Greenville County School District

Diane Jackson, Principal
Dr. W. Burke Royster, Superintendent

Scope of plan: 2018-19 through 2022-23

Tigerville Elementary

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	*W Burke Royster*	8/15/2018
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

C. Diane Jackson	*C. Diane Jackson*	7.27.18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors	*(signature)*	8/28/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Rhonda Batson	*Rhonda G Batson*	7-27-18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Lisa Greene	*Lisa R. Greene*	7-27-18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 25 Tigerville Elementary School Road

SCHOOL TELEPHONE: (864) 355-4600

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

Stakeholder Involvement for School Renewal

Position   Name

1.   Principal: C. Diane Jackson

2.   Teacher: Bethany Imms

3.   Instructional Coach: Stephen Thompson

4.   Parent/Guardian: Emily Jennings

5.   Community Member: Linda Wells

6.   Community Member: Rhonda Batson

7.   Paraprofessional: Sonya Howard

8.   School Improvement Council Member: Jennings Autry

9.   Read to Succeed Reading Coach: Lisa Greene

10.   School Read To Succeed Literacy Leadership Team Lead: Lisa Greene

11.   School Read To Succeed Literacy Leadership Team Member: Amanda Van Patton

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

** Must include the School Literacy Leadership Team for Read to Succeed

Table of Contents

Introduction

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

Portfolio Teams:

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

Executive Summary

Needs Assessment:

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

SC READY ELA:

Our SC READY ELA data shows that in Grade 3, the number of students scoring "Does Not Meet" (DNM) decreased by 4.7% from 2016 to 2017, with an increase of 26.9% in the category of "Meets". Although this same group of students dropped by 12.4% in the "Exceeds" category, overall they increased by 14.5% in total number of students "Meets" or "Exceeds" standard. Grade 4 data showed an increase

from 0% to 18.6% in the number of students scoring "Does Not Meet" (DNM), increased by 5.9% in the category of "Meets", and a decline of 9.0% in students scoring in the "Exceeds" category. The total number of students scoring "Meets" or "Exceeds" declined by 3.1% from 2016 to 2017. Grade 5 data showed an 8.6% decline in the number of students scoring "Does Not Meet" (DNM) along with a 2.8% increase in the percent of students scoring "Meets". The percent of students meeting or exceeding standard increased by 10.9% from 2016 to 2017.

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

SC READY MATH:

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

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

SCPASS Data:

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

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

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

When comparing our school's 2017 raw data scores to those of our district, our students scored 30.5% higher with students scoring "Met" or "Exemplary" than our school district average. The number of our students scoring "Met" or "Exemplary" declined from 89.7% to 83.8% for a 6.1% decrease from 2016 to

2017. Our school was rated first out of fifty-three elementary schools in the district for our Science performance on SCPASS in 2017.

Teacher and Administrative Quality:

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

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

School Climate:

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

Significant Challenges:

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

Significant Awards, Results, or Accomplishments:

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

School Profile

School Community:

Tigerville Elementary School, situated in the heart of a small, rural, mountain community, was first built in 1866 as a one-room schoolhouse. The community feels pride and ownership of the school. In fact, before the year 2000, the community rallied together to prevent our school from closing or being converted to a child development center. The school moved from a traditional wooden schoolhouse structure into a bright, cheerful child-friendly building over a decade ago. Today the school serves 282 students in four-year-old kindergarten through fifth grade. Currently, we have 54 students with special permission to attend our school. Universal breakfast, a free breakfast/snack program, is available to all of our students. Our poverty index is 47.4, and we believe this to be relatively inaccurate because our parents are proud and do not complete the free and reduced forms offered.

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

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

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

School Personnel:

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

Staff Level of Education:

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

Student Population:

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

	3rd Grade	4th Grade	5th Grade

# of Students in Gifted and Talented Program	16	4	11

Present enrollment is 279 students. Demographics are:

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

Racial/Ethnic Composition:

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

Special Education Services – 11% - 32 Students

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

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

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

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

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

In addition to the curricula foundations for all content listed above, Reading/ELA's curriculum is based on the Fountas and Pinnell balanced literacy approach. This approach utilizes small, fluid guided reading groups based on individual student reading levels determined through formal and informal benchmarking, anecdotal notes, and teacher observations. The administrative team, support staff, and community volunteers all assist with the implementation of these groups. The Balanced Literacy Specialist and Literacy Mentors (primary and intermediate) provide additional support for Reading. They share and model effective ELA strategies with other faculty members. Our school incorporates Project Read components such as phonics, grammar, and writing instruction in all grade levels to further enhance student achievement. Teacher/student-created anchor charts are the foundation of

Reading/ELA mini-lessons in our classrooms. These anchor charts serve as a teaching tool not just for that day of instruction, but as a student reference tool throughout the unit and school year.

The implementation of a schoolwide Fast Facts initiative five years ago has extended Math's curricula foundations. This extension was in response to a need for students to master basic computation facts (addition, subtraction, multiplication, division) at each grade level. Each year goals setting takes place through vertical teaming. Each grade "owns" components of the four basic math operations and each grade level builds on the skills from the previous year and allows students opportunities to move beyond that grade level's expectations. At the beginning of each school year, teachers talk about how well-prepared the children are with knowing their basic math facts. Goals have steadily increased in rigor based on student progress each year in surpassing set goals. As in reading, our teachers also incorporate daily small, flexible math groups that are formed and served based on the same criteria as the Reading small groups.

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

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

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

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

Mission, Vision, and Beliefs

Mission

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

Vision

"Where Children Are At The Top!"

Beliefs

The curriculum must be:

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

Instruction must include:

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

The assessment must be:

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

The environment must provide:

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

Data Analysis and Needs Assessment

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

Action Plan

Performance Goal Area: ☒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 ___64__% in 2016-17 to __79___% 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 64% (2016-17)	**School Projected Elementary**	**67%**	**70%**	**73%**	**76%**	**79%**
		School Actual Elementary					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **49** (2016-17)	**District Projected Elementary**	**52**	**55**	**58**	**61**	**64**

		District Actual Elementary					

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

Performance Goal Area:	☒Student Achievement* ☐Teacher/Administrator Quality* ☐

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from _81____% in 2016-17 to _91_% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by ___2__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _81%__ (2016-17)	**School Projected Elementary**	**83%**	**85%**	**87%**	**89%**	**91%**
		School Actual Elementary					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **54** (2016-17)	**District Projected Elementary**	**57**	**60**	**63**	**66**	**69**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Continue with implementation with grade level fast facts	August 2018-June 2019	Teachers	No Cost	N/A	Fast fact goal sheet, Lesson plans, and classroom observations
2. Utilize IXL program target specific skill/standards	August 2018-June 2019	Teachers	No Cost	N/A	IXL reports, lesson plans and classroom observations
3. Create higher level standards based questions using Mastery Connect	August 2018-June 2019	Teachers	No Cost	N/A	Mastery Connect reports, lesson plans and classroom observations

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

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by _1__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary**	88%	89%	90%	91%	92%
		School Actual Elementary					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:	**EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Integrating content leveled readers into Guided Reading groups	August 2018-June 2019	Teachers	$400	District funds	Lesson plans and classroom observations
2. Utilize IXL program target specific skill/standards	August 2018-June 2019	Teachers	No Cost	N/A	IXL reports, lesson plans and classroom observations
3. Create higher level standards based questions using Mastery Connect	August 2018-June 2019	Teachers	No Cost	N/A	Mastery Connect reports, lesson plans and classroom observations

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

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

PERFORMANCE GOAL: 4 The percentage of students scoring 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 __.5%__% 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	**School Projected Elementary**	**95.5%**	**96.0%**	**96.5%**	**97.0%**	**97.5%**
		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					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Integrating content leveled readers into Guided Reading groups	August 2018- June 2019	Teachers	$400	District funds	lesson plans and classroom observations
2. Utilize IXL program target specific skill/standards	August 2018- June 2019	Teachers	No Cost	N/A	IXL reports, lesson plans and classroom observations
3. Create higher level standards based questions using Mastery Connect	August 2018- June 2019	Teachers	No Cost	N/A	Mastery Connect reports, lesson plans and classroom observations

Performance Goal Area:	☒Student Achievement*	☐Teacher/Administrator Quality*	☐

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

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

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data 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 __N/A (2016-17)	**Projected Hispanic**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations N/A__ (2016-17)	**Actual Hispanic**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _N/A_ (2016-17)	**Projected AA**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations N/A__ (2016-17)	**Actual AA**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations __N/A (2016-17)	**Projected SWD**					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _N/A_ (2016-17)	**Actual SWD**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _N/A_ (2016-17)	**Projected LEP**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations N/A__ (2016-17)	**Actual LEP**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 58% (2016-17)	**Projected SIP**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 58% (2016-17)	**Actual SIP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __N/A _ (2016-17)	**Projected Hispanic**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __N/A _ (2016-17)	**Actual Hispanic**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations ___N/A (2016-17)	**Projected AA**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __N/A _ (2016-17)	**Actual AA**					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __N/A _ (2016-17)	**Projected SWD**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __N/A _ (2016-17)	**Actual SWD**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __N/A _ (2016-17)	**Projected LEP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations __N/A _ (2016-17)	**Actual LEP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 78% (2016-17)	**Projected SIP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 78% (2016-17)	**Actual SIP**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected Hispanic**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual Hispanic**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected AA**					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual AA**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected SWD**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual SWD**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected LEP**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual LEP**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected SIP**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual SIP**					
SCPASS Social Studies SCPASS test data	Baseline will be established in 2017-18 Grades 5 only	**Projected Hispanic**					
SCPASS Social Studies SCPASS test data	Baseline will be established in 2017-18 Grades 5 only	**Actual Hispanic**					

SCPASS Social Studies SCPASS test data	Baseline will be established in 2017-18 Grades 5 only	Projected AA					
SCPASS Social Studies SCPASS test data	Baseline will be established in 2017-18 Grades 5 only	Actual AA					
SCPASS Social Studies SCPASS test data	Baseline will be established in 2017-18 Grades 5 only	Projected SWD					
SCPASS Social Studies SCPASS test data	Baseline will be established in 2017-18 Grades 5 only	Actual SWD					
SCPASS Social Studies SCPASS test data	Baseline will be established in 2017-18 Grades 5 only	Projected LEP					
SCPASS Social Studies SCPASS test data	Baseline will be established in 2017-18 Grades 5 only	Actual LEP					
SCPASS Social Studies SCPASS test data	Baseline will be established in 2017-18 Grades 5 only	Projected SIP					
SCPASS Social Studies SCPASS test data	Baseline will be established in 2017-18 Grades 5 only	Actual SIP					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide early morning classroom enrichment	August 2018- June 2019	Teachers	No Cost	N/A	Classroom observations
2. Provide afterschool tutorial for ELA and math	August 2018- June 2019	Teachers as needed	$3000	Flex allocation funds	Attendance records, pre- and post- assessment

Performance Goal Area:	☒Student Achievement*	☐Teacher/Administrator Quality*	☐

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority

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

PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	**73%**	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
FastBridge	**64%**	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
MAP	69%	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					

Fountas and Pinnell	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					
FastBridge	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					
MAP	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

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

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

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

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

PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	0% 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
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Actively recruit diverse teachers at Shinning Stars	July 2018- October 2018	Teachers	No Cost	N/A	Lesson plans and classroom observations

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SDE School Report Card Survey	97%	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students					
	100%	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers					
	89%	**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					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Ensure the Ignore the Door policy followed	July 2018- October	All staff and students	No Cost	N/A	Observations

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

Performance Goal Area:	☐Student Achievement*	☐Teacher/Administrator Quality*	☒

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*　　　☐District Priority

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	**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

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**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17)	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Employ Love and Logic	July 2018- October 2018	All Staff	No Cost	N/A	Discipline Reports

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	94%	School Projected					
		School Actual					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Employ Love and Logic	July 2018-October	All Staff	No Cost	N/A	Observations and discipline reports

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

| **Performance Goal Area:** | ☐Student Achievement* | ☐Teacher/Administrator Quality* | ☒ |

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority

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

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

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

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95%	**School Projected**					
		School Actual					
	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
		District Actual					

ACTION PLAN FOR STRATEGY #1:	**EVALUATION**

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

Performance Goal Area:		☐Student Achievement*	☐Teacher/Administrator Quality*	☒

School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Culture & Climate Surveys	Afraid – 2% Lonely – 13% Angry – 10%	**School Projected**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
		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 ≤**

ACTION PLAN FOR STRATEGY #1:	**EVALUATION**

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