

# **Brushy Creek Elementary School Strategic Plan**

## **2018-19 through 2022-2023**

**Building a Community of Excellence One Student at a Time**



**Greenville County Schools  
Brushy Creek Elementary School  
1344 Brushy Creek Road  
Taylors, South Carolina 29687  
864-355-5400**

**Charles T. Davis, Jr., Principal  
Dr. W. Burke Royster, Superintendent**

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL NAME:** Brushy Creek Elementary School  
**SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023** (*five years*)  
**SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020** (*one year*)

### Required Signature Page

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

### Assurances for the School Renewal Plans

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

#### SUPERINTENDENT

Dr. W. Burke Royster		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

#### PRINCIPAL

Charles T. Davis, Jr.		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

#### CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Whitney Cline		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

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

Amy Murphy		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL ADDRESS: 1344 Brushy Creek Road; Taylors, SC 29687

SCHOOL TELEPHONE: (864) 355-5400

PRINCIPAL E-MAIL ADDRESS: [ctdavis@greenville.k12.sc.us](mailto:ctdavis@greenville.k12.sc.us)

# STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	<u>Charles T. Davis Jr.</u>
2. TEACHER	<u>Molly Mosley</u>
3. PARENT/GUARDIAN	<u>Valerie Watkins</u>
4. COMMUNITY MEMBER	<u>Michael Locke</u>
5. SCHOOL IMPROVEMENT COUNCIL	<u>Whitney Cline</u>
6. Read to Succeed Reading Coach	<u>Amy Murphy</u>
7. School Read to Succeed Literacy Leadership Team Lead	<u>Gaie Perez</u>
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

\*\* Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
<u>Assistant Principal</u>	<u>Erin McCauley</u>
<u>RTI</u>	<u>Belinda Black</u>

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

# ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

## Early Childhood Development and Academic Assistance Act (Act 135) Assurances

(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

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

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

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## Introduction

During the 2018-2019 school year, Brushy Creek updated the School Strategic Plan using the South Carolina State Department guidelines.

Our Faculty Council and Vertical teams updated the various sections of the Strategic Plan. Each group looked at data which always drives our instructional decisions. Teams met monthly to finalize all information.

The categories utilized in this school portfolio are:

- [Introduction](#)
- [Executive Summary](#)
- [School Profile](#)
- [Mission, Vision and Beliefs](#)
- [Data Analysis and Needs Assessment](#)
- [Action Plan](#)
- [Website link to 2018-2019 Annual School Report Card](#)

### Faculty Council and Vertical Teams

<b>Faculty Council</b>	<b>Math</b>	<b>ELA</b>	<b>Science</b>	<b>Social Studies</b>	<b>Writing</b>
Action Plan/ Perceptions	Executive Summary	School Profile	Mission/Vision/ Beliefs	Data Analysis	School Profile
Charles T. Davis Jr.	Pam Swan	Liz Putnam	Rachel Robinson	Wendy Frans	Chelsey Troutman
Erin McCauley	Kate Cooper	Abbey Stewart	Jennifer Hart	Mary J. McGrath	Sarah Jalbert
Gaie Perez	Mary Jane Leland	Madeline Martin	Claire Smithy	Kristi Parker	Hope Chapman
Amy Smith	Lauren Cox	Laura Rodier	Joy Rogers	Emma Baumbach	Angela Larsen
Ellie Placko	Sarah Pratt	Molly Mosley	Tammy Rogers	Abby Meadows	Debra Forrester
Brandy Smith	Brittani O'Connor	Bridgett Pressley	Christy Dean		
Kathy Lewis	Abby Gilbert	Ashlee Vanasse			
Lauren Heppeard		Pam Wells			
Jill Farr		Rachel Mills			
Amy Murphy		Karen Pendergrass			
Vicki Lewis					

Laura Rodier					
Aly Malone					

## **Executive Summary**

### **Summarize findings of student achievement:**

- 72% of third through fifth grade students met or exceeded Math benchmark on SCReady
- 66% of third through fifth grade students met or exceeded ELA benchmark on SCReady
- Students in grades 3-5 met or exceeded district and state averages in all subject areas on SCReady
- Earned an Excellent Overall Rating on the 2017-18 School Report Card
- Earned an Excellent in Academic Achievement and Preparing for Success
- Earned a Good in English Learners' Progress, Student Progress and School Quality
- Students in grades 3-5 continue to score above the district and national average in Math and ELA
- Students in grades 3-5 grade continue to score above the district and state average in writing
- We continue to be concerned about the achievement gap between our white and African American students
- We continue to be concerned about the performance of our students with disabilities on SCReady and SCPASS

### **Summarize findings for teacher and administrator quality**

- 100% of Brushy Creek administration and staff are highly qualified
- Quality staff development is provided on campus
- Staff development is designed to help teachers maintain highly qualified certification
- Technology staff development is provided to help teachers meet State Department technology proficiency

### **Summarize findings for school climate**

- Needs Assessment for School Climate: (Parent Survey)
- According to our parent survey from the 2017-18 school report card, 93% of our parents indicated satisfaction with the learning environment
- Needs Assessment for Teacher and Administrator Quality: (Survey)
  - According to the teacher survey, 91.3% of our teachers are satisfied with the learning environment, 100% social and physical environment, and the 91.3% school-home relations, however, we continue to explore ways to improve our overall learning environment with parents and students in order to involve all stakeholders in improving our school climate.

### **Brushy Creek's significant challenges from the past three years**

- Reaching all ability levels and continuing to lessen the gap for subgroups
- Continuing the tradition of high performance on SCPASS and SCReady testing



- Increasing the use of a variety of technology in the instructional program to ensure students meet the characteristics of the Profile of the SC Graduate
- Continuing to provide current staff development on best practices such as balanced literacy, inclusion, and integration of technology

### **Brushy Creek’s significant awards, results, or accomplishments from the past three years**

- National Blue Ribbon School of Excellence Award
- National Foundation for Improving Education Through Technology Award
- Palmetto’s Finest Award
- S.C. Blue Ribbon School Award
- S.C. Hall of Fame Award for Exemplary Writing
- School Incentive Award Winner
- Red Carpet Schools Award
- Palmetto Finest Finalist
- Palmetto Gold Award Winner
- National PTA School of Excellence
- National Board Certified Teachers
- International Reading Award of Excellence
- Digital Leader Corp

### **School Profile**

Brushy Creek Elementary School is located in the suburban community of Taylors, South Carolina. It is one of fifty-one elementary schools in the School District of Greenville County. The school serves students in K4 through Grade 5. The school day begins at 8:00 a.m. and students are dismissed at 2:30 p.m.

The original Brushy Creek Elementary School was a four-room facility located across the street from the present campus. Rapid growth in the area created the need for a larger modern facility, and in 1964 a new building was completed. In the mid- seventies, a 10-classroom modular unit was added. As student enrollment continued to increase, portable classroom units were added.

In August 2001, we moved into a new facility designed for a capacity of 800 students with core facilities for 1,000 students. The building has administrative offices, 34 regular classrooms, seven kindergarten classrooms, three self-contained classrooms for special education of which one can be divided into two resource classrooms; two permanent resource classrooms, two rooms for itinerant teachers, a health room, a science lab, computer lab, art room, music room, physical education multipurpose room and office. The administrative offices include an office for the principal, assistant principal, secretary, and attendance/bookkeeper, as well as a reception area, main office area, storage rooms, student bookstore, work area with staff mailboxes, and teacher workroom. The media center includes a professional library/conference room, a television production room, teacher resource center, a computer research station and large office area. The school also has a guidance suite that includes two offices, a waiting area, and a conference room and an office suite for the plant engineer. Play areas include separate playgrounds for kindergarten and for grades 1-5, a softball field and walking track.

Brushy Creek Elementary School provides a comprehensive and challenging curriculum to all students. Our curriculum is based on the state's new standards implemented fully during the 2014-15 school year in the content areas of ELA and math. Students are instructed in Reading, Language, Spelling, Math, Science/Health and Social Studies. Students also receive instruction in Art, Music and Physical Education each week. We offer classroom guidance instruction every month as well as media instruction on a rotating basis.

Teachers prepare a course syllabus that outlines these standards and the timeline for teaching them, textbooks and other resources used in the classroom, grading policies, homework practices, and classroom management plans. Syllabi are shared with all parents at our Back to School Night as well as linked on every teacher's website. Parents who do not attend can reference the syllabus on-line or request a hard copy. Each teacher maintains a web-site which includes the syllabus, weekly classroom updates, and teacher e-mail. Subject matter and courses are reviewed on a regular basis both within the grade level and from one grade level to the next through vertical articulation. All our instructional activities are accurately aligned with curriculum standards in order to prepare all of our students for the next grade level.

During the 2016-2017 school year, we served 18 students in a before school WOOF (Working on our Future) Club, which is a tutorial based program to help students who demonstrated weaknesses in SCPass and MAP. Students worked on the SuccessMaker computer program in math. Our kindergarten and first grade students were also involved in an RTI (Response to Intervention) reading program where they received intensive remediation.

### **History of Brushy Creek Elementary School**

Brushy Creek Elementary School has a long history of excellence in education, care and concern for students, and a strong involvement with the community. The first Brushy Creek School building was built in 1916. It was a four-room structure and stood across Brushy Creek Road from the present day building. Early on, quiet fields and busy farms surrounded the school. Across the street was Brushy Creek Baptist Church; distinguished for being the oldest church in Greenville County. Up the road was the prosperous and progressive Silverleaf Dairy.

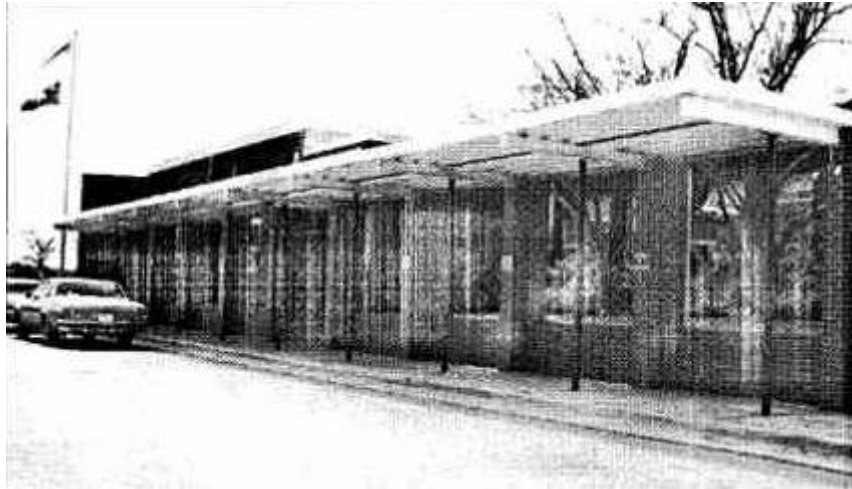


*Original Brushy Creek Elementary School  
1916*

Brushy Creek's first PTA was formed in 1956, with Mrs. Eugene Hammett (Dot) as the first PTA president. Then, as today, the families of students at Brushy Creek were intent on securing the

best education possible for their children. Working closely with the school's administration, the PTA bought school supplies, helped maintain the school grounds, repaired the school building, provided substitute teachers and held fundraisers.

During the late 1950's and early 1960's, the future of Brushy Creek School was uncertain. At one point, the Greenville County School District decided to close the school and send the students to other schools. But eventually, the plans evolved in favor of closing the small schoolhouse and building a new structure. In the spring of 1964, the old schoolhouse that had served so well was abandoned and a new Brushy Creek structure was occupied in the fall of 1964. It had 12 classrooms and was built to educate 124 students. The first school year welcomed 486 students under the leadership of Helen Jordan and her staff.



Brushy Creek Elementary School  
1964

The 1960's and 1970's also brought many changes to the community surrounding Brushy Creek. During that time, many industries moved into Greenville, Greer and Taylors. In less than 10 years, the area evolved from a rural community to a suburban one.

Beginning in the 1970's, additions were made as needed, including a modular unit that consisted of 10 classrooms and 20 portable classrooms were added behind the 1964 building. During the summer of 1999, Brushy Creek began construction on a second new school. We moved into the new building in August, 2001.



Brushy Creek has always been among the top schools in the School District of Greenville County in academics and has won many awards. In 1996, Brushy Creek was awarded the prestigious "Palmetto's Finest" honor. The school also won the distinguished South Carolina Blue Ribbon award in 1998. In 1999, the U. S. Department of Education recognized Brushy Creek as a National "Blue Ribbon" School. Brushy Creek was given the "Red Carpet" Award in 2001 for being a friendly school. Brushy Creek has also received the Palmetto Gold Awards for PACT Performance for the past two academic years. During the 2007-08 school year Brushy Creek Elementary School received the Red Carpet Award from the South Carolina State Department of Education. "A Red Carpet School does an outstanding job of creating a family-friendly school environment and providing excellent customer service, according to the State Department of Education. (<http://ed.sc.gov/agency/Innovation-and-Support/Community-and-Parent-Services/Red-Carpet-Schools/Index.html>) During the 2010-2011 school year Brushy Creek Elementary School received the Palmetto Silver Award for Closing Achievement Gap in 2009-2010 and the Palmetto Gold Award. Brushy Creek Elementary was selected as one of the four finalist elementary schools for the Palmetto's Finest Award in 2011-12. In 2012-2013, Brushy Creek was recognized as a finalist for the SIC Dick and Tunky Riley Award for SIC Excellence. In the 2017-18 school year, Brushy Creek was named a Palmetto's Finest Finalist. Also, the school received the Safety Award for Greenville County Schools.

### **Brushy Creek Attendance Area**

Students at Brushy Creek Elementary School are mostly from middle class neighborhoods. Our poverty index is approximately 42.8%.

### **Current Enrollment**

Enrollment for 2018-2019 by grade levels is as follows:

4K	5K	First	Second	Third	Fourth	Fifth	Total
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23	135	135	140	139	163	169	904
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## **School Personnel**

### **Our Leaders**

#### **Charles T. Davis, Jr.**

Charles T. Davis, Jr., principal, for the past several years has served Greenville County Schools as an assistant principal at both Woodland and Rudolph G. Gordon Elementary Schools. Mr. Davis has also served as an elementary teacher and school counselor in Greenville County prior to beginning his career as an administrator.

A graduate of Morris College in Sumter, South Carolina, he earned a Bachelor of Science Degree in Elementary Education. Additionally, Mr. Davis completed graduate studies at Clemson University. While there he earned a Master of Education Degree in School Counseling, as well as 30 additional hours in family and student behavioral counseling. Mr. Davis also obtained certification in Educational School Leadership from Clemson University. He additionally earned an Education Specialist Degree from Furman with a concentration in the Superintendency.

In his twentieth year as a professional educator with Greenville County Schools, he values and understands the importance of parental support and community involvement in a student's life. Mr. Davis firmly believes that children receive the best education possible when the school and home work together as a team. His motto and desire is for all children to be treated fairly and with respect. He passionately works with teachers, parents, and community leaders to teach, encourage, and mold students into responsible citizens of tomorrow. Mr. Davis truly believes in our school motto, "Building a Community of Excellence One Student at a Time"!

#### **Erin McCauley**

Brushy Creek's Assistant Principal is Erin McCauley. Mrs. Erin McCauley is in her first year as Assistant Principal at Brushy Creek and is very excited about the opportunity to serve at Brushy Creek Elementary School this year. She is thrilled to join the BCES family. Before earning the position here at Brushy Creek Elementary School, Mrs. McCauley served as the Administrative Assistant at Berea Elementary School for the past 3 years. Prior to the start her career in administration, Mrs. McCauley was a classroom teacher for 13 years. She taught at Woodland Elementary School for seven years. Before moving over to teach at Woodland, Mrs. McCauley taught at Grove Elementary School for six years. She have taught 2nd, 3rd, and 5th grade. This year marks her sixteenth year in education.

She is originally from Upstate New York. Mrs. McCauley graduated from St. John Fisher College in Rochester, NY in May 2001 with a Bachelor's Degree in Elementary Education/Psychology. She moved to Greenville, SC in July 2001. Mrs. McCauley graduated with a Master's Degree in Administration and Supervision from Southern Wesleyan University in July 2014.

She has been married for a little over 14 years, and have 2 beautiful daughters. Emma is 13 years old and Allie is 11 years old. Both of her daughters will attend Riverside Middle School this year. During her free time, she enjoy spending time with family and friends and running and working out.

## **Instructional Staff**

The school is staffed with a principal, assistant principal, 51 teachers, one full-time and one part-time school counselor, one part-time literacy specialist, one part-time RTI teacher, one full-time STEAM Lab teacher, and an instructional coach. The support staff includes 11 paraprofessionals, one nurse, three office staff, one media clerk, seven cafeteria workers, and six custodial staff. The average teaching experience ranges from 1 to 30 years of teaching experience.

## **Parental Involvement**

The students at Brushy Creek come from a wide range of socioeconomic groups. Brushy Creek families earn incomes spanning from less than \$10,000 to more than \$200,000 per year. Our poverty index is 42.8%.

## **Parents and Community Business Partners**

Brushy Creek Elementary has a very active PTA. Our parents serve as mentors for students, room mothers, or assist making copies for teachers. The PTA has numerous committees which encourage parental involvement to support their goals. With an annual budget for the 2017-2018 school year of over \$60,000, PTA funds are used to support various school projects. In previous years, PTA has assisted with the purchase of playground equipment for the K-5 play area, refrigerators and microwave ovens for various areas in the building, as well as supporting the rental, maintenance agreement, and supplies for copiers. PTA has committed to provide annual grants to teachers to support classroom instruction.

Brushy Creek enjoys the eager support of its parents and community volunteers. For the past several years, volunteers have contributed up to 15,000 hours per year. The PTA and community volunteers organize fund-raising programs as well as many service programs for our school.

The School Improvement Council is actively involved at Brushy Creek. This group is composed of parents, community volunteers, teacher representatives, and school administrators.

The role of the Brushy Creek Elementary School Improvement Council (SIC) is:

- Assist in the development, implementation and evaluation of the five-year school improvement plan (also known as the school renewal plan or strategic plan).
- Assist in the preparation of yearly plan updates;
- Write the annual Report to Parents, which provides information on the school's progress in meeting school and district goals and objectives, due for distribution by April 30;
- Prepare the annual 425-word narrative for the School Report Card, in conjunction with the principal;
- Provide advice on the use of school incentive award expenditures (if allocated by the legislature and awarded to the school);
- Participate in the revision of the School Improvement Plan if the school is rated unsatisfactory on the School Report Card;
- Serve as liaison between the school, school organizations, the community and the local school board by collecting and disseminating pertinent information;
- Provide other assistance that the principal may request as well as carrying out any other duties prescribed by the local school board.

### **Community Partnerships**

Community and business partners provide a wide range of services and support to our school. Kiwanis Club International sponsors and assists us each quarter with recognizing two students from each homeroom class who exhibits good character and citizenship skills for our Terrific Kids program. Local businesses offer student rewards and incentives for such things as perfect attendance and honor roll. We have parents and community members who volunteer to mentor, tutor, and assist with needs identified by teachers and staff. This spirit of service has definitely spread to the Brushy Creek student body. Each year our students participate in many charitable and service-oriented projects, including, holiday food drives (including collecting treats for animals at the Humane Society), collecting gloves, hats, and coats for shelters, supporting the Miracle Hill Industries, and visiting nursing homes.

### **Major Academic and School Programs**

#### **Vertical Teaming**

At each grade level, teachers are encouraged to work together as a team. We are working across grade levels to ensure a continuum of learning. These vertical teams are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do. Brushy Creek is using a vertical teaming approach that includes a representative of each grade level as well as a member of our Related Arts team. Vertical teams meet once a month to ensure that teachers have the opportunity to collaborate in order to improve teaching and learning.

Faculty Council is one of the most valuable vertical team/professional learning communities in the building. This team meets with the Leadership Team the first Wednesday of each month. The team discusses everything from schedules, professional development, curriculum, and assessment. At least twice during the year the team reads and discusses a professional article. This discussion is led by the assistant principal. This vertical team also attends a summer retreat where the coming school year is planned. During this retreat the team discusses a professional book and plans a presentation to the staff.

### **Balanced Literacy**

As a school, we have consistently implemented a variety of best practices such as: Fountas and Pinnell, Power Writing, and have been intentional in ensuring rigor in teaching reading and writing. Brushy Creek teachers have received extensive professional development in Fountas and Pinnell as another approach to providing students with meaningful reading and writing instruction in order to improve student achievement. We continue to implement literacy centers, refine assessments in order to level students appropriately in regards to reading texts, and implement full use of a school-wide leveled library. Our Literacy Specialist serves as the Read to Succeed Lead and is a support to teaching of reading and writing.

### **Response to Intervention**

The overall goal of RTI is to accelerate children's reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and their comprehension. Appropriate reading tools and strategies are taught so that children can become independent and successful readers. All kindergarten students are screened in letter name fluency and letter sound fluency in the fall. Students who fall in the "at risk" (red and yellow) range are served in small reading intervention groups. The ERI Reading Kit is used for instruction. Kindergarten teachers and assistants have 3-5 students for 30 minutes daily. All kindergarten students are screened again in the winter--letter naming fluency, letter sounds fluency, and the phoneme segmentation fluency probes. Students scoring in the red and yellow areas are invited to participate in an RTI group. Students who have made good progress in both their RTI group and in the regular classroom are recommended for dismissal from the RTI program. Progress monitoring is done every 10 days for 30 days. If the student has continued to maintain their skills, they are dismissed from the program. If the student begins to struggle, the student is put back into the program.

### **The Writing Process**

We believe that our emphasis on writing is of central importance to our curriculum vision and goals. Research shows us that exemplary writing instruction is critical in improving student achievement. At the kindergarten level, students use invented spelling to begin the development of the writing process. First graders move to conventional spelling as they are introduced to proper sentence structure and mechanics. Journal writing, language experience books, classroom



published books, and book adaptations are all strategies used to reinforce this step of the writing process. Computers are also introduced as a classroom publishing tool to primary students.

## **Mission**

The mission of Brushy Creek Elementary School is to provide a caring environment in which every child is respected and is given the opportunity to develop character, attitudes, and values; to develop independent learners through an excellent academic education preparing them to become future leaders and contributors of an ever-changing, technological global community. Our school motto is "Building a Community of Excellence One Student at a Time".

## **Beliefs (Shared Vision)**

We believe...

- Education is the shared responsibility of students, families, school, and community.
- Learning is a life-long process and is essential for continuous growth.
- All children have the ability to learn and will flourish in a safe and inviting learning atmosphere.
- Education promotes attitudes of self-worth, responsibility, success and confidence.
- Brushy Creek Elementary provides equal education opportunities to all students.
- Character education and citizenship, along with cultural diversity, strengthens society and should be honored and protected.
- True motivation comes from within.
- Development of student accountability will begin at K4 and continue through Grade 5, thus supporting the district vision as articulated in the Education Plan for Greenville County School District.
- Continuous education for staff members fosters a dynamic and creative learning environment.
- Quality instruction nurtures creativity, critical thinking, collaboration, and innovation for all students.

## **Data Analysis and Needs Assessment**

The focus of Brushy Creek Elementary is to provide equal education opportunities to all students, promote attitudes of self-worth, responsibility, success and confidence and provide a rigorous, comprehensive instructional program. Our comprehensive instructional program focuses on education as a shared responsibility between students, families and staff. Student achievement and the academic growth of our students continue to be our top priority. We analyze data to determine school goals that address the academic needs of all students and ensure that our long range plans promote continuous improvement. The long range plan and goals are consistent with Greenville County Schools Education Plan, which consists of five strategic goals. Our focus will be on goals 1, 2, and 3 of the district plan with activities and strategies designed to support goals 4 and 5.

### **FIVE GOAL AREAS**

#### **1. Student Success**

*Deliver high-quality curriculum, instruction, and interventions that meet the needs of each student.*

#### **2. Premier Workforce**

Recruit, retain, and develop exemplary personnel in all positions.

### **3. Caring Culture and Environment**

Provide a safe and healthy environment that promotes learning and respectful relationships.

### **4. Resource Stewardship**

Ensure efficient use of resources through effective management and development.

### **5. Community Engagement and Communications**

Generate support and system effectiveness through engaging partnerships, communications, and recognitions.

## **Student Achievement Needs Assessment**

### **Brushy Creek Elementary SCReady 2017-18**

<b>ELA &amp; Math Meeting or Exceeding</b>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<b>ELA</b>	71%	72%	55%
<b>Math</b>	75%	76%	67%

### **Brushy Creek Elementary SCPASS Science and Social Studies Data 2017-18**

<b>Science</b>	<b>4<sup>th</sup> Grade</b>
<b>Not Met</b>	11%
<b>Met/Exemplary</b>	76%

<b>Social Studies</b>	<b>5<sup>th</sup> Grade</b>
<b>Not Met</b>	11%
<b>Met/Exemplary</b>	89%

## **Teacher and Administrator Quality**

Greenville County Schools uses the Performance Assessment for Teachers (PAS-T) as the model for our teacher evaluation. The PAS-T model is a South Carolina State Department approved model of teacher evaluation and is a modified form of ADEPT. This model provides assurance

that schools are staffed with competent professionals who possess the knowledge and skills necessary to meet the needs of all students.

ADEPT stands for Assisting, Developing, and Evaluating Professional Teachers and is the state regulation for supporting and evaluating teachers at all contract levels. Information about the state regulation and the ADEPT Guide.

In the ADEPT/PAS-T system, there are different levels of support and evaluation. These levels are based on the contract the teacher holds.

**INDUCTION:** First year teachers are given Induction Contracts. Greenville County uses a First Year Success program to assist first year teachers in their Induction Year. Vital to this First Year Success program is a Mentoring Program. In their first year, teachers are assigned a trained mentor in their building to assist them as needed. They are also given written feedback periodically throughout the school year by their administrator and their mentor. In addition, First Year Success Seminars are held 5 times during the school year. The purpose of these seminars is to provide Induction teachers with a knowledge base of the PAS-T Performance Standards and to prepare them for formal evaluation. Induction Teachers are required to maintain a portfolio that is reviewed by their administration at the end of the school year.

**ANNUAL:** Teachers can also be issued an Annual I or II Formative or an Annual I, II or III Summative.

Teachers in their second year of teaching are formally evaluated using the PAS-T/SAFE model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. This three person team is made up of a building level administrator, an ADEPT Teacher Leader, and a peer teacher from another school. Each one of the team members observes the teacher and reviews artifacts two times during the school year in an unannounced observation. Following each of the observations, the teacher receives feedback in our electronic data warehouse called ePAS. Following three observations in the fall, the team meets together for a consensus meeting where the teacher's performance is discussed. The team comes to a consensus about the teacher's performance and assigns a rating to the performance. This process is repeated in the spring semester as well. Written feedback is given to the teacher prior to winter break and prior to April 15th.

**CONTINUING:** Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally evaluated using the PAS-T model. Teachers in cycle three receive a summative evaluation of their performance at the end of their cycle three year. Additional information about the cycles of evaluation can be found in the PAS-T Handbook.

### **Overview of the Performance Assessment System for Teachers (PAS-T)**

The PAS-T System has 8 Performance Standards. Each Performance Standard contains Performance Indicators that identify the key points in each of the standards.

1. Knowledge of Curriculum, Subject Content, and Developmental Needs
2. Instructional Planning
3. Instructional Delivery
4. Assessment
5. Learning Environment
6. Communication
7. Professionalism

## 8. Student Achievement

Each Performance Standard is rated on a four point scale.

1. Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria.
2. Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria
3. Needs Improvement: Minimal performance which requires assistance in order to produce high quality results
4. Unsatisfactory: Performance has not met the requirements contained in the job description as expressed in the evaluation criteria

Information on a teacher's performance is collected using multiple data sources.

Teachers will maintain information on their performance in a Portfolio. Teachers will also distribute Student Surveys. Observations, either formal or informal will be conducted by the members of the evaluation team. Teachers will use the process of Academic Goal Setting to show how the work of the teacher results in student progress.

We believe in providing teachers and staff members with quality professional development to support school goals. Our professional development plan is developed with input from all stakeholders in order to promote a community of professional learners. Our professional development calendar consists of workshops, book studies and grade level trainings with the instructional coach and administration. The district requires each teacher to participate in a minimum of 24 hours of professional development per year. At the school level we provide teachers with 16 hours of those hours.

### **Professional Development Calendar Brushy Creek Elementary School 2018-2019**

August 29, 2018	On Track Preview
September 12, 2018	On Track and Tier Interventions
September 13, 2018	Induction Pulse Check
September 14, 2018	SLO Fall Conferences
September 26, 2018	Tier Interventions
October 4, 2018	Induction Pulse Check
October 10, 2018	Learning Targets & Book Study- Kids Deserve It
October 12, 2018	Coach's Corner-Balanced Literacy
November 16, 2018	Coach's Corner-Data Teams
November 28, 2018	Instructional Strategies that Work
January 24, 2019	Induction Pulse Check
January 25, 2019	Coach's Corner-Data Teams
January 30, 2019	Technology Practices that Work
February 15, 2019	Coach's Corner-Learning Targets
February 21, 2019	Induction Pulse Check
February 27, 2019	Balanced Literacy-Writing Workshop, Guided Writing & Conferences
March 15, 2019	Coach's Corner
March 27, 2019	Learning Targets

April 4, 2019	Induction Pulse Check
April 24, 2019	SCPass and SC Ready Training
April 26, 2019	Coach's Corner-Data Teams
May 1, 2019	Instructional Strategies that Work
**Faculty Council will participate in a book study once a month using the book, Five Levels of Leadership **Certified Staff will participate in a book study using the book, Kids Deserve It	
**Monthly pulse checks with PAS-T teachers will be held with individual teachers.	

## School Climate Needs Assessment

### School Climate Surveys

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. Baseline data was gathered during the 2017-2018 school year to serve as a reference point for comparing changes in perception over time.

Survey responses are recorded in the chart. Results indicate that the respondents were quite satisfied with Brushy Creek Elementary.

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Number of surveys returned</b>	23	143	84
<b>Percent satisfied with learning environment</b>	91.3%	90.9%	92.8%
<b>Percent satisfied with social and physical environment</b>	100%	91.6%	91.6%
<b>Percent satisfied with school-home relations</b>	91.3%	88.0%	74.7%

### Needs Assessment for School Climate: (Parent Survey)

#### Summarize findings for school climate

- Needs Assessment for School Climate: (Parent Survey)
  - According to our parent survey from the 2017-2018 school report card, 91.3% of our parents indicated satisfaction with the learning environment, which was an increase from the previous school report card.

- Needs Assessment for Teacher and Administrator Quality: (Survey)
  - According to the teacher survey, 91.3% of our teachers are satisfied with the learning environment and 100% of our teachers are satisfied with the social and physical environment of our school. Also 91.3% of our teachers are satisfied with the school-home relations. However, we continue to explore ways to improve our overall learning environment with parents and students in order to involve all stakeholders in improving our school climate.

**2017-2018 School Report Link**

<https://screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTAzOQ>

**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 60% in 2016-17 to 75% 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 READY SDE Website and School Report Card	% 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>
	60	<b>School Actual Elementary 66</b>					
SC READY ELA READY SDE Website and School Report Card	% Meets Expectations and Exceeds Expectations 49 (2016-17)	<b>District Projected Elementary 52</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>
		<b>District Actual Elementary 52</b>					

<b>ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at all levels.</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. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	ILT Teachers	TBA	General Fund	School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	ILT	TBA	General Fund	Attendance reports from district professional development offerings including summer courses.



**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 67% in 2016-17 to 82% 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 Math SC SDE Website & School Report Card	67% Meets Expectations and Exceeds Expectations 67 (2016-17)	<b>School Projected Elementary</b>	70	73	76	79	82
		<b>School Actual Elementary</b> 72					
Math SC READY SDE Website and School Report Card	% Meets Expectations and Exceeds Expectations 54 (2016-17)	<b>District Projected Elementary</b> 57	57	60	63	66	69
	54	<b>District Actual Elementary</b> 60					

<b>ACTION PLAN FOR STRATEGY #2:</b> Increase content and skills mastery learning at all levels.					<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. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	ILT Teachers	TBA	General Fund	School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	ILT	TBA	General Fund	Attendance reports from district professional development offerings including summer courses.

**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 76% annually from 2018-19 through 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will maintain or increase by 76%.

DATA SOURCE(s):	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science READY SDE Website and School Report Card	76	<b>School Projected Elementary</b>	76	76	76	76	76
		<b>School Actual Elementary</b> 76					
Science READY SDE Website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary</b>	63	66	69	72	75
		<b>District Actual Elementary</b> 60					

ACTION PLAN FOR STRATEGY #3: Increase content and skills mastery learning at all levels.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher

<b>ACTION PLAN FOR STRATEGY #3: Increase content and skills mastery learning at all levels.</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>
					Observation Data; SLO Data
5. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	ILT Teachers	TBA	General Fund	School surveys and observations
6. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	ILT	TBA	General Fund	Attendance reports from district professional development offerings including summer courses.

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

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

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Met and Exemplary on SCPASS Social Studies will maintain and or increase to 89%

DATA SOURCE(s):	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
Social Studies READY SDE Website and School	Baseline will be established in 2017-18 Grade 5 only	<b>School Projected Elementary</b>	<b>89</b>	<b>89</b>	<b>89</b>	<b>89</b>	<b>89</b>
		<b>School Actual Elementary</b> <b>89</b>					
Social Studies READY SDE Website and School	Baseline will be established in 2017-18 Grade 5 only	<b>District Projected Elementary</b>	<b>81</b>	<b>84</b>	<b>87</b>	<b>90</b>	<b>93</b>
		<b>District Actual Elementary</b> <b>78</b>					

<b>ACTION PLAN FOR STRATEGY #4: Increase content and skills mastery learning at all levels.</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>
7. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
8. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	ILT Teachers	TBA	General Fund	School surveys and observations
9. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	ILT	TBA	General Fund	Attendance reports from district professional development offerings including summer courses.

**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 **standardized tests in English Language Arts and Math** (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	51% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>	54	57	60	63	66
SC READY ELA SC SDE Website		<b>School Actual Hispanic</b> 47					
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic</b> 36	36	39	42	45	48
SC READY ELA SC SDE Website		<b>District Actual Hispanic</b> 34					
SC READY ELA SC SDE Website	41% Meets Expectations and Exceeds Expectations	<b>School Projected AA</b>	44	47	50	53	56
SC READY ELA SC SDE Website		<b>School Actual AA</b> 35					

SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	<b>District Projected AA 25</b>	<b>25</b>	<b>28</b>	<b>31</b>	<b>34</b>	<b>37</b>
SC READY ELA SC SDE Website		<b>District Actual AA 25</b>					
SC READY ELA SC SDE Website	18% Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	<b>21</b>	<b>24</b>	<b>27</b>	<b>30</b>	<b>33</b>
SC READY ELA SC SDE Website		<b>School Actual SWD NA</b>					
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 14</b>	<b>14</b>	<b>17</b>	<b>20</b>	<b>23</b>	<b>26</b>
SC READY ELA SC SDE Website		<b>District Actual SWD 12</b>					
SC READY ELA SC SDE Website	<b>53</b> % Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	<b>56</b>	<b>59</b>	<b>62</b>	<b>65</b>	<b>68</b>
SC READY ELA SC SDE Website		<b>School Actual LEP 55</b>					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 35</b>	<b>35</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>
SC READY ELA SC SDE Website		<b>District Actual LEP 33</b>					



SC READY ELA SC SDE Website	43% Meets Expectations and Exceeds Expectations	<b>School Projected SIP</b>	<b>46</b>	<b>49</b>	<b>52</b>	<b>55</b>	<b>58</b>
SC READY ELA SC SDE Website		<b>School Actual SIP 52</b>					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	<b>District Projected SIP 38</b>	<b>38</b>	<b>41</b>	<b>44</b>	<b>47</b>	<b>50</b>
SC READY ELA SC SDE Website		<b>District Actual SIP 33</b>					
SC READY Math SC SDE Website	51 % Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic</b>	<b>54</b>	<b>57</b>	<b>60</b>	<b>63</b>	<b>66</b>
SC READY Math SC SDE Website		<b>School Actual Hispanic 57</b>					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 39</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>	<b>51</b>
SC READY Math SC SDE Website		<b>District Actual Hispanic 42</b>					
SC READY Math SC SDE Website	42 % Meets Expectations and Exceeds Expectations	<b>School Projected AA</b>	<b>45</b>	<b>48</b>	<b>51</b>	<b>54</b>	<b>57</b>
SC READY Math SC SDE Website		<b>School Actual AA 39</b>					

SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	<b>District Projected AA 27</b>	<b>27</b>	<b>30</b>	<b>33</b>	<b>36</b>	<b>39</b>
SC READY Math SC SDE Website		<b>District Actual AA 28</b>					
SC READY Math SC SDE Website	23% Meets Expectations and Exceeds Expectations	<b>School Projected SWD</b>	<b>26</b>	<b>29</b>	<b>32</b>	<b>35</b>	<b>38</b>
SC READY Math SC SDE Website		<b>School Actual SWD NA</b>					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	<b>District Projected SWD 18</b>	<b>18</b>	<b>21</b>	<b>24</b>	<b>27</b>	<b>30</b>
SC READY Math SC SDE Website		<b>District Actual SWD 16</b>					
SC READY Math SC SDE Website	62 % Meets Expectations and Exceeds Expectations	<b>School Projected LEP</b>	<b>65</b>	<b>68</b>	<b>71</b>	<b>74</b>	<b>77</b>
SC READY Math SC SDE Website		<b>School Actual LEP 71</b>					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	<b>District Projected LEP 40</b>	<b>40</b>	<b>43</b>	<b>46</b>	<b>49</b>	<b>52</b>
SC READY Math SC SDE Website		<b>District Actual LEP 42</b>					

SC READY Math SC SDE Website	52 Meets Expectations and Exceeds Expectations	<b>School Projected SIP</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>	<b>67</b>
SC READY Math SC SDE Website		<b>School Actual SIP 58</b>					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected SIP 36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
SC READY Math SC SDE Website		<b>District Actual SIP 38</b>					

<b>ACTION PLAN FOR STRATEGY #5: Increase content and skills mastery learning at all levels.</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>
10. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
11. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	ILT Teachers	TBA	General Fund	School surveys and observations

ACTION PLAN FOR STRATEGY #5: Increase content and skills mastery learning at all levels.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
12. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	ILT	TBA	General Fund	Attendance reports from district professional development offerings including summer courses.

**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 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 and other measures.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell	Criterion Reference Measure	School Projected					

		School Actual	Baseline will be established in Spring 2019				
Fastbridge	Norm Reference Measure	School Projected					
		School Actual	Baseline will be established in Spring 2019				
MAP Winter Reading	67 & 73 students with Winter Reading RIT at or above criteria for scoring Meets Expectations or	School Projected		Grade 2 - 67% Grade 5 - 73%	Grade 2 - 67% Grade 5 - 73%	Grade 2 - 67% Grade 5 - 73%	Grade 2 - 67% Grade 5 - 73%
South Carolina MAP Linking Study - December 2016	2 <sup>nd</sup> grade criteria RIT = 189 62 <sup>nd</sup> percentile 5 <sup>th</sup> grade	School Actual	Grade 2 - 67% Grade 5 - 73%				
Fountas and Pinnell		District Projected					
		District Actual	Baseline will be established in Spring 2019				
Fastbridge		District Projected					
		District Actual	Baseline will be established in Spring 2019				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or	District Projected		Grade 2 - 38% or above Grade 5 - 34% or above	Grade 2 - 38% or above Grade 5 - 34% or above	Grade 2 - 38% or above Grade 5 - 34% or above	Grade 2 - 38% or above Grade 5 - 34% or above

South Carolina MAP Linking Study - December 2016	2 <sup>nd</sup> grade criteria RIT = 189 62 <sup>nd</sup> percentile 5 <sup>th</sup> grade	District Actual	Grade 2 - 40% Grade 5 - 42%				
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ACTION PLAN FOR STRATEGY #6: Increase the effectiveness of data-based core instruction					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	ILT	\$0	NA	Evidence of data driven conversations
2. Implement Professional Learning Community support in schools	2018-2023	ILT	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans
3. Provide strategy and content support for teachers	2018-2023	ILT	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers
4. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	ILT	\$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations

<b>ACTION PLAN FOR STRATEGY #6:</b> Increase the effectiveness of data-based core instruction					<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>

**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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report	Baseline will be established at the end of the 2018-19 school year	School Projected		TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	District Projected		TBD	TBD	TBD	TBD
		District Actual					



<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTION PLAN FOR STRATEGY #1: Early identification of diverse candidates.</b>	<b>EVALUATION</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</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. Identify locations where there is limited or no diversity.	2018-2023	ILT	\$0	NA	Ongoing focus
2. Develop recruitment plans with all locations where there is no or minimal diversity.	2018-2023	ILT	\$0	NA	Plans in place for schools
3. Identify for schools quality candidates who are diverse.	2018-2023	ILT	\$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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey	96.6	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 96.3					
		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	100	School Actual Teachers 90.7					
		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	95	School Actual Parents 96.4					

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
ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.	EVALUATION	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.	EVALUATION	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Principals	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Take a proactive approach by periodically pushing out information about the safety measures that we take at each school	2018-2023	Principals	\$0	NA	Safety stories on web, social media, etc.
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	Principals	\$0	NA	Tips received from multiple stakeholder groups



ESSA Federal Accountability and SDE School Report Card	(2016-17) 0	<b>School Projected</b>	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		<b>School Actual</b> 0					
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> 0.8					

<b>ACTION PLAN FOR STRATEGY #1: Increased community and student based education about Level III infractions and the criminal and disciplinary consequences</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>
<ul style="list-style-type: none"> <li>Utilize programs such as Juvenile Justice Jeopardy to educate students and parents about offenses that can also result in criminal charges.</li> </ul>		1.Utilize programs such as Juvenile Justice Jeopardy to educate students and parents about offenses that can also result in criminal charges.		1.Utilize programs such as Juvenile Justice Jeopardy to educate students and parents about offenses that can also result in criminal charges.	
2.After school and school-based programs work in conjunction		3.After school and school-based		4.After school and school-based	

ACTION PLAN FOR STRATEGY #1: Increased community and student based education about Level III infractions and the criminal and disciplinary consequences					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)
with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.		programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.		programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.	
<ul style="list-style-type: none"> <li>• Increase awareness of community based resources that families can reach out to for guidance and support.</li> </ul>		<ul style="list-style-type: none"> <li>• Increase awareness of community based resources that families can reach out to for guidance and support.</li> </ul>		5. Increase awareness of community based resources that families can reach out to for guidance and support.	

**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.

<b>DATA SOURCE(s):</b>	<b>Baseline is established in 2017-18</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
AdvancED Culture & Climate Surveys	<b>Baseline is established in 2017-18</b>	<b>School Projected</b>	<b>91</b>	<b>91</b>	<b>91</b>	<b>91</b>	<b>91</b>
		<b>School Actual 91</b>	<b>94</b>				
AdvancED Culture & Climate Surveys	<b>Baseline is established in 2017-18</b>	<b>District Projected</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>
		<b>District Actual 89</b>	<b>90</b>				

<b>ACTION PLAN FOR STRATEGY #1:</b> Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					<b>EVALUATION</b>
<b>ACTION PLAN FOR STRATEGY #1:</b> Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.	<b>EVALUATION</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</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. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	School team	TBD	Local	Visit to community
3. Establish protocols among all adults to communicate positively with students	2018-2023	School team	\$0	NA	Documentation of communicating protocol to staff
4. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School team/PTA	\$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.

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</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) 96.1	<b>School Projected</b>	<b>96</b>	<b>96</b>	<b>96</b>	<b>96</b>	<b>96</b>
		<b>School Actual 96.2</b>					
	(2016-17) 95	<b>District Projected</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
		<b>District Actual 95</b>					

<b>ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends</b>					<b>EVALUATION</b>
<b>ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends</b>	<b>EVALUATION</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</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. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	\$0	NA	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Admin team Teacher Attendance Clerk	\$0	NA	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Admin team	\$0	NA	Students are identified and appropriate supports are assigned
4. Use the Intervention Connection System to assign and monitor interventions for truant and chronically absent students.	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Admin team	\$0	NA	Intervention Connection System reports for truant and chronically absent 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: 6** The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	<b>Baseline established in 2017-18</b>	<b>School Projected</b>	<b>Afraid ≤5 Lonely ≤9 Angry ≤6</b>	<b>Afraid ≤5 Lonely ≤9 Angry ≤6</b>	<b>Afraid ≤5 Lonely ≤9 Angry ≤6</b>	<b>Afraid ≤5 Lonely ≤9 Angry ≤6</b>	<b>Afraid ≤5 Lonely ≤9 Angry ≤6</b>
		<b>School Actual</b> Afraid -5 % Lonely -9 % Angry -6 %	<b>Afraid 2% Lonely 10% Angry 7%</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	<b>Baseline established in 2017-18</b>	<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> Afraid 5% Lonely 10% Angry 8%	<b>Afraid 5% Lonely 10% Angry 8%</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 STRATEGY #1: Improve understanding of students' social-emotional needs.</b>					<b>EVALUATION</b>
<b>ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.</b>	<b>EVALUATION</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</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. Collect data surrounding social-emotional needs through student surveys	State to provide	ILT School Counselors	\$0	NA	Survey data collected and analyzed
2. Implement the OnTrack process in all schools in the district, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	ILT School Counselors	\$0	NA	All schools using OnTrack process
3. Implement relationship-building programs/strategies in schools	2018-2023	ILT School Counselors	TBD	TBD	Programs implemented with fidelity
1. Develop and maintain a menu of support resources and provide to all guidance counselors and social workers	2018-2023	ILT School Counselors	\$0	NA	Menu developed and distributed