



## PARIS ELEMENTARY SCHOOL

David Wise, Principal

Emily Gerard, Assistant Principal

## Greenville County Schools

Burke Royster, Superintendent

**School Renewal Plan for:**  
*2018-19 through 2022-23*



**School Renewal Annual Update for:**  
*2020-2021*

**SCHOOL RENEWAL PLAN COVER PAGE****SCHOOL NAME:** Paris 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 SBB Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

**Assurances for the School Renewal Plans**

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

**SUPERINTENDENT**

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

**PRINCIPAL**

Mr. David Wise		February 26, 2021
PRINTED NAME	SIGNATURE	DATE

**CHAIRPERSON, BOARD OF TRUSTEES**

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

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Mrs. Katie Woods		February 26, 2021
PRINTED NAME	SIGNATURE	DATE

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

Dr. Jeremy Watts		February 26, 2021
PRINTED NAME	SIGNATURE	DATE

**SCHOOL ADDRESS:** 32 East Belvue Road Taylors, SC 29687**SCHOOL TELEPHONE:** (864) 355-4260**PRINCIPAL E-MAIL ADDRESS:** [dwise@greenville.k12.sc.us](mailto:dwise@greenville.k12.sc.us)

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## 1. Stakeholder Involvement for School Renewal

Position	Name
1. Principal	David Wise
2. Teacher	Kayla Dix
3. Parent/Guardian	Holly Deambrosi
4. Community Member	Tommy McCarty
5. Paraprofessional	Janet Livingston
6. School Improvement Council Member	Katie Woods
7. Read to Succeed Reading Coach	Dr. Jeremy Watts
8. School Read to Succeed Literacy Leadership Team Lead	Dr. Jeremy Watts
9. School Read to Succeed Literacy Leadership Team Member	Shannon Hever

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

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

Other Positions	Name
1. Assistant Principal	Emily Gerard
2. Literacy Specialist	Dr. Jeremy Watts
3. Instructional Coach	Shannon Hever
4. PTA President	Holly Deambrosi
5. School R2S Team	Amy Gasparich
6. School R2S Team	Holly Gosnell
7. Media Specialist	Jessica Zannini

## 2. Assurances for School Plan

### Act 135 Assurances

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

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, Grades 4–12</b> The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Staff Development</b> The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Developmental Screening</b> The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

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

### 3. Introduction

The Paris Elementary School portfolio was developed to document the changes and progress that the school has made while working to continuously improve current progress. The portfolio provides all stakeholders with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The school portfolio is a living document that describes Paris and includes evidence of our work. It describes who we are, our vision for the school, goals, plans and progress and achievements in context of the client demographics and deeds, and out of school partnerships.

A team of teachers, administrators and community members was involved in researching and developing the portfolio. Group consensus was reached before final decisions were made during SIC meetings, PTA Board meetings, and Faculty meetings. Much of the narrative sections were taken from discussions of the school and evaluations using the Continuous Improvement Continuums. During these meetings, all stakeholders were asked to contribute evidence of our achievement and ideas for improvements. Through this process, all stakeholders had the opportunity to be heard and to contribute to the development of the portfolio for Paris Elementary School.

The team consists of the entire faculty broken into sub-committees, our PTA Board Members, and our SIC Committee. The faculty specifically analyzed our school's achievement in curriculum, climate, instruction, assessment, technology, and communication. They determined our specific strengths and weaknesses based on gathered evidence. The PTA Board and SIC Committee provided opinion and evidence to account for climate and communication. They also gave their "outside" view of our strengths and weaknesses.

## 4. Executive Summary

### Needs Assessment or Findings for Student Achievement

- SC Ready results indicate that we improved where as other schools like ours declined in ELA results
- SC Ready results indicate that we had no change in our math results whereas 3 out of 4 of schools like ours declined.
- SCPASS results indicate that a larger percentage of students scored Met and Exceeds in science than any of the other schools like ours.
- SCPASS results indicate that we tied with two other schools like ours for the highest percentage of Met and Exemplary.

### Needs Assessment or Findings for Teacher and Administrator Quality

- 55% of our faculty has advanced degrees. This percentage is more than 10% less than other schools like our and the Median Elementary School.
- All of our teachers are trained in the Fountas & Pinnell Balanced Literacy Program.
- All of our teachers are trained in the Lucy Calkins Writing Program.

### Needs Assessment or Findings for School Climate

- According to Evaluation findings, Social and Physical environment was the least favorable condition of Paris. SIC and PTA Committees cited “Continuing to teach to all learning levels” and “More efficient communication methods of wants and needs from teachers to parents”.

### Paris’s Significant Challenges from the Past 3 Years

- This year, we had three brand new teachers and one second-year teacher who was new to the school. All four teachers have had consistent coaching in terms of planning, morale, instruction, and records keeping.
- This year, we had 2 teachers on extended leave due to surgery and maternity leave.
- We had 6 teachers leave to teach Virtual School. We had 1 teacher who traded places with a Virtual teacher for family reasons.

### Paris’s Significant Awards, Results, or Accomplishments from the Past 3 Years

- 2019 Report Card Excellent rating in both Academic Achievement and Preparing for Success
- 2017 – 2018 Palmetto State School Counselor Association Elementary School Counselor of the Year
- 2016 – 2017 2<sup>nd</sup> Runner Up Teacher of the Year for Greenville County School District
- 2016 Salute to Education Assistant Administrator of the Year
- 2016 District Science Fair 1<sup>st</sup> and 2<sup>nd</sup> place Winners
- Recognized ASCA Model Program (RAMP) for School Counseling Program
- Excellence on School Report Card 2012, 2013, 2014, 2015, 2016
- Palmetto GOLD Awards for 2012–13, 2013-2014, 2014-2015, and 201-2016 School Years
- 2 Palmetto SILVER Awards for 2010 – 11 and 2011 – 12 School Years



- PTA Teacher of the Year 2011 – 12 School Year
- PTA Principal of the Year 2010 – 11 School Year
- 100 Year Celebration Spring 2012
- 2012 Positive Behavior Interventions and Supports (PBIS) Ribbon Recipient
- 2011 – 12 and 2012 – 13 Reedy River Run Award
- 2010 – 11 Technology Grant Recipient

## 5. School Profile

### Paris Elementary School

32 East Belvue Road

Tailors, SC 29687

Telephone: (864) 355-4260

Fax: (864) 355-4391

**Grades:** Pre-K5 – 5<sup>th</sup> Grade

**Enrollment:** 449 (Brick & Mortar)  
127 (Virtual)  
576 (Total)

#### Facilities:

- Cafetorium
- Computer Lab
- Gymnasium
- Historical School Location
- Media Center
- Science Lab
- School Dates Back to Early 20<sup>th</sup> Century
- Separate Playground for Kindergarten

#### Faculty Profile:

- 2 Administrators
- 26 Teachers
- 14 Support Staff

#### School Community:

- Centennial Celebration involving Paris Alumni from the past 60 years (Celebrated in Spring 2012)
- Walking Club meeting twice a week before school involving students, teachers, and parents
- Corporate Sponsorship from business such as Chick-Fil-A, Harvey's Restaurant, Bojangles, Lowe's, and Country Boys
- Annual SpiritFest Celebration involving local community, On-Air News Reporters from WYFF, Piedmont Park Fire Department, families, and staff

#### School Personnel Data:

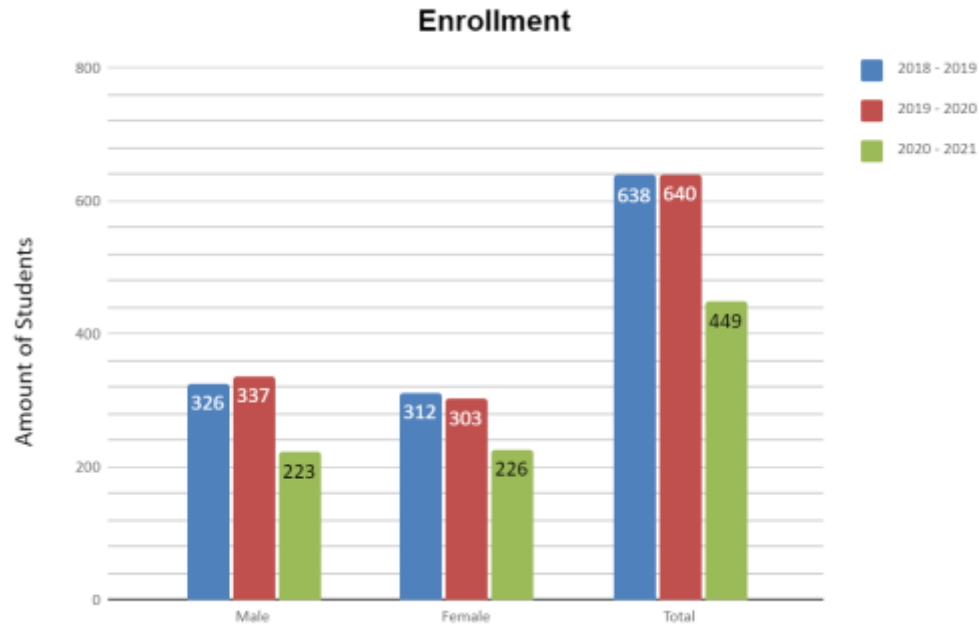
- 26 Teachers, 14 Support Staff, 2 Administrators
- 55% staff hold advanced degrees
- 90.6% staff returning from the previous year
- 95.03% Attendance Rate
- 100% Highly Qualified
- Less than 2% Minority , 98% Caucasian
- 2% Male, 98% Female

Chart comparing teachers' grade level with years of experience:

<b>Grade Level</b>	<b>&lt;5</b>	<b>5-10</b>	<b>11-15</b>	<b>16-20</b>	<b>20&lt;</b>
Grade Pre-K	1				
Grade K5	1		2		
Grade 1			2		2
Grade 2	1		1	1	1
Grade 3	1		3		
Grade 4	1		1		2
Grade 5	3				1
Spec. Educ.			1	1	
Related Arts	1				2
Speech			1	1	

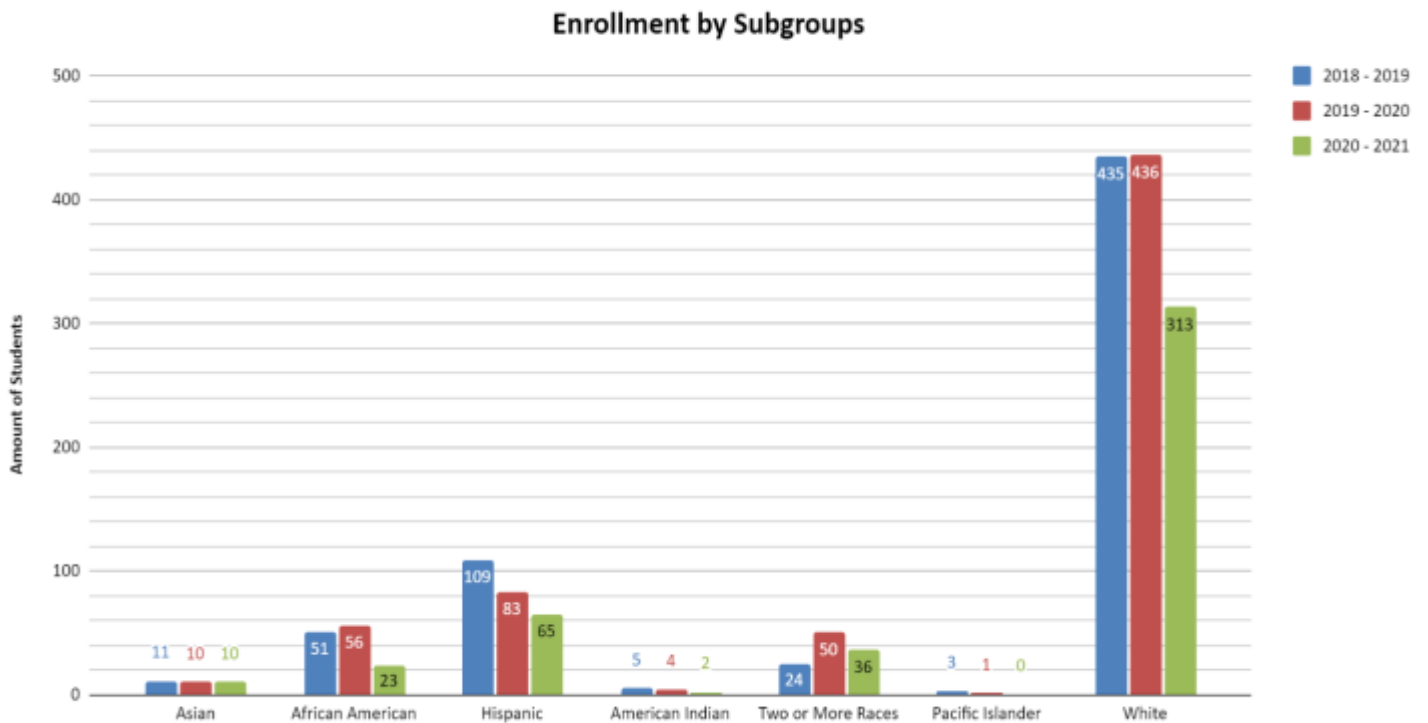
### Student Population Data

	<b>Total</b>	<b>Female</b>	<b>Male</b>
Grade PreK	12	7	12
Grade K5	98	28	35
Grade 1	104	31	34
Grade 2	111	41	34
Grade 3	105	41	34
Grade 4	93	41	36
Grade 5	115	37	38
<b>Total Population</b>	<b>449</b>	<b>226</b>	<b>223</b>



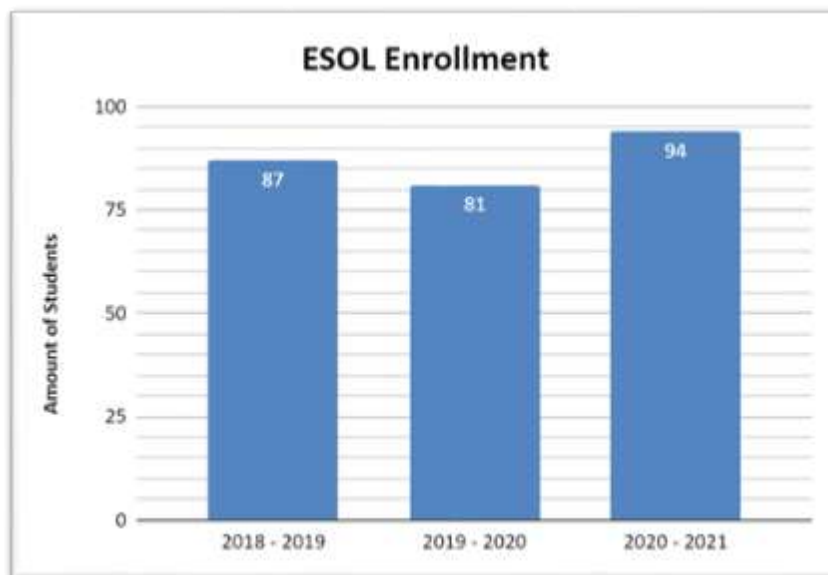
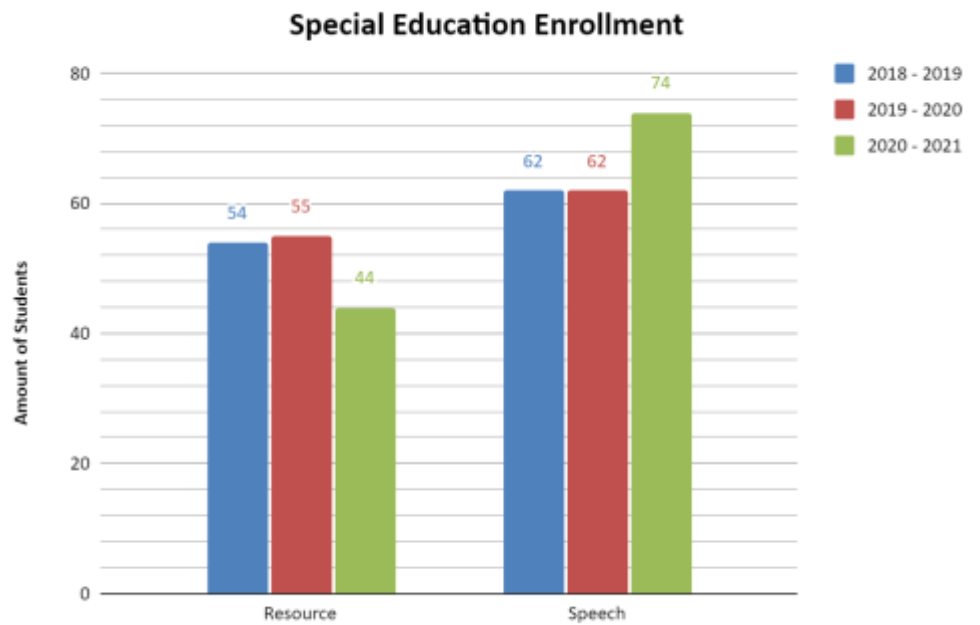
### Ethnicity Sub Groups

- 2 American Indian/Alaskan Native (less than 1%)
- 313 White (69.7%)
- 10 Asian (2.2%)
- 65 Hispanic (14.5%)
- 23 African American (5.1%)
- 36 Multi Race Categories (8%)



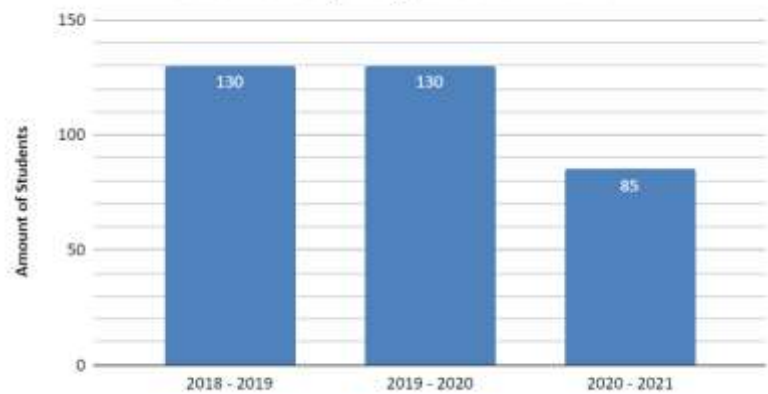
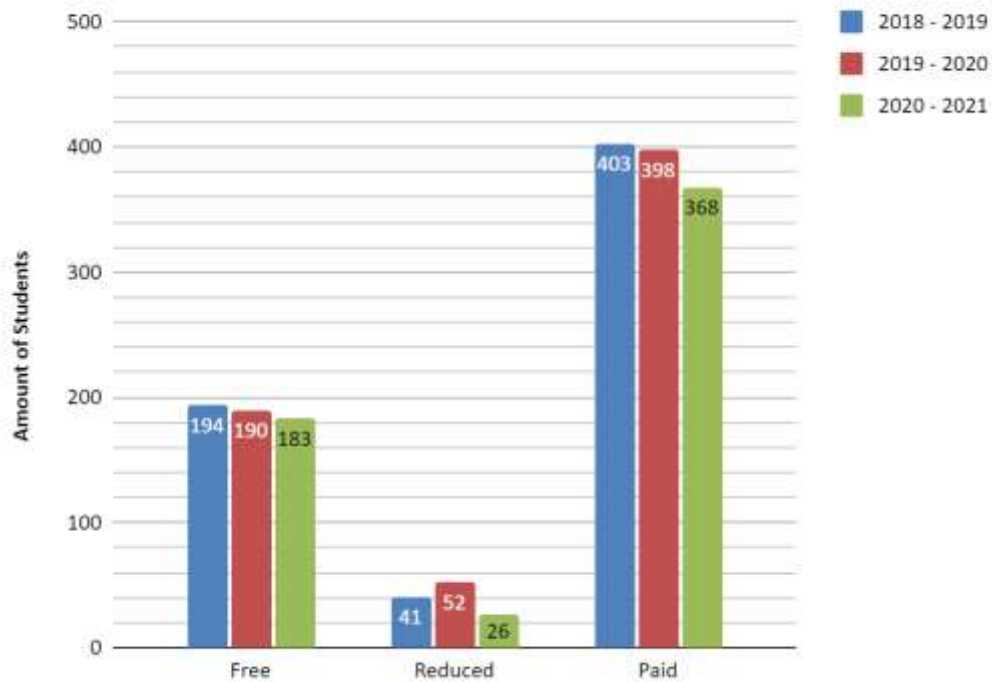
### Special Services Sub Groups

- 94 ESOL
- 54 Resource
- 59 Speech



Other Sub Group

- 10 Students Retained (1.6%)
- 130 in Extended Day Program
- 183 Free Lunch, 26 Reduced Lunch, 368 Paid

**Extended Day Program Enrollment****FARMS Enrollment**Major Academic and Behavioral Features/Programs/Initiatives

- Academic Awards Program – Showcases students' achievements in academics
- After School Day Care Program – On Site Daily
- Art Club – Allows gifted art students to have a more in-depth instruction
- Artist in Residence Program – Provides a musical, artistic, and physical experience in learning
- ASCE Popsicle Stick Bridge Event – Gifted and Talented students design and build bridges
- Book Club – 3<sup>rd</sup>-5<sup>th</sup> Students Read and Review Books for display in the Media Center
- Challenge Program (Gifted and Talented)
- Computer Lab – Allows every class an opportunity to utilize IXL, Reflex, Research, or Technology Instruction
- District Science Kits – Hands-On Instructional Opportunities for Students
- Every Day Calendar Math – Builds on concepts every day in a variety of mathematical strands
- Field Day – End of the Year celebration for all students
- Fitness Wall of Fame – Recognizes students who are active and physically fit
- Fountas and Pinnell Balanced Literacy – Focuses on reading instruction at each child's instructional level
- Honors Chorus – Allows gifted singers to have a more in-depth instruction
- Instructional Technology – A Promethean Board in every classroom
- Kindergarten for 5 Year Olds – Full Day
- Lucy Calking Writing Program
- MAP Assessment Program – Formative Assessments for 2<sup>nd</sup> and 5<sup>th</sup> grades
- IXL – Online personalized instruction for students in Math and Language
- Reflex – Online personalized Math instruction
- RAZplus – Online personalized Reading program
- PBIS (Positive Behavior Interventions and Supports) – Recognizes and Reinforces positive behavior in students individually and as a class
- Prime Time News on Closed Circuit Television – Daily Broadcast of Announcements by students
- Professional Learning Communities – Intensive, Grade-Level-Specific Training and Professional Development
- PTA Reflections Contest – Showcases Literary, Photographic, Artistic, and Expressive Talents of Students
- RTI (Response to Intervention) – Early Intervention for Kindergarten, First, Second, and Third Grade Students in Reading
- Science Fair – Promotes Scientific Thinking and Method for Fifth Grade Students

- Terrific Kids Awards – Quarterly, Recognizes Good Character in Students
- We Love To Read – Month-long events promoting and celebrating reading in all grade levels



## 6. Mission, Vision, and Beliefs

### **Mission**

Our mission is to prepare students to continue active, literate, lifelong learning.

### **Vision**

The purpose of our school is to act in conjunction with the home and the community in developing confident, contributing lifelong learners by providing innovative, educational experiences which emphasize critical and creative thinking.

### **Our Beliefs**

- Educational goals are best accomplished in a safe and comfortable environment.
- Creative thinking and problem solving skills are essential for life-long learning.
- All children have individual strengths, needs, and learning styles.
- Education is a shared responsibility of home, school, and the community.
- Curriculum and instruction meet the changing needs of students and the community.
- All students share the responsibility to be active learners.
- Positive discipline fosters accountability and self-respect.
- Parental involvement and volunteer services enrich learning.
- Students are the center of the learning process.
- Diversity enriches education.
- Dignity, respect, and appreciation are important.

## 7. Data Analysis and Needs Assessment

### Student Achievement Needs Assessment

Data Source: SDE School Report Card

### Academic Achievement ⓘ

## Overall Student Performance

### SC Ready English Language Arts and Mathematics

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

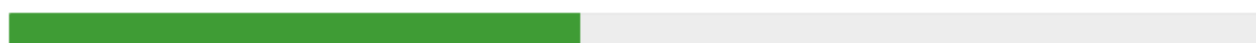
School 68.5% (207 / 302)



District 54.7% (19022 / 34794)



State 45.4% (159686 / 351481)



Mathematics - [Percent Met or Exceeding](#)

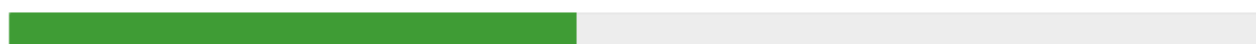
School 71.2% (215 / 302)



District 54.5% (18952 / 34794)

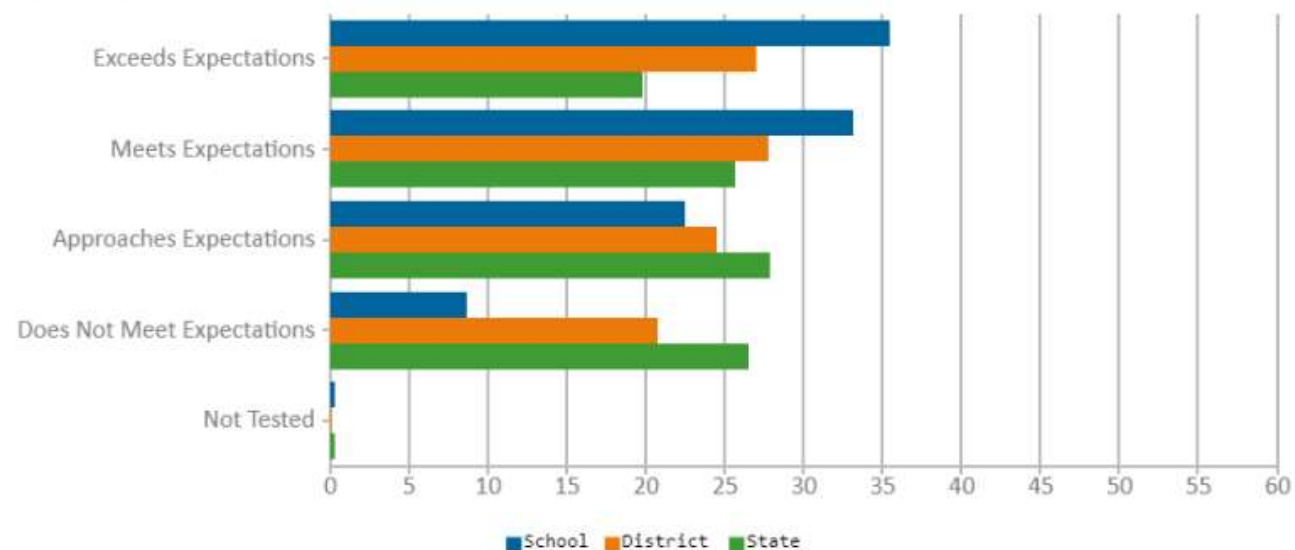


State 45.1% (158655 / 351479)



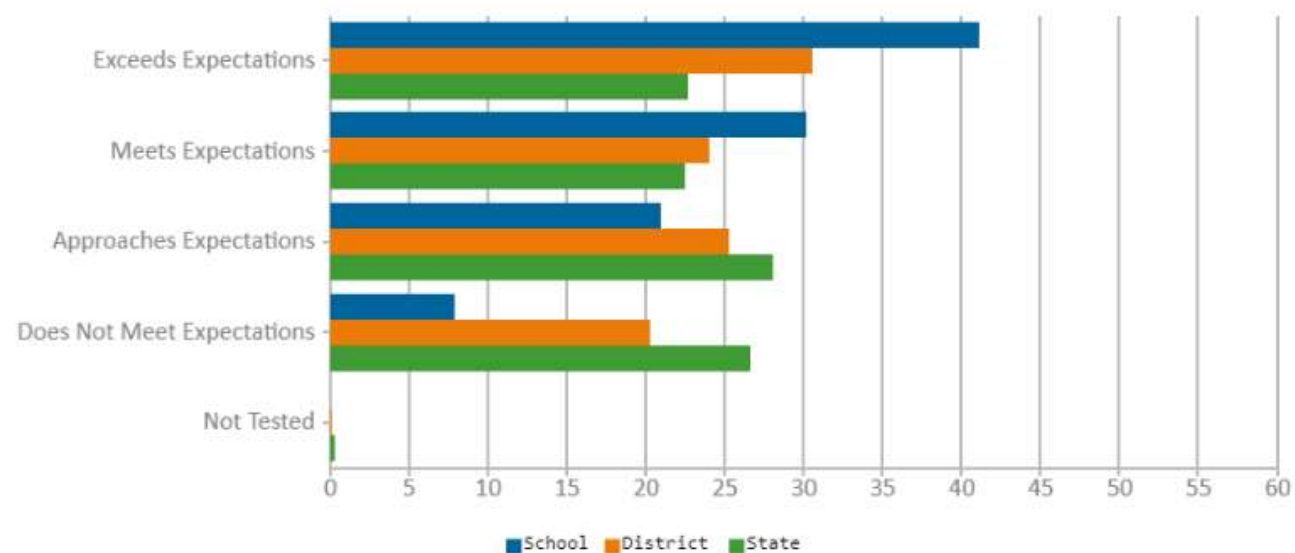
**SC READY English Language Arts and Mathematics**

## English Language Arts (Reading and Writing)



Note: Results from alternate assessments were included in the calculations where available.

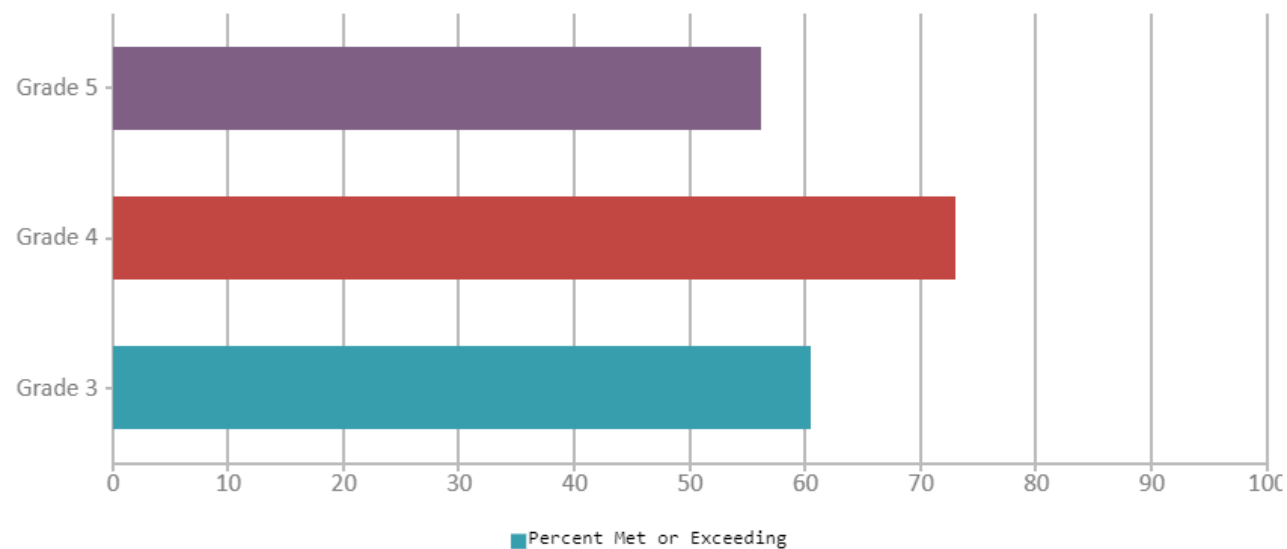
## Mathematics



## School Level Details

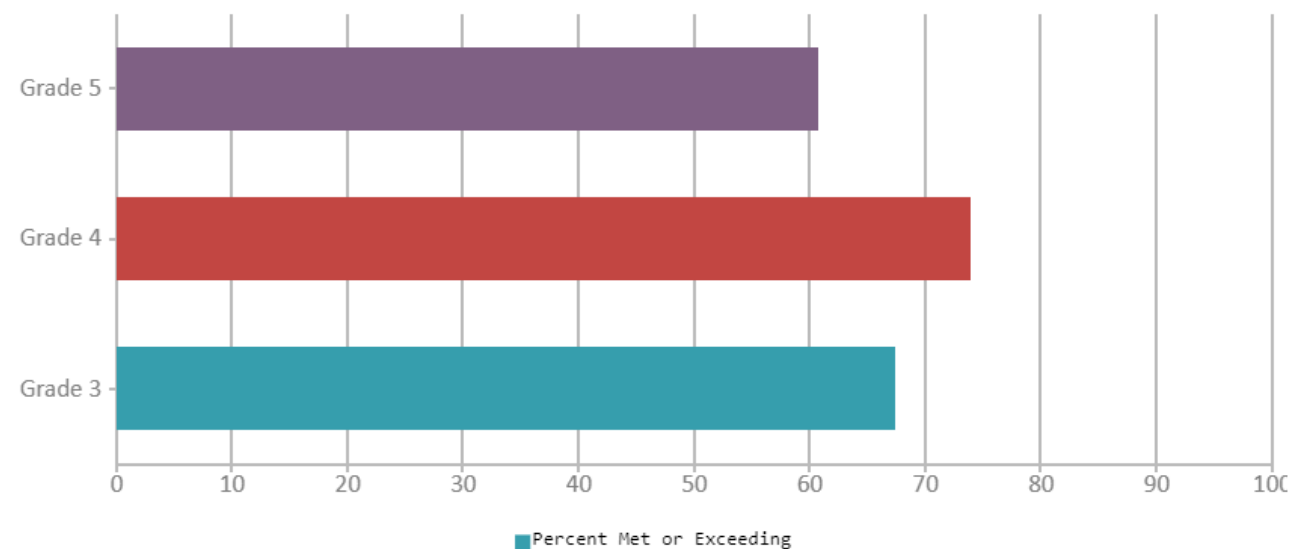
**SC READY Performance by Grade Level**

English Language Arts (Reading and Writing)



*Note: Results from alternate assessments were included in the calculations where available.*

## Mathematics

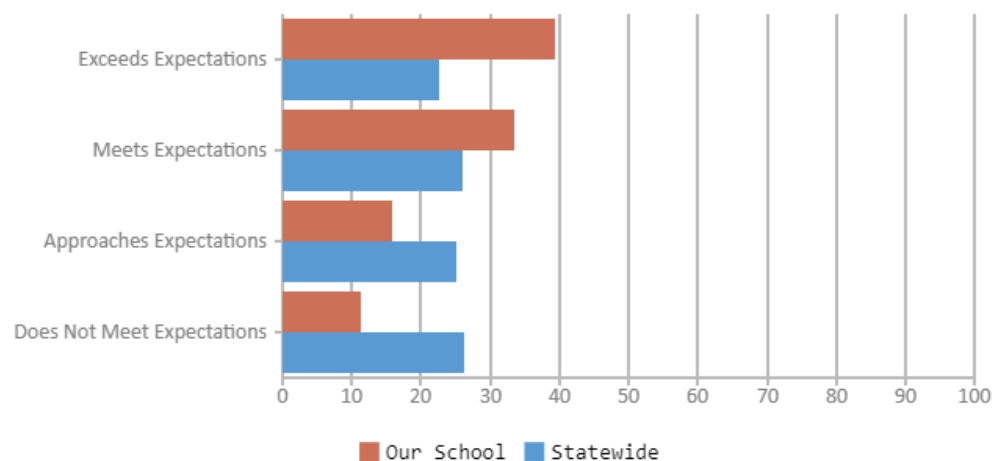


*Note: Results from alternate assessments were included in the calculations where available.*

## SC Palmetto Assessment of State Standards (SCPASS)

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 - 8 in Spring 2017. Students were assessed in the subject areas of Science and Social Studies.

### Science

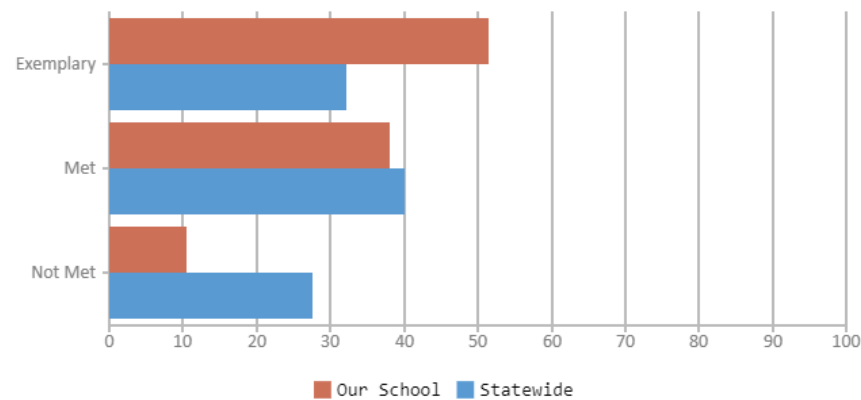


### Our School: Percent Met and Above for each grade level

4th Grade 5th Grade

85.8 58.8

### Social Studies



### Findings

The South Carolina College-and –Career Ready Assessment (SC READY) and Palmetto Assessment of State Standards (PASS) results show our school did outperform the district and the state in the areas of ELA, Math, Writing, Social Studies, and Science based on the amount of students that were considered Met or Exceeds Expectations on SC READY and Met or Exemplary on PASS.





Data Source: Professional Development Calendar for 2018-2019



**PARIS ELEMENTARY**  
Greenville County Schools

**2020-2021 PROFESSIONAL DEVELOPMENT PLAN**

**Main Emphasis: Personalized Learning (PLI)**

<b>Date</b>	<b>Meeting/Inservice</b>	<b>Contact</b>	<b>Details</b>
8/10/20	School Theme/Setting Expectations	Wise	
8/11/20	Pandemic Procedures	Wise	
8/14/20	Google Apps for Education	Hever	
8/26/20	Faculty Council	Wise	
9/2/20	Gradebook Setup (Grade Levels)	Hever	
9/9/20	Google Apps for Education	Hever	
9/16/20	Faculty Council	Wise	
9/30/20	Faculty Meeting (YouTube Approver)	Wise	
10/7/20	Gifted and Talented	Holloway	
10/15/20	Faculty Council	Wise	
10/22/20	Test Administration	Hever	
10/29/20	Balanced Literacy	Watts	
11/4/20	Integrating TE21 Format/Questions	Hever	
11/11/20	Faculty Council	Wise	
11/18/20	MAP Training	Hever	
12/2/20	ESOL	Evans	
12/9/20	Google Apps for Education	Hever	
1/6/21	Integrating TE21 Format/Questions	Hever	
1/13/21	Faculty Council	Wise	
1/20/21	Google Apps for Education	Hever	
1/27/21	Social Emotional Learning	Groner	
2/3/21	Integrating TE21 Format/Questions	Hever	
2/10/21	Faculty Council	Wise	
2/17/21	Google Apps for Education/Tools	Hever	
2/24/21	Faculty Meeting	Wise	
3/3/21	Google Apps for Education/Tools	Hever	
3/10/21	Faculty Council	Wise	
3/17/21	Google Apps for Education	Hever	
3/24/21	Faculty Agenda	Wise	
4/7/21	Google Apps for Education	Hever	
4/14/21	Faculty Council	Wise	
4/21/21	Test Administration	Hever	
4/28/21	Faculty Meeting	Wise	
5/5/21	Social Emotional Learning	Hever	
5/12/21	Faculty Council	Wise	
5/19/21	Preparing Students for Summer	Hever/Watts	

## Findings

### **1. Professional Development Plan 2020 – 2021**

Being that learning this year is a hybrid of online and face-to-face learning, we have decided to extend our technology integration and personalized learning throughout this year. We have utilized the district technology specialist as well as our Instructional Coach to provide personalized tutoring in technology integration and instructional technology. Our training extended to uses of Google Meet, more integrated Google Classrooms, and interactive Google apps. We, also, added more digital resources such as RAZ-plus and IXL.

### **2. Professional Development Plan 2019 – 2020**

Our school now has Chromebooks for every student causing the focus of our professional development to be technology integration and educational technology. We had a district specialist visit once per month with new techniques and strategies to personalize learning. Not only did this technology specialist spend time training in Professional Learning Communities (PLCs), but she then came back and demonstrated these strategies in every grade level. We rotated classes each month so each class was able to have an expert come and demonstrate personalized learning.

### **3. Professional Development Plan 2018 – 2019**

Using our new benchmarking system MasteryConnect allowed us to be able to analyze, track, and use data more effectively. Our professional development was used to fine tune individual, small group, and class instruction. The Professional Learning Communities (PLCs) were instrumental in this effort. Our Instructional Coach has lead teachers through the detailed item analysis of question structure and terminology to allow the teachers to hone in specific areas of improvement. Under the guidance of our literacy specialist, we are continuing revisiting the essentials of Balanced Literacy in conjunction with the district focus.

### **4. Professional Development Plan 2017 – 2018**

With the introduction of our new benchmarking system MasteryConnect, we have shifted focus in in our professional development to not only the nuts and bolts of “how to” implement and manage the test in addition to the analysis of the data and application of remediation and acceleration based on the data. Our Instructional Coach has lead teachers through the detailed item analysis of question structure, potential problems in comprehension for students, and remediation for individuals, small groups, and even entire classes as necessary. Our hope for the future is the more comprehensive application of MasteryConnect for progress monitoring in the use of Common Formative Assessments. We are hoping the tracking of student data will enable teachers to hone in on areas of improvements.

**5. Professional Development Plan 2016 – 2017**

Under the continued guidance of our literacy specialist, we are continuing with our work in Lucy Caukins Writing Framework. Our Intermediate teachers undergo training this year. We are continuing to making writing across the curriculum an integral part of our teaching procedures. In addition, a renewed push towards integrated technology supports new devices like Chromebooks in the classroom.

**6. Professional Development Plan 2015 – 2016**

Under the guidance of our literacy specialist, our next school year will focus on a school-wide writing program. Our staff will participate in training using the Lucy Caukins Writing Framework in conjunction with our ongoing implementation of Fountas and Pinnel Balanced Literacy System. Our hope is to use vertical articulation and Caukins research to make writing across the curriculum a vital part of our teaching.

**7. Professional Development Plan 2014 – 2015**

In working with the instructional coach, we hope to foster a feeling of confidence in the new Common Core Standards, Fountas & Pinnell Balanced Literacy, and their integration and implementation. We hope that faculty meetings and Professional Learning Communities (PLC) can become a sharing of methods, an ongoing discussion of pedagogy, and an exchange of ideas—what works and what does not. Our staff will undergo training in the Fountas & Pinnell program over the 2014-2015 school year.

### **School Climate Needs Assessment**

Data Source: 18 – 19 SCE School Report Card Survey – School Quality

## Student Engagement

### Student levels of engagement in school

Percentage of Students Scoring "Committed" on Student Engagement Survey 70.0%



### Domains of School Engagement

Cognitive 66.4%



Behavioral 67.5%



Emotional 76.0%



### Participation Rate

(Note: if fewer than 80% of the students participated in the survey, the "Total Percent Committed" was lowered prior to calculating a rating. For more information about the methodology, please see the EOC Accountability Manual.)

95.1%



## Additional Information

	Our School	Change from Last Year
Percent of students served by gifted and talented program	22.8	Down from 24.3
Percent of students retained	2.2	Up from 0.1
Principal's/Superintendent's/Director's years at school/district	11	Up from 10
Percent of classrooms with wireless access	100	No change
Percent of students served by 1:1 learning	55	Change from 0
Chronic Absenteeism Rate	0.0	Down from 0.3

## Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students*	Parents*
Number of surveys returned	38	115	51
Percent satisfied with learning environment	94.8%	94.8%	92.0%
Percent satisfied with social and physical environment	89.5%	95.7%	94.1%
Percent satisfied with school-home relations	100.0%	88.6%	84.3%

\*Only students at the highest school grade and their parents were included

Data Source: 18 – 19 SCE School Report Card Survey – Student Safety

## Student Safety

Evaluations By Parents ?	Percent Agree/Strongly Agree	Total Responses
"My child feels safe at school."	100.0	51
"My child's teachers and school staff prevent or stop bullying at school."	90.2	51
Evaluations By Teachers ?	Percent Agree/Strongly Agree	Total Responses
"I feel safe at my school before and after hours."	100.0	38
"The rules for behavior are enforced at my school."	89.5	38



## Findings

The teacher and student results from both surveys indicated that teachers and students were more satisfied than parents with the school environment and relations and school efforts in working with parents.

The families, staff, and community work together to nurture and develop a genuine appreciation for one another's culture. The Paris community is welcomed to our school, just as Paris Elementary students contribute in a positive way to the Paris community and to the preservation of our natural habitat, Paris Mountain and Paris Mountain State Park.

Beliefs, missions, and values are communicated at Paris Elementary in a variety of ways including, but not limited to, the following:

- Orientation
- Online class syllabi for all grade levels and special areas, hard copies of same are available for families without internet access
- Paris Elementary School Handbook/Calendar
- Teacher Handbook
- Open House and Family Nights
- Parent/Teacher Conferences
- Weekly folders
- Daily folders
- Notes/emails/phone calls
- School websites
- Classroom websites and newsletters
- Greenville News
- Ink Panther
- Prime Time Paris News

Paris and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan; regular fire and emergency drills are held. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing safety for the students first. At least one coordinated drill is held regionally in which the district participates.

Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff of 4 custodians performs basic cleaning operations in every classroom every day.

Other aspects of the school/district safety program include:

- District safety committee
- Bus evacuation drills
- Fire safety inspections
- Campus supervision

## 8. 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)
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness)
- Literacy Screening (PALS Pre-K™)
- Individual Growth and Development Indicators (myIGDIs™ and Teaching Strategies® GOLD)
- Alternate Assessments – some students have already taken the alternate assessments.

### Goal Area 1: Student Achievement

### SC READY ELA

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 1</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from <u>59.4%</u> in 2016-17 to <u>62.94%</u> in 2022-23.
<i>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.</i>
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by <u>0.59%</u> annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017 - 18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>59.4</b> (2016-17)	<b>School Projected Elementary 59.99</b>	<b>60.50</b>	<b>61.17</b>	<b>61.76</b>	<b>62.35</b>	<b>62.94</b>
		<b>School Actual Elementary 63.40</b>	<b>67.9</b>	<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 52</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>
		<b>District Actual Elementary 52</b>	<b>58</b>	<i>waiver</i>			

ACTION PLAN FOR STRATEGY:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize Mastery Connect data to drive instruction	August - June	Teachers Instructional Coach	\$0	N/A	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>PD Calendar</li> </ul>
2. Implement Balanced Literacy and Lucy Calkins Writing (Literacy Specialist, Literacy Mentors, F&P Conferences, RTI)	August - June	Teachers Literacy Specialist	\$0	N/A	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>PD Calendar</li> </ul>
3. Utilize grade level common formative assessments for ELA academic standards	August - June	Teachers	\$0	N/A	<ul style="list-style-type: none"> <li>Grade Level Minutes</li> <li>Lesson Plans</li> </ul>
4. Promote interactive learning with	August - June	Teachers Instructional Coach	\$0	N/A	<ul style="list-style-type: none"> <li>Grade Level Minutes</li> <li>Lesson Plans</li> </ul>

ACTION PLAN FOR STRATEGY:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
instructional technology and research/writing collaboration		Media Specialist Literacy Specialist			<ul style="list-style-type: none"> <li>• PD Calendar</li> </ul>
5. Utilize IXL (45/45/30) across grade levels	August - June	Teachers	\$0	N/A	<ul style="list-style-type: none"> <li>• Class Schedules</li> <li>• Related Arts Schedule</li> <li>• Lesson Plans</li> </ul>

### SC READY Math

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority  <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional    1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 2</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from <u>64.4</u> % in 2016-17 to <u>66.26</u> % in 2022-23.
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by <u>0.31</u> % annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017 - 18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>64.4</b> (2016-17)	<b>School Projected Elementary</b> <b>64.71</b>	<b>65.02</b>	<b>65.33</b>	<b>65.64</b>	<b>65.95</b>	<b>66.26</b>
		<b>School Actual Elementary</b> <b>67.50</b>	70.3	<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>57</b>	<b>60</b>	<b>63</b>	<b>66</b>	<b>69</b>
		<b>District Actual Elementary</b> <b>60</b>	63	<i>waiver</i>			

ACTION PLAN FOR STRATEGY:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Utilize Mastery Connect data to drive instruction	August - June	Teachers Instructional Coach	\$0	N/A	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>PD Calendar</li> </ul>
2. Utilize grade level common formative assessments for math academic standards	August - June	Teachers Literacy Specialist	\$0	N/A	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>PD Calendar</li> </ul>
3. Begin implementation of Math Workshop framework	August - June	Teachers Instructional Coach	\$0	N/A	<ul style="list-style-type: none"> <li>Grade Level Minutes</li> <li>Lesson Plans</li> <li>PD Calendar</li> </ul>
4. Promote interactive learning with manipulatives and instructional technology	August - June	Teachers Instructional Coach Media Specialist Literacy Specialist	\$0	N/A	<ul style="list-style-type: none"> <li>Grade Level Minutes</li> <li>Lesson Plans</li> <li>PD Calendar</li> </ul>



ACTION PLAN FOR STRATEGY:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5. Utilize IXL (45/45/30) across grade levels	August - June	Teachers	\$0	N/A	<ul style="list-style-type: none"> <li>• Class Schedules</li> <li>• Related Arts Schedule</li> <li>• Lesson Plans</li> </ul>

### SCPASS Science

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
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 <u>  1  </u> % annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	<b>School Projected Elementary</b>	<b>74</b>	<b>75</b>	<b>76</b>	<b>77</b>	<b>78</b>
		<b>School Actual Elementary 73</b>	79	<i>waiver</i>			
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary</b>	<b>63</b>	<b>66</b>	<b>69</b>	<b>72</b>	<b>75</b>
		<b>District Actual Elementary 60</b>	64	<i>waiver</i>			

ACTION PLAN FOR STRATEGY:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Use FOSS Interactive science kits across grade levels	August – June	Teachers	\$0	N/A	Lesson Plans
2. Integrate Research and Writing into Science content	August – June	Teachers	\$0	N/A	Lesson Plans

## Subgroups

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 4</b> 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, PIP - Students in Poverty).
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

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DATA SOURCE(s):	2016 - 17	2017 - 18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	36% Meets Expectations and Exceeds Expectations	<b>School Projected Hispanic 37.8</b>	<b>39.6</b>	<b>41.4</b>	<b>43.2</b>	<b>45</b>	<b>46.8</b>
SC READY ELA SC SDE Website		<b>School Actual Hispanic 30.0</b>	45.7	<i>waiver</i>			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	<b>District Projected Hispanic 36</b>	<b>36</b>	<b>39</b>	<b>42</b>	<b>45</b>	<b>48</b>
SC READY ELA SC SDE Website		<b>District Actual Hispanic 34</b>	40	<i>waiver</i>			
SC READY ELA SC SDE Website	45% Meets Expectations and Exceeds Expectations	<b>School Projected AA 46.4</b>	<b>47.8</b>	<b>49.2</b>	<b>50.6</b>	<b>52</b>	<b>53.4</b>

SC READY ELA SC SDE Website		School Actual AA 53.0	48.1	<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	26% Meets Expectations and Exceeds Expectations	School Projected SWD 27.5	29	30.5	32	33.5	35
SC READY ELA SC SDE Website		School Actual SWD 26.0	24.4	<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	20	<i>waiver</i>			

SC READY ELA SC SDE Website	15% Meets Expectations and Exceeds Expectations	School Projected LEP 29.1	32.2	35.3	38.4	41.5	44.6
SC READY ELA SC SDE Website		School Actual LEP 39.0	40	<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	45% Meets Expectations and Exceeds Expectations	School Projected PIP 45	45.4	45.8	46.2	46.6	47
SC READY ELA SC SDE Website		School Actual PIP 45	49	<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	45% Meets Expectations and Exceeds Expectations	School Projected Hispanic 46.4	47.8	49.2	50.6	52	53.4
SC READY Math SC SDE Website		School Actual Hispanic 48.0	61	<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	43% Meets Expectations and Exceeds Expectations	School Projected AA 44.5	46	47.5	49	50.5	52
SC READY Math SC SDE Website		School Actual AA 42.0	41.4	<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	36% Meets Expectations and Exceeds Expectations	School Projected SWD 37.8	39.6	41.4	43.2	45	46.8
SC READY Math SC SDE Website		School Actual SWD 27.0	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	28% Meets Expectations and Exceeds Expectations	School Projected LEP 30.3	32.6	34.9	37.2	39.5	41.8



SC READY Math SC SDE Website		School Actual LEP 54.0	56	<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	50% Meets Expectations and Exceeds Expectations	School Projected PIP 50	50.5	51	51.5	52	52.5
SC READY Math SC SDE Website		School Actual PIP 50	54	<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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Reading and Writing Workshop	August – June	Teachers	\$0	N/A	Lesson Plans Observations
2. Guided Reading	August – June	Teachers	\$0	N/A	Lesson Plans Observations
3. Mentor/Mentee Program	August – June	Counselor Teachers	\$0	N/A	Aligned list of Mentors and Mentees

### Other Tests

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <input type="checkbox"/> 1 <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 5</b> Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Fountas and Pinnell</b>	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>	Kindergarten through Grade 5 = <b>71%</b>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
<b>Fastbridge</b>	Norm Reference Measure	<b>School Projected</b>		Kindergarten= Grade 1=	Kindergarten= Grade 1=	Kindergarten= Grade 1=	Kindergarten= Grade 1=
	K5 criteria ≥41 accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria ≥71 accurately read words per minute (40 <sup>th</sup> percentile)	<b>School Actual</b>	Kindergarten= <b>41%</b> Grade 1= <b>65%</b>	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
<b>MAP Winter Reading</b>	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>School Projected</b>		<b>Grade 2 – 62%</b> <b>Grade 5 – 56%</b>	<b>Grade 2 – 62%</b> <b>Grade 5 – 59%</b>	<b>Grade 2 – 62%</b> <b>Grade 5 – 62%</b>	<b>Grade 2 – 62%</b> <b>Grade 5 – 66%</b>

South Carolina MAP Linking Study – February 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	<b>School Actual</b>	Grade 2 – 58% Grade 5 – 51%	Grade 2 – 49% Grade 5 – 46%	Grade 2 – 44% Grade 5 – <i>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.</i>		
<b>Fountas and Pinnell</b> Kindergarten through Grade 5	Criterion Reference Measure	<b>District Projected</b>		<b>K – 5 ≥71%</b>	<b>K – 5 ≥73%</b>	<b>K – 5 ≥75%</b>	<b>K – 5 ≥77%</b>
		<b>District Actual</b>	K – 5 69%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			
<b>Fastbridge</b> Kindergarten and Grade 1	<b>Norm Reference Measure</b>	<b>District Projected</b>		<b>5K ≥52%</b> <b>Grade 1 ≥57%</b>	<b>5K ≥54%</b> <b>Grade 1 ≥59%</b>	<b>5K ≥56%</b> <b>Grade 1 ≥61%</b>	<b>5K ≥58%</b> <b>Grade 1 ≥63%</b>
		<b>District Actual</b>	5K - 50% Grade 1 - 55%	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>			

<b>MAP Winter Reading</b>	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>District Projected</b>		<b>Grade 2 – 38% or above Grade 5 – 34% or above</b>	<b>Grade 2 – 38% or above Grade 5 – 34% or above</b>	<b>Grade 2 – 38% or above Grade 5 – 34% or above</b>	<b>Grade 2 – 38% or above Grade 5 – 34% or above</b>
South Carolina MAP Linking Study – February 2018 & July 2020	<u>2018</u> 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 <u>2020</u> 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	<b>District Actual</b>	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% Grade 5 – 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		

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

<b>ACTION PLAN FOR STRATEGY:</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. Guided Reading	August – June	Teachers	\$0	N/A	Lesson Plans Observations
2. TE-21 Case Questions	August – June	Teachers	\$0	N/A	Lesson Plans Observations

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

## Goal Area 2: Teacher and Administrator Quality

**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 will be established at the end of the 2018-19 school year	School Actual		Gender Diversity = yes Ethnic Diversity = yes			

<b>Employment Report</b>	Baseline will be established at the end of the 2018-19 school year	<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%
<b>GCS Human Resources Department</b>		<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%		



ACTION PLAN FOR STRATEGY:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Interview candidates of diverse genders and ethnicities		Principal			•
2.					•
3.					•

### Goal Area 3: School Climate Needs Assessment

#### School Safety

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

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey	93.1	School Projected Students 93.1	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 93.1	96.5	waiver			
SDE School Report Card Survey	98.5	School Projected Teachers 98.5	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		<b>School Actual Teachers 98.5</b>	100	<i>waiver</i>			
<b>SDE School Report Card Survey</b>	89.9	<b>School Projected Parents 89.9</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>School Actual Parents 89.9</b>	100	<i>waiver</i>			
<b>SC SDE School Report Card Survey</b>	92	<b>District Projected Students</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>District Actual Students 86</b>	89	<i>waiver</i>			
<b>SC SDE School Report Card Survey</b>	98	<b>District Projected Teachers</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>District Actual Teachers 97</b>	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:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Maintain high visibility of Principal in mornings and afternoons	August – June	Principal	\$0	N/A	Observation
2. Routine Lockdown and Partial Lockdown drills	August – June	Principal Teachers	\$0	N/A	Observation

## Expulsion Rate

**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 0	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0	0	0			
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

<b>GCS Expulsion Report</b>		<b>District Actual 0.8</b>	1.5	0.9			
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## Annual Expulsion Rate

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

GCS Expulsion Report		District Actual .04	.01	.03			
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ACTION PLAN FOR STRATEGY:					EVALUATION
	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Positive Behavior Intervention program	August – June	Assistant Principal Teachers	\$0	N/A	PBIS Calendar PBIS Behavioral Data Charts
2.					
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 AdvancED Culture and Climate Survey.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	School Projected	90	90	90	90	90
		School Actual 88	90	93			
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	District Projected	90	90	90	90	90



		District Actual 89	90	92			
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ACTION PLAN FOR STRATEGY:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Mentor/Mentee Program	August – June	Counselor	\$0	N/A	Aligned List of Mentors & Mentees
2. Counselor Survey and Intervention	August – June	Counselor	\$0	N/A	Lesson Plans Observations
3. Classroom Lessons on Safety & Bullying	August – June	Counselor	\$0	N/A	Lesson Plans Observations
4. Bully Play from South Carolina Children's Theater	October	Counselor	\$0	N/A	Lesson Plans Observations
5. Friendship Groups	August – June	Counselor	\$0	N/A	Lesson Plans Observations

## Attendance

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 5</b> Achieve and maintain a student attendance rate of 95% or higher.
<b>INTERIM PERFORMANCE GOAL:</b> 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) 96	School Projected	96	96	96	96	96
		School Actual 96	97.17				
180 <sup>th</sup> day Attendance Report	(2016-17) 95	District Projected	95	95	95	95	95

		District Actual 95	95				
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ACTION PLAN FOR STRATEGY:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Closely monitor daily attendance	August – June	Assistant Principal School Counselor	\$0	N/A	Observation
2.					
3.					

### Mental, Social, Emotional Health

<b>Performance Goal Area:</b> Schools, etc.)* (* required)	<input type="checkbox"/> Student Achievement* <input type="checkbox"/> District Priority	<input type="checkbox"/> Teacher/Administrator Quality*	<input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy
<i>Gifted and Talented Requires</i> 1 Academic Goal and 1 Additional Goal	<input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Other	<input type="checkbox"/> Gifted and Talented: Artistic	<input type="checkbox"/> Gifted and Talented: Social and Emotional

**PERFORMANCE GOAL: 6** The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

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

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 16 Lonely ≤ 13 Angry ≤ 10	Afraid ≤ 14 Lonely ≤ 12 Angry ≤ 9	Afraid ≤ 12 Lonely ≤ 11 Angry ≤ 8	Afraid ≤ 11 Lonely ≤ 10 Angry ≤ 7	Afraid ≤ 10 Lonely ≤ 9 Angry ≤ 6
		School Actual Afraid – 18 Lonely – 14 Angry – 11	Afraid – 4 Lonely – 10 Angry – 4	Afraid – 4 Lonely – 9 Angry – 4	Data point not available due to state-wide school closure on March 17, 2020 – COVID-19 pandemic	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual Afraid – 5 Lonely – 10 Angry – 8	Afraid – 5 Lonely – 10 Angry – 8	Afraid – 5 Lonely – 10 Angry – 7	Data point not available due to state-wide school closure on March 17, 2020 – COVID-19 pandemic	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Mentor/Mentee Program	August – June	Counselor	\$0	N/A	Aligned List of Mentors & Mentees
2. Counselor Survey and Intervention	August – June	Counselor	\$0	N/A	Lesson Plans Observations
3. Classroom Lessons on Safety & Bullying	August – June	Counselor	\$0	N/A	Lesson Plans Observations
4. Bully Play from South Carolina Children's Theater	October	Counselor	\$0	N/A	Lesson Plans Observations
5. Friendship Groups	August – June	Counselor	\$0	N/A	Lesson Plans Observations