

# **RUDOLPH GORDON SCHOOL**

## **SCHOOL PORTFOLIO**

**2018-19 THROUGH 2022-23**



**JACKIE PARKER, PRINCIPAL**

**GREENVILLE COUNTY SCHOOL DISTRICT**

**DR. W. BURKE ROYSTER, SUPERINTENDENT**

SCHOOL RENEWAL PLAN COVER PAGE  
*SCHOOL INFORMATION AND REQUIRED SIGNATURES*

**RUDOLPH GORDON ELEMENTARY**

**GREENVILLE COUNTY SCHOOL DISTRICT**

**SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 202-2023 (five years)**

**SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-19 (one year)**

**Assurances**

The district strategic plan, or annual update of the district strategic plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

**CHAIRPERSON, BOARD OF TRUSTEES**

Charles J. Saylor		8/28/18
PRINTED NAME	SIGNATURE	DATE

**SUPERINTENDENT**

Dr. W. Burke Royster		8/15/18
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Tricia Surles		7-25-18
PRINTED NAME	SIGNATURE	DATE

**PRINCIPAL**

Jackie Parker		7-25-18
PRINTED NAME	SIGNATURE	DATE

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

Lindsay Hardin		7-25-18
PRINTED NAME	SIGNATURE	DATE

**SCHOOL'S ADDRESS:** 1507 Scuffletown Road  
Simpsonville, SC 29681

**SCHOOL'S TELEPHONE:** (864) 452-0201

**PRINCIPAL'S E-MAIL ADDRESS:** [jparker@greenville.k12.sc.us](mailto:jparker@greenville.k12.sc.us)

# STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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>POSITION</u>	<u>NAME</u>
1. PRINCIPAL:	Jackie Parker
2. TEACHER:	Beth Hadley
3. PARENT/GUARDIAN:	Shannon Petrus
4. COMMUNITY MEMBER:	Robert Keely
5. SCHOOL IMPROVEMENT COUNCIL:	Tricia Surles
6. Read to Succeed Reading Coach	Lindsay Hardin
7. School Read to Succeed Literacy Leadership Team Lead	Lindsay Hardin
6. OTHERS* (May include school board members, administrators, PTO members, agency representatives, university partners, etc.) School Improvement Council members, students, Literacy Leadership Team	Must include the School Read to Succeed

<u>POSITION</u>	<u>NAME</u>
Assistant Principal	Vicki Tweed
Instructional Coach	Celeste Keely
School Counselor	Carrie Pulley
School Counselor	Kim Lambert
Literacy Coach	Lindsay Hardin
Reading Interventionist	Kim White
Teacher	Catherine Osborne
Teacher	Brooke Key
Teacher	Sheena Abrams
Teacher	Kirby Frair
Teacher	Libby Wright
Secretary	Brenda Koontz

**\*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

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

X **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., before school tutoring, after-school homework help centers, individual tutoring, and group remediation).

X **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children’s education. 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 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*.

X **Technology**

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

NA **Innovation**

The school 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 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).

X **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.

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

**X** **Developmentally Appropriate Curriculum for Pre K–3**

The school ensures that the scope and sequence of the curriculum for Pre K–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 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 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 not 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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# Introduction

A new Action Plan has been written to be implemented from 2019-2023. The process began in April 2018 with an overview presented to the faculty, staff, PTA, and SIC. Groups were formed with representation from our various stakeholders. These groups reviewed the survey data collected from parents, students, and our faculty and staff. State survey results included on the school's report card and results from the survey given as part of our self-assessment were used to identify strengths and areas for improvement for our total school program. Student data from standardized tests was critiqued to develop student achievement goals that are specific, measurable, attainable, results-oriented, and time-bound. Stakeholders that served on the standards teams and the portfolio teams are:

1. Self-Assessment: Standard 1 – Purpose and Direction  
Portfolio: Mission, Vision, Beliefs

- Catherine Osborne, kindergarten teacher, chairperson
- Kristie Smith, 1<sup>st</sup> grade teacher
- Emily Sisson, 2<sup>nd</sup> grade teacher
- Taylor Tatum, 2<sup>nd</sup> grade teacher
- Lauren Reaves, 3<sup>rd</sup> grade teacher
- Kristi Calvert, 4<sup>th</sup> grade teacher
- RaeLee Keller, 5<sup>th</sup> grade teacher
- Kim White, Literacy Coach
- Kristin Bence, music teacher
- Amy McConaghy, kindergarten assistant
- Kimberley Evans, kindergarten assistant

2. Self-Assessment: Standard 2 – Governance and Leadership  
Portfolio: School Profile

- Kirby Frair, 3<sup>rd</sup> grade teacher, chairperson
- Vicki Tweed, Assistant Principal
- Ann Owens, kindergarten teacher
- Faith Deaver, 1<sup>st</sup> grade teacher
- Victoria Missouri, 2<sup>nd</sup> grade teacher
- Beth Hadley, 4<sup>th</sup> grade teacher
- Leslie Dutcher, 5<sup>th</sup> grade teacher
- Tracy Willis, Challenge teacher
- Kristin Wooten, physical education teacher
- Lynne Dixon, kindergarten assistant
- Angie Sauders, Office Clerk
- Bernadette Farrow, cafeteria manager
- Kathi Owens, kindergarten assistant
- Stephen Smith, plant engineer

**Self-Assessment: Standard 3 – Teaching and Assessing for Learning**

Portfolio: Data Analysis and Needs Assessment, Introduction

- Sheena Abrams, 2<sup>nd</sup> grade teacher, chairperson
- Jackie Parker, principal
- Erin Williams, kindergarten teacher
- Megan Phillips, 1<sup>st</sup> grade teacher
- Linda Goretzke, 1<sup>st</sup> grade teacher
- Nicole Poore, 3<sup>rd</sup> grade teacher
- Haleigh Poole, 4<sup>th</sup> grade teacher
- Nicholas Russell, 5<sup>th</sup> grade teacher
- David Rank, Science Lab teacher
- Tracy Willis, challenge teacher
- Lori Hall, resource teacher
- Lindsay Hardin, Literacy Coach
- Deb Fuls, kindergarten assistant
- Kimberly Rush, media clerk

3. Self-Assessment: Standard 4 – Resources and Support Systems

Portfolio: School Profile

- Brooke Key, 1<sup>st</sup> grade teacher, chairperson
- Carrie Pulley, guidance counselor
- Kelly Tetzlaff, kindergarten teacher
- Rachel Tabor, kindergarten teacher
- Kristi Smith, 1<sup>st</sup> grade teacher
- Angie Nelson, 2<sup>nd</sup> grade teacher
- Robin Sanford, 3<sup>rd</sup> grade teacher
- Lauren Sierputowski, 3<sup>rd</sup> grade teacher
- Amy Rodgers, 4<sup>th</sup> grade teacher
- Hannah Luther, resource teacher
- Brooke Vickery, speech pathologist
- Linda Snow-Moors, speech pathologist
- Kim Arneson, nurse
- Kathi Owens, kindergarten assistant
- Brenda Koontz, secretary
- Gwynna Terry, office clerk

4. Self-Assessment: Standard 5 – Using Results for Continuous Improvement

Portfolio: Executive Summary

- Libby Wright, Interventionist, chairperson
- Celeste Keely, instructional coach
- Darsi Bolding, Kindergarten teacher
- Leigh Laskis, 1<sup>st</sup> grade teacher
- Beth Linville 1<sup>st</sup> grade teacher
- Ela Zende, 2<sup>nd</sup> grade teacher
- Kimberley Graham, 3<sup>rd</sup> grade teacher
- Jill Owens, 3<sup>rd</sup> grade teacher
- Sarah Byrd, 4<sup>th</sup> grade teacher
- Kimberley Cooksey, 5<sup>th</sup> grade teacher
- Chris Nieders, art teacher
- Faith Holloway, kindergarten assistant

*Each group participated in developing the 2018-2019 Action Plan. The plan includes five year performance goals, annual objectives, and strategies to achieve the goals. The action plan addresses student achievement, teacher and administrator quality, and school climate.*



# Executive Summary

## 2017 Assessment Findings for Rudolph Gordon Elementary School

- SC Ready English.....62.6% Meets or Exceeds Expectations
- SC Ready Math.....59.8% Meets or Exceeds Expectations
- SCPASS Science.....4<sup>th</sup> grade - 62.1% Met or above
- SCPASS Science.....5<sup>th</sup> grade - 59.2% Met or above
- SCPASS Social Studies.....4<sup>th</sup> grade - 89.4% Met or above
- SCPASS Social Studies.....5<sup>th</sup> grade - 86.6% Met or above

## Teacher and Administrator Quality

- 3 Administrators ( 1 principal and two assistant principals)
- 52 Teachers
- 9 Support Staff
- 70.2% of the teaching staff have an advanced degree
- 87.2% of the teaching staff are on continuing contract
- 5 National Board Certified Teachers
- 1 National Board Certified Guidance Counselor

## School Climate Findings

The students, parents and teacher surveys indicate the following:

- The school is safe and is well kept
- The school cares about individual student's needs.
- The teachers have high expectations for students and implement the state curriculum effectively.

## Significant Challenges from past 3 years

- Training new teachers on district initiatives (Fountas and Pinnell, PBL/ STEAM)
- Implementation of the district Balanced Literacy Model/Literacy Framework
- Implementation of continuum of services for Special Education students
- Implementation of new district curriculum/standards in Math and Science
- Converting from elementary to K-8 school
- Implementation of Rubicon Atlas and Mastery Connect

## Accomplishments and Awards

- Students raised over \$20,000 during the 2016-17 school year for various community projects.
- Implementation of a school wide character Ed program
- Safe School award for ninth consecutive year
- Palmetto Gold and Silver awards for academic achievement and closing the gap

# School Profile

Rudolph Gordon School welcomed students for the first time in August of 2008. Parents, students, and community leaders joined together with the school faculty and staff to create a learning environment where family values are respected, diversity is celebrated, teamwork is modeled, and academic success for every student is expected.

The two-story facility honors Dr. Rudolph Gordon, who retired in 2000 as District Superintendent of Greenville County Schools. In 2005, the Greenville County School Board voted unanimously to name the new school in his honor, acknowledging his accomplishments and leadership in education and community. The school media center is named in memory of his wife, Corrine Smith Gordon, to honor her many years of dedication to the students in Greenville County as a school media specialist.

The school currently serves one thousand, sixty-three students with capacity for one thousand, six hundred. Features of the building include a science lab, computer lab, classrooms for art and music instruction, a multi-purpose room designed for a variety of physical education activities, and a state-of-the-art media center. Each classroom is equipped with a Promethean board, and Rudolph Gordon Elementary is one-to-one Chromebook for students in grades three through eight. Additionally, the primary cafetorium seats 300 for lunch and the secondary cafeteria seats 300. The conversion of Rudolph Gordon to a K-8 school is on schedule for opening in August 2018. The new building will house grades five through eight. Fifth and sixth grade students will open the middle school with an additional grade being added each forthcoming year. Rudolph Gordon School is built to support project based learning, which will include collaboration, technology and hands-on learning in innovation labs. Classroom instruction will include integration of curriculum and STEAM (Science, Technology, Engineering, Arts and Mathematics) activities.

School security is an ongoing focus for Rudolph Gordon School. An emergency response plan is in place, which includes background checks for all school visitors. The staff and students routinely participate in practice drills to determine the strengths and needs of the school. Students are taught the “Ignore the Door” policy developed by Greenville County School District.

The student population at Rudolph Gordon Elementary is culturally diverse with six home languages represented. Enrollment figures show the following ethnic distribution of students:

<b>Student Groups</b>	<b>Total School Enrollment 1063 (B 543/G 520)</b>	<b>Percentage</b>
Caucasian	839 (432/407)	79%
African American	107 (50/57)	10%
Hispanic	60 (32/28)	5.6%
Two or More Races	34 (18/16)	3.19%
Other / Asian	21 (9/12)	1.97%
Poverty Index		31.1%

The poverty index, related to the number of students qualifying for free or reduced price meals, is 31.1%. Approximately 14.3% of the students qualify for assistance through the special education department, and 13.5 percent of students qualify for the gifted and talented program in grades 3, 4, and 5. The average daily attendance for Rudolph Gordon Elementary is 96.5%. The retention rate of students is less than 1% annually. Students are heterogeneously grouped for instruction, with students spending the majority of the day with their classroom teacher. The ratio of teachers to students is 1 to 22.8.

The school leadership team consist of one principal and two assistant principals that support 48 classroom teachers who instruct students based on the following distribution: 25 students in kindergarten classes, approximately 21 students in first and second grade classes, an average of 23 in third grade classes, and 26 or more in fourth through eighth grade classes. Additionally, there are support teachers that teach art, music, physical education, speech, challenge, and resource. A bilingual teacher works with students on a weekly basis. An instructional coach assists teachers in planning and implementing effective lessons, a part-time literacy coach supports classroom teachers in literacy instruction, as well as provide reading intervention to identified students through RTI, along with the part-time reading interventionist. Two school counselors conduct classroom lessons, implementing character education, as well as provide a variety of counseling services for our students. Other support personnel include a secretary, two office clerks, nurse, cafeteria manager, plant engineer, media clerk, and six kindergarten-teaching assistants. Additionally, we have two special education support assistants that work with identified students. The following percentages further describes the teaching staff of Rudolph Gordon School: 70.2% have advanced degrees, 87.2% are on continuing contract and the average teacher attendance rate is 92.2%.

Members of the faculty council have an equal voice in decision-making. Council members often initiate topics for discussion and disseminate information from the principal. When making decisions, a consensus is reached with the understanding that the outcome is in the best interest of our school.

Committees play a major role in the decision making process. They work collaboratively to move the school toward accomplishing goals outlined in the strategic plan. Ongoing and ad-hoc committees that have specific roles form the leadership structure. Committees share recommendations with the faculty and staff for discussion. By incorporating everyone in the shared decision making process, commitment is heightened to achieve the schools mission, vision, and goals.

Professional Learning Communities (PLCs) are utilized to increase dialogue among grade levels. Teachers use data from many sources to inform and plan instruction. The commitment from our PLCs to improve the teaching and learning environment is evident in the increases in student achievement scores on monthly common assessments and yearly state testing.

The PTA works with the faculty and staff to enhance the home-school relationship to positively affect the education of all students. Officers are responsible for presenting a yearly budget to the PTA members for approval. The budget is created to support school improvement plans. PTA initiatives include fundraisers, family school events, membership drives, student encouragement for academic achievement, operation of a school store, and festivals. The PTA sponsors a volunteer program that provides teachers with valuable resources that include the following: SEEDS reading program, Book Buddies program, laminating, incentives for academic achievement, and school beautification projects. Over 20,000 volunteer hours are reported annually. The PTA has a Facebook page, which announces upcoming events and serves to announce specific school volunteer needs. PTA board meetings are held monthly, and school-wide PTA meetings are scheduled four times a year

The School Improvement Council is an advisory committee to the school's principal. Members assist in the preparation of the school's strategic plan, participate in monitoring and evaluating annual initiatives, help write the narrative for the state Report Card, work with the principal to prepare the annual report to the community, and advise the leadership team on the spending of state, district, and local funds. The council is composed of parents, teachers, and community members. Meetings are held monthly.

Rudolph Gordon's PTA and SIC have been very instrumental in establishing our partnerships. Local businesses contribute incentives, provide monetary rewards, and sponsor grants for our teachers.

Rudolph Gordon Elementary offers many opportunities for student participation and recognition. Outstanding character is recognized through the Terrific Kids Program sponsored by the Kiwanis Club. Academic achievement and perfect attendance are rewarded with ribbons, certificates, and incentives provided by business partners and the PTA. Students' creative abilities are showcased through the Author's Tea and the school writing wall, school newsletters, and community newspapers and publications. In addition, Rudolph Gordon Elementary offers a very strong fine arts program. Talent is showcased in local, county, and state art competitions and county and state choral performances.

Effective discipline is an integral part of a successful school program. Parents and students receive a school handbook, which includes the district's code of conduct and Rudolph Gordon Elementary School policies, procedures, and regulations. Teachers also send home their individual classroom discipline plans and procedures. Students are encouraged and expected to maintain appropriate behavior at all times.

Our academic curriculum is developed in alignment with state and district academic standards to meet the diverse needs of our students. All teachers develop a syllabus outlining student expectations, classroom rules and procedures, and academic standards. The Fountas and Pinnell balanced literacy model is used for language arts instruction, Everyday Counts Math strategies are incorporated into lessons, and writing and technology are integrated in all subject areas. Other strategies used to enhance academic instruction include Accelerated Reader, IXL Math, science kits, small group guided reading instruction, and weekly hands-on science instruction in a lab setting to support and enrich classroom science lessons. Computer-assisted instruction, based on state standards, is incorporated into the teaching and learning environment.

Teachers receive on-going training for school initiatives, and Professional Learning Communities are utilized to increase dialogue among faculty members in order to enhance student learning. Our faculty participated in STEAM training provided by our district academic science specialist through Clemson University and will continue with ongoing training. In addition, Rudolph Gordon has a teacher lead Discovery Leadership team that provides on-going staff training through Discovery Education.

# Mission, Vision, Beliefs

## MISSION

The mission of Rudolph Gordon School, in cooperation with home and community, is to prepare children to become lifelong learners and responsible, productive citizens by creating meaningful learning experiences in a safe, nurturing environment.

## BELIEFS

We believe:

1. All children can learn.
2. All children should be given learning opportunities to meet their unique needs, gifts, and learning styles in order to reach their full potential.
3. Education is a shared responsibility involving students, teachers and staff, parents, and community members.
4. School should be a safe and nurturing environment where the cultures and customs of families are respected.
5. Educational experiences should encourage students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.

# Data Analysis and Needs Assessment

## Student Achievement Needs Assessment

The South Carolina READY Assessment assessed students in reading, writing, and math.  
The results are below.

### SC READY 2017 ELA

Grade	Students Tested	Did Not Meet	Approaches	Meets	Exceeds	Meets/ Exceeds
3 <sup>rd</sup>	141	12.8%	24.8%	30.5%	31.9%	62.4%
		(18/141)	(35/141)	(43/141)	(45/141)	(88/141)
4 <sup>th</sup>	136	11%	25%	42.6%	21.3%	63.9%
		(15/136)	(34/136)	(58/136)	(29/136)	(87/136)
5 <sup>th</sup>	144	11.1%	29.9%	29.9%	29.2%	59.1%
		(16/144)	(43/144)	(43/144)	(42/144)	(85/144)
Total	421	11.6%	26.6%	34.2%	27.6%	61.8%
		(49/421)	(112/421)	(144/421)	(116/421)	(260/421)

### SC Ready 2017 Math

Grade	Students Tested	Did Not Meet	Approaches	Meets	Exceeds	Meets/ Exceeds
3 <sup>rd</sup>	141	7.1%	24.8%	29.8%	38.3%	68.1%
		(10/141)	(35/141)	(42/141)	(54/141)	(96/141)
4 <sup>th</sup>	136	11%	26.5%	35.3%	27.2%	62.5%
		(15/136)	(36/136)	(48/136)	(37/136)	(85/136)
5 <sup>th</sup>	144	11.8%	39.6%	25%	23.6%	48.6%
		(17/144)	(57/144)	(36/144)	(34/144)	(70/144)
Total	421	10%	30.4%	29.9%	29.7%	59.6%
		(42/421)	(128/421)	(126/421)	(125/421)	(251/421)

## SCPASS Science

<b>PASS</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
NOT MET	14.9%	15%	19%
PROFICIENT	85.1%	85%	81%
Absolute Index Score	3.28	3.09	3.22

## 2017 SCPASS Science

Does Not Meet	13.6%
Approaches	26.5%
Meets	30.8%
Exceeds	29.0%

## SCPASS Social Studies

<b>PASS</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
NOT MET	10%	9.6%	14.7%
PROFICIENT	90%	90.4%	85.3%
Absolute Index Score	3.68	3.73	3.48

## 2017 SCPASS Social Studies

Not Met	12.1%
Met	44.6%
Exemplary	43.2%



## Teacher and Administrator Quality

### Professional Development Calendar for 2018-19

- Monthly professional development with Chris Burras for curriculum and STEAM integration
- Quarterly workshops on components of the literacy framework
- Classroom technology workshops with emphases determined by teacher needs assessment survey results

## School Climate Needs Assessment

### School Climate Survey

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

Below are the 2017 survey results from teachers, students and parents.

Number of surveys returned	(T)31	(S)142	(P)88
Percent satisfied with learning environment	100.0%	94.4%	95.4%
Percent satisfied with social and physical environment	100.0%	93.7%	97.7%
Percent satisfied with school-home relations	100.0%	91.6%	75.8%

[Link to 2017 South Carolina State Department of Education School Report Card](#)

**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 62.7 in 2016-17 to 77.7% in 2022-23.

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 62.7 (2016-17)	<b>School Projected Elementary</b>	<b>65.7</b>	<b>68.7</b>	<b>71.7</b>	<b>74.7</b>	<b>77.7</b>
		<b>School Actual Elementary</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (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>					

<b>ACTION PLAN FOR PERFORMANCE GOAL 1 (Student Achievement):</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor.	2019-2020	Administrators Instructional Coach	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Implement coaching cycles to improve common planning and instruction	2018-2020	Administrators Instructional Coach	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	Instructional Coach Teachers	\$0	NA	Mastery Connect 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: 2** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 60% in 2016-17 to 75% in 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 60 (2016-17)	<b>School Projected Elementary</b>	<b>63</b>	<b>66</b>	<b>69</b>	<b>72</b>	<b>75</b>
		<b>School Actual Elementary</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 54 (2016-17)	<b>District Projected Elementary</b>	<b>57</b>	<b>60</b>	<b>63</b>	<b>66</b>	<b>69</b>

		<b>District Actual Elementary</b>					
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<b>ACTION PLAN FOR PERFORMANCE GOAL (Student Achievement):</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Implement tasks that promote reasoning and problem solving.	2018-2023	Instructional Coach Teachers	\$0	NA	Observations
2. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary.	2018-2023	School Principals Instructional Coach Teachers	\$0	NA	Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction
3. Provide professional learning opportunities to build content knowledge and pedagogy.	2018-023	Principal Instructional Coach	\$0	NA	Evidence of unit and lesson planning, collaborative dialogue, increase the use of Mastery Connect for assessment alignment, evidence of content specific PLO

**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 TBD% 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>School Projected Elementary</b>	TBD	TBD	TBD	TBD	TBD
		<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>	TBD	TBD	TBD	TBD	TBD
		<b>District Actual Elementary</b>					

<b>ACTION PLAN FOR PERFORMANCE GOAL 3 (Student Achievement):</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 professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor.	2019-2020	Administrators Instructional Coach	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Implement coaching cycles to improve common planning and instruction	2018-2020	Administrators Instructional Coach	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule
3. Use formative assessments to inform planning and instruction for the purpose of increasing DOK	2019-2013	School Principals	\$0	NA	Observations, Lesson Plans

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

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

**PERFORMANCE GOAL: 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 TBD% 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	<b>School Projected Elementary</b>	TBD	TBD	TBD	TBD	TBD
		<b>School Actual Elementary</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	<b>District Projected Elementary</b>	TBD	TBD	TBD	TBD	TBD



		<b>District Actual Elementary</b>					
<b>ACTION PLAN FOR PERFORMANCE GOAL 4 (Student Achievement):</b>							<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>		
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor.	2019-2020	Administrators Instructional Coach	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds		
2. Implement coaching cycles to improve common planning and instruction	2018-2020	Administrators Instructional Coach	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule		
3. Use formative assessments to inform planning and instruction for the purpose of increasing DOK	2019-2013	School Principals	\$0	NA	Observations, Lesson Plans		

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

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

**PERFORMANCE GOAL: 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 64.8% (2016-17) Annual Increase = 3%	<b>Projected Hispanic</b>	67.8	70.8	73.8	76.8	79.8
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 64.8% (2016-17) Annual Increase = 3%	<b>Actual Hispanic</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49.2% (2016-17) Annual Increase = 3%	<b>Projected AA</b>	52.2	55.2	58.2	61.2	64.2

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49.2% (2016-17) Annual Increase = 3%	<b>Actual AA</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 14.8% (2016-17) Annual Increase = 3%	<b>Projected SWD</b>	17.8	20.8	23.8	26.8	29.8
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 14.8 (2016-17) Annual Increase = 3%	<b>Actual SWD</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 47% (2016-17) Annual Increase = 3%	<b>Projected LEP</b>	50	53	56	59	62
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 47% (2016-17) Annual Increase = 3%	<b>Actual LEP</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 41% (2016-17) Annual Increase = 3%	<b>Projected SIP</b>	44	47	50	53	56
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 41% (2016-17) Annual Increase = 3	<b>Actual SIP</b>					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 51% (2016-17) Annual Increase = 3	<b>Projected Hispanic</b>	54	57	60	63	66
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 51% (2016-17) Annual Increase = 3	<b>Actual Hispanic</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 42% (2016-17) Annual Increase = 3	<b>Projected AA</b>	45	48	51	54	57
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 42% (2016-17) Annual Increase = 3%	<b>Actual AA</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 20% (2016-17) Annual Increase = 3%	<b>Projected SWD</b>	23	26	29	32	35
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 20% (2016-17) Annual Increase = 3%	<b>Actual SWD</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 53% (2016-17) Annual Increase = 3%	<b>Projected LEP</b>	56	59	62	65	68

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 53% (2016-17) Annual Increase =3%	<b>Actual LEP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 40% (2016-17) Annual Increase = 3%	<b>Projected SIP</b>	43	46	49	52	55
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 40% (2016-17) Annual Increase = 3%	<b>Actual SIP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected Hispanic</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual Hispanic</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected AA</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual AA</b>					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected SWD</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual SWD</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected LEP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual LEP</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected SIP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual SIP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected Hispanic</b>	TBD	TBD	TBD	TBD	TBD

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual Hispanic</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected AA</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual AA</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected SWD</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual SWD</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected LEP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual LEP</b>					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected SIP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test	Baseline will be established in 2017-18 Grades 5 only	<b>Actual SIP</b>					

<b>ACTION PLAN FOR PERFORMANCE GOAL 5 (Student Achievement):</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 Strategy and content support for teachers	2018-2023	Instructional Coach	\$0	NA	School-based professional development offerings that provide best practice strategies and content for teachers



ACTION PLAN FOR PERFORMANCE GOAL 5 (Student Achievement):					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Administrators Instructional Coach	\$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds
3. School will utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups	2018-2020	Administrators Instructional Coach	\$0	NA	Evidence of EWRS intervention logs and team 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: 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.

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
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 PERFORMANCE GOAL 6 (Student Achievement):</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 Balanced Literacy with fidelity across grades	2018-2023	Administration Literacy Specialist Instructional Coach Teachers	\$0	NA	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3 <sup>rd</sup> grade
2. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Administration Literacy Specialist Instructional Coach Teachers	\$0	NA	Classroom libraries offer a wide selection of texts that reflect students' interests and needs Teachers lead focused reading conferences and small group work Students can articulate and demonstrate progress toward their reading goal(s)
3. Implement the MTSS framework and intervention guidelines with fidelity	2018-2020	Administration Literacy Specialist Instructional Coach	\$0	NA	Formative and summative assessments to inform about the focus, duration and effectiveness of the intervention

**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					

<b>ACTION PLAN FOR PERFORMANCE GOAL 1 (Teacher/Administrator Quality):</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. Identify quality candidates who are diverse	2018-2023	Principal	\$0	NA	Ongoing identification of candidates
2. Network with all stakeholders to identify diverse candidates.	2018-2023	Principal	\$0	NA	Ongoing identification of 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	97.2	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					

	87.7	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents					
SDE School Report Card Survey	91	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					
	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					



<b>ACTION PLAN FOR PERFORMANCE GOAL 1 (School Climate):</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. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Principal	\$0	NA	Newsletters, Social Media Posts, SIC and PTA agendas
2. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concern or issues	2018-2023	Administrators	\$0	NA	Tips received from multiple stakeholder groups
3. Provide front office staff with training in recognizing and deescalating volatile situations	2018-2023	Administrators	\$0	NA	Training provided
4. Continued use of the Level I and Level II background checks	Ongoing	Front office staff	Changes annually	District General Fund	Volunteer checks completed

**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):	AVERAGE BASELINE		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					
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					

Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
ESSA Federal Accountability and SDE School Report Card	(2016-17)	<b>School Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>School Actual</b>					
ESSA Federal Accountability and SDE School Report Card	(2016-17)	<b>District Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>District Actual</b>					

<b>ACTION PLAN FOR PERFORMANCE GOALS 2 &amp; 3 (School Climate)</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. After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.		Administrators School Counselors Teachers	\$0	NA	Students in need being matched with services
2. Increase awareness of community based resources that families can reach out to for guidance and support		School Counselors	\$0	NA	Information disseminated and utilized
3. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions		Administrators	\$0	NA	Information disseminated through various formats

**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	91	School Projected	90	90	90	90	90
		School Actual					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual					

<b>ACTION PLAN FOR PERFORMANCE GOAL 4 (School Climate):</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. Expand mentoring program for students	2018-2023	School Counselors	TBD	Local	Students assigned to an adult at the school
2. Provide opportunities for support staff to be inclusive in school culture	2018-2023	Administrators	\$0	NA	Support staff included in decision making and support of students

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

*Gifted and Talented Requires*  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		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 96.5%	School Projected	95	95	95	95	95
		School Actual					
	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

<b>ACTION PLAN FOR PERFORMANCE GOAL 5 (School Climate):</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. Use data from GC Source, teacher/staff, and parent referrals to identify at risk students	2018-2023	On Track Coordinator Attendance Clerk Administrators	\$0	NA	Students are identified and appropriate supports are assigned
2. Improve school-level interventions related to attendance	2018-2023	Attendance Team	TBD	District General Fund	Parental participation in interventions
3. Develop a “welcome packet” and student ambassadors program to guide students who enter the school mid-year	2018-2023	School Counselors	\$0	NA	Welcome information and procedure in place



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

*Gifted and Talented Requires*  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 10 % Angry 8 %	<b>School Projected</b>	<b>Afraid ≤ 4 Lonely ≤ 9 Angry ≤ 7</b>	<b>Afraid ≤ 4 Lonely ≤ 9 Angry ≤ 7</b>	<b>Afraid ≤ 4 Lonely ≤ 8 Angry ≤ 6</b>	<b>Afraid ≤ 4 Lonely ≤ 8 Angry ≤ 6</b>	<b>Afraid ≤ 4 Lonely ≤ 7 Angry ≤ 5</b>
		<b>School Actual</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	<b>District Projected</b>	<b>Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7</b>	<b>Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7</b>	<b>Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6</b>	<b>Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6</b>	<b>Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5</b>
		<b>District Actual</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>	<b>Afraid ≤ Lonely ≤ Angry ≤</b>

<b>ACTION PLAN FOR PERFORMANCE GOAL 6 (School Climate):</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. Train staff and students on the anonymous reporting process	2018-2023	School Counselors	\$0	NA	Students and staff aware and able to report
2. Each school will ensure its character education program addresses bullying behaviors	2018-2023	Administrators School Counselors	\$0	NA	Appropriate programs utilized by schools
3. Expand Internet Safety and Cyberbullying outreach program.	2018-2023	School Counselors	\$0	NA	Programs offered