 school year, fifty-two students were served through resource services. In 2017- 2018, fifty-two students received resource services. Students are pulled out for their services. Additionally, in 2014-2015 school year, 6 students participated in the TMD Neuro classrooms. For the

school year 2015-2016, this number increased to 13.

Speech-language services provide therapy for students with articulation, language, fluency, and/ or voice disorders. Students received therapy either in a small group or individual setting, depending on their needs. In 2014-2015 school year, 31 students were serviced for speech. In the year 2015-2016, the amount of students receiving speech therapy grew to 44.

The Gifted and Talented Program provided services for 6 students during the 2015-2016 school year. This is an increase of 1 student compared to the 2014-2015 school year. However, this year the teacher started pulling small groups with Alexander's first grade group in order to increase students that qualify for the Gifted and Talented Program in second grade.

The table below displays students receiving special services by grade level.

Special Programs	K4	K5	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Autism Neuro	N/A	N/A	1	N/A	N/A	1	N/A	2
Learning Disability	N/A	N/A	N/A	N/A	N/A	2	2	4
Developmental Delay	N/A	3	2	N/A	N/A	N/A	N/A	5
Other Health Impairment	N/A	N/A	1	N/A	N/A	N/A	2	3
Multiple Disabilities	N/A	N/A	N/A	N/A	N/A	4	7	11
Speech	0	3	5	8	6	5	7	44
Gifted and Talented	N/A	N/A	N/A	N/A	4	7	1	12
Preschool	24	---	---	---	---	---	---	24

### Special Features of Alexander Elementary

Alexander Elementary benefits from a Healthy Choices Café where all food served is low-fat, healthy, and prepared fresh daily. Additionally, all students receive their meals for free. Students participate in Breakfast in the Classroom to ensure every student begins the day with a full stomach. Selected students participate in the Book Bag Club, where they are given enough food to eat over the weekend or school breaks.

Students in fourth and fifth grade participate yearly in the Battle of the Books competition. Alexander Elementary was one of the first schools to begin the Men Who Read Program. This is a program with an initial intuitive to get our young gentlemen interested in reading. However, it has grown into much more. Our young gentlemen wear sports coats and ties and learn to socially interact with adults in a professional manner. Alexander Elementary is a PBIS school.

Professional development (PD) is carefully planned to be beneficial and effective. Alexander staff work with Title I Academic Specialists on topics such as technology integration, Balanced Literacy instruction, and math instruction.

**Mission, Vision, and Beliefs**  
**Alexander Tagline: Learning Today with Tomorrow in Mind**

**Purpose (Unique identity to which Alexander aspires and how this will be achieved)**

The purpose of Alexander Elementary School is to provide scholars with a quality educational experience that fosters a productive and successful life.

**Mission (How Alexander Elementary wants to achieve our vision)**

The mission of Alexander Elementary is to embrace, engage, and empower everyone every day.

**Vision (Uncompromising commitment to achieve results that exceed current capability)**

The vision of Alexander Elementary is to produce scholars that are successful and empowered to compete globally based upon their own unique talents and interests.

**Beliefs (Expression of fundamental values, ethical code, and firm principles)**

- Creating a safe, secure learning environment where respect, honesty, and appreciation of individual differences are fostered
- Cultivating and maintaining partnerships with students, parents, staff, and community
- Maintaining students to become independent learners who take responsibility for their own learning
- Offering a balanced curriculum aligned with quality instruction
- Inspiring and equipping all students to discover and develop their talents in order to express their unique potential as leaders, critical thinkers, and collaborators instilling a sense of pride in our schools and community

**Parameters (Boundaries within which Alexander will accomplish its mission)**

- Implement the Action Plan
- At all times base decisions on what is best for students. Be responsible stewards of resources, and not once compromise excellence.

**Tactics (Resolutions that dedicate Alexander resources and energies toward the continuous creation of systems to achieve the extraordinary)**

- Implement a curriculum that is engaging, innovative, and rigorous that optimizes learning beyond traditional academics.

**Curriculum Focus (Direct experiences to accomplish objectives)** 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.

**Curriculum must include:**

- Integrated between content area and connected to real world experience; children see a purpose to what they are learning
- Multiplicity of role models, from both the technical and professional fields
- Instruction that addresses the needs of all students
- A set of standards for measuring and improving the quality of school work

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

**Instruction must include:**

- Developmentally appropriate instructional programs
- Every student engaged in learning
- Experience - based instruction
- Instruction that matches the learning style of the students
- Instruction utilizing available technologies

**Assessment:** Assessments are methods used to better understand the current knowledge that a student possesses. The idea of current knowledge implies that what a student knows is always changing and that we can make judgements about student achievement through comparison over a period of time. Assessments affect decisions about grades, instructional needs, and curriculum.

**Assessment must include:**

- Realistic assessment that gives students the opportunity to show what they learned in a variety of situations
- Academic subjects and real world tasks in a system of standards based instruction

**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:**

- Actively involved in a community of learning in a structured environment which stresses high expectations tempered by love
- We want to see a unity of purpose
- Student-centered integrated activities school wide
- Provide a safe, inviting, technology rich environment for learning in which the active involvement of parents is welcome and essential to their children's success



### School Climate Needs Assessment

The South Carolina Department of Education Survey was given to all staff members, fifth grade students, and fifth grade parents. Only eight parent surveys were turned in, therefore, there was insufficient data collected by parents. Surveys collected showed that the learning environment was a strength and school-home relations is an area to strengthen.

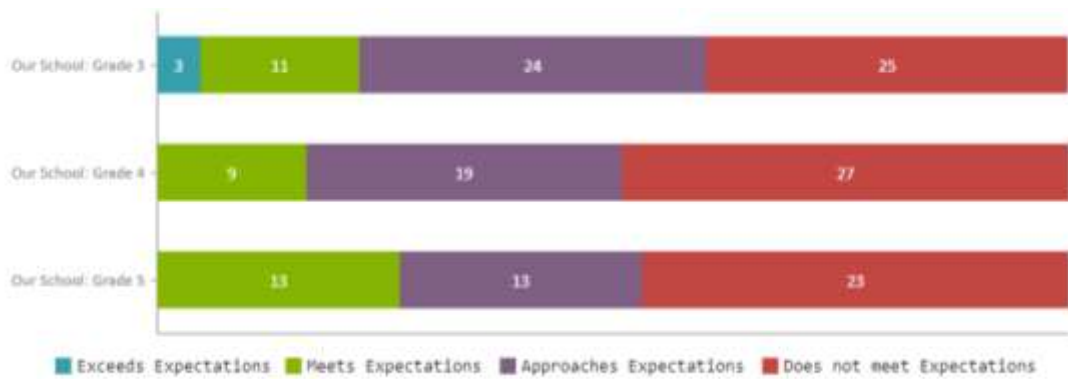
Evaluations by Teachers, Students, and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	55	54	18
Percent satisfied with learning environment	98.2%	92.6%	88.9%
Percent satisfied with social and physical environment	98.2%	89.1%	83.3%
Percent satisfied with school-home relations	94.7%	92.2%	63.1%

### Student Achievement Needs Assessment

Alexander relies on test scores from the SC Ready State Assessment, Palmetto Assessment of State Standards (PASS), Measuring Academic Progress (MAP), TE21 through MasteryConnect, and the Iowa Basic Skills (ITBS) Test to assess student achievement. Slater-Marietta sets high achievement expectations for our students. We are committed to ESSA guidelines. We want to continually improve student performance on standardized tests.

### Student Achievement Needs Assessment

#### English



Based on 2016-2017 SCReady ELA:

#### 3<sup>rd</sup> Grade

- 25% Did not meet expectations
- 24% Approached expectations
- 11% Met expectations
- 3% Exceeded expectations

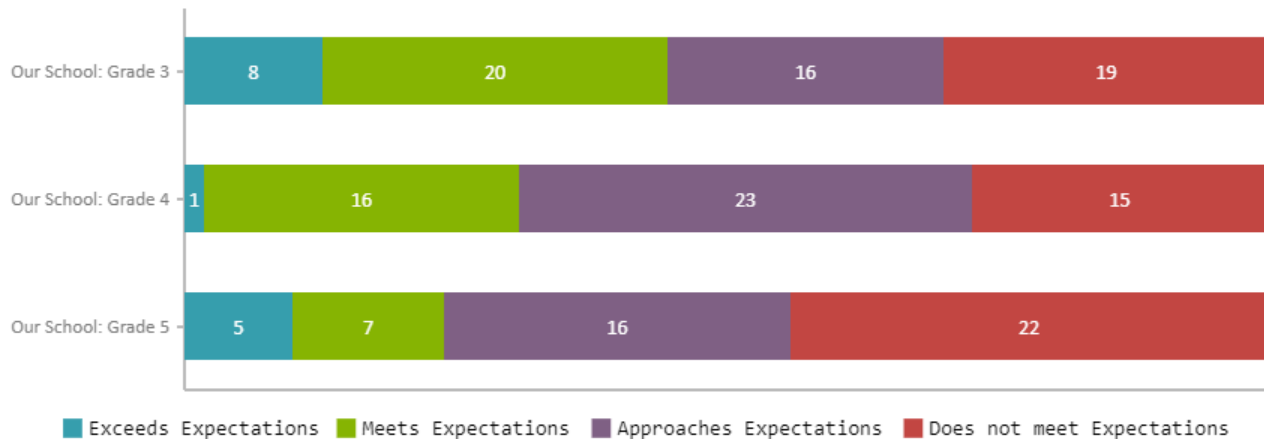
#### 4<sup>th</sup> Grade

- 27% Did not meet expectations
- 19% Approached expectations
- 9% Met expectations

#### 5<sup>th</sup> Grade

- 23% Did not meet expectations
- 13% Approached expectations
- 13% Met expectations

### **SCReady Math 2016-2017**



Based on 2016-2017 SCReady Math:

#### 3<sup>rd</sup> Grade

- 19% Did not meet expectations
- 16% Approached expectations
- 20% Met expectations
- 8% Exceeded expectations

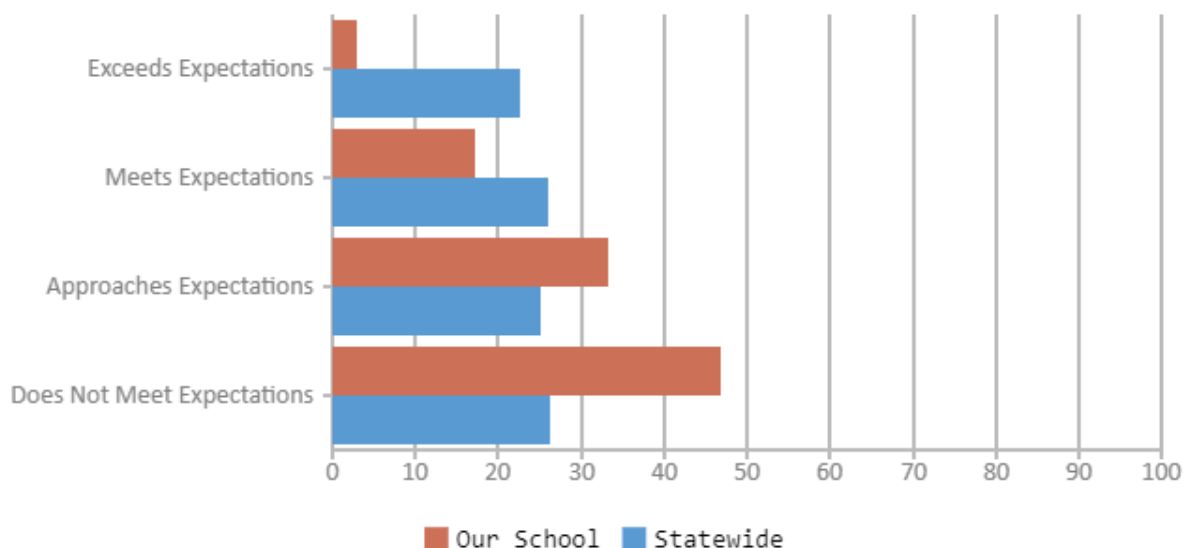
#### 4<sup>th</sup> Grade

- 15% Did not meet expectations
- 23% Approached expectations

- 16% Met expectations
  - 1% Exceeded expectations
- 5<sup>th</sup> Grade
- 22% Did not meet expectations
  - 16% Approached expectations
  - 7% Met expectations
  - 5% Exceeded expectations

### **SCPASS Science 2016-2017**

#### Science



#### **Based on 2016-2017 SCPASS Science:**

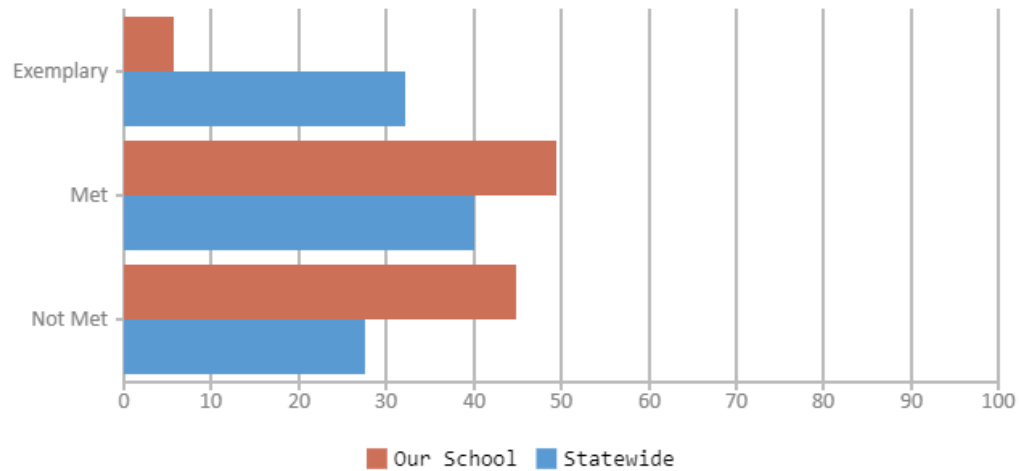
4<sup>th</sup> Grade had 18.2% Met or Exemplary on the 2016-2017 SCPASS Science and  
 5<sup>th</sup> Grade had 22% Met or Exemplary on the 2016-2017 SCPASS Science Test.

As a school, our 4<sup>th</sup> and 5<sup>th</sup> Graders had:

- 46.7% Did not meet expectations
- 33.3% Approached expectations
- 17.1% Met expectations
- 2.9% Exceeded expectations

### **SCPASS Social Studies 2016-2017**

## Social Studies



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### Based on 2016-2017 SCPASS Social Studies:

4th Grade had 65% Met or Exemplary on the 2016-2017 SCPASS Science and  
5<sup>th</sup> Grade had 44% Met or Exemplary on the 2016-2017 SCPASS Science Test.

As a school, our 4<sup>th</sup> and 5<sup>th</sup> Graders had:

- 44.8% Not Met
- 49.5% Met
- 5.7% Exemplary

## Teacher and Administrator Quality

The focus of Alexander Elementary is on creating a comprehensive learning organization that understands, cares about, and works for students. Our allocation of time is one of the truest tests of what is really important to us. The time devoted to an issue on both the annual calendar and within the daily schedule of our school tells stakeholders what is really valued. All resources need to be managed in alignment with and give foremost priority to student achievement goals.

Alexander's professional development plan keeps the focus on school improvement efforts and aligns time, money, and staff development opportunities with our performance goals. On-going professional development activities that are planned in congruence with the school goals and calendar provide school staff with opportunities both to improve personal performance and to learn the new skills they need to reform the school culture and support the development of a true learning organization.

## 2016-2017 Professional Development Areas of Emphasis

Areas of Weaknesses	Strategies to Address Weaknesses
Instructional Planning	<ul style="list-style-type: none"><li>• Unit Planning with district specialists and ICs</li><li>• Coaching Cycles with district specialists and ICs</li><li>• Instructional Rounds</li><li>• Balanced Literacy focused PD</li></ul>
Instructional Delivery	<ul style="list-style-type: none"><li>• Professional Development</li><li>• Learning Focus Model</li><li>• Components of an effective lesson</li><li>• Modeling classroom expectations</li><li>• Academic rigor</li><li>• Student collaboration</li><li>• Instructional Rounds</li></ul>

	<ul style="list-style-type: none"> <li>• Checking for understanding through progress monitoring</li> <li>• Coaching cycles with IC</li> </ul>
Assessing	<ul style="list-style-type: none"> <li>• Collaborate with Title I Math Specialist</li> <li>• Create common assessments (unit assessments)</li> <li>• Additional planning days to create informal assessments</li> <li>• Monitor grade level meetings to address assessment needs</li> </ul>
Content Knowledge	<ul style="list-style-type: none"> <li>• Assist teachers with knowledge of students through learning style inventories</li> <li>• Helping teachers gain pedagogical content knowledge in each subject area (use of illustrations, examples, explanations, demonstrations, preconceptions of a subject)</li> <li>• Teaching the structure of Knowledge (facts-concepts-generalizations-higher order rules) [Coach's Meetings]</li> <li>• Teaching subject integration through PD/Coach's meetings</li> </ul>
Defining Alexander's School Culture	<ul style="list-style-type: none"> <li>• Team building activities</li> <li>• Cultural Triage assessment</li> <li>• Turbulence Model</li> <li>• Pipes and balls</li> <li>• Cross the bridge</li> <li>• Teacher Share Time</li> <li>• Book studies</li> <li>• Fish!</li> <li>• Fish Tales</li> <li>• Fish Sticks</li> <li>• Motivational speaker</li> </ul>

### 2017-2018 Professional Development Calendar

Date	Title	Persons Responsible	Hours	Time
August 10, 2017	New Teachers Meeting	Dr. Campbell Alanda Posey	4	
August 15, 2017	Alexander Expectations	Dr. Campbell	2	
August 16, 2017	Bus Tour/Handbook Overview	Dr. Sonya Campbell Dr. Kara Mann	2	

<b>August 18, 2017</b>	<b>Light Sail Training</b>	<b>Alicia Scott</b>	<b>2</b>	
<b>August 23, 2017</b>	<b>Faculty Meeting Debrief</b>	<b>Dr. Campbell</b>	<b>1</b>	
<b>August 28, 2017</b>	<b>New Teachers Meeting Committee Meeting</b>	<b>Alanda Posey Shiree Fowler</b>	<b>2</b>	
<b>August 30, 2017</b>	<b>Faculty Meeting</b>	<b>Dr. Campbell</b>	<b>2</b>	
<b>September 6, 2017</b>	<b>Mastery Connect Intro Financial Literacy</b>	<b>Alanda Posey</b>	<b>2</b>	
<b>September 11, 2017</b>	<b>New Teachers Meeting Wellness/Sunshine Club</b>	<b>Alanda Posey</b>	<b>2</b>	
<b>September 12, 2017</b>	<b>Coach's Meeting K-2</b>	<b>Alanda Posey Shiree Fowler</b>	<b>1</b>	
<b>September 13, 2017</b>	<b>Technology Meeting</b>	<b>Kelly Smith</b>	<b>2</b>	



	<b>ESOL Building a Culture</b>	<b>Lisa Gilliard</b>		
<b>September 3, 2015</b>	<b>1<sup>st</sup> Grade Planning</b>	<b>Jack Awtry</b>	<b>1</b>	
<b>September 9, 2015</b>	<b>Committee Meetings PLC Vertical Team Planning</b>		<b>2</b>	
<b>September 10, 2015</b>	<b>Teacher Website Training</b>	<b>Sarah Cox</b>	<b>1</b>	
<b>September 14, 2015</b>	<b>Math Lesson Planning Unit Assessments (2<sup>nd</sup>-3<sup>rd</sup>)</b>	<b>Erica Lewis</b>	<b>2</b>	
<b>September 15, 2015</b>	<b>Primary Balanced Literacy Training (Gr. 3-5)</b>	<b>Jack Awtrey</b>	<b>2</b>	
<b>September 16, 2015</b>	<b>PLC Vertical Team Planning Title 1 Info. Conferences</b>		<b>2</b>	
<b>September 17, 2015</b>	<b>Intermediate Balanced Literacy Training (Gr. K-2)</b>	<b>Jack Awtrey</b>	<b>2</b>	
<b>September 23, 2015</b>	<b>GAFE Session 1: Docs/Setup Tech. Integration</b>	<b>Charlotte Sauls</b>	<b>2</b>	
<b>September 26, 2015</b>	<b>Money Cents for Kids PD Training</b>	<b>Susan Nunamaker Lisa Gilliard</b>	<b>4</b>	
<b>September 29, 2015</b>	<b>Math Lesson Planning Unit Assessments (K5-1)</b>	<b>Erica Lewis</b>	<b>2</b>	
<b>September 30, 2015</b>	<b>PLC Mission/Vision Student Centered Culture</b>		<b>2</b>	
<b>October 7, 2015</b>	<b>Team Building Mission/Vision Vertical Team Planning</b>		<b>2</b>	
<b>October 14, 2015</b>	<b>Math Lesson Planning Unit Assessments 3<sup>rd</sup></b>	<b>Erica Lewis</b>	<b>2</b>	
<b>October 14, 2015</b>	<b>PLC Mission/Vision</b>		<b>2</b>	

<b>October 15, 2015</b>	<b>Primary/Intermediate Balanced Literacy Training (Gr. K-5)</b>	<b>Jack Awtrey</b>	<b>2</b>	
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<b>October 21, 2015</b>	<b>PLC Mission/Vision</b>			
<b>October 28, 2015</b>	<b>GAFE Session 2: Slides Tech. Integration</b>	<b>Charlotte Sauls</b>	<b>2</b>	
<b>November 4, 2015</b>	<b>PLC Mission/Vision Vertical Planning</b>		<b>2</b>	
<b>November 5, 2015</b>	<b>Primary Balanced Literacy Training (Gr. K-2)</b>	<b>Jack Awtrey</b>	<b>2</b>	
<b>November 10, 2015</b>	<b>Intermediate Balanced Literacy Training (Gr. 3-5)</b>	<b>Jack Awtrey</b>	<b>2</b>	
<b>November 11, 2015</b>	<b>PLC Mission/Vision Committee Meetings</b>		<b>2</b>	
<b>November 18, 2015</b>	<b>PLC Mission/Vision Committee Meetings</b>		<b>2</b>	
<b>December 2, 2015</b>	<b>GAFE Session 3: Forms Tech. Integration</b>	<b>Charlotte Sauls</b>	<b>2</b>	
<b>December 9, 2015</b>	<b>PLC Mission/Vision Committee Meetings Student Centered Culture</b>		<b>2</b>	
<b>December 15, 2015</b>	<b>Balanced Literacy Training (Gr. K-5)</b>	<b>Jack Awtrey</b>	<b>2</b>	
<b>December 16, 2015</b>	<b>Faculty Dinner</b>		<b>2</b>	
<b>January 6, 2016</b>	<b>Ron Clark Energy Bus Title I Planning</b>	<b>Lisa Gilliard Jenna Key</b>	<b>2</b>	
<b>January 13, 2016</b>	<b>Barry Jacks Horace Mann</b>	<b>Lisa Gilliard</b>	<b>2</b>	
<b>January 20, 2016</b>	<b>Darkness to Light</b>	<b>Pam Colbert</b>	<b>2</b>	
<b>January 27, 2016</b>	<b>Stetson Institute (Inclusion)</b>	<b>Deitre Helvey</b>	<b>2</b>	
<b>February 3, 2016</b>	<b>PLC Balanced Literacy Committee Meetings</b>	<b>Alanda Posey</b>	<b>2</b>	

<b>February 10, 2016</b>	<b>A-Team Procedures Title I Planning Meeting</b>	<b>Leadership Team</b>	<b>2</b>	
<b>February 17, 2016</b>	<b>Coaches Meeting</b>	<b>Alanda Posey</b>	<b>2</b>	
<b>February 24, 2016</b>	<b>Data Talk (Writing Prompts)</b>		<b>2</b>	
<b>March 2, 2016</b>	<b>PLC Balanced Literacy Committee Meetings</b>	<b>Alanda Posey</b>	<b>2</b>	
<b>March 9, 2016</b>	<b>Test-Taking Strategies Grade Level Presentations</b>		<b>2</b>	
<b>March 16, 2016</b>	<b>Test-Taking Strategies</b>		<b>2</b>	
<b>March 23, 2016</b>	<b>Test-Taking Strategies</b>		<b>2</b>	
<b>March 30, 2016</b>	<b>Test-Taking Strategies</b>			
<b>April 6, 2016</b>	<b>PLC Balanced Literacy Committee Meetings</b>	<b>Alanda Posey</b>	<b>2</b>	
<b>April 13, 2016</b>	<b>Test Taking Procedures</b>	<b>Mann, Colbert</b>	<b>2</b>	
<b>April 20, 2016</b>	<b>Test Taking Procedures</b>		<b>2</b>	
<b>April 27, 2016</b>		<b>Mann, Colbert</b>	<b>2</b>	
<b>May 4, 2016</b>	<b>PLC Balanced Literacy Committee Meetings</b>	<b>Alanda Posey</b>	<b>2</b>	
<b>May 11, 2016</b>			<b>2</b>	
<b>May 18, 2016</b>	<b>Personal Learning Device Training (Mission and Vision)</b>	<b>Charlotte Sauls</b>	<b>2</b>	
<b>May 25, 2016</b>	<b>Mission, Vision</b>	<b>Leadership Team</b>	<b>2</b>	
<b>June 1, 2016</b>	<b>Mission, Vision</b>	<b>Leadership Team</b>	<b>2</b>	

## School Action Plan

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

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

**PERFORMANCE GOAL: 1** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 21.0% in 2016-17 to 37.32% 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 2.72% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>21</b> (2016-17)	<b>School Projected Elementary</b>	<b>23.72</b>	<b>26.44</b>	<b>29.16</b>	<b>32.60</b>	<b>33.72</b>
		<b>School Actual Elementary</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>49</b> (2016-17)	<b>District Projected Elementary</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>
		<b>District Actual Elementary</b>					

ACTION PLAN FOR STRATEGY #1: Raise the academic challenge and performance of each student.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Focus: <b>Performance Results</b> Use performance results from school/district/state testing for instructional planning and to target student learning needs. <b>School:</b> Benchmarks, Common Assessments <b>District:</b> Rubicon-Atlas tests, Assessments for 4L/5K, Writing Prompts, Fountas and Pinnell levels, Te21 ELA <b>State:</b> SCReady ELA</p>	<p>Yearly as data is available for district/state tests</p> <p>August 2013 on-going to May 2018 for school.</p>	Admin IC K-5 <sup>th</sup> SPED	\$300 for copying costs	Title I Funds	<ul style="list-style-type: none"> <li>- Data trends tracked over time for district and state assessments</li> <li>- Fountas and Pinnell Baseline data</li> <li>- Differentiated Instructional Plan using Te21 as one resource</li> </ul>
<p>2. Focus: <b>Planning</b> Professional development in ELA with Title One Academic Specialist for ELA to enhance the use of Balanced Literacy in the classroom.</p>	August 2013 on-going to May 2018 for school.	Admin IC Title I Academic Specialists	n/a	n/a	<ul style="list-style-type: none"> <li>- Coaching cycles documentation</li> <li>- Observational feedback</li> <li>- Monthly focus meetings</li> </ul>
<p>3. Focus: <b>Instructional Protocol</b> Use the GCSD Instructional Protocol to guide instructional planning and delivery</p>	2017-2018 to 2022-2023	Admin IC Teachers	\$0	NA	Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement, and sustainability.
<p>4. Focus: <b>Instruction</b> Professional development in ELA with writing text responses.</p>	August 2013 on-going to May 2018 for school.	IC	n/a	n/a	<ul style="list-style-type: none"> <li>- Monthly text-dependent analysis</li> </ul>

<b>Performance Goal Area:</b> <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) <b>ACTION PLAN OR STRATEGY #1:</b> Raise the academic challenge and performance of each student.	<b>EVALUATION</b>
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<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
<b>PERFORMANCE GOAL: 2</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from __34__% in 2016-17 to __42__% in 2022-23.
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by __2__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>34</b> (2016-17)	School Projected Elementary	<b>34</b>	<b>36</b>	<b>38</b>	<b>40</b>	<b>42</b>
		School Actual Elementary					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>54</b> (2016-17)	District Projected Elementary	<b>57</b>	<b>60</b>	<b>63</b>	<b>66</b>	<b>69</b>
		District Actual Elementary					



ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Focus: <b>Performance Results</b> Use performance results from school/district/state testing for instructional planning and to target student learning needs.</p> <p><b>School:</b> Benchmarks, Common Assessments</p> <p><b>District:</b> Rubicon-Atlas tests, Assessments for 4L/5K, Te21 Math</p> <p><b>State:</b> SCReady Math</p>	<p>Yearly as data is available for district/state tests</p> <p>August 2013 on-going to May 2018 for school.</p>	Admin IC K-5 <sup>th</sup> SPED	\$300 for copying costs	Local Funds	<ul style="list-style-type: none"> <li>- Data trends tracked over time for district and state assessments</li> <li>- Differentiated Instructional Plan using Te21 as one resource</li> </ul>
<p>2. Focus: <b>Planning</b> Provide opportunities for teachers to work with a Title One Specialist (Math) to model and / or coach teachers on various strategies to use in the classroom to increase student achievement.</p>	August 2013 on-going to May 2018 for school.	Admin IC Title I Academic Specialists	n/a	n/a	<ul style="list-style-type: none"> <li>- Coaching cycles documentation</li> <li>- Observational feedback</li> <li>- Monthly focus meetings</li> </ul>
<p>3. Focus: <b>Instructional Protocol</b> Use the GCSD Instructional Protocol to guide instructional planning and delivery</p>	2017-2018 to 2022-2023	Admin IC Teachers	\$0	NA	<ul style="list-style-type: none"> <li>- Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement, and sustainability.</li> </ul>

**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 2.5% annually.

DATA SOURCE(s):	AVERAGE BASELINE		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 <b>18</b>	<b>School Projected Elementary 20.88</b>	<b>23.76</b>	<b>26.64</b>	<b>29.52</b>	<b>32.40</b>	<b>35.40</b>
		<b>School Actual Elementary</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual Elementary</b>					

<b>ACTION PLAN FOR STRATEGY #1: Raise the academic challenge and performance of each student.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, etc.)
2. Implement Professional Learning Community support in schools	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	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	Instructional Staff, Administration, Instructional Coach	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers

**Performance Goal Area:** ☒ Student Achievement\* ☐ Teacher/Administrator Quality\* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* required)  
**ACTION PLAN FOR STRATEGY #1: Raise the academic challenge and performance of each student.** **EVALUATION**  
☐ 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 Meets Expectations and Exceeds Expectations 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 Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 1.38% annually.

DATA SOURCE(s):	AVERAGE BASELINE		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 45	School Projected Elementary 46.35	47.76	49.14	50.52	51.90	53.28
		School Actual Elementary					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	District Projected Elementary	TBD	TBD	TBD	TBD	TBD
		District Actual Elementary					

<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, etc.)
2. Implement Professional Learning Community support in schools	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	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	Instructional Staff, Administration, Instructional Coach	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to 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* ☐ 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 for each standardized test (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		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 33.1 (2016-17) Annual Increase = 2.05	<b>Projected Hispanic</b>	<b>35.15</b>	<b>37.2</b>	<b>39.25</b>	<b>41.3</b>	<b>43.33</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 33.1 (2016-17) Annual Increase = na	<b>Actual Hispanic</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 24.5 (2016-17) Annual Increase = 2.52	<b>Projected AA</b>	<b>27.02</b>	<b>29.54</b>	<b>32.06</b>	<b>34.58</b>	<b>37.1</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 24.5 (2016-17) Annual Increase = na	<b>Actual AA</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 13.8 (2016-17) Annual Increase = 3.12	<b>Projected SWD</b>	<b>16.92</b>	<b>20.04</b>	<b>23.16</b>	<b>26.28</b>	<b>29.4</b>

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 13.8 (2016-17) Annual Increase = na	<b>Actual SWD</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 43.2 (2016-17) Annual Increase = 1.49	<b>Projected LEP</b>	<b>44.69</b>	<b>46.18</b>	<b>47.67</b>	<b>49.16</b>	<b>50.65</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 43.2 (2016-17) Annual Increase = na	<b>Actual LEP</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 30.4 (2016-17) Annual Increase = 2.2	<b>Projected SIP</b>	<b>32.6</b>	<b>34.8</b>	<b>37</b>	<b>39.2</b>	<b>41.4</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 30.4 (2016-17) Annual Increase = na	<b>Actual SIP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 44.4 (2016-17) Annual Increase = 1.42	<b>Projected Hispanic</b>	<b>45.82</b>	<b>47.24</b>	<b>48.66</b>	<b>50.08</b>	<b>51.5</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 44.4 (2016-17) Annual Increase = na	<b>Actual Hispanic</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 34.3 (2016-17) Annual Increase = 1.98	<b>Projected AA</b>	<b>36.28</b>	<b>38.26</b>	<b>40.24</b>	<b>42.22</b>	<b>44.2</b>



SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 34.3 (2016-17) Annual Increase = __	<b>Actual AA</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 22.0 (2016-17) Annual Increase = 2.67	<b>Projected SWD</b>	<b>24.67</b>	<b>27.34</b>	<b>30.01</b>	<b>32.68</b>	<b>35.35</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 22.0 (2016-17) Annual Increase = na	<b>Actual SWD</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 43.6 (2016-17) Annual Increase = 1.47	<b>Projected LEP</b>	<b>45.07</b>	<b>46.54</b>	<b>48.01</b>	<b>49.48</b>	<b>50.95</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 43.6 (2016-17) Annual Increase = na	<b>Actual LEP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 41.4 (2016-17) Annual Increase = 1.59	<b>Projected SIP</b>	<b>42.99</b>	<b>44.58</b>	<b>46.17</b>	<b>47.76</b>	<b>49.35</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 41.4 (2016-17) Annual Increase = na	<b>Actual SIP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only 12.4 Annual Increase = 3.2	<b>Projected Hispanic</b>	<b>15.6</b>	<b>18.8</b>	<b>22</b>	<b>25.2</b>	<b>28.4</b>

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only na	<b>Actual Hispanic</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only 6.8 Annual Increase = 3.5	<b>Projected AA</b>	<b>10.3</b>	<b>13.8</b>	<b>17.3</b>	<b>20.8</b>	<b>24.3</b>
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only na	<b>Actual AA</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only 5.3 Annual Increase= 3.59	<b>Projected SWD</b>	<b>8.89</b>	<b>12.48</b>	<b>16.07</b>	<b>19.66</b>	<b>23.25</b>
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only na	<b>Actual SWD</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only 11.8 Annual Increase = 3.23	<b>Projected LEP</b>	<b>15.03</b>	<b>18.26</b>	<b>21.49</b>	<b>24.72</b>	<b>27.95</b>
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only na	<b>Actual LEP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only 11.4 Annual Increase = 3.26	<b>Projected SIP</b>	<b>14.66</b>	<b>17.92</b>	<b>21.18</b>	<b>24.44</b>	<b>27.7</b>

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only na	<b>Actual SIP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only 78.5 Annual Increase = 0.47	<b>Projected Hispanic</b>	<b>78.97</b>	<b>79.44</b>	<b>79.91</b>	<b>80.38</b>	<b>80.85</b>
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only na	<b>Actual Hispanic</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only 70.5 Annual Increase = 0.28	<b>Projected AA</b>	<b>70.78</b>	<b>71.06</b>	<b>71.34</b>	<b>71.62</b>	<b>71.9</b>
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only na	<b>Actual AA</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only 56.5 Actual Increase= 0.75	<b>Projected SWD</b>	<b>57.25</b>	<b>58</b>	<b>58.75</b>	<b>59.5</b>	<b>60.25</b>
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only na	<b>Actual SWD</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only 77.2 Annual Increase = 0.4	<b>Projected LEP</b>	<b>77.6</b>	<b>78</b>	<b>78.4</b>	<b>78.8</b>	<b>79.2</b>

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only na	<b>Actual LEP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only 74.9 Annual Increase = .27	<b>Projected SIP</b>	<b>75.17</b>	<b>75.44</b>	<b>75.71</b>	<b>75.98</b>	<b>76.25</b>
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only na	<b>Actual SIP</b>					

<b>ACTION PLAN FOR STRATEGY #1: To increase student performance.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023	Leadership, Guidance, Program Director, Innovate Coordinator, A-Team Coordinator	\$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
2. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	Leadership, Guidance, Program Director, Innovate Coordinator, A-Team Coordinator	\$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

**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		2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Fastbridge	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
MAP	TBD	School Projected	TBD	TBD	TBD	TBD	TBD

		<b>School Actual</b>					
Fountas and Pinnell	<b>TBD</b>	<b>District Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>					
Fastbridge	<b>TBD</b>	<b>District Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>					
MAP	<b>TBD</b>	<b>District Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>	<b>EVALUATION</b>
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<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Coach teachers in instructional best practices using the district coaching framework and through in-house training	2018-2023	Leadership, Instructional Coach, Literacy Specialists, Academics	\$2000	\$ 500 Local Funds, General Funds	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
2. Utilize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning.	2018-2023	Instructional Staff, Leadership, Instructional Coach, Literacy Specialists, Academics	\$0	NA	Documentation of ongoing instructional rounds including implications for instructional growth
3. Utilize coaching cycles to enhance best teaching practices.	2018-2023	Instructional Staff, Leadership, Instructional Coach, Literacy Specialists, Academics	\$0	NA	Documentation of ongoing coaching cycles  Monthly focus group meetings

**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		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:	EVALUATION
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<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Develop recruitment plans for positions where there is no or minimal diversity.	2018-2023	Leadership	\$0	NA	Diversity of candidates
2. Interview and hire quality candidates who are diverse.	2018-2023	Leadership	\$0	NA	Ongoing interviewing and hiring of qualified candidates

**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):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	89.1	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
	98.2	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					
	83.3	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		<b>School Actual Parents</b>					
SDE School Report Card Survey	<b>91</b>	<b>District Projected Students</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Students</b>					
	<b>94</b>	<b>District Projected Teachers</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Teachers</b>					
	<b>88</b>	<b>District Projected Parents</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>	<b>≥ 90</b>
		<b>District Actual Parents</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>	<b>EVALUATION</b>
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<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1.Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	All staff	\$0	NA	Information received from multiple stakeholder groups
2. Continue to host monthly Community Café meetings to encourage parents and community members to report any concerns or issues.	2018-2023	Principal TIF	\$350	Title I Funds	Information received from multiple stakeholder groups
3. Create and maintain PBIS incentives and develop and implement social skills program.	2018-2023	PBIS Committee	\$200	Local Funds	Classroom and office referrals

**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		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	89	School Projected	90	90	90	90	90
		School Actual					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual					

ACTION PLAN FOR STRATEGY #1:	EVALUATION
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<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Expand mentoring program for students	2018-2023	Guidance, social worker	\$0	Local	Students assigned to an adult at the school, , Innovate roster
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	Leadership, Guidance	TBD	Local	Visit to community, use of community facilities for meetings, collaboration
3. Establish PBIS protocols among all adults to communicate positively with students	2018-2023	All Staff	\$0	NA	Documentation of communicating protocol to staff, House Rallies

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority							
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL: 5</b> Achieve and maintain a student attendance rate of 95% or higher.							
<b>INTERIM PERFORMANCE GOAL:</b> Maintain an annual student attendance rate of 95% or higher.							
DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	<b>School Projected</b>	<b>96</b>	<b>96</b>	<b>96</b>	<b>96</b>	<b>96</b>
	96	<b>School Actual</b>					
	(2016-17) <b>95</b>	<b>District Projected</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Continue to monitor and implement attendance celebrations and incentives.	2018-2023	Attendance Clerk Guidance Social Worker	\$0	NA	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Social Worker Teacher Attendance Clerk	\$0	NA	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	Attendance Clerk Admin team	\$0	NA	Students are identified and appropriate supports are assigned



**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):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 4 % Lonely – 6 % Angry – 7 %	School Projected	Afraid ≤ 5 Lonely ≤ 5 Angry ≤ 5	Afraid ≤ 5 Lonely ≤ 5 Angry ≤ 5	Afraid ≤ 5 Lonely ≤ 5 Angry ≤ 5	Afraid ≤ 5 Lonely ≤ 5 Angry ≤ 5	Afraid ≤ 5 Lonely ≤ 5 Angry ≤ 5
		School Actual	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 ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implement relationship-building programs/strategies and mentoring relationships	2018-2023	Guidance, PBIS committee, social worker, Leadership	\$0	NA	Programs implemented with fidelity
2. Develop and maintain support resources for guidance counselors, classroom teachers, mentors	2018-2023	Guidance, social worker, mental health counselor	\$0	NA	Support options developed and distributed