Skyland Elementary Strategic Plan

Scope of Action Plan (2016-17 through 2022-23)
Accredited Since 1967
2018 Calendar Year

Dr. Carolyn Styles, Principal
Greenville County Schools
Dr. Burke Royster, Superintendent

<div align="center">SCHOOL RENEWAL PLAN COVER PAGE</div>

SCHOOL NAME: Skyland 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
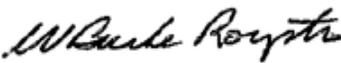
Dr. W. Burke Royster	*W Burke Royster*	
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Dr. Carolyn Styles		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Kenna Brannon		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Katelin Holliday		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 4221 N. Hwy 14   Greer, SC 29651

SCHOOL TELEPHONE: (864) 355-7200

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

Stakeholder Involvement for School Renewal

Position	*Name*
1. Principal:	Dr. Carolyn Styles
2. Teacher:	Mrs. Katie Spearman
3. Parent/Guardian:	Mrs. Heather Roddy
4. Community Member:	Mrs. Ellen Rogers
5. Paraprofessional:	Mrs. Anna Lindley
6. School Improvement Council Member:	Mrs. Hope Frayne
7. Read to Succeed Reading Coach:	Mrs. Katelin Holliday
8. School Read To Succeed Literacy Leadership Team Lead:	Mrs. Cindy Grice
9. School Read To Succeed Literacy Leadership Team Member:	Mrs. Angie Lewis

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

Position	*Name*
Assistant Principal	Mr. Mase Garrett
Instructional Coach	Mrs. Kenna Brannon
Media Specialist	Mrs. Christy Sanford
PTA President	Ms. Karen Holaway

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

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

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

General Table of Contents

Introduction

Skyland Elementary School's Strategic Plan was developed to document the changes and progress our school has made while working to continuously improve everything we do. This plan is modeled after the Victoria Bernhardt framework for school improvement and provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability. Our plan is revisited annually to update and revise based on student performance data.

This strategic plan is a living document that describes Skyland Elementary School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The strategic plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning – our ultimate outcome. The last section, Continuous Improvement and Evaluation, summarizes and evaluates Action Plan. This overview details the progress and changes we have been able to accomplish within each Goal area and throughout our school during this time. It also shows how all of the parts fit together to make our school a positive place for our students.

The Administrative and Curriculum Committees have looked at the data disaggregated from the 2017-18 test scores. From this, summaries were formed and next steps developed. This information was presented to the Skyland faculty and staff for review and recommendations. Final drafts were then presented to the Leadership Committee, the School Improvement Council, and the PTA Board for input.

Skyland uses the consensus model for decision-making. Every grade level has a chairperson who dispenses information and facilitates communication within the grade level. During the school year, the faculty meets as needed with grade level professional learning communities as well as vertical subject area teams. These teams strengthen communication and understanding between classroom teachers, related arts teachers, and support staff. This type of setting has enabled our faculty to see the "big picture" and has helped everyone to understand and value each person's unique role/position within the school.   Faculty and staff members, students, parents and community members have input in the decision-making process.

School-wide committees help Skyland to stay focused on our mission and offer a way to communicate throughout the process of evaluation for continuous student improvement.   Our school committees play an integral role in the development of the strategic plan. They include: The Leadership Committee, Curriculum Committee, Student Recognition Committee, A-Team Committee, Fitness Club, Social/Sunshine Committee, Technology/Promethean Support Committee, Student Council, Skyland Express, Skyland Singers, Classics Club, Art Club, Headliners/Skyland Scoop, and SETV.

Executive Summary

Skyland's leadership and curriculum committees conduct annual analyses of the following three areas in order to assess our current state and determine our future needs. These areas include: student achievement, teacher and administrator quality and the school climate.

Needs

In the area of <u>student achievement</u>, the team identified trends over time and developed future goals based on an analysis of 2017-18 SC Ready and PASS data. Skyland students continue to make steady improvement on district and state assessments. This analysis indicated the following needs:

➢ Achievement goals in reading and math for grades 2-5
➢ More differentiated instruction to address varied student needs

The team surveyed the faculty and administration to determine professional growth needs. The following needs are based on that survey information and relate to the area of <u>teacher and administrator quality</u>.

➢ More professional development regarding technology
➢ More focused and strategic use of professional learning communities

Skyland has continued to maintain a high attendance percentage (96% or higher) over the past five years. However, the team decided that an emphasis needed to be placed on this area in order to maintain this high percentage. Therefore, the team identified the following <u>school climate</u> related need:

➢ Implement programs to encourage and reward perfect attendance

Findings

The following performance goals for the 2017-18 school year were developed based on the needs assessment and are outlined in the school action plan.

Goal Area: Raise the academic challenge and performance of each student. (District Ed. Plan –Goal 1).
- **Performance Goal 1:** Meet or exceed the standard in ELA as measured by the SC Ready. Baseline is 65% from 2017-18 data results.
- **Performance Goal 3:** Meet or exceed the standard in Math as measured by the SC Ready. Baseline is 69% from 2017-18 data results.
- **Goal Area: Ensure quality personnel in all positions. (District Ed. Plan- Goal 2)**

- **Performance Goal 1:** The amount of time teachers and administrators are engaged in professional development activities will meet or exceed the district minimum requirement of twelve hours at the school level from 2016-17 to 2022-23.

Goal Area: Provide a school environment supportive of learning. (District Ed. Plan-Goal 3).

- **Performance Goal 1:** The student attendance percentage will meet or exceed 96% or better from 2016-17 to 2022-23.

Challenges

Economic concerns have increased the need to use resources creatively in order to address school needs. At Skyland, we have utilized creative scheduling to continue our RTI program and to allow time in the day for teachers to participate in professional learning communities. We have also added Support Facilitators, paid for out of local funds, to support students and teachers in the classroom. The school PTA has offered teacher grants to provide resources and has supported the school by purchasing student chromebooks and iPads.

Awards & Achievements

In recent years, Skyland has received numerous awards and recognition as noted below:

- ➢ Recipient of the National Blue Ribbon School of Excellence Award 2017-18
- ➢ NCLB Adequate Yearly Progress 2007-2011
- ➢ Palmetto's Finest Finalist 2008-2009
- ➢ Palmetto Gold or Silver 2004, 2005, 2008-2017
- ➢ SCEOC Closing the Achievement Gap 2005, 2009, 2010, 2013-2017
- ➢ Greenville County School District Clean Glove Award 2008-2009
- ➢ PTA Family-School Partnership Award of Merit 2008-2009
- ➢ Red Carpet Award 2008-2011
- ➢ National PTA School of Excellence 2005, 2009
- ➢ The Peace Center for the Performing Arts Intensive Development in Education Through the Arts 2005-2015
- ➢ Greenville County School District Gold and Bronze Website Awards 2002-2007

School Profile

Skyland Elementary School

Founded in 1957, our school moved to its current facility in 1998. We are located on 21 acres in a beautiful pastoral setting nestled in the foothills of the Blue Ridge Mountains. Currently we serve approximately 780 students from four-year-old kindergarten through fifth grade. Enrollment has steadily increased over the past few years. Two full day K4 classes and the addition of approximately 100 special permission students have helped to increase our overall numbers. As families move to our area from other parts of the United States, we have seen an increase in the numbers of subdivisions being built in our attendance area. While this is a new trend, it has added a dimension of regional diversity to our school population. New industries in our region partially account for this change, as does the desire of parents to raise their children in a more rural, close-knit community setting. Our community demonstrates a unique socio-economic make-up. Many parents work second and third shift blue-collar jobs with incomes in the lower and middle socio-economic range. Yet, only 41% of our students take advantage of the free or reduced breakfast or lunch program. This interesting dynamic can be attributed to their cultural, mountain pride that will not allow for what they deem as charity. We are noticing an increase in the number of families from the middle to upper-middle socio-economic range with the influx of new families. Many of these families have one stay-at-home parent who actively volunteers in our school. Even with these changes in population, we continue to be a true community school with local citizens desiring this school to remain true to its historical foundation as it continues to serve many generations of families within this community.

COMMUNITY INVOLVMENT

Being a true community school, we thrive on the contributions of our numerous parent/community volunteers and partners. Each class has at least one parent serving as a liaison between home and school. Many volunteers serve as chairmen for specific school wide committees such as volunteerism, fundraising, Fall Carnival, or landscaping, just to name a few. Several grandparents are daily volunteers in our classrooms and one of our local youth ministers visits students at lunch as part of a mentoring program. Our volunteers are truly an extension of our team. They have a centrally located office/workroom from which they work to further support the mission of our school. Having their own space has shown that we value their support and input, thus strengthening our school/community partnership. By serving on our PTA Board or School Improvement Council, parents actively participate in improving our school. During monthly meetings, our PTA Board makes important decisions regarding finances and school wide programs. Every decision is thoughtfully analyzed to determine its effect on our overall goal of meeting the educational, emotional, social and physical needs of each student. Through their teacher grant program, the PTA has given thousands of dollars to allow classroom teachers to explore new strategies that will enhance their classroom instruction. They have been instrumental in funding library books, technology, and landscape improvements. Their most recent project has been the purchase of iPads and chromebooks to expand the personalized learning initiative in grades K-2. Our SIC members act as representatives for our parent/community stakeholders and

collaborate regularly with the administration to make decisions that positively impact our student body and community. They are an integral part of creating our written improvement plan and monitoring progress toward established goals. They provide suggestions, voice concerns and work side-by-side with faculty and staff to achieve school wide improvement. Our community partnerships are quite diverse. Local restaurants donate coupons and certificates to be used for incentives and awards, and local businesses and financial institutions have provided funding for various school wide projects such as author visits, artists in residence and additional educational resources. Our partnerships with area universities allow us to help prepare the next generation of educators and give us additional support in the classroom. Working with neighboring churches and Veterans' organizations has led to one of our most successful community activities- our Veteran's Day Celebration and luncheon. Last year's volunteers gave over 20,000 hours of service, our Veteran's Day program had more than 150 guests, and more than 600 parents, students and community members attended the Fall Festival.

## Safety, Cleanliness, and Adequacy of School Facilities

Skyland Elementary School and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan that is updated annually. All staff members receive yearly training that reinforces our Safety Plan. They each have an emergency manual to use in the event of an emergency. Procedures are in place for a variety of situations that include unwanted intruder; tornado or other types of severe weather; fire; earthquake; hazardous material emergency; terrorist and bomb threat. Emergency drills are practiced regularly in the event a true emergency situation occurs. Our school community is kept informed of the various safety procedures we follow through our monthly school newsletter.

Planning for various potential emergencies is done in coordination with regional agencies, the district, and individual school plans stressing safety for the students first. At least one coordinated drill is held regionally in which the district participates.

Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians assigned to Skyland. Our professional staff of five full-time custodians performs basic cleaning operations in all rooms and throughout the building every day.

Other aspects of the school/district safety program include:
- District safety committee
- Bus evacuation drills
- Fire safety inspections
- Campus supervision

Skyland Elementary Enrollment by Ethnicity

	African American	Hispanic	Two or more races	American Indian	Asian	White	Unclassified
2014-2015	5%	5%	2%	1%	0%	87%	0%
2015-2016	4%	6%	3%	1%	1%	86%	0%
2016-2017	5%	7%	4%	1%	1%	83%	0%
2017-2018	7%	6%	4%	1%	1%	82%	0%
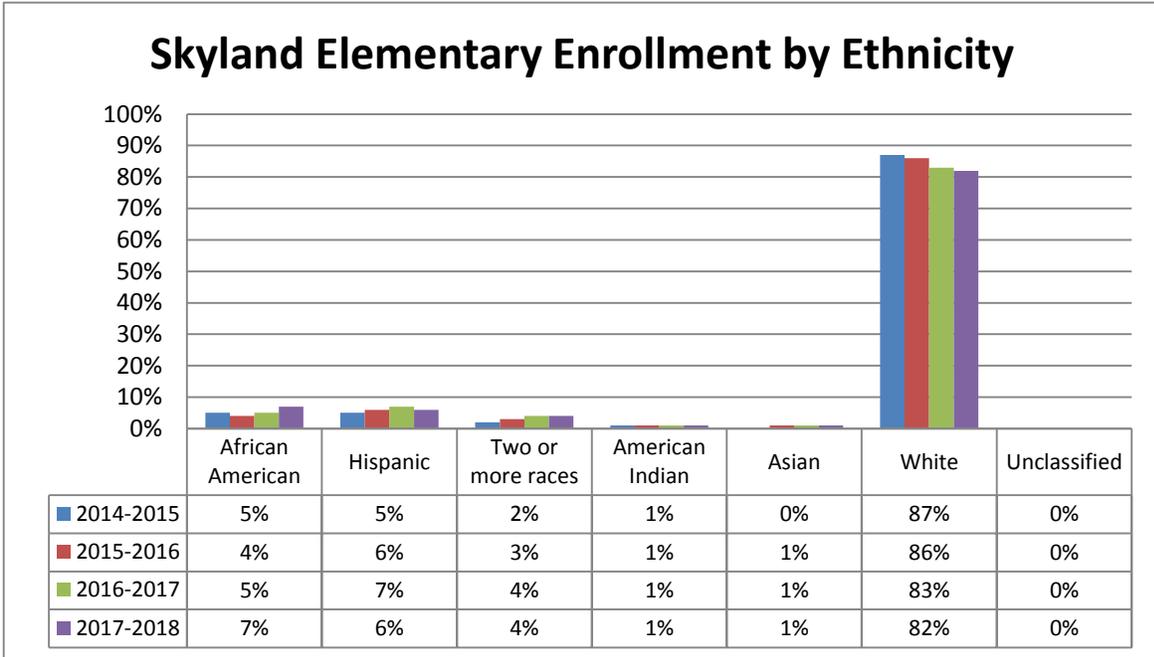
Enrollment by ethnicity at Skyland Elementary has remained consistent over the past several years.

Student attendance rates have been consistent with the rate of similar schools in the state and district. Skyland attendance remained the same from the previous year.

Skyland Elementary School Attendance Profile

	Skyland
2014-2015	96.09
2015-2016	96.16
2016-2017	96.07
2017-2018	96.33
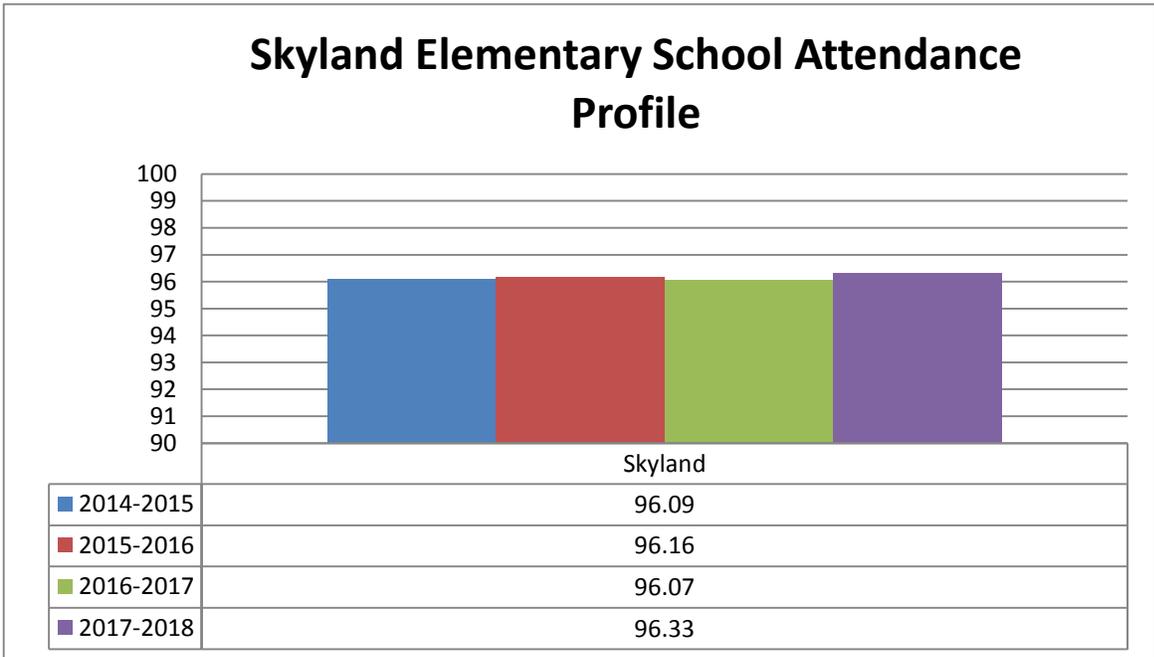
Skyland Elementary Special Education Placement 2018-2019
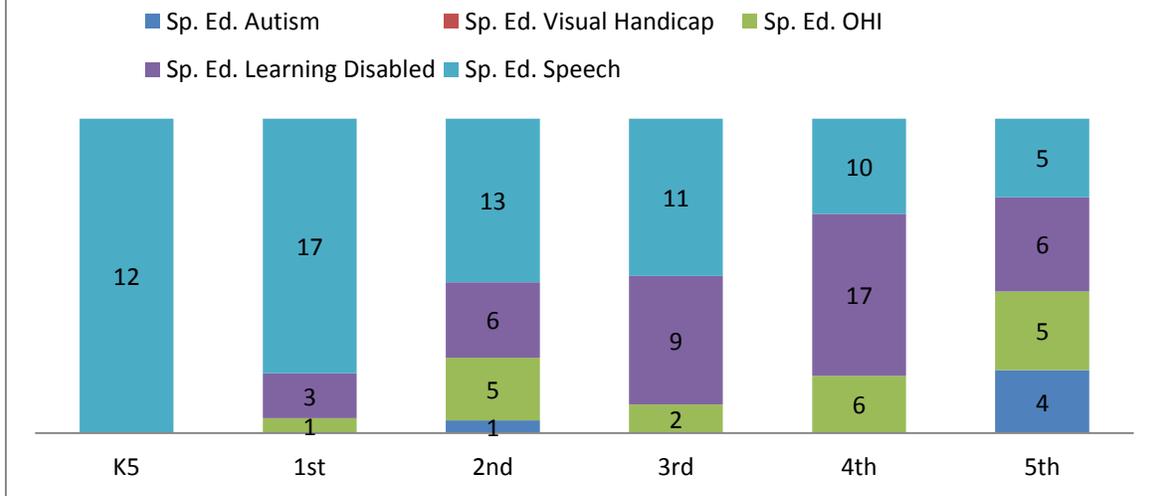
Skyland Elementary serves special needs students through several placements. Students may be served as Speech/Language Disabled, Learning Disabled, Autistic, Other Health Impaired, and Orthopedic Disabled. Some students are served through the inclusion model while others receive pullouts, based on the students' IEPs. Identified students also receive speech/language services in a pullout program. Additional services such as Orthopedic Therapy are provided by district specialists. Some children qualify for more than one service.

Gifted and Talented Students

The number of students who qualify for gifted and talented services has varied over the past years at Skyland. From 2015 to 2017, we experienced a decrease. However, from we have seen an increase in 2018. The gifted and talented students at Skyland Elementary are served through the district Challenge program, which is a weekly pullout enrichment program. Currently, 63 students in grades 3-5 are served.

Number of Gifted and Talented Students

	2015	2016	2017	2018
Grade 3	14	15	15	19
Grade 4	34	24	18	26
Grade 5	26	34	24	18
Total	**74**	**73**	**57**	**63**

Free and Reduced Lunch Profiles

The percentage of students in each category has changed little over the past four years, with a 4% decrease in the number of our students who take advantage of free or reduced lunch.

Skyland Elementary Student Lunch Status

	2015-2016	2016-2017	2017-2018	2018-2019
☐ Paid Lunch	57%	59%	59%	63%
◼ Free Lunch	36%	36%	34%	28%
☐ Reduced Lunch	7%	5%	7%	9%
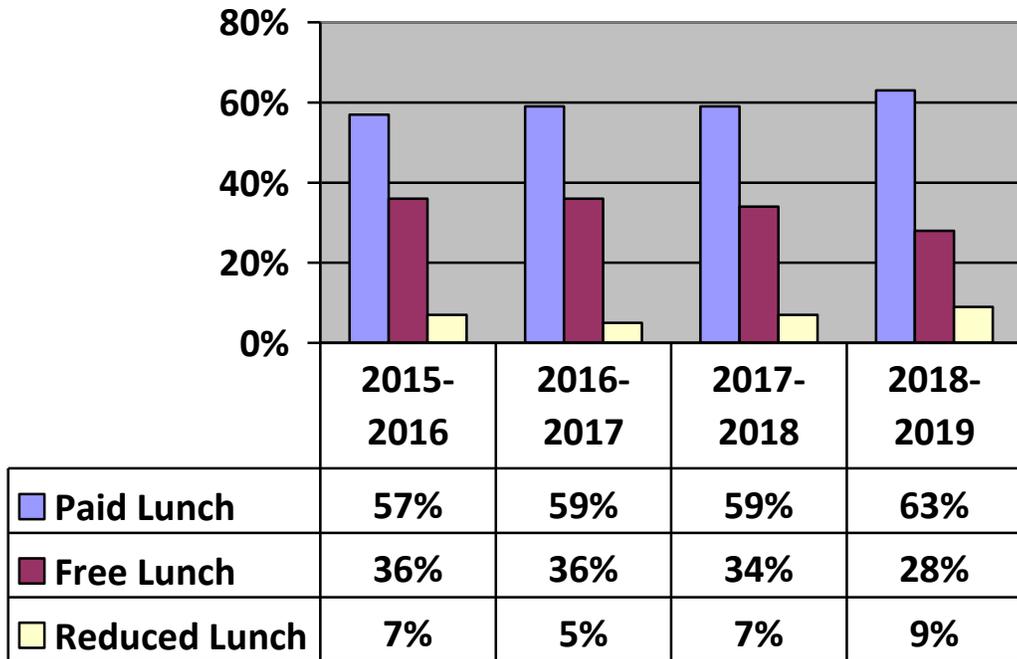
Skyland Elementary School Staff

The Skyland Elementary Staff includes: 49 teachers/professional staff, three full-time related arts teachers and three part-time, one part-time Literacy Specialist and one part-time RTI teacher. We have one Media Specialist and one Media Clerk. We have two full-time and one part-time special education teachers and one full-time and one part-time speech therapist who also serve our students. We have additional part-time faculty members in the following areas: Challenge (G&T) and ESOL. Our support staff includes one Instructional Coach and one full time and one part time Guidance Counselor.

All of our teachers are highly qualified in the area in which they teach, with 57.5% having earned advanced degrees. Teacher attendance is at 93.6%. We have a balance of veteran and beginning teachers who possess talents in many areas outside the educational arena. We have a number of teachers who are IDEA trained, certified in CPR and licensed as first aid responders.

Additional personnel include the school principal, the assistant principal, one full time secretary, one part-time secretary, one attendance clerk, nine paraprofessionals, a full time nurse, one plant engineer, four full time custodians, and a full staff of food service workers. Several bus drivers also provide services to students.

Other support personnel available to assist in meeting the needs of Skyland students include the district psychologist, a network computer engineer, and computer hardware technician.

Administration

Our principal, Dr. Carolyn Styles, obtained her Bachelor of Science degree in Education in 1984 from Erskine College and her Master's degree in Elementary Education in 1988 from Furman University. She obtained a second Master's degree in Elementary Administration and Supervision from Furman University in 1992. She completed a doctorate in Educational Leadership from South Carolina State University in December 2010. Prior to becoming the principal, she taught for ten years at various grade levels. Prior to becoming principal, she was twice selected by her peers as Teacher of the Year.   In addition, she was recognized by the Rotary Club for Excellence in Education, and by our district for Excellence in Teaching. While in the classroom, she was the recipient of numerous grants including SC EIA grant, Alliance for Quality Education grant, and a BellSouth Grant. She led our school's efforts in earning the National Blue Ribbon School of Excellence Award in 2017 and was also recognized as the Principal of the Year by the Greer Chamber of Convers in 2017. She serves as a mentor for beginning principals in our district.

Mase Garrett, our assistant principal, formerly worked at Fork Shoals Elementary where he was a classroom teacher. He graduated from The Citadel and attended both Converse College and Furman University. This is Mr. Garrett's third year as assistant principal at Skyland.

School Leadership and Administration Structure

Vertically, the leadership and administrative teams of Skyland Elementary School are led by our principal who receives her directives from the Superintendent's office and from the department heads at our Central Office. Our principal then delegates responsibility for decision making throughout our staff and faculty. The assistant principal works closely with the principal to carry out her duties as support to staff and students. He becomes responsible when the principal is out of the building.

The leadership team, made up of grade level, related arts, and special area teacher chairpersons, is the liaison between the staff and the administration. They meet regularly to discuss curricula and instructional issues and then disseminate information to their colleagues. The teachers, in turn, disseminate instruction and information to our students and parents.

Horizontally, the leadership structure stems from the Central Office to the school administration who, in turn, disseminates pertinent school information to our parents and the community through our PTA organization and the School Improvement Council that is made up of teachers, administrative personnel, community business partners, and parents. These two groups meet regularly to plan and communicate how they will assist the school through volunteering, fund raising, and purchasing needed equipment. This information is shared with the administration and staff.

Skyland also has faculty committees that meet regularly to organize and plan the many activities that supplement and support curriculum. These various committees have chairpersons who report to the staff as a whole and work closely with the administrators to plan the activities that will be included on our school calendar each month.

Decision-making Structure
A decision-making structure was established to clarify how decisions are made at our school. We use committees to make decisions and bring recommendations forth to the entire faculty.

District Office

Administration

School Improvement

Parents

PTA

Faculty Committees

Leadership

Teachers
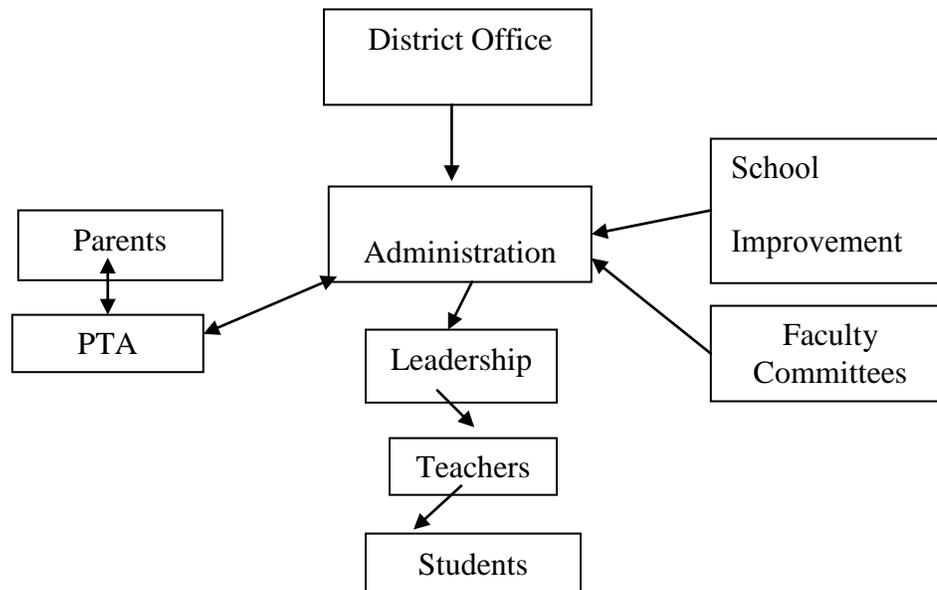
Students

Learning Climate

Skyland Elementary School provides a disciplined, but stimulating, learning climate for students. The climate for learning at Skyland is enhanced by involved parents. Parents are encouraged to become involved in school committees and councils, to help with homework, and to encourage and honor their children's success. Student discipline is the responsibility of all Skyland staff members.

A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Skyland offers many opportunities for student participation and recognition. Skyland students are held to high expectations. Every child and adult is expected to do his or her individual part to make our school a better place. A school wide system is in place that encourages classes to receive compliments for demonstrating self-reliance. Some examples of behaviors that merit compliments are: monitoring their own behavior, showing extra effort, and taking pride in the school environment. Once a class reaches their compliment goal, it participates in its own unique celebration. Students are involved in developing classroom management plans that promote self-discipline and use natural consequences. Character education is held in high regard as we strive to mold students into model citizens.

Our classrooms are arranged on grade level halls to encourage cooperation and collaboration among teachers in each grade level. Each hall has a workroom that provides space for team meetings and allows for storage and easy sharing of materials. Close proximity and shared common areas encourage teachers to share strategies and ideas to increase instructional effectiveness.

Skyland curriculum continues to be reviewed on a regular basis. Academic standards have been developed in alignment with State Academic standards and local needs. Strategies and approaches are regularly revised based on data generated during the year through benchmark and diagnostic assessments.

Student Support Services

Students at Skyland receive the benefit of a full-time and a part-time counselor who meets with children in small groups or on an individual basis. In addition, the counselors promote character education through their visits to the classroom for bimonthly guidance lessons.   Support facilitators are also paid for through local funds to provide additional classroom support.

Students participate in a variety of extracurricular activities through school enhancement teams such as: Safety Patrol, Student Council, Chorus, Skyland Express, Skyland Sprinters, History Club, Girls with Sole, Boys on the Run, Classics Club and Skyrobics Teams.

Major Features

Our total school environment is designed to allow all children to flourish and our curriculum matches this philosophy. Based on the South Carolina State Standards, the overall curriculum is rigorous yet child-centered due to our willingness to incorporate a variety of techniques and strategies to reach every learning style. We utilize research-based strategies such as learning targets, student collaboration and differentiation to increase student mastery. Another unique feature of our curriculum is the integration of the arts through the IDEA program. In addition, our district's Curriculum Connection portal provides teachers with a plethora of units, lessons, activities and website links to further enhance all curricular areas.

- ➢ *IXL* computer program for students in grades 3-5
- ➢ *First In Math* computer program for students in K-2 and utilized in the Math Remediation Lab
- ➢ Web-based Accelerated Reader Program (*Renaissance Place*) for Gr. 2-5
- ➢ *RAZ-Kids* (web-based reading program) for K-1
- ➢ Summer reading challenges
- ➢ Annual Literacy Week celebrations
- ➢ *Reading Eggs* and *Learning A-Z* computer programs for limited English proficiency students
- ➢ Response to Intervention program for "at risk" kindergarten and first grade students
- ➢ *ERI* (K5) and *LLI* (Gr. 1-2) reading intervention programs
- ➢ *Fountas and Pinnell* balanced literacy program
- ➢ *SMART arts* (IDEA) arts integration
- ➢ Professional Learning Communities
- ➢ Inclusion Model
- ➢ Discovery Education

Mission, Vision, Beliefs

We envision a school that provides an atmosphere incorporating a partnership of parents, teachers, and community working together to encourage students to achieve their maximum potential.
We envision a school that will produce a well-rounded student with high academic standards.
We envision a school with a safe environment where students feel secure.

Our Purpose
The purpose of Skyland Elementary School is to create a world-class learning environment for students, parents, and teachers.

Skyland Elementary Mission
The mission of Skyland Elementary School is to develop responsible, productive, lifelong learners by providing a safe environment and a variety of educational learning experiences which enable students to grow academically, creatively, and socially while respecting individual differences.

Skyland Elementary Beliefs
- We believe student learning is the chief priority of the school.

- We believe all students can learn.

- We believe students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.

- We believe students learn at different rates and learn best when they are actively engaged in the learning process.

- We believe the commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.

- We believe education is the shared responsibility of the home, school, and community.

- We believe school should provide a safe physical, social, and emotional environment in order to promote learning.

- We believe our school must function as a learning organization and promote opportunities for all those who have a stake in the success of the learning community.

- We believe everyone should be treated with dignity and respect.

- We believe cultural diversity aids in a better understanding of our society.

- We believe challenging expectations increase individual student's performance.

- We believe the integration of technology prepares students for the future.

- We believe that a holistic approach to nutrition and fitness aids students in developing healthy lifestyles.

- We believe arts integration aids students in academic achievement and creativity.

Data Analysis & Needs Assessment:

**Skyland SC Ready Spring 2018: ELA Grades 3-5
Percent of Students Meeting Standard**
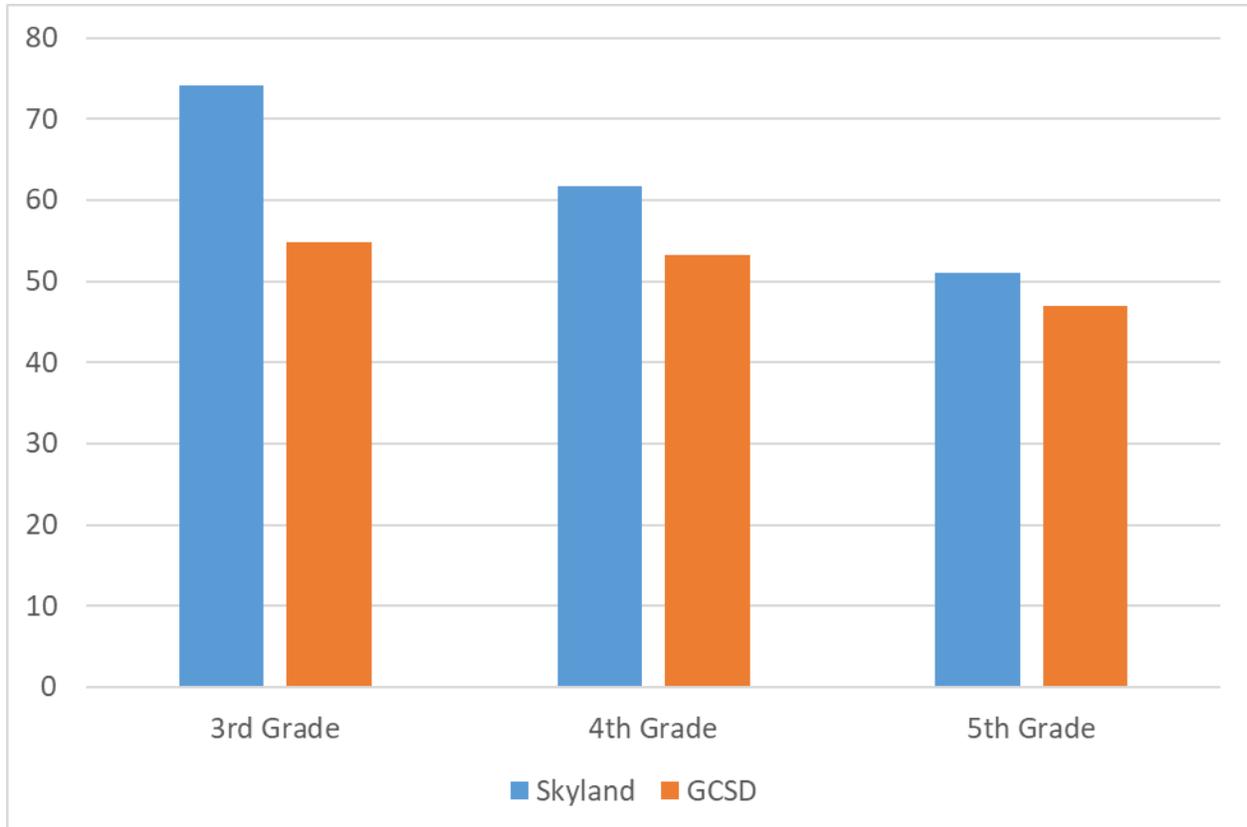
Skyland SC Ready ELA Comparisons
2016-17 to 2017-2018
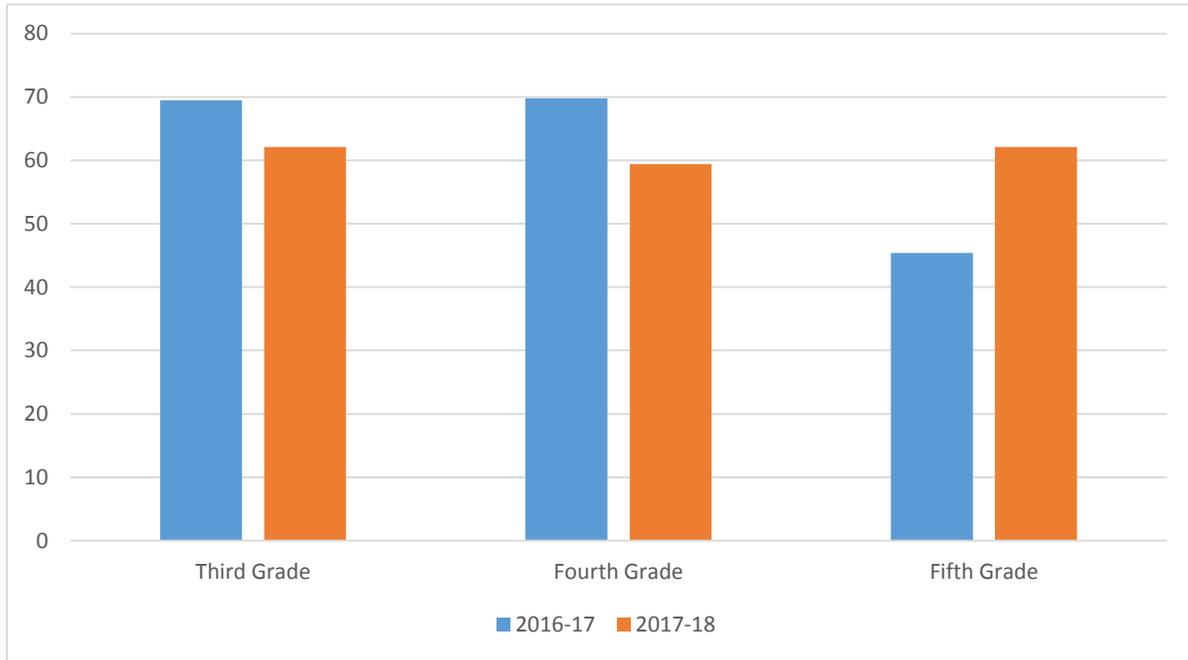
SC Ready ELA results show a slight dip in third and fourth grades, yet an increase in fifth grade. Overall, we exceeded state and district averages.

Skyland SC Ready Spring 2018: Math Grades 3-5
Percent of Students Meeting Standard
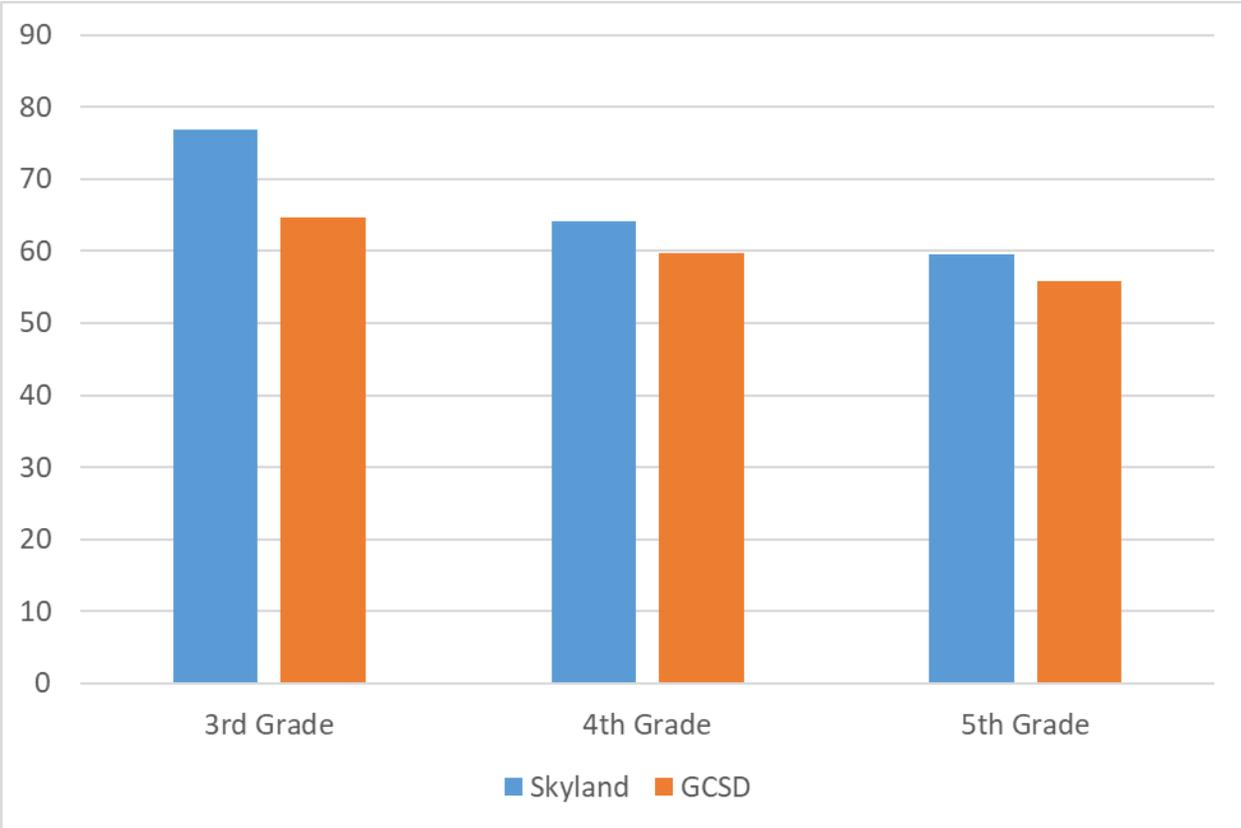
Skyland SC Ready Math Comparisons
2016-17 to 2017-2018
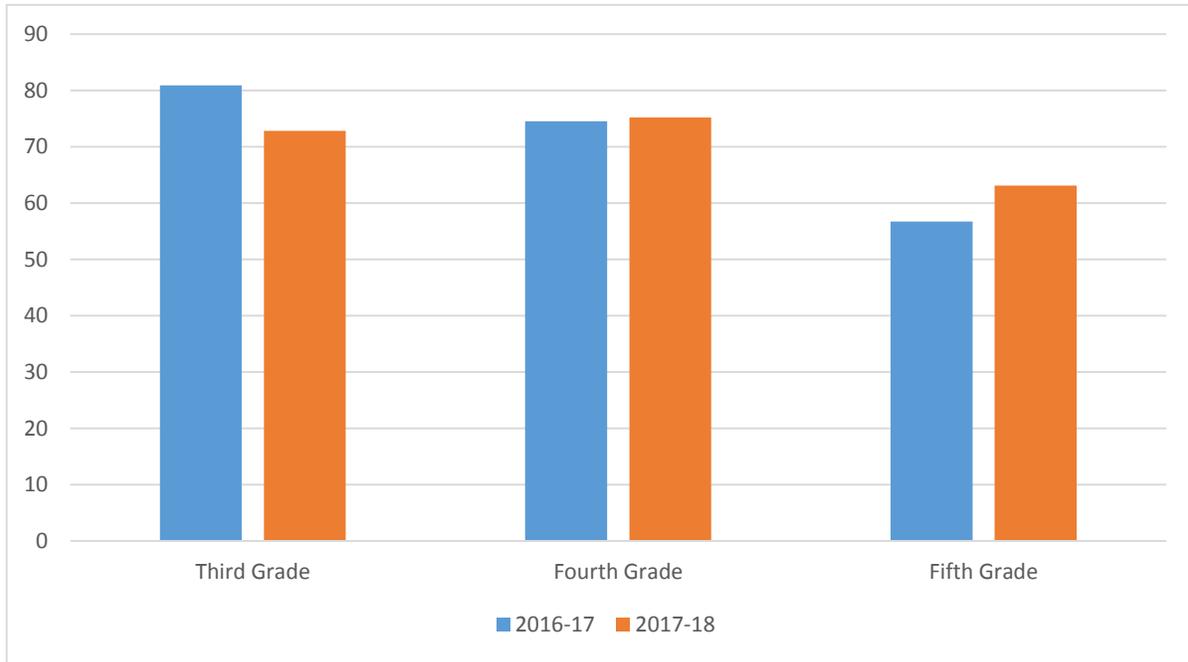
SC Ready Math results indicate a slight dip in third grade and slight increases in fourth and fifth grades. Overall, we exceeded state and district averages.

Skyland SC Ready Spring 2018
Percent of Students Meeting Standard
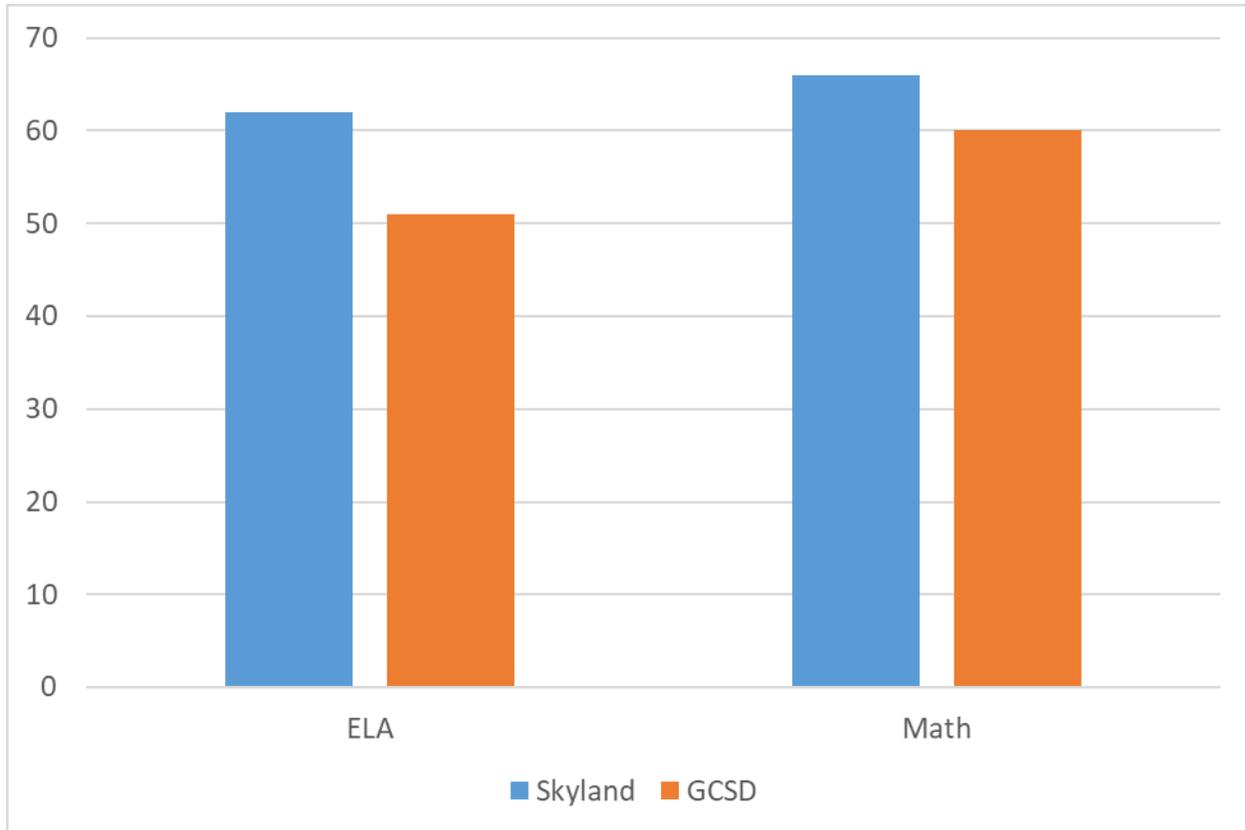
In all grade levels and subject levels, we exceeded both the district and state in scoring Meets or Exceeding on the SC Ready test. Data was examined by strand during grade level team meetings to help strengthen instructional planning.

Skyland SC Ready Comparison: Grades 3-5
Percent of Skyland Students Meeting Standard
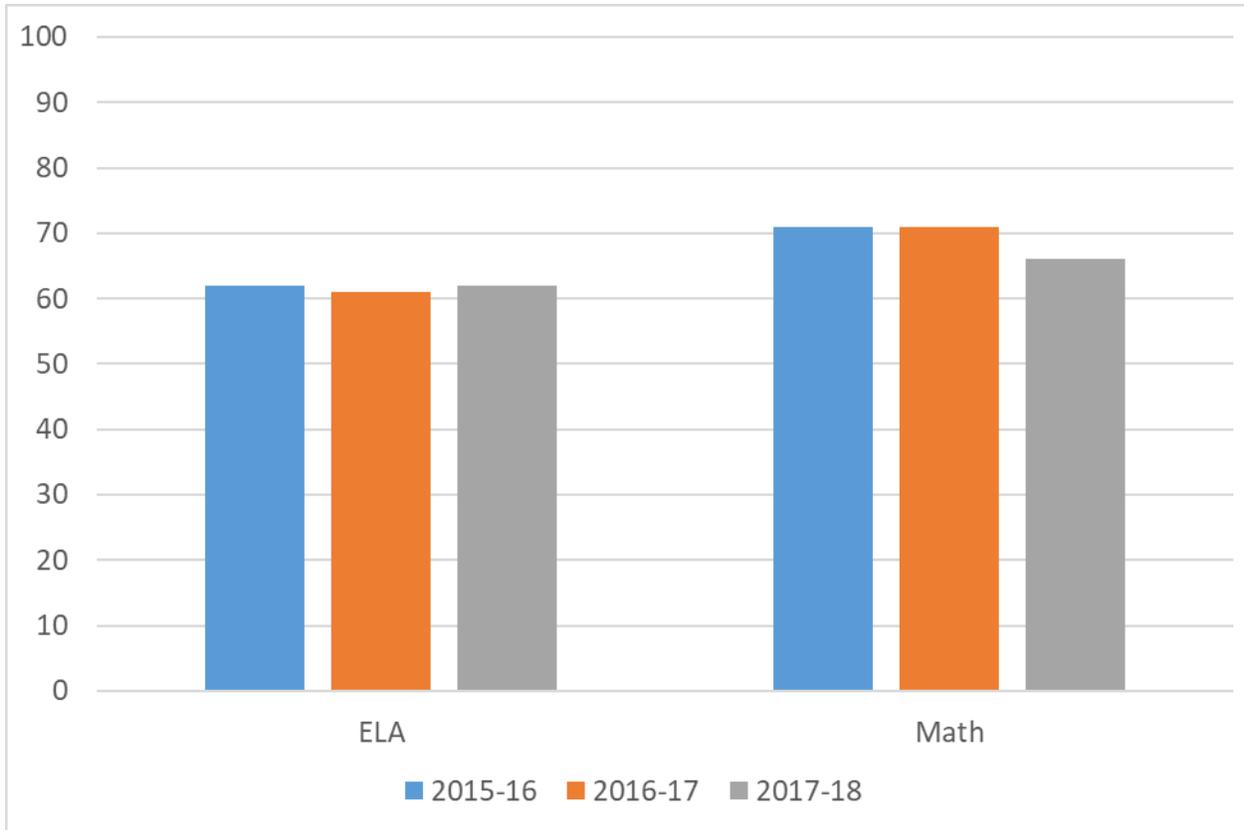
Skyland students have scored consistently in each subject area over the last three years. A small decrease in math was noted in 2017-18. Data analysis and strategic planning took place to address this area.

Palmetto Assessment of State Standards
Spring 2018
Percent of student scoring Met or Exemplary

Science
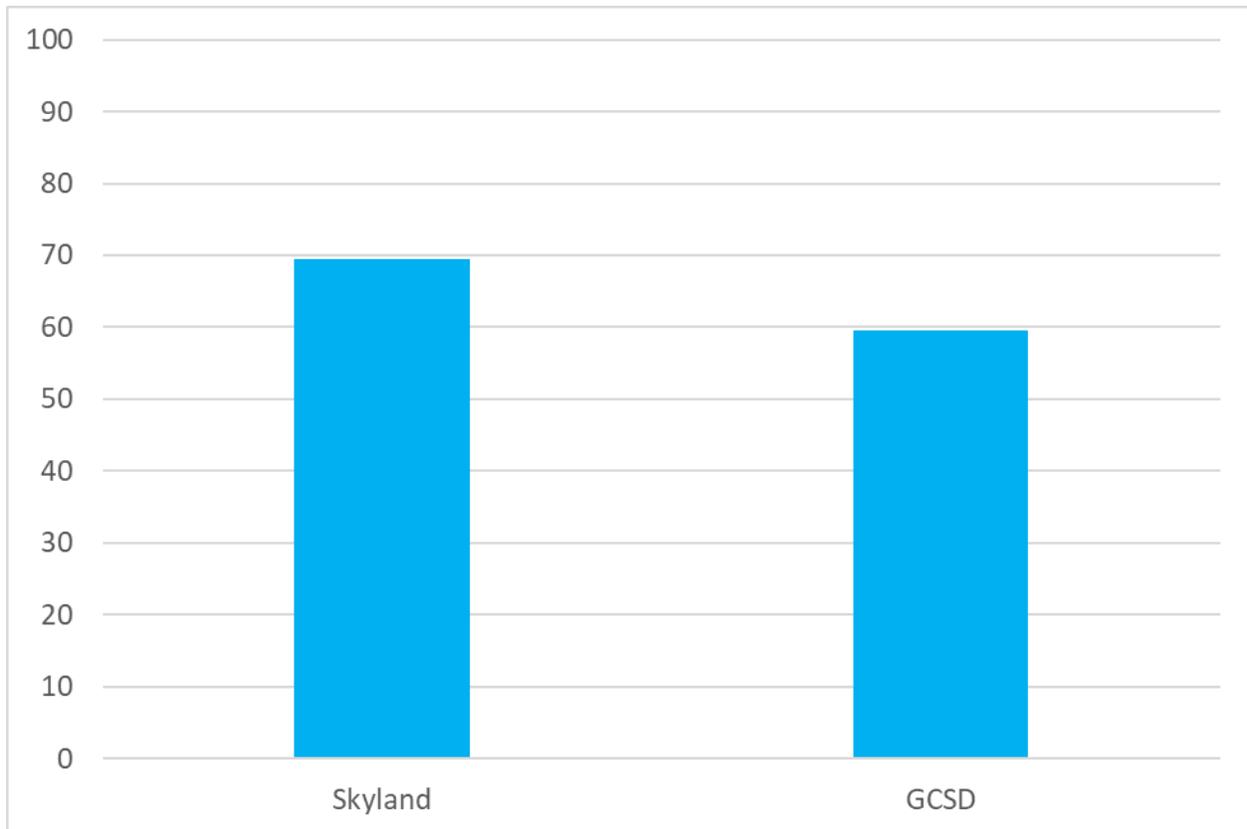
Social Studies
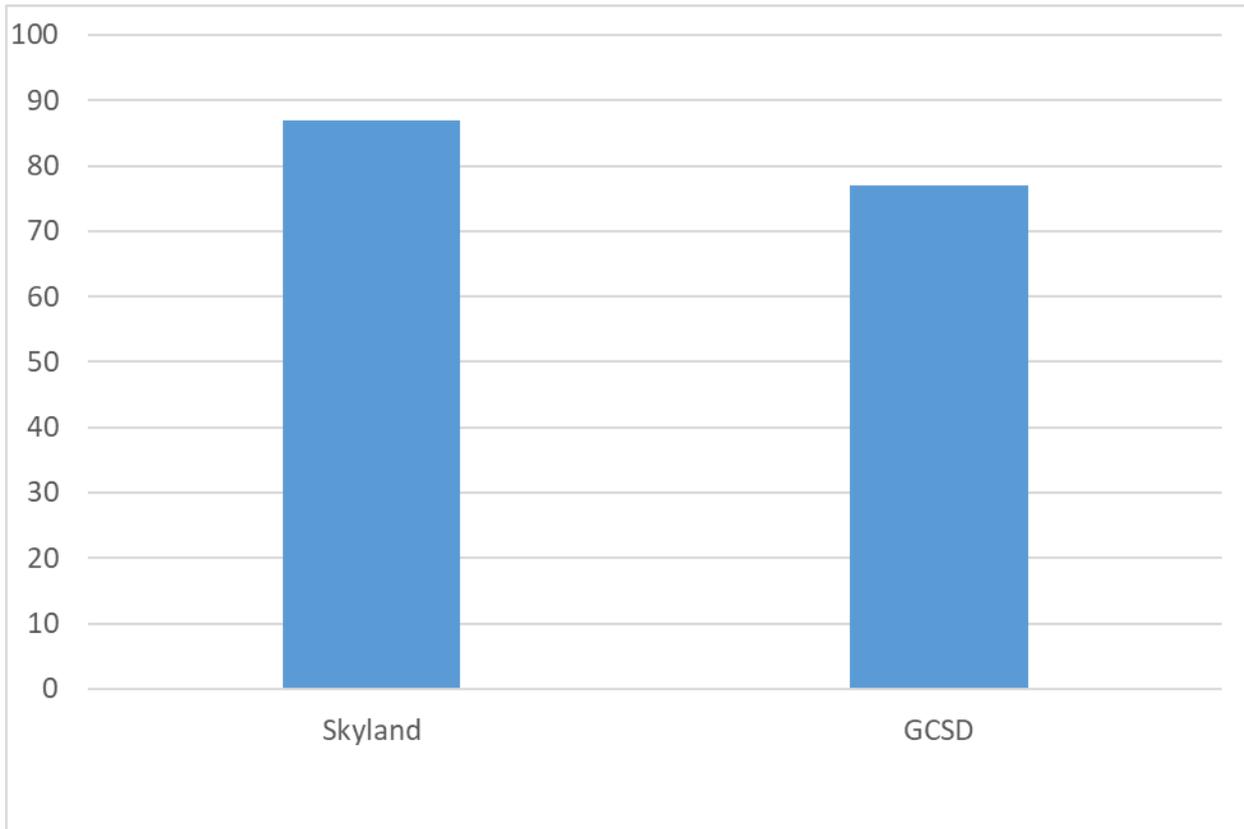
Both grades 4 and 5 scored above the district and state in the areas of Social Studies and Science. Specific strands, as well as trends, were discussed in depth during team meetings.

ITBS Percentile Rank
Skyland Elementary
2014-2018

	2014	2015	2016	2017	2018
Reading Comprehension	69%tile	64%tile	67%tile	71%tile	70%tile
Mathematics	59%tile*	54%tile*	57%tile	57%tile	50%tile

ITBS data indicates some fluctuation over the last 5 years, but 2018 data supports a slight decrease in the area of Reading Comprehension and Mathematics.

Teacher and Administrator Quality

Skyland Professional Development Plan: 2018-2019

Action	Who Led	Who participates	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Data & Goal Setting ➢ Winter MAP data ➢ SC Ready data ➢ SC PASS data ➢ MC/TE21 data ➢ F&P benchmarks	Administration Instructional Coach	Teachers		X	X			X			X	
Characteristics of and Strategies for Working With Special Needs Students ➢ Speech Therapy ➢ A-Team ➢ Resource, Inclusion, Mainstreaming	Speech, Inclusion./Resource, Gifted & Talented, ESOL Teachers	Teachers	X	X	X							
Professional Learning Communities ➢ Learning Targets ➢ Effective Instructional Strategies ➢ Assessment ➢ Curriculum Connections ➢ Balanced Literacy ➢ Testing Procedures (ITBS, MAP, SC Ready, PASS)	Administration Instructional Coach	Teachers	X	X	X	X		X	X	X	X	X

Initiative	Resources	Participants									
Teacher's Choice Professional Growth In-services (Teachers will have the opportunity to rotate through a variety of training sessions based on their goal areas and specific instructional needs. Sessions ideas may include: ➢ Closing the Gap/Best Practices ➢ Differentiation ➢ IDEA Strategies ➢ Technology	Administration Instructional Coach Teachers Invited Speakers	Teachers				X		X				
Balanced Literacy ➢ Fountas & Pinnell training and implementation ➢ Benchmarking	Fountas & Pinnell Trainer Instructional Coach	Teachers	X	X				X				
Technology Development ➢ Promethean Board (ActivInspire Software & ActivExpression devices) ➢ Web Page ➢ Integrating Technology ➢ PowerTeacher ➢ DLC ➢ Chromebooks	Technology Committee Invited Speakers	Teachers		X		X		X	X	X		

On-site Professional Development Hours

2014	2015	2016	2017	2018
20 hours	20 hours	20 hours	20 hours	20 hours

The chart documents the on-site professional development hours offered at Skyland. While the district requirement is 12 hours, we have exceeded that number each year. In addition, many staff members exceeded the total required professional development hours (24 hours) by participating in a wide variety of in-service opportunities through the district and at the school level. During the last few years, several teachers also completed advanced degrees including Masters, Masters +18, Masters +30, Educational Specialist and National Board Certification.

Skyland Professional Development Plan: 2019-20
(Tentative)

Action	Who Led	Who participates	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Data & Goal Setting ➢ SC Ready data ➢ SC PASS data ➢ MC/TE21 data ➢ F&P benchmarks	Administration Instructional Coach	Teachers		X	X			X		X	X	
Characteristics of and Strategies for Working With Special Needs Students ➢ Speech Therapy ➢ A-Team ➢ Resource ➢ Inclusion	Speech. Inclusion, Resource, Gifted & Talented, RTI, ESOL Teachers	Teachers	X	X	X			X				
Professional Learning Communities ➢ Learning Targets ➢ Effective Instructional Strategies ➢ Assessment ➢ Curriculum Connections ➢ Balanced Literacy ➢ Testing Procedures (ITBS, MAP, SC Ready PASS)	Administration Instructional Coach	Teachers	X	X	X	X		X	X		X	X

Activity	Responsible	Audience									
Teacher's Choice Professional Growth In-services. Sessions ideas may include: ➢ Closing the Gap/Best Practices ➢ Differentiation ➢ Technology	Administration Instructional Coach Teachers Invited Speakers	Teachers			X		X				
Balanced Literacy ➢ Fountas & Pinnell training and implementation ➢ Benchmarking	Fountas & Pinnell Trainer Instructional Coach	Teachers	X	X			X				
Technology Development ➢ Promethean Board ➢ Web Page ➢ Integrating Technology ➢ PowerTeacher ➢ DLC ➢ Chromebooks	Technology Committee Invited Speakers	Teachers		X		X	X		X		

School Climate Survey Results (%)
2014-2018

Teachers	2014	2015	2016	2017	2018
Percent satisfied with learning environment.	97.7	100	100	100	100
Percent that report feeling safe at school.	97.6	100	100	100	100

5th Grade Students	2014	2015	2016	2017	2018
Percent satisfied with learning environment.	93.2	92	92.5	90.9	91.4
Percent that report feeling safe at school.	97.7	96.7	90.5	96	93.2

5th Grade Parents	2014	2015	2016	2017	2018
Percent satisfied with learning environment.	94	100	89.4	100	94.3
Percent that report feeling safe at school.	96.1	100	91.5	100	96.10

The tables above show high percentages of satisfaction with Skyland's learning environment from teachers, students, and parents. We hope to continue to increase the number of 5th grade parent surveys returned to help give us a more accurate view of parent satisfaction with the learning environment.

Needs Assessment

OUTCOMES	NEXT STEPS
Goal Area 1: Raise the academic challenge and performance of each student. (District Ed. Plan –Goal 1). **Performance Goal 1:** Meet or exceed the standard in English, Writing, Reading and Math as measured by SC Ready. **Interim Performance Goal:** The percentage of students scoring Ready or above on the 2017-18 SC Ready will be comparable to our district's performance. **Results:** TBD	**Goal 1** • Continue to utilize Learning Targets to guide instruction. • Continue to utilize the Response to Intervention program in K and 1st grade. • Use MasteryConnect benchmark data to drive instruction. • Continue technology integration with the one-to-one initiative. • Utilize Discovery Ed. strategies, such as the use of learning stations, to personalize student learning. • Continue use of Computer Lab to assist with morning Math remediation. • Continue use of IXL, online version of Renaissance, First in Math and RAZ-kids • Use of district Rubicon Atlas • Examine common assessments, survey information and MC benchmarks to track student progress. • Use creative scheduling to allow more time for collaborative planning. • Conduct vertical teaming sessions to review writing samples and establish grade level expectations. • Administer annual writing benchmarks and analyze results during PLC meetings. • Continue implementation of Balanced Literacy and F & P benchmarking.
Goal Area 2: Ensure quality personnel in all positions. (District Ed. Plan- Goal 2) **Performance Goal 1:** The amount of time teachers and administrators are engaged in professional development activities will meet or exceed the district minimum requirement of twelve hours at the school level from 2017-18 to 2022-23. **Interim Performance Goal**: Teachers and administrators will participate in twelve or more hours of professional development at the school level during the 2017-18 school year. **Results:** Skyland teachers and administrators	• Continue to survey faculty regarding PD needs • Continue to plan professional development that is research based and reflects best practices. • Continue to use PLCs to promote collaboration and gain feedback regarding PD • Use creative scheduling to allow more time for collaboration. • Teacher leaders will open up their classrooms for peer observations. • Offer a greater variety of in-services through Teachers Teaching Teachers in-services.

exceeded the minimum of 12 hours of on-site professional development during the 2017-18 school year, therefore the Interim Performance Goal was achieved.	
Goal Area 3: Provide a school environment supportive of learning. (District Ed. Plan-Goal 3). **Performance Goal 1:** The student attendance percentage will meet or exceed 96% or better from 2017-28 to 2022-23. **Interim Performance Goal:** We will maintain or improve our 96% student attendance percentage during the 2017-18 school year. **Results:** Skyland's attendance rate was 96% during the 2017-18 school year, therefore the Interim Performance Goal was achieved.	• The leadership team will review the current perfect attendance recognition strategies and determine necessary changes. • Continue to use incentives and recognition strategies to encourage perfect attendance • Continue to collaborate with the PTA to recognize students and classes with perfect attendance. • Expand community partnerships to secure additional resources for perfect attendance incentives.

Link to SDE School Report Card:
https://www.screportcards.com/overview/?q=eT0yMDE4JnQ9RSZzaWQ9MjMwMTA4Mw

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 61% in 2016-17 to 63.5% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by .5% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **61** (2016-17)	**School Projected Elementary 62%**	**62.5**	**63**	**64**	**65**	**66**
		School Actual Elementary 62%					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **49** (2016-17)	**District Projected Elementary 52%**	**52**	**55**	**58**	**61**	**64**
		District Actual Elementary 52%					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide support for implementing data driven reflective conversations to improve teaching practice.	2018-2023	Admin. IC	$0	NA	Evidence of data driven conversations from school meetings
2. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Admin. IC Teacher Leaders	$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.
3. Provide strategy and content support for teachers	2018-2023	Admin. IC	$0	NA	School-based professional development offerings that provide best practice strategies and content to teachers

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will maintain 71.1% from 2016-17 to 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **71.1** (2016-17)	**School Projected Elementary**	67.5	69	70.5	71	71.5
		School Actual Elementary 66%					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **54** (2016-17)	**District Projected Elementary 57%**	57	60	63	66	69
		District Actual Elementary 60%					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor.	2019-2020	Admin. IC	$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs/observations
2. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	Admin. IC Teachers	$0	NA	MasteryConnect Reports
3. Use formative assessments to inform planning and instruction for the purpose of increasing DOK.	2019-2023	Admin. IC Teachers	$0	NA	Mastery Connect/TE21

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 Met and Exemplary 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 Met and Exemplary on SCPASS Science will maintain 70% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary**	**71.5**	**73**	**74.5**	**76**	**77.5**
		School Actual Elementary 70%					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary**	**63**	**66**	**69**	**72**	**75**
		District Actual Elementary 60%					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide support for implementing data driven reflective conversations to improve teaching practice.	2018-2023	Admin. IC	$0	NA	Evidence of data driven conversations from school meetings
2. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	Admin. IC Teachers	$0	NA	MasteryConnect Reports
3. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor.	2019-2020	Admin. IC	$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs/observations

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

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Met and Exemplary on SCPASS Social Studies will maintain 87% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**School Projected Elementary**	**88.5**	**91**	**92.5**	**94**	**95.5**
		School Actual Elementary 87%					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**District Projected Elementary**	**81**	**84**	**87**	**90**	**93**
		District Actual Elementary 78%					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide support for implementing data driven reflective conversations to improve teaching practice.	2018-2023	Admin. IC	$0	NA	Evidence of data driven conversations from school meetings
2. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	Admin. IC Teachers	$0	NA	MasteryConnect Reports
3. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor.	2019-2020	Admin. IC	$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs/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 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):	AVERAGE BASELINE 2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 36.9**	**38**	**41**	**43**	**46**	**49**
SC READY ELA SC SDE Website		**School Actual Hispanic 35**					
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 36**	**36**	**39**	**42**	**45**	**48**
SC READY ELA SC SDE Website		**District Actual Hispanic 34**					

SC READY ELA SC SDE Website	32 % Meets Expectations and Exceeds Expectations	**School Projected AA 34.1**	**51**	**52**	**53**	**54**	**55**
SC READY ELA SC SDE Website		**School Actual AA 50**					
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	**District Projected AA 25**	**25**	**28**	**31**	**34**	**37**
SC READY ELA SC SDE Website		**District Actual AA 25**					
SC READY ELA SC SDE Website	27% Meets Expectations and Exceeds Expectations	**School Projected SWD 29.4**	**31.8**	**34.2**	**36.6**	**39**	**41.4**
SC READY ELA SC SDE Website		**School Actual SWD 28**					
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	**District Projected SWD 14**	**14**	**17**	**20**	**23**	**26**

SC READY ELA SC SDE Website		**District Actual SWD 12**					
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations	**School Projected LEP**	**53**	**56**	**59**	**62**	**65**
SC READY ELA SC SDE Website		**School Actual LEP 50**					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	**District Projected LEP 35**	**35**	**38**	**41**	**44**	**47**
SC READY ELA SC SDE Website		**District Actual LEP 33**					
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations	**School Projected SIP**	**55.4**	**58.4**	**61.4**	**64.4**	**67.4**
SC READY ELA SC SDE Website		**School Actual SIP 52.4**					

SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected SIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual SIP 33					
SC READY Math SC SDE Website	38% Meets Expectations and Exceeds Expectations	School Projected Hispanic 39.8	38.5	42	45.5	49	52.5
SC READY Math SC SDE Website		School Actual Hispanic 35					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42					
SC READY Math SC SDE Website	40% Meets Expectations and Exceeds Expectations	School Projected AA 41.7	43.4	45.1	46.8	48.5	50.2

SC READY Math SC SDE Website		School Actual AA 57					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28					
SC READY Math SC SDE Website	37 % Meets Expectations and Exceeds Expectations	School Projected SWD 38.8	40.6	42.4	44.2	46	47.8
SC READY Math SC SDE Website		School Actual SWD 40					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16					

Source	Criteria	Measure				
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations	**School Projected LEP**	**51**	**52**	**53**	**54**	**55**
SC READY Math SC SDE Website		**School Actual LEP 50**					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	**District Projected LEP 40**	**40**	**43**	**46**	**49**	**52**
SC READY Math SC SDE Website		**District Actual LEP 42**					
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations	**School Projected SIP**	**58**	**58.5**	**59**	**59.5**	**60**
SC READY Math SC SDE Website		**School Actual SIP 57.6**					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected SIP 36**	**36**	**39**	**42**	**45**	**48**

SC READY Math SC SDE Website		**District Actual SIP 38**				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Admin. IC Teacher Leaders	$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations Professional Development offerings on diverse learner strategies
2. Provide support for implementing data driven reflective conversations to improve teaching practice.	2018-2023	Admin. IC	$0	NA	Evidence of data driven conversations from school meetings
3. Schools will utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2023	Admin.	$0	$0	Evidence of conversations and logs

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	Criterion Reference Measure	**School Projected**					
		School Actual	**Baseline will be established in Spring 2019**				
Fastbridge	Norm Reference Measure	**School Projected**					
		School Actual	**Baseline will be established in Spring 2019**				

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MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**School Projected**		Grade 2 –57% Grade 5 –56 %	Grade 2 – 59% Grade 5 –60 %	Grade 2 –61 % Grade 5 –63 %	Grade 2 – 62% Grade 5 – 66%
South Carolina MAP Linking Study – December 2016	2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile	**School Actual**	Grade 2-55% Grade 5-52%				
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 Exceeds Expectations on SC READY ELA	**District Projected**		Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above

South Carolina MAP Linking Study – December 2016	2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile	**District Actual**	Grade 2 – 40% Grade 5 – 42%				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement Balanced Literacy with fidelity across all grade levels.	2018-2023	Admin. Literacy Specialist IC	$0	$0	Observations, anecdotal notes, and lesson plans. Instructional Observations Increased number of students reading on grade level by 3rd grade
2. Implement a framework for common planning across all grade levels to ensure alignment of instructional practices and support intentional unit and lesson planning responsive to student needs.	2018-2023	Admin.	$0	$0	Collaborative planning, data analysis, unit planning, protected planning times. Evidence of Common Planning reflected in school schedule
3. Implementation of a professional learning plan to support teachers in building capacity for consistent implementation of all the GCS Balanced Literacy Framework. components	2018-2023	Admin. Literacy Specialist IC Teacher Leaders	$0	$0	Evidence of school-based trainings and implementation of GCS Frameworks for Literacy

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	Baseline will be established at the end of the 2018-19 school year	**School Projected**		**TBD**	**TBD**	**TBD**	**TBD**
		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					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Identify areas where there is limited or no diversity.	2018-2023	Admin.	$0	NA	Ongoing focus
2. Identify quality candidates who are diverse.	2018-2023	Admin.	$0	NA	Ongoing identification of candidates

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	93.5	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Students 93.2					
SDE School Report Card Survey	100	**School Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Teachers 100					

SDE School Report Card Survey	**95.5**	**School Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		School Actual Parents 96.1					
SDE School Report Card Survey	**92**	**District Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Students 86					
SDE School Report Card Survey	**98**	**District Projected Teachers**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**
		District Actual Teachers 97					
SDE School Report Card Survey	**91**	**District Projected Parents**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		District Actual Parents 88					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and effectively with all stakeholders that emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Admin.	$0	NA	Newsletters, SIC and Agendas
2. Take a proactive approach by periodically pushing out information about the safety measures that we take at each school	2018-2023	Admin.	$0	NA	Skyland Scoop
3. Continue to utilize social media and phone blasts to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	Admin.	$0	NA	Phone Blasts

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

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**	**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
	(2016-17) **0**	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		**School Actual 0**					
	(2016-17) **0.7**	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

56

GCS Expulsion Report		**District Actual 0.8**					

Annual Expulsion Rate

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk	2018-2023	Admin. Guidance Counselors	$0	NA	Students in need being matched with services

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	91	**School Projected 91**	**91**	**91**	**91**	**91**	**91**
		School Actual 91					
AdvancED Culture & Climate Surveys	89	**District Projected**	**90**	**90**	**90**	**90**	**90**
		District Actual 90					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Expand mentoring program for identified students	2018-2023	Admin. School Counselors	$0	NA	Identified students assigned to an adult at the school, as needed
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	Admin. IC School Counselors	$0	NA	PD Plan Teacher Attendance
3. Establish protocols among all adults to communicate positively with students.	2018-2023	Admin. School Counselors	$0	NA	Documentation of communicating protocol to staff

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) **96**	**School Projected 96**	**96**	**96**	**96**	**96**	**96**
180th day Attendance Report		**School Actual 96**					
	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
180th day Attendance Report		**District Actual 95**					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Promote attendance with students and parents as an important component of school success	2018-2023	School team	$0	NA	Teacher/school direct contact with parents.
2. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students to provide additional support	2018-2023	School team	TBD	TBD	Students are identified and appropriate supports are assigned
3. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team School Counselors	$0	NA	Attendance reports Review of attendance policies

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	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid 5% Lonely 10% Angry 9%	**School Projected**	**Afraid ≤4 Lonely ≤9 Angry ≤8**	**Afraid ≤4 Lonely ≤9 Angry ≤8**	**Afraid ≤3 Lonely ≤8 Angry ≤7**	**Afraid ≤3 Lonely ≤8 Angry ≤7**	**Afraid ≤2 Lonely ≤7 Angry ≤6**
		School Actual Afraid 5% Lonely 10% Angry 9%	**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 – 5% Lonely – 10% Angry – 8%	**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. Utilize support resources to teachers.	2018-2023	Admin. School Counselors	$0	NA	List of support resources
1. Decrease the ratio of students to school counselors.	2018-2023	Admin.	TBD	District	Additional Guidance personnel
3. Each school will ensure its character education program addresses bullying behaviors.	2018-2023	School Counselors	TBD	TBD	Appropriate programs utilized