

# Bell's Crossing Elementary Strategic Plan

Christopher Ross  
Principal



*Greenville County School District*

Dr. W. Burke Royster  
Superintendent

2018-2023

**SCHOOL RENEWAL PLAN COVER PAGE**

SCHOOL NAME: *Bell's Crossing Elementary School*

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 (*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 BAA 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	<i>W Burke Royster</i>	April 13, 2021
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

<i>Christopher Ross</i>	<i>Christopher Ross</i>	4-13-21
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, BOARD OF TRUSTEES**

Mrs. Lynda Leventis-Wells	<i>Lynda Leventis-Wells</i>	April 13, 2021
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Jessica Blanton	<i>Jessica Blanton</i>	1/21/21
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

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

Jill Schmidt	<i>Jill M Schmidt</i>	1/21/21
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL ADDRESS: *804 Scuffletown Rd Simpsonville, SC 29681*

SCHOOL TELEPHONE: *(864) 355-3800*

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

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

<u><b>POSITION</b></u>	<u><b>NAME</b></u>
1. PRINCIPAL:	Christopher Ross
2. TEACHER:	Ben Miller
3. PARENT/GUARDIAN:	Lyndsey Howell
4. COMMUNITY MEMBER:	Debrah Kraft
5. SCHOOL IMPROVEMENT COUNCIL:	Jessica Blanton
6. Read to Succeed Reading Coach	Jill Schmidt
7. School Read to Succeed Literacy Leadership Team Lead	Jill Schmidt
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	
** Must include the School Read to Succeed Literacy Leadership Team.	

<u><b>POSITION</b></u>	<u><b>NAME</b></u>
Teacher	Chris Purkerson
Assistant Principal	Scott Jacobs
Teacher	Monica Critell
Instructional Coach	Kelly Nalley
Teacher	Diane Gioia
Assistant Principal	Vanessa Brown
Teacher	Kristen Danko
Guidance Counselor	Joy Hawkins
PTA	Lyndsay Howell
Teacher	Allison Chamness
PTA	Gretchen Pace
Teacher	Jessica Clark
SIC	Brian Williams
SIC	Angel Demarski
SIC	Saria Saccocio
SIC	Jennifer Gsell

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

# ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

## Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

- x      **Academic Assistance, PreK–3**  
The district 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).
- x      **Academic Assistance, Grades 4–12**  
The district 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).
- x      **Parent Involvement**  
The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
- x      **Staff Development**  
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.
- x      **Technology**  
The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- x      **Innovation**  
The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
- x      **Collaboration**  
The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
- x      **Developmental Screening**  
The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental

levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

- x     **Half-Day Child Development**  
The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
- x     **Developmentally Appropriate Curriculum for PreK–3**  
The district 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.
- x     **Parenting and Family Literacy**  
The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.
- x     **Recruitment**  
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
- x     **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**  
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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## Introduction

Bell's Crossing School Strategic Plan was developed to document the changes and progress the school has made while working to continuously improve everything we do. The School Portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

Throughout the process of developing the Bell's Crossing School Strategic Plan, several committees were formed. These committees gathered information, reviewed data, developed ideas, reflected, and reported to the whole staff and school community at various venues (faculty meetings, school improvement meetings, parent/teacher association meetings, and general assembly meetings). A school profile committee was created consisting of the school's principal, instructional coach, teachers, parents, and community members to look specifically at the school's mission, vision, beliefs, the school community, attendance, and programs. Their role was to review student, teacher, and parent survey data, the report to the community, and business partnerships. A student achievement committee was created consisting of the principal, assistant principals, instructional coach, guidance counselor, lead teachers at each grade level and department area along with parents and community members. Their role was to review and reflect on student achievement and determine the needs of the school and develop professional development plans and action steps. A school climate committee was created to review the needs of the school's climate. Their role was to review and reflect upon student, parent, and teacher school report card survey data. An action plan committee was developed consisting of the school principal, assistant principals, guidance counselor, instructional coach, and literacy specialist, teacher leaders at each grade level, parents and community members. Their role was to review the update goals and determine the steps necessary to reach those goals in the next five years.

The Bell's Crossing School Strategic Plan is a living document that describes Bell's Crossing and includes evidence of our work. It describes who we are, our mission and vision for the school, goals, plans, progress, achievements in the context of demographics and needs, and school partnerships. The Strategic Plan also describes how we build and utilize our overall school plan for increasing student learning for the next five years.

# **Executive Summary**

## **Needs Assessment for Student Achievement**

- All areas on SC Ready were above the District and state average
- Bell's had 71%-77% meet standard in Math and 68%-73% meet in English Language Arts from 2015-2019.
- Social Studies was the school's strongest area with 92%-96% of the students meeting standard from 2017-2019
- Science has always been the lowest area in the history of Bell's until 2018. 76%-82% met standard from 2016-2019. Science outscored ELA and Math.

## **Needs Assessment for Teacher and Administrator Quality (updated 2021)**

- Bell's Crossing has 100% highly qualified teachers
- Over half the teachers, 66% have advanced degrees
- Eleven Teachers have National Board Certification
- On 2019 parent survey, parents feel the strengths (90% or more agree), satisfied with the learning environment, high expectations for my child, encourages my child to learn, gives homework that helps my child learn, provides extra help when my child needs it, returns my phone calls and e-mails promptly, treats students fairly, prevent and stop bullying, principal is available, home/school relations, neat and clean environment, and teachers care about my child, students feel safe, has anti bullying programs, and satisfied with the social and physical environment as measured by the 5<sup>th</sup> grade parent report card survey.
- In 2017, the parents feel the weakness (more than 25% disagree) are my child's teacher contacts me to say good things. Since 2017, no category had more than 25% disagree.

## **Needs Assessment for School Climate (updated 2021)**

- On a student survey in 2019, the students feel the strength (90% agree or more) of the teachers are with wanting students to understand, expect students to learn, expect



students to behave, spends time helping students learn, help students when they don't understand, does a good job teaching students math, does a good job teaching students English language arts, gives tests on what students learn, gives homework to help students learn as measured by the 5<sup>th</sup> grade student report card survey. On a student survey in 2019, the students felt that teacher strengths (90% agree or more) included wanting students to understand, expecting students to learn, expecting students to behave, spending time helping students learn, helping student when they don't understand, teaching students math, teaching students English language arts, giving tests on what students learn, and giving homework to help students learn as measured by the 5<sup>th</sup> grade student report card survey.

- In 2017, the students at Bell's Crossing feel a weakness (20% disagree or more) my classes are challenging as measured by the 5<sup>th</sup> grade student report card survey. This dropped below 20% in 2018 and 2019. In 2017, the students at Bell's Crossing felt classes being challenging was a weakness (20% disagree of more) as measured by the 5<sup>th</sup> grade student report card survey. This dropped below 20% in 2018 and 2019.
- On a parent survey in 2019, parents felt the strengths (90% or more agree) of the school climate are satisfied with the learning environment, satisfied with the home school relations, school is kept neat and clean, child feels safe at school, and satisfied with the social and physical environment, on the 5<sup>th</sup> grade parent state report card survey. On a parent survey in 2019, parents felt the strengths (90% or more agree) of the school climate were the learning environment, home school relations, neat and clean school, children's sense of safety at school, and the social and physical environment, as measured by the 5<sup>th</sup> grade parent state report card survey.
- On a parent Survey in 2019, parents feel areas there are no areas that were less than 80% agree on the parent report card survey. On a parent Survey in 2019, there were no areas indicated as weakness with less than 80% of participants agreeing.

## **Significant Challenges Past 3 Years (Updated 2021)**

- The implementation and training of teachers in the balance literacy-reading model with different approaches and training models has led to our school having to fill in these gaps. We are implementing components of Project READ the past 2 years.
- Meeting the diverse needs of our students who have emotional and social disabilities continues to be a need.

## **Significant Awards/Accomplishments (Updated 2021)**

- Excellent Report Card Rating
- Greenville Safe Kids School
- 1<sup>st</sup> in the state in raising money for the Lymphoma/Leukemia Society
- Star Energy School
- State and District Reflections Winners
- South Carolina Honors Choir
- United Way Campaign of Excellence
- National Board Certified Teachers
- Greenville County Honors Choir
- Jr. Beta Club State Convention 1<sup>st</sup> Place (Quiz Bowl)
- GCIRA Distinguished Literacy Principal
- Greenville County Battle of Books First Place

## **School Profile**

### **The Community of Bell's Crossing**

Bell's Crossing Elementary was formed in 2002-2003 school year by bringing together students from four different area schools (Oakview, Woodland, Bethel, and Mauldin). Barbara Barlow was the school's first principal. She served as principal from 2002 to 2012.

Christopher Ross followed Mrs. Barlow, and he has been only the second principal the school has ever had. The school is located in Simpsonville, South Carolina, a suburb of Greenville County, in the Five Forks Area. Many subdivisions and businesses built around the school are indicative of the steady growth in the Simpsonville area. Residents have easy access to the conveniences of Greenville, about 20 minutes away via Interstate 385 running through the community. Community facilities in Simpsonville include a Senior Activity Center, Heritage Park, Golden Strip YMCA and the Five Forks Library, as well as an increasing variety of restaurants and shops that help shape the town's identity. The famous clock tower serves as a landmark in Simpsonville's historic downtown.

## **Facilities**

The facility at Bell's Crossing Elementary consists of 55 classrooms with a wireless network, multipurpose room, media center with production studio, cafeteria with stage and assembly seating, science lab, art room, music room, challenge classroom, computer lab, virtual field trip lab, track, soccer field, baseball field, outside courtyards

Bell's Crossing Elementary and the Greenville County School District are committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan and regular fire and emergency drills are held. Other drills that are conducted are lock down, tornado, earthquake, and bus evacuation. Cameras have been installed outside to ensure school security. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing safety for the students first. The school district has roving police officers that check the perimeter and interior of the building on average four times a day.

Specific safety concerns regarding buildings and grounds at the school site are handled by the district maintenance department if they cannot be remedied by on site custodians or utility workers assigned to site duties. Our professional staff of six custodians performs basic cleaning operations in every classroom on a daily basis

## **Parental Involvement**

The climate for learning at Bell's Crossing Elementary is enhanced by involved parents. Parents are invited to join school committees and councils, assist in the classrooms (during non COVID years), help with homework, and encourage and honor their child's successes. Over 95% of our parents attended a conference with their teacher each year.

In order to keep parents informed of ongoing events at our school, the school provides:

- Parent Backpack
- Quarterly PTA Newsletter
- Weekly calendar and menu
- Teacher weekly newsletters to parents
- Instagram
- School Website
- Facebook
- Weekly School Messenger by the Principal

- Teacher websites
- School Electronic Sign
- Student/parent handbook
- Local newspapers
- School events on the district website
- Telephones in classrooms
- E-mail

Parent education/input is offered throughout the school year at various times of the day in the following ways:

- Back to School Night
- Open House
- WEE Care - Rising Kindergarten Parent Information Meeting
- Parent Workshop on Internet Safety
- Parent Workshop on Students with Anxiety
- Parent Workshop on Reading Strategies
- Parent Workshop on Middle School Transition
- Family Reading/Writing Night
- Family Math Night
- Family Fitness Night
- Family Related Arts Night
- Family Technology Night
- Parent Conferences
- Parent resources are available in the school counselors' area
- A Guide to Community Services is located in the counselors' area
- PTA General Assembly Meetings
- Open door policy of school's administrators

Many day-to-day activities of the school are supported by parent volunteers during non COVID years. Parents are involved in chaperoning field trips, helping in the office and in the library, preparing the PTA newsletter, serving on the PTA Board & School Improvement Council, helping in the computer lab, tutoring students, mentoring students, running a book exchange, maintaining a paper recycling program, Career Month, and Field Day. We have a wonderful group of parents that publish our students' stories in our school publishing center, too.

## **PTA**

The PTA is an integral part of our school and contributes a tremendous amount of time, talent and energy to our school. The PTA provides on-going support through mini-grants, classroom donations and as volunteers. They coordinate fundraisers, such as our Fall Festival (Eaglefest) and Boosterthon, SEEDs reading program, work in the publishing center, provide educational and family programs, and business partnerships such as Mathnasium. Our PTA did an outstanding job through fundraising to provide our school with technology, as well as

supplies for our classrooms. They also fund mini grants each quarter to help teachers implement new programs in their classrooms. On average, over 20,000 volunteer hours are logged in each year. They have been recognized in the district and state with various awards. *These activities are subject to change during COVID years.*

### **School Improvement Council**

This council is made up of teachers, parents, community partnership representatives, and administrators. It functions as a liaison between the community at large and the school and also serves as part of our school Counseling Advisory Committee. Important issues relating to budgets, test scores, programs, and problems are discussed and evaluated by this council. The council has been involved in developing the School Strategic Five Year Plan since the school began. The council follows an agenda established by the chairman of the School Improvement Council and the school administration. Minutes of each meeting are recorded and approved by the council. The council meets on a monthly basis throughout the school year. Some of the council's initiatives over the years have included a Rising Kindergarten Orientation, Healthy Living Initiative, Internet Safety Program, and numerous parent workshops. *These activities are subject to change during COVID years.*

### **Partnerships**

Community partnerships are welcomed and encouraged to play a vital role in the success of Bell's Crossing. In our beliefs and values, we state that supportive partnerships are essential to the success of our students. A relationship with business partners offers our families, community, businesses, and the school district successful partnerships. Our partnerships have an emphasis on academics, citizenship, careers, ground beautification, curriculum, community service, health/fitness, and continuous improvement. *These activities are subject to change during COVID years.*

These business partners listed below provide incentives and services for our students in a variety of areas within our school program.

#### Academic Awards

- Apple Seeds Dentistry
- Fudruckers
- Your Pie
- Gravitopia
- Twisted Cup
- Lowes Foods
- Publix
- Bi-Lo
- Chick Fil-A
- Jet's Pizza
- Brikz 4kidz
- Greenville Drive

- Greenville Swamp Rabbits
- Kona Ice
- Six Flags
- Golden Skate
- Barnes and Noble

#### Character Education

- Covey Seven Habits
- Good News Club
- Safe Schools Project
- South Carolina Little Theatre
- Boosterthon
- Tar Wars
- Cyber Bullying
- Jr. League Homerun for Healthy Kids
- Julie Valentine Center

#### Careers

- Junior Achievement
- Community Speakers (Meteorologist, Architect)
- Simpsonville Fire Department
- Farm Bureau
- Local Representatives
- Greenville Sheriff's Office
- Greenville Water Waste Lab
- Thorne Ambulance

#### Curriculum

- Metropolitan Arts Council
- Julie Valentine Center (Sexual Abuse Curriculum)
- Local authors and illustrators
- Greenville Hospital System (Bike Unit)
- Pen Pals with other schools (Bane Elementary Huston, TX)
- POPS (Performances at the Peace Center)
- National Weather Service/Fox News
- Wal Mart Community Grant
- Rotary Club
- Mathnasium

#### Community Service

- Make a Wish Foundation
- Humane Society
- Place of Hope (Student Council)
- Various Food Pantries (Student Council)
- Pennies for Patients/SC Leukemia & Lymphoma Society (Student Council)

- United Ministries of Greenville Food Drive (Student Council)
- Pop Top Tabs for Greenville Ronald McDonald House (Student Council)
- Eagle Earth Savers Recycling Program
- Good News Club (Community Outreach Program)
- Back Pack Blessings – Simpsonville First Baptist Church

#### Health/Fitness/Safety

- Family Fitness Night (ATA Karate, CrossFit)
- Simpsonville Fire Department
- Simpsonville Police Department
- Carolina Blood Connection

## School Personnel

Bell's Crossing has a competent and highly qualified cadre of teachers. The principal and assistant principals have met and exceeded the qualifications required by the state of South Carolina, with two masters and one doctorate in leadership. Each teacher holds at least a bachelor's degree as required by the state as highly qualified. Eleven of the teachers are National Board Certified. Sixty- six percent of the teachers earned advanced degrees. In addition, all teacher assistants are highly qualified.

#### Analysis of Bell's Crossing Faculty

- 59 Teachers
- 2 Instructional Coaches
- 1 Speech Therapists
- 5 Special Education Teachers
- 2 Guidance Counselors
- 1.2 Challenge Teachers
- .2 ESOL Teacher
- 2 Media Specialists
- 6 Related Arts Teachers
- .8 Science Lab Teacher

Bell's Crossing's diversity in its staff includes two male teachers, two male administrators, one minority administrator, two minority teachers, and one minority paraprofessional. The remaining staff consists of white females.

Bell's Crossing Elementary has a staff with teachers that have a variety of years of experience, as demonstrated by the chart below.

#### Years of Experience for Teachers

Grade Level    1-3    4-5    6-8    9-10    11-15    16-20    21-25    26+

K	2				2	1		1
1	1	1	1		1	1		2
2	2	2				2	1	
3		1		1	1	1	4	
4		1				3		3
5	1		1		1	2	1	
Special Ed.		1		1	3	1	3	
Related Arts	1		1		1	1		2
Special Areas				1		2	2	2
Total	2	5	3	7	14	16	11	7

Bell's Crossing's personnel also includes school secretary, attendance clerks, media clerk, 6 kindergarten assistants, 4 special education assistants, plant engineer, five custodians, 2 school nurses, food service manager, and six food service staff. All meet the requirements of district and state standards.

Other district support personnel available to help assist Bell's Crossing in meeting the needs of students include the district psychologist, hearing specialist, occupational therapist, special education coordinator, and a network computer engineer.

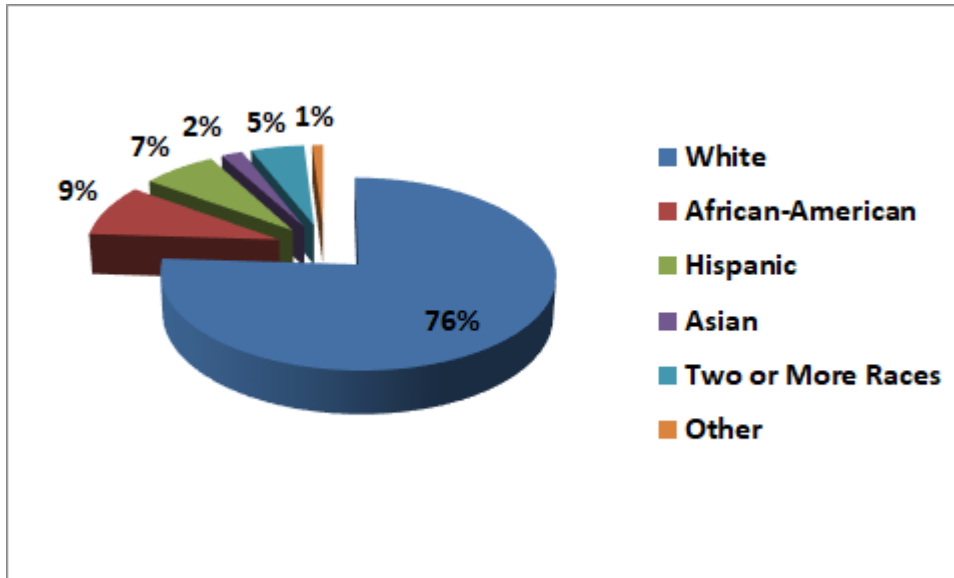
Bell's Crossing teachers have an attendance rate of 97% in 2019-20 school year.

## Student Population

Bell's Crossing attendance is on a steady rise from 2016-2020. The school dropped below 1,000 students in 2019-20 due to COVID. Bell's Crossing has 200+ students in the Greenville County Virtual Program and almost 700 students in brick and mortar at Bell's Crossing. The school's enrollment in the 2019-20 school year was 1050 students.

In 2020-21, Bell's Crossing Elementary is 81% Caucasian, 6% African-American, 7% Hispanic, 2% Asian, 3% Two or More Races, and 1% Other, (including American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander) as shown the in following pie chart.





Bell's Crossing serves a large gifted and talented student population. 25% of the eligible students qualify for the state's Challenge program.

On the other hand, the school has a small percent of Pupils in Poverty, 24%.

The student attendance rate at Bell's Crossing Elementary was 95.6%.

Bell's Crossing serves 15% percent of the student population with special education services. Most of our students are served in speech or for a learning disability.

Developmental Delay	5
Learning Disability	27
Other Health Impairment	8
Speech Only	77
Autism	4

Bell's Crossing has a very low retention rate. Less than 1% of the students are not promoted to the next grade level.

The school has nine subgroups as determined by the federal government for adequately yearly progress. Those groups are: All Students, Male, Female, White, African American, Hispanic, Disabled, Limited English Proficiency, and Subsidized Meals.

## **Special Programs**

### **Digital Leader Corps and Personalized Learning**

Bell's Crossing is one of the ten original Personalized Learning Schools in Greenville County. We are partnering with Discovery Education to better integrate technology with our curriculum. This model allows four teachers to receive training with a consultant and then train the staff at Bell's Crossing with best practices. As a Digital Leader Corps School, our 3<sup>rd</sup>-5<sup>th</sup> graders have a Chrome Book. The kindergarten- second graders have a 2:1 ratio of iPad minis along with a laptop cart and computer lab. In the intermediate elementary grades, the teachers and students use Google Classroom to assign, submit, and collaborate on assignments. The school has a comprehensive professional development plan to put these best practices into place.

### **Distance Education**

Bell's Crossing boasts an array of distance learning opportunities for our students. The school has a virtual field trip lab equipped with a flat screen monitor, computer, video camera, and speakers to enable two-way communication with an expert at a remote location. Each student at each grade level participates on an average of two virtual field trips a year. These virtual trips may be to NASA, Royal Botanical Gardens, The Smithsonian Museums, National Archives, Cleveland Museum of Art, Alaska Sea Life Center, and much more. Each virtual field trip is tied directly to a state standard and correlates with a unit of instruction. By accessing experts at these remote locations, our students learning moves to another level of understanding.

### **RTI (Response To Intervention)**

Bell's Crossing strives to ensure all students are reading on grade level. In order to meet this goal, the school has reading intervention for students below the 25<sup>th</sup> percentile as measured by a national standardized assessment called Aims Web. Teachers in kindergarten, first grade, second, and third grade instruct small groups of students using a research based program daily for a minimum of thirty minutes day. The students are monitored every ten days to ensure progress is being made towards the benchmark. Students that meet and maintain the set benchmark are dismissed from the program. Students that do not make progress using this approach are referred to an assistance team to problem solve other interventions that may be beneficial.

### **On Track**

Bell's Crossing Elementary began using the On Track approach in the 2018-19 school year. This allows teachers to bring students who they are concerned about academically, behaviorally, or emotionally to a team to brainstorm and provide interventions.

### **SOAR Behavior Expectations**

Our school has a set of basic expectations we present, teach, and practice with all students throughout the year. These expectations are: Stay Safe, Own Our Actions, and Respect Everyone. We model for students what each of these expectations looks like in the hallways, classroom, bathrooms, cafeteria, playground, arrival/dismissal areas, and busses. The premise of this positive behavior support system is by teaching our students

these expectations, then almost all of our students will rise and meet these expectations. We do build in other individual behavior plans for students who are not able to meet these expectations on a daily basis.

### **Bully Prevention Program**

Our school has a comprehensive Bully Prevention Program that spans all grades levels. We have a no tolerance school policy when it comes to bullying. We teach our students strategies to handle bullying situations. We bring in an outside group to simulate different bullying situations to illustrate what to do and what not to do. Cyber Bullying lessons are delivered by a former cyber crimes detective to all 3<sup>rd</sup>-5<sup>th</sup> graders. An anonymous tip line is created through a link on each child; Chromebook. All reports of bullying are addressed by representatives of administration at the school level.

# **Mission, Vision, and Beliefs**

## **School Focus**

A School of Leaders

## **Motto**

“Learn Today, Lead Tomorrow”

## **Mission Statement**

To Soar and Succeed, To Grow and to Lead

## **Our Vision**

Inspiring Lifelong Learners

## **Beliefs:**

1. Independent thinking occurs through engagement
2. Exploration leads to meaningful experiences
3. Teamwork builds collaboration
4. Everyone can be a leader
5. Responsibility creates character

## Data Analysis and Needs Assessment

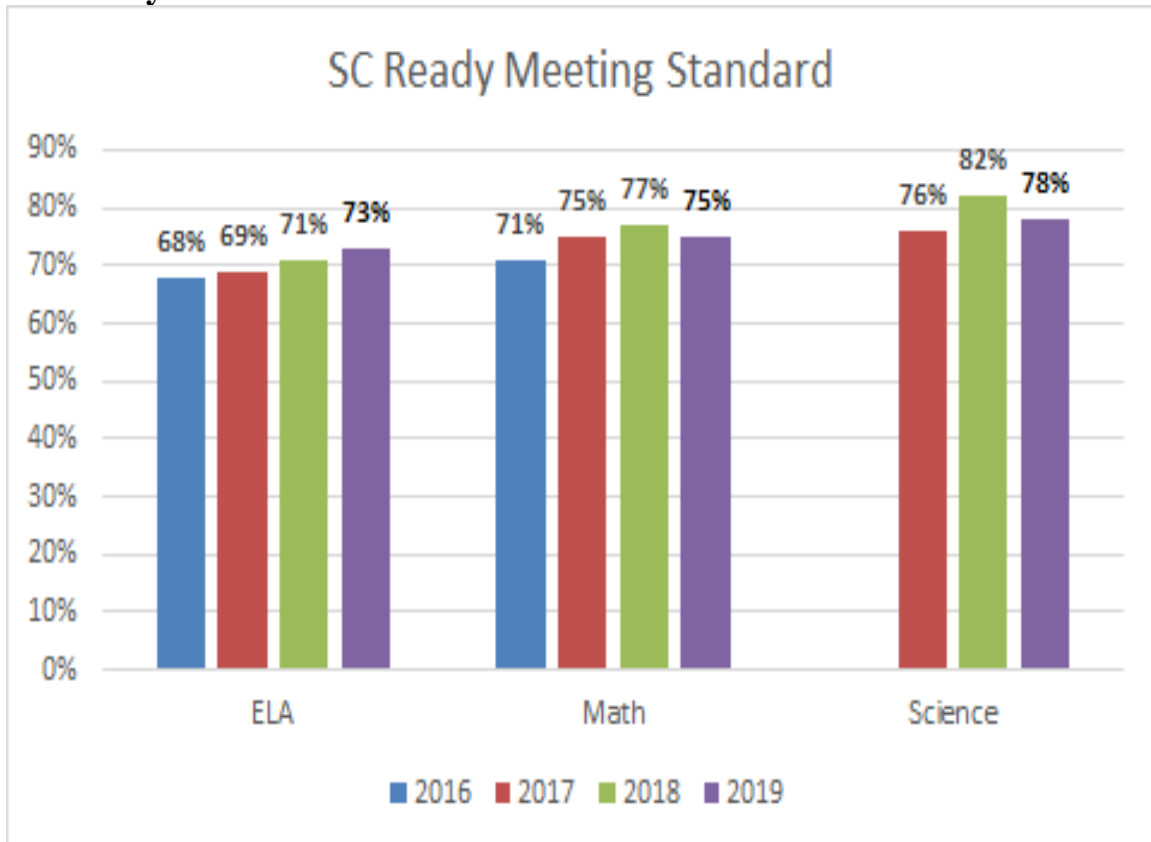
*Due to COVID, state testing was waived for the 2019-20 school year*

### Data Sources

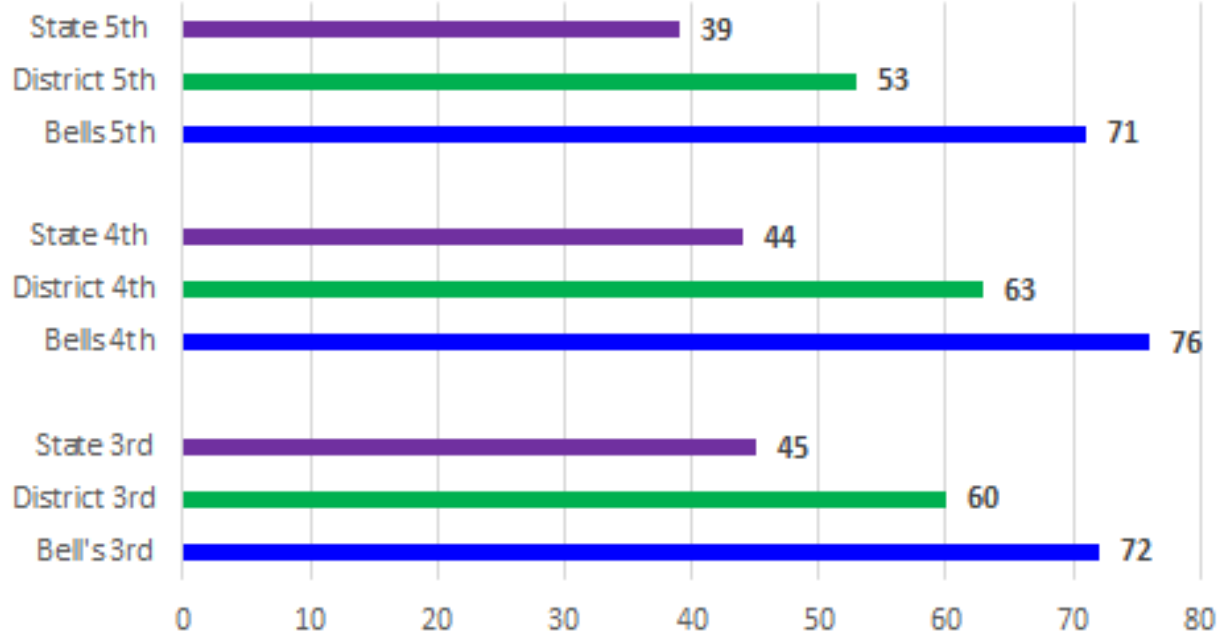
SDE School Report Card

<http://ed.sc.gov/data/report-cards/>

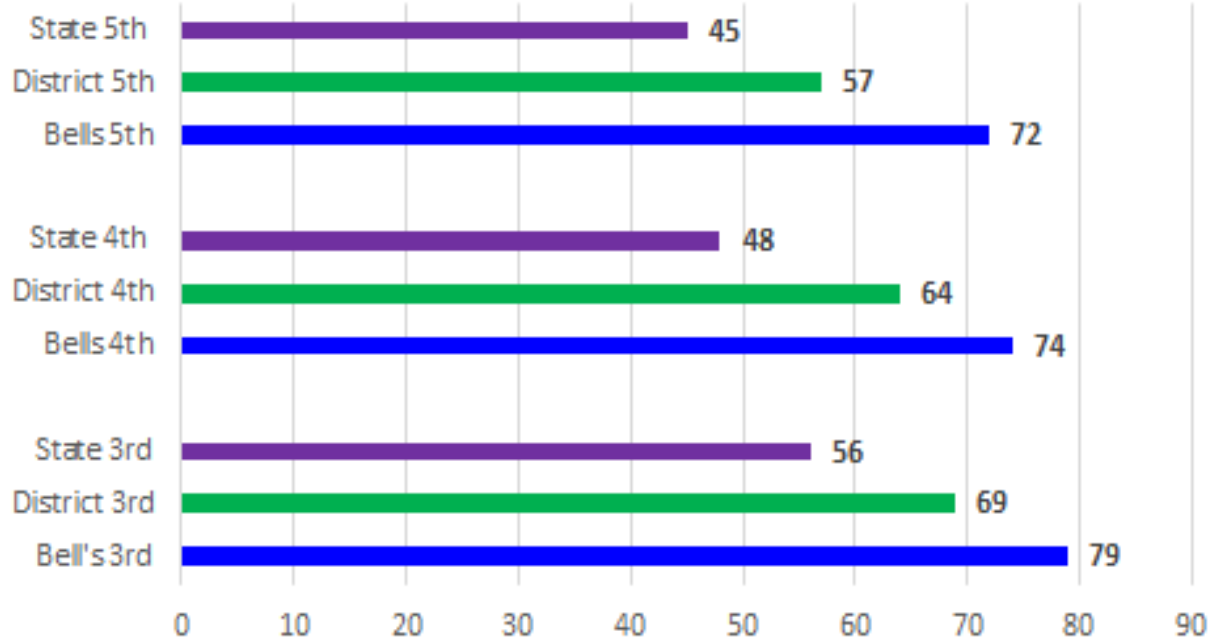
### SC Ready 2018-19



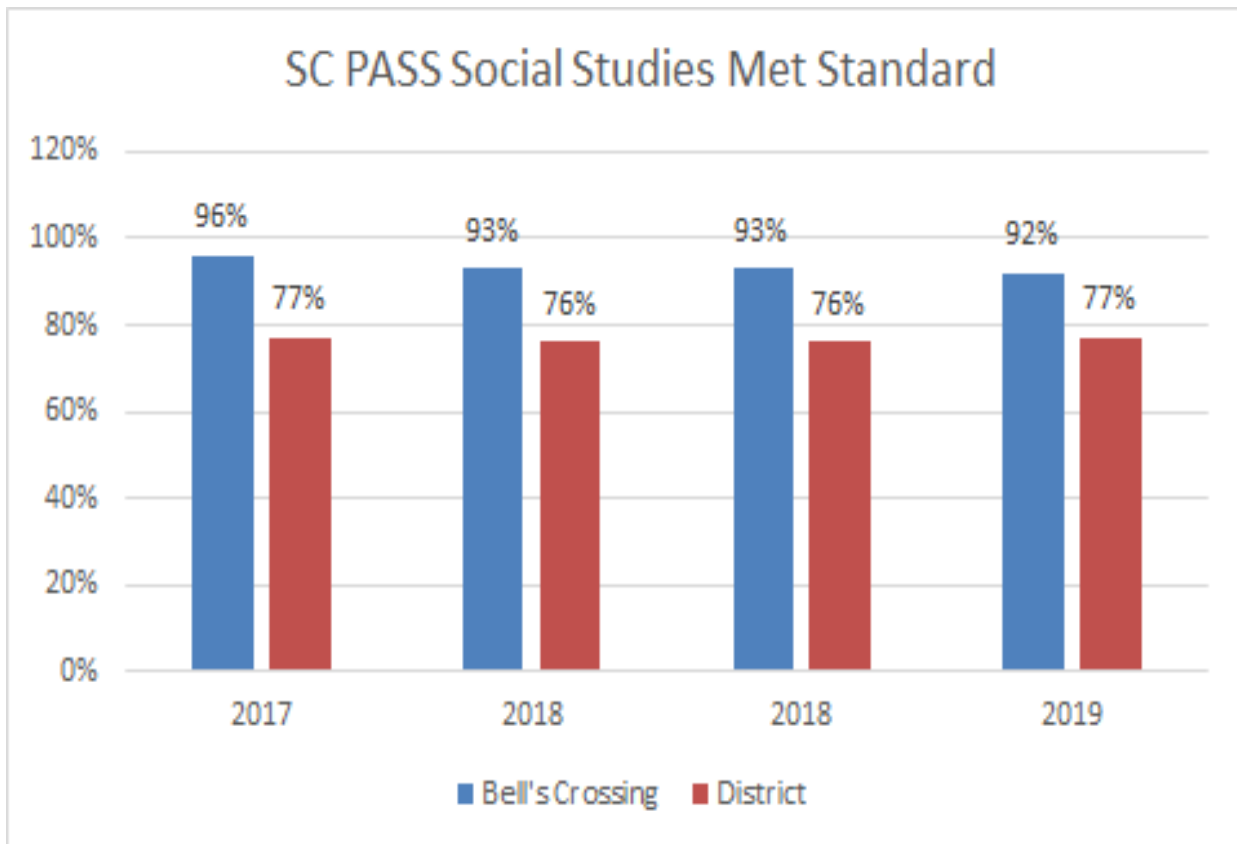
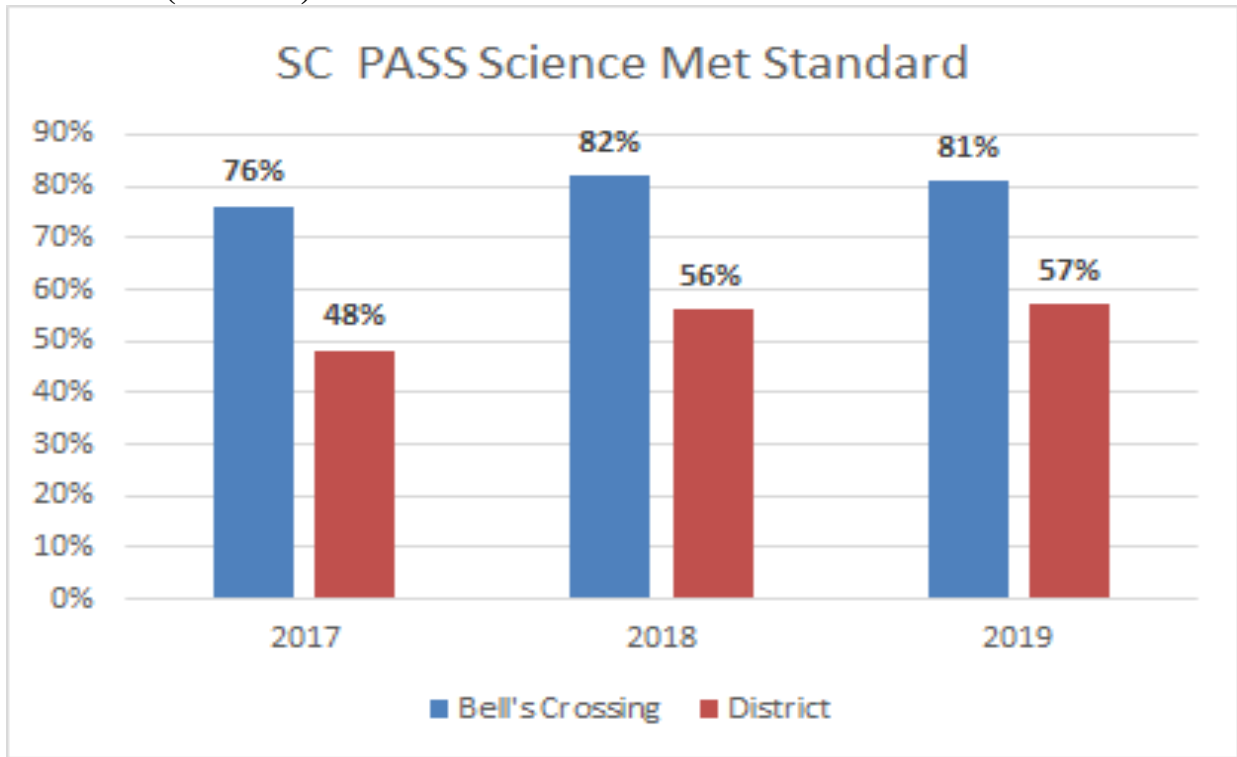
### ELA Met Standard 2019



### Math Met Standard 2019



### SC PASS (2018-19)



## Teacher and Administrator Quality

### Professional Development Plan Bell's Crossing Elementary 2020-21

Date/Time	Type	Description
July 22	Leadership Retreat Google Meeting <a href="https://meet.google.com/imw-swfh-jxs">https://meet.google.com/imw-swfh-jxs</a>	<p><b>Student Achievement, Curriculum, and Learning Environment</b> Grade Level Chairs collaborate to review test score data, set goals, and develop initiatives for the upcoming school year.</p> <p><b>Facilitator: Chris Ross, Vanessa Brown, Scott Jacobs &amp; Monica Critell</b></p>
August 10	Back to School Zoom Meeting	<p><b>Back to School District Plan</b> Attendance Models COVID Responses PPE eLearning Expectations <b>Facilitators: Chris Ross, Dr. Vanessa Brown, Scott Jacobs, Monica Critell</b></p> <p><b>Handbook and SOP</b> Review the two documents and the differences <b>Facilitators: Christopher Ross</b></p> <p><b>Mandatory Reporter</b> Show Active Shooter Video, follow up with School and district safety plan, review safety procedures and Green Safety Flipbook, Review Mandatory Reporter Expectations <b>Facilitators: Christopher Ross, Dr, Vanessa Brown, Scott Jacobs</b></p>
September 14-17	Social and Emotional Learning (SEL) Foundation Workshop	<p><b>SEL Overview</b> Overview of the basis of social and emotional learning</p> <p><b>Facilitators: Joy Hawkins and Caelin Stambaugh, School Counselors</b></p>
October 7	Vertical Articulation	<b>Faculty Council</b>



		Teacher leaders discuss school initiatives as it pertains to student achievement and culture of the school.  <b>Facilitator: Christopher Ross</b>
<b>Date/Time</b>	<b>Type</b>	<b>Description</b>
October 14	eLearning Part I	<b>eLearning Engagement</b> Use strategies discussed in September Instructional Coach Meeting  <b>Facilitators:</b> <i>Monica Critell, Instructional Coach</i> <i>Christopher Ross, Principal</i>
<b>Date/Time</b>	<b>Type</b>	<b>Description</b>
October 28	Technology NewsELA	<b>eLearning Tools and Resources</b> Present best practice tools for eLearning  <b>Facilitators: Amanda Madden,</b> <i>Instructional Technology Specialist</i>
<b>Date/Time</b>	<b>Type</b>	<b>Description</b>
November 11	eLearning Part II	<b>eLearning Engagement</b> Use strategies discussed in October Instructional Coach Meeting  <b>Monica Critell, Instructional Coach</b> <b>Christopher Ross, Principal</b>
<b>Date/Time</b>	<b>Type</b>	<b>Description</b>
December 9 2:45- 4 pm	Technology PearDeck	<b>eLearning Tools and Resources</b> Present best practice tools for eLearning  <b>Facilitators: Amanda Madden,</b> <i>Instructional Technology Specialist</i>
<b>Date/Time</b>	<b>Type</b>	<b>Description</b>
January 13	Vertical Articulation	<b>Faculty Council</b> Teacher leaders discuss school initiatives as it pertains to student achievement and culture of the school.  <b>Facilitator: Christopher Ross</b>
<b>Date/Time</b>	<b>Type</b>	<b>Description</b>
January 20	Assessing in eLearning	<b>Assessment Best Practices</b> Use strategies discussed in November

2:45- 4 pm	Part I	Instructional Coach Meeting  <b>Monica Critell, <i>Instructional Coach</i></b> <b>Christopher Ross, <i>Principal</i></b>
February 24 2:45- 4 pm	Assessing in eLearning Part II	<b>Assessment Best Practices</b> Use strategies discussed in January Instructional Coach Meeting  <b>Facilitators: Monica Critell and Christopher Ross</b>
March 3	Vertical Articulation	<b>Faculty Council</b> Teacher leaders discuss school initiatives as it pertains to student achievement and culture of the school.  <b>Facilitator: Christopher Ross</b>
March 10 2:45- 4 pm	Technology	<b>eLearning Tools and Resources</b> Present best practice tools for eLearning  <b>Facilitators: Amanda Madden, Instructional Technology Specialist</b>
<b>Date/Time</b>	<b>Type</b>	<b>Description</b>
April 21	Testing	<b>State Testing</b> Review procedures and protocols for state testing  <b>Facilitator: Dr. Vanessa Brown</b>
May 5 3:00-4:30	End-of-Year  Part I	<b>Procedures</b> Review Checklist and expectations for the end of the school year.  <b>Facilitator: Christopher Ross</b>
May 12	Vertical Articulation	<b>Faculty Council</b> Teacher leaders discuss school initiatives as

		<p>it pertains to student achievement and culture of the school.</p> <p><b>Facilitator: Christopher Ross</b></p>
May 19	<p>End-of-Year Part II</p>	<p><b>Making Classes</b></p> <p><b>Facilitator: Christopher Ross, Dr. Vanessa Brown, Scott Jacobs &amp; Monica Critell</b></p>

# Areas of Focus: Writing, Guided Math, Personalized PD, and SEL

## School Climate Needs Assessment

*Due to COVID, Needs Assessments were not administered for the 2019-20 school year*

### Data Sources

#### SDE School Report Card

<http://ed.sc.gov/data/report-cards/>

#### 2018-19 School Report Card Survey Results



Report Card Parent  
Survey 2018-19.pdf



Report Card  
Teacher Survey 2018



Report Card  
Student Survey 2018

#### 2017-18 School Report Card Survey Results



2018 Student  
Engagement Survey F



2018 Parent Survey  
Results.pdf



2018 Student  
Survey Results.pdf



2018 Teacher Survey  
Results.pdf

#### 2016-17 School Report Card Survey Results



report card 2017  
Parent Survey Result



report card 2017  
Student Survey Resu



Report card 2017  
Teacher Survey Resu





## Action Plan

### Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

## Goal Area 1: Student Achievement

**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 69 % in 2016-17 to 74% 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 1% annually.

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary</b>	<b>70%</b>	<b>71%</b>	<b>72%</b>	<b>73%</b>	<b>74%</b>
<b>School Actual Elementary</b>	<b>69%</b>	<b>71%</b>	75%	<i>Waiver</i>			
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>49</b> (2016-17)	<b>District Projected Elementary</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>
<b>District Actual Elementary</b>	<b>49%</b>	<b>51%</b>	55	<i>Waiver</i>			

<b>ACTION PLAN FOR STRATEGY #1:</b>	<b>EVALUATION</b>
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<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Administration Instructional Coach Teachers	\$0	NA	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2021	Administration Instructional Coach Teachers	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	Administration Instructional Coach Teachers	\$0	NA	MasteryConnect Reports
4. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Literacy Coach Instructional Coach	\$0	\$0	Consistent implementation of coaching events during a coaching

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
		Administrators			cycle with grade level teams and reflective practices
5. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Literacy Coach Instructional Coach Principals	\$0	NA	Classroom libraries offer a wide selection of texts that reflect students' interests and needs.  Teachers lead focused reading conferences and small group work.  Students can articulate and demonstrate progress toward their reading goal(s).
6. Scaffold student thinking through modeling, think alouds, and/or guided	2018-2023	Literacy Coach Instructional	\$0	NA	Evidence of teacher modeling and think alouds

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
practice to support stamina, decision making, and understanding of content.		Coach Principals			Evidence of scaffolds for thinking including visuals, thought prompts, and question stems  Students articulate and use scaffolds to answer questions and solve problems

**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 75% in 2016-17 to 80% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1% annually.

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	<b>School Projected Elementary</b>	<b>76%</b>	<b>77%</b>	<b>78%</b>	<b>79%</b>	<b>80%</b>
<b>School Actual Elementary</b>	<b>75%</b>	<b>78%</b>	75%	<i>Waiver</i>			
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>54</b> (2016-17)	<b>District Projected Elementary</b>	<b>57</b>	<b>60</b>	<b>63</b>	<b>66</b>	<b>69</b>
<b>District Actual Elementary</b>	<b>54%</b>	<b>60%</b>	54	<i>Waiver</i>			

1. Effectively use formative assessments to inform instruction at	2018-2023	Administration Instructional Coach Teachers	\$0	NA	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
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a rigorous level					
2. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2021	Administration Instructional Coach Teachers	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	Administration Instructional Coach Teachers	\$0	NA	MasteryConnect Reports

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

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

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will maintain annually.

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	<b>School Projected Elementary</b>	<b>93%</b>	<b>93%</b>	<b>93%</b>	<b>93%</b>	<b>93%</b>
<b>School Actual Elementary</b>		<b>93%</b>	91%	<i>Waiver</i>			

<p>SCPASS Social Studies SCPASS test data file</p>	<p>Baseline will be established in 2017-18 Grade 5 only</p>	<p><b>District Projected Elementary</b></p>	<p><b>TBD</b></p>	<p><b>TBD</b></p>	<p><b>TBD</b></p>	<p><b>TBD</b></p>	<p><b>TBD</b></p>
<p><b>District Actual Elementary</b></p>		<p><b>77%</b></p>	<p>77%</p>	<p><i>Waiver</i></p>			

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Continuous use of support documents to guide curriculum	2018-2023	Instructional Coach Classroom Teacher	\$0	NA	Observation reports and lesson plans
2. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	Administration Instructional Coach Teachers	\$0	NA	MasteryConnect Reports
3. Continuous use of primary and secondary sources in instruction	2018-2023	Instructional Coach Classroom Teacher	\$250	General Fund	Observation reports and lesson plans
4. Use of Discovery Education as a resource for classroom instruction	2018-2023	Instructional Coach Classroom Teacher	\$0	NA	Observation reports and lesson plans



<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
5. Supplement Virtual Field Trips that correlate directly with science standards and units of instruction	2018-2023	Technology Instructional Specialist Classroom Teacher	\$5,000	Local Funds	Calendar of scheduled trips

**Performance Goal Area:**  Student Achievement\*  Teacher/Administrator Quality\*  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)\* (\* *required*)  District Priority  
*Gifted and Talented Requires*  Gifted and Talented: Academic  Gifted and Talented: Artistic  Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*  Gifted and Talented: Other

**PERFORMANCE GOAL 5:** Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

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

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
SC READY ELA SC READY test data file	46% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 1%	<b>Projected Hispanic</b>	<b>47%</b>	<b>48%</b>	<b>49%</b>	<b>50%</b>	<b>51%</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase	<b>Actual Hispanic</b>	64%	<b>Waiver</b>			

SC READY ELA SC READY test data file	48% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 1%	<b>Projected AA</b>	<b>49%</b>	<b>50%</b>	<b>51%</b>	<b>52%</b>	<b>53%</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase =	<b>Actual AA</b>	46%	<i>Waiver</i>			
SC READY ELA SC READY test data file	35% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase	<b>Projected SWD</b>	<b>37%</b>	<b>39%</b>	<b>41%</b>	<b>43%</b>	<b>45%</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase	<b>Actual SWD</b>	45%	<i>Waiver</i>			
SC READY ELA SC READY test data file	44 % Meets Expectations and Exceeds Expectations (2016-17) Annual Increase	<b>Projected LEP</b>	<b>45%</b>	<b>46%</b>	<b>47%</b>	<b>48%</b>	<b>49%</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase	<b>Actual LEP</b>	53%	<i>Waiver</i>			

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase	<b>Projected SIP</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase	<b>Actual SIP</b>	59%	<i>Waiver</i>			
SC READY Math SC READY test data file	45 % Meets Expectations and Exceeds Expectations (2016-17) Annual Increase	<b>Projected Hispanic</b>	<b>46%</b>	<b>47%</b>	<b>48%</b>	<b>49%</b>	<b>50%</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase	<b>Actual Hispanic</b>	<b>60%</b>	<i>Waiver</i>			
SC READY Math SC READY test data file	54 % Meets Expectations and Exceeds Expectations (2016-17) Annual Increase	<b>Projected AA</b>	<b>55%</b>	<b>56%</b>	<b>57%</b>	<b>58%</b>	<b>59%</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase	<b>Actual AA</b>	50%	<i>Waiver</i>			

SC READY Math SC READY test data file	44% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase	<b>Projected SWD</b>	<b>45%</b>	<b>46%</b>	<b>47%</b>	<b>48%</b>	<b>49%</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase	<b>Actual SWD</b>	48%	<i>Waiver</i>			
SC READY Math SC READY test data file	31 % Meets Expectations and Exceeds Expectations (2016-17) Annual Increase	<b>Projected LEP</b>	<b>33%</b>	<b>35%</b>	<b>37%</b>	<b>39%</b>	<b>41%</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase	<b>Actual LEP</b>	58%	<i>Waiver</i>			
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	<b>Projected SIP</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	<b>Actual SIP</b>	56%	<i>Waiver</i>			

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected Hispanic</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual Hispanic</b>	56.5%	<i>Waiver</i>			
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected AA</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual AA</b>	58%	<i>Waiver</i>			
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected SWD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual SWD</b>	58%	<i>Waiver</i>			

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected LEP</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual LEP</b>		<i>Waiver</i>			
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected SIP</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual SIP</b>		<i>Waiver</i>			
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected Hispanic</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual Hispanic</b>	95.6%	<i>Waiver</i>			

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected AA</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual AA</b>	82%	<i>Waiver</i>			
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected SWD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual SWD</b>	62.5%	<i>Waiver</i>			
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected LEP</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual LEP</b>		<i>Waiver</i>			



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

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Coach teachers in instructional best practices for Tier 2 and Tier 3 classroom interventions	2018-2023	Literacy Coach Instructional Coach Principal	\$0	NA	Evidence of Tier 2 and Tier 3 interventions within classrooms as noted by observations and Instructional Rounds
2. Implement the MTSS framework and intervention guidelines with fidelity	2018-2020	Literacy Coach Instructional	\$0	NA	Evidence of the OnTrack framework observed and monitored

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
		Coach ESOL Teacher School Psychologist Guidance Counselor Principal			by Principal
3. Track pull-out interventions with students to ensure fidelity of implementation	2018-2023	Literacy Coach School Psychologist Guidance Counselor Assistant Principal	\$0	NA	Evidence of interventions by students including duration of intervention and specific intervention implemented
4. Provide professional learning opportunities for instructional strategies for	2018-2023	Literacy Coach Instructional Coach	\$0	NA	Evidence of strategies for diverse learners being used in classrooms as

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
diverse learners		ESOL Teacher School Psychologist Guidance Counselor Special Education Teachers			indicated by classroom observations and Instructional Rounds
5. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2020	Instructional Coach School Psychologist Guidance Counselor Principal	\$0	\$0	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	Criterion Reference Measure	<b>School Projected</b>		Kindergarten through Grade 5 =	Kindergarten through Grade 5 =	Kindergarten through Grade 5 =	Kindergarten through Grade 5 =
	Meets and Exceeds	<b>School Actual</b>	78	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic</i>			

FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected	Kindergarten = Grade 1 =	Kindergarten = Grade 1 =	Kindergarten = Grade 1 =	Kindergarten = Grade 1 =	Kindergarten = Grade 1 =
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	School Actual	Kindergarten = Grade 1 = 74	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 Expectations on SC	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 and July 2020	2018 2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile 2020 2 <sup>nd</sup> grade criteria RIT = 188 72 <sup>nd</sup> percentile 5 <sup>th</sup> grade criteria RIT = 227 65 <sup>th</sup> percentile	School Actual	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %	Grade 2 – % 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing due to Act 142 testing requirements.		

Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	<b>District Projected</b>		<b>K-5</b> 71% or above	<b>K-5</b> 73% or above	<b>K-5</b> 75% or above	<b>K-5</b> 77% or above
		<b>District Actual</b>	<b>K-5</b> 69%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	<b>District Projected</b>		<b>5K – 52% or above</b> <b>Grade 1 – 57% or above</b>	<b>5K – 54% or above</b> <b>Grade 1 – 59% or above</b>	<b>5K – 56% or above</b> <b>Grade 1 – 61% or above</b>	<b>5K – 58% or above</b> <b>Grade 1 – 63% or above</b>
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	<b>District Actual</b>	<b>5K – 50%</b> <b>Grade 1 – 55%</b>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC	<b>District Projected</b>		<b>Grade 2 – 36% or above</b> <b>Grade 5 – 32% or above</b>	<b>Grade 2 – 36% or above</b> <b>Grade 5 – 32% or above</b>	<b>Grade 2 – 36% or above</b> <b>Grade 5 – 32% or above</b>	<b>Grade 2 – 36% or above</b> <b>Grade 5 – 32% or above</b>

<p>South Carolina MAP Linking Study – February 2018 and July 2020</p>	<p>2018 2<sup>nd</sup> grade criteria RIT = 190 64<sup>th</sup> percentile 5<sup>th</sup> grade criteria RIT = 217 68<sup>th</sup> percentile 2020 2<sup>nd</sup> grade criteria RIT = 188 72<sup>nd</sup> percentile 5<sup>th</sup> grade criteria RIT = 227 65<sup>th</sup> percentile</p>	<p><b>District Actual</b></p>	<p>Grade 2 – 38% Grade 5 – 39%</p>	<p>Grade 2 – 38% Grade 5 – 41%</p>	<p>Grade 2 – 37% 5<sup>th</sup> grade data point not available - School Board decision to waive 5<sup>th</sup> grade testing due to Act 142 testing requirements.</p>		
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
<p>1. Implement the MTSS framework intervention guidelines with fidelity.</p>	<p>2018-2023</p>	<p>School Psychologist Guidance Counselor Classroom Teachers Literacy Coach School Principals</p>	<p>\$0</p>	<p>NA</p>	<p>Intervention logs  Progress Monitoring Charts/Graphs</p>
<p>2. Implement</p>	<p>2018-2023</p>	<p>Instructional Coach</p>	<p>TBD (Cost of</p>	<p>TBD</p>	<p>Observations, anecdotal</p>

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Balanced Literacy with fidelity across all schools.		Classroom Teachers School Principals Literacy Coach	training personnel)		notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3 <sup>rd</sup> grade
3. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Instructional Coach Classroom Teachers School Principals Literacy Coach	\$0	NA	Observations, anecdotal notes, and lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments
4. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Instructional Coach Classroom Teachers School Principals Literacy Coach	\$0	NA	Classroom libraries offer a wide selection of texts that reflect students' interests and needs.  Teachers lead focused reading conferences and



<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
					<p>small group work.</p> <p>Students can articulate and demonstrate progress toward their reading goal(s).</p>
5. Track pull-out interventions with students to ensure fidelity of implementation	2018-2023	Instructional Coach Classroom Teachers School Principals Literacy Coach	\$0	NA	Evidence of interventions by students including duration of intervention and specific intervention implemented

**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		<b>School Projected</b>			<b>Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain</b>	<b>Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain</b>	<b>Gender Diversity = Increase or Maintain Ethnic Diversity = Increase or Maintain</b>
GCS Human Resources Department	Baseline established in 2019-2020	<b>School Actual</b>		Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes		

Employment report		<b>District Projected</b>	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	<b>District Actual</b>	Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%	

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Develop recruitment plans if there is no or minimal diversity.	2018-2023	HR Recruiters School Principal	\$0	NA	Plans in place for schools

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
2. Identify quality candidates who are diverse.	2018-2023	HR Recruiters School Principal	\$0	NA	Ongoing identification of candidates

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE 2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey		School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
School Actual Students	98%	92%	95%	Waiver			

		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
School Actual Teachers	100%	95%	97%	<i>Waiver</i>			
		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
School Actual Parents	99%	98%	96%	<i>Waiver</i>			
SDE School Report Card Survey	91	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students		<i>Waiver</i>			

	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers		<i>Waiver</i>			
	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents		<i>Waiver</i>			

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Communicate clearly and effectively with all stakeholders that district-wide and school-wide	2018-2023	Dist. Staff Principals	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
emergency response plans are in place and include explanations of the training and drills that take place.					
2. Take a proactive approach by periodically pushing out information about the safety measures that we take at our school	2018-2023	Dist. Staff Principals	\$0	NA	Safety stories on web, social media, etc.
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	Dist. Staff Principals	\$0	NA	Tips received from multiple stakeholder groups
4. Provide front office staff with training in recognizing and de-escalating volatile situations.	2018-2023	Dir. of Staff and Leadership Dvp.	TBD	TBD	Training provided
5. Continued use of the Level I and Level II background checks.	Ongoing	Principals	Changes annually	General Fund	Volunteer checks completed



<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
6. Expand the presence and visibility of law enforcement through the use of School Resource Officers, Zone Patrols, and parked patrol vehicles.	2018-2023	Exec. Dir. of Student Services	Initially \$990,000	General Fund	Patrols expanded

**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):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	<b>94% (2017-18)</b>	<b>School Projected</b>	x	x	x	x	x
		<b>School Actual</b> x	x	x	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		
Cognia Climate & Culture Student Survey	<b>89</b>	<b>District Projected</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>

		<b>District Actual</b> <b>89</b>	<b>90</b>	<b>92</b>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Review annually student surveys with teachers at the mid-year conference	2018-2023	Principals Teachers	\$0	NA	Survey Summary and Tally Sheets
2. Increase or Maintain Teacher Led Clubs and sponsored Activities	2018-2023	Principals Techers	\$1,000	Local Funds	List of Clubs on School Profile District Site
3. Provide Classroom resources (literature, supplemental materials) for classroom culture	2018-2013	Guidance Counselors Teachers	\$500	Local funds	List of Materials

**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
180 <sup>th</sup> day Attendance Report	(2016-17)	<b>School Projected</b>	<b>96</b>	<b>96</b>	<b>96</b>	<b>96</b>	<b>96</b>
<b>School Actual</b>	<b>96.6</b> (2016-17)	<b>School Actual</b> <b>x</b>	<b>x</b>	<b>x</b>			
180 <sup>th</sup> day Attendance Report	(2016-17) <b>95</b>	<b>District Projected</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>

		<b>District Actual</b> <b>95</b>	<b>95</b>	<b>96</b>			
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. 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. Continue to increase hands-on, real world learning experiences to enhance student engagement	2018-23	Teachers Guidance Counselors	\$0	NA	More real-world learning

<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
3. Conduct intervention conference with parents and students for students who are truant	2018-2023	Attend acne Clerk Guidance Counselor Principals	\$0	NA	Teacher/school direct contact with parents.

**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):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 4% Angry – 1 %	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-	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

		<b>District Actual</b> <b>Afraid – 5%</b> <b>Lonely – 10%</b>	<b>Afraid – 5%</b> <b>Lonely – 10%</b> <b>Angry – 8%</b>	<b>Afraid – 5%</b> <b>Lonely – 10%</b> <b>Angry – 7%</b>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-</i>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>	<b>Afraid ≤</b> <b>Lonely ≤</b> <b>Angry ≤</b>
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<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Collect data surrounding social-emotional needs through student surveys	State to provide	Guidance Counselors School Psychologist	\$0	NA	Survey data collected and analyzed
2. Implement the OnTrack process in all schools in the district, utilizing EWRS data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	Guidance Counselors School Psychologist Principals	\$0	NA	OnTrack Meeting schedule
3. Implement relationship-building programs/strategies in schools (e.g., PBIS, Capturing Kids’ Hearts,	2018-2023	Guidance Counselors School	TBD	TBD	Programs implemented with fidelity



<b>ACTION PLAN FOR STRATEGY #1:</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
Compassionate Schools, Love and Logic)		Psychologist Teachers			
3. Develop and maintain a menu of support resources and provide to all guidance counselors and social workers	2018-2023	Guidance Counselors School Psychologist	\$0	NA	Menu developed and distributed