

Alexander Elementary School

“Leaders Light Their Paths”

Strategic Plan 2018-19 through 2022-23

Updated March 2021

Johnnette D Nesbitt, Principal



Greenville County Schools

Greenville South Carolina

Dr. W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Alexander Elementary School

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2020-2021 (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 assurance requirements including ACT 135 assurance pages.


SUPERINTENDENT

Dr. W. Burke Royster		3-17-21
PRINTED NAME	SIGNATURE	DATE


PRINCIPAL

Johnnette D. Nesbitt		3-17-21
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		3-17-21
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Rev. Jeffrey L. Miller		3-17-21
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kathleen D. Acevedo		3/15/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1601 W Bramlett Road, Greenville, SC 29611

SCHOOL TELEPHONE: (864) 355-1000

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	<u>Johnnette D Nesbitt</u>
2. Teacher	<u>Hunter McClure</u>
3. Parent/Guardian	<u>Miriam Leticia Murillo</u>
4. Community Member	<u>Scott Powell</u>
5. Paraprofessional	<u>Tammy Welker</u>
6. School Improvement Council Member	<u>Eunice Coakley Guyton</u>
7. Read to Succeed Reading Coach	<u>Kathleen Acevedo</u>
8. School Read To Succeed Literacy Leadership Team Lead	<u>Kathleen Acevedo</u>
9. School Read To Succeed Literacy Leadership Team Member	<u>Tyler De Palma</u>

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
Administrative Assistant	Marleen Hygema
Literacy Specialist	Kathleen Acevedo
Instructional Coach	Tyler DePalma
Title One Facilitator	
Parent Involvement Coordinator	Raydhira Mirzai

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	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parenting and Family Literacy</p> <p>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>Recruitment</p> <p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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

Alexander Elementary School



The motto of Alexander Elementary is “Leaders Light Their Paths.” The Alexander Elementary portfolio documents our journey through the continuous improvement process. The portfolio provides our school community with an ongoing means for communication, continuous improvement and accountability. The portfolio also provides assurance to the public regarding the educational quality of our school by obtaining reaffirmation of our accreditation from Cognia. The categories used in this portfolio are based upon a model of continuous improvement, which is an expectation of our district and our state. These categories were selected because we believe these are merits for a strong foundation of a quality school. The categories utilized in this school portfolio are: Executive Summary, School Profile, Mission/Vision/Beliefs, Data Analysis and Needs Assessment Action Plan.

Executive Summary

Alexander Elementary School

As a result of a Greenville County Initiative every school is required each spring to complete a comprehensive evaluation of all school systems and report the findings and Action Plan in a school portfolio. With leadership from Administration, the Instructional Coaches, and teacher input; the members of Alexander Elementary are assigned to committees that update and revise the portfolio each year. The portfolio is aligned with the requirements of Greenville County Schools and the State Department of Education. All parents and

members of the School Improvement Council are invited to participate in this process. An electronic copy is available for parents, faculty, and staff on the Alexander Elementary website.

Summarized Findings of Student Achievement Academic goals are the foundation for the delivery of instruction within the classroom. At Alexander Elementary (AES), we make the necessary steps to ensure that all students are learning at their potential and continuing to show academic and behavioral growth. After careful review of demographic data, survey questionnaire results, and student achievement data, an effective strategic plan for student achievement, complete with goals and objectives, was created. Within this document, our Action Plan identifies strategies that address student achievement, teacher/ administrator quality, and school climate goal statements for the 2018-2019 through 2022-2023 school years. Goal statements were determined based on school, district, and state data. Data sources included the South Carolina State Department of Education School Report Card, the South Carolina Palmetto of State Standards (SCPASS), ACT Aspire Assessments, the Iowa Test of BasicSkills (ITBS), and stakeholder input. Alexander Elementary will track trends over time. The staff, Faculty Council, and SIC update the goals and objectives determined by the strengths and limitations of current data. Data is disaggregated, discussed, and priorities are established for the upcoming school year

- 29.7% of third through fifth grade students met and/or exceeded standard on SC READY ELA during 2017-2018 with a significant increase to 41.1% during 2018-2019.
- 45.8% of third through fifth grade students met and/or exceeded standard on SC READY Math during 2017-2018 with an increase to 51.9% during 2018-2019.
- 42.9% of fourth and fifth grade students scored met and/or exemplary on SCPASS Science during 2017-2018 with an increase to 57.7% during 2018-2019.
- 47.5% of fourth and fifth grade students scored met and/or exemplary on SCPASS Social Studies during 2017-2018 with a significant increase to 74.6% during 2018-2019.
- Continue to examine and monitor student progress and results as identified through standardized testing and Mastery Connect (TE21) Benchmarking
- Working extensively with our Special Education and ML district and school teams to create a stronger model for delivery of services including both inclusive and pullout services. We are working closely with the district to implement a program that will meet the individual needs of all special education and ML students by providing a continuum of services that include an array of service models (pull-out, Inclusion, Co-Teaching, itinerant) while providing yearlong professional development for all classroom teachers and service providers.
- Continue to develop and grow ourselves as an effective PLC, including the use of common assessments, common grading practices and the continued use of effective instructional strategies in the classroom.

- A plan for purposeful, differentiated and meaningful staff development.
- Training and implementation of Fountas & Pinnell and a strong Balanced Literacy Program.
- Utilize district supported curriculum with all students
- Provide support to teachers in the use of state standards
- Ongoing evaluation of the strategic five-year school plan.
- Increase the knowledge of Multi-Tiered Support Services for Academic and Behavioral Goals
- 100% of AES administration and staff are highly qualified
- 46% of AES staff members hold advanced degrees •
- Quality staff development is provided on campus and through Greenville County School District
- Professional development focus is in the areas of ML Support, SEL Support, Guided Math, and Balanced Literacy
- Staff development is designed to help teachers maintain highly qualified certification
- The Leadership Team, with input from the staff, has created a professional development plan that will focus on building teacher leaders and strengthening our instructional program
- Technology staff development is provided to help teachers meet State Department technology proficiency as well as provide a student-centered approach to learning Needs Assessment for Teacher and Administrator Quality
- Reaching all ability levels to close the achievement gap for all subgroups
- Increasing the use of student technology in all classrooms in all areas of the SAMR model
- Continuing to provide current and trending educational technology professional development
- Continuing to provide professional development in the area of Balanced Literacy
- Continue to analyze common formative and summative assessments and plan instruction through the use of data analysis in Professional Learning Communities
- Continue to look for ways to challenge our high-performing students Summarized Findings for School Climate Needs Assessment for School Climate (Parent Survey)
- According to our parent survey from the 2019 report card, 97.6% of parents indicated satisfaction with our learning environment.
- According to our parent survey from the 2019 report card, 92.6% of parents indicated satisfaction with our school-home relations.

- We will continue to work to improve communication, increase participation, and help parents be an integral part of their child's education.

Significant Challenges

- Achievement Gap between disabled and non-disabled in ELA and Math
- Achievement Gap with Caucasian students in ELA and Math
- Achievement Gap with our ML students in ELA and Math
- Our students' families encounter a lot of obstacles within their home life. According to Maslow's Hierarchy of Needs, our students will not be academically successful until their basic and emotional needs are met.

Significant Awards and Accomplishments

- Excellent SC Report Card Rating – 2019
- Palmetto Silver Award Winner – 2019
- Excellent SC Report Card Rating for Student Achievement Growth
- Afterschool Lego Club
- Girls on the Run Club
- Kindness Certified School
- United Way Achievement Award
- Early Act First Knight Character Program (provided by Rotary Club)
- Upstate Mentor Program

School Profile

Alexander Elementary School

The History of Alexander Elementary

In 1922, fourteen Greenville communities bound together for mutual education and civic advancement under the vision of Thomas Fleming Parker. The Parker District, as it would become, aimed to become a textile community where individuals could obtain employment and have comfortable homes, churches, schools, and opportunities to grow into whatever they wished to

become. Alexander Elementary was built in 1965 and was named after Mr. Milton Osmond Alexander. Mr. Alexander was a respected supporter of the Parker District and the Woodside Mill community. Since 1965, Alexander Elementary has grown from just 20 teachers to over 45 under the leadership of 9 different principals. As Alexander Elementary continues to grow and progress, we are learning today with tomorrow in mind while never forgetting the important historical heritage of our community.

The Staff of Alexander Elementary

Alexander Elementary has 1 kindergarten for four year olds and 2 kindergartens for five year olds. In addition, there are 3 aids to assist our kindergarten teachers. There are 4 first grade teachers, 2 second grade teachers, 3 third grade teachers, 2 fourth grade teachers, and 2 fifth grade teachers. Additionally, there is one resource teacher, 1 ID MOD teacher. There are 4 paraprofessionals that assist the ID MOD classroom. In addition, there are 2 full-time interventionists, 1 part-time interventionist, 1 literacy coach, 1 instructional coach, 1 full-time ML teacher, a part-time challenge teacher, 1 full-time media specialist, and a part time media clerk. The speech therapist, art teacher, music teacher, and physical education teacher are at Alexander four days a week. Staff also includes a principal, administrative assistant, attendance clerk, office clerk, school nurse, guidance counselor, Title I Facilitator, social worker, mental health counselor (Greenville Mental Health), and full-time parent involvement coordinator. Alexander has a plant engineer, 3 environmental stewards, a cafeteria manager, and 4 café workers. Alexander has 8 minority teachers and 6 staff members that speak Spanish fluently.

Student Population/Enrollment

Demographics	2017-2018	2018-2019	2019-2020	2020-2021
Total Enrollment	423	422	441	364
African-American	26%	31%	33%	33%
Caucasian	12%	11%	9.7%	11%
Hispanic	53%	51%	52%	32%

Asian	0%	0%	0.022%	0
Other	9%	6%	4.7%	24%
Disabled	--	25%	18%	18%
Subsidized Meals	86.98%	90.05%	91%	100%

To help meet the learning needs of our students Alexander offers an intensive Response to Intervention (RtI) program. Alexander Elementary has one full-time Literacy Coach that pulls students for reading intervention, and 2 full-time reading interventionists. Alexander Elementary also has 2 full-time ML teachers to help with our multilingual learners. Alexander Elementary has a Gifted and Talented teacher that visits the school 1 days per week. Alexander Elementary has one resource teacher, one speech therapist, and one ID MOD teacher. Additionally, Alexander is fortunate to have a full-time social worker and a full-time mental health counselor (from Greenville Mental Health). In 2020-2021, approximately 40% of students receive reading intervention. This preventative academic program serves students with emphasis on the five pillars of literacy; phonemic awareness, phonics, vocabulary, fluency and comprehension. Our Community in Schools (CIS) Coordinator serves approximately 20 students and their families. Students that participate in the intervention program are progress monitored every ten days. When students consistently meet targeted benchmarks they are exited from the intervention. If students do not make adequate progress through the intervention program, they may be referred to the OnTrack Team to look at additional data and interventions to support student growth.. Students are given support for academic and behavioral goals. Students in K5-3rd grade are benchmarked three times a year using the universal screener, FastBridge. Students in 2nd -5th grade also use TE21 benchmark assessments that were conducted twice this year.

Enrollment for 2020-2021 by grade level is as follows:

K4	K5	1st	2nd	3rd	4th	5th
17	55	71	52	55	63	61

Mission, Vision, and Beliefs

Alexander Elementary School

Mission

The mission of Alexander Elementary School is to build a community to Embrace, Engage, and Empower, Everyone, Every day!

Vision

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

Beliefs

We are respectful, responsible, and ready to learn. We believe all students can learn. All cultures are valued. Children have the right to learn in a safe, orderly, and nurturing environment. We are partners with our families and community. Children must be prepared to take their place in a changing world using technology and all available tools to become a functioning member of society. School staff is committed to continuous improvement in all aspects of the school environment. At Alexander, our teachers are reflective, knowledgeable, focused, compassionate, and team players.

Data Analysis and Needs Assessment

Alexander Elementary School

The focus of Alexander 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 programs focus on education as a shared responsibility between students, home, and staff. Alongside safety, 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.

SC READY English Language Arts and Mathematics

English Language Arts (Reading and Writing) - Percent Met or Exceeding

School 41.1% (76 / 185)

[Details](#)

District 54.7% (19022 / 34794)

54.7%

[Details](#)

State 45.4% (159686 / 351481)

45.4%

[Details](#)

Mathematics - Percent Met or Exceeding

School 51.9% (96 / 185)

51.9%

[Details](#)

District 54.5% (18952 / 34794)

54.5%

[Details](#)

State 45.1% (158655 / 351479)

45.1%

[Details](#)

SCPASS Science and Social Studies

Science - Percent Met or Exceeding

School 57.7% (41 / 71)

57.7%

[Details](#)

District 57.3% (10021 / 17503)

57.3%

[Details](#)

State 49.1% (86817 / 176695)

49.1%

[Details](#)

Social Studies - Percent Met or Exemplary

School 74.6% (50 / 67)

74.6%

[Details](#)

District 77.2% (9033 / 11695)

77.2%

[Details](#)

State 67.6% (80123 / 118555)

67.6%

[Details](#)

Student Progress

Overall Percentage of Progress Points Earned **73.4%**

73.4%

[Details](#)

Student Progress Components - Percent of Progress Points Earned

All Students **76.8%**

76.8%

[Details](#)

Lowest Performing 20% of Students **69.9%**

69.9%

[Details](#)

2019 SC State Report Card:

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9RSZzaWQ9MjMwMTAyOA>

Teacher and Administrator Quality

Our School	Change from Last Year	
Total Number of Teachers	34.0	Down from 36.0
Percent of teachers with advanced degrees	52.9	Down from 55.6
<u>Teacher attendance rate</u>	91.6	Up from 91.3
Average teacher salary	\$48,436	Down from \$49,333
Percent of teachers on continuing contract	67.6	Up from 63.9
Percent of teachers returning from previous year - current year	69.7	Down from 87.9
Percent of teachers returning from previous year - three year average	79.0	Down from 82.9
Percent of teacher vacancies for more than 9 weeks	0.0	No change
<u>Prime instructional time</u>	86.3	Up from 86.1
<u>Student-teacher ratio in core subjects</u>	18.7 to 1	Up from 17.5 to 1
Percent of inexperienced teachers teaching in core classes	40.0	Up from 36.4
Number of inexperienced teachers teaching in core classes	6	Down from 8
Percent of out-of-field teachers teaching in core classes	0.0	No change
Number of out-of-field teachers teaching in core classes	0	No change

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.

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 or Annual Diagnostic Assistance (ADA) Contract. Teachers holding an Annual Diagnostic Assistance contract are in many cases those teachers who have never taught in South Carolina before and come to Greenville County Schools with at least two years of successful experience from out of state. Some teachers are given an ADA contract because they may need an additional year of support prior to a formal evaluation year. Teachers with ADA contracts are supported with a trained mentor and are coached informally on the PAS-T system. In some cases, ADA contract teachers are also given an ADEPT Teacher Leader to help in assisting and developing them. Teachers in their second year of teaching or those teachers who held an ADA contract the previous year, are formally evaluated using the PAS-T 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 | 5. Learning Environment |
| 2. Instructional Planning | 6. Communication |
| 3. Instructional Delivery | 7. Professionalism |
| 4. Assessment | 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. The district requires each teacher to participate in a minimum of 24 hours per year. At the school level, we provide teachers with a minimum of 12 of those hours.

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	School Projected		Gender Diversity was maintained	Diversity decreased slightly due to virtual school.	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain	Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain

GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = yes Ethnic Diversity = yes	Diversity decreased slightly due to virtual school.		
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual	Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%		

Professional Development Plan

<u>Professional Development Calendar</u>		
Date	Topic	Presenter
August 12th	SEL Foundations	Dana Owens
August 13th	SEL (optimistic closure)	Dana Owens
October 21st	School Vision and Goals	Marleen Hygema
November 4th	Title One Planning/Survey	Dawn Burgess
November 10th	Tech Tuesday: Pear Deck PD Series	Kelly Smith
November	Half day PLC session	Acevedo, De Palma
November 16th	Guided Math: Number Sense (K4-2) 8-11 CRA (3-5) 12-3	ERG Consulting
November 18th	ESOL: Grading and Accommodations	Latoi Gibson
December 1-4	Unit Planning for Q2	Acevedo, De Palma
January	Full day PLC session *Analyze TE21 to inform core instruction	Acevedo, De Palma
February 8th	ACES+ SEL Training	Chris Haines

February 1-5	Unit Planning for Q3	Acevedo, De Palma
March 8	ELA and ESOL Support PD	Stacey Shamis, Latoi Gibson
March 15th	Adult SEL	TJ Rumler
March 19th	Guided Math: Number Sense (K4-2) and CRA (CRA) follow-up	ERG Consulting
March 29-April 2	Unit Planning for Q4	De Palma
April 12th	Science/SS Integration into Content Areas and ESOL Supports	Katie Dell'Oso
April 12-16	Full Day PLC *Analyze TE21 to inform core instruction	Acevedo, De Palma
April 26th	ACES Part 2	Chris Haines

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.

	Teachers	Students	Parents
Number of Surveys Returned	24	70	43
Percent Satisfied with Learning Environment	58.4%	100%	85.5%
Percent Satisfied with Social and Physical Environment	66.7%	95.7%	97.6%
Percent Satisfied with School-Home Relations	75%	94.3%	92.6%

Needs Assessment for School Climate

According to our parent survey from the 2018-2019 school report card, our relative weakness is satisfaction with our learning environments amongst all three stakeholder groups. We will continue to provide our teachers with professional development to strengthen their ability to relate to students who have high trauma, and differentiate to a continuum of

learners based on academic and behavioral needs. Our professional development will center around our BIG 3: Multi-Tiered Support Services, Guided Reading, and Social Emotional Learning.

Please follow the following link to view 2018-2019 SDE School Report Card:

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9RSZzaWQ9MjMwMTAyOA>

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 41.1% in 2018-19 to 46.1% in 2022-23.

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2.72% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	x% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	x	x	x	x	x
		School Actual Elementary 29.7%	41.1%	waiver			
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52	58	waiver			

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

4. Focus: Instruction Professional development in ELA with writing text responses.	August 2013 on- going to May 2018 for school.	IC	n/a	n/a	- Monthly text- dependent analysis
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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 34% in 2016-17 to 46% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 2% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	x % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	x	x	x	x	x
		School Actual Elementary 45.8%	51.9%	waiver			
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	62	64	66	68	69
		District Actual Elementary 60	63	waiver			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>1. Focus: Performance Results</p> <p>Use performance results from school/district/state testing for instructional</p>	Yearly as data is available for district/state tests	Admin IC K-5 th	\$300 for copying costs	Local Funds	<ul style="list-style-type: none"> - Data trends tracked over time for district and state assessments - Differentiated

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>planning and to target student learning needs.</p> <p>School: Benchmarks, Common Assessments</p> <p>District: Rubicon-Atlas tests, Assessments for 4L/5K, Te21 Math</p> <p>State: SCReady Math</p>	August 2013 on-going to May 2018 for school.	SPED			Instructional Plan using Te21 as one resource

<p>2. Focus: Planning</p> <p>Provide opportunities for teachers to work with a Title One Specialist (Math) to model and / or coach teachers on various strategies to use in the classroom to increase student achievement.</p>	<p>August 2013 on-going to May 2018 for school.</p>	<p>Admin IC Title I Academic Specialists</p>	<p>n/a</p>	<p>n/a</p>	<ul style="list-style-type: none"> - Coaching cycles documentation - Observational feedback - Monthly focus meetings
<p>3. Focus: Instructional Protocol</p> <p>Use the GCSD Instructional Protocol to guide instructional planning and delivery</p>	<p>2017-2018 to 2022-2023</p>	<p>Admin IC Teachers</p>	<p>\$0</p>	<p>NA</p>	<ul style="list-style-type: none"> - Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement, and sustainability.

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

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 2.5% annually.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	x	x	x	x	x
		School Actual Elementary 42.9%	57.7%	waiver			
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary 60	64	waiver			

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 (district, school, and individual data).	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, etc.)
2. Implement Professional Learning Community support in schools	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds
3. Provide strategy and content support for teachers	2018-2023	Instructional Staff, Administration, Instructional Coach	\$0	NA	District and school-based professional development offerings that provide best practice strategies and

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: 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	x% Meets Expectations and Exceeds Expectations	School Projected Hispanic	x	x	x	x	x
SC READY ELA SC SDE Website		School Actual Hispanic	x	waiver			
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	40	waiver			
SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected AA	x	x	x	x	x

SC READY ELA SC SDE Website		School Actual AA x	x	waiver			
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	31	waiver			
SC READY ELA SC SDE Website	x% Meets Expectations and Exceeds Expectations	School Projected SWD	x	x	x	x	x
SC READY ELA SC SDE Website		School Actual SWD x	x	waiver			
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	21	waiver			
SC READY ELA SC SDE Website	x% Meets Expectations and Exceeds Expectations	School Projected LEP	x	x	x	x	x

SC READY ELA SC SDE Website		School Actual LEP x	x	waiver			
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	44	waiver			
SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected PIP	x	x	x	x	x
SC READY ELA SC SDE Website		School Actual PIP x	x	waiver			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	waiver			
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected Hispanic	x	x	x	x	x

SC READY Math SC SDE Website		School Actual Hispanic	x	waiver			
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	43	waiver			
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected AA	x	x	x	x	x
SC READY Math SC SDE Website		School Actual AA x	x	waiver			
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	30	waiver			
SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected SWD	x	x	x	x	x

SC READY Math SC SDE Website		School Actual SWD x	x	waiver			
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	20	waiver			
SC READY Math SC SDE Website	x% Meets Expectations and Exceeds Expectations	School Projected LEP	x	x	x	x	x
SC READY Math SC SDE Website		School Actual LEP x	x	waiver			
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	46	waiver			
SC READY Math SC SDE Website	x% Meets Expectations and Exceeds Expectations	School Projected PIP	x	x	x	x	x

SC READY Math SC SDE Website		School Actual PIP x	x	waiver			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48
SC READY Math SC SDE Website		District Actual PIP 38	43	waiver			

1. Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023	2. Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023	3. Implement OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2020-2023
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<p>4. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.</p>	<p>2018-2020</p>	<p>5. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.</p>	<p>2018-2020</p>	<p>6. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.</p>	<p>2018-2020</p>
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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 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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure Criterion Reference	School Projected	Level C through Level U	Level C through Level U			
	Meets and Exceeds	School Actual		Data point not available due to state-wide school closures on March 17, 2020- Covid 19 Pandemic	26%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten = 39 letter names Grade 1 = 35 words CBM	Kindergarten = 41 letter names Grade 1 = 37 words CBM	Kindergarten = 43 letter names Grade 1 = 39 words CBM	Kindergarten = 45 letter names Grade 1 = 41 words CBM
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	School Actual	Kindergarten = Grade 1 =	Data point not available due to state-wide school closures on March 17, 2020- Covid 19 Pandemic	Kindergarten = 39% Grade 1 = 22%		

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 – % Grade 5 – %	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile	School Actual	Grade 2 – % Grade 5 – %	Grade 2- 5% Grade 5-21.5%	Grade 2- 14% 5th Grade data point not available- School Board decision to waive 5th grade testing		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	District Projected		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	Data point not available due to state-wide school closures on March 17, 2020- Covid 19 Pandemic			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	District Projected		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per minute (40 th percentile)	District Actual	5K – 50% Grade 1 – 55%	Data point not available due to state-wide school closures on March 17, 2020- Covid 19 Pandemic			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds	District Projected		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above

	Expectations on SC READY ELA						
South Carolina MAP Linking Study – February 2018 and July 2020	2 nd grade criteria RIT = 190 64 th percentile 5 th grade criteria RIT = 217 68 th percentile <u>2020</u> 2nd Grade Criteria RIT=188 72 percentile 5th Grade Criteria RIT= 227 65th percentile	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2- 37% 5th Grade data point not available-School Board decision to waive 5th grade testing		

Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

<p>Performance Goal Area: <input type="checkbox"/>Student Achievement* <input checked="" type="checkbox"/>Teacher/Administrator Quality* <input type="checkbox"/>School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/>District Priority</p> <p><i>Gifted and Talented Requires</i> <input type="checkbox"/>Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/>Gifted and Talented: Other</p> <p>PERFORMANCE GOAL 1: The school will have qualified, diverse teachers (gender and ethnicity) by 2023.</p> <p>INTERIM PERFORMANCE GOAL: Meet annual targets below.</p>

DATA SOURCE(s):	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
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Employment report		School Projected			Gender Diversity= Increase or Maintain Ethnic Diversity= Increase or Maintain	Gender Diversity= Increase or Maintain Ethnic Diversity= Increase or Maintain	Gender Diversity= Increase or Maintain Ethnic Diversity= Increase or Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity= yes Ethnic Diversity= yes			
Employment report		District Projected	Gender Diversity= 92% Ethnic Diversity= 92%	Gender Diversity= 94% Ethnic Diversity= 94%	Gender Diversity= 96% Ethnic Diversity= 96%	Gender Diversity= 98% Ethnic Diversity= 98%	Gender Diversity= 100% Ethnic Diversity= 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity= 99% Ethnic Diversity= 90%	Gender Diversity= 96% Ethnic Diversity= 91%	Gender Diversity= 99% Ethnic Diversity= 96%	Gender Diversity= 100% Ethnic Diversity= 97%		

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	
1. Develop recruitment plans for positions where there is no or minimal diversity.	2018-2023	Leadership	\$0	NA	Diversity of candidates	
ACTION PLAN FOR STRATEGY #1:						EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Interview and hire quality candidates who are diverse.	2018-2023	Leadership	\$0	NA	Ongoing interviewing and hiring of qualified candidates

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	x	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students x	x	waiver			
SC SDE School Report Card Survey	x	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers x	x	waiver			
SC SDE School Report Card Survey	x	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Parents x	x	waiver			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	waiver			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	waiver			
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	waiver			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Create and maintain PBIS incentives and develop and implement social skills program.	2018-2023	PBIS Committee	\$200	Local Funds	Classroom and office referrals

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

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

PERFORMANCE GOAL 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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) x	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual x	x	0%			
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8	1.5	0.9			

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) x	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		School Actual x	x				
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.10	.03			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Create and maintain PBIS incentives and develop and implement social skills program.	2018-2023	PBIS Committee	\$200	Local Funds	Classroom and office referrals

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	x	x	x	x	x
		School Actual x	x	x	Data point not available due to state-wide school closures on March 17, 2020- Covid 19 Pandemic		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89	90	92	Data point not available due to state-wide school closures on March 17, 2020- Covid 19 Pandemic		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)
1. Continue to monitor and implement attendance celebrations and	2018-2023	2. Continue to monitor and implement	2018-2023	3. Continue to monitor and	2018-2023

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)
incentives.		attendance celebrations and incentives.		implement attendance celebrations and incentives.	
4. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	1. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	5. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023

2. Use data from GC Source, teacher/staff, and parent referrals to identify at- risk students	2018-2023	3. Use data from GC Source, teacher/staff, and parent referrals to identify at- risk students	2018-2023	6. Use data from GC Source, teacher/st aff, and parent referrals to identify at-risk students	2018-2023
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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) x	School Projected	x	x	x	x	x
180 th day Attendance Report		School Actual x	x	95.9			
	(2016-17) 95	District Projected	95	95	95	95	95
180 th day Attendance Report		District Actual 95	95	96			

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 Cognia 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
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ x Lonely ≤ x Angry ≤ x	Afraid ≤ x Lonely ≤ x Angry ≤ x	Afraid ≤ x Lonely ≤ x Angry ≤ x	Afraid ≤ x Lonely ≤ x Angry ≤ x	Afraid ≤ x Lonely ≤ x Angry ≤ x
		School Actual Afraid – % Lonely – % Angry – %	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Data point not available due to state-wide school closures on March 17, 2020- Covid 19 Pandemic	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	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 – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 7%	Data point not available due to state-wide school closures on March 17, 2020- Covid 19 Pandemic	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. Create and maintain PBIS incentives and develop and implement social skills program.	2018-2023	PBIS Committee	\$200	Local Funds	Classroom and office referrals