2018-2023

Plain Elementary School School Renewal Plan

[2020-21]

Plain Elementary School
Debbie Mihalic, Principal
506 Neely Ferry Road
Simpsonville, SC 29680
(864) 355- 7700
Greenville County Schools
Superintendent:
Mr. Burke Royster

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SCHOOL RENEWAL PLAN COVER PAGE

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SCHOOL NAME: Plain 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

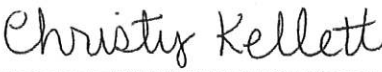| Dr. W. Burke Royster	*[signature]*	April 13, 2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Debbie Mihalic	*[signature]*	3-8-2021
PRINTED NAME	SIGNATURE	DATE
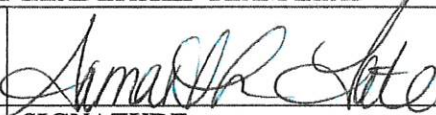
CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells	*[signature]*	April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Christy Kellett	Christy Kellett	3-8-21
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Samantha Tate	*[signature]*	3-8-21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 506 Neely Ferry Rd   Simpsonville, SC 29680

SCHOOL TELEPHONE: (864) 355-7700

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

Stakeholder Involvement for School Renewal

Position   Name

1.   Principal – Deborah Mihalic

2.   Teacher – Jessica Porter

3.   Parent/Guardian – Brandy Duncan

4.   Community Member – Justin Chandler

5.   Paraprofessional – Holly Furches

6.   School Improvement Council Member – Christine Kellett

7.   Read to Succeed Literacy Coach - Samantha Tate

8.   School Read To Succeed Literacy Leadership Team Lead – Nancy Meece

9.   School Read To Succeed Literacy Leadership Team Member – Amanda Haynes

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 each 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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

__N/A__ **Academic Assistance, PreK–3**
The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

__X__ **Academic Assistance, Grades 4–12**
The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

__X__ **Parent Involvement**
The district encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

__X__ **Staff Development**
The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

__X__ **Technology**
The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

__X__ **Innovation**
The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

__X__ **Collaboration**
The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

__X___ Developmental Screening
The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

__X___ Half-Day Child Development
The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

__X___ Developmentally Appropriate Curriculum for PreK–3
The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

__X___ Parenting and Family Literacy
The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

__X___ Recruitment
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

__X___ Coordination of Act 135 Initiatives with Other Federal, State, and District Programs
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

Plain Elementary School Portfolio

The vision of Plain Elementary is "A School Family- Positively Committed to Excellence." The Plain Elementary portfolio documents our plan through the continuous improvement process. The portfolio provides our school community with an ongoing method for self-evaluation, communication, and accountability.

The school continues to demonstrate gains on the South Carolina Report Card. According to the most recent School Report Card, Plain Elementary scored above both the state and district averages in all areas. Plain received the Palmetto Gold Award in 2012-2013 and 2013-2014 for general performance. For the school year 2015-2016, Plain Elementary was award the Palmetto Gold Award for general performance and a Palmetto Silver Award for Closing the Gap. Plain Elementary's State Rating History has been excellent for at least 3 consecutive years.

In the spring of 2018, Plain Elementary, under the direction of the district office for Greenville County Schools and Mrs. Mihalic, Principal, initiated the renewal and development of a strategic education plan for the five-year period 2018-2023. A collaboration of stakeholders, which included teachers, staff, PTA, SIC, parents, and students, were involved in the strategic planning for school improvement and for the self- assessment as a part of the national accreditation process. Plain Elementary has a strong Parent-Teacher Association and a very involved School Improvement Council that supports the goals for our school. These teams work to provide the administration and faculty with the support necessary to achieve positive academic performance for our students. In order to summarize the philosophy of our school culture, our school adopted a quote from Walt Disney. This quote is prominently display in our front hallway and reads, *"Whatever we accomplish belongs to our entire group, a tribute to our combined effort."*

Planning and analysis of our goals at Plain Elementary is conducted by our instructional team, leadership team, and vertical planning teams that include all teachers. These teams and committees analyze data from standardized tests such as SC Ready, SC PASS for Social Studies and Science, MasteryConnect, ITBS, CogAt, and the classroom common assessments to direct the initiatives and programs that Plain Elementary utilizes to improve and enhance instruction. Collectively, these committees support the learning environment of our school and develop strategies to support student achievement.

Instructional Team: Responsibilities include meeting weekly to discuss student achievement, curriculum and instruction, and personnel/school updates.
Deborah Mihalic- Principal   Shea Mayfield- Counselor
Cynthia Williams- Assistant Principal   Nicholas King – Administrative Assistant
Amanda Haynes- Instructional Coach   Nancy Meece – Lead Interventionist
Samantha Tate – Literacy Coach/Interventionist

Leadership Team: Responsibilities include meeting monthly as a whole group and weekly with the grade level teams to discuss instructional planning, school goals, academic performance, and any school related topics.
Deborah Mihalic- Principal
Cynthia Williams- Assistant Principal
Nicholas King – Administrative Assistant
Amanda Haynes- Instructional Coach
Kaela Buelo- Kindergarten
Angie McCurley- First Grade
Philippa Haynes- Second Grade
Jessica Porter- Third Grade
Tracy Oliver- Fourth Grade
Leah Sanders- Fifth Grade
Nancy Meece- Special Education
Angela Kay- Media Specialist
Shea Mayfield – Guidance Counselor
Ronda Reynolds – Related Arts
Gina Yount – Special Education

PTA Board Members: Responsibilities include collaborating with the school staff, parents, and community to support the mission, vision, and goals of Plain Elementary.
Beverly Kilburn and Kristy Hill, Co-Presidents
Michelle Garner, Vice President
Emily O'Handley, Secretary
TJ Jaconetti, Treasurer
Deborah Mihalic, Principal
Cyndi Williams, Assistant Principal
Nicholas King, Administrative Assistant
Jessica Porter, Teacher of the Year

School Improvement Council: Responsibilities include meeting monthly to discuss goals for student achievement and serving as an advisory board for the school.

Christine Kellett- SIC Chairman	Jessica Porter
Ashli Vanderford – Secretary	Shea Mayfield
Jason Chandler	Nicholas King
Christie McMillan	Debbie Mihalic
Cynthia Williams	

<u>**Executive Summary**</u>

Plain Elementary School Portfolio

<u>**Student Needs**</u>

The results of student assessment data indicate that our greatest challenges are:
- Primarily our special education population
    - On SCReady ELA 68% of student with IEPs did not meet expectations
    - On SCReady Math 61% of student with IEPs did not meet expectations
- Secondly our African America population
    - On SCReady ELA overall 60% of African-American students did not meet expectations
    - On SCReady Math overall 53% of African-American students did not meet expectations

To meet the needs of these students, Plain Elementary has implemented:
- Inclusive Programing practices to assist special education students in the general education environment
- Differentiate small group instruction
- Mentoring groups for students identified as at risk
- One to One Tutoring
- Targeted small groups work on executive functioning skills through the guidance department.

<u>**Teacher Quality**</u>

The results of teaching and administrator quality show that at Plain Elementary
- 100% of teachers are highly qualified
- 55.4% of teachers have advanced degrees
- 92.5% of teachers are on continuing contract
- 93.0% of teachers are returning from the previous year
- Teachers attended vertical team meetings to analyze data and implement school wide best practices to improve student learning
- Teachers attend monthly faculty meetings
- Teachers attend monthly professional development sessions
- Teachers participate in optional technology training
- Teacher leaders conduct optional, high interest professional development offerings

<u>**School Climate**</u>

Teacher, student, and parent satisfaction of the school climate in the areas of learning environment, home-school relations, and social and physical environment show:
- 48 teacher, 143 student, and 71 parent surveys were returned
- 100% teachers, 89.5% students, and 98.6% parents were satisfied with the learning environment
- 100% teachers, 89.5% students, and 90.1% parents were satisfied with the social and physical environment
- 100% teachers, 89.2% students, and 80% parents were satisfied with the home-school relations

Significant Challenges

- Transient student population
- Increase of single parent homes & children being raised by grandparents
- Lack of parental support with holding children accountable

Accomplishments

- Plain Elementary has also been awarded the Safe Schools of the Upstate Award for the past five years
- Increase in standardized test scores
- Out performing schools like ours in all areas on SC Ready
- Decrease in students being identified as learning disabled
- Decrease in students needing RTI/LLI in K5 – 2nd grade due to early interventions
- National PTA School of Excellence 2017-2019

<div align="center">**School Profile**

Plain Elementary School Portfolio</div>

Plain Elementary School, a public school located on 18.9 acres in southern Greenville County, serves 913 students in kindergarten through grade five. The school was originally built in 1982. Plain Elementary underwent an extensive renovation and expansion project to accommodate 1,000 students that was completed in 2006.   The facility includes a computer and science lab, two art and two music rooms, multi-purpose room/gymnasium, an atrium with stage, video lab, Panda Path nature trail with an outdoor classroom, and a Grow Healthy Kids organic garden.

Plain Elementary has 66 certified staff members. 53.8 of them have advanced degrees and 4 are National Board Certified. Our staff attendance rate is 91.9%.

The ethnic composition is 69% Caucasian, 15% African American, and 7% Hispanic. The remaining 9 % of the student population is Alaskan Native, Native Hawaiian, Asian, or multi-racial. The population is comprised of students with a variety of home languages including English, Spanish, and Arabic. The school currently has 35% of students receiving free or reduced meals. Plain Elementary has 12% of students receiving gifted/talented services, 15% of the total school enrollment receives Special Education services. Our student attendance rate is 96%. Less than 1% of our students are retained.

Major Academic and Behavioral Features

- Balanced Literacy
- Response to Intervention/Leveled Literacy Interventions
- Inclusive Practices in all grades
- Author's Tea (suspended due to Covid)
- Breakfast Club – Academic Intervention
- Chorus/Drama/Art Clubs (Suspended due to Covid)
- Book Buddies
- Career Day
- Character Education Program (*7 Habits of Healthy Kids*)
- Peer Tutoring
- Parent volunteer tutors (suspended due to Covid)
- IXL
- First in Math
- Student Leadership
- Student mentoring program
- Morning News Show (WPES)

<u>**Mission, Vision and Belief Statements**</u>

<u>**Mission Statement:**</u>

The Mission of Plain Elementary School is to prepare students to become 21st Century learners and responsible, productive citizens in the global marketplace.

<u>**Vision & Identity Statement**</u>

"A School Family - Positively Committed to Excellence!

<u>**BELIEF STATEMENTS: We believe**</u>

- Students achieve best in a safe and inviting environment where they are engaged in learning.
- Students must have highly competent and caring teachers, principals, and support staff.
- Students must have equitable and high-quality educational opportunities that evolve and change to reflect the world around them.
- A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
- A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.
- Embracing diversity and inclusion leads to mutual respect and breaks down barriers.
- Education is the shared responsibility of students, home, school, business, and community.
- Curriculum and instruction must meet the needs of all students and prepare each student for success.
- Early reading and mathematical thinking are the foundations for educational success.
- Our educational organization prepares students to value learning and contribute to society, which has a lasting positive impact on our communities.

SC Ready

The South Carolina College-and Career-Ready Assessments (SC READY) are statewide assessments in English language arts (ELA) and mathematics that will meet all of the requirements of Acts 155 and 200, the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Improvement Act (IDEA), and the Assessments Peer Review guidance.

All students in grades 3–8 are required to take the SC READY except those students with significant cognitive disabilities who qualify for the South Carolina National Center and State Collaborative (SC-NCSC) alternate assessment.

SC Ready ELA

ELA	Grade 3					Grade 4					Grade 5				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Does Not Meet	7.7%	12%	waiver			10.1%	13.5%	Waiver			18.4%	10.2%	Waiver		
Approaches	26.1%	26.7%	Waiver			30.4%	22.7%	Waiver			25.9%	33.3%	Waiver		
Meets	38.7%	40.0%	Waiver			39.2%	35.5%	Waiver			39.5%	29.9%	Waiver		
Exceeds	27.5%	21.3%	waiver			20.3%	28.4%	waiver			16.3%	26.5%	Waiver		

Percent Meets or Exceeds in ELA	
2021	
2020	
2019	waiver
2018	61.3%
2017	60%

SC Ready Math

Math	Grade 3					Grade 4					Grade 5				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Does Not Meet	6.3%	13.3%	Waiver			17.6%	9.9%	waiver			14.3%	12.9%	waiver		
Approaches	17.6%	16.7%	Waiver			22.3%	20.6%	waiver			25.2%	19.0%	waiver		
Meets	35.2%	35.3%	Waiver			33.8%	31.9%	waiver			28.6%	34.0%	waiver		
Exceeds	40.8%	34.7%	Waiver			26.4%	37.6%	waiver			31.3%	34.0%	waiver		

Percent Scoring Meets or Exceeds in Math	
2021	
2020	
2019	waiver
2018	69.9%
2017	65%

SC Ready Highlights 2019-2020 (using 20-18-2019 data due to Covid)

- Plain Elementary School students scored above the Greenville County averages in English Language Arts and Mathematics.

- In the area of English Language Arts, Plain Elementary had 61% of students meeting or exceeding standards compared to the District average of 52% of students meeting or exceeding standards.

- In the area of mathematics, Plain Elementary had 70% of students meeting or exceeding standards compared to the district average of 60% of students meeting or exceeding standards.

- Our mandated 2-hour block for teaching literacy instruction has been successful in increasing student's stamina and reading level in all grade levels

Palmetto Assessment of State Standards (PASS)

Palmetto Assessment of State Standards (PASS) is given to elementary students in grades 4, and 5 in the content areas Science for 4th grade and Social Studies for 5th grade. The criterion-referenced tests measure student performance against established state curriculum standards.

PASS Science

SCIENCE	Grade 4				
Performance Level	2017	2018	2019	2020	2021
Not Met	16.1%	7.1%	waiver		
Approaches	34.2%	25.5%	waiver		
Met	30.9%	40.4%	waiver		
Exemplary	18.1%	27.0%	waiver		

Percent Scoring Met/Exemplary in Science	
2021	
2020	
2019	waiver
2018	67.4%
2017	49%

PASS Social Studies

SOCIAL STUDIES	Grade 5				
Performance Level	2017	2018	2019	2020	2021
Not Met	15%	15.6%	NA		
Met	35%	32.7%	NA		
Exemplary	50%	51.7%	NA		

Percent Scoring Met/Exemplary in Social Studies	
2021	
2020	
2019	NA
2018	84.4%
2017	85%

PASS 2019-2020 Highlights (using 2018-2019 data due to Covid)

- Plain Elementary School students scored above the Greenville County averages in Science and Social Studies.

- In the area of Social Studies, Plain Elementary has maintained a percentage of 85% of students meeting criteria for four consecutive years. Of the 85%, 50% scored exemplary

- In the area of Science, Plain Elementary has maintained approximately 50% met or exemplary

Needs Assessment

- Meeting the needs of students identified as living in Poverty.

- Closing the achievement gap with our students on subsidized meals, disabled students, and African American students.

- Meeting the needs of our high-achieving students in Reading with increased rigor school-wide and differentiated literacy groups in all classrooms.

- Decreasing teacher-pupil ratios to provide the time needed to address individual students learning needs.

- Training related to Balanced-Literacy program so there is comprehensive understanding of how to implement all three components of the Balanced Literacy Program in Reading, Writing, and Language and Word Study.

- Expanding reciprocal business partnerships should be considered with new and existing businesses.

- Increased percentage of students with varying degrees of autism and the training needed for the teachers to be able to manage these types of students in a regular education classroom.

- On-going staff training to address the needs of special education students. Inclusive practices are now being utilized school-wide.

- Implementing the South Carolina College and Career Readiness Standards and preparing assessments to correlate with both the curriculum and SC Ready.

Professional Development 2020-2021			
In-service Title	Date	Time	Location
Hybrid Help	Sept	3:00	Cafe
Thinking Skills	Oct	3:00	Zoom
Building Relationships	Feb	3:00	Zoom

The remainder of the professional development sessions for 2020-2021 will be PLC Embedded based on individual grade level needs.

K5	1st	2nd	3rd	4th	5th	SPED	Rel Arts
1/11 – Google Meet Breakout Rooms	12/1 – Mastery Connect	12/7 – Promethean Board	12/14 – MC data dive	12/9 – Data Dive Mastery Connect	12/15 – Data Dive Mastery Connect		District provided content specific
2/1 – Boom cards and Kahoot S. Williams	1/19 – Mastery Connect part 2 DOK2	1/25 – virtual guided reading with digital tools	2/3 – RAZ kids part 1	1/20 – increasing rigor in math/pacing S. Burdette	1/12 – Planbook		District provided content specific
2/22 – Guided Math part 1 (expectations and model of wkstns) S. Burdette	2/16 – RAZ kids	2/8 Compass Learning Reports	3/3 – RAZ kids part 2	2/10 Mastery Connect refresher	2/9 – Mastery Connect Refresher	2/27 Angela Fordyce 2 hours on IEP writing	Jan 27 PLC at Plain
3/8 – Guided Math part 2 (Analyzing data to form groups) S. Burdette	3/16 – Flip Grid S. Williams	3/1 - RAZ kids reports	4/28 – Mastery Connect part 1	3/10 – Jamboard S. Williams	2/23 – Reading Groups	3/24 Angela Fordyce 2 hours on SPED topics	District provided content specific
3/22 – Guided Math part 3 (using data to create small group lessons) S. Burdette	4/20 – Google Slides S. Williams	3/15 – Jamboard S. Williams	5/5 – Mastery Connect part 2	4/21 Flipgrid S. Williams	3/9 - TBA		Mar 10 PLC at Plain

Surveys and Questionnaires

School Report Card Survey

The SC State School Report Card contains a teacher, parent, and student survey. The survey contains three key questions which allow schools to compare the opinions of all three stakeholders: students, teachers and parents. These three categories for comparison are:

- **Satisfaction with Learning Environment**
- **Satisfaction with Social and Physical Environment**
- **Satisfaction with School- Home Relations**

A comparison of the scores indicates that students, teachers, and parents believe that Plain Elementary provides a high quality instructional program with an emphasis on differentiated strategies to help all students learn. Students, teachers, and parents rated the quality of the instructional program at 93.8% or higher. All three stakeholders believe that the school provides numerous ways to support student learning including: Early Morning Risers, computer applications that can be utilized at school and at home, and early identification of struggling readers through the Response to Intervention (RTI) program. All three groups believe that Plain Elementary provides a climate and environment that is conducive to learning and allows students to learn at their own individual rate while providing assistance and support.   However, parents differ from teachers in their opinion of the level of involvement of parents with the school's events and activities. Parents feel that they would like to become more involved with the school, but list their work schedule as a major factor in being able to participate in activities provided during the school day.

Parent Survey Results:

I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.	98.6.0% Agree & Strongly Agree
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD'S SCHOOL.	91.6.0% Agree & Strongly Agree
I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.	94.3% Agree & Strongly Agree

Student Survey Results:

I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	95.8.0% Agree & Mostly Agree

I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	86.5% Agree & Mostly Agree
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	89.2% Agree & Mostly Agree

Teacher Survey Results:

I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	100% Agree & Mostly Agree
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	100% Agree & Mostly Agree
I AM SATISFIED WITH HOME AND SCHOOL RELATIONS.	100% Agree & Mostly Agree

Action Plan

Goal Area 1: Student Success

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 62% in 2017-2018 to 65% 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 0.5% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	62 % Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary**	**62.5**	**63**	**63.5**	**64**	**64.5**	**65**
		School Actual Elementary	61.3	66.9	*waiver*			
SC READY ELA SC READY test data file	49 % Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary**	**52**	**52**	**55**	**58**	**61**	**64**
		District Actual Elementary	52	58	*waiver*			

ACTION PLAN FOR GOAL AREA 1 – PERFORMANCE GOAL 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 in the area of language and reading	2018-2023	Instructional Coach Literacy Coach ELA Teachers Leadership Council Reading Interventionist			MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data FastBridge data F&P data MAP data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into school curriculum.	2018-2023	Guidance Counselors Leadership Council Instructional Staff			School surveys and observations Lesson Plans Career Day PTA Outreach
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	District and school based Professional development team Instructional Coach Literacy Coach			Professional development records

ACTION PLAN FOR GOAL AREA 1 – PERFORMANCE GOAL 1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
4. Continue to utilize the balanced literacy framework school-wide	2018-2023	Instructional Coach Literacy Coach Leadership All Teachers	None	None	Lesson plans Classroom observation PD Record Coaching Cycles
5. Teachers will use a variety of resources to provide practice and assessment of student performance on a quarterly basis.	2018-2023	Instructional Coach Literacy Coach All Teachers	None	None	Lesson plans Performance data Progress reports Benchmark records SC Ready scores MasteryConnect data FastBridge data F&P data MAP data

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 68% in 2017-18 to 71% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 0.5% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **68** (2016-17)	**School Projected Elementary**	**68.5**	**69**	**69.5**	**70**	**70.5**	**71**
		School Actual Elementary	69.9	66	*Waiver*			
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **54** (2016-17)	**District Projected Elementary**	**57**	~~62~~	**64**	**66**	**68**	**69**
		District Actual Elementary	60	63	*Waiver*			

ACTION PLAN FOR GOAL AREA 1 – PERFORMANCE GOAL 2:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
6. Effectively use formative assessments to inform instruction at a rigorous level in the area of math	2018-2023	Instructional Coach Math Teachers Leadership Council			MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
7. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into school curriculum.	2018-2023	Guidance Counselors Leadership Council Instructional Staff			School surveys and observations PTA outreach Career day
8. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	District and school based Professional development teams Instructional Coach			Professional development record
First in Math and/or IXL, web based programs utilized both at school and home	2018-2023	Teachers	$6500	Local	FIM stickers, team points, student, class, and school ranking

ACTION PLAN FOR GOAL AREA 1 – PERFORMANCE GOAL 2:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
to strengthen and enrich math skills					

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

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

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by __2___% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 67.4%	**School Projected Elementary**	**69**	**71**	**73**	**75**	**77**
		School Actual Elementary	70.3	*waiver*			
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only 60%	**District Projected Elementary**	**63**	**66**	**69**	**72**	**75**
		District Actual Elementary	64	*Waiver*			

ACTION PLAN FOR GOAL AREA 1 PERFORMANCE GOAL 3:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
9. Effectively use formative assessments to inform instruction at a rigorous level in the areas of science	2018-2023	Instructional Coach Teachers Leadership Council			MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
10. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into school curriculum.	2018-2023	Guidance Counselors Leadership Council			School surveys and observations PTA outreach Career Day
11. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	District and school based Professional development teams Instructional Coach			Professional development record

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 each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY SDE website	% Meets Expectations and Exceeds Expectations **52**	**School Projected Hispanic**	**53**	**54**	**55**	**56**	**57**	**58**
		School Actual Hispanic	**52**		*Waiver*			
SC READY ELA SC READY SDE website	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic**	**36**	**36**	**39**	**42**	**45**	**48**
		District Actual Hispanic	**36**	*36*	*waiver*			
SC READY ELA SC READY SDE website	% Meets Expectations and Exceeds Expectations **41**	**School Projected AA**	**42.6**	**44.2**	**45.8**	**47.4**	**49**	**50.6**
		School Actual AA	**41**		*Waiver*			

SC READY ELA SC READY SDE website	22% Meets Expectations and Exceeds Expectations	**District Projected AA**	**25**	**25**	**28**	**31**	**34**	**37**
		District Actual AA	**25**	*31*	*waiver*			
SC READY ELA SC READY SDE website	% Meets Expectations and Exceeds Expectations **25** (2016-17)	**School Projected SWD**	**27.5**	**30**	**32.5**	**35**	**37.5**	**40**
		School Actual SWD	**25**		*Waiver*			
SC READY ELA SC READY SDE website	11% Meets Expectations and Exceeds Expectations	**District Projected SWD**	**14**	**14**	**17**	**20**	**23**	**26**
		District Actual SWD	**12**	**21**	*Waiver*			
SC READY ELA SC READY SDE website	% Meets Expectations and Exceeds Expectations **23** (2016-17)	**School Projected LEP**	**25.6**	**28.2**	**30.8**	**33.4**	**36**	**38.6**
		School Actual LEP	**23**		*Waiver*			
SC READY ELA SC READY SDE website	32% Meets Expectations and Exceeds Expectations	**District Projected LEP**	**35**	**35**	**38**	**41**	**44**	**47**
		District Actual LEP	**33**	**44**	*waiver*			

Source	Description	Measure	Base line will be established 2017-18	TBD	TBD	TBD	TBD	TBD
SC READY ELA SC READY SDE website	% Meets Expectations and Exceeds Expectations 49% (2017-18)	**School Projected PIP**	**Base line will be established 2017-18**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual PIP	**49**	**TBD**	*waiver*	**TBD**	**TBD**	**TBD**
SC READY ELA SC READY SDE website	% Meets Expectations and Exceeds Expectations 35% (2017-18)	**District Projected PIP**	**38**	**38**	**41**	**44**	**47**	**50**
		District Actual PIP	**33**	**45**	*waiver*			
SC READY Math SC READY SDE website	% Meets Expectations and Exceeds Expectations **58** (2016-17)	**School Projected Hispanic**	**58.7**	**59.4**	**60.1**	**60.8**	**61.5**	**62.2**
		School Actual Hispanic	**58**		*waiver*			
		District Projected Hispanic	**39**	**39**	**42**	**45**	**48**	**51**
		District Actual Hispanic	**42**	**43**	***waiver***			
SC READY Math SC READY SDE website	% Meets Expectations and Exceeds Expectations **40** (2016-17)	**School Projected AA**	**41.7**	**43.4**	**45.1**	**46.8**	**48.5**	**50.2**
		School Actual AA	**40**		*Waiver*			

		District Projected AA	27	27	30	33	36	39
		District Actual AA	28	30	*waiver*			
SC READY Math SC READY SDE website	% Meets Expectations and Exceeds Expectations **35** (2016-17)	**School Projected SWD**	37	39	41	43	45	47
		School Actual SWD	35		*Waiver*			
		District Projected SWD	18	18	21	24	27	30
		District Actual SWD	16	29	*waiver*			
SC READY Math SC READY SDE website	% Meets Expectations and Exceeds Expectations **33** (2016-17)	**School Projected LEP**	35	37	39	41	43	45
		School Actual LEP	33		*Waiver*			
		District Projected LEP	40	40	43	46	49	52
		District Actual LEP	42	46	*waiver*			

SC READY Math SC READY SDE website	% Meets Expectations and Exceeds Expectations 55% (2017-18)	School Projected PIP	Base line will be established 2017-18	TBD	TBD	TBD	TBD	TBD
		School Actual PIP	55	TBD	*Waiver*		TBD	TBD
		District Projected PIP	36	36	39	42	45	48
		District Actual PIP	28	43	*waiver*			

ACTION PLAN FOR GOAL AREA 1 PERFORMANCE GOAL 4:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Integrate literature with multi-cultural characters and highlight significant cultural similarities and differences, across the curriculum	2018-2023	Teachers Literacy Coach Instructional Coach	None	None	Lesson plans Classroom observations Student writing Book collections
2. Include students with disabilities in the general education environment as appropriate	2018-2023	Teachers	None	None	Student records Classroom observations Inclusion rosters
3. Feature and highlight books in the media center with characters from a variety of cultural backgrounds.	2018-2023	Librarian Teachers	None	None	Observation Book usage reports Book collections

Performance Goal Area:	☒Student Achievement*	☐Teacher/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 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**		Kindergarten through Grade 5 =	Kindergarten through Grade 5 =	Kindergarten through Grade 5 =	Kindergarten through Grade 5 =
	Meets and Exceeds	**School Actual**	Kindergarten through Grade 5 =	*Data point not available due to state-wide school closures on March 17, 2020*			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	**School Projected**		Kindergarten = Grade 1 =	Kindergarten = Grade 1 =	Kindergarten = Grade 1 =	Kindergarten = Grade 1 =
	K5 criteria 41 or more accurate sounds per minute (40th percentile)	**School Actual**	Kindergarten = Grade 1 =	*Data point not available due to state-wide school closures on March 17,*			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**School Projected**		Grades 2 – 5 = 53%	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %

Assessment	Criteria	Type					
South Carolina MAP Linking Study – February 2018	2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile	**School Actual**	Grade 2 – % Grade 5 – %	Grade 2 – % Grade 5 – %	Grade 2 – % *5th grade data point not available - School Board decision to waive 5th grade testing*		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	**District Projected**		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	*Data point not available due to state-wide school closures on March 17, 2020*			
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 (40th percentile) Grade 1 criteria 71 or more	**District Actual**	5K – 50% Grade 1 – 55%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19*			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets	**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
South Carolina MAP Linking Study – February 2018 and July 2020	2018 2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile 2020 2nd grade criteria	**District Actual**	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing*		

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. Guided Reading Groups	2018-2023	Teachers Literacy Coach Instructional Coach			Lesson Plans Observations F&P Levels Classroom data
2. Intervention Groups	2018-2023	Teachers Paraprofessionals Interventionists Literacy Coach Instructional Coach			FastBridge Data Progress monitoring records F&P Levels
3. Remediation Programs	2018-2023	Teacher Paraprofessionals Instructional Leadership Team			Progress monitoring data Attendance records

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	**Spring 2019**	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Fastbridge	**Spring 2019**	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
MAP	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds	**School Projected**		2nd – 68 5th – 65	2nd – 68 5th – 65	2nd – 68 5th – 65	2nd – 68 5th - 65

	2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216	**School Actual**	2nd – 68 5th - 65				
Fountas and Pinnell	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					
Fastbridge	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					
MAP	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds	**District Projected**		2nd-38 5th – 34	2nd-38 5th – 34	2nd-38 5th – 34	2nd-38 5th – 34
	2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile	**District Actual**	2nd-38 5th – 34				

ACTION PLAN FOR GOAL AREA 1 PERFORMANCE GOAL 6:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Implementation of a professional learning plan to support teachers in building capacity for consistent	2018-2023	Instructional Coach Literacy Coach Literacy Team	None	None	Professional Development record

ACTION PLAN FOR GOAL AREA 1 PERFORMANCE GOAL 6:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
implementation of all the GCS Balanced Literacy Framework. components		Leadership			
Implement Balanced Literacy with fidelity across all grade levels.	2018-2023	Instructional Coach Literacy Coach Literacy Team Leadership	None	None	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3rd grade
Provide a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	Instructional Coach Literacy Coach Literacy Team Leadership	None	None	Observations, anecdotal notes, and lesson plans. Increased percentage of students scoring in the 60% and above in all categories on the FastBridge Assessments

Goal Area 2: Premier Workforce

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2018-2019	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Employment report	% of diverse teachers 2018-2019	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR GOAL AREA 2 PERFORMANCE GOAL 1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Identify locations where there is limited or no diversity.	2018-2023	Exec. Dir. HR	$0	NA	Ongoing focus
2. Develop recruitment plans with all locations where there is no or minimal diversity.	2018-2023	Dir. of Prof. Employment	$0	NA	Plans in place for schools
3. Identify for schools quality candidates who are diverse.	2018-2023	HR Recruiters	$0	NA	Ongoing identification of candidates

Goal Area 3: Caring Culture and Environment

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2017-2018**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SDE School Report Card Survey	**95.7**	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students	**96**	**97**	*Waiver*			
	100	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers	**100**	**100**	*waiver*			
	94.3	**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Parents	**97.8**	98	*Waiver*			
SDE School Report Card Survey	**92**	**District Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students	**86**	**88**	*waiver*			
	98	**District Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers	**97**	**98**	*Waiver*			
	91	**District Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents	**88**	89	*Waiver*			

ACTION PLAN FOR GOAL AREA 3 PERFORMANCE GOAL 1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Develop and implement school safety and crisis management plans.	2018-2023	Faculty and staff Parent and Community volunteers	$200	Extended Day Funds PTA	Crisis Drill critique sheets Yearly inspections

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 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		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	87	**School Projected**	90	90	90	90	90
		School Actual	87	*waiver*			
AdvancED Culture & Climate Surveys	89	**District Projected**	90	90	90	90	90
		District Actual	90	*waiver*			

ACTION PLAN FOR GOAL AREA 3 PERFORMANCE GOAL 2:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Maintain open lines of communication between home and school.	2018-2023	Faculty and staff PTA		Extended Day funds PTA	PTA attendance Communication logs Websites Signed weekly reports School Report Card School messenger Social media outlets
2. Send positive communication to all parents within the first 20 days of school	2018-2023	Teachers	$10	Local	Teacher records

Performance Goal Area:	☐Student Achievement*	☐Teacher/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: 3 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		2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-2017) **96.2**	**School Projected**	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
		School Actual	**96.8**	97				
	(2016-17) **95**	**District Projected**	95	95	95	95	95	95
		District Actual	95					

ACTION PLAN FOR GOAL AREA 3 PERFORMANCE GOAL 3:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Increase parental involvement in timely attendance	2018-2023	Attendance Clerk Leadership Council Administration	None	None	Attendance Records Truancy Reports

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

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

PERFORMANCE GOAL: 4 The school will create and sustain an environment that supports
mental and social/emotional health, as indicated by an annual decrease in the percent of elementary
students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry
while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid 4 % Lonely 11 % Angry 6 % (2017-2018)	**School Projected**	Afraid ≤ 4 Lonely ≤ 10 Angry ≤ 6	Afraid ≤ 4 Lonely ≤ 10 Angry ≤ 5	Afraid ≤ 4 Lonely ≤ 9 Angry ≤ 5	Afraid ≤ 4 Lonely ≤ 9 Angry ≤ 4	Afraid ≤ 4 Lonely ≤ 8 Angry ≤ 4
		School Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8% (2017-2018)	**District Projected**	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual	Afraid ≤ 5 Lonely ≤ 10 Angry ≤ 8	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR GOAL AREA 3 PERFORMANCE GOAL 4:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide guidance lessons on Stephen Covey's 7 Habits of Highly Effective People	2018-2023	Guidance counselors Teachers Instructional coach	$200	State Education Funds and PTA	Guidance Lesson Plans Displays in hallways and classrooms School-wide initiative mention daily on the Morning Show
2. Positive Panda Referrals and Golden Tickets to highlight student's positive behaviors	2018-2023	All staff	$100	Local	Morning Show Golden Ticket Lunch Number of positive referrals
3. Professional development on increasing mindfulness in the classroom	2018-2023	Instructional Coach Leadership	None	None	Professional development record

Important Website Links

State Department Website Link
www.ed.sc.gov

School Report Card Link
http://www.ed.sc.gov/data/report-cards/

Federal Accountability Rating System
http://www.ed.sc.gov/data/esea/