

BEREA ELEMENTARY SCHOOL

Making a difference for every child.



Berea Elementary School

Thomas Miller

Principal

Greenville County Schools

Dr. Burke Royster

Superintendent

Scope of Action Plan

2018-2019 through 2022-2023

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Berea Elementary

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 EAA requirements.

Assurances for the School Renewal Plans

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

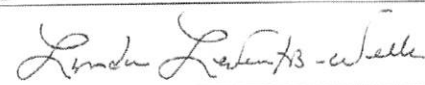
SUPERINTENDENT

Dr. W. Burke Royster		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Thomas W. Miller		3/8/21
PRINTED NAME	SIGNATURE	DATE


CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Spencer Simmons		3/8/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Towanda Durant		3-16-21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Berea Dr Greenville SC 29617

SCHOOL TELEPHONE: (864) 255-1500

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

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Thomas Miller
2. Teacher	Mary Katalinic
3. Parent/Guardian	Maria Maldonado
4. Community Member	Spencer Simmons
5. Paraprofessional	Mary Dominquez
6. School Improvement Council Member	Kristin Norton
7. Read to Succeed Reading Coach	Towanda Durant
8. School Read To Succeed Literacy Leadership Team Lead	Natalie Phillips
9. School Read To Succeed Literacy Leadership Team Member	Trevor Barton

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

Title 1 Facilitator-Donna Smith

Assistant Principal-Sierra McGriff

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

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

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

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

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 school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the 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 in professional development and classroom instruction in order to improve teaching and learning.

X Innovation

The district funds innovative activities to improve student learning and accelerate the performance of all students.

X Collaboration

The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

X Developmental Screening

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

X Half-Day Child Development

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

X Developmentally Appropriate Curriculum for PreK–3

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student’s social and cultural context.

X Parenting and Family Literacy

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children’s education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes 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; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

X Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing 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 makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

Introduction

The self-study process involved a representative sample of Berea Elementary administrators, teachers, parents and community members. The data needed for the survey was collected and disaggregated by Mr. Miller, Principal and Mrs. Natalie Phillips, Instructional Coach. After the collection of data, several meetings were held with grade level representatives to review the data and begin formulating the School Renewal Plan. After completion of the school renewal plan, the document was then presented to the School Improvement Council for review and suggestions. Once revisions were conducted, the plan was offered for review to the faculty. After time for faculty review the plan was submitted to the school district.

The following persons served on School Portfolio Committee:

Member	Responsibility
Tom Miller	Principal
Sierra McGriff	Administrative Assistant
Natalie Phillips	Instructional Coach
Donna Smith	Title I Facilitator
Kathryn Huntebrinker	K5 Grade Team Leader
Angela Adams	1 st Grade Team Leader
Lisa Richards	2 nd Grade Team Leader
Rachel Grabski	3 rd Grade Team Leader
Sherri Hester	4 th Grade Team Leader
Ashley Shreckengost	5 th Grade Team Leader
Jeremy Ladd	Related Arts Team Leader
Lynn Vines	Resource/ SPED Team Leader\
Spencer Simmons	SIC Chair
Maria Maldonado	SIC Member
Christi Laws	PTA President

Executive Summary

Berea Elementary has seen significant performance increases in the last 4 years. SC Ready and Pass scores are higher in all areas. Our state rankings in the ELA and Math have risen by approximately 300 positions from 2013 through 2020. We have been recognized as a school of excellence based on our South Carolina Report Card Ranking and have received the Palmetto Silver award for academic performance. We are continuing to address student performance through our after-school tutoring program, our personalized learning program, and more rigorous instruction across all academic areas.

At the present all of our teachers and administrators are considered to be high qualified. Turnover is consistently low and new positions that have been added have been strenuously screened to make sure that appropriate person is in place.

School climate has been consistently strong for the last four years. There have been no significant issues indicated by parents, teachers, or students. Through the use of our PBIS program, school discipline rates have dropped steeply

School Profile

School Community

Berea Elementary is a 5K through 5th grade public school that has been a part of the community since the early 1900s. It is one of 53 elementary schools in the Greenville County School District. We moved into our current location, 100 Berea Drive, in 1998. We are located northwest of downtown Greenville between White Horse Rd and Furman University. Upon entering school grounds you will see a pleasant and clean facility complete with student work, murals of the history of Berea Elementary, and flags representing our students' nationalities.

Our facilities consist of 34 instructional classrooms, an art room, music room, gymnasium, library, science lab, a computer lab, and cafeteria. All classrooms are equipped with Promethean Boards. The school has 100% wireless coverage which has allowed us implement a personalized device program. All students in grades K-2nd have iPads and students in grades 3-5 have district provided Chromebooks.

Our Title I Plan provides various resources and supplemental activities for staff, students, and families. Included in those funded activities are student after-school programs, parent resource materials and education sessions, staff workshops for development, technology, classroom supplies, and reduced classroom size. The school community here at Berea Elementary is proud to be a fully-funded Title I school, and feels fortunate to receive the additional support and assistance for all of the students and families we serve.

Our Leadership Team

Our principal is Tom Miller. This is Mr. Miller's 11th year as principal of Berea Elementary. Mr. Miller has 21 years of experience in education having served as a classroom teacher, assistant principal, and principal. He holds a Bachelor of Science degree in Elementary Education, a Master of School Administration degree, and an Education Specialist degree in Educational Leadership. Mr. Miller is a member of the South Carolina Association of School Administrators and the Association of Supervision and Curriculum Development.

Mr. Miller believes that the students of Berea Elementary will be able to succeed based on how well he is able to create, sustain, and motivate teachers throughout their career.

This entails:

- providing a collaborative work culture,
- setting standards for continuous improvement,
- developing an environment of collegiality, and community
- supporting teachers through the processes of planning, reflection, and research.

In the next five years, Mr. Miller will continue to strive to meet the needs of the students and teachers by working collaboratively with the representative groups to maintain a positive school climate. In addition, he will encourage teachers to participate in grant writing projects and state-wide achievement awards, such as Palmetto's Finest and Red Carpet Award, and support their own professional and educational goals. Mr. Miller recognizes that parental and community support is critical to the success of our students and school community. Involvement by both parties is a priority -parents and community members are always welcomed at our school.

Sierra McGriff is in her 1st year as our Administrative Assistant. This will be her first role as an administrator. She has taught for 7 years prior to taking the Administrative Assistant position. Mrs. McGriff has a Bachelor of Science degree in Elementary and Early Childhood education from USC-Upstate- as well as a Master's in School Leadership from Converse College.

At Berea Elementary you will also find an instructional coach, Mrs. Natalie Phillips. Mrs. Phillips is in her 6th year as instructional coach at Berea. She has previously taught 3rd and 5th grade. She assists teachers with curriculum needs, plans and leads professional development for the instructional faculty, and encourages and models exemplary teaching. Informal observations are done by the instructional coach to give feedback to the teachers that note positive teaching within their classrooms, as well as gives feedback on things that need improvement.

Berea Elementary also has a Title 1 Facilitator. The role of Mrs. Donna Smith is to provide instructional resources and professional development through Title I funds for teachers. She also provides learning opportunities to parents to bridge the gap between school and home relations.

School Personnel

Berea Elementary currently has over 40 certified staff members divided into the following categories:

- 20 classroom teachers
- 1 instructional coach
- 1.5 speech therapists
- 6.0 special education teachers
- 1.0 guidance counselor
- 0.3 challenge teacher
- 2 ESOL teachers
- 1 media specialist
- 3 related arts teachers
- 2 RTI teachers
- 1 Interventionist
- 1 Literacy Coach
- 8 Classroom Assistants
- 1 Mental Health Counselor

From leadership to staff, the faculty members of Berea Elementary offer a wide range of experiences, both in service and years. The majority of our teaching staff have an educational level of BA+18 and higher, and all are considered highly qualified.

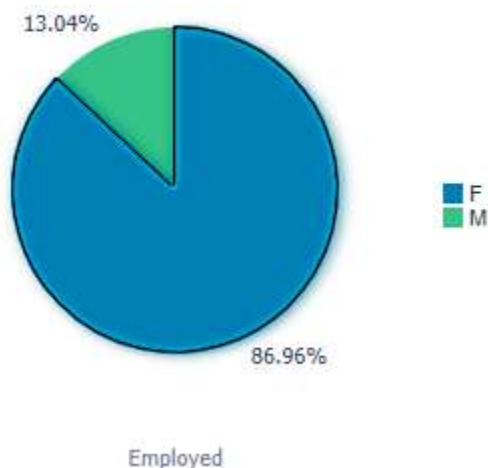
Additional personnel include the school secretary, clerk, paraprofessionals, custodians, school nurse, and food services. Other support personnel available to assist in meeting the needs of Berea Elementary students include a district psychologist, a Title I Nurse and Social Worker, instructional technology technicians, maintenance personnel, and bus drivers.

Years of Experience for Teachers

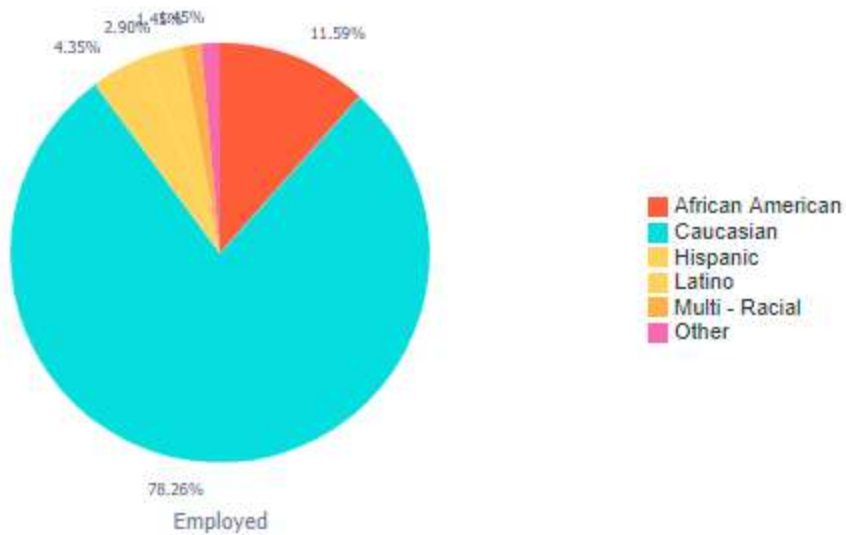
Grade Level	0	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26 +
K				1				1	
1								1	2
2			1	2					1
3			2			1			
4			1			1	1	1	
5				1		1	1		
Special Education		1		1		1	1		2
Related Arts	1					1	1		
Other Pull-Outs				1		2	2	1	
Instructional Coaches							1		
Title 1 Facilitator									1
Principal								1	
Administrative Assistant					1				

Teacher Diversity

Staff by Gender



Staff by Ethnicity



Teacher Attendance

2018	2019	2020	2021
89.6	92.3	TBD	TBD

Teacher Retention Rate (Retirements, Promotions, Left Profession)

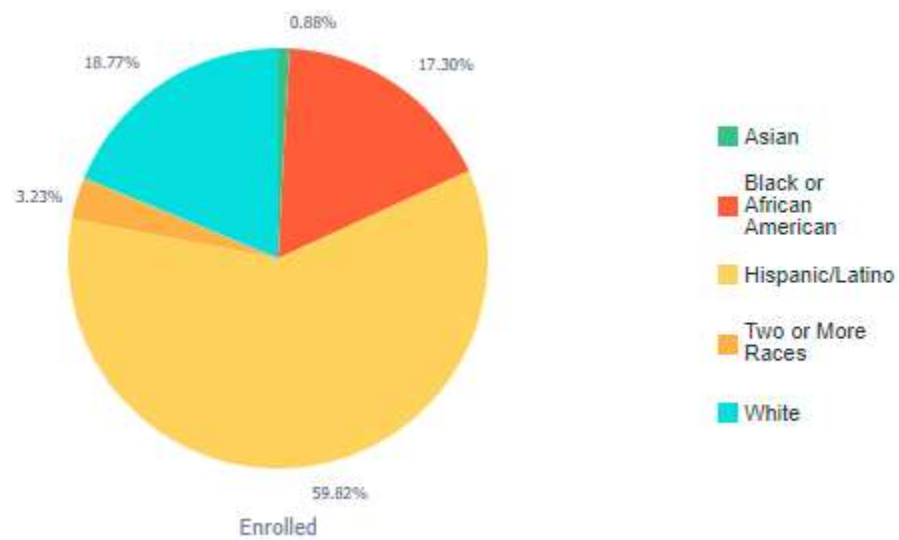
2018	2019	2020	2021
88.2	100	93	TBD

*No request for transfers 2010-2018

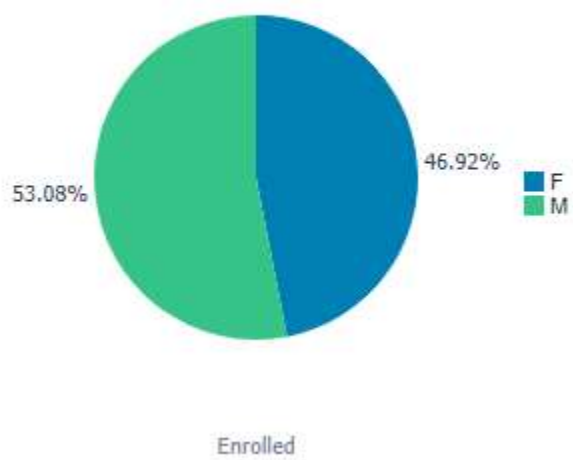
Student Population

The student population is composed of approximately 460 students of various backgrounds, needs, and ability levels. Over the past decade, Berea Elementary School’s student population has changed dramatically by family structure and culture. We have become very diverse culturally over that time with a dramatic increase in the number of Hispanic and Latino students.

Students by Ethnicity



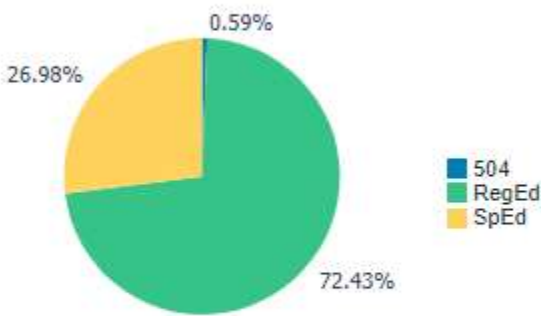
Students by Gender



Special Education

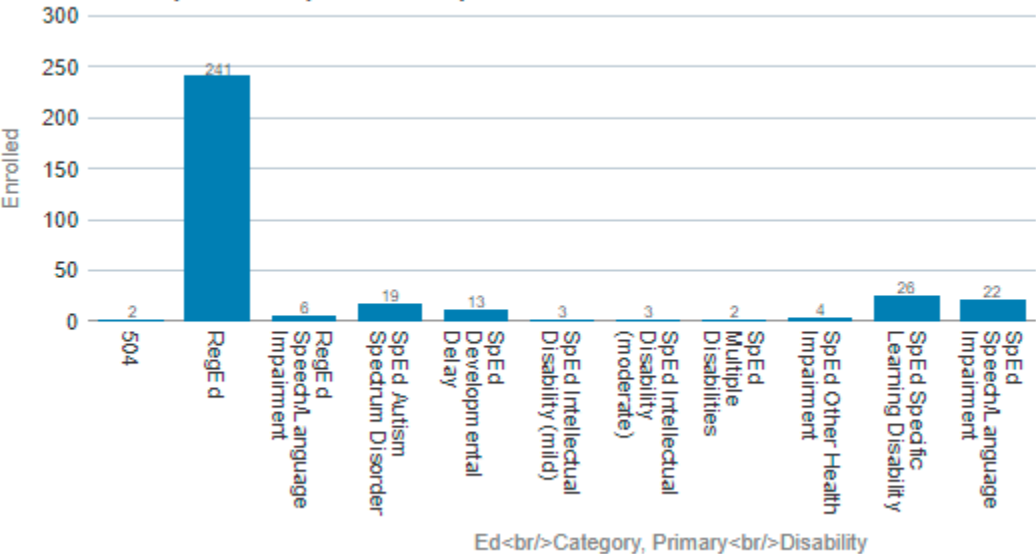
As well as our ethnic diversities, the academic needs of our students greatly vary. Our school currently houses 2 ID Moderate Classrooms and 2 Multi Categorical classrooms. We also have two teachers who serve in both a resource and inclusion setting as well as one full time speech teacher speech. Our special education students make up approximately 23% of our school population.

Students by Education Status



2020 - 2021 Enrolled

Students by Primary Disability



Gifted and Talented

Grade Level	Current Enrollment
3 rd Grade	3
4 th Grade	3
5 th Grade	15
All Grade Levels	21

Free and Reduced Lunch

Beginning with 2015-2016 school year, all students at Berea Elementary qualify for free lunch through a community assistance grant. Prior to this year, Berea Elementary has consistently been at 90% or higher in the percentage of students who qualify for free and reduced lunch.

Student Programming

In order to assure the academic, social, and emotion health of our students, the following programs are utilized at Berea Elementary:

- Positive Behavior Intervention and Supports-Assists teacher in setting expectations and reduces the number of office referrals
- Personalized Device Program-All students have access to either a personal iPad (K5-2) or Chromebook (3-5)
- Balanced Literacy Model for Reading Instruction-Literacy Instruction across grade levels is based on research based practices that allow for differentiation of instruction
- After-School Tutoring-Our BARK programs allows approximately 120 students to participate in a free tutoring program two days a week.
- Response to Intervention-Students who need more intensive instruction in reading receive individualized and small group instruction.
- On-Track-Provides the ability to identify students who need extra intervention.

Belief, Vision, Mission

In the year 2002, Berea Elementary began our process for developing our shared beliefs, vision, and mission that would represent our school and shape our goals for the future. At that time, we used an external facilitator to guide our faculty in the consensus-building process. The following year, through planning for the Title I Targeted Assistance Plan, Berea Elementary held meetings with the staff and community to discuss strategic planning to increase student learning. Representing the community were parents, teachers, administrators, other school staff, a Resource Officer, a local university professor, district representatives, and business leaders. To this date, we still meet regularly to make decisions that concern the future of our school and students.

In the past, we have been pleased with the increased involvement of our school community concerning the discussions and goals for the future. However, as we continually reviewed and updated the Strategic Plan, we realized that our beliefs and mission were no longer representative of our daily routines. Consequently, we reached consensus of what our true beliefs are that support our school mission and vision.

At Berea Elementary *we believe*:

- Children learn best when family is involved.
- Curriculum instruction is standard-driven to meet the academic needs of all students.
- Students should be expected to achieve to the best of their ability.
- We can make a positive difference for every child
- We can provide a positive and safe environment for students and teachers.
- We should embrace all cultures.

The *mission* of Berea Elementary School is to provide all students with the skills necessary to continue life-long learning, while promoting family support.

Both our beliefs and mission support the school *vision*, which is, “Transforming the Future, Today”.

Berea Elementary School is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing a safe, inviting, and welcoming atmosphere which fosters student inquiry and engages them in their learning. Our motto, "Transforming the Future Today", is demonstrated on a daily basis by a caring, supportive, and knowledgeable faculty and staff. Teachers utilize daily essential questions, plan and teach rigorous lessons, and encourage students to exhibit positive character traits.

As part of our Positive Behavior Intervention and Support program, teachers and students create expectations for classroom behavior together. These expectations are taught and successfully modeled daily. Positive student behaviors are supported through the use of incentives. This results in a greater ability to focus on academic achievement and few discipline issues.

Our staff participates in professional development in the areas of Math, English/Language Arts, Writing, and Technology. District personnel provide practical, hands-on opportunities for teachers to grow and develop professionally. Instructional coaches offer support to each classroom teacher and ensure that best practices are followed. Technology training assists the teachers in providing multiple opportunities for students to be actively involved in classroom lessons through the use of Chromebooks, iPads, Promethean Boards, and other software and web-based programs.

Our Title I Parental involvement program provides our parents with multiple levels of support. Topics such as homework help, reading as a family, hands-on math activities, and healthy homes have been presented during monthly parent engagement events as well as at PTA meetings. The purpose of these events is to empower parents

in helping their children succeed academically. The Title 1 programs also provide students with remediation and enrichment programs after school twice a week so that students can continue to grow academically.

Over the last several years, we have seen tremendous progress in terms of our academic performance based on SC Ready and SC Pass. Our state ranking in ELA and Math has increased by over 300 positions and we continue to make positive strides in social studies and science. Berea Elementary is well positioned as we move forward due to the hard work of our students, teachers, staff, and parents.

Data and Needs Assessment-Student Achievement

School Report Card

<https://www.screportcards.com/overview/print/?q=eT0yMDE5JnQ9RSZzaWQ9MjMwMTAzNg>

SC Ready ELA

School Year					
	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Grand Total Met/ Exceeds
	%	%	%	%	%
2019	25.6%	25.6%	29.8%	19.1%	49%
2018	27%	34%	27%	12%	42%
2017	32%	30%	31%	7%	38%
2016	27%	33%	33%	7%	40%

ELA Performance by Grade Levels

2019 Grade	Does Not Meet	Approaches	Meets	Exceeds	Total Meet/ Exceeds
3	17.3%	27.5%	30.4%	23.1%	54.8%
4	18.8%	21.9%	31.2%	26.6%	59.1%
5	40.3%	27.8%	25%	5.6%	34.2%
Grand Total	25.6%	25.6%	29.8%	19.1%	48.8%

SC Ready Math

School Year	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Total Met/Exceeds
	%	%	%	%	%
2019	14.9%	19.1%	28.8%	37.2%	66%
2018	20%	24%	23%	33%	59%
2017	21%	34%	31%	14%	45%
2016	17%	31%	35%	17%	49%

SC Ready Math by Grade Level

2019 Grade	Does Not Meet	Approaches	Meets	Exceeds	Total Meet/Exceeds
3	7%	9%	37.7%	44.9%	82.2%
4	7.8%	21.9%	29.7%	39.1%	71.2%
5	29.2%	27.8%	22.2%	23.6%	46.1%
Grand Total	14.7%	19.6%	29.9%	35.9%	66%

SC Pass Science

SCIENCE	
School Year	Total Met/ Exceeds
2019	50%
2018	42%
2017	35%

Data and Needs Assessment-Teacher and Administrator Quality

Data and Needs Assessment-School Climate

Percent Satisfied With Social and Physical Environment

Year	Teacher	Student	Parents
2017	100	94	91
2018	100	91	83
2019	96.4	94	89.8

Percent Satisfied With Learning Environment

Year	Teacher	Student	Parents
2017	100	94	91
2018	96.4	91	83
2019	89.3	96.3	89.8

Percent Satisfied With Home-School Relations

Year	Teacher	Student	Parents
2017	97	90	91
2018	96	91	83
2019	79	95	89

Summary

In conclusion, Berea Elementary is well-equipped to analyze the data and information that are collected from various areas of the school. We have utilized test data, surveys, trends, and perceptions to identify the needs, strengths, and short-comings of our organization and its effectiveness to meet the needs of our students and community. We anticipate grand results in the future with the additions of research-based teaching techniques that will enhance our reading and math programs in the classroom, as well as strides in the involvement of our parents and partners through the specific goals and guidelines.

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.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

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 36% in 2016-17 to 47.28% 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 1.88 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	36% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	39.76	41.64	43.52	45.40	47.28
		School Actual Elementary 41.90	48.8	<i>waiver</i>			
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	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	School Leadership Team	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Implement coaching cycles to improve common planning and instruction	2018-2023	School Leadership Team	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	School Leadership Team	\$0	NA	MasteryConnect Reports
4. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2018-2023	School Leadership Team	\$0	NA	Mastery Connect/TE21 Coaching Cycles

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 44.6% in 2016-17 to 53.96 in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1.56% 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	44.6 % Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	47.72	49.28	50.84	52.4	53.96
		School Actual Elementary 59	66	<i>waiver</i>			
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	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	School Leadership Team	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Implement coaching cycles to improve common planning and instruction	2018-2023	School Leadership Team	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2019-2023	School Leadership Team	\$0	NA	MasteryConnect Reports
4. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2019-2023	School Leadership Team	\$0	NA	Mastery Connect/TE21 Coaching Cycles

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 _3% 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	45	48	51	54	57
		School Actual Elementary 42.7	58	<i>waiver</i>			
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	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	School Leadership Team	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
6. Implement coaching cycles to improve common planning and instruction	2018-2023	School Leadership Team	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
7. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	School Leadership Team	\$0	NA	MasteryConnect Reports
8. Use formative assessments to inform remediation and enrichment for the purpose of increasing DOK.	2018-2023	School Leadership Team	\$0	NA	Mastery Connect/TE21 Coaching Cycles

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	35% Meets Expectations and Exceeds Expectations	School Projected Hispanic 36.94	38.88	40.82	42.76	44.7	46.64
SC READY ELA SC SDE Website		School Actual Hispanic 40	42	<i>waiver</i>			
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	<i>waiver</i>			

SC READY ELA SC SDE Website	22 % Meets Expectations and Exceeds Expectations	School Projected AA	27.32	29.98	32.64	35.3	37.96
SC READY ELA SC SDE Website		School Actual AA 24	27.32	<i>waiver</i>			
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	<i>waiver</i>			
SC READY ELA SC SDE Website	4 % Meets Expectations and Exceeds Expectations	School Projected SWD 7.66	11.32	14.98	18.64	22.3	25.96
SC READY ELA SC SDE Website		School Actual SWD 4	20	<i>waiver</i>			
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	<i>waiver</i>			

SC READY ELA SC SDE Website	17 % Meets Expectations and Exceeds Expectations	School Projected LEP 19.94	22.88	25.82	28.76	31.70	36.64
SC READY ELA SC SDE Website		School Actual LEP 38	41	<i>waiver</i>			
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	<i>waiver</i>			
SC READY ELA SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected PIP	42	44	46	48	50
SC READY ELA SC SDE Website		School Actual PIP 40	45	<i>waiver</i>			
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	<i>waiver</i>			

SC READY Math SC SDE Website	52 % Meets Expectations and Exceeds Expectations	School Projected Hispanic 53	53	55	56	57	58
SC READY Math SC SDE Website		School Actual Hispanic 61	67	<i>waiver</i>			
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	<i>waiver</i>			
SC READY Math SC SDE Website	19 % Meets Expectations and Exceeds Expectations	School Projected AA 22	25	28	31	34	37
SC READY Math SC SDE Website		School Actual AA 33	47	<i>waiver</i>			
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	<i>waiver</i>			

SC READY Math SC SDE Website	18 % Meets Expectations and Exceeds Expectations	School Projected SWD 21	24	27	30	33	36
SC READY Math SC SDE Website		School Actual SWD 18	33	<i>waiver</i>			
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	<i>waiver</i>			
SC READY Math SC SDE Website	38 % Meets Expectations and Exceeds Expectations	School Projected LEP	42	44	46	48	52
SC READY Math SC SDE Website		School Actual LEP 38	69	<i>waiver</i>			
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	<i>waiver</i>			

SC READY Math SC SDE Website	x % Meets Expectations and Exceeds Expectations	School Projected PIP 66	58	60	62	64	66
SC READY Math SC SDE Website		School Actual PIP 56	63	<i>waiver</i>			
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	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	Principal, Instructional Coach	NA	NA	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Provide after-school tutoring to students in grades k5-5th	October 2018-May 2023	Title I Facilitator	60,000	Title 1	Improved standardized test scores of those participating students
3. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student groups.	2018-2023	On-Track Team, Admin Team	\$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 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	School Projected		48	51	54	57
	Meets and Exceeds	School Actual	45	<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=13 Grade 1 =17	Kindergarten =16 Grade 1 =20	Kindergarten =19 Grade 1 =23	Kindergarten =22 Grade 1 =26
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more	School Actual	Kindergarten =10 Grade 1 =14	<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	School Projected		Grade 2 – 19 Grade 5 – 22	Grade 2 – 22 Grade 5 – 25	Grade 2 – 25 Grade 5 – 28	Grade 2 – 28 Grade 5 – 31
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 – 16 Grade 5 – 19	Grade 2 – 8% Grade 5 – 19%	Grade 2 – 19% 5 th grade data point not available - School Board decision to waive 5 th 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 Expectations on SC READY ELA	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

<p>South Carolina MAP Linking Study – February 2018 and July 2020</p>	<p><u>2018</u> 2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile <u>2020</u> 2nd grade criteria RIT = 188 72nd percentile 5th grade criteria RIT = 227 65th percentile</p>	<p>District Actual</p>	<p>Grade 2 – 38% Grade 5 – 39%</p>	<p>Grade 2 – 38% Grade 5 – 41%</p>	<p>Grade 2 – 37% 5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.</p>		
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Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement Balanced Literacy with fidelity across all schools.	2018-2023	Principal, Literacy Coach, Instructional Coach	TBD (Cost of training personnel)	TBD	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3 rd grade
2. Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Assoc. Supt. for Academics Academic Specialists for Literacy	\$20,000-40,000	Special Revenue	Observations, anecdotal notes, and lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments
3. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Principal, Literacy Coach, Instructional Coach	\$0	\$0	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices

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 = 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	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 training opportunities for schools to help existing teachers work with diverse students.	2018-2023	Dir. of Staff and Leadership Dvp.	TBD	TBD	Professional Development opportunities targeting student diversity.
4.					
5.					

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	95.2	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 81	81	<i>waiver</i>			
SC SDE School Report Card Survey	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 96.3	100	<i>waiver</i>			

SC SDE School Report Card Survey	90.9	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 96	97.2	<i>waiver</i>			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>waiver</i>			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>waiver</i>			
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>waiver</i>			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Principals	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
1. Ensure every student connected with a caring adult.	2018-2023	Principals	TBD	TBD	Students connected with adults in school buildings or buses
2. Further develop peer mentoring programs to support students and develop empathy.	2018-2023	Principals	TBD	General Fund	Peer mentoring in schools

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) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0	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	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		School Actual 0	0				
	(2016-17) .04	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
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
1.					
2.					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3.					

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	90	90	90	90	90
		School Actual 89	89	90	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89	90	92	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19</i>		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	School team	TBD	Local	Bus ride to communities Visit to community
2. Establish protocols among all adults to communicate positively with students (Capturing Kids Heart, RAMP, PBIS, Leader In Me)	2018-2023	School team	\$0	NA	Documentation of communicating protocol to staff
3. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School team/PTA	\$0	NA	Support staff included in decision making and support of students

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

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

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

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	\$0	NA	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Admin team Teacher Attendance Clerk	\$0	NA	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Coordinator Social Worker Attendance Clerk Admin team	\$0	NA	Students are identified and appropriate supports are assigned

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 ≤ 7 Lonely ≤ 13 Angry ≤ 7	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 7	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 7	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 7	Afraid ≤ 7 Lonely ≤ 13 Angry ≤ 7
		School Actual Afraid – 8% Lonely – 15 % Angry – 8%	Afraid ≤ 8 Lonely ≤ 15 Angry ≤ 8	Afraid ≤ 8 Lonely ≤ 15 Angry ≤ 8	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	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%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>	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. Train staff and students on the anonymous reporting process	2018-2023	Principal	\$0	NA	Students and staff aware and able to report
2. Explain district bullying policy and give examples to parents at PTA meeting during first quarter of the school year	2018-2023	Principals School Teams	TBD	TBD	Consequences discussed systematically
3. Seek opportunities to develop empathy among students	2018-23	Principals	TBD	Local	School initiatives to end social isolation and build empathy